

2019-20

# 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.

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## 2017-20 Plan Summary

### The Story

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

Da Vinci High School opened in 2004 with a small-school grant from the Bill and Melinda Gates Foundation and was originally located on the Davis Senior High School campus. As one of the earliest members of the New Tech Network, Da Vinci founded itself on the core principals of Project Based Learning (PBL) and creating a collaborative and inclusive school community. In 2009, the school became a Dependent Charter of the Davis Joint Unified School District and was renamed Da Vinci Charter Academy (DVCA). Da Vinci High School moved to the Valley Oak Campus and, shortly after that, the Da Vinci Junior High program was added on the Ralph Waldo Emerson campus. Da Vinci continues to work with DJUSD to explore opportunities for facilities improvements since the current high school program shares the Valley Oak Campus with a district preschool program and a county preschool program. Additionally, the Valley Oak Campus was designed as an elementary school and lacks most of the basic facilities found at comparable high school sites. Today, DVCA serves approximately 600 students in grades 7-12 between its two sites and offers an A-G, WASC accredited, college preparatory program.

Da Vinci remains a unique and progressive school that is committed to deeper learning. In addition to showing competency in course content areas, Da Vinci students demonstrate their learning through school-wide learning outcomes (SLO's) which include: Oral Communication, Written Communication, Critical Thinking, Collaboration, Curricular Literacy, Professionalism, and Learning Mindset. Students and families have continual access to course content and course progress through Echo, the school's Learning Management System. Now in its 15th year, Da Vinci remains committed to its core mission of graduating students that are prepared for college or career in the 21st century.

DVCA employs 28 certificated teachers, 3 counselors, 2 full-time administrators, and 1 part-time administrator. Approximately 30 classified staff members are employed in administrative support, internship coordination, special education, campus safety, and technology support. DVCA works

closely with DJUSD for many additional services including student nutrition, custodial, and special education. DVCA faculty and staff embrace the PBL instructional model and the collaborative community. Da Vinci staff members are trained through the New Tech Network (NTN) and the Buck Institute for Education (BIE). Several teachers are NTN Certified Teachers or members of the BIE National Faculty. Da Vinci teachers engage in ongoing professional development during the school year and during the summer to continue honing their PBL practice.

As a school of choice, a wide variety of students select DVCA for their education. While their interests range from Computer Science to the Arts to Engineering, the unifying factor is that each student is valued and accepted as a member of the community. There are no academic requirements for admission with the exception that students must not be credit deficient and must adhere to the attendance expectations of 96% or better. Application for admission must be submitted by the mid-March deadline.

DVCA students value the opportunity to express their voice and make choices about their learning. DVCA teachers work with students within projects to further their interests and aptitudes. Year after year, through climate surveys, students rank relationships with their peers and with DVCA staff far above comparable schools. In 2017-18, 86% of DVCA students went on to two-year or four-year colleges.

Students in grades 10 - 12 are encouraged to gain career experience through an internship under the guidance of an Internship Coordinator. Students can advance their own interests with our established partnerships to gain valuable, industry-based work experience. Da Vinci partners with a variety of local organizations. Internship experiences strongly align with the Da Vinci mission of preparing graduates with the skills and experience to be successful in college and career in the 21st century.

DVCA's total enrollment at the opening of 2018-19 is 606 students in grades 7-12. The Junior High enrollment is 300 and the High School is 306 students. Roughly, 55% of DVCA students are male and 45% are female. The student body consists of 68% white/non-Hispanic, 18% Hispanic, 8% Asian, 2% African American, and 4% are listed as other. The DVCA Unduplicated Count is 100, or 17% of the student body. At the Junior High, 43% of students are enrolled from outside of DJUSD and the High School enrolls 28% of its students from outside of DJUSD.

Da Vinci focuses on education that is student-centered and relevant to post-high school life in an environment that is inclusive, collaborative, and innovative. Together these qualities make DVCA a school where each student can develop valuable skills and knowledge for college and career success while feeling connected and valued by the community.



## LCAP Highlights

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

### LCAP Highlights

The 2017–20 Da Vinci Charter Academy (DVCA) Local Control and Accountability Plan (LCAP) will include a focus on services and high-quality instruction for socioeconomically disadvantaged students, and maintenance of counseling services to address the social-emotional health of students who fall within the unduplicated count. The work of Da Vinci is guided by the desire for all students to reach the outcomes in its Graduate Profile as well as the goals outlined in the DJUSD “Coherence Map,” which include the following: 1) All students will experience 21st Century Teaching and Learning; 2) Da Vinci Charter Academy educators will close the Opportunity and Achievement Gap; 3) Classrooms and school communities will be inclusive and safe communities.

For 2019-20 and moving forward, Da Vinci has reorganized its previous goals under the new goals listed above in order to create stronger alignment with DJUSD. To achieve those goals, DVCA has undertaken an extensive process to reorganize actions and services under the new goals listed above.

## 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

There are several academic indicators that substantiate notable growth for DVCA students. Chronic Absenteeism for All Students declined and Hispanic students had a decline of 16%. Suspension rates for All Students and in all subgroups declined and students identified as SED declined significantly. Graduation rates for All Students and for all subgroups remained very high. College and Career readiness for SED students were high and had an increase of 2.3% and Hispanic students were high at 64.7%. In ELA CAASPP scores, SPED students performed low but had an increase of 5% and the subgroup Two or More Races increased significantly by 22.8%. In Math CAASPP scores All Students performed at a high level and showed an increase of 5%. Several subgroups showed positive progress in Math CAASPP including SED students performed at medium and maintained that performance level and SPED students performed at the medium level and increased significantly by 32%, Hispanic students performed at medium and increased by 13%, and, finally, White students performed at a high and maintained that level of performance.

There are several indicators of student culture that indicate growth for DVCA students. At the high school level, Student and Adult Relationships were positive and showed a slight increase. College and Career preparedness was at a moderate level but showed a slight increase. In Belonging and

Peer Relationships and School Culture, students responses were positive and maintained those strong levels of performance. At the junior high level, Engagement was at moderate level but showed a significant increase. In Peer and Adult Relationships, Belonging and Peer Collaboration, and School Culture, students responses were positive and maintained at that high level. In Academic Rigor, student responses were at a moderate level and maintained at that level.

DVCA has made progress in developing a Computer Science Pathway by adding the second course in a four-year progress and has seen a significant increase in student enrollment in Computer Science courses. DVCA has successfully implemented a Mariachi course and is projecting an overall slight increase in student enrollment for the next academic year. Finally, DVCA is working to implement a Defense of Learning Portfolio Presentation as a capstone to the program experience.

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**

Da Vinci Charter Academy does not have any student groups that perform in the Red performance category; however, there are three student groups that perform in the Orange category. Hispanic students perform in the Orange category in ELA due to achieving at 17.3 points below the standard which was a decline of 27.1 points. White students performed in the Orange category for College & Career Preparation due to 67% being prepared, which was a decline of 10.3%. White students performed in the Orange category in Chronic Absenteeism Orange due to 8.2% of students being chronically absent, which was an increase of .5%.

To support Hispanic students in ELA, DVCA is continuing its effort to reduce class sizes the junior high level in order to provide more individualized support. Additionally, DVCA is investing in a web-based reading intervention program to provide targeted support for students that demonstrate the need. To support White students in College and Career Readiness, DVCA will continue to provide individualized supports through our counseling department and will redouble efforts to track dual enrollment and promote opportunities at local community colleges. To support White students with Chronic Absenteeism, DVCA will continue its efforts at conferencing through the use of A2A Attendance Tracker and better utilization of district supports such as the DART referral process to address poor attendance habits and increase student and family accountability.

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**

As a small school of 300 high school students and 300 junior high students, we fall below the 11 student threshold for receiving a performance color on the School Dashboard in most subgroup categories. Therefore DVCA's identified performance gaps will be a combination of the above criteria

- student subgroups performing two color performance levels below All Students - and self-identified subgroups that demonstrate performance gaps that require attention and support.

Under Chronic Absenteeism All Students performance level was in the Green performance level but White students performed two levels below, in the Orange category which resulted from 8.2% of students being chronically absent, an increase of .5% from the prior year. This is the only category wherein a subgroup performed two color levels below All Students on the dashboard. However, SED students, Students with Disabilities, and the subgroup Two or More Races all performed below All Students or demonstrated an increase in Chronic Absenteeism. DVCA will continue to utilize the A2A Attendance Tracker system to monitor students for Chronic Absenteeism and will better utilize district supports, such as the DART referral process to work with stakeholders to improve student and family accountability for improved attendance.

Under the College and Career Indicator, All Students are in the Yellow performance level at 67.8% of students being prepared. While the Students with Disabilities subgroup does not have enough students to be assigned a color performance level, DVCA notes that they performed at a much lower rate of 18.2% of students being prepared. DVCA intends to better address this through the implementation of College & Career planning through the IEP process and ensuring that Students with Disabilities are ensured all opportunities for accessing college and career classes.

Under English Language Arts, All Students are in the Yellow performance level at 23.2 points above the standard, which was a significant overall decline. While our our Students with Disabilities subgroup does not have enough students to be assigned a color performance level, DVCA notes that they performed at a much lower rate of 43.1 points below the standards but did show an increase from the previous year of 5.3 points. As with our Hispanic students that underperformed in ELA, DVCA intends to continue its implementation of smaller class sizes at the junior high level and utilize a web-based reading intervention program to improve literacy for this subgroup.

## 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.

School was not identified as 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.

School was not identified as CSI.

## 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.

School was not identified as CSI.

# 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

Staff Development and School Culture: Da Vinci will continually develop a staff that effectively and consistently implements inquiry-based instruction using a PBL model and create and maintain a school culture that supports social and emotional 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 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)

Local Priorities:    B.O.E. Priority #1 - Exemplary Education & Priority #2 - Social & Emotional Support

## Annual Measurable Outcomes

### Expected

#### Metric/Indicator

1.1 Da Vinci teachers in their first or second year will create and implement at least one project per semester that is designed in accordance with the Buck Institute for Education's PBL Design Elements or the New Tech Network Guide for Project-Based Learning.

1.2 Teachers that are new to Da Vinci will participate in Project-based Learning training during their first or second year.

1.3 Teachers in their first or second year will participate in ongoing Project-based Learning training that will be facilitated by Da Vinci Admin and a Da Vinci Instructional Coach during semester one of the school year.

1.4 Teachers that are new to Da Vinci will participate in a Restorative Practices training during their first or second year through either an internal training done by Da Vinci Restorative Practices Coordinators or externally through the International Institute for Restorative Practices.

1.5 Teachers in their first or second year will participate in ongoing Restorative Practices training that will be facilitated by Da Vinci Restorative Practices Coordinator and a Da Vinci Counselor during semester two of the school year.

1.6 Da Vinci Restorative Practices Coordinators will track and report the number of Formal Restorative Conferences conducted during semester 1 and semester 2.

### Actual

1.1 All teachers implemented one project.

1.2 All new teachers completed PBL training before the start of the school year.

1.3 This goal was met through weekly professional development and individual support from Instructional Coach.

1.4 All new teachers participating in Restorative Practices training at the start of the school year.

1.5 Most new teachers at Da Vinci Junior High participated in Restorative Practices training throughout the year during weekly professional development meetings. Restorative Practices training was not implemented at the Da Vinci High School site.

1.6 The Da Vinci Restorative Practices Coordinator tracked all formal restorative conferences for semester one and two.

## Expected

### 18-19

1.1 Da Vinci teachers in their first or second year will create and implement at least one project per semester that is designed in accordance with the Buck Institute for Education's PBL Design Elements or the New Tech Network Guide for Project-Based Learning.

1.2 Teachers that are new to Da Vinci will participate in Project-based Learning training during their first or second year.

1.3 The Restorative Practices Coordinator will survey all students who participate in formal restorative conferences to inform practices and assess impact of the program.

1.4 Teachers that are new to Da Vinci will participate in a Restorative Practices training during their first or second year.

1.5 Da Vinci Restorative Practices Coordinators will track and report the number of Formal Restorative Conferences conducted during semester 1 and semester 2.

## Actual

## Expected

### Baseline

In 2016-17, four Da Vinci teachers (2 math, 1 science, 1 English) in their first year created and implemented one project during the year according to the Buck Institute for Education's PBL Design Elements. One Da Vinci Da Vinci teacher in his year created and implemented zero projects. Da Vinci anticipates having two teachers in their second year and three teachers in their first year for the 2017-18 school year.

In 2016-17, Da Vinci implemented a "Newbie Cohort" led by administration and an Instructional Coach during semester one of 2016-17. All new teachers participated.

