# Local Control Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
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# Plan Summary [2021-22]

## General Information

A description of the LEA, its schools, and its students.

Da Vinci Charter Academy (DVCA) began as Leonardo Da Vinci High School in 2003 as a school-within-a-school at Davis Senior High School (DSHS) in the Davis Joint Unified School District (DJUSD). In 2009, the school transitioned to a dependent charter and expanded

from grades 10-12 to grades 7-12 on two different campuses, the Valley Oak Campus in central Davis and the shared Emerson & Da Vinci Junior High Campus in West Davis. The 2020-21 school year marks the seventeenth year of operation for the school.

DJUSD covers the southeastern section of Yolo County and a small part of Solano County, stretching from the Yolo Causeway on the east to County Road 95 on the west, from Road 29 on the north to Putah Creek and the boundaries of Yolo and Solano counties in the south. As a charter school, DVCA serves students and families in the DJUSD district boundaries as well as those outside of the boundaries in nearby communities such as Woodland, Winters, Dixon and West Sacramento.

As a dependent charter school of DJUSD, DVCA has a memorandum of understanding with the district which outlines certain services that are provided by DJUSD to the school. These services include: including reporting and auditing; supervisorial oversight; special education; certain administrative services; pupil services; food service; and other services that may be required. DVCA makes an annual transfer of funds from the charter school fund to the district general fund for the above services. Through this arrangement, DVCA is included in many LCAP actions and services conducted by DJUSD which are not necessarily reflected in the DVCA LCAP. Actions and services that are unique to the DVCA program are specified in the DVCA LCAP.

Student Demographic Data
For the purposes of data reporting in the DJUSD plan summary, 2019-20 demographic data is being used to due to fluctuations in enrollment as a result of the COVID-19 pandemic in 2020-21. According to data from the 2019-20 school year at the CALPADS census date, total enrollment at Da Vinci Charter Academy was 580 students. Enrollment by ethnicity and race was: White, 64.2%; Hispanic, 21%; Asian, 10%; African American, 2.2%; Filipino, 1%; American Indian or Alaska Native 0.6%, and Two or More Races and Other comprise 1%. The percentage of students identified as Unduplicated Students (socioeconomically disadvantaged, Foster, Homeless) was 18.1%. The percentage of students who specifically received English Learner services was 1.5%. The percent of students receiving Special Education services was 16.5%. Enrollment for students living in district boundaries was 60% and out-of-district was 40%.

DVCA enrollment has remained relatively steady, with approximately 575 to 600 students enrolled annually. DVCA is projected to increase enrollment to approximately 650 to 700 students beginning in the 2022-23 school year, when forthcoming facilities projects will increase capacity allowing for grade realignment of grade 9 students to the high school camps to occur. Grade realignment will also allow the junior high program to expand from approximately 100 students in grades 7 - 9 to approximately 140 students in grades 7 and 8.

Educational Program
DVCA provides a comprehensive educational program based on the California Common Core standards but also grounded in the tenets of project-based learning and building an inclusive community. The program provides sequentially developed course work in English/language arts, fine arts, foreign language, history and other social sciences, mathematics, music, physical and life sciences, physical education, and more. DVCA offers five Advanced Placement (AP) courses and two Honors courses. While DVCA students can complete all required courses for graduation, A-G eligibility, and competitive college admissions, some students do co-enroll in elective courses, or advanced courses at Emerson Junior High or Davis Senior High School (DSHS).

DVCA launched two Career Technical Education (CTE) Pathways in 2018-19 which will be fully implemented in 2021-22. DVCA's CTE Pathways offer three sequenced courses in Digital Media Arts (DMA) and four sequenced courses in Software and Systems Development

(SSD). Through the general fund, DVCA invests $183,914 annually to support CTE-credentialed teachers, high-quality sequenced CTE pathway courses, CTE counselors, and other student engagement activities such as work-based learning. In addition, the local bond of $226 million along with one $3 million CTE Facilities Grant are focused on new CTE facilities at Da Vinci High School.

DVCA utilizes a project-based learning (PBL) instructional methodology that is based upon the New Tech Network (NTN) model and the project design and teaching practices developed by PBL Works (formerly Buck Institute for Education). DVCA uses seven distinct Schoolwide Learning Outcomes (SLOs) that are aligned to the outcomes of the Da Vinci Graduate Profile.

DVCA has established a Restorative Practices System to build community, address conflict and, in some cases, resolve discipline issues on campus. This Da Vinci Restorative Practices Referral System is based upon training from the International Institute of Restorative Practices (IIRP) but has been customized to the local context of the community. Da Vinci places a strong emphasis on individualized support services through the DVCA Counseling Department. Finally, Da Vinci students are able to participate in the interscholastic athletic program operated by DSHS. The goal of Da Vinci's educational program is to prepare students with skills, qualities, experiences and dispositions to be successful in the ever-changing 21st Century, which are embodied in the Da Vinci Graduate Profile.

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Data from the California Department of Education Dashboard from 2019 is DVCA's most recent Dashboard data as result of the COVID-19 school closures which suspended testing in the spring of 2020. This 2019 data indicates that DVCA remains in the high performance areas (blue) for All Students in the areas of English Language Arts and Graduation Rates. DVCA continues to be in the high performance area (green) in the areas of Mathematics, Suspension Rate and Chronic Absenteeism.

DVCA reviewed local data including overall Grade Point Averages (GPA), D and F grades, and Scholastic Reading Inventory (SRI) results, to analyze successes in the 2020-21 year which was operated in a distance learning model from August 26, 2020 through April 12, 2021, when DVCA re-opened for in-person learning.

GPA data showed that during the 2020-21 school year, the average GPA of 10th grade students was 3.23 (3.32 in 2019-2020), the average GPA of 11th grade students was 3.33 (3.30 in 2019-2020), and the average GPA of 12th grade students was 3.35 (3.33 in 2019-2020). During the 1st semester of 2020-2021, 45% of students in grades 10-12 earned a 3.5 GPA or higher during distance learning. Other than a small decline with sophomores, students performed at or above pre-school closure levels as measured by GPA.

During the 2020-2021 school year, there was a moderate increase in the number of D/F grades in grades 7 - 12 earned by students during the first semester (174) compared to the first semester of 2019 (139). During the past two academic school years, the majority of all D/F grades were earned by students in grades 10-12 (63% in 2019-2020 and 69% in 2020-2021).

The Scholastic Reading Inventory (SRI) was conducted with all grade 10 and grade 7 students at DVCA during the 2020-21 school year. After the second SRI administration 83% of DVCA grade 10 students performed at proficient or advanced lexile ranges, an increase of 8% from the first administration. After the second SRI administration school year, 85% of DVCA grade 7 students performed at proficient or advanced lexile ranges, an increase of 11% from the first administration.

