

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Communications

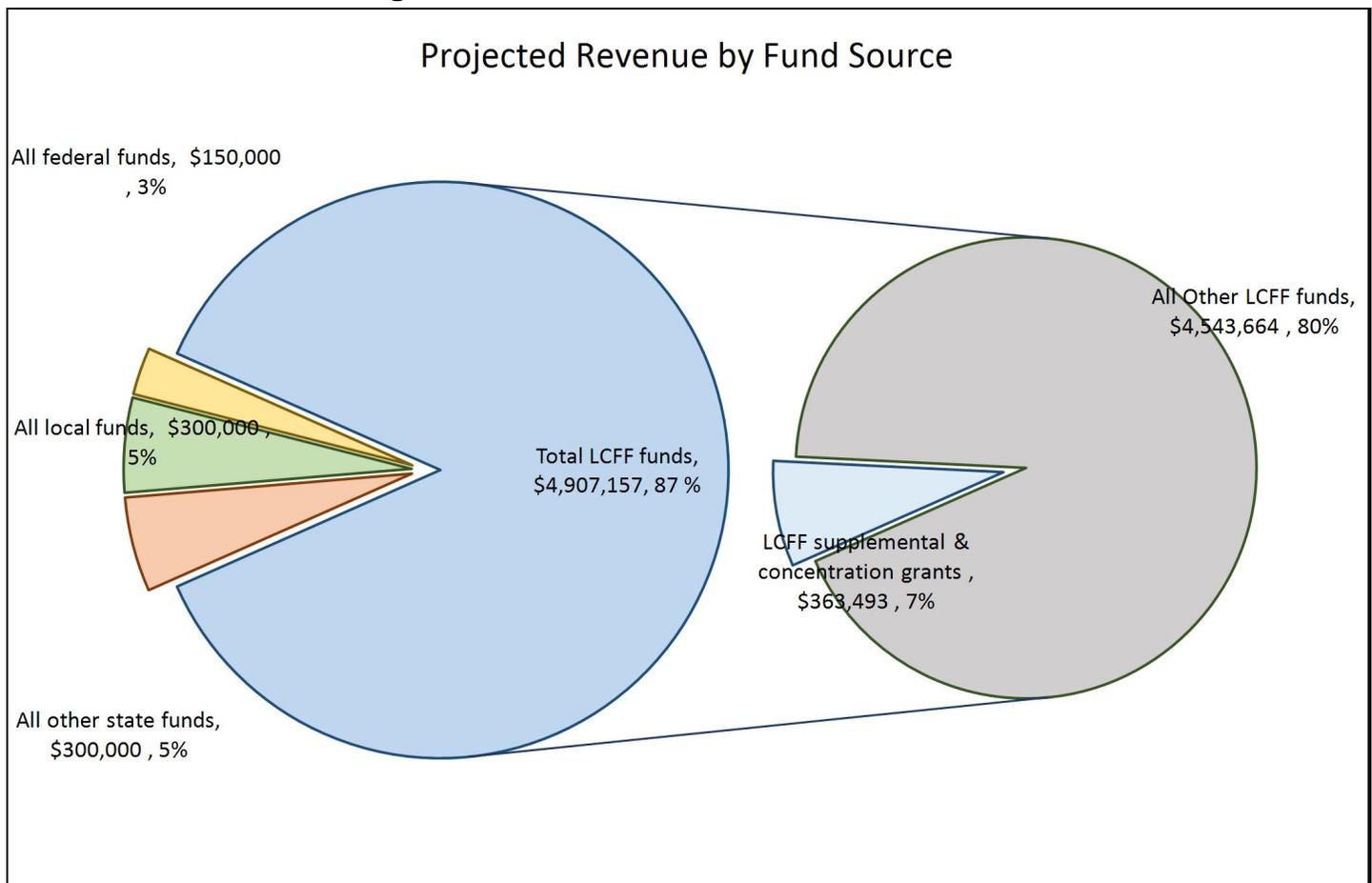
CDS Code: 19768690131128

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Dr. Scott Weatherford, Principal

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 2019-20 LCAP Year

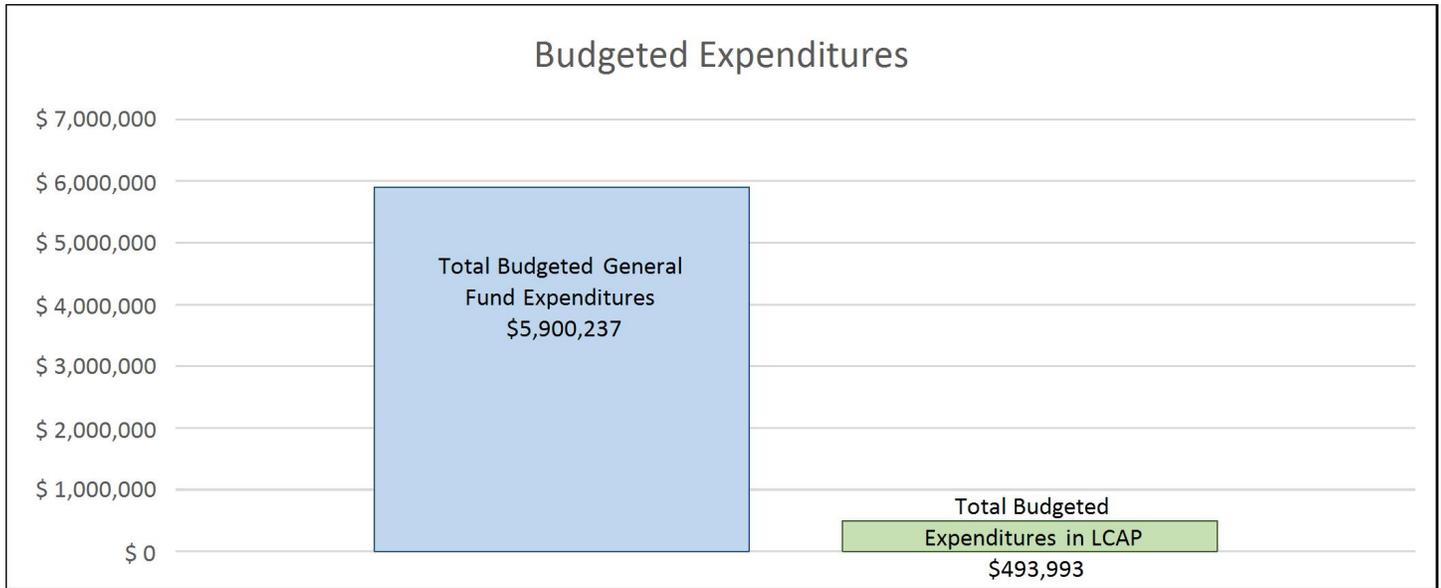


This chart shows the total general purpose revenue Da Vinci Communications expects to receive in the coming year from all sources.

The total revenue projected for Da Vinci Communications is \$6,020,650, of which \$4,907,157 is Local Control Funding Formula (LCFF), \$300,000 is other state funds, \$300,000 is local funds, and \$150,000 is federal funds. Of the \$4,907,157 in LCFF Funds, \$363,493 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 Da Vinci Communications plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Da Vinci Communications plans to spend \$5,900,237 for the 2019-20 school year. Of that amount, \$493,993.00 is tied to actions/services in the LCAP and \$5,406,244 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

All other school activities and expenditures, including staff salaries and benefits, building costs and upkeep, utilities, student materials and curriculum, technology needs, field trips, technology updates and upkeep, expenses related to central office staff, and more.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Da Vinci Communications is projecting it will receive \$363,493 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci Communications must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Da Vinci Communications plans to spend \$363,493 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

Services offered to low income, EL students and foster youth will increase in the third year of the Local Control Accountability Plan (LCAP) due to a greater allocation in Local Control Funding Formula, enabling the District to increase staffing, resources, outreach, and materials directly to the "unduplicated" (targeted) students at Da Vinci Communication.

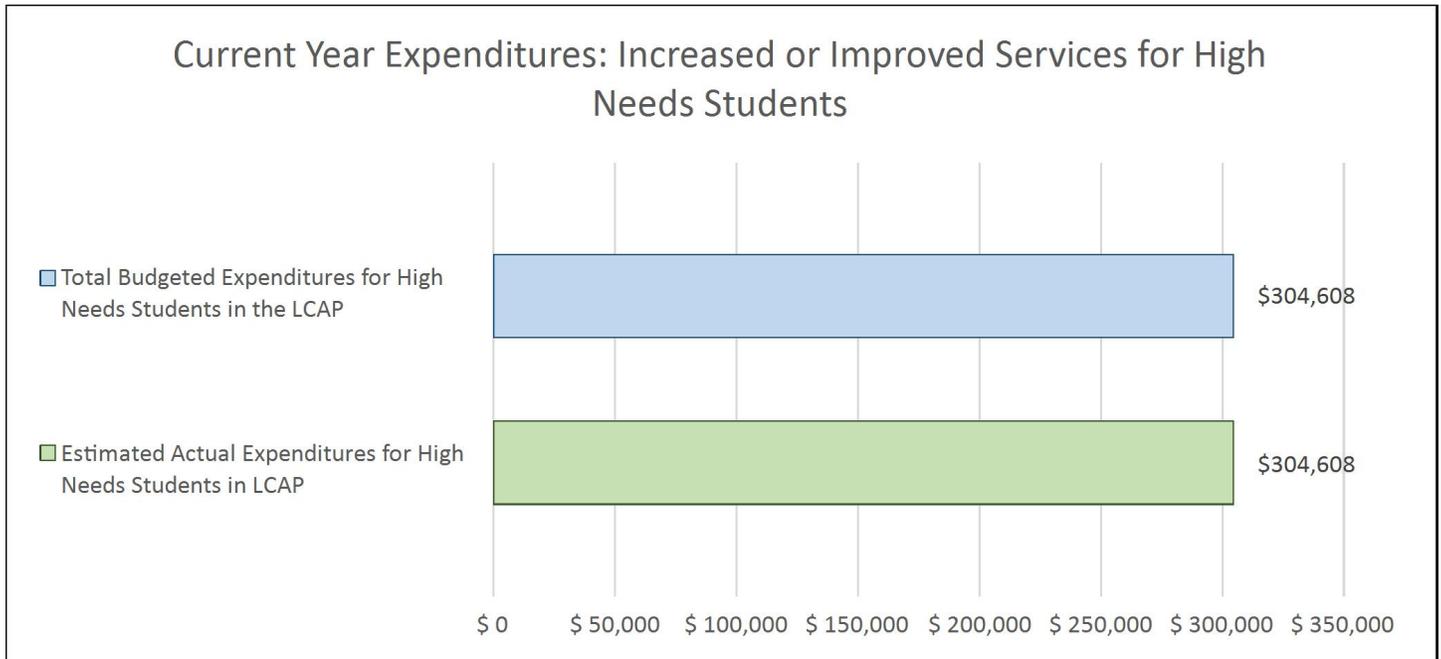
In the 2019-20 fiscal year the District will provide an additional \$58,885 in Supplemental funding for the targeted students. The Supplemental funding will provide an increase in both quantity and quality of services, which include the following services and programs:

- Reducing total student load per teacher

- Increasing prep time for teachers to plan and implement project based learning and industry involved curriculum
- Credit recovery opportunities
- Extra seminar sections, including academic support and intervention courses
- Smaller and more focused math classes
- Increased numbers of Academic Coaches available to support student learning

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



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

In 2018-19, Da Vinci Communications's LCAP budgeted \$304,608 for planned actions to increase or improve services for high needs students. Da Vinci Communications estimates that it will actually spend \$304,608 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$0 had the following impact on Da Vinci Communications's ability to increase or improve services for high needs students:
None, all funds were spent on services for high need students.



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Da Vinci Communications	Dr. Scott Weatherford Principal	sweatherford@davincischools.org 3107255800

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

Da Vinci Communications (DVC) is a beautiful school serving a diverse student community by any definition of diversity. DVC has a student and family body of students who are between 40% and 50% free or reduced meals, and has students from diverse racial backgrounds, with a plurality of student identifying as latino, then the next largest racial identity groups being black and white.

DVC is a project based learning school with a priority on the following structures:

1. Family community
2. Project based learning
3. College preparatory curriculum
4. Professional pathways

In order to accomplish these goals, the academic and school structures are set up as follows (by numbering system above):

1. Cohorting of students, most strongly in the 9th and 10th grades. In the 9th and 10th grades, students travel with a cohort of ~34 students to several of their core teachers, each of whom teaches two academic subjects (i.e. a math teacher would teach both algebra 1 and computer science). This structure decreases the total teacher to student ratio for core teachers, allowing for closer teacher and student relationships, producing a family feel at the school. The same is true for students - having the same classmates throughout the day promotes a family cohort of students, helping with integration into a diverse student body from a variety of middle schools.

2. Teachers design interdisciplinary, professional world projects as a grade level. Teachers teach for fewer minutes than at most other schools and equivalently have more prep time. This is necessary for the development of a strong, current and meaningful project-based learning curriculum.

3. Our college preparatory curriculum across all subjects is ensured through alignment to common core standards and a combination of relevant, real-world project-based curriculum with research-based best practices and curriculum. By combining these two sources of instruction, students are motivated, engaged and prepared for both the abstract challenges of the world and the discrete and concrete tasks of traditional schooling they will see in college.

4. Our professional pathways program has strands from 9th to 12th grade. Students all take computer science and communications in the 9th grade, which lead to student selected pathways starting in the 11th grade. We have pathways in computer science, journalism, strategic communications and music and media. Each pathway is aligned to industry skills through formation alongside industry experts, or through a curriculum developed by industry experts (i.e. Project Lead the Way Computer Science).