In 2016-17, no new Da Vinci teachers were able to participate in a Restorative Practices training. One Da Vinci counselor was able to participate in a Restorative Practices training.

In 2016-17, Da Vinci implemented a "Newbie Cohort" led by the Da Vinci Restorative Practices Coordinator and a Da Vinci Counselor.

In 2016-17, No new teachers at the Junior High site were able to participate in a Project-Based Learning "Newbie Cohort" or a Restorative Practices "Newbie Cohort."

1.6 Da Vinci Restorative Practices Coordinators will track and report the number of Formal Restorative Conferences conducted during semester 1 and semester 2.

## Actual

## 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 will maintain its affiliation with the New Tech Network. This affiliation provides access to a Learning Management System, a Project Library, New Tech Project Resources, a nation-wide Network	Da Vinci continued its relationship with the New Tech Network through its annual contract, purchasing of Echo licenses, and membership in the NTN Continuation Community.	Da Vinci will continue its affiliation with the NewTech Network of schools to support inquiry-based instruction. 5000-5999: Services And Other Operating	Affiliation with the NewTech Network of schools to support inquiry-based instruction. 5000-5999: Services And Other

of PBL schools, and professional development opportunities.

NewTech Network reduced their fees for Echo licenses and our contract.

Expenditures State Restricted Funding 24,815

Operating Expenditures State Restricted Funding 18,700.00

## Action 2

### Planned Actions/Services

New Da Vinci teachers will attend a three day training hosted by the Davis Joint Unified School District. This training focuses on Project-based Learning Design and Instruction.

### Actual Actions/Services

New Da Vinci teachers attended a three day PBL training hosted by DJUSD. Da Vinci High School hosted the DJUSD training and was given free admission for teachers to attend.

### Budgeted Expenditures

Registration and lodging to be paid with LCFF 5000-5999: Services And Other Operating Expenditures Supplemental \$1,000

### Estimated Actual Expenditures

DJUSD Project Based Learning training Not Applicable 0

## Action 3

### Planned Actions/Services

Da Vinci Instructional Coaches at the Junior High and High School site will plan and implement a "Newbie Cohort" to support first and second year teachers in Project-based Instruction Design and Facilitation.

### Actual Actions/Services

Da Vinci Instructional Coaches plan and implement professional development for teaching staff and work one on one with teachers as needed. Due to the low number of new teachers there was no need for a "Newbie Cohort" this school year.

### Budgeted Expenditures

Two Da Vinci Instructional Coaches will be paid on VSA agreements to plan and implement sessions with new teachers every two weeks during semester one of the school year. 1000-1999: Certificated Personnel Salaries LCFF \$9,940

### Estimated Actual Expenditures

Da Vinci Charter Academy Instructional Coaches 1000-1999: Certificated Personnel Salaries Base \$9,590.00

## Action 4

### Planned Actions/Services

Two Restorative Practices Coordinators, one at each site, will plan and implement "Newbie Cohort" to support first and second year teachers in resolving conflict and promoting social and emotional learning school-wide. Additionally, these Restorative Practice Coordinators will manage

### Actual Actions/Services

Da Vinci Charter Academy (DVCA) restructured our Restorative Practices system by appointing one Restorative Practices Coordinator to serve both the Junior High School and High School sites. This position was paid with .2 FTE and a VSA for

### Budgeted Expenditures

Two Da Vinci Restorative Practice Coordinators will be paid on VSA agreements to plan and implement sessions with new teachers every two weeks during semester one of the school year and be available for consultation by students and staff. 1000-1999:

### Estimated Actual Expenditures

DVCA Restorative Practices Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$18,388.00

a campus-wide Restorative Practices Referral System to support students and staff in resolving conflict.

hours extending past the FTE allocation.  
The Restorative Practices Coordinator provided Restorative Practices training to all DVCA staff at the start of the school year. Throughout the year the Restorative Practices Coordinator supported students and staff in resolving conflict and promoting social and emotional learning charter-wide.

Certificated Personnel Salaries Supplemental \$9,206

### Action 5

#### Planned Actions/Services

Da Vinci math teachers will attend College Preparatory Mathematics trainings specific to their course assignments.

#### Actual Actions/Services

DVCA math teachers attended the CPM training specific to their course assignments. The CPM training was held at a local junior high school so there were no travel or lodging expenses and the admission to the training was free.

#### Budgeted Expenditures

Training will be paid for LCFF 5000-5999: Services And Other Operating Expenditures LCFF \$2,000

#### Estimated Actual Expenditures

DVCA math teachers CPM training Not Applicable 0.00

### Action 6

#### Planned Actions/Services

Da Vinci Junior High will continue to participate in offering Where Everybody Belongs (WEB) and Diversity Trainings as part of grade seven orientation.

#### Actual Actions/Services

Da Vinci Junior High School facilitated a Where Everyone Belongs (WEB) orientation for all new seventh grade students at no cost. We continued to offer Diversity Training to all seventh grade students.

#### Budgeted Expenditures

Da Vinci will continue to pay one-third of the expense for this service in partnership with Emerson Junior High. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,250

#### Estimated Actual Expenditures

Diversity Training for Da Vinci Junior High School students. 5000-5999: Services And Other Operating Expenditures Base \$3,000.00

### Action 7

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Da Vinci will train counseling and Leadership teachers in the Link Crew Basic Training Program to orient incoming students and promote a strong school culture & climate through peer-to-peer mentorship.

The DVCA counseling team had previously attended the Link Crew Basic Training Program and the Da Vinci High Leadership teacher was not able to attend the training this year. The Da Vinci High School counseling team facilitated a beginning of the year orientation for all incoming 10th grade students to promote a strong school culture at no expense.

Training to be paid for with local Davis Schools Foundation (DSF) funds. 5000-5999: Services And Other Operating Expenditures Supplemental \$4390

Link Crew Basic Training Program Not Applicable 0.00

### Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will provide ongoing Restorative Practices Staff Development training through the International Institute of Restorative Practices (IIRP).	Da Vinci participated in a one-day, customized training on Restorative Practices with a facilitator from International Institute of Restorative Practices.	5000-5999: Services And Other Operating Expenditures Supplemental \$2000	IIRP Restorative Practices Professional Development 5000-5999: Services And Other Operating Expenditures Base \$5,575.00

### Action 9

		revised for 2018-2019, see annual update \$0	
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## 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.

Da Vinci maintained its affiliation with the NewTech Network in order to receive ongoing instructional support and access to technology and data for continued growth. Da Vinci implemented several professional development opportunities prior to the start of the school year for new teachers, including PBL training, Restorative Practices training, CPM training. Staff was supported throughout the school year through access to the DVCA Instructional Coaches and the Restorative Practices Coordinator. A on-going challenge continues to be addressing 21st Century Learning in a split-site campus and consistency of instruction and alignment.

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

Da Vinci Charter Academy has seen a small decrease in overall suspension rates which staff believes can be, at least in part, attributed to the proactive and reactive nature of managing conflict through restorative practices. Staff survey data indicates that Da Vinci faculty feel aligned to the school vision and have the necessary supports to carry out the school's instructional approach. Similarly, student survey data validates a positive school climate due to strong peer and adult relationships among students. Through data gathered in focus groups, Da Vinci staff has identified that academic rigor, engagement and peer accountability are areas that need to be improved upon. Da Vinci intends to bolster training for staff in these areas to fully realize this LCAP goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Several actions and expenditures outlined in the 2018-19 Da Vinci LCAP did not end up incurring costs including Link Crew, CPM Training and PBL training. These actions and services were either deemed unnecessary or were offered at no cost. These items demonstrate some savings for Goal 1. The New Tech Annual Contract reflects a savings of \$6,000 due to restructuring of fees for continuation schools such as Da Vinci. The \$9,200 increased cost for a Restorative Practice Coordinator is due to a shift in paying for this service on a Variable Service Agreement to paying for it through a certificated teaching assignment. Finally, the Restorative Practices Training through the International Institute of Restorative Practices was an increased cost of \$3,500. This is due to the decision to utilize an outside trainer for this service rather than a Da Vinci staff member.

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.

2018-19 Goal 1 has been revised to 2019-20 Goal 1: "All Students will experience 21st Century Teaching and Learning."

2018-19 Goal 1, Actions 1, 2, and 3 have moved to 2019-20 Goal 1 Action 1. 2018-19 Goal 1, Action 7 will be eliminated from the 2019-20 LCAP actions/services. 2018-19 Goal 4, Action 2 will continue to be implemented but will be removed from the LCAP because it does not require a funding source.

2018-19 Goal 2, Actions 1, 2, 5, and 8 have moved to 2019-20 Goal 1, Action 2. 2018-19 Goal 2, Actions 3 and 4 have been combined and also added to 2019-20. 2018-19 Goal 1, Action 2. 2018-19 Goal 2, Actions 6 & 7 have been combined and also added to 2019-20 Goal 1, Action 2.

2018-19 Goal 3, Actions 10 and 12 have moved to 2019-20 Goal 1, Action 3.

# 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

Technology: Da Vinci will provide students and staff with the technology and support necessary to enable students to develop technological literacy.

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:     Board of Education Priority #1 - Exemplary Education & Priority #2 – Close the Achievement Gap

## Annual Measurable Outcomes

Expected

### Metric/Indicator

1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus.

1.2 Da Vinci will continue to provide reliable and safe Internet access in every Da Vinci classroom so that every student and staff can access course content.

1.3 Da Vinci will continue to provide every student with access to industry standard publishing, photo editing and video editing software that supports course specific content.

1.4 Da Vinci will ensure that every student takes and passes, during their Da Vinci tenure, a Research & Communications course that teaches students with the skills to be proficient in using software and technology for school success.

Actual

1.1 Da Vinci was able to maintain its 1:1 ratio of student computers for the Junior High and High School programs.  
1.2 Da Vinci was able to maintain reliable and safe Internet through its own WiFi network and through the DJUSD network for all students  
1.3 Da Vinci was able to provide students with industry standard publishing, photo editing and video editing software for all students through software purchases with WeVideo and Adobe Creative Cloud.  
1.4 All Da Vinci Junior High students took and passed a Research & Communications course. Da Vinci staff chose to eliminate Research & Communication class at the High School level and disseminate the content and skills for the course into other sophomore level courses.

## Expected

### 18-19

1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus.

1.2 Da Vinci will continue to provide reliable Internet access in every Da Vinci classroom so that every student and staff can access course content.

1.3 Da Vinci will continue to provide every student with access to industry standard publishing, photo editing and video editing software that supports course specific content.

1.4 Da Vinci will ensure that each student in the junior high program takes and passes a Research & Communications course that teaches students the skills to be proficient in using software and technology for school success.

### Baseline

Da Vinci currently provides 300 Chromebooks to its Junior High students.

Da Vinci currently maintains approximately 200 laptops for its High School students.

Da Vinci currently provides Internet access with active monitoring to comply with the Childrens' Internet Protection Act (CIPA) in all classrooms.

Da Vinci currently provides "We Video" to its Junior High students through the purchase of 300 licenses.

Da Vinci currently provides access to publishing, photo editing, and video editing software through the purchase of 250 Adobe Creative Suite licenses.

Da Vinci 7th graders take a Research & Communications class. New Da Vinci 10th graders take a Research & Communications Class. Some students that join Da Vinci at levels other than 7th & 10th grade take a Research & Communications class.

## Actual

## 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 will purchase no laptops for the High School students in the 2018-19 school year. Da Vinci will need to purchase 95 Chromebooks for the Junior High students in the 2018-19 school year.	DVCA purchased 150 Chromebooks for the Junior High School program to maintain our one to one computer to student ratio. No new laptop computers were purchased for Da Vinci High School.	Da Vinci expects to purchase 50-70 laptops for High School students using Gift funds. 4000-4999: Books And Supplies Local Funding \$100,000	DVCA Chromebook purchase (95 total) 4000-4999: Books And Supplies State Restricted Funding \$38,210.00
		template error 0001-0999: Unrestricted: Locally Defined Local Funding \$0	DVCA Chromebook purchase (55 total) 4000-4999: Books And Supplies State Restricted Funding \$22,121.00

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will continue to utilize Quest Diagnostics and the DJUSD Technology Department to maintain the existing WiFi infrastructure and purchase equipment to remain current with industry standards.	No updates or maintenance were required for the DVCA WiFi infrastructure.	5000-5999: Services And Other Operating Expenditures LCFF \$5,000	DVCA WiFi Maintenance 0.00

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will continue to purchase approximately 300 annual licensing agreements to provide access to course specific software, such as Adobe Creative Cloud.	Da Vinci purchased approximately 300 annual licensing agreements to provide access to course specific software, such as Adobe Creative Cloud.	5000-5999: Services And Other Operating Expenditures LCFF 15,000	Adobe Software 5000-5999: Services And Other Operating Expenditures Base \$7,290

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Da Vinci will continue to purchase licenses for "We Video," a web-based video editing program for use on chromebooks at Da Vinci Junior High. This program allows for students to create and edit video for course and content specific projects.