DVCA also demonstrated success in maintaining the College/Career Ready performance level despite school closures. This was primarily achieved through a combination of student coursework, performance levels on the Smarter Balanced Assessments and fulfilling the requirements of the State Seal of Biliteracy. Additionally, DVCA was able to increase the number of students enrolled in CTE courses and Advanced Education courses (college and community college courses) in 2020-21. Da Vinci was able to increase enrollment in CTE courses from 73 in 2019-20 to 95 in 2021-22, an increase of 22 enrollments. For advanced Education courses, Da Vinci had 17 students enrolled in those courses in 2019-20 and 39 in 2020-2, an increase of 22 enrollments. Finally, Da Vinci continues to refine CALPADS reporting to more accurately reflect metrics for the College and Career Indicator.

Despite the challenges of school closures, DVCA is able to identify several positive areas of progress, including that many students continued to perform at grade level or higher overall according to available data points.

# Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

DVCA data from the 2019 California Department of Education Dashboard indicates that DVCA has identified needs in the College/Career Readiness indicator (yellow). While DVCA maintained at the current performance level within the College and Career Preparedness indicator, this level falls short of DVCA's goal of preparing all students at a high level for college and career and, thus, remains an area for ongoing improvement. To that end, DVCA has refined the reporting mechanisms for reporting student enrollment in Advanced Education Courses (community college and college courses) to better reflect the substantial number of students that take these courses within Dashboard metrics. Additionally, DVCA has expanded the number of CTE course offerings and continues to increase enrollment in those courses.

DVCA data from the 2019 Dashboard also indicates two student subgroups within other Dashboard indicators that are in need of improvement. Under the Suspension Rate indicator, the subgroup Two or More Races was in the red performance level and showed an increase of 10% from the previous year. DVCA continues to implement restorative practices to build community and resolve conflict with the intention of reducing discipline incidents. Additionally, DVCA is utilizing in-school suspensions or alternatives to suspension, when appropriate, to provide counseling resources and academic support for students involved in discipline issues. Under the Chronic Absenteeism Indicator, the subgroup of Hispanic Students was in the orange performance level, which was the same performance level as the previous year. DVCA continues to conference with families as students reach identified levels of absenteeism and also works to provide resources to resolve the root causes of why the student is not meeting attendance expectations.

DVCA data indicates that Socioeconomically Disadvantaged Students and Students with Disabilities have demonstrated instances of moderate and significant gains across several Dashboard indicators but, overall, those subgroups continue to demonstrate lower achievement than the All Student group in most Dashboard indicators. As such, these subgroups remain an area of focus going forward. All DVCA Special Education teachers received an increase of .2 FTE to ensure that those teachers were compensated for the extra time they spent supporting students during distance learning. DVCA continues to offer academic support for Socioeconomically Disadvantaged Students through our Math Clinic courses. DVCA continues to offer academic support for Socioeconomically Disadvantaged Students through a Math Clinic that assists with executive functioning and additional math support.

DVCA participated in the DJUSD initiative to review local data to analyze 2020-21 social-emotional well-being of its students. Suicide Risk Assessments and Mental Health Hospitalization data show an increased need to address the social emotional and mental health of students. At a district level, a general referral process and form were codified to allow stakeholders to report needs. Those requests were routed to DVCA staff when appropriate. DVCA teacher referrals for students in need of support as well as a weekly opportunity for students to request counselor check-ins were put in place. As a result of this data, a mental health concierge service was identified and implemented (Care Solace) which will be accessible to DVCA students and parents/guardians. Staff also implemented Collaborative for Academic and Social Emotional Learning (CASEL) signature practices across DVCA classrooms. Also, DVCA continues to support additional counseling FTE in grades 10, 11, and 12 for student mental health support and continues to partner with a local mental health clinician for Tier III level supports for identified students.

While DVCA GPAs remained relatively static, there was an increase of 35 D or F grades when comparing Fall of 2020 to Spring of 2020. While only a moderate increase, this does highlight that there is an upward trend in students that may be behind in credits. DVCA administration and counseling continues to work with students and families to place them in credit recovery courses such as Davis Adult School. Additionally, DVCA will hold a Humanities Summer School Program and enroll its students in the DJUSD Comprehensive Summer School Program as appropriate.

DVCA continues to develop a Multi-Tiered System of Supports (MTSS), which will be in year three (3) of implementation in 2021-22. The current emphasis is on implementing best, first instruction and tiered interventions which will further the ability to provide instruction in class and in the most timely and responsive way. Additionally, an effective MTSS system provides clear academic and social-emotional interventions to students identified as in need of support. DVCA intends to continue the work of systemizing best first instructional practices, particularly within subject areas, and to develop clear, robust tiered interventions that are accessible, effective and implemented by staff.

DVCA is in year five of its implementation of a Restorative Practices Referral System, which has included periodic staff training and ongoing employment of a Restorative Practices Coordinator. The DVCA community continues to access this system but not all students or parents are fully informed of the opportunity and, in some instances, there is a hesitancy to participate. DVCA intends to continue training staff, students and parents about Restorative Practices in order to broaden the positive impact on the community. This work will also help in reducing suspension rates, increasing attendance and promoting engagement.

DVCA observes that its grade 9 students report significantly lower ratings compared to grade 7 and grade 8 students in the areas of engagement and academic challenge on recent Youth Truth survey results. To address these areas of need, DVCA is evaluating the course offerings for grade 9 students and undertaking a grade realignment plan for implementation in 2022-23 to transition grade 9 students to Da

Vinci High School. The goal of this change is to begin the preparation of grade 9 students for post-secondary planning at an earlier point in their academic experience and to ensure that high school course offerings, including CTE courses, are available to grade 9 students.

Finally, in evaluating data from Youth Truth Survey results, DVCA sees that one of the overall lower ratings is in academic rigor. While students report high levels of engagement, relevancy and collaboration, academic rigor is lower than expected. To address this, DVCA will continue to provide opportunities for staff to be trained in high-quality inquiry-based and project-based learning with an emphasis on outcomes that challenge students at all levels. This professional development will include the further development and articulation of Schoolwide Learning Outcomes (SLOs) across the DVCA program.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 DVCA Local Control and Accountability Plan (LCAP) maintains DVCA's focus on developing its mission, vision and the outcomes of the Graduate Profile for all students. DVCA's mission is to engender and elicit in all students the characteristics, skills, and dispositions embodied in the Da Vinci Graduate Profile in order to prepare them for college, career, and life, in the rapidly changing 21st Century. DVCA's vision is to provide a learning environment uniquely able to prepare students in a diverse, technologically advanced society and craft their own educational experience. Finally, the DVCA Graduate Profile seeks to develop the following specific outcomes in students: communication, collaboration, a learning mindset, critical thinking, citizenship, self-management and technological literacy.