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

This year DVC had its third graduating class, and concurrently we have rolled out our second full grade level cohort of 135 students in 9th grade since we moved into our new building. DVC also completed its six-year accreditation review from WASC, earning a full 6-year renewal with no midterm visit required. A few of them are highlighted in this year's LCAP in the following ways:

- Complete pathway course offerings in computer science, journalism, strategic communications, and music & media
- Teachers in grades 9 through 12, and a result a significant commitment to money for staffing beyond a traditional 30:1 student to teacher ratio and 4/6 class period teaching assignments

DVC also has growth areas which we hope to commit to and improve in as demonstrated in this LCAP in the following ways:

- Increased credit recovery options during the year through extra sections taught by (and as a result, paid out to) teachers
- Increased preparation for the ACT and SAT, as demonstrated by our hiring an outside company to run SAT courses, and the expansion of those courses in 2018-19
- Greater access to both before and after school tutoring through hiring external candidates.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Our greatest progress is the development of our career pathways, including terrific opportunities to do real world projects with industry partners. We have rolled out these four career pathways with industry alignment, and as a result have opportunities for our students to specialize early in high school in a subject area while concurrently developing leadership abilities as they grow within a specific field modeled after a workplace. Our move out of our first full grade level and move into the new building was also a huge priority and success for us. We are now housed in our new state of the art Wiseburn High School campus, along with the other two Da Vinci High Schools. We have expanded our 9th grade and 10th grade classes each to 135 students, doubling the 9th and 10th grade staff size, and preparing to double the size of the 11th-grade class for 19-20 as the class of 2021 moves up a year. This trend will continue for the next two years as our cohorts continue to expand. It will be vital that we continue to hire staff that are a good fit for our model and school culture.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

Our greatest need is our math learning outcomes, as measured by SBAC results. As a result, we shifted our math curriculum from ALEKS (and online, self-paced, and very wrote learning math software) to College Preparatory Mathematics (CPM) in 17-18. This transition has been made over the course of the 2016-17 school year in pockets and proceeded in full force in 17-18 and 18-19. We have been able to reinforce and support this transition with professional development through CPM. Most importantly, we have a math department at DVC which have all been here since the grade level's founding and brought on an experienced math teacher to the 9th-grade team in 17-18. In 18-19 will continue the progress in this area by adding NWEA Map testing to better assess students and track their progress, as well as look for ways to integrate SBAC style questioning and SAT/ACT standards into the CPM curriculum in appropriate places. We expect with this set of advantages that we will see growth in our math outcomes as measured by internal measures at DVC over the next several years that track progress, but recognize that it might not necessarily immediately translate to higher SBAC scores because the scores do not measure student or cohort growth, but rather are a snapshot of a specific set of kids. Our smaller class sizes and therefore sample sizes also skew the SBAC results, so we have added NWEA math and English testing in 9-11th grade to help us better monitor and measure student growth.

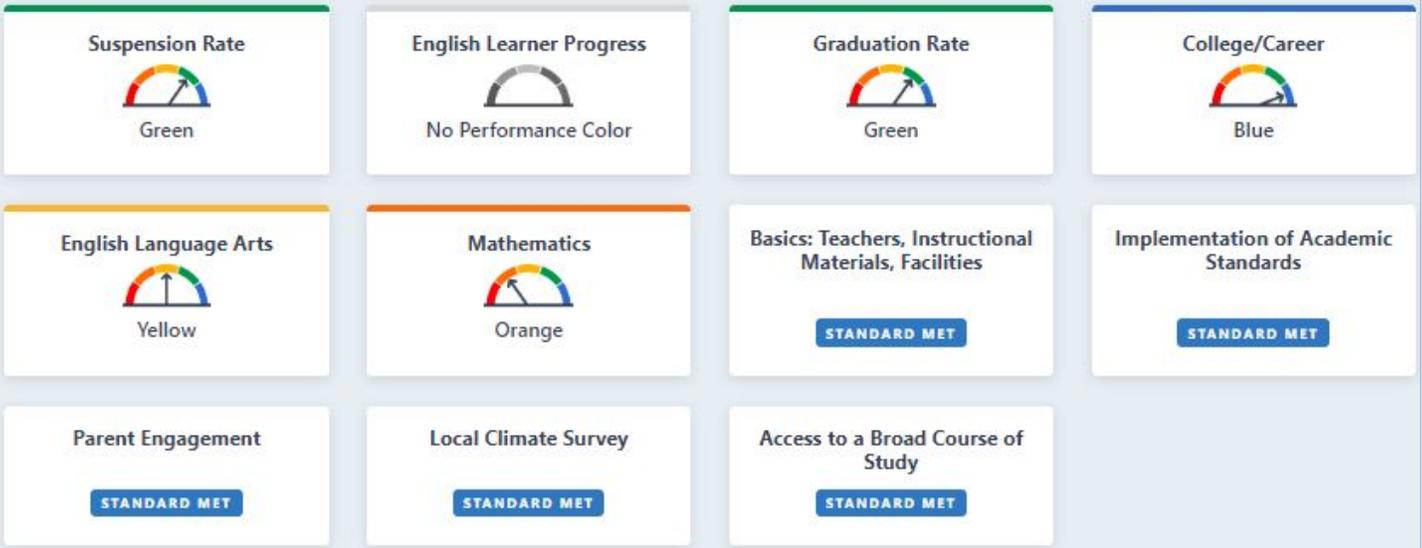
Generate PDF Report

View Additional Reports

Da Vinci Communications High

Explore the performance of Da Vinci Communications High under California's Accountability System.

2018



Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Based on our state testing results, we see a gap in our mathematics scores and success in our English instructional results. We have fully transitioned away from our online ALEKS curriculum to the deep learning model of College Preparatory Mathematics (CPM). We believe based on this curricular transition and the integration of our professional development in partnership with CPM this past year puts us in a great position to see improvements in our math testing and untested knowledge outcomes at our school over the next several years, but recognize it will take time to fully train teachers and students on the new curriculum, and time to understand and best use the data from interim assessments like the MAP and PSAT tests.

Da Vinci Communications High (Hawthorne, CA)

Wiseburn Unified

Reporting Year: 2018 ▼

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	None	Green	Green	Blue	Yellow	Orange
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Blue	Green	Green	None	None
Students with Disabilities	None	Orange	None	None	None	None
African American	None	Orange	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Blue	None	None	None	None
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Yellow	None	None	None	None
Two or More Races	None	None	None	None	None	None

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Da Vinci Communications was identified for Comprehensive Support and Improvement for our low 4-year cohort graduation rate. However, Da Vinci Communications students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th year early college program established in 2015. 7 students from the class of 2018 (11.9% of the cohort) elected to enroll in DVX, which if added to our 84.7% graduation rate provides a corrected graduation rate of 96.6% for 2018. All DVX students from this cohort are enrolled in college courses during the 2018-19 school year. As part of our plans to utilize the funds for CSI, we will hire a Student Success Coordinator to set up systems moving forward for the analysis of student data, including testing, attendance, suspensions, tardies, and more, to ensure students are being successful and on track to graduate.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

The LEA is the school. The school utilized the WASC review process we were engaged in during the 2018-2019 year and School Site Council meetings to involve all stakeholders in identifying a plan to address the gaps that cause the school to be labeled as CSI. This includes the hiring of a Student

Success Coordinator in the 19-20 year to fully analyze the data, create systems to ensure student success moving forward, and build the school culture.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

The LEA and School will monitor the CSI plan and effectiveness through regular updates on the progress related to all LCAP goals and the dashboard in general as well as CSI related data in particular during School Site Council meetings in conjunction with normal LCAP updates to all stakeholders.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

DVC students will be provided with access to the facilities, teachers and materials necessary for learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

Access to Instructional Materials

18-19

Audit will find that 100% of students will have access to instructional materials in print or electronic formats.

Baseline

100% of students had access to instructional materials in print or electronic formats in 2016-2017.

100% of students had access to instructional materials in print or electronic formats in 2018-2019. GOAL MET

Metric/Indicator

Appropriate Teacher Assignment

18-19

100% of teachers were properly assigned (0 teacher misassignments) in 2018-2019. GOAL MET

Expected

Audit will find that 100% of teachers are properly assigned.

Baseline

100% of teachers were properly assigned (0 teacher misassignments) in 2016-2017.

Metric/Indicator

Annual Facilities Inspection
Student Survey Results Related to Safety

18-19

Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.

Baseline

The school is safe, clean, and well maintained per January 2017 facilities inspection overall rating of 'Good' as well as 95% positive student ratings on the 2015-2016 survey question 'Do you feel safe at school,' and 98% positive student responses to the question, 'Do you feel safe outside of school?'

Actual

Teacher Credentials		
Da Vinci Communications	16-17	1
With Full Credential	12	
Without Full Credential	2	
Teaching Outside Subject Area of Competence	0	
Da Vinci Communications	16-17	1
With Full Credential	◆	
Without Full Credential	◆	
Teaching Outside Subject Area of Competence	◆	

The school is safe, clean and well maintained per January 2019 facilities inspection overall rating of 'Exemplary.' Student surveys will be given in Spring 2019, results are TBD. GOAL MET

Expected



Actual

School Facility Good Repair Status (Most Recent Year and month in which data were collected)	
System Inspected	Repair Status
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good
Interior: Interior Surfaces	Good
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good
Electrical: Electrical	Good
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good
Safety: Fire Safety, Hazardous Materials	Good
Structural: Structural Damage, Roofs	Good
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good
Overall Rating	Exemplary

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Students will all have year-long access to online foreign language software that will provide curriculum and assessment for students at their own individualized pace.

Actual
Actions/Services

Students had year-long access to online foreign language software that provided curriculum and assessment for students at their own individualized pace.

Budgeted
Expenditures

Rosetta Stone Subscriptions:
\$100 per student at 250 students
4000-4999: Books and Supplies
Base 25,000

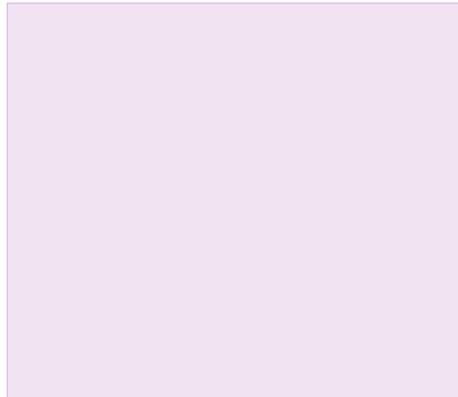
Estimated Actual
Expenditures

Rosetta Stone Subscriptions:
\$100 per student at 250 students
4000-4999: Books and Supplies
Base 25,000

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools



Action 2

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information.

Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information. Yes, all occurred.

Staff Recruitment, Hiring 5800: Professional/Consulting Services and Operating Expenditures Base 500

Staff Recruitment, Hiring 5800: Professional/Consulting Services and Operating Expenditures Base 500

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

Action 3

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Teachers will participate in professional development activities both on and off campus to increase

Teachers participated in professional development activities both on and off campus to

Professional development sessions involving industry trips

Professional development sessions involving industry trips

their ability to integrate Common Core Standards with 21st Century Skills.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

increase their ability to integrate Common Core Standards with 21st Century Skills, including math (CPM Conferences), Computers Science (PLTW and AP), and Journalism training and conferences.

for teachers, common core training and PBL training. 5800: Professional/Consulting Services and Operating Expenditures Base 12,000

for teachers, common core training and PBL training. 5800: Professional/Consulting Services and Operating Expenditures Base 12,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Teachers at DVC will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period model. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large</p>	<p>Teachers at DVC will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period model. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large</p>	<p>Partial cost of 5 Teachers at 60,000 average salary plus benefits 1000-1999: Certificated Personnel Salaries Supplemental \$231,840</p>	<p>Partial cost of 5 Teachers at 60,000 average salary plus benefits 1000-1999: Certificated Personnel Salaries Supplemental 231,840</p>

effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in.

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

- English Learners
- Foster Youth
- Low Income

Scope of Services

LEA-wide

Locations

All Schools

effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in. Yes, occurred as stated.

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall, expenses were largely personnel and materials driven. Our staffing model was executed as planned, and we purchased foreign language software as well as physics and engineering supplies for our transition to a deeper learning math teaching model.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Our personalized model is designed to develop close teacher/student relationships, most beneficial to low income and at-risk students, specifically students who have fewer close adult relationships with professional mentors in their lives. With this model, we hire teachers above the average 30:1 staffing ratio with 5 of 6 periods teaching. This results in a personalized experience for our students, most benefiting students from low income backgrounds.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated actual expenditures matched budgeted expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We did not make any changes to this goal, metrics or actions.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

DVC students will be provided with the services necessary to support their learning and successful completion of high school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Cohort Graduation Rate

18-19

Cohort graduation rate (including DVX students) of at least 97%.

Baseline

Cohort graduation for the class of 2017 not yet reported.

Actual

Da Vinci Communications students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th-year early college program established in 2015. 7 students from the class of 2018 (11.9% of the cohort) elected to enroll in DVX, which if added to our 84.7% graduation rate provides a corrected graduation rate of 96.6%. All DVX students from this cohort are enrolled in college courses during the 2018-19 school year. Goal was not met.

Expected

Metric/Indicator

Average Daily Attendance Rate

18-19

Daily attendance will be at or above 96%

Baseline

2015-2016 ADA: 98.88%

2016-2017 ADA: 95.03%

Metric/Indicator

Cohort Dropout Rate

18-19

The dropout rate will be less than 2.75%

Baseline

Cohort dropout rate for the class of 2017 not yet reported.

Metric/Indicator

Campus Persistence Rate

18-19

Over 90% of students (grades 9, 10 and 11) enrolled at Da Vinci Communications in October 2017 chose to stay at Da Vinci Communications for the following school year

Baseline

96% of students enrolled in October 2015 returned for the 2016-2017 school year.