Da Vinci purchased licenses for "we video," a web-based video editing program for use on Chromebooks at Da Vinci Junior High. This program allows for students to create and edit video for course and content specific projects.

"We Video" to be paid for using Gift Funds. 5000-5999: Services And Other Operating Expenditures LCFF \$1,800

"We Video" licenses 5000-5999: Services And Other Operating Expenditures Base \$1,572

### Action 5

#### Planned Actions/Services

Da Vinci will continue to purchase and utilize the Open DNS web filtering service to increase online safety in compliance with CIPA (Children's Internet Protection Act).

#### Actual Actions/Services

Da Vinci purchased and utilized the Open DNS web filtering service to increase online safety in compliance with CIPA (Children's Internet Protection Act).

#### Budgeted Expenditures

5000-5999: Services And Other Operating Expenditures LCFF \$6,000

#### Estimated Actual Expenditures

Open DNS Web Filtering Service 5000-5999: Services And Other Operating Expenditures Base \$5,811.00

### Action 6

#### Planned Actions/Services

Da Vinci will continue to pay for an IT Specialist to support technology at both campuses. This support includes maintenance for teacher and student computers, warranty tracking, and campus-wide troubleshooting, including maintenance of the WiFi, and administration of the Learning Management System, ECHO.

#### Actual Actions/Services

Da Vinci Charter Academy paid for an IT Specialist to support technology at both campuses.

#### Budgeted Expenditures

2000-2999: Classified Personnel Salaries LCFF \$83,000

#### Estimated Actual Expenditures

DVCA IT Specialist 2000-2999: Classified Personnel Salaries Base \$106,027.00

### Action 7

#### Planned Actions/Services

#### Actual Actions/Services

#### Budgeted Expenditures

#### Estimated Actual Expenditures

Da Vinci will continue to provide an additional IT Support at the Junior High site with a VSA to manage Chromebooks and to support the administration of the Learning Management System, ECHO

Da Vinci paid an additional IT Support at the Junior High site on a VSA

1000-1999: Certificated Personnel Salaries LCFF \$1,000

Additional IT Support for Junior High School 1000-1999: Certificated Personnel Salaries Base \$4,388.00

## Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
contract for Internet services at the High School campus.	Contract with Comcast for Da Vinci High School internet.	5000-5999: Services And Other Operating Expenditures LCFF \$2,400	DVHS Internet Service 5000-5999: Services And Other Operating Expenditures Base \$3,000

## 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.

Da Vinci budgeted and contracted with vendors to maintain its 1:1 computer ratio, provide necessary 21st Century Learning software tools, and maintain safe and reliable Internet for students and staff. An on-going challenge is in giving students access to research while maintaining safety.

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

Da Vinci budgeted and contracted with vendors to maintain its 1:1 computer ratio, provide necessary 21st Century Learning software tools, and maintain safe and reliable Internet for students and staff.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Da Vinci budgeted for the purchase of \$100,000 for Chromebook purchase but determined that only 150 Chromebooks were needed, at a cost of \$60,000 which is a savings of \$40,000. As a precaution and based on past precedent, Da Vinci budgeted \$5,000 towards maintenance of its WiFi network but in 2018-19 there was no need for repairs or upgrades which is a savings of \$5,000. Adobe licence renewals were budgeted at \$15,000 but only cost \$7,300, a cost savings of \$7,700. In 2018-19, the total cost for IT Support at each campus was \$110,000. This expense is \$26,000 above the anticipated expense. There are several reasons for the material difference, as follows: the budgeted expenditure failed to include full cost of employee compensation, the increased need for IT Support led to the

hiring of a second IT support employee on a Variable Service Agreement, and the projected hours for IT support of junior high Chromebooks was insufficient.

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.

2018-19 Goal 2 has been revised to 2019-20 Goal 2: "Da Vinci Charter Academy Educators will close the opportunity and achievement gap."

2018-19 Goal 1, Action 5 has been moved to 2019-20 Goal 2 Action 1 and has been revised to support high quality, research-based professional development for all content areas.

2018-19 Goal 3, Action 8 has been moved to 2019-20 Goal 2 Action 2.

2018-19 Goal 3, Actions 4, 5 and 11 have been moved and combined into 2019-20 Goal 2 Action 3 Academic Content Support for Students.

2018-19 Goal 3, Action 11 has been revised to provide FTE for an ACES Support Class and Peer-Tutoring has been eliminated as a support course.

2018-19 Goal 3, Actions 1, 3, and 7 have been moved to Goal 2 Action 4 and have been revised to Making College Accessible.

# 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

Academic Outcomes and College Readiness: Da Vinci will provide, through instruction and programs, opportunities for all students to develop the skills and knowledge necessary for success in college and career.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning)
Local Priorities:	Board of Education Priority #1 - Exemplary Education & Priority #2 – Close the Achievement Gap

## Annual Measurable Outcomes

### Expected

#### Metric/Indicator

3.1 Da Vinci will maintain or increase the percentage of students that enroll in two-year or four-year post-secondary education.

3.2 Da Vinci will increase the number of students that graduate with A-G eligibility.

3.3 Da Vinci will maintain or increase the status of 8th graders in the all All Students group on ELA and Mathematics SBAC Testing.

3.4 Da Vinci will maintain or increase the status of 8th graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.

3.5 Da Vinci will maintain or increase the number of students that take the PSAT in grades 9 and grade 10.

3.6 Da Vinci will provide preparation courses for students to reach college ready levels of performance on English and Mathematics placement tests such as E.A.P. and Accuplacer.

3.7 Da Vinci will maintain or increase the performance of graduating seniors on the College and Work Readiness Assessment by attaining a 52% or better growth rate from freshman to senior year.

### Actual

3.1 In 2016-17, 94% of students enrolled in two or four-year program. In 2017-18, 92% students enrolled in two or four-year programs. This is a slight decrease of 2%.

3.2 In 2016-17, 81% of Da Vinci students graduated with A-G eligibility. In 2017-2018, 85% of Da Vinci students graduated with A-G eligibility. This is an increase of 4%.

3.3 In 2017-2018, 27% of 8th grade students met or exceeded ELA standards in CAASPP testing. This is a 1% increase from 2016-2017. In 2017-2018, 60% of 8th grade students met or exceeded Math standards in CAASPP testing. This is a 9% increase from 2016-2017.

3.4 In 2017-2018, 65% of 8th grade students in the Socioeconomically Disadvantaged group met or exceeded ELA standards in CAASPP testing. This is a 1% increase from 2016-2017. In 2017-2018, 50% of 8th grade students in the Socioeconomically Disadvantaged group met or exceeded Math standards in CAASPP testing. This is a 6% increase from 2016-2017. In 2017-2018, 25% of 8th grade students in the Disabled group met or exceeded ELA standards in CAASPP testing. In 2017-2018, 30% of 8th grade students in the Disabled group met or exceeded Math standards in CAASPP testing. Less than 10 8th grade students in the Disabled group tested in 2016-2017; therefore, data is not released.

3.5 In 2016-17, a total of 110 9th & 10th Da Vinci students took the PSAT. In 2017-18, a total of 121 9th & 10th grade Da Vinci students took the PSAT. This an increase of 11 students.

3.6 In 2018, Da Vinci Math and English teachers provided after-school support classes to prepare students for success on the Accuplacer test.

3.7 The CWRA has been discontinued by the New Tech Network and at this time score reports are not available for the 2017-18 administration, therefore, no assessment of increased performance can be made.

## Expected

### 18-19

3.1 Da Vinci will maintain or increase the percentage of students that enroll in two-year or four-year post-secondary education.

3.2 Da Vinci will increase the number of students that graduate with A-G eligibility.

3.3 Da Vinci will maintain or increase the status of 8th graders in the all All Students group on ELA and Mathematics SBAC Testing.

3.4 Da Vinci will maintain or increase the status of 8th graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.

3.5 Da Vinci will maintain or increase the number of students that take the PSAT in grades 9 and grade 10.

3.6 Da Vinci will provide preparation assistance for students to reach college ready levels of performance on English and Mathematics placement tests such as E.A.P. and Accuplacer.

## Actual

## Expected

### Baseline

In 2015-16, 22% percent of students enrolled in 2-year post-secondary schools and 66% of students enrolled in 4-year post-secondary schools.

In 2015-16, 88% of students attained A-G eligibility upon graduation.

In 2015-16, Da Vinci 8th grades attained High, or 37.1 points (distance from Level 3) on the SBAC ELA assessment, an increase of 16. points. In math, Da Vinci 8th graders attained High 25.9% (distance from Level 3), an increase of 12.8 points.

In 2016-16, Da Vinci's Socioeconomically Disadvantaged students 8th graders attained Low, or -5.7 points (distance from Level 3), an increase of 11.2 points. Students with Disabilities attained Low, or -26.6, an increase of 12.2 points.

In 2015-16, Da Vinci's Socioeconomically Disadvantaged 8th graders attained Medium in Mathematics -23.5 points (distance from Level 3), an increase of 24.1 points. Students with Disabilities attained Low, or 26.2 points (distance from Level 3), an increase of 10.8 points.

In 2015-16, PSAT 9/10 was available to all Da Vinci 9th graders and proctored during the school day. 24 sophomores took the PSAT but paid for it independently.

Da Vinci ELA and Mathematics staff created and taught a one-day preparation course for the Accuplacer Placement Test.

## Actual

## 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 will continue to provide a summer College Boot Camp for juniors and seniors in order to begin the college admission process. The College Boot Camp	DVCA offered a summer College Boot Camp for juniors and seniors to begin the college admission process.	College Readiness Block Grant 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$500	DVCA summer Boot Camp Not Applicable 0.00

will be followed up with College campus visit for the 11th grade class.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will continue to provide access to Mental Health and Wellness support from local clinicians so that its Unduplicated Students develop the skills and aptitudes to attain college acceptance and persistence.	DVCA provided access to Mental Health and Wellness support from local clinicians so that unduplicated students develop the skills and aptitudes to attain college acceptance and persistence.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$12,500	DVCA Mental Health and Wellness support 5800: Professional/Consulting Services And Operating Expenditures State Restricted Funding \$10,732

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will provide preparation opportunities for its unduplicated students to participate in test preparation for college admissions assessments such as the ACT and SAT.	DVCA paid for college applications for three unduplicated students.	5800: Professional/Consulting Services And Operating Expenditures Supplemental \$1,000	College applications for unduplicated students 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$665.00

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Reduce seventh grade English class sizes by increasing English FTE by .20 to support students who performed below the all student level of performance.	Da Vinci Junior High School increased English FTE by .20 to decrease class sizes and increase support for students.	1000-1999: Certificated Personnel Salaries Supplemental \$16,000	Reduce English class sizes 1000-1999: Certificated Personnel Salaries Supplemental \$20,000.00

## Action 5

Planned

Actual

Budgeted

Estimated Actual

**Actions/Services**

Da Vinci will pay for peer tutoring services for ninth grade unduplicated students in danger of failing courses required for a-g eligibility.

**Actions/Services**

This program was discontinued.

**Expenditures**

Da Vinci will pay for peer tutoring services for ninth grade unduplicated students in danger of failing courses required for a-g eligibility. Supplemental \$6,000

**Expenditures**

Peer Tutoring services Not Applicable 0.00

**Action 6**

**Planned  
Actions/Services**

Da Vinci High School will employ additional counseling FTE for its population of 300 High School students to create a lower counselor to student ratio in order to provide support for college and career preparation.

**Actual  
Actions/Services**

Da Vinci High School employed additional counseling FTE for its High School students to create a lower student ratio in order to provide support for college and career preparation.

**Budgeted  
Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental \$90,000

**Estimated Actual  
Expenditures**

Additional counseling FTE 1000-1999: Certificated Personnel Salaries Supplemental \$87,192.00

**Action 7**

**Planned  
Actions/Services**

Da Vinci will pay for all students to have access to Naviance, a web-based program to support students with career exploration and college planning.

**Actual  
Actions/Services**

DVCA continued to offer Naviance for career exploration and college planning.