To achieve the above outcomes, the DVCA LCAP continues the following goals: 1) All DVCA students will experience 21st Century Teaching and Learning; 2) DVCA educators will close the Opportunity Gap; 3) DVCA classrooms and school communities will be safe and inclusive environments. While these instructional goals remain guiding principles, the work of achieving these goals continues to evolve with changing times and conditions and in response to the community. The work of achieving these goals is accomplished through evidence-based, structured collaboration, research-based effective instruction and innovation, as well as Social Emotional Learning practices guided by experts and implemented by DVCA staff.

To further the goal of providing 21st Century Teaching and Learning, DVCA will continue its mission of designing and facilitating learning experiences that promote development of the qualities, skills and characteristics of the Da Vinci Graduate profile in all students so that they are prepared for the rapidly changing 21st Century. To do this, all DVCA teachers require ongoing professional development to consistently implement the foundational components of project-based instruction and also to develop current, cutting edge practices within the field. To ensure that DVCA teachers are able to support students in realizing the essential skills of the DVCA Graduate Profile, DVCA will emphasize training and professional development that supports rigor and challenge for students at all levels and further articulation of Schoolwide Learning Outcomes (SLOs) so that essential skills are built sequentially across the DVCA program.

Additionally, to ensure that 21st Century teaching and learning at DVCA is aligned to current College and Career standards and high-demand career opportunities, DVCA will continue to develop its Career Technical Education (CTE) Pathways in Software and Systems Development

(SSD) and in Digital Media Arts (DMA) through staff professional development, purchase of appropriate CTE curriculum and materials, and through recruitment and networking activities to develop industry partnerships.

DVCA will continue its commitment to a technology rich learning environment for its students by maintaining the commitment to 1:1 student to computer ratio and through providing onsite Instructional Technology support, access to industry standard software and tools and reliable, high speed Internet access for students and staff.

DVCA will also participate in the DJUSD-wide Schedule Review Committee, which is intended to support DVCA educators to rethink and redesign secondary school schedules that better support 21st Century teaching and learning, and more appropriately structure interventions and address social emotional wellbeing. The plan also includes professional development and support of Grading for Equity. At Da Vinci, Grading for Equity will include staff collaboration time to work towards clearer understanding and consistency in the use of DVCA's SLOs and further articulation of those SLOs across the program to ensure that all students are supported in sequentially developing those SLOs throughout the program.

DVCA is evaluating the course offerings for grade 9 students and undertaking a grade realignment plan for implementation in 2022-23 in order to transition grade 9 students to Da Vinci High School. This change will allow DVCA to begin the preparation of its students for post-secondary planning at an earlier point in their academic experience and provide the opportunity for all 9th grade students to participate in high school courses, including the newly developed CTE pathways.

Finally, to emphasize the need for participation in a complex and diverse society, DVCA will further its work towards full integration of the Social Studies Curriculum Framework and the FAIR Act through adoption of a new, high-quality social studies curriculum, ongoing staff training and opportunities for students to earn the Civic and Cultural Awareness Seal of the State of California. The LCAP will also continue to provide staff professional development to build their understanding and implement the new History/Social Science adoptions and anticipate the Visual Performing Arts and World Language standards anticipated next year.

To further the work of closing the opportunity gap for students, particularly for DVCA's unduplicated students, DVCA continues to provide support through staffing, embedded and dedicated interventions, and coordinated case management services. DVCA teachers will be provided with professional development opportunities focused on effectiveness for literacy, language acquisition, and content knowledge in all subject areas in support of English Learners. Especially for our English Learners, DJUSD is providing English Learner Specialists and a Teacher on Special Assignment to develop and manage a system for English Learner progress monitoring and facilitate responsive professional development. A focus remains on how Long Term English Learners develop and achieve goals to acquire reclassification status. Two DVCA Staff members have been trained to help coordinate interpretation, translation and, most importantly, family and community outreach.

Much of the work in closing the opportunity gap lies in removing barriers and providing targeted supports for students. To that end, the further development of DVCA's Multi-Tiered System of Supports (MTSS) is a central focus of Goal 2, which will begin with a needs analysis of the current system. DVCA will be implementing i-Ready assessments for math and literacy in grades 7-12 to inform MTSS teams, progress monitoring, and teaching scaffolding to increase accessibility of content. Additionally, DVCA will engage in professional development and

ongoing coaching support to strengthen staff knowledge of MTSS, develop more robust screeners and interventions, and utilize data to provide efficient and efficacious outcomes.

To address students that are in need of credit recovery towards graduation or who need to remediate grades in order to be A-G eligible, DVCA will provide a Humanities Summer School credit recovery program for students in grades 9-12. Students that need to recover credits or remediate grades in other classes, will be supported by counseling staff in accessing the DJUSD Summer School Program. DVCA will also provide several expanded learning summer programs in partnership with DJUSD to focus on enrichment, SEL learning and development of the DVCA Graduate Profile competencies.

DVCA will offer Academic Coaching Empowering Success (ACES), a general education support course, for students in grades 7-12 to support students with academic achievement, executive functioning, assignment completion, peer connections, and additional math support. ACES teachers will work collaboratively with teaching colleagues and counseling staff to case manage their students.

To ensure that DVCA students, particularly those furthest from opportunity, are supported in college and career exploration and the college admissions process, DVCA will be creating a scope and sequence for grades 7 through 12 to identify the key activities that will be implemented in the areas of college and career awareness. At Da Vinci Junior High, there will be a focus on career exploration. At Da Vinci High School, staff will be expanding the annual College Boot Camp, which is typically for students entering grade 12, but will now have specific workshops open to all students in grades 10-12. Additionally, there will be a focus on resume writing and interview skill building as part of the expanded College Boot Camp so that it also encompasses career exploration. The DVHS counseling team is also planning to offer two college and career workshops per month throughout the upcoming school year, to allow for all students grades 10-12 to access this support in a more structured way.

DVCA is committed to the introduction of Ethnic Studies Programming, planned to begin in DJUSD by 2022-23. DVCA will be working in parallel with DJUSD by dedicating resources to further research, collaboration, professional development and eventual implementation of an Ethnic Studies program. One goal of Ethnic Studies is to provide DVCA students with the opportunities to explore their own identities and the identities of others to support them in developing the critical thinking and citizenship components of the DVCA Graduate Profile.