Metric/Indicator

Support Plan Implementation Rate

18-19

100% of students will be assessed and those identified as 'at risk' will be provided with appropriate support services by mid-semester of their freshman year.

Baseline

Support plan implementation: TBD

Actual

2018-2019 overall ADA is still in progress, however P2 ADA was 95.1%. Goal was not met.

The 4-year cohort dropout rate for the class of 2018 was 1.7% (1 student). GOAL MET

90% of students enrolled in October 2017 returned for the 2018-2019 school year. GOAL MET

Support plan implementation: 100% of students identified as at risk based on their academic, language, health, or other needs had a support plan in place by mid-semester of their freshman year. GOAL MET

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Counseling support DVC will continue to staff counselors at a ration significantly higher than the average high school in California in order to provide students with individual counseling and college guidance, both in individual settings as well as in group settings.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		<p>Partial cost of extra counselors 1000-1999: Certificated Personnel Salaries Supplemental \$40,000.00</p>	<p>Partial cost of extra counselors 1000-1999: Certificated Personnel Salaries Supplemental 40,000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>DVC will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we</p>	<p>DVC will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we</p>	<p>Teacher stipends for extra sections 1000-1999: Certificated Personnel Salaries Title I 0</p>	<p>Teacher stipends for extra sections 1000-1999: Certificated Personnel Salaries Title I 0</p>

see the most need for our at risk students. These courses and sections should decrease the dropout rate as students receive needed credits to be on a path toward graduation. Note that in 18-19 because of staffing changes, 2 teachers will be able to provide these credit recovery sections at no additional cost. In 19-20 these teachers will have full teaching schedules and we will need to pay of the 'extra' sections again.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Location(s)

All Schools

see the most need for our at risk students. These courses and sections should decrease the dropout rate as students receive needed credits to be on a path toward graduation. Note that in 18-19 because of staffing changes, 2 teachers will be able to provide these credit recovery sections at no additional cost. In 19-20 these teachers will have full teaching schedules and we will need to pay of the 'extra' sections again. Yes, as stated.

Action 3

**Planned
Actions/Services**

Summer school option for students who need to recover humanities and mathematics credits.

**Actual
Actions/Services**

Summer school option for students who need to recover humanities and mathematics credits occurred as stated.

**Budgeted
Expenditures**

Cost to pay teachers to teach summer school 1000-1999:
Certificated Personnel Salaries
Title I 13,000

**Estimated Actual
Expenditures**

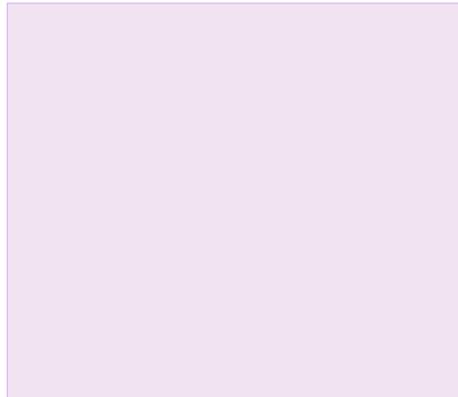
Cost to pay teachers to teach summer school

1000-1999: Certificated
Personnel Salaries Title I \$13,000

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools



Action 4

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Intervention and support seminar program

Intervention and support seminar program occurred as planned.

Partial costs of seminar program costs, including stipends for teachers to teach additional seminars 1000-1999: Certificated Personnel Salaries Supplemental \$5,000

Partial costs of seminar program costs, including stipends for teachers to teach additional seminars 1000-1999: Certificated Personnel Salaries Supplemental \$5,000

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
English Learners
Foster Youth
Low Income

Scope of Services
LEA-wide

Locations
All Schools

Partial costs of seminar program costs, including stipends for teachers to teach additional seminars 1000-1999: Certificated Personnel Salaries Title I \$5,000

Partial costs of seminar program costs, including stipends for teachers to teach additional seminars 1000-1999: Certificated Personnel Salaries Title I \$5,000

Action 5

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Tutoring support after and before school

Tutoring support after and before school did not occur as planned,

Tutoring support after and before school 5800:

Tutoring support after and before school 5800:

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

as we were unable to recruit and retain after school tutors at the Da Vinci mandated \$15 an hour for tutoring.

Professional/Consulting Services and Operating Expenditures Title I 4,000

Professional/Consulting Services and Operating Expenditures Title I 0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We staffed counselors above the state average. We provided for extra sessions during the school year for credit recovery as well as an extra math section and were able to have students working on credit recovery through an online a-g approved course system called APEX, saving us money. We implemented summer school as planned with a similar cost structure. We implemented extra seminars as planned with a similar cost structure. We were unable to provide consistent after school tutoring, due to a lack of available tutors at the rate we are allowed to pay Da Vinci academic coaches for their time (have to pay their normal rate, \$15-18 an hour - where they can make \$30-45 an hour after school doing private tutoring).

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Apex with credit recovery teachers and academic coaches facilitating the work has been effective this year at helping students recover credits in particular. After school tutoring was difficult this year due to a lack of participation by students and lack of availability from academic coaches. Hiring AC in 19-20 who have more availability after school will be a priority, as well as creating incentive's and encouraging students to utilize this resource better. An emphasis will be placed next year on increasing students attendance to achieve the 96% ADA goal, as well as decrease chronic absenteeism.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

See above related to Title I spending and after school/before school tutoring. Money not spent on tutoring went to extra academic coaches during the school day pushing into classes to support students and running credit recovery, math support, and foreign language seminars, all of which help students with graduation progress.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

None planned at this time.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

DVC students will benefit from a school culture that is safe and supportive of their learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Parent Attendance at Student Events

18-19

The number of parents attending student events will be remain higher than 90% as measured by sign in logs and teacher feedback.

Baseline

96% of families attended student events in 2016-2017.

Metric/Indicator

Parent Participation in Committees/Meetings

18-19

At least 60% of parents will attend grade level college counseling or financial aid workshops

Baseline

Actual

The number of families attending student events in 2018-2019 was 97%.

The number of families who attended school committees and meetings in 2018-2019 was 252, or 63% for the year.

Expected

An average of 8 families per meeting (with a total number of 40 families over the course of the year) attended school committees and meetings in 2016-2017.

Metric/Indicator

Parent Survey Participation Rates

18-19

The number of parents completing twice-annual parent survey will increase by 5%

Baseline

Parent Survey completion rates:

2015-2016: 79% (average of two administrations)

2016-2017: 71% (average of two administrations)

Metric/Indicator

Suspension Rates

18-19

Less than 15 suspensions (statewide average for our population would be 19)

Baseline

Suspensions:

2015-2016: 5

2016-2017: 6

Metric/Indicator

Student Survey Responses

18-19

On the annual student survey question, "My relationships with teachers overall," more than 85% of respondents choose 'good', 'very good', or 'excellent.'

Baseline

% of student survey respondents who responded with 'good,' 'very good,' or 'excellent':

"My relationships with teachers overall"

2014-2015: 90.6%

2015-2016: 87.51%

Actual

The fall 2019 parent survey completion rate was 33%, a 36% decrease from 2017-2018 administrations.

In 2018-2019 we had 14 suspension, for a 3.4% overall rate. Goal Met.

On the annual Spring student survey question, "My relationships with teachers overall," more than 91% of respondents choose 'good', 'very good', or 'excellent. Goal met.

Expected

Metric/Indicator

Student Survey Responses

18-19

More than 85% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."

Baseline

% of student survey respondents who responded with 'good,' 'very good,' or 'excellent':

"The degree to which the school creates a compassionate and caring learning community"

2014-2015: 88.89%

2015-2016: 88.89%

Metric/Indicator

Student Survey Responses

18-19

More than 85% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."

Baseline

% of student survey respondents who responded with 'good,' 'very good,' or 'excellent':

"How well the school creates an environment of high integrity, respect, and trust"

2014-2015: 83.75%

2015-2016: 85.95%

Actual

More than 91% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community" on the spring survey in 2019.

More than 81% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust", not meeting the goal for 2018-2019.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Da Vinci Communication will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post secondary options

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

Da Vinci Communication will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post secondary options. Yes, as stated.

School Home Calling system, partial cost 5900:
Communications Base 500

School Home Calling system, partial cost 5900:
Communications Base \$500

Partial cost of website maintenance 5900:
Communications Base 2,000

Partial cost of website maintenance 5900:
Communications Base \$2,000

Action 2

**Planned
Actions/Services**

Da Vinci Communication seeks to maintain positive school climate, parent and student engagement. DVC will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.

**Actual
Actions/Services**

Da Vinci Communication seeks to maintain positive school climate, parent and student engagement. DVC will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents. Yes, as stated.

**Budgeted
Expenditures**

Partial cost of Front office staff doing parent interaction and communication, specifically for families whose first language is not English and for families who do not regularly interact online. 2000-2999: Classified Personnel Salaries Base 2,000

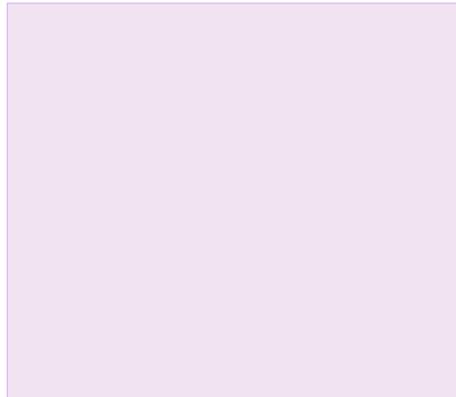
**Estimated Actual
Expenditures**

Partial cost of Front office staff doing parent interaction and communication, specifically for families whose first language is not English and for families who do not regularly interact online. 2000-2999: Classified Personnel Salaries Base \$2,000

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools



Action 3

Planned Actions/Services

DVC will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVC will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home of messages and reminders via the computerized school phone system. DVC will use sign-in sheets from parent events, evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement.

Actual Actions/Services

DVC will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVC will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home of messages and reminders via the computerized school phone system. DVC will use sign-in sheets from parent events, evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement. Yes, as stated.

Budgeted Expenditures

Cost of staff time updating the blog, calling families, and holding after school group meetings regarding college and school events 2000-2999: Classified Personnel Salaries Base 1,000

Estimated Actual Expenditures

Cost of staff time updating the blog, calling families, and holding after school group meetings regarding college and school events 2000-2999: Classified Personnel Salaries Base \$1,000

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools



Action 4

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Advisory plan.
Creation of an advisory curriculum that supports student’s engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success

Advisory plan.
Creation of an advisory curriculum that supports student’s engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success. This year an outside expert was brought in to talk to the students about consent and sexual harassment as part of the advisory program on healthy relationships.

Resources for advisory lessons and development 4000-4999:
Books and Supplies Base 500

Stipend for outside speaker.
5800: Professional/Consulting Services and Operating Expenditures Base \$500

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

Action 5

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Counseling support DVC will continue to staff at a lower student:counselor ratio in comparison to schools in California.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

Counseling support DVC will continue to staff at a lower student:counselor ratio in comparison to schools in California. Yes, as stated.

Portion of counseling salary:
1000-1999: Certificated
Personnel Salaries Base 10,000

Portion of counseling salary:
1000-1999: Certificated
Personnel Salaries Base \$10,000

Action 6

Planned Actions/Services

Students will have community dialogues that increase student morale. Extracurricular program, including stipends or hourly wages for adults running program.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

Actual Actions/Services

Students will have community dialogues that increase student morale. Extracurricular program, including stipends or hourly wages for adults running program. Yes, as stated.

Budgeted Expenditures

Teaching Stipend for Leadership Teacher 1000-1999: Certificated
Personnel Salaries Base 1,000

Estimated Actual Expenditures

Teaching Stipend for Leadership Teacher 1000-1999: Certificated
Personnel Salaries Base \$1,000

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Stipend will be paid for a teacher to plan and support advisory lessons, activities. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Stipend will be paid for a teacher to plan and support advisory lessons, activities. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers. Yes, as stated.</p>	<p>Advisory curriculum 1000-1999: Certificated Personnel Salaries Base 2500</p>	<p>Advisory curriculum teacher stipend 1000-1999: Certificated Personnel Salaries Base \$2,500</p>

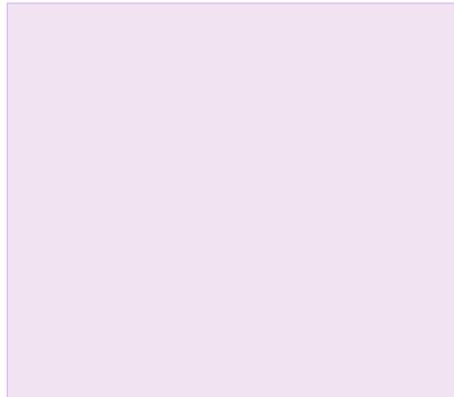
Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Overnighter trip is organized each year for freshmen. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience</p>	<p>Overnighter trip is organized each year for freshmen. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience. Yes, as stated.</p>	<p>Camp rental, buses 5000-5999: Services and Other Operating Expenditures Base 4,000</p>	<p>Camp rental, buses 5000-5999: Services and Other Operating Expenditures Base \$4,000</p>

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools



Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Implementation proceeded as planned, with materials and supplies purchased to support our culture building programs and activities in school, including materials for school assemblies (community dialogue, or CD) and advisory lessons. We also added more advisory support and training for a new key practice in advisories, and continue to use the 'Council' program in advisory. We ran our overnighter trip for all incoming freshmen as planned. We also maintained our parent communications systems, including email, online, text, voice and written and mailed communication.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Parent communication systems improved with more messages being sent home to families, particularly using a blog/email system, and at the classroom level using text messaging through applications designed

for educational use. We added Instagram this year. While we offered many opportunities for parents to come to school to interact in person, attendance was quite low for a variety of programs, from building updates to school site counseling meetings, coffee with the counselors, etc..