**Budgeted  
Expenditures**

5000-5999: Services And Other Operating Expenditures State Funding \$1,500

**Estimated Actual  
Expenditures**

Naviance program 5000-5999: Services And Other Operating Expenditures Base \$1,250.00

**Action 8**

**Planned  
Actions/Services**

Da Vinci will offer summer school to address learning needs of those furthest from opportunities to include food, SpEd services, and targeted intervention in accessing core curriculum.

**Actual  
Actions/Services**

Da Vinci provided summer school in several content areas to support A-G eligibility for students.

**Budgeted  
Expenditures**

Supplemental \$10,000

**Estimated Actual  
Expenditures**

1000-1999: Certificated Personnel Salaries Supplemental \$13,100

## Action 9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci VP at the Junior High in order to lead instruction, intervention planning, and create a safe climate. This FTE is allocated with a lower student to administrator ratio than average due to split site and increase in student needs.	In order to maintain a lower student to administrator ratio a full time Junior High Vice Principal was employed.	\$50,000	Vice Principal .50 FTE 1000-1999: Certificated Personnel Salaries Base \$50,000.00

## Action 10

		Da Vinci will hire an industry expert in the field of computer science, specifically coding, to support the development of the Computer Science elective. LCFF \$4,920	
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## Action 11

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will employ a staff member to facilitate a Peer Tutoring class to support unduplicated students that are at risk of not meeting A-G eligibility. Supports include goal setting, assignment tracking, small group tutoring.	Da Vinci changed the Peer Tutoring class to two ACES courses.	Da Vinci will employ a staff member to facilitate a Peer Tutoring class to support unduplicated students that are at risk of not meeting A-G eligibility. Supports include goal setting, assignment tracking, small group tutoring. Supplemental \$5,000	DVHS ACES Courses 1000-1999: Certificated Personnel Salaries Supplemental \$21,409

## Action 12

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will begin the development of a Computer	Da Vinci High School continued the development of the computer	Da Vinci will begin the development of a Computer	Computer Science Industry Expert Consultation 1000-1999:

Science pathway for student through the creation of a Introduction to Coding Course. The course will be designed by a Da Vinci teacher and industry expert and utilize on going consultation.

science pathway with consultation of an industry expert.

Science pathway for student through the creation of a Introduction to Coding Course. The course will be designed by a Da Vinci teacher and industry expert and utilize on going consultation. 5,000

Certificated Personnel Salaries Base \$6,183

## 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.

Da Vinci took several steps to prepare students directly for the college admissions process. First, the Da Vinci counseling team hosted a week-long College Boot Camp that was available to students during summer. The Boot Camp was held during counselors' contract time and incurred no additional cost. Next, Da Vinci Math and English teachers were paid to design an after school course to support students in preparing for college placement tests. Finally, the contract with Naviance was renewed to provide an effective digital platform for Da Vinci counselors to support students and families with all facets of the college application process.

Several actions were taken to ensure that Da Vinci students received academic support in order to stay on an A-G pathway. Due to a lower level of performance and perceived need for additional support in literacy, Da Vinci implemented reduced class sizes at the junior high level. Second, to provide more individualized support to non-Special Education students at the High School level, an ACES Academic Support class was implemented and replaced the previous Peer Tutoring class. The ACES class is taught by Da Vinci teachers in math and English to provide direct support in those subjects. Finally, the Da Vinci summer school program was expanded to provide foundational math support for junior high students that were not on track to be placed at grade-level math classes upon entrance to high school.

Finally, Da Vinci recognized that preparation for College and Career is not confined exclusively to academic support and took steps to provide social and emotional support for students including partnerships with local clinicians to provide one-to-one and group-based counseling support for students, an improved student to counselor ratio through increased counseling FTE and maintain an improved student to administrator ratio through increased administrative FTE at Da Vinci Junior High.

An ongoing challenge is in the stress our students hold; in a college town where success is identified as going to a four-year college, students who think about Community College or other options feel stress.

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

As demonstrated by the metrics at the top of goal 3, several proof points suggest that the increased actions and services led to positive student outcomes. Notably, A-G rates and two-year and four-year college rates remained at very high levels or improved. Also noteworthy, are improvements in Mathematics CAASPP scores for All Students and several subgroups. However, Da Vinci did not experience gains in English CAASPP scores. In fact, All Students and several subgroups showed a decrease. As a result, it is clear that reducing class sizes in grade 7 alone is not an effective action to meet the goal. Da Vinci will explore expanding its class size reduction across additional grade levels at the junior high and develop increased literacy support for students.

Students that have received support through wellness and support services from partnerships with local clinicians have demonstrated improved academic performance, better attendance and have worked alongside Da Vinci counselors to develop post-high school plans, demonstrating that this has been an effective service for some of Da Vinci's neediest and most under-served students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Da Vinci contracted with local clinicians to support student wellness. The total expenditure was \$1,800 less than the budgeted expenditure due to a reduced level of interest in group-based student supports offered by one clinician. Da Vinci's budgeted expense for counseling support was \$2,800 less than anticipated.

There was a significant increase in expenditures for student support classes. The Junior High Peer Tutoring Program was eliminated. The High School Peer Tutoring class shifted to an ACES non-special education support class. Da Vinci intends to further implement this class at the junior high level. Overall, the shift represents a philosophical shift from tutoring-style supports to classroom-based instructional support from certificated teachers. For 2018-19 this was a material difference of \$10,400. Da Vinci added English FTE to the junior high to reduce class sizes and more students achieving at grade-level. This was a cost increase of \$4,000 above the budgeted expenditure. The Da Vinci Summer School program increased in scope by adding a Math Jump Start program for supporting junior high students towards reaching grade-level proficiency. This created a cost increase of \$3,100 over the budgeted expenditure. Da Vinci's work to create a computer science pathway required additional hours creating a cost increase of \$1,000.

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.

2018-19 Goal 1, Actions 4 and 8 have been moved to 2019-20 Goal 3 Action 1 Promoting Restorative Practices. 2018-19 Goal 4, Action 1 will continue to be implemented in the 2019-20 but will be eliminated from the LCAP because it does not require a funding source.

2018-19 Goal 1, Actions 6 and 7 have been moved to 2019-20 Goal 3 Action 2 Promoting Student Leadership and an Inclusive Culture.

2018-19 Goal 3, Actions 2 and 6 have been moved to 2019-20 Goal 3 Action 3 Increased Staffing to Promote Student Safety and a College Going Culture. Goal 3, Action 9 is no longer paid through supplemental funding and is now a permanent position. It will be eliminated from the 2019-20 LCAP.

2018-19 Goal 4, Action 3 will continue to be implemented in 2019-20 but will be eliminated from the LCAP because it does not require a funding source.

# 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

Community Engagement: Da Vinci will encourage family and community involvement through improved avenues of communication and opportunities for collaboration.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     Board of Education Priority #2 – Close the Achievement Gap & Priority #3 - Social & Emotional Support

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

4.1 Da Vinci will hold 4-6 Echo parent nights in order to attain attendance by 75% of the parent population.

4.2 Da Vinci will hold 6-8 Restorative Practice Parent nights in order to educate the parent community about the opportunities for conflict resolution at Da Vinci.

Actual

4.1 Da Vinci held two Echo Parent Nights in 2017-18. 23% of parents attended one of the events.

4.2 Da Vinci held several Restorative Practice Nights in 2017-18 and saw attendance at those events diminish significantly. As such, Da Vinci opted not to host Restorative Practice Parent Nights in 2018-19 and focus attention on building Restorative Practices among staff and students.

Expected

Actual

**18-19**

4.1 Da Vinci will hold 2 Echo Parent Nights including both Junior High and High School parents/guardians and ensure all families have access and the opportunity to receive assistance with using Echo.

4.2 Da Vinci will provide parents/guardians with monthly newsletters to inform parents of opportunities to engage in school activities including paneling for academic projects.

4.3 Da Vinci will host one signature night event per grade level that is free and open to the public with advance invitation to all families.

**Baseline**

Da Vinci held two Echo Parent Nights in 2016-17 with a total of 123 participants.

Da Vinci held one Restorative Practice Parent Night in 2016-17 with a total of 26 participants.

**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 Restorative Practices Coordinator will host a Parent Restorative Practices Information sessions during Back to School Night.	Due to lack of interest no Restorative Practices Parent Information meetings were held.	1000-1999: Certificated Personnel Salaries Supplemental \$500	Restorative Practices Parent Information Nights Not Applicable 0.00

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Da Vinci Instructional Coaches and Administrative Staff will host 2 Echo Parent Nights during the first quarter of the school year to engage and educate parents on how to utilize the schools Learning Management System, Echo, in order to support their students' progress.

Da Vinci Charter Academy hosted two Echo Parent Information Nights. Staff volunteered to attend and there was no cost.

0001-0999: Unrestricted: Locally Defined \$500

Echo Parent Information Nights Not Applicable

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will host one signature night event per grade level and cover all costs for staff, refreshments, project materials.	DVCA hosted a signature events for each grade level. Refreshments and project materials were donated by the DVCA parent Booster club.	\$5,000	Signature Events Not Applicable

## 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.

Echo Parent Nights were hosted in the Fall. Da Vinci IT Support Staff, administration and teaching staff hosted parents at an evening event to educate them on the use of the school's Learning Management System, Echo. Da Vinci Administration, Counseling and the Restorative Practices Coordinator decided not to conduct the action/service of hosting Restorative Parent Nights. Da Vinci Charter Academy hosted one signature event night for each grade level to showcase student projects and incorporate community involvement. An ongoing challenge is in creating events that bolster connections between our Junior High parents and those at our high school.

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

Echo Parent Nights continue to be an effective and vital tool in promoting parent/guardian support of students' academic support. While the metric of 75% above was not met, Da Vinci believes that the actions/service was effective for several reasons. First, Echo now offers a suite of self-guided tutorials for parent/guardians gain proficiency with the system without the support of Da Vinci staff. Additionally, because the current platform is now in its third year of implementation, many Da Vinci parents have experienced a training in a previous school year and are familiar with the platform.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Da Vinci budget \$6,000 for the evening events under Goal 4. Since these events were conducted voluntarily through staff time or were not held at all, no actual expenditures were incurred. The Da Vinci parent Booster club (equivalent to PTA) donated all funds needed to cover the cost of all six signature events so there was no cost to the school for these events.

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.

All actions and services under Goal 4 2018-19 have been moved and/or eliminated for the 2019-20 LCAP.

# 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?

DJUSD Board of Education Meeting

November 1, 2018

DVCA CAASPP scores and local indicators presented with DJUSD data

November 15, 2018

Measure M program presented with implications for DVCA facilities

December 6, 2018

Approval of new DVCA Computer Science courses

Report of West Village Feasibility Study with potential implications for DVCA

February 7, 2019

Presentation and Approval of Da Vinci Charter Academy Charter Petition including projected five year budget

March 7, 2019

Approval of E-Rate WiFi contract with AT&T for DVCA

March 21, 2019

Da Vinci Charter Academy Update to the Board of Education

April 18,2019

Da Vinci Charter Academy Grade Realignment and Facilities Improvement Proposals

DVCA Advisory Board Meetings

September 26, 2018

Overview of Advisory Board

DVCA Charter Language Overview

Summary of Last Year's Work

Developing a Goals for the 2018-19 School Year

October 16, 2018

Review of Comprehensive Site Safety Plan

November 14, 2018

Goals for DVCA

Focus on Cyber Mental Health, Facilities Improvement, and Public Image and Perception

January 9, 2019

Goals for DVCA Continued

Focus on Cyber Mental Health, Facilities Improvement, and Public Image and Perception

Charter review and approval

March 13, 2019

Facilities Discussion and Prioritization

Discuss Program changes using Agree/Disagree/Not Sure activity

Discuss Facilities Needs using Prioritization Activity

April 3, 2019

DVCA Vision Proposal Discussion

- Grade Realignment and Program Focus
- Improved Accountability/Standards Alignment
- Refining the Facilities Priority Needs

DVCA Professional Development Focus on Authenticity

Critical Friends of Staff Projects on Wed, 11/7

Stakeholder Input Meetings for DVCA Facility and Program Proposals

1:1 Da Vinci Staff Meetings in Jan - Feb; all staff junior high on 4/15 & all staff high school on 4/16

Three Parent Focus Groups completed during week of 4/8 - 4/12

JH & HS Student Focus Groups at every grade level conducted

Survey sent to 7-12 DVCA families

Emerson Staff met with D.O. staff, DVCA Admin on Wednesday, April 17

Student Focus Groups

March 13, 2019

School Culture and Student Support

March 20, 2019

Assessment and Accountability

April 3, 2019

Curriculum

April 10, 2019

Instruction

Presentation of DVCA LCAP Annual Updates to DVCA staff

May 7, 2019

Presentation of DVCA LCAP Annual Updates to DVCA Advisory Board

May 7, 2019

## **Impact on LCAP and Annual Update**

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

# 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)

New Goal

## Goal 1

All DVCA students will experience 21st Century Teaching and 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 5: Pupil Engagement (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

Preparation and training for all Da Vinci staff to be competent in high-quality Project-Based Learning and/or Inquiry-Based Learning.