To further the work of creating classrooms and school communities that are safe and inclusive, DVCA will emphasize the important areas of inclusivity, individualized support, and justice. To address inclusivity, the DVCA staff will engage in continued professional development on how to create gender inclusive environments for all students. DVCA will also continue to provide a high level of counseling support by maintaining a low counselor to student ratio so that students and families have access to counseling support and so that counselors can case-manage students effectively in their post-secondary planning. DVCA will provide a high level of safety and accountability for students through a part-time Vice Principal and campus Safety Supervisors for each site. Finally, this work will be followed by the continued use of a Restorative Practices Coordinator and additional staff training on Restorative Practices. DVCA also seeks to further inform the DVCA community, including students and parents, about the opportunities to engage in a restorative approach to community building and conflict resolution.

Goal 3 is further addressed through the continued development of DVCA's MTSS. Specific to goal three is the implementation of a Social Emotional Learning (SEL) screener to implement within the SEL strand of the MTSS. This will allow for efficient identification of students in

need of support resources to address their overall well-being. Additionally, DVCA counseling staff have been trained in the use of Care Solace, a counseling concierge service for students, staff, and families and will be building that service into the MTSS structure.

DVCA believes that safe and inclusive environments are furthered through relationships and peer mentoring. To continue building this into the program, DVCA teachers in Leadership Courses will receive professional development in programs and systems that support the transitions to junior high and high school. Outcomes include refining an orientation for incoming students at the start of the year and supportive peer mentoring systems throughout the year.

# Comprehensive Support and Improvement

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

### Schools Identified

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

School was not identified as CSI.

### Support for Identified Schools

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

School was not identified as CSI.

### Monitoring and Evaluating Effectiveness

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

School was not identified as CSI.

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

DVCA works in parallel with DJUSD systems for ongoing stakeholder feedback while simultaneously soliciting specific feedback from its own stakeholder groups. At the DJUSD level, stakeholder feedback was gathered through community groups. The Superintendent's All Advisory is composed of members from the following advisories: parent, student, District English Learner Advisory Committee (DELAC), District Technology Advisory Committee (DTAC), Climate, Certificated Personnel, Classified Personnel, Parent, Student, Special Education, Native American, AIM (GATE), Administrative Leadership Team. DVCA stakeholders participate in most of the identified groups above.

At the site level, feedback opportunities were provided and encouraged with each group at various points in the LCAP cycle.

Parents and Guardians are invited to participate in the DVCA Booster Parent Group, which meets monthly, to provide input and feedback on school improvement. Additionally, four elected parent representatives serve on the DVCA Advisory Board, which meets monthly, and provides representation for the parent community. DVCA administration met with both groups in September of 2020 to solicit feedback on the Learning Continuity Plan. Areas of success and areas for growth were identified. DVCA Administration met again with both groups above in February of 2021. In these meetings, local data on student performance and social-emotional learning was presented and four questions were asked for LCAP Planning. On May 19, 2021, the DVCA Administration presented the Draft DVCA LCAP Plan and solicited feedback from all DVCA Advisory Board members. Those questions were: (1) What opportunities and supports have been working for your child or other students and families you know?; (2) What are the current needs your see for yourself and your student(s)?; (3) What opportunities or supports should we be considering as a community or as a school?; and, (4) What should we be doing for our must vulnerable students (e.g., living in poverty, English Learners, foster or homeless youth, students learning below grade level). Feedback was gathered for analysis utilized in LCAP planning. In addition to the formalized opportunities for direct feedback, DVCA administration receives ongoing communications from parents via email which are considered for future planning. Finally, DVCA administered the Family Youth Truth Survey which provides an opportunity for feedback and input on families' experiences at DVCA.

Student voice is essential to the DVCA community and as such, DVCA administration met with student focus groups on two occasions during the school year. First, focus groups were held at each site (DVJH and DVHS) to solicit input on the Learning and Continuity Plan, with a focus on what was going well with the start of the school year and what could be improved upon going forward. A second round of student focus groups was held at the start of March. In these focus groups, the same four questions listed above were presented to students and feedback was gathered for analysis and future planning. Finally, DVCA administered the Student Youth Truth Survey to all students and the results were analyzed by DVCA staff.

DVHS Staff at each site participate in a weekly professional development meeting. Through these weekly meetings, DVCA administration provides updates and solicits feedback on ongoing issues of school improvement. Because the DVCA staff is comparatively small, it is through these routine but less formal meetings that the DVCA staff is in a constant feedback cycle. More formally, the DVCA administration presented the DVCA Learning and Continuity Plan in September of 2020. DVCA staff was able to discuss areas of success and areas for

improvement going forward. Additionally, DVCA Administration reviewed the LCAP with DVCA staff on May 12, 2021 for final feedback prior to submission.

A summary of the feedback provided by specific stakeholder groups.

An analysis of stakeholder feedback demonstrated the following areas of success: effective use of technology, clarity in teacher agendas and assignments, supportive and flexible DVCA teachers, efforts to facilitate community builders and clubs, attendance follow up, transition to Canvas Learning Management System, highly supportive counseling staff, reduced stress from the Quarter Block Schedule, continued emphasis on collaboration and community amongst staff, and developing opportunities for collaborative student work.

Stakeholders identified several areas for improvement as follows: more opportunities for students to have social interactions, additional opportunities for individualized academic supports for students, additional, ongoing professional development for staff in social-emotional learning, additional support for staff in project-based learning, additional instruction on career skills such as Photoshop and Indesign, additional rigorous courses such as AP and honors courses, staff compensation to facilitate clubs, additional guidance and resources for college and career exploration, after school learning opportunities, additional training for staff in inclusive environments, professional development for staff to address learning loss due to school closures.

A synthesis of stakeholder feedback suggests that DVCA is doing well in providing a high level of support to students, providing essential technology for learning, continuing to promote community and connectedness, and organizing courses and tasks in ways that are accessible to students and families.

A synthesis of stakeholder feedback also suggests that DVCA needs to expand opportunities for social interaction both in the school day and outside of the school day, prioritization of staff training in further development of social-emotional learning strategies, additional professional development in strategies to engage students and accelerate learning for all students, continued efforts to prepare students for their post-secondary experience.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The DVCA 2021-24 LCAP includes actions and services in direct response to stakeholder feedback. A primary investment that extends through all of DVCA's goals is professional development and ongoing coaching to further develop DVCA's MTSS system. The MTSS system will provide targeted supports and interventions for identified students across the academic, social-emotional and college and career domains. Students, staff, and families noted in stakeholder outreach that DVCA is in need of academic support for students, opportunities for students to engage in rigorous learning, and continued opportunities for peer collaboration. Actions and services for the MTSS domains will be present across all three LCAP goals.