Parent involvement in some events was very high, including:

- Student Led Conferences (over 95% attendance, some grade levels had 100% attendance)

Parent involvement in individual counseling was solid and was good in the 11th-grade group evening financial aid meeting. However, there was low overall parent attendance at meetings for college knowledge information, despite a variety of times and dates as

options, and a lot of advertising by the counseling team for the events. Determining how to increase parent participation in these college nights and/or small group parent meetings is an important goal for DVC moving forward.

Our parent participation in the fall survey was very low, and we know that was because we did not 'require' it of parents as part of the SLCs as we have done in the past. We will require it again next year.

Student culture remains high and a point of celebration at DVC, in large part to the success of programs listed above, including advisory, community dialogue, and our freshman overnigher.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Next year we hope to increase the participation of parents across the grade levels in important college knowledge events, so we can assure all families are getting this very important information with fidelity.
We will 'require' parents to complet the survey as part of the fall SLCs.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

DVC graduates will demonstrate college & career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

SBAC Result Achievement Gap Analysis for socioeconomically disadvantaged students, foster youth, and English Learners.

18-19

Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional five percent.

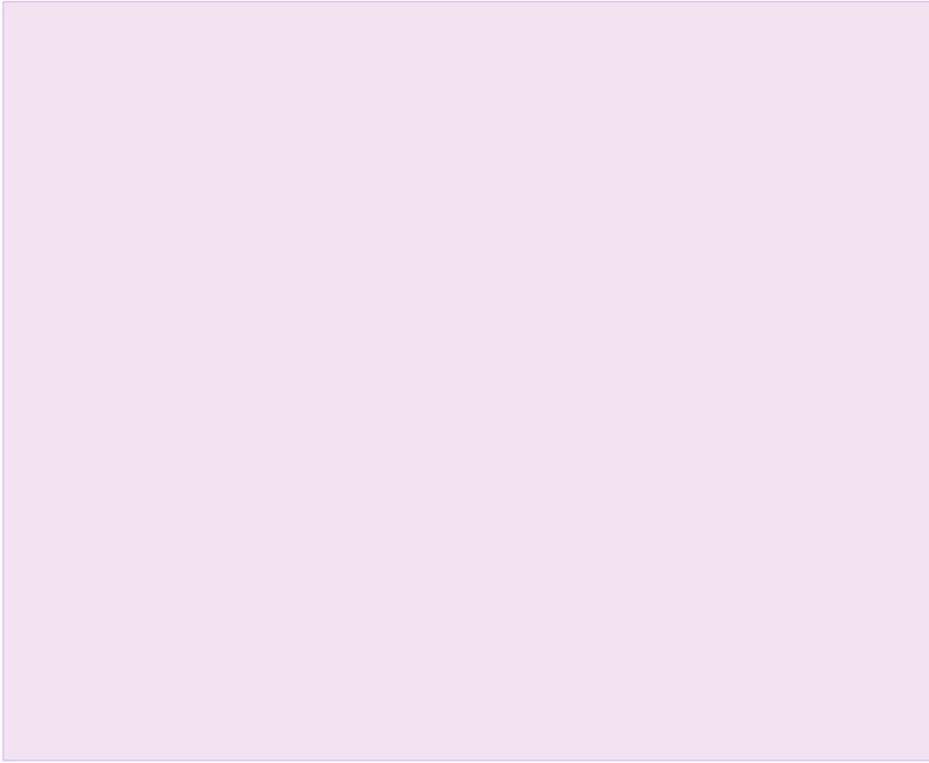
Baseline

Baseline SBAC results (2015-2016) reveal a 15% achievement gap for socio-economically disadvantaged students in ELA, and an 11% achievement gap in Math. For English Learner students (and RFEP students who were EL when SBAC tested), there is a 13% achievement gap for ELA and a 17% gap for Math.

Actual

2017-2018 SBAC results reveal no achievement gap for socio-economically disadvantaged students in ELA (SED students outperformed their non-SED peers by 2%), and a 19% achievement gap in Math. For English Learner students (and RFEP students who were EL when SBAC tested), no achievement gap data is available as there were fewer than 10 EL students tested. GOAL MET

Expected



Metric/Indicator

CELDT/ELPAC proficiency rates for English Learners

18-19

65% of ELLs will grow one level according to their overall CELDT/ELPAC score.

Baseline

53% of English Learners met the CELDT Criterion in 2016-2017. Of the 17 students tested, 18% (3 students) increased their CELDT Overall score one level. 29% (5 students) maintained the same score from the previous school year, and 18% (3 students) saw their CELDT Overall score fall one level. The remaining 35% (6 students) did not have a previous CELDT score to compare.

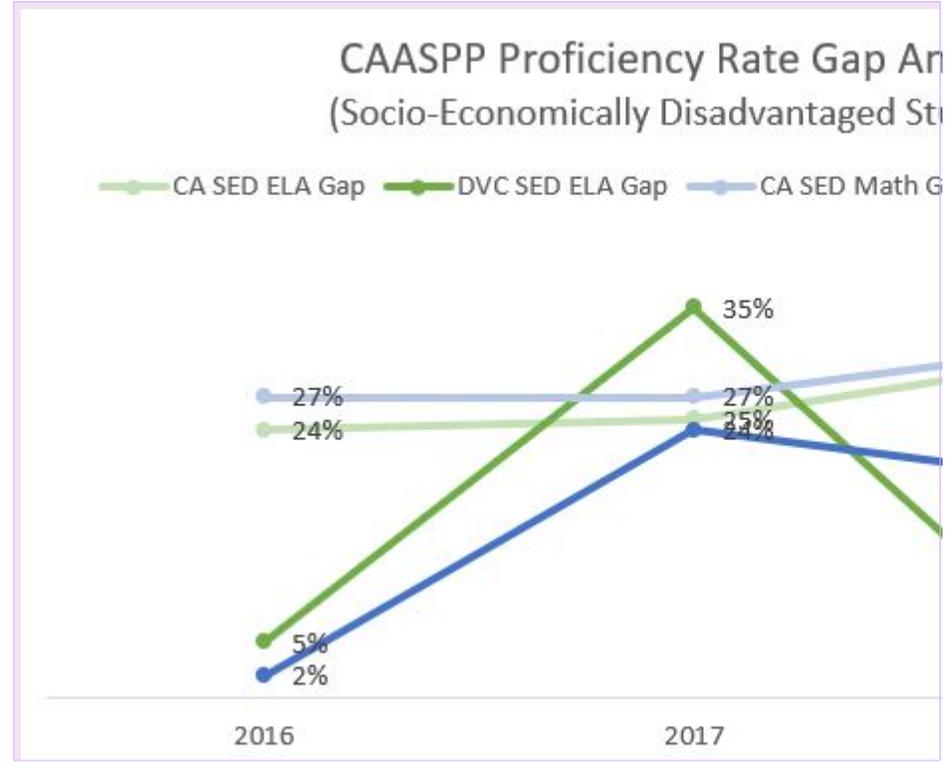
Metric/Indicator

EAP ELA Proficiency Rates

18-19

Increase by 2% percent the number of juniors who score 'college ready' on the ELA SBAC test.

Actual



Spring 2019 ELPAC testing results are in progress. GOAL IN PROGRESS

21% of juniors were 'college ready' on the ELA EPT exam in 2017-2018, a 12% decrease from 2016-2017. 56% of juniors were 'college ready' or 'conditionally ready,' representing a 14% decrease from 2016-2017. GOAL NOT MET

Expected

Baseline

40% of juniors were 'college ready' on the ELA EPT exam in 2015-2016, and 71% of juniors were 'college ready' or 'conditionally ready.'

Metric/Indicator

EAP Math Proficiency Rates

18-19

Increase by 5% percent the number of juniors who score "college ready" or 'college ready conditional' on the Math SBAC

Baseline

24% of juniors were 'college ready' or 'conditionally ready' on the Math EPT exam in 2015-2016.

2016-2017 EAP results are expected in summer 2017.

Metric/Indicator

Presentation of Learning Pass Rates

18-19

66% of students will pass their 'Presentation of Learning' on their first attempt.

Baseline

Students passing 'Presentation of Learning:'

2015-2016: 86%

2016-2017: 85%

Metric/Indicator

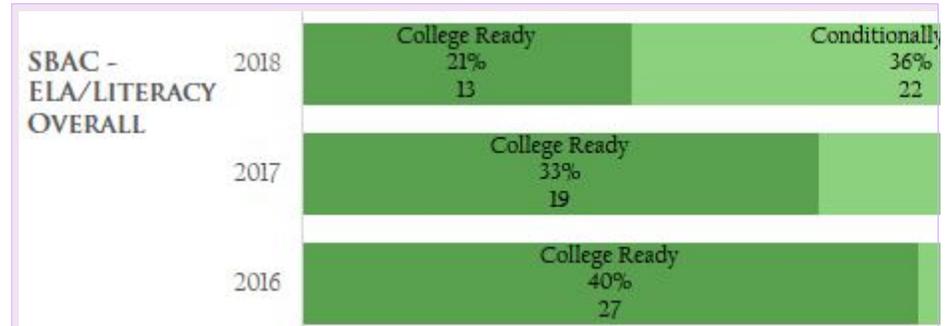
Community Service Hour Completion

18-19

60% of students complete a minimum of 20 community service hours during the school year.

Baseline

Actual



23% of juniors were 'college ready' or 'college ready conditional' on the Math EPT exam in 2017-2018, an 8% decrease from 2016-2017. GOAL NOT MET



88% of Da Vinci Communications students passed Semester 1 Presentations of Learning in 2018-2019. GOAL MET

Students completing a minimum of 20 community service hours during the 2017-2018 school year are in progress, however as of Semester 1 62% of students had completed 10 hours. GOAL MET

Expected

Students completing a minimum of 20 community service hours during the 2016-2017 school year: 97%

Metric/Indicator

PSAT College Readiness Scores

18-19

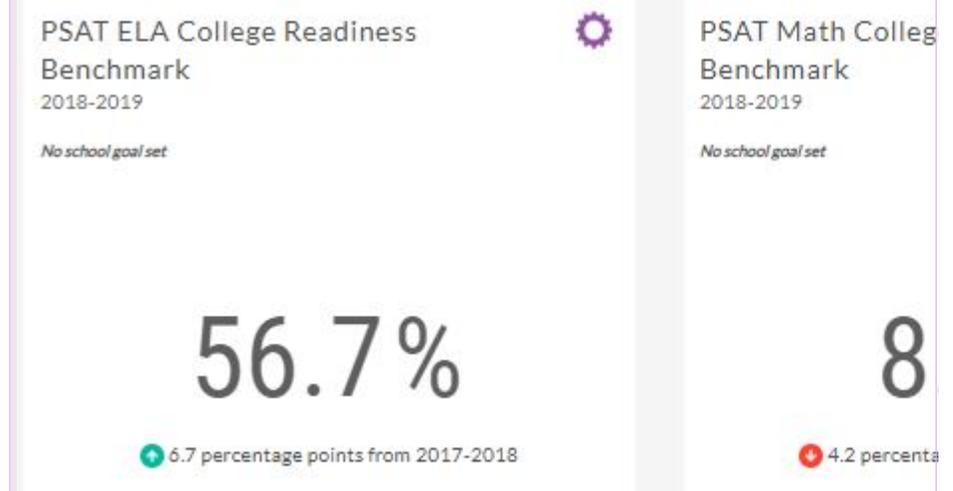
Establish a baseline for each cohort to then establish growth goals for that cohort of students moving forward

Baseline

Baseline will be established in 2018-19

Actual

56.7% of 2018-2019 PSAT test takers met the PSAT College Readiness Benchmark in ELA, a 6.7% increase from 2017-2018. 8.7% of 2018-2019 PSAT test takers met the PSAT College Readiness Benchmark in Math, a 4.2% decrease from 2017-2018. GOAL IN PROGRESS



Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Seminar supports for students needing to build math or ELA skills support before college.	Seminar supports for students needing to build math or ELA skills support before college occurred as planned.	Extra seminar assignments, approximately \$1,250 per seminar per semester. Built into seminar budget on previous goal 1000-1999: Certificated Personnel Salaries Supplemental 0	Extra seminar assignments, approximately \$1,250 per seminar per semester. Built into seminar budget on previous goal 1000-1999: Certificated Personnel Salaries Supplemental 0

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

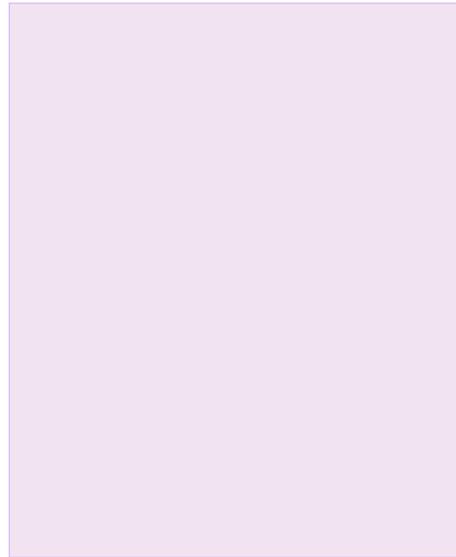
- English Learners
- Foster Youth
- Low Income

Scope of Services

LEA-wide

Locations

All Schools



Action 2

**Planned
Actions/Services**

College courses offered to as many students as possible. Textbook purchases for courses offered on campus by local Community Colleges.

**Actual
Actions/Services**

College courses offered to as many students as possible. Textbook purchases for courses offered on campus by local Community Colleges.