A school environment that provides all students with access to 21st Century century learning tools.

A school program that provides opportunities for all students to become college and/or career ready.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Da Vinci teachers in their first or second year will create and	In 2016-17, four Da Vinci teachers (2 math, 1 science, 1 English) in	1.1 Da Vinci teachers in their first or second year will create and	1.1 Da Vinci teachers in their first or second year will create and	1.1 Da Vinci teachers in their first or second year will create and

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>implement at least one project per semester that is designed in accordance with the Buck Institute for Education's PBL Design Elements or the New Tech Network Guide for Project-Based Learning.</p> <p>1.2 Teachers that are new to Da Vinci will participate in Project-based Learning training during their first or second year.</p> <p>1.3 Teachers in their first or second year will participate in ongoing Project-based Learning training that will be facilitated by Da Vinci Admin and a Da Vinci Instructional Coach during semester one of the school year.</p> <p>1.4 Teachers that are new to Da Vinci will participate in a Restorative Practices training during their first or second year through either an internal training done by Da Vinci Restorative</p>	<p>their first year created and implemented one project during the year according to the Buck Institute for Education's PBL Design Elements. One Da Vinci teacher in his year created and implemented zero projects. Da Vinci anticipates having two teachers in their second year and three teachers in their first year for the 2017-18 school year.</p> <p>In 2016-17, Da Vinci implemented a "Newbie Cohort" led by administration and an Instructional Coach during semester one of 2016-17. All new teachers participated.</p> <p>In 2016-17, no new Da Vinci teachers were able to participate in a Restorative Practices training. One Da Vinci counselor was able to participate in a Restorative Practices training.</p> <p>In 2016-17, Da Vinci implemented a "Newbie</p>	<p>implement at least one project per semester that is designed in accordance with the Buck Institute for Education's PBL Design Elements or the New Tech Network Guide for Project-Based Learning.</p> <p>1.2 Teachers that are new to Da Vinci will participate in Project-based Learning training during their first or second year.</p> <p>1.3 Teachers in their first or second year will participate in ongoing Project-based Learning training that will be facilitated by Da Vinci Admin and a Da Vinci Instructional Coach during semester one of the school year.</p> <p>1.4 Teachers that are new to Da Vinci will participate in a Restorative Practices training during their first or second year.</p> <p>1.5 Teachers in their first or second year will</p>	<p>implement at least one project per semester that is designed in accordance with the Buck Institute for Education's PBL Design Elements or the New Tech Network Guide for Project-Based Learning.</p> <p>1.2 Teachers that are new to Da Vinci will participate in Project-based Learning training during their first or second year.</p> <p>1.3 The Restorative Practices Coordinator will survey all students who participate in formal restorative conferences to inform practices and asses impact of the program.</p> <p>1.4 Teachers that are new to Da Vinci will participate in a Restorative Practices training during their first or second year.</p> <p>1.5 Da Vinci Restorative Practices Coordinators will track and report the number of Formal</p>	<p>implement at least one project per semester that is designed in accordance with the Buck Institute for Education's PBL Design Elements or the New Tech Network Guide for Project-Based Learning.</p> <p>1.2 Teachers that are new to Da Vinci will participate in Project-based Learning training during their first or second year.</p> <p>1.3 The Restorative Practices Coordinator will survey all students who participate in formal restorative conferences to inform practices and asses impact of the program.</p> <p>1.4 Teachers that are new to Da Vinci will participate in a Restorative Practices training during their first or second year.</p> <p>1.5 Da Vinci Restorative Practices Coordinators will track and report the number of Formal</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>Practices Coordinators or externally through the International Institute for Restorative Practices.</p> <p>1.5 Teachers in their first or second year will participate in ongoing Restorative Practices training that will be facilitated by Da Vinci Restorative Practices Coordinator and a Da Vinci Counselor during semester two of the school year.</p> <p>1.6 Da Vinci Restorative Practices Coordinators will track and report the number of Formal Restorative Conferences conducted during semester 1 and semester 2.</p>	<p>Cohort" led by the Da Vinci Restorative Practices Coordinator and a Da Vinci Counselor.</p> <p>In 2016-17, No new teachers at the Junior High site were able to participate in a Project-Based Learning "Newbie Cohort" or a Restorative Practices "Newbie Cohort."</p> <p>1.6 Da Vinci Restorative Practices Coordinators will track and report the number of Formal Restorative Conferences conducted during semester 1 and semester 2.</p>	<p>participate in ongoing Restorative Practices training that will be facilitated by Da Vinci Restorative Practices Coordinator and a Da Vinci Counselor during semester two of the school year.</p> <p>1.6 Da Vinci Restorative Practices Coordinators will track and report the number of Formal Restorative Conferences conducted during semester 1 and semester 2.</p>	<p>Restorative Conferences conducted during semester 1 and semester 2.</p>	<p>Restorative Conferences conducted during semester 1 and semester 2. This metric is .</p>

## 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)

**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

New Action

2017-18 Actions/Services

Da Vinci will maintain its affiliation with the New Tech Network. This affiliation provides access to a Learning Management System, a Project Library, New Tech Project Resources, a nationwide Network of PBL schools, and professional development opportunities.

2018-19 Actions/Services

Da Vinci will maintain its affiliation with the New Tech Network. This affiliation provides access to a Learning Management System, a Project Library, New Tech Project Resources, a nationwide Network of PBL schools, and professional development opportunities.

2019-20 Actions/Services

Da Vinci Charter Academy will support high-quality Project-Based Learning through effective classroom instruction and facilitation.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$24,815	24,815	\$18,700
Source	State Restricted Funding	State Restricted Funding	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Da Vinci will continue its affiliation with the NewTech Network of schools to support inquiry-based instruction.	5000-5999: Services And Other Operating Expenditures Da Vinci will continue its affiliation with the NewTech Network of schools to support inquiry-based instruction.	5000-5999: Services And Other Operating Expenditures a. Da Vinci will maintain its affiliation with the NewTech Network; access to learning management system, project library and access to network resources.

Amount			10,000
Source			Base
Budget Reference			b. Da Vinci educators will attend professional development that promotes the systems, culture, and instructional approach for high-quality project-based instruction.
Amount			\$9,590
Source			Base
Budget Reference			c. Da Vinci Instructional Coaches will support staff in implementing high-quality project-based learning practices.

## 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

New Action

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

Unchanged Action

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

New Action

2017-18 Actions/Services

New Da Vinci teachers will attend a three day training hosted by the Buck Institute for Education. This training focuses on Project-based Learning Design and Instruction.

2018-19 Actions/Services

New Da Vinci teachers will attend a three day training hosted by the Davis Joint Unified School District. This training focuses on Project-based Learning Design and Instruction.

2019-20 Actions/Services

Da Vinci students will experience a school environment that provides all students with access to 21st Century learning tools.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,500	\$1,000	60,310
Source	State Restricted Funding	Supplemental	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Registration and lodging to be paid with Educator Effectiveness Funds.	5000-5999: Services And Other Operating Expenditures Registration and lodging to be paid with LCFF	4000-4999: Books And Supplies a. Da Vinci will purchase 150 Chromebooks.
Amount			\$8,700
Source			Base
Budget Reference			5000-5999: Services And Other Operating Expenditures b. Da Vinci will utilize Quest Diagnostics to maintain a safe and effective wireless network.
Amount			\$8,863
Source			Base
Budget Reference			5000-5999: Services And Other Operating Expenditures c. Da Vinci will continue to purchase software and licensing agreements to support student projects.

Amount			\$6,000
Source			Base
Budget Reference			5000-5999: Services And Other Operating Expenditures d. Da Vinci will continue to purchase software and filtering services to meet Children's Internet Protection Act (CIPA).
Amount			\$110,415
Source			Base
Budget Reference			2000-2999: Classified Personnel Salaries e. Da Vinci will continue to pay for IT Staff to support maintenance and operations for technology use at both campuses.
Amount			\$7,072
Source			Base
Budget Reference			5000-5999: Services And Other Operating Expenditures f. Da Vinci will commence an E-rate agreement to provide students and staff with higher-speed Internet service at a reduced rate.

### 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

New Action

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

Unchanged Action

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

New Action

**2017-18 Actions/Services**

Da Vinci Instructional Coaches at the Junior High and High School site will plan and implement a "Newbie Cohort" to support first and second year teachers in Project-based Instruction Design and Facilitation.

**2018-19 Actions/Services**

Da Vinci Instructional Coaches at the Junior High and High School site will plan and implement a "Newbie Cohort" to support first and second year teachers in Project-based Instruction Design and Facilitation.

**2019-20 Actions/Services**

Da Vinci will promote career and college options for all students.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$9,940	\$9,940	\$3,000
Source	State Funding	LCFF	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Two Da Vinci Instructional Coaches will be paid on VSA agreements to plan and implement sessions with new teachers every two weeks during semester one of the school year.	1000-1999: Certificated Personnel Salaries Two Da Vinci Instructional Coaches will be paid on VSA agreements to plan and implement sessions with new teachers every two weeks during semester one of the school year.	1000-1999: Certificated Personnel Salaries a. Staff will engage in release time and professional development to develop a Computer Science Pathway.

Amount			\$5,000
Source			Base
Budget Reference			1000-1999: Certificated Personnel Salaries b. Staff will engage in release time and professional development to develop an Arts Pathway.
Amount			\$36,187
Source			Base
Budget Reference			2000-2999: Classified Personnel Salaries c. Da Vinci will continue to employ an Internship Coordinator to support student internships in the local community.

#### 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

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

Two Restorative Practices Coordinators, one at each site, will plan and implement "Newbie Cohort" to support first and second year teachers in resolving conflict and promoting social and emotional learning school-wide. Additionally, these Restorative Practice Coordinators will manage a campus-wide Restorative Practices Referral System to support students and staff in resolving conflict.

2018-19 Actions/Services

Two Restorative Practices Coordinators, one at each site, will plan and implement "Newbie Cohort" to support first and second year teachers in resolving conflict and promoting social and emotional learning school-wide. Additionally, these Restorative Practice Coordinators will manage a campus-wide Restorative Practices Referral System to support students and staff in resolving conflict.

2019-20 Actions/Services

This action/service has been modified and moved to 2019-20 Goal 3. See annual update.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$9,206	\$9,206	
Source	Supplemental	Supplemental	
Budget Reference	1000-1999: Certificated Personnel Salaries Two Da Vinci Restorative Practice Coordinators will be paid on VSA agreements to plan and implement sessions with new teachers every two weeks during semester one of the school year and be available for consultation by students and staff.	1000-1999: Certificated Personnel Salaries Two Da Vinci Restorative Practice Coordinators will be paid on VSA agreements to plan and implement sessions with new teachers every two weeks during semester one of the school year and be available for consultation by students and staff.	

**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

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**

Da Vinci math teachers will attend College Preparatory Mathematics trainings specific to their course assignments.

**2018-19 Actions/Services**

Da Vinci math teachers will attend College Preparatory Mathematics trainings specific to their course assignments.

**2019-20 Actions/Services**

This action/service has been moved to 2019-20 Goal 2. See annual update.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	
Source	State Restricted Funding	LCFF	
Budget Reference	5000-5999: Services And Other Operating Expenditures Training will be paid for with Educator Effectiveness funds.	5000-5999: Services And Other Operating Expenditures Training will be paid for LCFF	See annual update- not occurring in 2019-20.

**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)

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

Modified Action

**2017-18 Actions/Services**

Da Vinci Junior High will continue to participate in offering Where Everybody Belongs (WEB) and Diversity Trainings as part of grade seven orientation.

**2018-19 Actions/Services**

Da Vinci Junior High will continue to participate in offering Where Everybody Belongs (WEB) and Diversity Trainings as part of grade seven orientation.

