

Introduction:

LEA: Davis Joint Unified School District **Contact (Name, Title, Email, Phone Number):** Troy Allen, Principal, treeves@djusd.net, 530-757-7154 **LCAP Year:** 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

Implementation of State Standards: *implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)*

Course access: *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

Expelled pupils (for county offices of education only): *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

Foster youth (for county offices of education only): *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

B. Pupil Outcomes:

Pupil achievement: *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

Other pupil outcomes: *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

C. Engagement:

Parental involvement: *efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

Pupil engagement: *school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)*

School climate: *pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)*

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
Da Vinci Staff: Beginning summer 2014 during August Staff retreat, staff used student data, inclusive of culture and climate from New Tech Network, academic data, discipline, college enrollment and persistence data, as well as attendance and enrollment trends. Staff identified areas of strength and practices that supported student growth; staff also identified areas for growth specific to non-cognitive factors of student achievement and academic thresholds in comparison to peers in alternate settings and schools for similar composition and pedagogy. Our baseline data discussion of August 2014	Staff goals as a resulted in work and focus in the following areas: 1. Noncognitive factors of learning: specifically that if students feel they belong, their work is relevant, that the team supports to this end, and that systems (rules and assessment) support these belief sets, academics and learning outcomes will follow. Staff would like to see explicit mechanisms to promote inclusivity and connectedness among students and to consider a change in some assessment to communicate growth and tenacity as values. 2. Specific math instruction designed to address Problem Based Learning will

spearheaded growth areas and professional development topics used by staff twice monthly through the duration of our school year. Staff was specific given a lens for analysis of self and student well-being surrounding inclusive of the eight priority areas given by the state; emphasis was also placed on where those priorities could be shown with artifacts by virtue of our WASC self-study process. Staff identified areas of strength and areas of growth using a protocol over three different professional development sessions. Follow-up sessions through-out winter and spring of 2013-14 have focused upon next steps in addressing growth areas.

Da Vinci Parent(s) and Guardian(s): During our registration process, prior to school start in August of 2014, parents were solicited to join our parent Booster Club as a mechanism for providing input to school staff and voice to how spending occurs. In the fall of 2012, two parents were elected by their peers to serve on an Advisory Board at DVCA. Both the advisory and the Booster teams were given the same data points as staff: culture and climate surveys, academic data, attendance and enrollment, discipline, and college enrollment and persistence. Parents were taken through the same protocol as staff to identify strengths and concerns presented within this data. Parents also participate every four to six weeks in every class as panelists to help in assessment of student learning during presentations; as a protocol teachers and administration takes feedback given by parents after their experiences in classrooms to identify strengths and areas of growth from the parent perspective. Additionally, our internship coordinator has begun informal networking conversations in an explicit effort to gather feedback from parents within the community about the skills and needs the workforce and local college (UCD) see for student growth. During our WASC self-study process, parents were specifically contacted as representatives of sub-groups (specifically Special Education, English Language Learners, and those that have self-identified as Socioeconomically disadvantaged. Da Vinci parents also participated in all communications, surveys, and gatherings facilitated by the DJUSD District Office.

become area of focus in Professional Development as teachers see a need for more iterations of the same skill sets during instruction. Our students articulate process well, but are showcasing deficits in computation and application. Staff would like to see more professional development time as a team as well as integration of math in other classes.

3. Da Vinci hosts more than the district average of students on a 504's (9% in comparison 2%) specific to anxiety and depression. As such our risk assessments have increased dramatically since 2009 and a higher value must be placed on student health. Our staff sees a need for additional counseling staff, parenting classes, and restorative conversation skills to support student feelings of conflict and anxiety.

4. Da Vinci staff, given the context of PBL and collaborative learning sees a need for more skills in differentiation within a classroom. Their specific need is to identify "workshop models" that serve a PBL classroom well and a co-teaching model with Special Education staff.

Da Vinci parents consistently validated the perspective staff also has. Parents believe there is a need to continue to invest in technology infrastructure and fund raise specifically to support our vision of a 1:1 student to laptop ratio as well as facilities that promote collaboration and technological readiness. Parents also believe, based on data and classroom participation, that our academics and college data showcases strength in Project Based Learning, inquiry, oral communication, and critical thinking. They believe, however, that we need to grow in our capacity to teach math within the Project (or Problem) Based Learning format and that staff should move toward more consistency in our PBL model delivery and assessments. There is a strong desire to see some of our most successful teachers coaching those that are new to staff or struggling. Additionally, parents believe we need to create mechanisms to promote more parent voice and involvement as our Booster Club and panelists are largely comprised (at least in attendance) of the same parent(s) and guardian(s). One suggestion parents have brought forward to begin outreach that looks like a Learning Center for parents so we are teaching parents and bolstering relationships within the community. Additionally, parents have shown interest in district leadership investing in the work of Restorative Practices and attention to social emotional health of students.

Da Vinci Students participate in several surveys as a result of our relationship with the New Tech Network. In spring of 2013 students took an Exit Survey that provides data on student perception of readiness (for college and career) as well as culture and climate. Students were also solicited within the Leadership Classes with the same data presented to staff and parents, using the same protocol: culture and climate surveys, academic data, attendance and enrollment, discipline, and college enrollment and persistence. Students also participate in a "debrief" every four to six weeks in every class. During this process students articulate for teachers what learning process was effective for their individual needs and for the group. They also identify their perception on how the learning could be more relevant, inclusive, efficient, or rigorous,

Da Vinci Internship hosts and business community: Hosts of DVCA student interns were solicited in the summer of 2013 to provide feedback on the "ideal worker" and views of DVCA students in comparison to the ideal. The results were shared with staff during the summer retreat of 2013 as a method for fine-tuning our process toward identifying the "ideal graduate" and promoting systems and projects that allow students to practice these skills. In order to receive credit for the internship class, students and their internship mentor, provide on-going feedback to one another and DVCA coordinator. Additionally, several projects within the DVCA curriculum are community events where business partners, parents, neighbors, political figures, and teachers assess and view student work together. Our community also benefits from dialogue within the legal system (judges, police department liaisons, etc.).

DJUSD colleagues (feeder schools and higher education): DVCA endeavors to solicit feedback from elementary site leadership that "feeds" our Junior High, and from junior highs that "feed" our High School. In spring of 2013, counseling and administrative staff made personal contact with feeder staff to explicitly ask questions about skills, social-emotional capacity, and placement of student groups coming to our community. Additionally, every student coming into DVCA has a recommendation done by an adult who knows them personally and these are largely done by DJUSD staff. As a result of our relationship with New Tech Network, we are also provided with National Clearinghouse data, persistence data, and entrance rates of our students when they leave Da Vinci High School. Students also participate in the CWRA (College Workplace Readiness Assessment) as Seniors. This data is compared

Student voice articulated a need for a physical space that encouraged their presence during group work time and for updating of wireless. While students appreciate the Bring Your Own Device policy, or school issued laptops, they express a need for high quality computers and equipment for projects that are more demanding. Students also express, consistently, a need for more connectedness amongst the grade levels and a desire to have a more consistent PBL and assessment models from veteran staff to new. It is clear that students also feel a need for explicit growth in the instruction within the PBL model of math and "hard" sciences (Physics and Chemistry) as they believe rigor and clarity is a weakness of DVCA.

Community feedback: Our community consistently shares that the best interns and workers they have are those that are self-directed, show attention to detail, ask questions, and model professionalism. While this is an identified strength of DVCA students, the community would like to see DVCA students placed in a larger network of internship possibilities. Judges within our community have specifically challenged those dealing with foster youth, and within the school system, to promote restorative systems.

Feeder schools indicate that we have a high need to facilitate social-emotional growth as some of our population comes to us clearly seeking a small school setting and in need of belonging within a safe school environment. Feeder schools also indicate that teacher skill at facilitation of Project Based Learning drives enrollment, thus is a value and investment that must be continued. Our data from NTN communicates that our students leave us with all requirements and attend college at a rate parallel to their peers at Davis High School. Their persistence data is higher, but our students clearly need support in college and career choices as there is a pattern of transition to a different (often smaller and more local) learning environment for their second year.

to the scores of Freshmen in participating colleges to communicate college readiness to New Tech Network students.

New Tech Network: The New Tech Network created and analyzed the exit survey given to Seniors in spring of 2013, the CWRA test data (taken in spring of 2013) against scores of other New Tech schools and college freshman, as well as our persistence and enrollment data in colleges. Additionally, they send visiting teams (four to six times over the course of the school year) to observe DVCA as a result of our "Demonstration Site" status within the network and each visit includes a "debrief" of what touring educators saw as strengths and areas of growth. Additionally, a coach worked explicitly over three work days with our math department this year in identifying best practices in math and Problem Based Learning.

DJUSD LCAP Forum:

District- and site-level participants reviewed a broad spectrum of district and site data, clarified understanding of the state priority areas (Conditions of Learning, Pupil Outcomes, and Engagement) and reviewed stakeholder feedback regarding LCAP priorities. Based on the data related to the state priority areas, LCAP Forum participants focused on current areas of concern within the district.

New Tech Network and coaches are in agreement that DVCA needs to invest time and resources toward consistency of the PBL model throughout classes and encourage a minimum of 25% of teachers being PBL Certified. They also identify instruction in mathematics as an area of growth.

The LCAP Forum's high priority concerns included the broad areas of 1) school climate for all stakeholders, 2) student engagement, 3) ensuring the development of the whole student, and 4) equity for students who are low income, English learners and foster youth.

Specific areas of interest included:

- support implementation of Common Core State Standards
- increase access to courses
- support development of technology infrastructure
- develop aligned assessments
- increase counseling services
- support development and use of climate survey
- marshal all resources to improve climate
- increase implementation of restorative practices
- improve communication with parents
- support family outreach through resource centers

Annual Update:

Da Vinci Staff: Beginning summer 2015 during August Staff retreat, staff used student data, inclusive of culture and climate from New Tech Network, academic data, discipline, college enrollment and persistence data, as well as attendance and enrollment trends. Staff identified areas of strength and

Annual Update:

Staff goals specific to this work show a continued desire to develop skills at facilitation and leverage coaching time and partnerships within the NTN and Buck Institute to promote teacher/adult learning. Our staff requested, and has participated in, the opportunity to be filmed and reflect on facilitation skills

practices that supported student growth; staff also identified areas for growth specific to understanding the non-cognitive factors of student achievement, through the lens of Restorative Practices, and academic thresholds in comparison to peers in alternate settings and schools for similar composition and pedagogy. Our focus on fidelity to the PBL model has resulted in the creation of a "Constitution" of PBL and focus on two elements: a culture of critique and revision and authenticity within learning and project design. Staff was specific given a lens for analysis of self and student well-being surrounding inclusive of the eight priority areas given by the state; emphasis was also placed on where those priorities could be shown with artifacts by virtue of our WASC self-study process. Staff designed a rotation for professional development to deliberately create learning and focus on craft, PBL, students showing a lack of engagement or success, and interventions.