**Budgeted
Expenditures**

College courses offered to as many students as possible. Textbook purchases for courses offered on campus by local Community Colleges. 4000-4999: Books and Supplies Supplemental \$3,000.00

**Estimated Actual
Expenditures**

College courses offered to as many students as possible. Textbook purchases for courses offered on campus by local Community Colleges. We were able to use the same textbooks from last year's class and purchase used ones for another class, significantly reducing the \$ spent on textbooks this year. 4000-4999: Books and Supplies Supplemental \$330

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

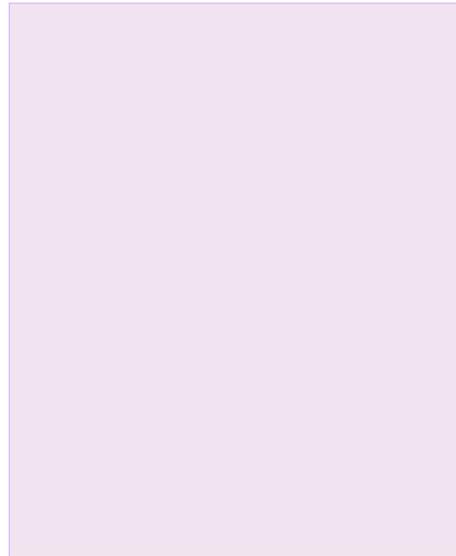
- English Learners
- Foster Youth
- Low Income

Scope of Services

LEA-wide

Locations

All Schools



Action 3

**Planned
Actions/Services**

POL Green room supervision and support to support proper preparation for end of semester presentations.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

All

Location(s)

All Schools

**Actual
Actions/Services**

POL Green room supervision and support to support proper preparation for end of semester presentations. Yes, as stated. Combination of substitutes and academic coaches

**Budgeted
Expenditures**

POL Green room supervision. \$60/day per room. 5800: Professional/Consulting Services and Operating Expenditures Base 2,000

**Estimated Actual
Expenditures**

POL Green room supervision. \$60/day per room. 5800: Professional/Consulting Services and Operating Expenditures Base \$2,000

Action 4

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Supervision of community service projects and outreach and publication of service hour opportunities on blog.

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served
All

Location(s)
All Schools

Supervision of community service projects and outreach and publication of service hour opportunities on blog. Yes, as indicated

Staff time, already included in salaries 1000-1999: Certificated Personnel Salaries Base 0

Staff time, already included in salaries 1000-1999: Certificated Personnel Salaries Base 0

Action 5

Planned Actions/Services

Increase number of academic coaches and hours to support students in core courses, especially math and ELA, as well as academic coaches teaching a math support seminar was added as a service during the school year. This was not part of the LCAP plan last year, but was added after seeing SBAC results and realizing there would be limited college program costs.

Actual Actions/Services

Increase number of academic coaches and hours to support students in core courses, especially math and ELA, as well as academic coaches teaching a math support seminar was added as a service during the school year. This was not part of the LCAP plan last year, but was added after seeing SBAC results and realizing there would be limited college program costs. Yes, as stated.

Budgeted Expenditures

Academic Coaches 2000-2999:
Classified Personnel Salaries
Supplemental 24768

Academic Coaches 2000-2999:
Classified Personnel Salaries
Title I 54040

Estimated Actual Expenditures

Academic Coaches 2000-2999:
Classified Personnel Salaries
Supplemental 24768

Academic Coaches 2000-2999:
Classified Personnel Salaries
Title I 54040

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

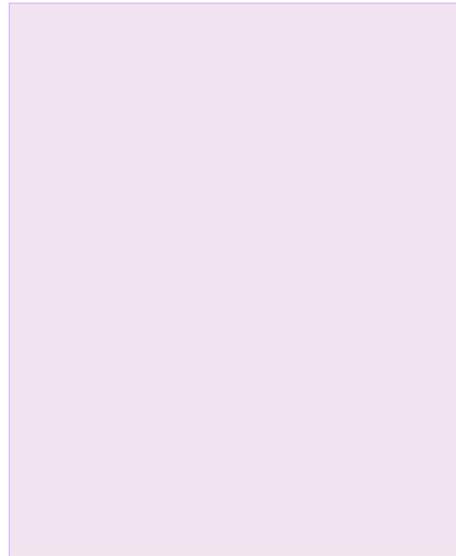
- English Learners
- Foster Youth
- Low Income

Scope of Services

LEA-wide

Locations

All Schools



Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

SBAC results showed us that there were significant gaps in the performance of subgroups last year, so an increase in academic coaches as supports for students in core classes was added this year to support teachers and students. The very small # of students in the last two cohorts or students tested and lack of any testing data for the students prior to their 11th grade year makes it very important to view the swings in success or challenges on the SBAC very carefully, as since the test is a one time test it does not show growth overall. For this reason we added PSAT testing in 9-11th grades to give us a more objective measure to use moving forward about student progress and growth, and we added NWEA MAP testing in English and Math to provide more objective tests both to measure growth as well as highlight students that will need more support moving forward, especially at the lower grade levels. This was very helpful this year, and we plan to continue to utilize the MAP testing next year and look forward to being able to compare MAP results with actual SBAC results and use the data more holistically to support students who are struggling moving forward.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We will need to see how the students do on the SBAC scores when they are released over the summer. However, as noted above, because the scores do not show growth and we have no previous benchmark for this group of students, the scores will once again not tell us enough about our programs successes or failures, which is why we adding other assessments like the PSAT and NWEA MAP testing this year. We will be adding a Student Success Coordinator next year whose job it will be to analyze MAP and PSAT data in relation to SBAC data to help us better track student progress and identify students who will need extra support.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Small difference in relation to dollars spent on textbooks for college courses, money saved this year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will be adding a Student Success Coordinator position to help us better analyze our data and student strengths and weaknesses next year.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parent, student, and teacher feedback on the school's program was solicited via school surveys in the fall of 2018, and the results used to help guide the LCAP creation. These surveys are part of Da Vinci's twice-annual school surveys.

In December 2018, all students were surveyed about the school programs, providing feedback for the LCAP development.

In December 2018, parents, students, and teachers on the SSC reviewed survey data and provided feedback for both spring 2018 as well as the 2018-19 school year.

In June of 2019, the second of the school-wide surveys was conducted, providing more feedback on the school's program, direction, and priorities.

On June 18th the Da Vinci Board reviewed the LCAP and provided feedback.

Da Vinci Communication has actively engaged parents and guardians of foster youth, English learners, reclassified English proficiency students, and low-income students.

In the annual update, DVC will continue to actively seek the involvement of all stakeholders to support improved outcomes for all pupils related to the state priorities. DVC will continue to refer to trends in students achievement and parent input.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Some of the areas that parents identified in the original meeting that were incorporated into the first draft of the DVC LCAP included SAT/ACT test prep, continued support of small class sizes and teacher/staff ratio,

Staff, parent, and student survey feedback and SSC feedback was incorporated into the LCAP through the inclusion of more SAT/ACT prep more times throughout the year, extra seminar support classes for struggling students, including for ELLs and LTELLs, and a Student Success Coordinator Position to analyze student data, track student progress, and build student culture.

June 18th 2019 Board meeting feedback was incorporated into the final board approved LCAP in the following manner:

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

DVC students will be provided with access to the facilities, teachers and materials necessary for learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

All students, including pupils with disabilities and socioeconomically disadvantaged students, need complete access to instructional materials. A growing proportion of these materials are now available as online resources. Student access to both print and electronic materials is measured by internal surveys and inventories. Compliance with this goal is measured by Williams Complaint procedures and the adequate response to such complaints.

Metric:

An internal audit conducted by Da Vinci Schools regarding availability of instructional materials.

Need: It is essential that teachers possess the professional knowledge for both content and pedagogy in their area of instructional. Hiring practices guide this process of eliminating teacher candidates that are not qualified. Internal and external professional development provides a structure for building capacity within our teaching staff. This goal is measured through CalPads, LACOE oversight and Williams Complaint Procedures.

Metric: An annual internal audit conducted by Da Vinci Schools will find 100% of teachers properly assigned.

Need: A positive school climate is essential in creating conditions that promote student learning. School is temporarily leasing an older building from authorizing district that is in need of structural upgrades, pending the brandnew construction of a school facility due to open in Spring of 2017. Internal and external facilities inspections are conducted on a regular basis, overseen by the Director of Facilities.

Metric: An internal audit conducted by Da Vinci Schools will show that the school site is safe, clean, and well maintained.

Need: The Common Core State Standards were created with college and career readiness as the ultimate goal. Over the next three years we plan to continue a seamless K-12 transition for students toward CCSS as well as the Next Generation Science Standards with appropriate instructional strategies, materials, and assessments. This includes a focus on student ownership of learning, student explanation of their thinking, student's presentations of learning and real-world application. The school models a project based philosophy, where students participate in hands-on, real world applications through the organization's establishment of a Practicum Program. Metric: 100% of teachers will participate in professional development related to the integration of the common core standards and Next Generation Science Standards (where applicable) in their classroom instruction. 100% of departments will have analyzed and incorporated common core standards and Next Generation Science Standards (where applicable) into class and department essential skills. 100% of students will participate in an industry-involved project each year.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to Instructional Materials	100% of students had access to instructional materials in print or electronic formats in 2016-2017.	Goal: Audit will find that 100% of students will have access to instructional materials in print or electronic formats. Outcome: 100% of students had access to instructional materials in print or electronic formats in 2017-2018. GOAL MET	Audit will find that 100% of students will have access to instructional materials in print or electronic formats. Outcome: 100% of students had access to instructional materials in print or electronic formats in 2018-2019. GOAL MET	Audit will find that 100% of students will have access to instructional materials in print or electronic formats.
Appropriate Teacher Assignment	100% of teachers were properly assigned (0 teacher	Goal: Audit will find that 100% of teachers are properly assigned.	Audit will find that 100% of teachers are properly assigned.	Audit will find that 100% of teachers are properly assigned.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	misassignments) in 2016-2017.	Outcome: 100% of teachers were properly assigned (0 teacher misassignments) in 2017-2018. GOAL MET	Outcome: 100% of teachers were properly assigned (0 teacher misassignments) in 2018-2019. GOAL MET	
Annual Facilities Inspection Student Survey Results Related to Safety	The school is safe, clean, and well maintained per January 2017 facilities inspection overall rating of 'Good' as well as 95% positive student ratings on the 2015-2016 survey question 'Do you feel safe at school,' and 98% positive student responses to the question, 'Do you feel safe outside of school?'	Goal: Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained. Outcome: The school is safe, clean, and well maintained per January 2018 facilities inspection overall rating of 'Exemplary' as well as 96% positive student ratings on the Fall 2017-2018 survey question 'Do you feel safe at school,' and 99% positive student responses to the question, 'Do you feel safe outside of school?' GOAL MET	Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained. Outcome: The school is safe, clean and well maintained per January 2019 facilities inspection overall rating of 'Exemplary.' Student surveys will be given in Spring 2019, results are TBD. GOAL MET	Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Students will all have year-long access to online foreign language software that will provide curriculum and assessment for students at their own individualized pace and hard copy physics textbooks to implement a project based learning science curriculum.

2018-19 Actions/Services

Students will all have year-long access to online foreign language software that will provide curriculum and assessment for students at their own individualized pace.

2019-20 Actions/Services

Students will all have year-long access to online foreign language software that will provide curriculum and assessment for students at their own individualized pace.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,000		
Source	Base		
Budget Reference	4000-4999: Books and Supplies Active Physics Curriculum		

Amount	25,000	25,000	25,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books and Supplies Rosetta Stone Subscriptions: \$100 per student at 250 students	4000-4999: Books and Supplies Rosetta Stone Subscriptions: \$100 per student at 250 students	4000-4999: Books and Supplies Rosetta Stone Subscriptions: \$100 per student at 250 students

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Staff Recruitment, Hiring	5800: Professional/Consulting Services and Operating Expenditures Staff Recruitment, Hiring	5800: Professional/Consulting Services and Operating Expenditures Staff recruitment, hiring

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Teachers will participate in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills.

2018-19 Actions/Services

Teachers will participate in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills.

2019-20 Actions/Services

Teachers will participate in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	12,000	14,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Professional development sessions involving industry trips for teachers, common core training and PBL training.	5800: Professional/Consulting Services and Operating Expenditures Professional development sessions involving industry trips for teachers, common core training and PBL training.	5800: Professional/Consulting Services and Operating Expenditures Professional development sessions involving industry trips for teachers, common core training and PBL training.

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Teachers at DVC will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period model. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in.

Teachers at DVC will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period model. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in.

Teachers at DVC will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period model. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$214,752	\$231,840	\$271,725
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of 4 Teachers at 60,000 average salary plus benefits	1000-1999: Certificated Personnel Salaries Partial cost of 5 Teachers at 60,000 average salary plus benefits	1000-1999: Certificated Personnel Salaries Partial cost of 6.5 Teachers at 60,000 average salary plus benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

DVC students will be provided with the services necessary to support their learning and successful completion of high school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Need:
The state average cohort graduation rate is 78.9%. We receive these metrics in the 2nd year after the cohort graduates, and as such do not expect to receive our cohort graduation rate for our first full graduating class of 2017 until the 2018-2019 school year. The state-wide average dropout rate is 4.0%. In order to create goals that build us up toward success on those measures, we will create goals surrounding daily attendance and students staying at Da Vinci Communications year to year.

Metric:
Daily Attendance Rates, percentage of students (9th, 10th and 11th grade) maintaining enrollment at Da Vinci Communications year

Need:
As an independent charter school Da Vinci Communications enrolls students from all over the South Bay and Los Angeles in general. Our incoming ninth grade classes often include students from more than a dozen different middle schools. As such, it can be difficult to get appropriate student records in a timely manner, let alone maintain effective lines of communication with each school regarding every student. It is therefore important for DVC to quickly identify students who are at risk and create effective support plans to help

meet their individualized needs. Da Vinci Communications will identify all students who may be at risk for a variety of factors and develop appropriate support plans for them.