To address a desire for additional social interactions and social-emotional supports for students, DVCA will implement actions and services within goal 3. These include professional development for leadership teachers to provide more robust on campus social opportunities, streamlined process for creating and maintaining ASB clubs and more robust peer mentorship programs. DVCA will continue to provide low student-to-counselor ratios to allow for case social-emotional supports and family connections. DVCA will also engage in ongoing professional development on inclusive school environments and environments that resolve conflict and build community.

To address the identified needs for rigorous and engaging learning and post-secondary guidance and support, DVCA will implement actions and services under Goal 1. These include professional development to consistently implement the foundational components of project-based instruction, support rigor and challenge for students at all levels, examine current grading practices to ensure equity in grading practices, and further the articulation of DVCA Schoolwide Learning Outcomes (SLOs). DVCA will continue to develop its Career Technical Education (CTE) Pathways through staff professional development, purchase of appropriate CTE curriculum and materials, and through recruitment and networking activities to develop industry partnerships.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | All DVCA students will experience 21st Century Teaching and Learning |

| An explanation of why the LEA has developed this goal. |
|---|

Goal #1 - All DVCA students will experience 21st Century Teaching and Learning

An explanation of why the LEA has developed this goal:
DVCA defines 21st Century Learning through the school wide learning outcomes (SLOs) expressed in the DVCA Graduate Profile. These seven outcomes specify the skills, characteristics and disposition that DVCA seeks to teach, instill, and engender in its students so that they are prepared for the challenges of college, career, and life, in a constantly evolving and technologically diverse society. The SLOs of the DVCA Graduate Profile were conceived at the inception of the school in 2003 and have evolved over time. They were codified as the DVCA Graduate Profile through stakeholder input in 2016. The DVCA Graduate Profile is an essential guidepost for reviewing, developing and enhancing school programs and practices. The competencies of the DVCA Graduate Profile include:

Learning Mindset
Collaboration
Communication
Citizenship
Technological Literacy
Self-Management
Critical Thinking

Actions, services, and initiatives under Goal #1 reinforce the DVCA values of innovation and deeper learning to engage students, access their strengths and interests, and provide relevant and impactful learning experiences.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 1.1 Teachers in the LEA are appropriately | 1.1 100% compliance with teacher | | | | 1.1 100% compliance |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| assigned and fully credentialed in the subject area and for the pupils they are teaching | credentialing and teaching assignments, based on Human Resources data October, 2020. | | | | |
| 1.2 Pupils in the school LEA have sufficient access to the standards- aligned instructional materials (LOCAL Indicator) | 1.2 100% compliance with Williams Act requirements, reported October, 2020. | | | | 1.2 100%  compliance |
| 1.3 School facilities are maintained in good repair. | 1.3  Average FIT score across district sites fall in "good" rating December, 2020 | | | | 1.3 Maintain "good" rating |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | 1.1 Innovation of Systems and Instruction, a | a. Project Based Learning Professional Development for DVCA Graduate Profile Competencies | $20,000.00 | No |
| 2 | 1.1 Innovation of Systems and Instruction, b | b. Project Based Learning Professional Development of Equitable Assessment of Schoolwide Learning Outcomes (SLOs) | $20,000.00 | No |
| 3 | 1.1 Innovation of Systems and Instruction, c | c. DVCA Grade Realignment | $10,000.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **4** | 1.1 Innovation of Systems and Instruction, d | d. DVCA Schedule Review | $5,000.00 | No |
| **5** | 1.1 Innovation of Systems and Instruction, e | e. Implementation of History Social-Science Adoption, Professional Development for New Standards | $45,000.00 | No |
| **6** | 1.1 Innovation of Systems and Instruction, f | f. Civic Seal of Engagement | $2,000.00 | No |
| **7** | 1.1 Innovation of Systems and Instruction, g | g. NewTech Network Contract | $15,412.00 | No |
| **8** | 1.2 Technological Tools, a | a. Instructional Technology Specialist | $100,672.00 | No |
| **9** | 1.2 Technological Tools, b | b. Essential Software licenses | $5,000.00 | No |
| **10** | 1.2 Technological Tools, c | c. Reliable and Safe Internet Access | $13,000.00 | No |
| **11** | 1.2 Technological Tools, d | d. 1:1 Student to Computer Ratio | $10,000.00 | No |
| **12** | 1.3 Career Technical Education, a | a. DVCA Internship Specialist | $40,000.00 | No |
| **13** | 1.3 Career Technical Education, b | b. CTE Program Support | $31,259.00 | No |
| **14** | 1.3 Career Technical Education, c | c. CTE Teacher Salaries | $137,258.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **15** | 1.3 Career Technical Education, d | d. CTE Counselor | $43,545.00 | No |

## Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| **2** | Da Vinci Educators will work to close the Opportunity and Achievement Gap |