Da Vinci Parent(s) and Guardian(s): During our registration process, prior to school start in August of 2015, parents were solicited to join our parent Booster Club as a mechanism for providing input to school staff and voice to how spending occurs. In the fall of 2015, two parents were elected by their peers to serve on an Advisory Board at DVCA. Both the advisory and the Booster teams were given the same data points as staff: culture and climate surveys, academic data, attendance and enrollment, discipline, and college enrollment and persistence. Parents were taken through the same protocol as staff to identify strengths and concerns presented within this data. Parents also participate every four to six weeks in every class as panelists to help in assessment of student learning during presentations; as a protocol teachers and administration takes feedback given by parents after their experiences in classrooms to identify strengths and areas of growth from the parent perspective. Additionally, our internship coordinator has begun informal networking conversations in an explicit effort to gather feedback from parents within the community about the skills and needs the workforce and local college (UCD) see for student growth. During our WASC self-study process, parents were specifically contacted as representatives of sub-groups (specifically Special Education, English Language Learners, and those that have self-identified as Socioeconomically disadvantaged. Da Vinci parents also participated in all communications, surveys, and gatherings facilitated by the DJUSD District Office. Our counselors, too, have facilitated "coffee with counselors" as a less formal manner to get feedback on what is working and what challenges exist.

with peers. Additionally, this work resulted in a full participation (minus one custodial staff) participation in Restorative Practices training. Staff continues to see, in looking at data and anecdotal throughout the year, a need for mental health services. This is especially specific to our LGBTQIA population. Our math and science teachers, have felt significant success this year in their application of shared practices, adoption of the same texts that align with PrBL, and in assessment strategies (group tests, mastery over time, etc.). Our

Parents continue to believe their is a need to continue to invest in technology infrastructure and fund raise specifically to support our vision of a 1:1 student to laptop ratio as well as facilities that promote collaboration and technological readiness. Parents also voted to consensus in our parent group(s) to support DVCA by contributing funds toward building an equity of experience -- making it so all students have access to technology, trips, college tours, etc. in an equitable fashion. Parents also believe, based on data and classroom participation, that our academics and college data showcases strength in Project Based Learning, inquiry, oral communication, and critical thinking. They are also happy to hear that a focus this year has been upon conflict and stress management through the lens of Restorative Practices. They believe, too, that we have grown toward more consistency in our PBL model delivery and assessments; of note is that we have significantly fewer concerns regarding math instruction and district feedback reflected approval of less homework with more depth. There is still a strong desire to see some of our most successful teachers coaching those that are new to staff or struggling.

Additionally, parents believe we need to create mechanisms to promote more parent voice and involvement as our Booster Club and panelists are largely comprised (at least in attendance) of the same parent(s) and guardian(s). One suggestion parents have brought forward to begin outreach that looks like a Learning Center for parents so we are teaching parents and bolstering relationships within the community. As a result parents are hosting DVCA staff to facilitate parent education nights starting this spring: their own surveys reflect a desire to learn about stress, mental health services, and the

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Da Vinci Internship hosts and business community: Hosts of DVCA student interns were solicited in the spring of 2015 to provide feedback on the "ideal worker" and DVCA intern success as part of a validation exercise. The results were shared with staff and students; as a method for fine-tuning our process toward identifying the "ideal graduate" and promoting systems and projects that allow students to practice these skills. In order to receive credit for the internship class, students and their internship mentor, provide on-going feedback to one another and DVCA coordinator. Additionally, several projects within the DVCA curriculum are community events where business partners, parents, neighbors, political figures, and teachers assess and view student work together. Our community also benefits from dialogue within the legal system (judges, police department liaisons, etc.). As part of our professional development we also practice (once to twice this year) walking our community with Chamber of Commerce in a cross-curricular team to address needs of the community that may be rich for project development and partnership.

DJUSD colleagues (feeder schools and higher education): DVCA endeavors to solicit feedback from elementary site leadership that "feeds" our Junior High, and from junior highs that "feed" our High School. In spring of 2014,

psychology behind Restorative Practices. Parents also desire a strong look at facilities and career readiness (beyond college) as well as counseling support.

Student voice again echoed a need for physical space that encouraged their presence during group work time, but satisfaction with wireless, our presentation room, and use of Chromebooks vs. antiquated mini-Dells. Students also express, consistently, a need for more connectedness amongst the grade levels, but have seen a more consistent facilitation of PBL and assessment models from veteran staff to new.

Students do articulate a need for more elective options, especially specific to computer science and languages.

Community feedback: Our community consistently shares that the best interns and workers they have are those that are self-directed, show attention to detail, ask questions, and model professionalism. While this is an identified strength of DVCA students, the community would like to see DVCA students placed in internships that are inclusive of service work. Judges within our community have specifically challenged those dealing with foster youth, and within the school system, to promote restorative systems and are pleased with our work thus far; next steps are to identify manners in which DVCA can build more diversity in our student population. Our staff intends to have answer this request with a "alumni and job fair" as a tool to invite potential internship hosts, help DVCA alumni in job searches, and help current students practice job skills.

Feeder schools indicate that we have a high need to facilitate social-emotional growth as some of our population comes to us clearly seeking a small school setting and in need of belonging within a safe school environment. Feeder

counseling and administrative staff made personal contact with feeder staff to explicitly ask questions about skills, social-emotional capacity, and placement of student groups coming to our community; this occurs during transition meetings and articulation as hosted by DJUSD. Additionally, every student coming into DVCA has a recommendation done by an adult who knows them personally and these are largely done by DJUSD staff. As a result of our relationship with New Tech Network, we are also provided with National Clearinghouse data, persistence data, and entrance rates of our students when they leave Da Vinci High School. Students also participate in the CWRA (College Workplace Readiness Assessment) as Seniors. This data is compared to the scores of Freshmen in participating colleges to communicate college readiness to New Tech Network students.

New Tech Network: The New Tech Network created and analyzed the exit survey given to Seniors in spring of 2014, the CWRA test data (taken in spring of 2014) against scores of other New Tech schools and college freshman, as well as our persistence and enrollment data in colleges. Additionally, they send visiting teams (four to six times over the course of the school year) to observe DVCA as a result of our "Demonstration Site" status within the network and each visit includes a "debrief" of what touring educators saw as strengths and areas of growth. Additionally, a coach worked explicitly with our math department this year in identifying best practices in math and Problem Based Learning.

DJUSD LCAP Forum:

District- and site-level participants reviewed a broad spectrum of district and site data, clarified understanding of the state priority areas (Conditions of Learning, Pupil Outcomes, and Engagement) and reviewed stakeholder feedback regarding LCAP priorities. Based on the data related to the state priority areas, LCAP Forum participants focused on current areas of concern within the district.

schools also indicate that teacher skill at facilitation of Project Based Learning drives enrollment, thus is a value and investment that must be continued. Our data from NTN communicates that our students leave us with all requirements and attend college at a rate parallel to their peers at Davis High School. Their persistence data is higher, but our students clearly need support in college and career choices as there is a pattern of transition to a different (often smaller and more local) learning environment for their second year. 2015-16 showed a significant enrollment at our Junior High of those outside of our district and identifying as full inclusion SpEd; our intention is to address this area of need with SpEd expertise and smaller class size in math and English in the 7th grade as students transition in.

New Tech Network and coaches are in agreement that DVCA needs to invest time and resources toward consistency of the PBL model throughout classes. They also identify use of a "Lead Teacher" or coach as one model wherein supports for instruction and culture benefit many NTN schools. As such DVCA will employ a Lead Teacher at our JH and continue our Curriculum Coach position at our HS.

The LCAP Forum's high priority concerns included the broad areas of 1) school climate for all stakeholders, 2) student engagement, 3) ensuring the development of the whole student, and 4) equity for students who are low income, English learners and foster youth.

Specific areas of interest included:

- support implementation of Common Core State Standards
- increase access to courses
- support development of technology infrastructure
- develop aligned assessments
- increase counseling services
- support development and use of climate survey
- marshal all resources to improve climate

- increase implementation of restorative practices
- improve communication with parents
- support family outreach through resource centers

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	We will develop, implement, and assess a Professional Growth system consistent with DVCA mission and objectives, focusing on non-cognitive factors of learning, differentiation, and Project Based Learning with high fidelity to the instructional model.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	Professional Development, coaching, and support of teacher implementation and fidelity to Project Based Learning and assessment within, PBL. Workshops to facilitate differentiation for all sub-groups as a result of our full inclusion model. Academic assessments that promote non-cognitive factors. Additional need of assessing fidelity to Common Core State Standards Metrics are audits of curriculum, audits of 7-12 rubrics, and "debrief" process applied to all curriculum and Professional Development. 1.1. Williams Act Review of rate of teacher mis-assignment 1.2. Professional Growth participation records for Common Core State Standards		
Goal Applies to:	Schools: Da Vinci Charter Academy Applicable Pupil Subgroups: All Latino, Low income		
LCAP Year 1:			
Expected Annual Measurable Outcomes:	1.1.Maintain zero teacher mis-assignments among DVCA staff 1.2.a. .At least 80% of teachers will have participated in CCSS professional growth		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Da Vinci Charter Academy sent three administrators and five other certificated staff to the New Tech Annual Conference. This time and expenditure was key in establish professional learning goals and vision this school year.	\$6, 000	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Da Vinci professional development funds have been designated to support planning time and leadership guidance from within New Tech Network and the annual conference. State Funding \$6,000