Metric:
 Percentage of students identified as at risk based on their academic, language, health, or other needs that have a support plan in place by mid-semester of their freshman year.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Cohort Graduation Rate	Cohort graduation for the class of 2017 not yet reported.	Goal: We will develop a cohort graduation rate goal when we have graduating class, beginning with our graduating class of 2017. Initial goal is to maintain a graduation rate above 90%. Outcome: Da Vinci Communications class of 2017 has an adjusted cohort graduation rate (including DVX students) of 98.5%. GOAL MET	Cohort graduation rate (including DVX students) of at least 97%. Outcome: Da Vinci Communications class of 2018 has an adjusted cohort graduation rate (including DVX students) of 96.6%. GOAL NOT MET	Cohort graduation rate (including DVX students) of at least 97%.
Average Daily Attendance Rate	2015-2016 ADA: 98.88% 2016-2017 ADA: 95.03%	Goal: Daily attendance will be at or above 96.25% Outcome: 2017-2018 ADA: 94.7% GOAL NOT MET	Daily attendance will be at or above 96% Outcome: 2018-2019 overall ADA is still in progress, however P2 ADA was 95.23%. GOAL IN PROGRESS	Daily attendance will be at or above 96%
Cohort Dropout Rate	Cohort dropout rate for the class of 2017 not yet reported.	Goal: The dropout rate will be less than 2.75%	The dropout rate will be less than 2.75%	The dropout rate will be less than 2.75%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Outcome: The 4-year cohort dropout rate for the class of 2017 was 1.4% (1 student). GOAL MET	Outcome: The 4-year cohort dropout rate for the class of 2018 was 1.7% (1 student). GOAL MET	
Campus Persistence Rate	96% of students enrolled in October 2015 returned for the 2016-2017 school year.	Goal: Over 90% of students (grades 9, 10 and 11) enrolled at Da Vinci Communications in October 2016 chose to stay at Da Vinci Communications for the following school year. Outcome: 97.5% of students enrolled in October 2016 returned for the 2017-2018 school year. GOAL MET	Over 90% of students (grades 9, 10 and 11) enrolled at Da Vinci Communications in October 2017 chose to stay at Da Vinci Communications for the following school year. 90% of students enrolled in October 2017 returned for the 2018-2019 school year. GOAL MET	Over 90% of students (grades 9, 10 and 11) enrolled at Da Vinci Communications in October 2018 chose to stay at Da Vinci Communications for the following school year
Support Plan Implementation Rate	Support plan implementation: TBD	Goal: 85% of students identified as at risk based on their academic, language, health, or other needs that have a support plan in place by mid-semester of their freshman year. Outcome: Support plan implementation: 100% of students identified as at risk based on their academic, language, health, or other needs had a support plan in	100% of students will be assessed and those identified as 'at risk' will be provided with appropriate support services by mid-semester of their freshman year. Outcome: Support plan implementation: 100% of students identified as at risk based on their academic, language, health, or other needs had a support plan in place by mid-semester	100% of students will be assessed and those identified as 'at risk' will be provided with appropriate support services by mid-semester of their freshman year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		place by mid-semester of their freshman year. GOAL MET	of their freshman year. GOAL MET	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Counseling support
DVC will continue to staff counselors at a ration significantly higher than the average

2018-19 Actions/Services

Counseling support
DVC will continue to staff counselors at a ration significantly higher than the average

2019-20 Actions/Services

Counseling support
DVC will continue to staff counselors at a ration significantly higher than the average

high school in California in order to provide students with individual counseling and college guidance, both in individual settings as well as in group settings.

high school in California in order to provide students with individual counseling and college guidance, both in individual settings as well as in group settings.

high school in California in order to provide students with individual counseling and college guidance, both in individual settings as well as in group settings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,800.00	\$40,000.00	\$40,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of extra counselor	1000-1999: Certificated Personnel Salaries Partial cost of extra counselors	1000-1999: Certificated Personnel Salaries Partial cost of extra counselors

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Modified Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

DVC will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at risk students. These courses and sections should decrease the dropout rate as students receive needed credits to be on a path toward graduation.

DVC will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at risk students. These courses and sections should decrease the dropout rate as students receive needed credits to be on a path toward graduation. Note that in 18-19 because of staffing changes, 2 teachers will be able to provide these credit recovery sections at no additional cost. In 19-20 these teachers will have full teaching schedules and we will need to pay of the 'extra' sections again.

DVC will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at-risk students. These courses and sections should decrease the dropout rate as students receive needed credits to be on a path toward graduation. Note that in 19-20 these teachers will have full teaching schedules and we will need to pay of the 'extra' sections again. DVC will utilize APEX online learning to allow students to recover courses that are not available in our smaller school's limited master schedule or summer school options.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	13,500	0	18,000
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher stipends for extra sections	1000-1999: Certificated Personnel Salaries Teacher stipends for extra sections	1000-1999: Certificated Personnel Salaries Teacher stipends for extra sections
Amount			\$9,500
Source			Title I
Budget Reference			4000-4999: Books and Supplies APEX online credit recovery courses

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Summer school option for students who need to recover humanities and mathematics credits.

2018-19 Actions/Services

Summer school option for students who need to recover humanities and mathematics credits.

2019-20 Actions/Services

Summer school option for students who need to recover humanities and mathematics credits.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,000	13,000	15,000
Source	Title I	Title I	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Cost to pay teachers to teach summer school	1000-1999: Certificated Personnel Salaries Cost to pay teachers to teach summer school	1000-1999: Certificated Personnel Salaries Cost to pay teachers to teach summer school

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Intervention and support seminar program

2018-19 Actions/Services

Intervention and support seminar program

2019-20 Actions/Services

Intervention and support seminar program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$9,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial costs of seminar program costs, including stipends for teachers to teach additional seminars	1000-1999: Certificated Personnel Salaries Partial costs of seminar program costs, including stipends for teachers to teach additional seminars	1000-1999: Certificated Personnel Salaries Partial costs of seminar program costs, including stipends for teachers to teach additional seminars

Amount		\$5,000	\$9,000
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Partial costs of seminar program costs, including stipends for teachers to teach additional seminars	1000-1999: Certificated Personnel Salaries Partial costs of seminar program costs, including stipends for teachers to teach additional seminars
Amount			\$3,000
Source			Title I
Budget Reference			4000-4999: Books and Supplies Achieve 3000 online reading and writing intervention support curriculum for students below grade level in reading and ELL student support.

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Tutoring support after and before school

Tutoring support after and before school

Tutoring support after and before school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,000	4,000	4,000
Source	Title I	Title I	Base
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Tutoring support after and before school	5800: Professional/Consulting Services and Operating Expenditures Tutoring support after and before school	5800: Professional/Consulting Services and Operating Expenditures Tutoring support after and before school

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

DVC students will benefit from a school culture that is safe and supportive of their learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Need:
Da Vinci Schools programs and activities rely on parent and community support. To further support our goal of getting all students to and through college, we seek the active participation of parents and community members. Each family is asked to attend student Presentations of Learning (POL), Exhibition Nights and Student-Led Conferences. Parent Surveys are analyzed to review parent satisfaction.

Metric:
The number of parents attending student events - i.e. Exhibition Night, Presentations of Learning and Student Led Conferences.
The number of parents attending committee decision-making group meetings including School Site Council.
The number of parents completing twice-annual parent survey.

Need:
We believe that while attendance, dropout, and graduation rates are important indicators of student engagement, more subtle indicators help a school and staff proactively determine if the students are really engaged with the school in a meaningful way. Our

school student survey has a number of such indicators, including a question that asks students to, “Please rate Da Vinci in the following areas related to Relationships: My relationships with teachers overall”.

Metric:

Annual student survey question, “My relationships with teachers overall”, those respondents choosing ‘good’, ‘very good’, or ‘excellent’.

Need:

The staff and students of Da Vinci recognize the importance of continuing to foster a positive climate and environment that will build on the success the school has had in this area. Suspensions should never be the first

Metric:

The school’s suspension rate, as reported to and by the California Department of Education for Da Vinci Communications High School. Our student population will increase each year over the first 3 years of the school, so while our numerical goal is the same, as a percentage of the student population this goal becomes more rigorous each year.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Attendance at Student Events	96% of families attended student events in 2016-2017.	Goal: The number of parents attending student events will be remain higher than 90% as measured by sign in logs and teacher feedback. Outcome: The number of families attending student events in 2017-2018 was 94%. GOAL MET	The number of parents attending student events will be remain higher than 90% as measured by sign in logs and teacher feedback. Outcome: The number of families attending student events in 2018-2019 was XX%. GOAL MET	The number of parents attending student events will be remain higher than 90% as measured by sign in logs and teacher feedback.
Parent Participation in Committees/Meetings	An average of 8 families per meeting (with a total number of 40 families over the course of the year) attended school	Goal: An average of 6 parents will participate in school committees and meetings. Outcome: The number of families attending	At least 60% of parents will attend grade level college counseling or financial aid workshops Outcome: The number of families attending	At least 70% of parents will attend grade level college counseling or financial aid workshops

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	committees and meetings in 2016-2017.	school committees and meetings in 2017-2018 is 9, for a total of 45 over the course of the year. GOAL MET	school committees and meetings in 2018-2019 is X, for a total of XX over the course of the year. GOAL MET	
Parent Survey Participation Rates	Parent Survey completion rates: 2015-2016: 79% (average of two administrations) 2016-2017: 71% (average of two administrations)	Goal: The number of parents completing twice-annual parent survey will increase by 5% Outcome: The 2017-2018 parent survey completion rate was 69% (average of two administrations), a 2% decrease from 2016-2017. GOAL NOT MET	The number of parents completing twice-annual parent survey will increase by 5% Outcome: The fall 2019 parent survey completion rate was 33%, a 36% decrease from 2017-2018 administrations. GOAL NOT MET	The number of parents completing twice-annual parent survey will increase by 5%
Suspension Rates	Suspensions: 2015-2016: 5 2016-2017: 6	Goal: Less than 10 suspensions Outcome: In 2017-18 there were 15 suspensions. GOAL NOT MET	Less than 15 suspensions (statewide average for our population would be 19) Outcome: 2018-19 is still in progress, however as of April 2019 there have been 19 suspensions. GOAL NOT MET	Less than 18 suspensions (statewide average for our population would be 22)
Student Survey Responses	% of student survey respondents who responded with 'good,' 'very good,' or 'excellent':	Goal: On the annual student survey question, "My relationships with teachers overall," more than 85% of respondents choose	On the annual student survey question, "My relationships with teachers overall," more than 85% of respondents choose	On the annual student survey question, "My relationships with teachers overall," more than 85% of respondents choose

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>“My relationships with teachers overall” 2014-2015: 90.6% 2015-2016: 87.51%</p>	<p>‘good’, ‘very good’, or ‘excellent.’ Outcome: 2017-2018 positive student survey response to, “My relationships with teachers overall.” 87.23%. GOAL MET</p>	<p>‘good’, ‘very good’, or ‘excellent.’ Outcome: Student surveys will be given in Spring 2019, results are TBD.</p>	<p>‘good’, ‘very good’, or ‘excellent.’</p>
<p>Student Survey Responses</p>	<p>% of student survey respondents who responded with 'good,' 'very good,' or 'excellent': “The degree to which the school creates a compassionate and caring learning community” 2014-2015: 88.89% 2015-2016: 88.89%</p>	<p>Goal: More than 85% of respondents choose ‘good,’ ‘very good,’ or ‘excellent’ on the annual student survey question, “The degree to which the school creates a compassionate and caring learning community.” Outcome: 2017-2018 positive student survey response to, “The degree to which the school creates a compassionate and caring learning community:” 89.36%. GOAL MET</p>	<p>More than 85% of respondents choose ‘good,’ ‘very good,’ or ‘excellent’ on the annual student survey question, “The degree to which the school creates a compassionate and caring learning community.” Outcome: Student surveys will be given in Spring 2019, results are TBD.</p>	<p>More than 85% of respondents choose ‘good,’ ‘very good,’ or ‘excellent’ on the annual student survey question, “The degree to which the school creates a compassionate and caring learning community.”</p>
<p>Student Survey Responses</p>	<p>% of student survey respondents who responded with 'good,' 'very good,' or 'excellent': “How well the school creates an environment</p>	<p>Goal: More than 85% of respondents choose ‘good,’ ‘very good,’ or ‘excellent’ on the annual student survey question, “How well the school creates an environment</p>	<p>More than 85% of respondents choose ‘good,’ ‘very good,’ or ‘excellent’ on the annual student survey question, “How well the school creates an environment</p>	<p>More than 85% of respondents choose ‘good,’ ‘very good,’ or ‘excellent’ on the annual student survey question, “How well the school creates an environment</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	of high integrity, respect, and trust" 2014-2015: 83.75% 2015-2016: 85.95%	of high integrity, respect, and trust." Outcome: 2017-2018 positive student survey response to, "How well the school creates an environment of high integrity, respect, and trust:" 92.2%. GOAL MET	of high integrity, respect, and trust." Outcome: Student surveys will be given in Spring 2019, results are TBD.	of high integrity, respect, and trust."

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Da Vinci Communication will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post secondary options

2018-19 Actions/Services

Da Vinci Communication will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post secondary options

2019-20 Actions/Services

Da Vinci Communication will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post secondary options

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5900: Communications School Home Calling system, partial cost	5900: Communications School Home Calling system, partial cost	5900: Communications School home calling system, partial cost
Amount	2,000	2,000	2,000
Source	Base	Base	Base
Budget Reference	5900: Communications Partial cost of website maintenance	5900: Communications Partial cost of website maintenance	5900: Communications Partial cost of website maintenance

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Da Vinci Communication seeks to maintain positive school climate, parent and student engagement. DVC will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.