| An explanation of why the LEA has developed this goal. |
|---|
| DVCA has experienced, like much of the state and nation, a persistent and predictable gap in academic achievement based on race, income, language, and ability. It is DVCA's moral imperative to address this opportunity gap, systemically, structurally, and programmatically, through the Local Control Accountability Plan. Actions, services, and initiatives in this goal are intended to ensure that supports and opportunities are available for all students to meet high academic and social emotional expectations. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| 2.1 Student proficiency rate in English Language Arts as measured by CAASPP (STATE Indicator) | 2.1 Very high/blue as measured on the 2019 English Language Arts Indicator -- Schools Five-by-Five Placement | | | | 2.1 Maintain very high/blue status for all students |
| 2.2 Student proficiency rate in Math as measured by CAASPP (STATE Indicator) | 2.2 High/green as measured on the 2019 Mathematics Indicator -- Schools Five-by-Five Placement | | | | 2.2 Increase to very high/blue status for all students |
| 2.3 English Learner Progress as measured by CAASPP ELA | 2.3 To be determined, CASSPP data not reportable due to the number of students testing is below the 11 student threshold | | | | 2.3 To be determined, CASSPP data not reportable due to the number of students testing is below the 11 student threshold |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 2.4 Implementation of state board adopted academic content and performance standards for all students (Local Indicator) | 2.4 Content standards of ELA, ELD, Math, NGSS, and History Social Science in fully implemented or fully implemented and sustainable (4 or 5) | | | | 2.4 Maintain content standards of ELA, ELD, Math, NGSS, and History Social Science in fully implemented or fully implemented and sustainable (4 or 5). |
| 2.5 English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency | 2.5 ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable. | | | | 2.5 Maintain ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable. |
| 2.6 Pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (i.e. % of students completing A-G requirements), or programs of study that align with state board approved career technical educational standards and frameworks. | 2.6 77% Prepared, 95% through A-G, 80% Smarter Balanced, 6% through CTE, and 46% on State Seal of Biliteracy on 2020 College/Career Measures Reports & Data | | | | 2.6 Maintain or increase from 77% Prepared, maintain or increase from 95% through A-G, increase to 12% through CTE and maintain or increase 46% on State Seal of Biliteracy College/Career Measures Reports & Data |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 2.7 English learner progress toward English proficiency as measured by the ELPAC | 2.7 English Learner Progress Indicator (ELPI) from fall 2021. | | | | 2.7 Maintain or increase from original ELPI |
| 2.8 English Learner reclassification rate | 2.8 55.6% reclassification rate on 2020 English Learner (EL) Data from DataQuest. | | | | 2.8 Maintain or increase reclassification rate of 55.6% |
| 2.9 Pupils who have passed an advanced placement exam with a score of "3" or higher | 2.9  Of the total number of AP Tests taken (148) in 2019-20, 119 (80%) scored a 3 or higher. 102 students out of 297 students in the grades 10-12 student population took one or more AP Tests. This reflects 34% of the total 10-12 grade population of DVCA participating in AP tests. | | | | 2.9 Increase the number of students participating to 40% of the overall 10-12 grade population. Maintain or increase the number of students passing with a 3 or higher at or above 80%. |
| 2.10 Pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness | 2.10 88% of DVCA 11th grade students achieved college preparedness by achieving 'conditionally ready' or 'ready' on the English Language Arts CAASPP test in 2019-20. 62% of DVCA | | | | 2.10 Maintain or increase the number of DVCA grade 11 students qualify as conditionally ready or ready on the English Language Arts CAASPP Test. Increase the number of DVCA grade 11 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | 11th grade students achieved college preparedness by achieving 'conditionally ready' or 'ready' on the Mathematics CAASPP test in 2019-20. | | | | students qualify as conditionally ready or ready on the Mathematics CAASPP Test. |
| 2.11 Attendance rates (SIS) | 2.11 Attendance rate disruption 2020-21. Establish baseline in 2020-21 with full return to in-person learning. | | | | 2.11 Meet charter expectation of 95% ADA attendance rate for grades 7-12. |
| 2.12 Chronic Absentee rate | 2.12 7.9% chronic absenteeism rate on 2019 CDE dashboard. | | | | 2.12 Reduce Chronic Absenteeism to 5% or lower |
| 2.13 Middle school dropout rate | 2.13 0% middle school dropout rate | | | | 2.13 maintain 0% middle school dropout rate |
| 2.14 High school dropout rate | 2.14 0% high school dropout rate | | | | 2.14 maintain 0% high school dropout rate |
| 2.15 High school graduation rate | 2.15 98.8% high school graduation rate | | | | 2.15 100% graduation rate |
| 2.16 Career Technical Education pathway completion rate | 2.16 Baseline to be established in 2021-22 with full implementation of CTE SSD and DMA pathways and opportunities for student completers. | | | | 2.16 To be determined using 2021-22 CTE complete data |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 2.17 CTE Completers with A-G eligibility | 2.17 DVCA had 84 graduates in 2019-20. 12 of those graduates were Unduplicated students. DVCA had 0 CTE completers in 2019-20 due to CTE Pathways still being implemented. 62 of the 84 graduates were A-G eligible. Of those 62, 12 were Unduplicated and 7 of those Unduplicated Students achieved A-G eligibility. | | | | 2.17 As DVCA CTE Pathways reach full implementation and students can attain 'completer' status, DVCA endeavors to reach 50% of Unduplicated students in CTE Pathways achieving both 'completer' and A-G eligibility and 75% of All Students in CTE Pathways achieving both 'completer' and A-G eligibility. |

## Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | 2.1 Ethnic Studies and Culturally Responsive Practices, a | a. Ethnic Studies Programming | $5,000.00 | No |
| 2 | 2.1 Ethnic Studies and Culturally Responsive Practices, b | b. Culturally Responsive Supplementary Materials | $4,345.00 | No |
| 3 | 2.2 Data and Outcomes, a | a. MTSS Data Analysis | $17,220.00 | No |
| 4 | 2.3 English Learner and Unduplicated Supports, a | a. ACES Courses | $41,526.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 5 | 2.4 Interventions, a | a. MTSS Structures and Systems Development | $62,000.00 | No |
| 6 | 2.4 Interventions, b | b. Content Area Literacy Support | $10,000.00 | No |
| 7 | 2.4 Interventions, c | c. Secondary Literacy Paraeducators | $80,000.00 | No |
| 8 | 2.4 Interventions, d | d. Summer School Credit Recovery | $20,100.00 | Yes |
| 9 | 2.4 Interventions, e | e. Development of Junior High Career Exploration Program | $5,000.00 | No |
| 10 | 2.4 Interventions, f | f. Expansion of High School College and Career Bootcamp | $5,000.00 | No |
| 11 | 2.4 Interventions, g | g. After School Homework Club | $15,000.00 | No |

# Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Goals and Actions

## Goal

| Goal # | Description |
|--------|-------------|
| 3 | Da Vinci Charter Academy classrooms and school communities will be safe and inclusive environments. |

An explanation of why the LEA has developed this goal.