		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional coaching position, .20 FTE State Funding \$20,000
LCAP Year 2:			
Expected Annual Measurable Outcomes:	1.1. Maintain zero teacher misassignments among DVCA staff 1.2.a. 100% of teachers will have participated in CCSS professional growth		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Based on assessed needs Da Vinci professional development funds have been designated to support planning time and leadership guidance from within New Tech Network and the annual conference. This year, administrative and key leadership staff will attend in order to inform entire staff and community planning and learning. 0001-0999: Unrestricted: Locally Defined State Funding \$6,000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Based on assessed needs and feedback from stakeholders, DV will continue to support the position of an Instructional Coach. State Funding \$20,000

LCAP Year 3:

Expected Annual Measurable Outcomes:	1.1.Maintain zero teacher mis-assignments among DVCA staff
	1.2.a. .At least 95% of teachers will have participated in CCSS professional growth

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Da Vinci professional development funds have been designated to support planning time and leadership guidance from within New Tech Network and the annual conference; this investment will be adjusted based on assessed needs. 0001-0999: Unrestricted: Locally Defined State Funding \$8,000
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Da Vinci Charter Academy will maintain a fidelity to PBL instruction and high quality facilitation of student and adult learning by use of an instructional coach. This may be adjusted based on assessed needs. 0001-0999: Unrestricted: Locally Defined State Funding \$20,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and missions, specifically to encourage student collaboration, sense of community, and dynamic use of technology.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	Needs for physical space to promote collaboration and a community space were identified. Community also identified a need for high functioning technology and wireless capacity. Metric: building and/or renovation of community space and upgrade to wireless capacity. All student access to technology via Bring Your Own Device or school provided for school and home use. 2.1. Review of Williams Act Review of school facilities 2.2. Wireless installation completion report		
Goal Applies to:	Schools: Applicable Pupil Subgroups:	All Latino, Low income	
LCAP Year 1:			
Expected Annual Measurable Outcomes:	2.1. Maintain DVCA school building overall rating of "Good" or "Exemplary"		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Da Vinci will continue to purchase new laptops for our 9-12 grade to cycle into our existing laptops for student use.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Da Vinci High School will introduce 50 Dell Laptops to our continuing cycle of machines available for students to use at home and school in promotion of our 1:1 ratio. 0001-0999: Unrestricted: Locally Defined State Funding \$50,000

LCAP Year 2:

Expected Annual Measurable Outcomes: 2.1 Maintain DVCA school building with an overall rating of "Good" or "Exemplary"

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Da Vinci High School will introduce 100 Dell Laptops to our continuing cycle of machines available for students to use at home and school in promotion of our 1:1 ratio. The decision to move Da Vinci 9th grade to Dell's (vs. Chromebooks is a result of the higher demand on technology at upper grades and as the Chromebooks, not under warranty, are aging out faster than other machines. State Funding \$100,000

LCAP Year 3:

Expected Annual Measurable Outcomes: Needs for physical space to promote collaboration and a community space were identified. Community also identified a need for high functioning technology and wireless capacity.

Metric: building and/or renovation of community space and upgrade to wireless capacity. All student access to technology via Bring Your Own Device or school provided for school and home use.

2.1. Review of Williams Act Review of school facilities

2.2. Wireless installation completion report

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	As a continuation of our on-going cycle to refresh technology, we expect to purchase 50-70 laptops for student use. This may be adjusted based upon assessed need. 0001-0999: Unrestricted: Locally Defined State Funding \$70K

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	We will continue to articulate our ESLR (Expected School Wide Learning Results) as a 7-12 academy in a manner that integrates and aligns with the California Common Core standards to effectively scaffold skills, give on-going and frequent feedback, improve instruction, and close achievement gaps, so that DVCA students exceed expectations and district standards.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	A need for consistency in instruction and assessment aligned with Project Based Learning model and our school culture. A need was also identified for feedback to students on the non-cognitive factors such as asking questions, initiative, perseverance, etc. Metric: DVCA will articulate fully implement the Written Communication Rubric 7-12, articulate a rubric for Work Ethic/Agency 7-12, Williams Act standards-aligned instructional materials for all core classes, CST/SBAC proficiency rates in ELA and Math, Academic Performance Index, D and F Lists at semester end, Middle School dropout rates, High School Drop out rates, and High School Graduation rates.		
Goal Applies to:	Schools: Applicable Pupil Subgroups:	All Latino, Low income	

LCAP Year 1:

Expected Annual Measurable Outcomes:	3.1.a. Participation by at least 90% of teachers in professional growth that addresses the use of assessments to improve student learning		
	3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas as appropriate for DVCA technology-based instructional model.		
	3.1.c. Increase by 20% observation of classroom instructional strategies supporting implementation of CCSS		
	3.2.a. Increase by 10% proficiency on SBAC ELA and Math, targeted students by 15%		
	3.2.b. Increase API by 30 or more points		
	3.3. Decrease by 20% the number of students with semester grade of D or F		
	3.4.a. Maintain a middle school dropout rate lower than .5%		
	3.4.b. Maintain high school dropout rate at lower than 2.0%		
	3.4.c. Maintain high school graduation rate of 96% or higher		
	3.5. 80% of parents will utilize online access to student assignments and grades		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Da Vinci annual summer retreat will continue to focus upon consensus and articulated assessments, policies, and instructional methods to promote better instruction and student achievement toward alignment with California Common Core and fidelity to the PBL model (inclusive of classified, paraeducator, and certificated). This always occurs in August prior to school start.		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	One goal of our summer retreat is to create policies and consensus on shared practices (PBL, assessment, culture, etc.) together. All staff gathers before school start for two solid days and are paid for the professional development that takes place there. Beginning at our summer retreat and through dialogue, pilot rubrics, research, and consensus, our team will create an articulated rubrics and assessments. Wednesday morning professional development sessions will be used to promote this goal. State Funding \$12,000

LCAP Year 2:

Expected Annual Measurable Outcomes:	3.1.a. Participation by 100% of teachers in professional growth that addresses the use of assessments to improve student learning			
	3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas as appropriate for DVCA technology-based instructional model.			
	3.1.c. Increase by 20% observation of classroom instructional strategies supporting implementation of CCSS			
	3.2.a. Increase by 10% proficiency on SBAC ELA and Math, targeted students by 15%			
	3.2.b. Increase API by 40 or more points			
	3.3. Decrease by 20% the number of students with semester grade of D or F			
	3.4.a. Maintain a middle school dropout rate lower than .5%			
	3.4.b. Maintain high school dropout rate at lower than 2.0%			
	3.4.c. Maintain high school graduation rate of 96% or higher			
	3.5. 95% of parents will utilize online access to student assignments and grades			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Da Vinci annual summer retreat will continue to focus upon consensus and articulated assessments, policies, and instructional methods to promote better instruction and student achievement toward alignment with California Common Core and fidelity to the PBL model (inclusive of classified, paraeducator, and certificated). This always occurs in August prior to school start.			<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	One goal of our summer retreat is to create policies and consensus on shared practices (PBL, assessment, culture, etc.) together. All staff gathers before school start for two solid days and are paid for the professional development that takes place there. Beginning at our summer retreat and through dialogue, pilot rubrics, research, and consensus, our team will create an articulated rubric drafts. Wednesday morning professional development sessions will be used to promote this goal. 0001-0999: Unrestricted: Locally Defined State Funding \$12,000
			<input checked="" type="checkbox"/> All	Based on assessed needs staff will use release time during

OR:

- _ Low Income pupils
- _ English Learners
- _ Foster Youth
- _ Redesignated fluent English proficient
- _ Other Subgroups: (Specify)

the year to collaborate on project design and seek critical feedback from alumni and community members on relevance and rigor within project designs and assessments. 0001-0999: Unrestricted: Locally Defined State Funding \$4,000

LCAP Year 3:

Expected Annual Measurable Outcomes:

- 3.1.a. Participation by at least 90% of teachers in professional growth that addresses the use of assessments to improve student learning
- 3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas as appropriate for DVCA technology-based instructional model.
- 3.1.c. Increase by 20% observation of classroom instructional strategies supporting implementation of CCSS
- 3.2.a. Increase by 10% proficiency on SBAC ELA and Math, targeted students by 15%
- 3.2.b. Increase API by additional 10 or more points
- 3.3. Decrease by additional 5 % the number of students with semester grade of D or F
- 3.4.a. Maintain a middle school dropout rate lower than .5%
- 3.4.b. Maintain high school dropout rate at lower than 2.0%
- 3.4.c. Maintain high school graduation rate of 96% or higher
- 3.5. 80% of parents will utilize online access to student assignments and grades

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth	Based on assessed needs, Da Vinci Charter Academy plans to continue our practice of a "pre game" workshop and collaborative time prior to our school year start. We will use the time to build shared vision on specific goals and learning out comes, calibrate assessments and practices, as well as

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	build staff capacity. 0001-0999: Unrestricted: Locally Defined State Funding \$12,000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Based on assessments, Da Vinci Charter Academy may adjust plans, but intends to use release time during the school year to facilitate high quality teacher collaboration, project design, and authentic assessment of our instruction by collaborating with alumni and community partners. 0001-0999: Unrestricted: Locally Defined State Funding \$4k

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	<p>A need for non-cognitive factors of belonging and feeling of safety, resilience, and balance was identified. A need for restorative practices and creation of connectivity within the school and larger community was also identified.</p> <p>Metric: DVCA will create a plan for Restorative Practices within the classroom and to mitigate discipline and conflict. DVCA will have specific mechanisms in place to promote connectedness amongst students and staff. DVCA will use the NTN Culture Survey to measure growth. DVCA will create parent outreach courses. also use of comprehensive course of study, secondary for use of time for core subjects and interventions for targeted students. Enrollment rate in Career Technical Education (CTE) courses, Completion rate in Career Technical Education (CTE) pathways, A-G course completion rate, Enrollment rate in Advanced Placement (AP) courses, Testing rate on Advanced Placement exams, Passage rate on Advanced Placement exams, Early Assessment Program preparation rate, Annual attendance rate, Chronic absenteeism rate</p>		
Goal Applies to:	Schools: Applicable Pupil Subgroups:	All Latino, Low income	

LCAP Year 1:

Expected Annual Measurable Outcomes:	4.1. Participation by at least 80% of teachers in professional growth that addresses differentiation
	4.2.a. Increase by 5% the number of students meeting personal goals
	4.2.b. Increase by 5% the number of students meeting academic goals
	4.2.c. Decrease the number of students requiring risk assessment by 10%
	4.3.a. Increase by 5% the number of students meeting 5 or more fitness standards on the Physical Fitness Test
	4.3.b. Identify and address course access issues for targeted students and increase enrollment
	4.4.a. Maintain or increase enrollment in Career Technical Education (CTE) courses
	4.4.b. Maintain or increase completion rate in Career Technical Education (CTE) pathways
	4.4.c. Increase A-G course completion rate by 3%, for targeted students increase by 10%
	4.4.d. Maintain enrollment in AP courses
	4.4.e. Increase Advanced Placement test taking rate by 10%
	4.4.f. Increase Advanced Placement passage rate by 5%
	4.4.g. Increase EAP preparation rate by 2%
	4.5.a. Maintain annual attendance rate at 95% or higher
	4.5.b. Decrease by 2% chronic absenteeism rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Da Vinci systematically trained administration and counseling, as well as lead staff, in the nuances of creating and sustaining a restorative culture; DVCA was also able to train all staff in a two day introductory course. Parent education nights were held, a leadership		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	\$5,000 0001-0999: Unrestricted: Locally Defined State Funding

team created that met bi-weekly, and student training begins this summer (by staff). A grant funded the bulk of training, but monies were dedicated beyond the grant to pay staff for time in training outside school hours.		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Trainings toward Restorative Practices through IIRB (International Institute for Restorative Practices) take place all year. Our intent is to send lead teachers, counseling, and administration from both sites to begin a whole school knowledge and implementation of restorative practices with the belief that it will change classroom culture, small conflict, and discipline. Our movement is supported by our community, so much so that one donor is willing to pay for the training of staff, though we hope to eventually train all staff, the speed at which we move is dependent upon the donor. We will continue to send 4-6 staff each year. 0001-0999: Unrestricted: Locally Defined State Funding \$5,000
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Students and staff will use current students as mentors to incoming and existing students. Students and staff are planning core goals of inclusion of all students, creating a sense of belonging, and resources for students who are struggling. Students have identified projects, times within the year, and scenarios wherein a mentor would benefit student success. They will participate in our summer retreat in order collaborate with teachers on the mentor program. 0001-0999: Unrestricted: Locally Defined State Funding \$250
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	WEB already exists at our Junior High campus, but does not continue after week one of school. Students and staff have articulated a need to schedule more frequent and on-going practices that are social in nature, but also create intentional opportunities for check-in's and follow up on student well-being. 0001-0999: Unrestricted: Locally Defined State Funding \$250

LCAP Year 2:

Expected Annual
Measurable
Outcomes:

- 4.1. Participation by 100% of teachers in professional growth that addresses differentiation
- 4.2.a. Increase by 10% the number of students meeting personal goals
- 4.2.b. Increase by 10% the number of students meeting academic goals
- 4.2.c. Decrease number of students requiring risk assessment by 10%
- 4.3.a. Increase by 5% the number of students meeting 5 or more fitness standards on the Physical Fitness Test
- 4.3.b. Identify and address access issues for targeted students and increase enrollment
- 4.4.a. Maintain or increase enrollment in Career Technical Education (CTE) courses
- 4.4.b. Maintain or increase completion rate in Career Technical Education (CTE) pathway
- 4.4.c. Increase A-G course completion rate by 3%, for targeted students increase by 10%
- 4.4.d. Maintain enrollment in AP courses
- 4.4.e. Increase Advanced Placement test taking rate by 10%
- 4.4.f. Increase Advanced Placement passage rate by 5%
- 4.4.g. Increase EAP preparation rate by 2%
- 4.5.a. Maintain annual attendance rate at 95% or higher
- 4.5.b. Decrease by 2% chronic absenteeism rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Da Vinci Charter Academy will continue to facilitate staff and student learning and implementation of a restorative culture. This means on-going staff development for existing staff, training of new staff, appropriate training of students, and assessing value and impact of practices. 0001-0999: Unrestricted: Locally Defined State Funding \$10,000

		English proficient _ Other Subgroups: (Specify)	
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Da Vinci will continue use of Restorative practices school-wide. 2014-15 school year we used a VSA to fund a coordinator/administrator. As a result of higher numbers of students on 504's and community desire to sustain practices, DV will fund a .5 position (counseling) to coordinate a restorative culture and support students with 504's. 0001-0999: Unrestricted: Locally Defined State Funding \$40,000
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Students and staff will use current students as mentors to incoming and existing students. Students and staff are planning core goals of inclusion of all students, creating a sense of belonging, and resources for students who are struggling. Students have identified projects, times within the year, and scenarios wherein a mentor would benefit student success. They will participate in our summer retreat in order collaborate with teachers on the mentor program. Training includes restorative practices, introduction to PBL, and a collaborative community. 0001-0999: Unrestricted: Locally Defined State Funding \$250
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	WEB already exists at our Junior High campus, but does not continue after week one of school. Students and staff have articulated a need to schedule more frequent and on-going practices that are social in nature, but also create intentional opportunities for check-in's and follow up on student well-being. 0001-0999: Unrestricted: Locally Defined State Funding \$250

LCAP Year 3:

Expected Annual
Measurable
Outcomes:

- 4.1. Participation by at least 80% of teachers in professional growth that addresses differentiation
- 4.2.a. Increase by 5% the number of students meeting personal goals
- 4.2.b. Increase by 5% the number of students meeting academic goals
- 4.2.c. Decrease the number of students requiring risk assessment by 10%
- 4.3.a. Increase by 5% the number of students meeting 5 or more fitness standards on the Physical Fitness Test
- 4.3.b. Identify and address course access issues for targeted students and increase enrollment
- 4.4.a. Maintain or increase enrollment in Career Technical Education (CTE) courses
- 4.4.b. Maintain or increase completion rate in Career Technical Education (CTE) pathways
- 4.4.c. Increase A-G course completion rate by 3%, for targeted students increase by 10%
- 4.4.d. Maintain enrollment in AP courses
- 4.4.e. Increase Advanced Placement test taking rate by 10%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Da Vinci Charter Academy intends to continue to model a restorative culture with expertise on practices and responses to harm. In doing so, we expect to have on-going need for training specific to new staff and continued learning of existing staff. We also expect this should connect to learning about privilege and ACE's (adverse childhood experiences) on a deeper level. This may be adjusted based on assessed needs. 0001-0999: Unrestricted: Locally Defined State Funding \$10,000
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Da Vinci Charter Academy is making the assumption that we will continue to serve a high level of students on 504's,

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	become more skilled at moving all students closer to a-g and college career readiness, as well as continue our restorative work. As such, we anticipate a need for a continued counseling staff to support the work. 0001-0999: Unrestricted: Locally Defined State Funding \$40K
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Da Vinci will continue to offer the "Dino Pack" mentorship group to support transition into high school and connection to the junior high school. This may be adjusted as based on assessed needs. 0001-0999: Unrestricted: Locally Defined State Funding \$400
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Da Vinci Junior High will continue to cooperate with Emerson Junior High to promote WEB to ease transition to junior high. 0001-0999: Unrestricted: Locally Defined State Funding \$250

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	We will use the New Tech Network culture and climate assessment survey to obtain on-going data. The focus of the assessment focuses on the school culture and attributes that correlate to success of identified sub-groups.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	A need was identified to continue to monitor connectedness of students and social-emotional health of our student population. Metric: assessment results specific to belonging, feeling safety, feeling connected to adults, belief that they can achieve and have the supports to do so, and respect of student voice. Student home suspension rates, student in-school suspension rates, student expulsion rates, and California Healthy Kids Survey (CHKS)		
Goal Applies to:	Schools: Applicable Pupil Subgroups:	All Latino, Low income	
LCAP Year 1:			
Expected Annual Measurable Outcomes:	5.1.a. Decrease home suspension rate to 2% for all students and all subgroups 5.1.b. Decrease in-school suspension rate to less than 2% for all students and all subgroups 5.1.c. Maintain expulsion rate of less than .05% 5.2. Increase by 10% the number of students reporting a sense of connectedness with an adult on campus		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students took the CHKS, the New Tech Annual Survey, as well as a DVCA created survey to assess culture and climate; survey results were reviewed with staff, DVCA Advisory group (includes parents and students), as well as leadership team.		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	\$10,000 on VSA for Administrator of Restorative Practices

		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) Under grade level performers, SpEd, and many who have historically represented the achievement gap.	Da Vinci intentionally (hand schedules) students that are failing to thrive as indicated by grades, attendance, or social-emotional factors. Students do not need an IEP to qualify for our Study Skills class and this is often a place for supports. As a result we dedicate additional FTE to support staff. Additionally, we schedule academic classes that often host students within the achievement gap (often those that are english language learners, socioeconomically disadvantaged, or part of other subgroups) in the morning where data supports concentration and learning to be most effective. This year we have hired additional math staff to "push in" and teach collaboratively in math and sciences, specifically to those students not meeting standards yet. State Funding \$40,000
LCAP Year 2:			
Expected Annual Measurable Outcomes:	5.1.a. Decrease home suspension rate to 2% for all students and all subgroups 5.1.b. Decrease in-school suspension rate to less than 2% for all students and all subgroups 5.1.c. Maintain expulsion rate of less than .05% 5.2. Increase by 10% the number of students reporting a sense of connectedness with an adult on campus		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Da Vinci Charter Academy, based on assessed needs, will use the additional counseling FTE (see goal 4) to coordinate restorative practice implementation and collaborative leadership around learning about building and sustaining a restorative culture. Da Vinci does intend to explore and pilot information specific to ACE's that may include meditation practices, data gathering about our own population, and further adult learning. 0001-0999: Unrestricted: Locally Defined State Funding \$5,000
Da Vinci will continue to hand schedule struggling students and include them in our Study Skills class. We are able next year to schedule classes that are traditionally hardest for students within the achievement gap in the late morning and early afternoon as well as		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth	Da Vinci intentionally (hand schedules) students that are failing to thrive as indicated by grades, attendance, or social-emotional factors. Students do not need an IEP to qualify for our Study Skills class and this is often a place for supports. As a result we dedicate additional FTE to support staff.