2018-19 Actions/Services

Da Vinci Communication seeks to maintain positive school climate, parent and student engagement. DVC will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.

2019-20 Actions/Services

Da Vinci Communication seeks to maintain positive school climate, parent and student engagement. DVC will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	2,000	2,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Partial cost of Front office staff doing parent interaction and communication, specifically for families whose first language is not English and for families who do not regularly interact online.	2000-2999: Classified Personnel Salaries Partial cost of Front office staff doing parent interaction and communication, specifically for families whose first language is not English and for families who do not regularly interact online.	2000-2999: Classified Personnel Salaries Partial cost of Front office staff doing parent interaction and communication, specifically for families whose first language is not English and for families who do not regularly interact online.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

DVC will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVC will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home of messages and reminders via the computerized school phone system. DVC will use sign-in sheets from parent events, evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement.

2018-19 Actions/Services

DVC will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVC will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home of messages and reminders via the computerized school phone system. DVC will use sign-in sheets from parent events, evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement.

2019-20 Actions/Services

DVC will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVC will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home of messages and reminders via the computerized school phone system. DVC will use sign-in sheets from parent events, evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000	1,000	1,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Cost of staff time updating the blog, calling families, and holding after school group meetings regarding college and school events	2000-2999: Classified Personnel Salaries Cost of staff time updating the blog, calling families, and holding after school group meetings regarding college and school events	2000-2999: Classified Personnel Salaries Cost of staff time updating the blog, calling families, and holding after school group meetings regarding college and school events

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Advisory plan.
Creation of an advisory curriculum that supports student's engagement and connection to other students and staff and

2018-19 Actions/Services

Advisory plan.
Creation of an advisory curriculum that supports student's engagement and connection to other students and staff and

2019-20 Actions/Services

Advisory plan.
Creation of an advisory curriculum that supports student's engagement and connection to other students and staff and

supports their academic, behavioral, and college readiness success

supports their academic, behavioral, and college readiness success

supports their academic, behavioral, and college readiness success

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	4000-4999: Books and Supplies Resources for advisory lessons and development	4000-4999: Books and Supplies Resources for advisory lessons and development	4000-4999: Books and Supplies Resources for advisory lessons and development

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Counseling support

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Counseling support

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2019-20 Actions/Services

Counseling support

DVC will continue to staff at a lower student:counselor ratio in comparison to schools in California.

DVC will continue to staff at a lower student:counselor ratio in comparison to schools in California.

DVC will continue to staff at a lower student:counselor ratio in comparison to schools in California. Cost already included in another goal and action in LCAP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	10,000	0
Source	Base	Base	
Budget Reference	1000-1999: Certificated Personnel Salaries Portion of counseling salary:	1000-1999: Certificated Personnel Salaries Portion of counseling salary:	Portion of counseling salaries

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Students will have community dialogues that increase student morale. Extracurricular program, including stipends or hourly wages for adults running program.

Students will have community dialogues that increase student morale. Extracurricular program, including stipends or hourly wages for adults running program.

Students will have community dialogues that increase student morale. Extracurricular program, including stipends or hourly wages for adults running program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000	1,000	2,500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries CD materials	1000-1999: Certificated Personnel Salaries Teaching Stipend for Leadership Teacher	1000-1999: Certificated Personnel Salaries Teaching Stipend for Leadership Teacher

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Advisory program is planned and run by teachers. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.

Stipend will be paid for a teacher to plan and support advisory lessons, activities. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.

Stipend will be paid for a teacher to plan and support advisory lessons, activities. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	2500	2500
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Advisory materials	1000-1999: Certificated Personnel Salaries Advisory curriculum	1000-1999: Certificated Personnel Salaries Advisory curriculum

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

Overnighter trip is organized each year for freshmen. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience

Overnighter trip is organized each year for freshmen. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience

Overnighter trip is organized each year for freshmen. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,000	4,000	4,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services and Other Operating Expenditures Camp rental, buses	5000-5999: Services and Other Operating Expenditures Camp rental, buses	5000-5999: Services and Other Operating Expenditures Camp rental, buses

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 4

DVC graduates will demonstrate college & career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Need:
Da Vinci Communications was founded on the principle that all students will graduate as collaborative, informed, resourceful, and reflective individuals who are college-ready, career-prepared, and community-minded. Foster youth, socioeconomically disadvantaged students, and English Language Learners face unique learning challenges in their pursuit of these goals. At Da Vinci Schools we seek to level the playing field for these students by providing a caring, nurturing, and supportive educational setting. Neither the newly adopted SBAC tests nor the new high school API have been fully finalized, let alone delivered and implemented, making it difficult to create authentic metrics or goals to support these goals at this time. However, we will closely monitor the data we receive from each, create new and rigorous goals accordingly, and update annually as appropriate to best monitor and meet the needs of these students.

Metric:
SBAC results, CELDT/ELPAC scores

Need:
Preparing students for college and career success is the goal that Da Vinci was founded on and drives our decision making process in all areas. We are constantly asking ourselves how we can better prepare our students for both success in college and in the workforce, either as high school or college grads. Our early college access program provides students the opportunities to take a variety of accredited college courses at no cost on our campus (these courses are provided in lieu of AP courses). Our graduation

requirements are synced with the A-G UC course requirements, a much higher bar than the typical high school graduation requirements.

Metric:
EAP/SBAC results

Need:
A core competency of students at Da Vinci is explaining their own learning twice a year in high stakes “Presentations of Learning”. In these forums, students come before a panel of teachers and in front of their peers review key learning objectives from their classes as well as reflect on how they have used their ‘Habits of Mind’ and ‘21st Century Skills’ throughout the semester. Students field questions from their teachers on what they have learned as well as how they have grown. Properly preparing for these presentations helps students develop skills demonstrated to be in high demand by businesses in the 21st century, as well reinforces their own learning.

Metric:
Percentage of students passing their ‘Presentation of Learning’ on their first attempt.

Need:
Students grow as individuals through involvement in their communities outside of the school walls. We feel like community service is a valuable activity for students for their personal growth, connection to the world outside of high school and for community benefit.

Metric:
Student completion of service hours each year.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Result Achievement Gap Analysis for socioeconomically disadvantaged students, foster youth, and English Learners.	Baseline SBAC results (2015-2016) reveal a 15% achievement gap for socio-economically disadvantaged students in ELA, and an 11% achievement gap in Math. For English Learner students (and RFEP students who were EL when SBAC tested), there is a 13% achievement gap for ELA and a 17% gap for Math.	Goal: Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent. Outcome: 2016-2017 SBAC results reveal a 35% achievement gap for socio-economically disadvantaged students in ELA, and an 24% achievement gap in Math. For English	Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional five percent. Outcome: 2017-2018 SBAC results reveal no achievement gap for socio-economically disadvantaged students in ELA (SED students outperformed their non-SED peers by 2%), and	Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional five percent.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		<p>Learner students (and RFEP students who were EL when SBAC tested), no achievement gap data is available as there were fewer than 10 EL students tested. GOAL NOT MET</p>	<p>a 19% achievement gap in Math. For English Learner students (and RFEP students who were EL when SBAC tested), no achievement gap data is available as there were fewer than 10 EL students tested. GOAL MET</p>	
<p>CELDT/ELPAC proficiency rates for English Learners</p>	<p>53% of English Learners met the CELDT Criterion in 2016-2017. Of the 17 students tested, 18% (3 students) increased their CELDT Overall score one level. 29% (5 students) maintained the same score from the previous school year, and 18% (3 students) saw their CELDT Overall score fall one level. The remaining 35% (6 students) did not have a previous CELDT score to compare.</p>	<p>Goal: 65% of ELLs will grow one level according to their overall CELDT/ELPAC score. Outcome: 100% of the 5 initial English Learners new to Da Vinci Communications met the CELDT Criterion in 2017-2018 and were designated as Initially Fluent English Proficient. Continuing English Learners took the new ELPAC summative assessment in Spring 2018, and 12 out of 15 students, or 80% scored proficient, though no growth can be determined as this was the first time the new exam was administered. GOAL IN PROGRESS</p>	<p>65% of ELLs will grow one level according to their overall CELDT/ELPAC score. Outcome: Spring 2019 ELPAC testing results are in progress. GOAL IN PROGRESS</p>	<p>65% of ELLs will grow one level according to their overall CELDT/ELPAC score.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EAP ELA Proficiency Rates	40% of juniors were 'college ready' on the ELA EPT exam in 2015-2016, and 71% of juniors were 'college ready' or 'conditionally ready.'	Goal: Increase by 2% percent the number of juniors who score 'college ready' on the ELA EAP test. Outcome: 33% of juniors were 'college ready' on the ELA EPT exam in 2016-2017, a 7% decrease from 2015-2016. 70% of juniors were 'college ready' or 'conditionally ready,' representing a 1% increase from 2015-2016. GOAL NOT MET	Increase by 2% percent the number of juniors who score 'college ready' on the ELA SBAC test. Outcome: 21% of juniors were 'college ready' on the ELA EPT exam in 2017-2018, a 12% decrease from 2016-2017. 56% of juniors were 'college ready' or 'conditionally ready,' representing a 14% decrease from 2016-2017. GOAL NOT MET	Increase by 2% percent the number of juniors who score 'college ready' on the ELA SBAC test.
EAP Math Proficiency Rates	24% of juniors were 'college ready' or 'conditionally ready' on the Math EPT exam in 2015-2016. 2016-2017 EAP results are expected in summer 2017.	Goal: Increase by 2% percent the number of juniors who score "college ready" or 'college ready conditional' on the Math EAP test. Outcome: 31% of juniors were 'college ready' or 'college ready conditional' on the Math EPT exam in 2016-2017, a 7% increase from 2015-2016. GOAL MET	Increase by 5% percent the number of juniors who score "college ready" or 'college ready conditional' on the Math SBAC Outcome: 23% of juniors were 'college ready' or 'college ready conditional' on the Math EPT exam in 2017-2018, an 8% decrease from 2016-2017. GOAL NOT MET	Increase by 5% percent the number of juniors who score "college ready" or 'college ready conditional' on the Math SBAC
Presentation of Learning Pass Rates	Students passing 'Presentation of Learning:'	Goal: 66% of students will pass their 'Presentation of	66% of students will pass their 'Presentation	66% of students will pass their 'Presentation

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2015-2016: 86% 2016-2017: 85%	Learning' on their first attempt. Outcome: 83% of Da Vinci Communications students passed Presentations of Learning in 2017-2018. GOAL MET	of Learning' on their first attempt. Outcome: 88% of Da Vinci Communications students passed Semester 1 Presentations of Learning in 2018-2019. GOAL MET	of Learning' on their first attempt.
Community Service Hour Completion	Students completing a minimum of 20 community service hours during the 2016-2017 school year: 97%	Goal:60% of students complete a minimum of 20 community service hours during the school year. Outcome: Students completing a minimum of 20 community service hours during the 2017-2018 school year: 65%. GOAL MET	60% of students complete a minimum of 20 community service hours during the school year. Outcome: Students completing a minimum of 20 community service hours during the 2017-2018 school year are in progress, however as of Semester 1 62% of students had completed 10 hours. GOAL MET	60% of students complete a minimum of 20 community service hours during the school year.
PSAT College Readiness Scores	Baseline will be established in 2018-19		Establish a baseline for each cohort to then establish growth goals for that cohort of students moving forward. Outcome: 56.7% of 2018-2019 PSAT test takers met the PSAT College Readiness Benchmark in ELA, a	growth goal per cohort based on previous year's scores

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			6.7% increase from 2017-2018. 8.7% of 2018-2019 PSAT test takers met the PSAT College Readiness Benchmark in Math, a 4.2% decrease from 2017-2018. GOAL IN PROGRESS	

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Seminar supports for students needing to build math or ELA skills support before college.

2018-19 Actions/Services

Seminar supports for students needing to build math or ELA skills support before college.

2019-20 Actions/Services

Seminar supports for students needing to build math or ELA skills support before college.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Extra seminar assignments, approximately \$1,250 per seminar per semester. Built into seminar budget on previous goal	1000-1999: Certificated Personnel Salaries Extra seminar assignments, approximately \$1,250 per seminar per semester. Built into seminar budget on previous goal	1000-1999: Certificated Personnel Salaries Extra seminar assignments, approximately \$1,250 per seminar per semester. Built into seminar budget on previous goal

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

College courses offered to as many students as possible. Based on changing partnership status with our two current college course providers, this program is in re-design over the summer of 2017. We want to block out funding for the program, but its implementation is uncertain at this point.

2018-19 Actions/Services

College courses offered to as many students as possible. Textbook purchases for courses offered on campus by local Community Colleges.

2019-20 Actions/Services

College courses offered to as many students as possible. Textbook purchases for courses offered on campus by local Community Colleges.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$27,950.00	\$3,000.00	\$3,000.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Partial Costs of college partnership (so that we can offer dual enrollment courses on our campus)	4000-4999: Books and Supplies College courses offered to as many students as possible. Textbook purchases for courses offered on campus by local Community Colleges.	4000-4999: Books and Supplies College courses offered to as many students as possible. Textbook purchases for courses offered on campus by local Community Colleges.

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

POL Green room supervision and support to support proper preparation for end of semester presentations.

2018-19 Actions/Services

POL Green room supervision and support to support proper preparation for end of semester presentations.

2019-20 Actions/Services

POL Green room supervision and support to support proper preparation for end of semester presentations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	2,000	2,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures POL Green room supervision. \$60/day per room.	5800: Professional/Consulting Services and Operating Expenditures POL Green room supervision. \$60/day per room.	5800: Professional/Consulting Services and Operating Expenditures POL Green Room supervision. \$60/room/day

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Supervision of community service projects and outreach and publication of service hour opportunities on blog.