Students best learn and thrive when they feel connected and cared for in their community.  This goal reflects DVCA's commitment to a positive school climate and the social-emotional wellbeing of all students. Actions, services, and initiatives in this goal provide programs and spaces that are responsive and inclusive for students in their learning environment. Resources under this goal also support DVCA's most vulnerable student populations through personalized "wrap-around" services that address physical, academic, and counseling needs.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|----------------|----------------|------------------------------|
| 3.1 Parent/guardian participation in decision making through advisory opportunities. (Local Indicator) | 3.1 Parent participation in decision making at Full Implementation and Sustainability (5) | | | | Maintain Full Implementation and sustainability |
| 3.2 Parent/participation in programs for unduplicated students. | 3.2  DVCA under 20 EL student minimum for school ELAC. Six District English Learner Advisory Committee (DELAC) meetings held 2019-20. Minimal DVCA | | | | Identify one or more DVCA parent(s) to participate in District English Learner Advisory Committee (DELAC). |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | parent participation (1 parent). | | | | |
| 3.3 Parent/participation in programs for exceptional needs. | 3.3 Eight Superintendent's Advisory Committee of Special Education (SACSE) meetings held in 2019-20. Minimal DVCA parent participation (1 parent). | | | | Identify one or more DVCA parent(s) to participate in Superintendent's Advisory Committee of Special Education (SACSE) |
| 3.4 Pupil suspension rate | 3.4 3.5% Suspended at least once on the 2019 CDE Dashboard of Suspension rates. | | | | Through the use of alternatives to suspension and restorative practices DVCA intends to decrease the percentage of students suspended at least once on the 2019 CDE Dashboard of Suspension rates. |
| 3.5 Pupil expulsion rate | 3.5 0.0% from 2019-20 Data Quest Expulsion Rate report | | | | Maintain 0.0% expulsion rate |
| 3.6 Youth Truth data (Local Indicator) | 3.6 Positive percentages, Engagement: junior high 52%, high school 52% Culture:, junior high 72%, high school 67%, and Relationships: junior high 71%, and high school 60% | | | | 3.6 Positive percentages, Engagement: junior high 60%, high school 60% Culture:, junior high 75%, high school 70%, and Relationships: junior high 75%, and high school 65% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| 3.7 Student access to a broad course of study (Local Indicator) | 3.7 Percentage participation in 12th grade CTE: 38% all students, 45% unduplicated, 33% Special Education. 10th grade World Language: 73% all students, 75% unduplicated, 45% Special Education; 12th grade core (ELA)100% all students, 100% unduplicated, 100% Special Education | | | | 3.7 Percentage participation in 12th grade CTE: 50% All Students, 50% unduplicated, 40% Special Education. 10th grade World Language: 80% all students, 75% unduplicated, 30% Special Education; 12th grade core (ELA) 100% all students, 100% unduplicated, 95% Special Education |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 1 | 3. 1 Social Emotional Learning and Safety, a | a. Secondary Counseling Support | $95,062.00 | Yes |
| 2 | 3. 1 Social Emotional Learning and Safety, b | b. Social Emotional Screener | $3,000.00 | No |
| 3 | 3. 1 Social Emotional Learning and Safety, c | c. DVHS Vice Principal for Counseling, Course Access, MTSS, Grade 10 transition | $28,814.00 | No |
| 4 | 3. 1 Social Emotional Learning and Safety, d | d. Secondary Campus Safety Supervisors | $79,925.00 | No |
| 5 | 3. 2 Climate and Access, a | a. Restorative Practices Coordinator | $16,679.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| 7 | 3. 2 Climate and Access, b | b. Restorative Practices Programming | $5,000.00 | No |
| 10 | 3. 2 Climate and Access, c | c. Leadership Teacher Professional Development for New Student Orientation and School Activities | $10,000.00 | No |
| 11 | 3. 2 Climate and Access, d | d. Staff Professional Development in Gender Inclusivity | $5,000.00 | No |

# Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

| Percentage to Increase or Improve Services | Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students |
|---|---|
| 3.18% | 164,281 |

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.**

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

2.3 English Learner and Unduplicated Supports:
2.3, a - ACES Courses for English Learners and Unduplicated Students

After assessing the needs, conditions, and circumstances of unduplicated students by assessing College and Career metrics, DVCA has learned that its Unduplicated students lag behind the All Student in achieving A-G eligibility. In 2019-20, 78% of All Student achieved A-G eligibility while 66% of Unduplicated Students achieved A-G eligibility, a difference of 12%.

- In order to address this condition of unduplicated students, DVCA will implement ACES support courses beginning in junior high and continuing through high school to provide case management of unduplicated students by supporting them with executive functioning development, assignment tracking and academic support for their courses. Further, ACES teachers act as a liaison to coordinate interventions and supports amongst counselors, classroom teachers, parents and administrators to ensure that students remain on track for graduation and A-G eligibility. DVCA expects to see that the increase in A-G eligibility for its Unduplicated Students will increase more significantly than the average rate of the All Students Group to continue to increase with this action in place.

3. 1 Social Emotional Learning and Safety:
3.1, a - Secondary Counseling
3.1, c - .2 FTE DVHS Vice Principal for Counseling, Course Access, MTSS, Grade 10 transition

After assessing the needs, conditions, and circumstances of unduplicated students using a combination of student perception data (Youth

Truth Surveys) and College and Career Metrics, DVCA has learned that its Unduplicated Students have lagged behind the All Student Group in developing relationships on campus. From 2017 - 2020, Unduplicated Students reported lower scores on the Relationships Domain in the Youth Truth Survey. In 2021, through a high level of counseling support, DVCA's Unduplicated Students demonstrated slightly higher scores on the Relationships Domain of the Youth Truth Survey. Additionally, DVCA has learned that its Unduplicated Students reach A-G eligibility at a lower rate, 66%, compared to the All Student Group, 78%.

- In order to address this condition of unduplicated students, DVCA will implement additional secondary counseling FTE to case manage Unduplicated Students and to develop additional relationships and supports with staff on campus. Additionally, DVCA will employ additional Administrative FTE to assist in the development of relationships at the transition point between junior high and high school and to assist in organizing and implementing interventions and supports through DVCA's MTSS system for Unduplicated Students.

These actions are being provided on an LEA-wide/school-wide basis and DVCA expects that A-G eligibility rates and reports of stronger relationships on campus will continue to increase more significantly than the average rate of the All Students Group with this action.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

DVCA LCAP plans to increase and improve student services by the percentage required using supplemental (LCFF) funds.  The plan also includes actions and service design principally toward DVCA's unduplicated students which necessitates other funding sources.  As noted, DJUSD plans to spend $164,281 in order to meet the 3.18% threshold.

The DVCA plan includes school-wide and LEA-wide actions as described above.

DVCA benefits through its partnership with the DJUSD Instructional Services which provides additional services in support of Unduplicated Students, including: English Learner Teachers (3.0) on Special Assignments; English Learner Specialists (5.4); Structured English Enrichment Lab (STEEL) courses for long-term English Learners; English Learner Paraeducator support for each campus; an English Learner Instructional Coach; licensing for English Learner curriculum; Migrant Education transportation and supervision; and site support for extended learning needs, EL interventions, mentoring, and push-in support of unduplicated students.

DVCA also increases and improves services as a dependent Charter by providing resources like clothing, school supplies, and bus passes for students experiencing homelessness and living in foster care and for students in need of resources due to low income or crisis.  This support is offered through the DJUSD  liaison for homeless and foster students and is coordinated through the DVCA Counseling Department.