maintain smaller class sizes in math classes who house students below grade level.		<input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>those achieving below grade level, on IEP's or 504's, and struggling to be a-g compliant.</u>	Additionally, we schedule academic classes that often host students within the achievement gap (often those that are English language learners, socioeconomically disadvantaged, or part of other subgroups) in the morning where data supports concentration and learning to be most effective. This year we have hired additional math staff to "push in" and teach collaboratively in math and sciences, specifically to those students not meeting standards yet. 0001-0999: Unrestricted: Locally Defined State Funding \$20,000
LCAP Year 3:			
Expected Annual Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Da Vinci Charter Academy, based on assessed needs, will use the additional counseling FTE (see goal 4) to coordinate restorative practice implementation and collaborative leadership around sustaining a restorative culture. Da Vinci may include meditation practices, data gathering about our own population, and further adult learning specific to adverse childhood experiences and their impact on learning. 0000: Unrestricted State Funding \$3,000
		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Those struggling to access curriculum at grade level</u>	Da Vinci intends to continue to staff our study skills and support opportunities in a way that serves students beyond IEP's and qualified 504's. This will be based upon assessed needs. 0001-0999: Unrestricted: Locally Defined State Funding \$20, 000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	We will increase effective communication with all parents, and diverse representation of parents on committees and action teams and in classrooms to promote student learning, foster involvement and voice, and include our families in school decisions.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	A need was articulated for more parent involvement , voice, and representation. Metric: DVCA will focus communication to through predictable means inclusive of social media. DVCA will begin a Learning Center model where parents can learn and, thus, join the community and be present on campus. DVCA will measure Booster involvement and parent panelists by use of sign-in's and explicit calls and invitations. California Healthy Kids Survey / DJUSD Climate Survey, Parent sign-in sheets at school/district meetings, list of district events supporting academic learning at home, LCAP Survey		
Goal Applies to:	Schools: Applicable Pupil Subgroups:	All Latino, Low income	

LCAP Year 1:

Expected Annual Measurable Outcomes:	6.1.a Increase by 25% the number of district climate surveys submitted by parents		
	6.1.b. Increase by 20% the number of district climate surveys submitted by parents with positive responses about district communication		
	6.2. Increase by 10% the annual participation rate of parents involved in school/district meetings		
	6.3. Increase events that support academic learning at home by one additional district wide event		
	6.4 Increase by 50% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Da Vinci explored our options toward creating a Bridge program and found that if possible to build the program, it would be at the expense of thriving programs within our larger community. Our shift in thinking has been that our facility, knowledge in the students and staff, and technology would better serve community connectedness by creating a technology learning center available after school hours. No monies were spent toward this goal in 2014-15.		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Other sites within DJUSD are very successful with the "Bridge" program wherein UCD students tutor after school. The audience is entirely Latino and largely Davis students who are within the achievement gap and below the socioeconomic threshold. Our intent is to serve the neighborhood with UCD tutors and Da Vinci students and support staff. Our sentiment is that it is an open opportunity to create a learning space for our students, for our students to collaborate with the Bridge tutors, and for our community to benefit from the space we create and technology we can provide. We found, however, that to begin a program on our site, we would detrimentally impact thriving programs at other sites. Our shift in planning is to create a learning space for families by hosting open hours for use of technology for evenings and weekends to increase their comfort on our campus, our connectivity to families, and support their learning. Funding is specific to financing support staff and

			events intended to network with existing Bridge programs, families, and community groups to facilitate adult learning. State Funding \$10,000
LCAP Year 2:			
Expected Annual Measurable Outcomes:	6.1.a Increase by 25% the number of district climate surveys submitted by parents 6.1.b. Increase by 30% the number of district climate surveys submitted by parents with positive responses about district communication 6.2. Increase by 10% the annual participation rate of parents involved in school/district meetings 6.3. Increase events that support academic learning at home by one additional district wide event 6.4 Increase by 50% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Da Vinci Charter Academy will use our facility, students and staff, and technology by offering a technology learning center available after school hours. Our intent is to teach basic courses and have internet available to our community outside of the school day. We will use one hired staff member to facilitate as well as student interns. 0001-0999: Unrestricted: Locally Defined State Funding \$10, 000 0001-0999: Unrestricted: Locally Defined State Funding
		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Our parents, specifically Boosters, would like to facilitate learning groups specific to identified needs of parents within our community. A pilot class was held specific to the intersection of parenting and restorative practices and feedback was very positive in communicating parent sense of understanding our school practices better and feeling more connected to one another as well as site personnel. The intent is to hold four more during the school year. 0001-0999: Unrestricted: Locally Defined State Funding \$2,000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	State Funding

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 3:			
Expected Annual Measurable Outcomes:	<p>A need was articulated for more parent involvement , voice, and representation.</p> <p>Metric:</p> <p>DVCA will focus communication to through predictable means inclusive of social media.</p> <p>DVCA will begin a Learning Center model where parents can learn and, thus, join the community and be present on campus.</p> <p>DVCA will measure Booster involvement and parent panelists by use of sign-in's and explicit calls and invitations.</p> <p>California Healthy Kids Survey / DJUSD Climate Survey,</p> <p>Parent sign-in sheets at school/district meetings, list of district events supporting academic learning at home, LCAP Survey</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Based on assessed needs and success of implementation year, we will continue to host a technology center and classes for the greater community. \$0,000</p> <p>0001-0999: Unrestricted: Locally Defined State Funding</p>
		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Based on assessed needs, Da Vinci Charter Academy will continue to support our Booster Club in their Parent Engagement and Connection events and classes. \$2,000</p> <p>0001-0999: Unrestricted: Locally Defined State Funding</p>

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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	We will develop, implement, and assess a Professional Growth system consistent with DVCA mission and objectives, focusing on non-cognitive factors of learning, differentiation, and Project Based Learning with high fidelity to the instructional model.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	DVCA Junior High and High School		
	Applicable Pupil Subgroups:	All Latino, Low income		
Expected Annual Measurable Outcomes:	1.1.Maintain zero teacher mis-assignments among DVCA staff 1.2.a. At least 60% of teachers will have participated in CCSS professional growth Student experience of Project Based Learning will become more consistent as practices are replicated as a result of co-teaching. Students and the building of non-cognitive factors (class culture, respect, belonging) will be modeled and pervasive. Curriculum will be more tightly aligned to the California Common Core Standards and use of assessments will inform instruction.		Actual Annual Measurable Outcomes:	1.1. 2014-15: Maintained zero teacher mis-assignments among DVCA staff 1.2.a. 2014-15: 100% of teachers will have participated in CCSS professional growth Student experience of Project Based Learning will become more consistent as practices are replicated as a result of co-teaching. New teachers are still challenged to implement all components, understand concept Rubric Critical Friends, Student Work Protocol Echo Audit, Gradebook reflects Differentiation will promote growth from all students and the building of non-cognitive factors (class culture, respect, belonging) will be modeled and pervasive. Curriculum will be more tightly aligned to the California Common Core Standards and use of assessments will inform instruction.
LCAP Year:				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Da Vinci will articulate, through the core leadership team, a plan of Professional Development to span	Da Vinci professional development funds have been designated to	Eight Da Vinci staff attended the New Tech Annual conference and created the scope of goals and implementation	Da Vinci professional development funds supported planning time and	

Wednesday Professional Development time, coaching positions, and summer workshops while at our New Tech Network.	support planning time and leadership guidance from within New Tech Network and the annual conference. State Funding \$8, 000	plans for professional development over summer and throughout the course of the year in Wednesday morning professional development time and summer workshops. Professional Development now exists in a cycle addressing specific goals of PBL fidelity, student centered concerns, restorative practices, and data driven dialogue.	leadership guidance from within New Tech Network and the annual conference.
<div>Scope of Service</div> <div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Da Vinci will constitute measures of success of such plan as part of our retreat in July 2014.		Measures of success are indicated by: fidelity to DV Constitution (written by staff to describe high quality PBL) in echo audits. Measures of success are also indicated by student, staff, and parent survey data surrounding culture, climate, and engagement in learning.	
<div>Scope of Service</div> <div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	

<p>Da Vinci will employ a "coach" to support and model fidelity to the PBL pedagogy and a coach for building non-cognitive factors into the classroom and school in fall 2014. Coaching will occur one hour a day in a capacity that allows for curriculum design and analysis, co-teaching, modeling, and analysis of student data from the classroom with teachers in humanities first.</p>	<p>Instructional coaching position, .20 FTE State Funding \$20,000</p> <p>Coaching toward non-cognitive factors: mentorship, school culture State Funding \$8,000</p>	<p>The coaching role created a significant support to instructional goals. Our coach used the time afforded to design high quality projects with teachers, observe instruction with staff in efforts to create a feedback loop, curate examples of high quality instruction for professional development, and design adult learning. Teacher collaboration happened on a weekly basis and also included partner observations and debrief on management and facilitation.</p>	
<p>Scope of Service</p> <p>____ All _____</p> <p>OR:</p> <p>____ Low Income pupils</p> <p>____ English Learners</p> <p>____ Foster Youth</p> <p>____ Redesignated fluent English proficient</p> <p>____ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>____ All _____</p> <p>OR:</p> <p>____ Low Income pupils</p> <p>____ English Learners</p> <p>____ Foster Youth</p> <p>____ Redesignated fluent English proficient</p> <p>____ Other Subgroups: (Specify)</p>	
<p>Da Vinci will coordinate and participate in a conference intended to learn the components of Project Based Learning and create curriculum as a team with fidelity to the model and alignment to the California Common Core.</p>	<p>Da Vinci staff, new and veteran, will spend two to three days in training facilitated by BIE (Buck Institute of Education). Our veteran staff will receive a refresher on components of PBL and continue the work of project analysis for alignment with California Common Core and PBL, while our new staff will receive training on the components of PBL instruction and culture; in this workshop we will establish clear mentors among staff for each new staff member to create on-going support mechanisms and meeting times weekly throughout the school year. State Funding \$20, 000</p>	<p>100% of staff was able to participate in this training. This training create a foundational understanding of tenants of PBL that was revisited with our coach and during profesional development. Each staff member had a "thought partner" who mentored or gave feedback according to our constitution, protocols, etc. throughout the year, but heavily in the fall.</p>	