**2019-20 Actions/Services**

This action/service has been moved to 2019-20 Goal 3. See annual update.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,250	\$2,250	
Source	Supplemental	Supplemental	
Budget Reference	5000-5999: Services And Other Operating Expenditures Da Vinci will continue to pay one-third of the expense for this service in partnership with Emerson Junior High.	5000-5999: Services And Other Operating Expenditures Da Vinci will continue to pay one-third of the expense for this service in partnership with Emerson Junior High.	See annual update- no occurring in 2019-20

**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

New Action

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

New Action  
Unchanged Action

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

Modified Action

2017-18 Actions/Services

Da Vinci will train counseling and Leadership teachers in the Link Crew Basic Training Program to orient incoming students and promote a strong school culture & climate through peer-to-peer mentorship.

2018-19 Actions/Services

Da Vinci will train counseling and Leadership teachers in the Link Crew Basic Training Program to orient incoming students and promote a strong school culture & climate through peer-to-peer mentorship.

2019-20 Actions/Services

This action/service is eliminated from the 2019-20 LCAP. See annual update.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$4390	\$4390	
Source	Local Funding	Supplemental	
Budget Reference	5000-5999: Services And Other Operating Expenditures Training to be paid for with local Davis Schools Foundation (DSF) funds.	5000-5999: Services And Other Operating Expenditures Training to be paid for with local Davis Schools Foundation (DSF) funds.	See annual update- not occurring in 2019-20.

**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)

[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

New Action

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

New Action

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

Modified Action

2017-18 Actions/Services

Da Vinci will provide ongoing Restorative Practices Staff Development training through Discipline That Restores by Ron and Roxanne Claassen or International Institute for Restorative Practices.

2018-19 Actions/Services

Da Vinci will provide ongoing Restorative Practices Staff Development training through the International Institute of Restorative Practices (IIRP).

2019-20 Actions/Services

This action/service has been moved to 2019-20 Goal 3. See annual update.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2000	\$2000	
Source	Supplemental	Supplemental	
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	

**Action 9**

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

New Action

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

Modified Action

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

2017-18 Actions/Services

Da Vinci will hire a consultant to support staff in developing Mindfulness practices in their classes to support students social and emotional well-being.

2018-19 Actions/Services

This action/service was eliminated from the 2018-19 LCAP. See annual update.

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$3,229	\$0	
Source	Supplemental		
Budget Reference	Consultant has been set up as vendor for professional services in mindfulness practices to support social emotional well-being of students.	revised for 2018-2019, see annual update	

# 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)

New Goal

## Goal 2

Da Vinci Educators will work to close the Opportunity and Achievement Gap

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:     Board of Education Priority #2 – Close the Achievement Gap

### Identified Need:

Da Vinci needs to provide its staff with high-quality project-based and inquiry-based professional development in Mathematics and English Language Arts.

Da Vinci needs to provide its students with opportunities to maintain A-G eligibility through course remediation.

Da Vinci needs to provide academic content support for its Low-Performing and Unduplicated Student population.

Da Vinci needs to provide a variety of opportunities for its students to access rich college and career planning opportunities.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus.</p> <p>1.2 Da Vinci will continue to provide reliable and safe Internet access in every Da Vinci classroom so that every student and staff can access course content.</p> <p>1.3 Da Vinci will continue to provide every student with access to industry standard publishing, photo editing and video editing software that supports course specific content.</p> <p>1.4 Da Vinci will ensure that every student takes and passes, during their Da Vinci tenure, a Research &amp; Communications course that teaches students with the skills to be</p>	<p>Da Vinci currently provides 300 Chromebooks to its Junior High students.</p> <p>Da Vinci currently maintains approximately 200 laptops for its High School students.</p> <p>Da Vinci currently provides Internet access with active monitoring to comply with the Childrens' Internet Protection Act (CIPA) in all classrooms.</p> <p>Da Vinci currently provides "We Video" to its Junior High students through the purchase of 300 licenses.</p> <p>Da Vinci currently provides access to publishing, photo editing, and video editing software through the purchase of 250 Adobe Creative Suite licenses.</p> <p>Da Vinci 7th graders take a Research &amp; Communications class.</p>	<p>1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus.</p> <p>1.2 Da Vinci will continue to provide reliable Internet access in every Da Vinci classroom so that every student and staff can access course content.</p> <p>1.3 Da Vinci will continue to provide every student with access to industry standard publishing, photo editing and video editing software that supports course specific content.</p> <p>1.4 Da Vinci will ensure that every student takes and passes, during their Da Vinci tenure, a Research &amp; Communications course that teaches students with the skills to be proficient in using</p>	<p>1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus.</p> <p>1.2 Da Vinci will continue to provide reliable Internet access in every Da Vinci classroom so that every student and staff can access course content.</p> <p>1.3 Da Vinci will continue to provide every student with access to industry standard publishing, photo editing and video editing software that supports course specific content.</p> <p>1.4 Da Vinci will ensure that each student in the junior high program takes and passes a Research &amp; Communications course that teachers students the skills to be proficient in using software and</p>	<p>1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus.</p> <p>1.2 Da Vinci will continue to provide reliable Internet access in every Da Vinci classroom so that every student and staff can access course content.</p> <p>1.3 Da Vinci will continue to provide every student with access to industry standard publishing, photo editing and video editing software that supports course specific content.</p> <p>1.4 Da Vinci will ensure that each student in the junior high program takes and passes a Research &amp; Communications course that teachers students the skills to be proficient in using software and</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
proficient in using software and technology for school success.	New Da Vinci 10th graders take a Research & Communications Class. Some students that join Da Vinci at levels other than 7th & 10th grade take a Research & Communications class.	software and technology for school success.	technology for school success.	technology for school success.

## 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

New Action

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

Modified Action

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

New Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Da Vinci will not need to purchase laptops for its High School students in the 2017-18 school year. Da Vinci will need to purchase approximately 50 Chromebooks for its Junior High students in the 2018-19 school year.

Da Vinci will purchase not need to purchase laptops for the High School students in the 2018-19 school year. Da Vinci will need to purchase 95 Chromebooks for the Junior High students in the 2018-19 school year.

Da Vinci will provide high-quality project-based and/or inquiry-based professional development for Math & English content courses.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$100,080	\$100,000	1,000
Source	Local Funding	Local Funding	Base
Budget Reference	4000-4999: Books And Supplies Da Vinci expects to purchase approximately 50 Chromebooks for Junior High students using Gift funds.	4000-4999: Books And Supplies Da Vinci expects to purchase 50-70 laptops for High School students using Gift funds.	5000-5999: Services And Other Operating Expenditures a. Da Vinci math teachers will attend professional development for their course assignment to promote differentiated instruction that supports all students.
Amount	\$0	\$0	\$4,500
Source	Local Funding	Local Funding	State Restricted Funding
Budget Reference	0000: Unrestricted template error	0001-0999: Unrestricted: Locally Defined template error	5000-5999: Services And Other Operating Expenditures b. Da Vinci teachers will attend professional development and implement programs that promote improved literacy instruction within their courses that supports all students (LPSBG).

**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)

**Location(s):**

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

Students with Disabilities  
 Specific Student Groups: English Learners, Socioeconomically Disadvantaged Students, Foster Youth, Homeless Youth

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

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

Da Vinci will continue to utilize Quest Diagnostics and the DJUSD Technology Department to maintain the existing WiFi infrastructure and purchase equipment to remain current with industry standards.

2018-19 Actions/Services

Da Vinci will continue to utilize Quest Diagnostics and the DJUSD Technology Department to maintain the existing WiFi infrastructure and purchase equipment to remain current with industry standards.

2019-20 Actions/Services

Da Vinci will provide summer school remediation courses to support students in achieving A-G college eligibility.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	13,100
Source	LCFF	LCFF	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Quest diagnostics contract	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries a. funds to compensate staff for planning and teaching summer school humanities 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)

Students with Disabilities  
 Specific Student Groups: English Learners, Socioeconomically Disadvantaged Students, Foster Youth, Homeless Youth

**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

2017-18 Actions/Services

Da Vinci will continue to purchase approximately 300 annual licensing agreements to provide access to course specific software, such as Adobe Creative Cloud.

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

Modified Action

2018-19 Actions/Services

Da Vinci will continue to purchase approximately 300 annual licensing agreements to provide access to course specific software, such as Adobe Creative Cloud.

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

Modified Action

2019-20 Actions/Services

Da Vinci will provide support for General Education students in their academic content courses.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,200	\$15,000	\$33,839
Source	LCFF	LCFF	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Adobe licenses	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries a. ACES Support Courses

Amount			\$8,000
Source			Supplemental
Budget Reference			2000-2999: Classified Personnel Salaries b. Staff compensation by VSA for Homework Club

#### 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)

Students with Disabilities  
Specific Student Groups: English Learners, Socioeconomically Disadvantaged Students, Foster Youth, Homeless Youth

##### Location(s):

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

All Schools  
Specific Grade Spans: 9-12

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

2017-18 Actions/Services

Da Vinci will continue to purchase licenses for "We Video," a web-based video editing program for use on chromebooks at Da Vinci Junior High. This program allows for students to create and edit video for course and content specific projects.

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

Modified Action

2018-19 Actions/Services

Da Vinci will continue to purchase licenses for "We Video," a web-based video editing program for use on chromebooks at Da Vinci Junior High. This program allows for students to create and edit video for course and content specific projects.

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

New Action

2019-20 Actions/Services

Da Vinci will provide supports to make college accessible and attainable.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,250	\$1,800	\$500
Source	Local Funding	LCFF	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures "We Video" to be paid for using Gift Funds.	5000-5999: Services And Other Operating Expenditures "We Video" to be paid for using Gift Funds.	4000-4999: Books And Supplies a. Da Vinci will provide a summer College Boot Camp to begin the college admissions process.
Amount			\$1,250
Source			Base
Budget Reference			5000-5999: Services And Other Operating Expenditures b. Da Vinci will purchase student licenses for Naviance, a web-based college and career preparation tool.
Amount			\$2,000
Source			Supplemental
Budget Reference			5000-5999: Services And Other Operating Expenditures c. Da Vinci will provide preparation opportunities for its unduplicated students to participate in college admissions testing requirements and to cover fees for submitting college applications.

## 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  
Specific Grade Spans: 10-12

**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

Modified Action

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

New Action

**2017-18 Actions/Services**

Da Vinci will continue to purchase and utilize the Open DNS web filtering service to increase online safety in compliance with CIPA (Children's Internet Protection Act).

**2018-19 Actions/Services**

Da Vinci will continue to purchase and utilize the Open DNS web filtering service to increase online safety in compliance with CIPA (Children's Internet Protection Act).

**2019-20 Actions/Services**

Da Vinci will compensate staff for the development and maintenance of a Multi-Tiered System of Support

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,200	\$6,000	\$7,000
Source	State Funding	LCFF	State Restricted Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries a. Staff Professional Development for development of a Multi-Tiered System of Support

Amount			\$5,000
Source			State Restricted Funding
Budget Reference			1000-1999: Certificated Personnel Salaries b. Staff compensation for implementation and maintenance of a Multi-Tiered System of Support.

### 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)

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

#### 2017-18 Actions/Services

Da Vinci will continue to pay for an IT Specialist to support technology at both campuses. This support includes maintenance for teacher and student computers, warranty tracking, and campus-wide troubleshooting, including maintenance of the WiFi, and

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

Modified Action

#### 2018-19 Actions/Services

Da Vinci will continue to pay for an IT Specialist to support technology at both campuses. This support includes maintenance for teacher and student computers, warranty tracking, and campus-wide troubleshooting, including maintenance of the WiFi, and

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

Modified Action

#### 2019-20 Actions/Services

This action/service has been moved to 2019-20 Goal 1. See annual update.

administration of the Learning Management System, ECHO.	administration of the Learning Management System, ECHO.	
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$83,000	
Source	LCFF	LCFF	
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	

**Action 7**

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

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

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

<b>Students to be Served:</b> (Select from English Learners, Foster Youth, and/or Low Income)	<b>Scope of Services:</b> (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
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**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
Modified Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Da Vinci will continue to provide an additional .1 FTE of IT Support at the Junior High site to manage Chromebooks and to support administration of the Learning Management System, ECHO	Da Vinci will continue to provide an additional IT Support at the Junior High site with a VSA to manage Chromebooks and to support the administration of the Learning Management System, ECHO	This action/service has been combined with another action/service and moved to 2019-20 Goal 1. See annual update.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,200	\$1,000	
Source	State Funding	LCFF	
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	

**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)

All

**Location(s):**

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

Specific Schools: Da Vinci High School  
Specific Grade Spans: 10-12

**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

Modified Action

2017-18 Actions/Services

Da Vinci will ensure Internet access at High School Site

2018-19 Actions/Services

Contract for Internet services at the High School campus.