2018-19 Actions/Services

Supervision of community service projects and outreach and publication of service hour opportunities on blog.

2019-20 Actions/Services

Supervision of community service projects and outreach and publication of service hour opportunities on blog.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Staff time, already included in salaries	1000-1999: Certificated Personnel Salaries Staff time, already included in salaries	1000-1999: Certificated Personnel Salaries Staff time, already included in salaries

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

Increase number of academic coaches and hours to support students in core courses, especially math and ELA, as well as academic coaches teaching a math support seminar was added as a service during the school year. This was not part of the LCAP plan last year, but was added after seeing SBAC results and realizing there would be limited college program costs.

2018-19 Actions/Services

Increase number of academic coaches and hours to support students in core courses, especially math and ELA, as well as academic coaches teaching a math support seminar was added as a service during the school year. This was not part of the LCAP plan last year, but was added after seeing SBAC results and realizing there would be limited college program costs.

2019-20 Actions/Services

Increase number of academic coaches and hours to support students in core courses, especially math and ELA, as well as academic coaches teaching a math support seminar was added as a service during the school year. This was not part of the LCAP plan last year, but was added after seeing SBAC results and realizing there would be limited college program costs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	24768	24768	24768
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Academic Coaches	2000-2999: Classified Personnel Salaries Academic Coaches	2000-2999: Classified Personnel Salaries Academic Coaches

Amount	59040	54040	20,500
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Academic Coaches	2000-2999: Classified Personnel Salaries Academic Coaches	2000-2999: Classified Personnel Salaries Academic Coaches

Action 6

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	LEA-wide Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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Actions/Services

		New Action
		PSAT and ACT Test Prep services provided after school, during seminars, and summer school as needed.

Budgeted Expenditures

Amount			\$10,000
Source			Base
Budget Reference			5800: Professional/Consulting Services and Operating Expenditures Test Prep companies

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$363,493

Percentage to Increase or Improve Services

4.04%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The school's 2019-20 estimated enrollment is 475 of which 209, or 44% may be eligible to qualify the school to receive Supplemental funding. These students are referred to as "unduplicated" Free Reduced Price Meal/ English Learners/ Foster Youth for purposes of Local Control Funding Formula (LCFF). For purposes of the LCAP, we refer to the "unduplicated" students as "targeted". Total funding for the targeted pupils in 2019-20 is projected to be approximately \$363,493. All "Additional Annual Actions" are targeted and provide an overview of the types of services and programs that these specific students will benefit from because of the additional/ improved actions and services. All actions and services provided using Supplemental funding are principally directed towards targeted students and are effective in meeting their needs. These actions were created to primarily serve the needs of low-income students, foster youth and English Language Learners. With the "unduplicated" count of targeted students at 44%, Da Vinci Communication exceeds the 40% threshold that allows for a charterwide approach. Our services to targeted students are provided on a charterwide basis. LCAP goals will be best met and targeted students will be best served where programs are organized without segregation of services to specific populations. In a charterwide approach, all students are served and no student populations are singled out based on their "unduplicated" status. Given the truly diverse nature of student demographics at Da Vinci Communication, a charterwide approach is being undertaken.

Services offered to low income, EL students and foster youth will increase in the third year of the Local Control Accountability Plan (LCAP) due to a greater allocation in Local Control Funding Formula, enabling the District to increase staffing, resources, outreach, and materials directly to the "unduplicated" (targeted) students at Da Vinci Communication.

Services offered to low income, EL students and foster youth will increase in the third year of the Local Control Accountability Plan (LCAP) due to a greater allocation in Local Control Funding Formula, enabling the District to increase staffing, resources, outreach, and materials directly to the "unduplicated" (targeted) students at Da Vinci Communication.

In the 2019-20 fiscal year the District will provide an additional \$58,885 in Supplemental funding for the targeted students. The Supplemental funding will provide an increase in both quantity and quality of services, which include the following services and programs:

- Reducing total student load per teacher
- Increasing prep time for teachers to plan and implement project based learning and industry involved curriculum
- Credit recovery opportunities
- Extra seminar sections, including academic support and intervention courses
- Smaller and more focused math classes
- Increased numbers of Academic Coaches available to support student learning

LCAP Year: 2018-19

Estimated Supplemental and Concentration Grant Funds

\$304,608

Percentage to Increase or Improve Services

6.09%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The school's 2018-19 estimated enrollment is 390 of which 164, or 42% may be eligible to qualify the school to receive Supplemental funding. These students are referred to as "unduplicated" Free Reduced Price Meal/ English Learners/ Foster Youth for purposes of Local Control Funding Formula (LCFF). For purposes of the LCAP, we refer to the "unduplicated" students as "targeted". Total funding for the targeted pupils in 2018-19 is projected to be approximately \$304,608. All "Additional Annual Actions" are targeted and provide an overview of the types of services and programs that these specific students will benefit from because of the additional/ improved actions and services. All actions and services provided using Supplemental funding are principally directed towards targeted students and are effective in meeting their needs. These actions were created to primarily serve the needs of low-income students, foster youth and English Language Learners. With the "unduplicated" count of targeted students at 42%, Da Vinci Communication exceeds the 40% threshold that allows for a charterwide approach. Our services to targeted students are provided on a charterwide basis. LCAP goals will be best met and targeted students will be best served where programs are organized without segregation of services to specific populations. In a charterwide approach, all students are served and no student populations are singled out based on their "unduplicated" status. Given the truly diverse nature of student demographics at Da Vinci Communication, a charterwide approach is being undertaken.

Services offered to low income, EL students and foster youth will increase in the first year of the Local Control Accountability Plan (LCAP) due to a greater allocation in Local Control Funding Formula, enabling the District to increase staffing, resources, outreach, and materials directly to the "unduplicated" (targeted) students at Da Vinci Communication.

In the 2018-19 fiscal year the District will provide an additional \$57,657 in Supplemental funding for the targeted students. In total, the District will allocate 23.35% in increased services for the targeted students. The Supplemental funding will provide an increase in both quantity and quality of services, which include the following services and programs:

- Reducing total student load per teacher
- Increasing prep time for teachers to plan and implement project based learning and industry involved curriculum
- Tutoring support
- Extra seminar sections
- Smaller and more focused math classes
- Increased numbers of Academic Coaches available to support student learning

LCAP Year: 2017-18

Estimated Supplemental and Concentration Grant Funds

\$246,951

Percentage to Increase or Improve Services

2.71%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

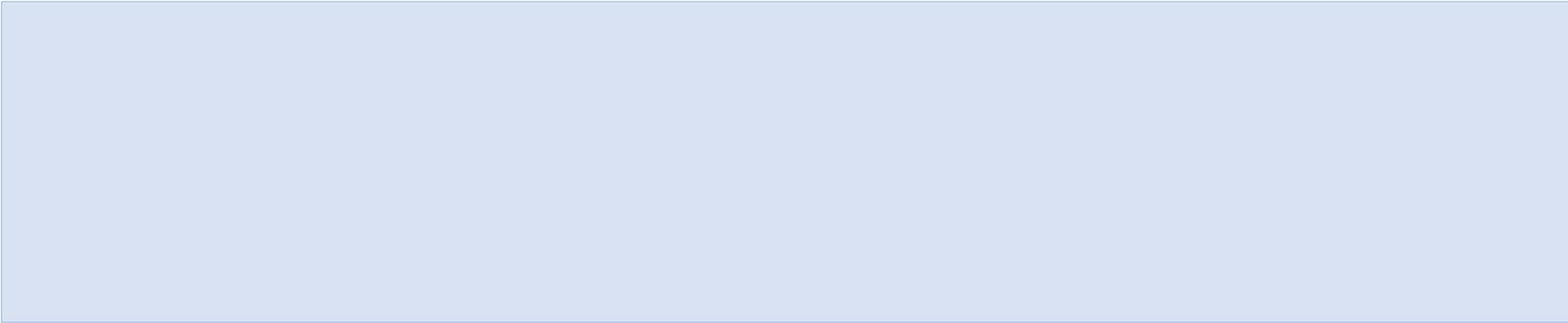
Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Da Vinci Communication has 19 EL students, 141 low-income students, and no Foster, Homeless, or Migrant Youth. The school's 2017-18 enrollment was 366 of which 151, or 41.3% are considered eligible to qualify the school to receive Supplemental funding. These students are referred to as "unduplicated" Free Reduced Price Meal/ English Learners/ Foster Youth for purposes of Local Control Funding Formula (LCFF). For purposes of the LCAP, we refer to the "unduplicated" students as "targeted". Total funding for the targeted pupils in 2017-18 is projected to be approximately \$246,951 and the proportionality percentage is 2.71%. All "Additional Annual Actions" are targeted and provide an overview of the types of services and programs that these specific students will benefit from because of the additional/ improved actions and services. All actions and services provided using Supplemental funding are principally directed towards targeted students and are effective in meeting their needs. These actions were created to primarily serve the needs of low-income students, foster youth and English Language Learners. With the "unduplicated" count of targeted students at 41.3%, Da Vinci Communication exceeds the 40% threshold that allows for a charterwide approach. Our services to targeted students are provided on a charterwide basis. LCAP goals will be best met and targeted students will be best served where programs are organized without segregation of services to specific populations. In a charterwide approach, all students are served and no student populations are singled out based on their "unduplicated" status. Given the truly diverse nature of student demographics at Da Vinci Communication, a charterwide approach is being undertaken.

Services offered to low income, EL students and foster youth will increase in the first year of the Local Control Accountability Plan (LCAP) due to a greater allocation in Local Control Funding Formula, enabling the District to increase staffing, resources, outreach, and materials directly to the "unduplicated" (targeted) students at Da Vinci Communication.

In the 2017-18 fiscal year the District will provide an additional \$48,106 in Supplemental funding for the targeted students. In total, the District will allocate 24.19% in increased services for the targeted students. The Supplemental funding will provide an increase in both quantity and quality of services, which include the following services and programs:

- Reducing total student load per teacher
- Increasing prep time for teachers to plan and implement project based learning and industry involved curriculum
- Tutoring support
- Extra seminar sections
- Smaller and more focused math classes
- Increased numbers of Academic Coaches available to support student learning



Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the “Goal #” box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.
- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified?
Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	887,296.00	436,978.00	455,810.00	443,648.00	493,993.00	1,393,451.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	126,000.00	63,000.00	68,000.00	63,000.00	70,500.00	201,500.00
Supplemental	609,216.00	301,938.00	298,270.00	304,608.00	363,493.00	966,371.00
Title I	152,080.00	72,040.00	89,540.00	76,040.00	60,000.00	225,580.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	887,296.00	436,978.00	455,810.00	443,648.00	493,993.00	1,393,451.00
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	616,680.00	308,340.00	279,552.00	308,340.00	367,725.00	955,617.00
2000-2999: Classified Personnel Salaries	163,616.00	81,808.00	86,808.00	81,808.00	48,268.00	216,884.00
4000-4999: Books and Supplies	56,500.00	25,330.00	34,500.00	28,500.00	41,000.00	104,000.00
5000-5999: Services and Other Operating Expenditures	8,000.00	4,000.00	4,000.00	4,000.00	4,000.00	12,000.00
5800: Professional/Consulting Services and Operating Expenditures	37,500.00	15,000.00	48,450.00	18,500.00	30,500.00	97,450.00
5900: Communications	5,000.00	2,500.00	2,500.00	2,500.00	2,500.00	7,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	887,296.00	436,978.00	455,810.00	443,648.00	493,993.00	1,393,451.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	27,000.00	13,500.00	11,500.00	13,500.00	5,000.00	30,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	553,680.00	276,840.00	245,552.00	276,840.00	335,725.00	858,117.00
1000-1999: Certificated Personnel Salaries	Title I	36,000.00	18,000.00	22,500.00	18,000.00	27,000.00	67,500.00
2000-2999: Classified Personnel Salaries	Base	6,000.00	3,000.00	3,000.00	3,000.00	3,000.00	9,000.00
2000-2999: Classified Personnel Salaries	Supplemental	49,536.00	24,768.00	24,768.00	24,768.00	24,768.00	74,304.00
2000-2999: Classified Personnel Salaries	Title I	108,080.00	54,040.00	59,040.00	54,040.00	20,500.00	133,580.00
4000-4999: Books and Supplies	Base	50,500.00	25,000.00	34,500.00	25,500.00	25,500.00	85,500.00
4000-4999: Books and Supplies	Supplemental	6,000.00	330.00	0.00	3,000.00	3,000.00	6,000.00
4000-4999: Books and Supplies	Title I	0.00	0.00	0.00	0.00	12,500.00	12,500.00
5000-5999: Services and Other Operating Expenditures	Base	8,000.00	4,000.00	4,000.00	4,000.00	4,000.00	12,000.00
5800: Professional/Consulting Services and Operating Expenditures	Base	29,500.00	15,000.00	12,500.00	14,500.00	30,500.00	57,500.00
5800: Professional/Consulting Services and Operating Expenditures	Supplemental	0.00	0.00	27,950.00	0.00	0.00	27,950.00
5800: Professional/Consulting Services and Operating Expenditures	Title I	8,000.00	0.00	8,000.00	4,000.00	0.00	12,000.00
5900: Communications	Base	5,000.00	2,500.00	2,500.00	2,500.00	2,500.00	7,500.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal

Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	538,680.00	269,340.00	259,252.00	269,340.00	311,225.00	839,817.00
Goal 2	134,000.00	63,000.00	61,300.00	67,000.00	107,500.00	235,800.00
Goal 3	47,000.00	23,500.00	21,500.00	23,500.00	15,000.00	60,000.00
Goal 4	167,616.00	81,138.00	113,758.00	83,808.00	60,268.00	257,834.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					