Scope of Service		Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Da Vinci will be continuing the goal of attending and learning at the New Tech Annual Conference, using an instructional coach, and continuing assessment of our fidelity to Project Based Learning. We were able to create a constitution and have all staff trained by Buck Institute. No other changes are needed based on assessment and community feedback.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and missions, specifically to encourage student collaboration, sense of community, and dynamic use of technology.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: DVCA Junior High and High School <hr/> Applicable Pupil Subgroups: All Latino, Low income		
Expected Annual Measurable Outcomes:	<p>2.1. Maintain DVCA school building overall rating of "Good" or "Exemplary"</p> <p>2.2. Completion of DVCA wireless installation and upgrade.</p> <p>Students, staff, and parents will have a gathering place that facilitates conversation and collaboration as the space will have comfortable work stations that are malleable so as to facilitate large presentations, small group work time, adjustable heights stations, printers, multiple screens, sound system for projection of media and presenters, and a kitchen.</p> <p>As a result of Chromebook purchases, we maintain our 1:1 ratio of students to machines and our students will all have the capacity to use web-based technology in every class and at home to facilitate inquiry, communicate via Echo (On line learning management system), and demonstrate learning in creative, innovative, and relevant ways. This is also true of the laptops purchased for the high school.</p> <p>Da Vinci teachers and students will be able to communicate, access Echo, use internet sources that are more rich, and work simultaneously as a result of a reliable, efficient, non-antiquated network.</p>		Actual Annual Measurable Outcomes: <p>2.1. 2014-15: DVCA maintained school building overall rating of "Good."</p> <p>2.2. 2014-15: Complete overhaul of DVCA wireless installation and upgrade; an audit was done in October and found just one room with below standard connectivity.</p> <p>2014-15: DVCA presentation room renovation allowed for a gathering place that facilitates conversation and collaboration, and is used for community events, parent education and staff development.</p> <p>2014-15: All DVCA JHS students have a Chromebook personally assigned to them each school day, improving instruction due to increased access to Echo and other learning tools, and also because technology requires less between class transition time.</p>

LCAP Year:

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Da Vinci will renovate the Presentation Room and student lounge to promote collaboration and community learning during summer of 2014 and fall of 2014.	The current presentation room will be carpeted and existing furniture replaced to create collaborative work space that "nests" and can be moved to accommodate purpose. Drop down screens, a sound system, and adjustment of lighting and projection will promote the "Learning Center" feel, many student presentations, collaborative work time in the lounge portion of the room, and staff development weekly. State Funding \$20,000	The presentation room received new carpet, blinds, sound system, and work space for staff and students; furniture was also purchased to promote collaboration and presentations. Our community has used this space for teaching, workshops, collaboration, presentations, parent	
<div>Scope of Service</div> <div> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div>	
Da Vinci will purchase Chromebooks for every student the Junior High for use by September 2014.	300 Chromebooks will be purchased for use at the Da Vinci Junior High campus; Chromebooks will not go home with students. The web-based applications will be taught in class and will support student learning to Echo, the Google platform, and in demonstration of learning. State Funding \$90, 000	320 Chromebooks were purchased and student use began on the second week of school. Staff created a systematic manner to teach students use of the new tool, but also school wide protocols to take care of technology and teach one another platforms to support instruction.	
<div>Scope of Service</div> <div> _ All ----- </div>		<div>Scope of Service</div> <div> _ All ----- </div>	

OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Da Vinci will purchase 70 Dell laptops to cycle into our current library of laptops at our High School	Da Vinci High School will introduce 70 Dell Laptops to our continuing cycle of machines available for students to use at home and school in promotion of our 1:1 ratio. State Funding \$70,000	All laptops purchased went to students and/or staff. Extra laptops, oldest on site, were used as loaners during times of repair and loaned to the Davis Senior High Robotics program.	
Scope of Service ----- _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service ----- _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Da Vinci will purchase two traveling labs with high capacity machines (8-10) for film editing, sound equipment, cameras, and software by September 2014.	Each campus will have access to a traveling lab that has ten Apple Macbook Pro's and software to support more technology intensive projects (film editing, etc.). The traveling lab will also have cameras, a tripod, microphone, and SD cards. State Funding \$24,000	The traveling labs were used consistently on both campuses. For both campuses our staff depended upon them significantly for the projects specific to film and film editing. Our Video/Film teacher, too, used them nearly daily to create higher quality film and more "industry standard" skills.	
Scope of Service ----- _ All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service ----- _ All OR: _ Low Income pupils _ English Learners _ Foster Youth	

<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Da Vinci, in collaboration with DJUSD, will renovate the wireless network in a "Forklift Model" in July 2014 to improve wireless, connectivity, speed, and capacity of DVHS.	Da Vinci will replace the primary switch, core switches, classroom ports, create redundant power supplies to all wireless, replace fiber optics, and use Quest engineers to oversee the process of implementation through. DJUSD has agreed to partner with our "forklift" model so that the complete overhaul takes our school from patching the system created in pieces during the late 1980's to a fully updated system. State Funding \$70,000	After summer work was done for the "forklift" model, significant improvement in function was noticed. An audit multiple times throughout the year showed all rooms, exception of one, with high level of connectivity and speed.	
<div> <div>Scope of Service</div> <div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>		<div> <div>Scope of Service</div> <div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div> </div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	During the 2014-15 school year our presentation room renovation was completed. Additionally, we completed the "forklift" overhaul of the wireless infrastructure for all rooms. Additionally, 320 Chromebooks were purchased to facilitate the 1:1 ratio of student to laptops at our Junior High. We have a continued goal to purchase laptops (1:1) in a cycle for student use.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 3 from prior year LCAP:	We will continue to articulate our ESLR (Expected School Wide Learning Results) as a 7-12 academy in a manner that integrates and aligns with the California Common Core standards to effectively scaffold skills, give on-going and frequent feedback, improve instruction, and close achievement gaps, so that DVCA students exceed expectations and district standards.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: DVCA Junior High and High School Applicable Pupil Subgroups:	All Latino, Low income	
Expected Annual Measurable Outcomes:	<p>3.1.a. Participation by at least 80% of teachers in professional growth that addresses the use of assessments to improve student learning</p> <p>3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas as appropriate for DVCA technology-based instructional model.</p> <p>3.1.c. Establish baseline observation of classroom instructional strategies supporting implementation of CCSS</p> <p>3.2.a. CST ELA & Math proficiency rates: 75% & 68%, respectively; establish baseline SBAC proficiency rate for ELA and Math</p> <p>3.2.b. Establish baseline API</p> <p>3.3. Decrease by 20% the number of students with semester grade of D or F</p> <p>3.4.a. Maintain a middle school dropout rate lower than .5%</p> <p>3.4.b. Maintain high school dropout rate lower than 2.0%</p> <p>3.4.c. Maintain high school graduation rate of 96% or higher</p> <p>3.5.b. Establish baseline for parents' use of online access to student assignments and grades</p>		<p>Actual Annual Measurable Outcomes:</p> <p>3.1.a. 2014-15: 100% of certificated staff participated in a two day summer workshop focused upon assessment to improve student learning and the creation of a DVCA Constitution, which serves as our baseline for analysis of high quality PBL strategies that support CCSS implementation.</p> <p>3.1.b. 2014-15: DVCA maintained the provision of 100% sufficient textbooks and instructional materials for each student in core curriculum areas by 10/14/2014.</p> <p>3.1.c. 2014-15: Baseline: 0% observation of classroom instructional strategies supporting implementation of Common Core due to the need to allow teachers time to understand the new Common Core standards and structure and to collaboratively build an observational tool that aligns with the new Common Core standards.</p> <p>3.2.a. The Spring 2014 SBAC pilot test did not generate proficiency rates. It is anticipated that proficiency rates will be established with the release of Spring 2015 CAASPP results.</p> <p>3.2.b. 2013 DVCA API was 858. CDE is currently reformulating California's API; it is anticipated that districts will be notified of their new API baseline in Fall 2016.</p> <p>3.3. 2013-14 Baseline: 7.1% of DJUSD 7th-12th grade students had one or more Semester 2 grades of D and/or F.</p>

3.6.a. Align DVCA rubrics to the California Common Core Standards and among staff, so students benefit from consistent feedback.

3.6.b. Rubrics are used every two to four weeks in mini presentations and culminating presentations of learning. In this way, our students get feedback according to shared values and instruction improves as our entire staff focuses upon what is meant by and valued within the rubrics

3.4.a. 2013-14 Baseline: 0% DVCA middle school dropout rate; met <.5% target.

3.4.b. 2013-14 Baseline: 0% DVCA high school dropout rate,

3.4.c. 2013-14 Baseline: 100% high school graduation rate; met >96% target.

3.5.b. 2014-15: 86.7% of DVCA students' households are registered in Echo and have online access to student assignments and grades (511 parent accounts). In Fall 2014 DVCA parents attended Echo Night (two evening events), registered in Echo, and were trained how to use the online learning management system.

3.6.a. 2014-15: DVCA established aligned rubrics for Learning Mindset and Professionalism, Written Communication, and Oral Communication. Teachers are using rubrics frequently (2-4 week) to give student feedback.

3.6.b. 2014-15 Fall student work emphasized use of the Learning Mindset and Professionalism to deliberately foster a culture of critique and feedback; spring student work emphasized analysis of project design (using rubrics for high quality projects, inclusive of CCCS), and peer feedback for staff.

LCAP Year:

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Da Vinci staff will continue the articulated rubrics for Oral Communication 7-12.	Staff has already committed to the articulated rubric for Oral Communication and uses the rubric for all presentations in all classes; during new staff indoctrination and training, we will emphasize that this practice will continue. State Funding \$0	This was consistently done in 7-12 grades as measured by Echo audits and panel experiences.	
Scope of Service		Scope of Service	
All		All	
OR:		OR:	

<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
Da Vinci staff begin use of the already existing Written Communication rubric in fall of 2014 in all classes.	Staff has already articulated and collaboratively crafted the Written Collaboration Rubric at both the Junior High and High School. Beginning in fall staff will use all, or parts, whenever assessing written work in all classes. State Funding \$0	This, too, was consistently done as measured by Echo audits and paneling. In sciences and math, core written expectations were selected in lieu of the entire rubric.	
<div>Scope of Service</div> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> _ All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 		<div>Scope of Service</div> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> _ All OR: <ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
Da Vinci staff will articulate elements of our different work ethic rubrics, inclusive of new language to include persistence, self-advocacy, willingness to revise, to create a 7-12 articulated and scaffolded rubric by January of 2015.	One goal of our summer retreat is to create policies and consensus on shared practices (PBL, assessment, culture, etc.) together. All staff gathers before school start for two solid days and are paid for the professional development that takes place there. Beginning at our summer retreat and through dialogue, pilot rubrics, research, and consensus, our team will create an articulated rubric draft by January 2015. Wednesday morning professional development sessions will be used to promote this goal. State Funding \$12,000	This ritual, again, served us well. Our staff had incredible success in implementation of high quality PBL and fidelity to DV culture and practices, especially given the near 50% new staff this fall. Rather than focus on a work ethic rubric, staff reached consensus to consider both work ethic and mindset; the result is an articulated rubric of Learning Mindset and Professionalism used 7-12.	