2019-20 Actions/Services

This action/service has been moved to 2019-20 Goal 1. See annual update.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$2,400	\$2,400	
Source	LCFF	LCFF	
Budget Reference	Comcast internet service fee	5000-5999: Services And Other Operating Expenditures	

# 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)

New Goal

## Goal 3

Da Vinci Charter Academy classrooms and school communities will be safe and inclusive environments.

### 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:

Suspension Rates and attendance are strong determiners of safe and inclusive environments. As such, Da Vinci Charter Academy has identified the following areas of need:

While Da Vinci has a low overall Suspension Rate which declined from the previous year, Students with Disabilities and Hispanic students were suspended at slightly higher rates. Da Vinci needs to reduce suspensions through behavior interventions for these two subgroups.

While Da Vinci has a low overall Chronic Absenteeism rate which declined from the previous year, White students demonstrated two performance color levels below All Students and Hispanics students demonstrated one performance color lower. Da Vinci needs to reduce Chronic Absenteeism for these two groups.

The use of Restorative Practices is a locally identified need to maintain safe and inclusive environments. Da Vinci needs to provide professional development opportunities for both new and existing staff to receive training and increase their capacity to use Restorative Practices for conflict resolution.

## Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Da Vinci will maintain or increase the percentage of students that enroll in two-year or four-year post-secondary education.	In 2015-16, 22% percent of students enrolled in 2-year post-secondary schools and 66% of students enrolled in 4-year post-secondary schools.	3.1 Da Vinci will maintain or increase the percentage of students that enroll in two-year or four-year post-secondary education.	3.1 Da Vinci will maintain or increase the percentage of students that enroll in two-year or four-year post-secondary education.	3.1 Da Vinci will maintain or increase the percentage of students that enroll in two-year or four-year post-secondary education.
3.2 Da Vinci will increase the number of students that graduate with A-G eligibility.	In 2015-16, 88% of students attained A-G eligibility upon graduation.	3.2 Da Vinci will increase the number of students that graduate with A-G eligibility.	3.2 Da Vinci will increase the number of students that graduate with A-G eligibility.	3.2 Da Vinci will increase the number of students that graduate with A-G eligibility.
3.3 Da Vinci will maintain or increase the status of 8th graders in the all All Students group on ELA and Mathematics SBAC Testing.	In 2015-16, Da Vinci 8th graders attained High, or 37.1 points (distance from Level 3) on the SBAC ELA assessment, an increase of 16. points. In math, Da Vinci 8th graders attained High 25.9% (distance from Level 3), an increase of 12.8 points.	3.3 Da Vinci will maintain or increase the status of 8th graders in the all All Students group on ELA and Mathematics SBAC Testing.	3.3 Da Vinci will maintain or increase the status of 8th graders in the all All Students group on ELA and Mathematics SBAC Testing.	3.3 Da Vinci will maintain or increase the status of 8th graders in the all All Students group on ELA and Mathematics SBAC Testing.
3.4 Da Vinci will maintain or increase the status of 8th graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.	In 2016-16, Da Vinci's Socioeconomically Disadvantaged students 8th graders attained Low, or -5.7 points (distance from Level 3), an increase of 11.2 points. Students with Disabilities attained	3.4 Da Vinci will maintain or increase the status of 8th graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.	3.4 Da Vinci will maintain or increase the status of 8th graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.	3.4 Da Vinci will maintain or increase the status of 8th graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.
3.5 Da Vinci will maintain or increase the number of students that take the PSAT in grades 9 and grade 10.		3.5 Da Vinci will maintain or increase the number of students that take the PSAT in grades 9 and grade 10.	3.5 Da Vinci will maintain or increase the number of students that take the PSAT in grades 9 and 10.	3.5 Da Vinci will maintain or increase the number of students that take the PSAT in grades 9 and 10.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
<p>3.6 Da Vinci will provide preparation courses for students to reach college ready levels of performance on English and Mathematics placement tests such as E.A.P. and Accuplacer.</p> <p>3.7 Da Vinci will maintain or increase the performance of graduating seniors on the College and Work Readiness Assessment by attaining a 52% or better growth rate from freshman to senior year.</p>	<p>Low, or -26.6, an increase of 12.2 points.</p> <p>In 2015-16, Da Vinci's Socioeconomically Disadvantaged 8th graders attained Medium in Mathematics -23.5 points (distance from Level 3), an increase of 24.1 points. Students with Disabilities attained Low, or 26.2 points (distance from Level 3), an increase of 10.8 points.</p> <p>In 2015-16, PSAT 9/10 was available to all Da Vinci 9th graders and proctored during the school day. 24 sophomores took the PSAT but paid for it independently.</p> <p>Da Vinci ELA and Mathematics staff created and taught a one-day preparation course for the Accuplacer Placement Test.</p>	<p>3.6 Da Vinci will provide preparation courses for students to reach college ready levels of performance on English and Mathematics placement tests such as E.A.P. and Accuplacer.</p>	<p>3.6 Da Vinci will provide preparation assistance for students to reach college ready levels of performance on English and Mathematics placement tests such as E.A.P. and Accuplacer.</p>	<p>3.6 Da Vinci will provide preparation assistance for students to reach college ready levels of performance on English and Mathematics placement tests such as E.A.P. and Accuplacer.</p>

# 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

2017-18 Actions/Services

Da Vinci will continue to provide a summer College Boot Camp for juniors and seniors in order to begin the college admission process. The College Boot Camp will be followed up with College campus visit for the 11th grade class.

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

Modified Action

2018-19 Actions/Services

Da Vinci will continue to provide a summer College Boot Camp for juniors and seniors in order to begin the college admission process. The College Boot Camp will be followed up with College campus visit for the 11th grade class.

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

Modified Action

2019-20 Actions/Services

Da Vinci will continue its work to promote the effective use of restorative practices to build positive culture, resolve conflict, and address disciplinary incidents on campus.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$500	\$18,388
Source	Supplemental	State Restricted Funding	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures College Readiness Block Grant	1000-1999: Certificated Personnel Salaries a. Da Vinci will employ a certificated staff member on a part-time basis as a Restorative Practices Coordinator. This duties of this position will require continued implementation of the school-wide Restorative Practices Referral System and ongoing staff professional development as needed.
Amount			\$5,575
Source			Base
Budget Reference			5000-5999: Services And Other Operating Expenditures b. Da Vinci will provide professional development in Restorative Practices from the International Institute for Restorative Practices for new teachers and teachers that have not yet received restorative practices training.

## 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  
Specific Grade Spans: 9-12

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))

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

New Action

2017-18 Actions/Services

Da Vinci will continue to provide access to Mental Health and Wellness support from local clinicians so that its Unduplicated Students develop the skills and aptitudes to attain college acceptance and persistence.

2018-19 Actions/Services

Da Vinci will continue to provide access to Mental Health and Wellness support from local clinicians so that its Unduplicated Students develop the skills and aptitudes to attain college acceptance and persistence.

2019-20 Actions/Services

Da Vinci will continue to support student leadership opportunities and an inclusive campus culture.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$12,500	\$12,500	\$3,000
Source	State Restricted Funding	Supplemental	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures a. Da Vinci will continue to provide diversity training for incoming 7th grade students as part of orientation.

**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)

Specific Grade Spans: 9-12

**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))

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

New Action

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

Unchanged Action

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

New Action

**2017-18 Actions/Services**

Da Vinci will partner with local test preparation entities or develop within the Da Vinci staff, opportunities for its unduplicated students to participate in test preparation for college admissions assessments such as the ACT and SAT.

**2018-19 Actions/Services**

Da Vinci will provide preparation opportunities for its unduplicated students to participate in test preparation for college admissions assessments such as the ACT and SAT.

**2019-20 Actions/Services**

Da Vinci will provide additional social-emotional and behavioral supports for students that are identified through Da Vinci's Multi-Tiered System of Support (MTSS).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$1,000	\$2,340
Source	State Restricted Funding	Supplemental	Local Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures a. Da Vinci will continue to partner with local mental health and wellness clinicians to support identified students (Tandem Grant)
Amount			\$27,212
Source			Supplemental
Budget Reference			1000-1999: Certificated Personnel Salaries b. Da Vinci will employ a .2 FTE Administrative Vice Principal Position at the High School site to support identified students.

**Action 4**

All	Specific Schools: Da Vinci Junior High School Specific Grade Spans: 7th grade
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**OR**

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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**Actions/Services**

	New Action	Modified Action
	Reduce seventh grade English class sizes by increasing English FTE by .20 to support students who performed below the all student level of performance.	Maintained class size reduction in seventh grade and reduce English class sizes in 8th grade to support students who

performed below the all student level of performance.

### Budgeted Expenditures

Amount		\$16,000	\$20,162
Source	Supplemental	Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel 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)

Students with Disabilities  
Specific Student Groups: English Learners, Socioeconomically Disadvantaged Students, Foster Youth, Homeless Youth

#### Location(s):

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

All Schools  
Specific Grade Spans: 9-12

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

New 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

New Action

2019-20 Actions/Services

Da Vinci will pay for peer tutoring services for ninth grade unduplicated students in danger of failing courses required for a-g eligibility.

Da Vinci will pay for peer tutoring services for ninth grade unduplicated students in danger of failing courses required for a-g eligibility.

This action/service is eliminated from the 2019-20 LCAP. The grant funding source for this action/service has ended.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	
Source	Supplemental	Supplemental	
Budget Reference	Da Vinci will pay for peer tutoring services for ninth grade unduplicated students in danger of failing courses required for a-g eligibility.	Da Vinci will pay for peer tutoring services for ninth grade unduplicated students in danger of failing courses required for a-g eligibility.	

**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)

All

**Location(s):**

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

Specific Schools: Da Vinci High School  
Specific Grade Spans: 10-12

**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

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

Da Vinci High School will employ additional counseling FTE for its population of 300 High School students to create a lower counselor to student ratio in order to provide support for college and career preparation.

2018-19 Actions/Services

Da Vinci High School will employ additional counseling FTE for its population of 300 High School students to create a lower counselor to student ratio in order to provide support for college and career preparation.

2019-20 Actions/Services

This action/service has been moved to 2019-20 Goal 3, Action 3(b). See annual update.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	85,000	\$90,000	87192
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Da Vinci High School will employ additional counseling FTE for its population of 300 High School students to create a lower counselor to student ratio in order to provide support for college and career preparation.	1000-1999: Certificated Personnel Salaries	0001-0999: Unrestricted: Locally Defined b. Da Vinci will continue to employ a second full-time counselor to provide social-emotional and behavioral supports for students as identified through Da Vinci's Multi-Tiered System of Support.

**Action 7**

All	All Schools Specific Grade Spans: 9-12
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OR

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]
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**Actions/Services**

	New Action	Modified Action
	Da Vinci will pay for all students to have access to Naviance, a web-based program	This action/service has been moved to 2019-20 Goal 2. See annual update.

to support students with career exploration and college planning.

**Budgeted Expenditures**

Amount		\$1,500	
Source		State Funding	
Budget Reference		5000-5999: Services And Other Operating Expenditures	

**Action 8**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
[Add Students to be Served selection here]	[Add Location(s) selection here]

**OR**

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

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

**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
	Modified Action	Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Da Vinci will provide Summer School remediation in English and Social Studies courses in grades 9, 10, and 11 in order to support students in maintaining A-G eligibility.

Da Vinci will offer summer school to address learning needs of those furthest from opportunities to include food, SpEd services, and targeted intervention in accessing core curriculum.

This action/service has been moved to 2019-20 LCAP Goal 2. See annual update.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$7,500	\$10,000	
Source		Supplemental	

**Action 9**

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

**OR**

English Learners Foster Youth Low Income	Schoolwide	
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**Actions/Services**

	New Action	Modified Action
	Da Vinci VP at the Junior High in order to lead instruction, intervention planning, and create a safe climate. This FTE is allocated with a lower student to administrator ratio than average due to split site and increase in student needs.	This action/service will continue to be eliminated from the 2019-20 LCAP. The funding source has been moved BASE and it is now a regularly established administrative position.

**Budgeted Expenditures**

Amount		\$50,000	
Source		Supplemental	
Budget Reference		Compensation for a full-time Vice Principal position at Da Vinci Junior High.	

### Action 10

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

2017-18 Actions/Services

Da Vinci will hire an industry expert in the field of computer science, specifically coding, to support the development of the Computer Science elective.

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

Unchanged Action

2018-19 Actions/Services

Da Vinci will continue to employ an industry expert in the field of computer science, specifically coding, to support the development of the Computer Science elective.