## Total Expenditures Table

| | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|
| | $724,213.00 | $282,604.00 | | | $1,006,817.00 |

| Totals: | Total Personnel | Total Non-personnel |
|---|---|---|
| Totals: | $573,425.00 | $433,392.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1 | All | 1.1 Innovation of Systems and Instruction, a | | $20,000.00 | | | $20,000.00 |
| 1 | 2 | All | 1.1 Innovation of Systems and Instruction, b | | $20,000.00 | | | $20,000.00 |
| 1 | 3 | All | 1.1 Innovation of Systems and Instruction, c | $10,000.00 | | | | $10,000.00 |
| 1 | 4 | All | 1.1 Innovation of Systems and Instruction, d | $5,000.00 | | | | $5,000.00 |
| 1 | 5 | All | 1.1 Innovation of Systems and Instruction, e | $45,000.00 | | | | $45,000.00 |
| 1 | 6 | All | 1.1 Innovation of Systems and Instruction, f | $2,000.00 | | | | $2,000.00 |
| 1 | 7 | All | 1.1 Innovation of Systems and Instruction, g | $15,412.00 | | | | $15,412.00 |
| 1 | 8 | All | 1.2 Technological Tools, a | $100,672.00 | | | | $100,672.00 |
| 1 | 9 | All | 1.2 Technological Tools, b | $5,000.00 | | | | $5,000.00 |
| 1 | 10 | All | 1.2 Technological Tools, c | $13,000.00 | | | | $13,000.00 |
| 1 | 11 | All | 1.2 Technological Tools, d | $10,000.00 | | | | $10,000.00 |
| 1 | 12 | All | 1.3 Career Technical Education, a | $40,000.00 | | | | $40,000.00 |
| 1 | 13 | All | 1.3 Career Technical Education, b | | $31,259.00 | | | $31,259.00 |
| 1 | 14 | All | 1.3 Career Technical Education, c | $137,258.00 | | | | $137,258.00 |
| 1 | 15 | All | 1.3 Career Technical Education, d | $43,545.00 | | | | $43,545.00 |
| 2 | 1 | All | 2.1 Ethnic Studies and Culturally Responsive Practices, a | | $5,000.00 | | | $5,000.00 |
| 2 | 2 | All | 2.1 Ethnic Studies and Culturally Responsive Practices, b | | $4,345.00 | | | $4,345.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 2 | 3 | All | 2.2 Data and Outcomes, a | $17,220.00 | | | | $17,220.00 |
| 2 | 4 | English Learners Foster Youth Low Income | 2.3 English Learner and Unduplicated Supports, a | $41,526.00 | | | | $41,526.00 |
| 2 | 5 | All | 2.4 Interventions, a | | $62,000.00 | | | $62,000.00 |
| 2 | 6 | All | 2.4 Interventions, b | $10,000.00 | | | | $10,000.00 |
| 2 | 7 | All | 2.4 Interventions, c | | $80,000.00 | | | $80,000.00 |
| 2 | 8 | English Learners Foster Youth Low Income | 2.4 Interventions, d | $100.00 | $20,000.00 | | | $20,100.00 |
| 2 | 9 | All | 2.4 Interventions, e | | $5,000.00 | | | $5,000.00 |
| 2 | 10 | All | 2.4 Interventions, f | | $5,000.00 | | | $5,000.00 |
| 2 | 11 | All | 2.4 Interventions, g | | $15,000.00 | | | $15,000.00 |
| 3 | 1 | English Learners Foster Youth Low Income | 3. 1 Social Emotional Learning and Safety, a | $95,062.00 | | | | $95,062.00 |
| 3 | 2 | All | 3. 1 Social Emotional Learning and Safety, b | $3,000.00 | | | | $3,000.00 |
| 3 | 3 | All | 3. 1 Social Emotional Learning and Safety, c | $28,814.00 | | | | $28,814.00 |
| 3 | 4 | All | 3. 1 Social Emotional Learning and Safety, d | $79,925.00 | | | | $79,925.00 |
| 3 | 5 | All | 3. 2 Climate and Access, a | $16,679.00 | | | | $16,679.00 |
| 3 | 7 | All | 3. 2 Climate and Access, b | $5,000.00 | | | | $5,000.00 |
| 3 | 10 | All | 3. 2 Climate and Access, c | | $10,000.00 | | | $10,000.00 |
| 3 | 11 | All | 3. 2 Climate and Access, d | | $5,000.00 | | | $5,000.00 |
| 4 | 1 | All | | | | | | |
| 4 | 2 | All | | | | | | |
| 4 | 4 | All | | | | | | |
| 5 | 1 | All | | | | | | |
| 5 | 3 | All | | | | | | |

## Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|---|---|---|
| **Total:** | $136,688.00 | $156,688.00 |
| **LEA-wide Total:** | $136,688.00 | $156,688.00 |
| **Limited Total:** | $0.00 | $0.00 |
| **Schoolwide Total:** | $0.00 | $0.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|---|---|---|---|---|---|---|---|
| **2** | **4** | 2.3 English Learner and Unduplicated Supports, a | LEA-wide | English Learners Foster Youth Low Income | All Schools | $41,526.00 | $41,526.00 |
| **2** | **8** | 2.4 Interventions, d | LEA-wide | English Learners Foster Youth Low Income | Specific Schools: Da Vinci High School | $100.00 | $20,100.00 |
| **3** | **1** | 3. 1 Social Emotional Learning and Safety, a | LEA-wide | English Learners Foster Youth Low Income | All Schools | $95,062.00 | $95,062.00 |

## Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Total Planned Expenditures | Total Estimated Actual Expenditures |
|---|---|---|---|---|---|
|  |  |  |  |  |  |

| Totals: | Planned Expenditure Total | Estimated Actual Total |
|---|---|---|
| Totals: |  |  |

# Instructions

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

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

*General Information* – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

*Reflections: Successes* – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

*Reflections: Identified Need* – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

*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 has or will support 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.

# Stakeholder Engagement

## Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

## Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1**: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

**Prompt 2**: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

# Goals and Actions

## Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

*Focus Goal(s)*
**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

*Broad Goal*
**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

*Maintenance of Progress Goal*
**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal**: Explain how the actions will sustain the progress exemplified by the related metrics.

*Measuring and Reporting Results:*
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for Year 3 (2023-24) |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2021–22**. | Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then. | Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then. | Enter information in this box when completing the LCAP for **2021–22**. |

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

*Actions*: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

   *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

   *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

*Goal Analysis:*

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

## Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

## Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

*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).

*Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:* Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

*Required Descriptions:*

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools**: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

# For School Districts Only:

**Actions Provided on an LEA-Wide Basis:**

*Unduplicated Percentage > 55%:* For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

*Unduplicated Percentage < 55%:* For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

**Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."**

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

# Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is 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.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.