<div>Scope of Service</div> <div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Da Vinci Charter Academy teachers did successfully create and use rubrics to measure Oral Communication, Written Communication, Learning Mindset and Professionalism, as well as Collaboration. We will continue our goal of using a "pre game" workshop wherein all staff meets prior to school start to facilitate staff learning and consistency of practice, instruction, culture, and climate.		

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 4 from prior year LCAP:	We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	DVCA Junior High and High School		
	Applicable Pupil Subgroups:	All Latino, Low income		
Expected Annual Measurable Outcomes:	4.1. Participation by at least 60% of teachers in professional growth that addresses differentiation 4.2.a. Establish baseline for number of students meeting personal goals 4.2.b. Establish baseline for students meeting academic goals 4.2.c. Decrease the number of students requiring risk assessment by 10% 4.3.a. Increase by 5% the number of students meeting 5 or more fitness standards on the Physical Fitness Test 4.3.b. Establish baseline for all secondary schools for comprehensive course of study 4.4.a. Establish baseline for enrollment in Career Technical Education (CTE) courses 4.4.b. Establish baseline for completion rate in Career Technical Education (CTE) pathways 4.4.c. Increase A-G course completion rate by 3%, for targeted students increase by 10% 4.4.d. Establish baseline for enrollment in AP courses		Actual Annual Measurable Outcomes:	4.1.2014-15 Baseline: 100% of DVCA teachers participated in professional growth addressing differentiation. 4.2.a. 2014-15 Baseline: ____ number of students meeting personal goals 4.2.b. 2014-15 Baseline: ____ number of students meeting academic goals 4.2.c. 2012-13 Baseline: 169 of 8543 DJUSD students required a risk assessment, or 1.98% of DJUSD K-12 enrollment. 2013-14: 108 of 8502 DJUSD students required a risk assessment, or 1.27% of DJUSD K-12 enrollment, a decrease of .71%. 4.3.a. 2013-14 Baseline: 85% of all DVCA 7th and 9th grade students met 4 or more fitness standards on the Physical Fitness Test. 4.3. 2014-15 Baseline: ____% of DVCA students had scheduled access to a comprehensive course of study 4.4.a. 2013-14 Baseline: 4.8% of 10th-12th grade students at DVCA participated in Career Technical Education (CTE) courses. 2014-15: 1.0% of 10th-12th grade students at DVCA participated in Career Technical Education (CTE) courses.

<p>4.4.e. Increase Advanced Placement test taking rate by 10%</p> <p>4.4.f. Increase Advanced Placement passage rate by 5%</p> <p>4.4.g. Establish baseline EAP preparation rate</p> <p>4.5.a. Maintain annual attendance rate at 95% or higher</p> <p>4.5.b. Decrease by 2% chronic absenteeism rate</p> <p>Students will benefit from the policy and values consensus as all staff will work toward policies and practices that actively promote belonging, a sense that work results in growth, that all students have assets that can benefit our team, and that policies are established to promote growth, revisit learning, and to be inclusive.</p> <p>Students in a small school such as ours will also benefit when their campus feels like a community. An explicit mentoring process will promote our values and student drive culture of respect and inclusivity.</p> <p>Restorative practices, too, will benefit the community. When students collaborate constantly and a campus is small, a conflict has tremendous power to disrupt learning and sense of belonging; restorative language and culture is clearly to the benefit of all students and staff toward learning and reaching goals for academics and social well-being goals.</p>	<p>4.4.b. 2013-14 Baseline: 1.4% of 11th & 12th grade students at DVCA completed a Career Technical Education (CTE) pathway.</p> <p>4.4.c. 2013-14 Baseline: 96.4% of DVCA Graduate Completers completed the UC/CSU a-g requirements (82/85).</p> <p>4.4.d. 2013-14 Baseline: 10.5% DJUSD enrolled in AP courses. (22/209)</p> <p>4.4.e. 2013-14 Baseline: 5.2% DVCA 11th & 12th grade students took AP exams. (11/209)</p> <p>4.4.f. 2013-14 Baseline: 63.6% Advanced Placement passage rate with a score of 3 or more. (7/11)</p> <p>4.4.g. 2014-15 Baseline EAP preparation rate will be established with the release of 11th grade CAASPP results.</p> <p>4.5.a. 2012-13 Baseline: 96.4316% DJUSD total attendance; met >95% target. 2013-14: 96.4435% DJUSD total attendance; met >95% target.</p> <p>4.5.b.2012-13 Baseline: 7.7% DVCA chronic absenteeism rate 2013-14: 5.8% DJUSD chronic absenteeism rate; decrease of 1.9% in chronic absenteeism</p>
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LCAP Year:

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Da Vinci will facilitate growth toward building "non-cognitive factors" of learning beginning with staff consensus on policy during summer retreat, August	Summer retreat and on-going professional development during our Wednesday morning collaborative time will focus, in part, on the research within "non-cognitive factors of learning." These factors are based on the data the support that when students belong, feel their work will result in more knowledge or more skill, feel that people want their success and will partner with	Da Vinci has dedicated one meeting time for adult learning specific to Restorative Practices (which intentionally build and sustain the non-cognitive factors of learning). We also designed and administered a survey to assess ourselves including the voice of students, staff, and parents. Policy surrounding conflict has not been changed, though our practice to use a more restorative lens has been consistent., A Restorative Leadership	

	<p>them, and feel that the work has relevance, they are more successful and present students. Da Vinci will work on practices that promote these factors, assess ourselves, and analyze policy or practices that defeat these goals. [Funding included in Goal 3, Action: Summer retreat]</p>	<p>Team also meets twice monthly to run scenarios, plan forward, address policy, and evaluate data from surveys.</p>	
<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>2014.Da Vinci will investigate use of Restorative practices school-wide, by sending counseling, administration, and selected teacher leadership, to training beginning September 2014.</p>	<p>Trainings toward Restorative Practices through IIRB (International Institute for Restorative Practices) take place all year. Our intent is to send lead teachers, counseling, and administration from both sites to begin a whole school knowledge and implementation of restorative practices with the belief that it will change classroom culture, small conflict, and discipline. Our movement is supported by our community, so much so that one donor is willing to pay for the training of staff, though we hope to eventually train all staff, the speed at which we move is dependent upon the donor. At minimum, eight staff will be trained with in the school year of 2014-15. State Funding \$8,000</p>	<p>All staff has been trained in Restorative Practices. A team of all counselors, administrators, and two teachers from each site have received training in the four day workshop. All staff, certificated and classified, along with some students received training in the two day workshop. Additionally, five students and five staff participated in the YCRC mediation training (40 hours). We continue to use a core team to facilitate training consistently with all staff and plan to train students in a train-the-trainer model.</p>	

<p>Scope of Service</p> <p>____ All</p> <p>OR:</p> <p>____ Low Income pupils</p> <p>____ English Learners</p> <p>____ Foster Youth</p> <p>____ Redesignated fluent English proficient</p> <p>____ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>____ All</p> <p>OR:</p> <p>____ Low Income pupils</p> <p>____ English Learners</p> <p>____ Foster Youth</p> <p>____ Redesignated fluent English proficient</p> <p>____ Other Subgroups: (Specify)</p>	
<p>Da Vinci high school will promote connectivity amongst students with explicit mentoring and community building program created with students; students will begin creating events and process in May 2014 and begin communications with students in August 2014.</p>	<p>Students and staff will use current students as mentors to incoming and existing students. Students and staff are planning core goals of inclusion of all students, creating a sense of belonging, and resources for students who are struggling. Students have identified projects, times within the year, and scenarios wherein a mentor would benefit student success. They will participate in our summer retreat in order collaborate with teachers on the mentor program. State Funding \$250</p>	<p>Student participation in our summer retreat and student run "Dino Pack" orientation was successful. All Dino Pack mentors also connected with younger students prior to major projects for peer review and support. Dino pack members and students who were mentored communicated that a parallel version at the Junior High would also ease transition into high school and there was significant value to having a mentor in the first few days of school. Deliberate grouping, especially with students who suffer anxiety or have Special Needs created opportunity for staff to teach pro-social skills and strategies specific to Da Vinci.</p>	
<p>Scope of Service</p> <p>____ All</p> <p>OR:</p> <p>____ Low Income pupils</p> <p>____ English Learners</p> <p>____ Foster Youth</p> <p>____ Redesignated fluent English proficient</p> <p>____ Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <p>____ All</p> <p>OR:</p> <p>____ Low Income pupils</p> <p>____ English Learners</p> <p>____ Foster Youth</p> <p>____ Redesignated fluent English proficient</p> <p>____ Other Subgroups: (Specify)</p>	
<p>Da Vinci will participate in WEB (Where Everyone Belongs) in August</p>	<p>WEB already exists at our Junior</p>	<p>The first quarter of our school year, where we work toward transition into</p>	