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

Modified Action

2019-20 Actions/Services

This action/service has been modified and is now under Goal 1, Action 3. See annual update.

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4,920	\$4,920	
Source	LCFF	LCFF	
Budget Reference	Da Vinci will hire an industry expert in the field of computer science, specifically coding, to support the development of the Computer Science elective.	Da Vinci will hire an industry expert in the field of computer science, specifically coding, to support the development of the Computer Science elective.	

**Action 11**

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))

**Location(s):**

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

**Actions/Services**

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Da Vinci will employ a staff member to facilitate a Peer Tutoring class to support unduplicated students that are at risk of not meeting A-G eligibility. Supports include goal setting, assignment tracking, small group tutoring.

Da Vinci will employ a staff member to facilitate a Peer Tutoring class to support unduplicated students that are at risk of not meeting A-G eligibility. Supports include goal setting, assignment tracking, small group tutoring.

This action/service has been modified and moved to Goal 2, Action 3. See annual update.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	
Source	Supplemental	Supplemental	
Budget Reference	Da Vinci will employ a staff member to facilitate a Peer Tutoring class to support unduplicated students that are at risk of not meeting A-G eligibility. Supports include goal setting, assignment tracking, small group tutoring.	Da Vinci will employ a staff member to facilitate a Peer Tutoring class to support unduplicated students that are at risk of not meeting A-G eligibility. Supports include goal setting, assignment tracking, small group tutoring.	

**Action 12**

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)

**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)

**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

Modified Action

Unchanged Action

Modified Action

2017-18 Actions/Services

Da Vinci will begin the development of a Computer Science pathway for student through the creation of a Introduction to Coding Course. The course will be designed by a Da Vinci teacher and industry expert and utilize on going consultation.

2018-19 Actions/Services

Da Vinci will begin the development of a Computer Science pathway for student through the creation of a Introduction to Coding Course. The course will be designed by a Da Vinci teacher and industry expert and utilize on going consultation.

2019-20 Actions/Services

This action/service has been modified and moved to 2019-20 Goal 1, Action 3. See annual update.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	5,000	5,000	
Budget Reference	Da Vinci will begin the development of a Computer Science pathway for student through the creation of a Introduction to Coding Course. The course will be designed by a Da Vinci teacher and industry expert and utilize on going consultation.	Da Vinci will continue the development of a Computer Science pathway for student through the creation of a Introduction to Coding Course. The course will be designed by a Da Vinci teacher and industry expert and utilize on going consultation.	

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$

%

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 following actions are funded with Supplemental dollars and/or grant funds will provide increased and/or improved services for students.

- Staff professional development in literacy instruction will provide improved content instruction for students
- Implementation of iLit Literacy Program will provide increased services for Low-Performing and Unduplicated students
- Staff training and the development of a Multi-Tiered System of Support will provide increased services for students
- Summer school program to increase A-G eligibility will provide increased services for students
- General Education ACES support classes will provide increased services for students
- Homework Club after school tutoring and support will provide improves services for students
- Summer College Boot Camp will provide improved services for students
- College Admission Test Prep and College Application Support will provide increased services for Unduplicated Students
- Health and Wellness Supports will provide increased services for Unduplicated Students
- A .2 High School Vice Principal will provide improves support for students
- Class size reduction in junior high English courses will provide improves services for students
- A second full-time counselor at the High School site will provide increased services for students

Goal 1: 21st Century Teaching and Learning

Action 1: High Quality PBL Instruction and facilitation

a. NTN contract/affiliation/digital library

b. Project Based Learning (PBL) 101- onboarding of new staff

c. Instructional Coaching at each site

Action 2: Access to 21st Century Learning Tools

- a. laptop refresh
- b. Quest wifi and infrastructure
- c. licensing agreements
- d. Open DNS web filter
- e. IT Specialist(s) for JH and HS
- f. Contract of Internet services

Action 3: Promoting College/Career Pathways

- a. PD/curriculum develop Computer Science
- a. PD/curriculum develop Art Pathways
- b. Internship coordination

Goal 2: Closing the Opportunity and Achievement Gap

Action 1: PD for HQ Research based instruction

- a. PD content classes
- b. Release time for adult learning and observation

Action 2: Summer School

- a. VSA's, materials for Humanities Summer Program

Action 3: Academic Content Support of Students

- a. ACES course
- b. Homework club

Action 4: Making College Accessible

- a. College Boot Camp
- b. Naviance

Action 5: Multi-Tiered System of Support

- a. Professional Development
- b. Staff compensation for implementation and maintenance of MTSS

Goal 3: Safe and Inclusive Environments

Action 1: Restorative Practices

- a. RP coordinator FTE
- b. Adult learning

Action 2: Student Leadership, Student Culture

- a. transition to school: WEB, link crew
- b. on-going student support; diversity training, student leadership retreat

Action 3: Increase staffing to promote safety, college prep

- a. counseling FTE at HS
- c. class sizes reduced
- b. VP at HS
- c. contracts with community wellness practitioners

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$161,197

3.33%

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 following actions and service are accessible school wide and are principally implemented in service of our unduplicated students. Our core belief is that additional support in literacy and numeracy, at the earliest possible time, is to the benefit of those who are furthest from opportunity (our unduplicated students). Additionally, we are sure that secondary coursework that gives students strategies for engaging in the rigor of A-G coursework and access to a college going system promotes their engagement and capacity. The more we learn about the impact of climate, trauma, lack of health care and education, the more driven we are to embed this in our educational systems; framed in the positive, we believe that if students feel safe, able to negotiate relationships and their own conflicts, believe they belong, and have foundation skills for reading and math they will thrive in 21st century learning environments.

Goal 1: Investment in Restorative Practices to build community facilitation and direct services to students , WEB and Link crew to build connectedness and transition into secondary schools (Junior High and High School).

Goal 3: Investment in additional mental health services, ACT/SAT preparation, smaller classes and peer tutoring where we see a saturation of unduplicated students, counseling services to promote healthy relationships and course access, summer school, and a VP to increase school safety and connectedness.

**LCAP Year: 2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$148,500

n/a%

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).

At this time, there is a very small population of English Language Learners and Foster Youth at Da Vinci, and their performance does not indicate a need for increased or improved services. Da Vinci will monitor the population of these students and consider if additional services are needed in future years. Da Vinci Charter Academy continues to fund counseling and math support with supplemental funding to the benefit of our unduplicated students. Da Vinci will continue to provide a summer College Boot Camp for juniors and seniors in order to begin the college admission process. The College Boot Camp will be followed up with College campus visit for the 11th grade class. Da Vinci has also secured funds for providing individualized counseling, "scholarship" fees for ACT and SAT testing. Da Vinci will continue to provide access to Mental Health and Wellness support from local clinicians so that its Unduplicated Students develop the skills and aptitudes to attain college acceptance and persistence. Da Vinci will partner with local test preparation entities or develop within the Da Vinci staff, opportunities for its unduplicated students to participate in test preparation for college admissions assessments such as the ACT and SAT.

# 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](mailto: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	478,221.00	454,203.00	414,580.00	478,221.00	523,895.00	1,416,696.00
	60,500.00	0.00	12,500.00	10,500.00	0.00	23,000.00
Base	0.00	203,686.00	0.00	0.00	313,050.00	313,050.00
LCFF	131,060.00	0.00	94,520.00	131,060.00	0.00	225,580.00
Local Funding	100,000.00	0.00	105,720.00	100,000.00	2,340.00	208,060.00
State Funding	1,500.00	0.00	21,340.00	1,500.00	0.00	22,840.00
State Restricted Funding	25,315.00	90,428.00	56,815.00	25,315.00	16,500.00	98,630.00
Supplemental	159,846.00	160,089.00	123,685.00	209,846.00	192,005.00	525,536.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	478,221.00	454,203.00	414,580.00	478,221.00	523,895.00	1,416,696.00
	85,920.00	0.00	119,049.00	85,920.00	19,590.00	224,559.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	500.00	0.00	1,000.00	500.00	87,192.00	88,692.00
1000-1999: Certificated Personnel Salaries	126,646.00	230,250.00	25,346.00	126,646.00	132,701.00	284,693.00
2000-2999: Classified Personnel Salaries	83,000.00	106,027.00	75,000.00	83,000.00	154,602.00	312,602.00
4000-4999: Books And Supplies	100,000.00	60,331.00	100,080.00	100,000.00	60,810.00	260,890.00
5000-5999: Services And Other Operating Expenditures	68,655.00	46,863.00	76,605.00	68,655.00	63,660.00	208,920.00
5800: Professional/Consulting Services And Operating Expenditures	13,500.00	10,732.00	17,500.00	13,500.00	5,340.00	36,340.00
Not Applicable	0.00	0.00	0.00	0.00	0.00	0.00

\* 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	478,221.00	454,203.00	414,580.00	478,221.00	523,895.00	1,416,696.00
		60,000.00	0.00	12,500.00	10,000.00	0.00	22,500.00
	Base	0.00	0.00	0.00	0.00	19,590.00	19,590.00
	LCFF	4,920.00	0.00	7,320.00	4,920.00	0.00	12,240.00
	Supplemental	21,000.00	0.00	99,229.00	71,000.00	0.00	170,229.00
0000: Unrestricted	Local Funding	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined		500.00	0.00	0.00	500.00	0.00	500.00
0001-0999: Unrestricted: Locally Defined	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Local Funding	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	State Funding	0.00	0.00	1,000.00	0.00	0.00	1,000.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	0.00	0.00	0.00	87,192.00	87,192.00
1000-1999: Certificated Personnel Salaries	Base	0.00	70,161.00	0.00	0.00	26,388.00	26,388.00
1000-1999: Certificated Personnel Salaries	LCFF	10,940.00	0.00	0.00	10,940.00	0.00	10,940.00
1000-1999: Certificated Personnel Salaries	State Funding	0.00	0.00	15,140.00	0.00	0.00	15,140.00
1000-1999: Certificated Personnel Salaries	State Restricted Funding	0.00	0.00	0.00	0.00	12,000.00	12,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	115,706.00	160,089.00	10,206.00	115,706.00	94,313.00	220,225.00
2000-2999: Classified Personnel Salaries	Base	0.00	106,027.00	0.00	0.00	146,602.00	146,602.00
2000-2999: Classified Personnel Salaries	LCFF	83,000.00	0.00	75,000.00	83,000.00	0.00	158,000.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	8,000.00	8,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	0.00	0.00	60,310.00	60,310.00

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
4000-4999: Books And Supplies	Local Funding	100,000.00	0.00	100,080.00	100,000.00	0.00	200,080.00
4000-4999: Books And Supplies	State Restricted Funding	0.00	60,331.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Supplemental	0.00	0.00	0.00	0.00	500.00	500.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	27,498.00	0.00	0.00	57,160.00	57,160.00
5000-5999: Services And Other Operating Expenditures	LCFF	32,200.00	0.00	12,200.00	32,200.00	0.00	44,400.00
5000-5999: Services And Other Operating Expenditures	Local Funding	0.00	0.00	5,640.00	0.00	0.00	5,640.00
5000-5999: Services And Other Operating Expenditures	State Funding	1,500.00	0.00	5,200.00	1,500.00	0.00	6,700.00
5000-5999: Services And Other Operating Expenditures	State Restricted Funding	25,315.00	19,365.00	39,315.00	25,315.00	4,500.00	69,130.00
5000-5999: Services And Other Operating Expenditures	Supplemental	9,640.00	0.00	14,250.00	9,640.00	2,000.00	25,890.00
5800: Professional/Consulting Services And Operating Expenditures	Base	0.00	0.00	0.00	0.00	3,000.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Local Funding	0.00	0.00	0.00	0.00	2,340.00	2,340.00
5800: Professional/Consulting Services And Operating Expenditures	State Funding	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	State Restricted Funding	0.00	10,732.00	17,500.00	0.00	0.00	17,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	13,500.00	0.00	0.00	13,500.00	0.00	13,500.00
Not Applicable		0.00	0.00	0.00	0.00	0.00	0.00

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



**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	55,601.00	55,253.00	70,330.00	55,601.00	283,837.00	409,768.00
<b>Goal 2</b>	214,200.00	188,419.00	201,330.00	214,200.00	76,189.00	491,719.00
<b>Goal 3</b>	202,420.00	210,531.00	140,920.00	202,420.00	163,869.00	507,209.00
<b>Goal 4</b>	6,000.00	0.00	2,000.00	6,000.00	0.00	8,000.00
<b>Goal 5</b>			0.00	0.00	0.00	0.00
<b>Goal 6</b>			0.00	0.00	0.00	0.00

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