of 2014 and continue WEB events quarterly.	High campus, but does not continue after week one of school. Students and staff have articulated a need to schedule more frequent and on-going practices that are social in nature, but also create intentional opportunities for check-in's and follow up on student well-being. State Funding \$250	Junior High saw success. We participated in a WEB event, met prior to the first dance, and used WEB partners to support lunch time activities in the fall. We continue to see a need for a more systematic check in and support, though were not successful in scheduling and supporting this after our first few months of school. Our intent is to use the Dino Pack model (and students) at the junior high to see if the system serves us better and is more sustainable.	
<div> <div>Scope of Service</div> <div> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div> </div>		<div> <div>Scope of Service</div> <div> _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) </div> </div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our goal for training all staff in Restorative Practices was completed, though we continue the goal of maintaining a restorative culture, training new staff, and furthering our understanding. No changes are needed for our goals specific to mentorship for high school students or WEB at the junior high.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 5 from prior year LCAP:	We will use the New Tech Network culture and climate assessment survey to obtain on-going data. The focus of the assessment focuses on the school culture and attributes that correlate to success of identified sub-groups.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	DVCA Junior High and High School		
	Applicable Pupil Subgroups:	All Latino, Low income		
Expected Annual Measurable Outcomes:	<p>5.1.a. Decrease home suspension rate to 2% for all students and all subgroups</p> <p>5.1.b. Decrease in-school suspension rate to less than 2% for all students and all subgroups</p> <p>5.1.c. Maintain expulsion rate of less than .05%</p> <p>5.2. Increase by 10% the number of students reporting a sense of connectedness with an adult on campus</p> <p>Students and staff will benefit from intentional consideration of student perspective and experience, as well as student voice in creating conditions to promote growth of culture and connectivity.</p> <p>Our students, especially those within sub-groups and the achievement gap, will benefit from intentional scheduling of academic classes in the morning, the most veteran of staff as their supports when possible, and additional staff to work with them on personal goals and contribution to collaborative learning.</p>		Actual Annual Measurable Outcomes:	<p>6.1.a. 2013-14 Baseline: 2.5% unduplicated home suspension rate for all DJUSD students, 6.3% for DJUSD Black/African American students, 4.1% for DJUSD Hispanic students</p> <p>6.1.b. 2013-14 Baseline: ____% in-school suspension rate for all students and all subgroups (Should we reconsider reporting in-school suspensions?)</p> <p>6.1.c. 2012-13 Baseline: 0.0581% DJUSD expulsion rate, or 5 out of 8599 students. 2013-14 0.0234% DJUSD expulsion rate, or 2 out of 8539 students; met <.05% target.</p> <p>6.2. 2012-13 Baseline of DJUSD students reporting a sense of connectedness with an adult on campus: 70% of DJUSD 5th grade students, 74% of DJUSD 7th grade students, 54% of DJUSD 9th grade students, 66% of 11th grade students</p> <p>2014-15 DJUSD students reporting a sense of connectedness with an adult on campus: _% of 5th grade students, _% of 7th grade students, _% of 9th grade students, _% of 11th grade students</p>
LCAP Year:				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	

<p>Da Vinci staff, and leadership team, will analyze data during our summer retreat in August 2014; staff will use data points to guide our policy and school norms collaboratively with students in August and September 2014.</p>	<p>Part of our summer dialogue will be focused upon what we see in the student responses and data; this is supported by the New Tech Network as they also show themes that present themselves. This conversation will inform policy, work with student groups that participate in summer retreat, and the mentoring of new staff by our coaches and leadership. [Funding included in Goal 3, Action: Summer retreat]</p>	<p>Data over the summer revealed that students feel connected to staff and learning, but want more fidelity to the New Tech PBL model. They also have a very blurry sense of how rules are generated and enforced. Our work thus focused, especially with our coach and restorative work, on building more fidelity into project design and facilitation. We also focused, during times of discipline or messaging rules, on hearing student voice.</p>	
<p>Scope of Service</p> <hr/> <p> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>		<p>Scope of Service</p> <hr/> <p> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </p>	
<p>Da Vinci staff will identify student subgroups and courses wherein those students are often represented and implement supports (additional staff, intentional scheduling on Master schedule, most qualified staff, etc.).</p>	<p>Da Vinci intentionally hand schedules students that are failing to thrive as indicated by grades, attendance, or social-emotional factors. Students do not need an IEP to qualify for our Study Skills class and this is often a place for supports. As a result we dedicate additional FTE to support staff. Additionally, we schedule academic classes that often host students within the achievement gap (often those that are english language learners, socioeconomically disadvantaged, or part of other subgroups) in the morning where data supports concentration and learning to be most effective. This</p>		

	year we have hired additional math staff to "push in" and teach collaboratively in math and sciences, specifically to those students not meeting standards yet. State Funding \$40,000		
<div>Scope of Service</div> <div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div> <input type="checkbox"/> All </div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes are needed.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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Original GOAL 6 from prior year LCAP:	We will increase effective communication with all parents, and diverse representation of parents on committees and action teams and in classrooms to promote student learning, foster involvement and voice, and include our families in school decisions.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools: Applicable Pupil Subgroups:	DVCA Junior High and High School All Latino, Low income		
Expected Annual Measurable Outcomes:	<p>6.1.a Increase by 25% the number of climate surveys submitted by parents</p> <p>6.1.b. Establish baseline of climate surveys submitted by parents with positive responses about district communication</p> <p>6.2. Establish baseline for the annual participation rate of parents involved in school/district meetings</p> <p>6.3. Increase events that support academic learning at home by one additional district wide event</p> <p>6.4. Increase by 50% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents</p> <p>Parent voice, especially a diverse one, has always served our students and staff well. If we become more predictable with communication, our parents are more likely to be aware of events and be able to be present.</p> <p>By explicitly making calls to families that we do not often see, especially those that represent sub-groups, our families will feel included and more likely to share their needs with staff that will promote further participation.</p> <p>It's also our belief that having parents on campus as learners will create strong partnerships amongst parents and staff, increase comfort of community on our campus, and by including those</p>		Actual Annual Measurable Outcomes:	<p>7.1.a 2014-15 Baseline: # of ____ climate surveys submitted by parents</p> <p>7.1.b. 2014-15 Baseline: ____% climate surveys were submitted by DVCA parents with positive responses about district communication</p> <p>7.2. 2013-14 Baseline: 103 DJUSD parents/staff members participated in the DJUSD Parent Engagement Night. 2014-15: 212 DJUSD parents/staff members participated in the DJUSD Parent Engagement Night.</p> <p>7.3. 2013-14 Baseline: 1 district event supported academic learning at home, Parent Engagement Night. 2014-15: Increased events that supported academic learning at home from 1 to 2 district wide events; Parent Engagement Night and Math Night series at several schools (6 Math Nights each at 3 schools).</p> <p>7.4. 2013-14 Baseline: 124 Local Control Accountability Plan (LCAP) surveys submitted by DJUSD parents, staff and community members. 2014-15: 296 LCAP surveys submitted, a 240% increase in the number of surveys submitted. 2014-15: 54 LCAP surveys submitted by DVCA parents/staff.</p>

outside of the DVCA community, but within our larger community, we will promote a greater diversity amongst our student groups.

LCAP Year:

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Da Vinci will establish a posting protocol with staff in June of 2014 to include calendaring, upcoming events, and specific phone call connection attempts for events, classes for parents, focus groups, and opportunities to view student work.	Da Vinci will create a protocol with front office staff, and teachers, on updating of our Website, our Facebook communication, and use of our List Serve so that all parent communication is predictable. We also dis-aggregate parent lists so that prior to events or dialogues, parents receive a personal call from staff at least one time during our school year. Our intent is to be intentional in inclusive practices and to make personal relationships to better understand how we can accommodate a larger parent population. State Funding \$0	In Fall 2014 Da Vinci created a protocol with front office staff and teachers, on updating of our Website, our Facebook communication, and use of our List Serve so that all parent communication is predictable. We also dis-aggregated parent lists so that prior to events or dialogues, parents received a personal call from staff at least one time during our school year. Parents told staff that they appreciated DVCA's intent is to be intentional in inclusive practices and to foster personal relationships to better understand how we can accommodate more of DVCA parents.	Staff collaboration time, staff time for increased communication with parents State Funding \$0
Scope of Service _____ _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service _____ _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Da Vinci will move toward some "Learning Center" options for parents in collaboration with our community; this includes "Parent Project" classes as well as student presented workshops on use of technology, navigating Social Media sites, etc.	Da Vinci has two counselors currently being trained in Parent Project and we will offer these classes at least twice (once a week for six weeks) during the 2014-15 school year to DVCA parents, but also parents within the larger	Parent Project was run successfully in the fall. Parent participants are still active in a support group for one another and the counselor facilitators also helped to promote a parent education night surrounding restorative practices; all parent participants, and especially our Boosters, hope to	

	community. Our hope is that these classes will promote our sense of parent needs so follow up classes can be offered and taught by students, staff, or community partners. State Funding \$5,000	replicate the process as an on-going way to support parents, students, and staff.	
<div>Scope of Service</div> <div> <div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>		<div>Scope of Service</div> <div> <div>All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>	
Da Vinci will begin exploring the option of hosting a "Bridge" program for neighborhood students (inclusive of non- DVCA students)	Other sites within DJUSD are very successful with the "Bridge" program wherein UCD students tutor after school. The audience is entirely Latino and largely Davis students who are within the achievement gap and below the socioeconomic threshold. Our intent is to serve the neighborhood with UCD tutors and Da Vinci students and support staff. Our sentiment is that it is an open opportunity to create a learning space for our students, for our students to collaborate with the Bridge tutors, and for our community to benefit from the space we create and technology we can provide. The expense includes a coordinator and outreach staff member. State Funding \$15,000		
<div>Scope of Service</div>		<div>Scope of Service</div>	

<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes are needed at this time.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).
- Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.
- For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$148,500
Da Vinci Charter Academy continues to fund counseling and math support with supplemental funding.	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).
- Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

n/a	%
In 2015-16 Da Vinci Charter Academy will increase counseling and math support services.	

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	292,500.00	0.00	143,500.00	219,500.00	53,650.00	416,650.00
State Funding	292,500.00	0.00	143,500.00	219,500.00	53,650.00	416,650.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	277,250.00	0.00	55,500.00	99,500.00	53,650.00	208,650.00
	277,250.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	0.00	0.00	3,000.00	3,000.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	55,500.00	99,500.00	50,650.00	205,650.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	277,250.00	0.00	55,500.00	99,500.00	53,650.00	208,650.00
	State Funding	277,250.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	State Funding	0.00	0.00	0.00	0.00	3,000.00	3,000.00
0001-0999: Unrestricted: Locally Defined	State Funding	0.00	0.00	55,500.00	99,500.00	50,650.00	205,650.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).