Introduction:

LEA: Da Vinci Charter Academy   **Contact (Name, Title, Email, Phone Number):** Troy Allen, Principal, tallen@djusd.net, 530-757-7154   **LCAP Year:** 2015-16

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
2016 RESPONSE: Da Vinci Staff has engaged in broad and expansive work toward assessing our planning, facilitation, and outcomes. This work is on-going, but consistently happens in our August retreat, through professional development each Wednesday, and by virtue of distributing leadership to lead a whole community reflection, evaluation, and feedback loops. When possible our drive is to lead parallel conversations with staff, parents, and students as our intent is to have a diverse stakeholder group reflect, analyze, and inform our	2016 RESPONSE: 1. Implement a professional development rotation that specifically targets fidelity to project based learning facilitation and planning, using strict protocols (Critical Friends and Looking at Student Work), skills training and practice of Restorative Practices and learning about other factors that impact student wellness, and equal balance on planning and analysis of outcomes (both hard data and other feedback loops). 2. On going collaboration with the UC Davis LGBTQUIA Resource Center in

actions plans. Several times throughout the year (fall, winter, and spring) we have held parent evenings to look at data or learning specific to Youth Truth results, New Tech Network survey results, or staff led dialogue, about areas of need that present. These were followed with student focus groups through out the spring. This feedback was shared with staff. This year's driving question was "What is the ideal educator?" and need to knows and self assessment were based upon answers to this question.

learning and evaluating our systems and curriculum specific to inclusion.
3. Develop and use of a distributive leadership model to empower lead teachers, coaches, head counselors, and more veteran staff to support, lead, and efficiently build our whole community capacity.
4.. Use resource of the UC Davis Math project and CPM's on-going professional development for all math staff.
5. Monthly science department meetings that focus upon facilitation and data driven conversation on student learning on NGS.
6. Staff and parent cooperation on addressing drug use and chronic hopelessness by accessing community supports.

2016 RESPONSE:
Da Vinci parents have engaged through broad and varied mechanisms specifically designed to be inclusive of a wider voice. We have created multiple digital surveys after parent specific events to seek feedback, used our strong Booster Club, Advisory group, as well as focus groups designed to focus on data (CHKS, Youth Truth, academic data, etc.). Additionally, we've designed intentional opportunities in partnership with out Boosters for parent learning to create additional opportunities for leadership and feedback.

2016 Response:
1. Implement a small group structure to parent events (Senior Information Night, Echo Walks, PBl 101, etc) to build relationships and allow for more personalized learning.
2. Further development of "parenting" workshops specifically looking at how to support our students with stress, self harm, depression, anxiety, impulsivity, drug use.
3. Begin the work of stronger connectivity with surrounding schools (UCD, Sacramento State, community colleges) to build access to Career Readiness and the possibility of DVCA become a "teaching school" where school of education students shadow, observe, support.

2016 RESPONSE:
Da Vinci student representatives have engaged in broad and expansive work toward assessing our planning, facilitation, and outcomes alongside staff. They are consistently invited and valued when this work happens in our August retreat, through professional development, and by virtue of distributing leadership to lead a whole community reflection, evaluation, and feedback loops - this is inclusive of attending all Wednesday morning collaboration and professional development. Additionally, our students provide feedback through CHKS, Youth Truth, and multiple NTN surveys. In Winter and Spring, we lead students through deliberate focus groups specific to feedback we receive on those surveys and growth in our stated goals: fidelity to PBL, connectivity to adults and community, rigorous education, support of personal goals.

2016 RESPONSE:

1. Students want more student connectivity and teachers who are skilled at negotiating team conflict.
2. Students note a significant improvement in facilitation of PBL and consistent assessment practices and feedback.
3. Students see a gap in mathematics, specifically to staff that has not been with Da Vinci for years.
4. Students see a need for more course offerings -- especially in the electives; they are traveling because they do not feel they have a choice to get a richer course offering.

2016 Response:
Our community is invited to give feedback through intentionally designed conversations. We ask those that host interns to provide feedback on specific students, but also patterns of our students over time. Our business and community partners are also invited to learning events, signature projects, and LCAP forums in order to provide feedback.

2016 RESPONSES:
1. Increase the "industry" perspective and relevance in projects where possible.
2. Build more opportunities for students to invite community into projects before presentation for feedback.
3. Create a more robust Intern Fair where business partners can help in the ideation of project design.

2016 RESPONSE:
New Tech Network uses multiple measures to analyze the work at Da Vinci Charter Academy in comparison to other New Tech schools and schools nationwide.

2016 RESPONSE:
1. Desire from New Tech to have DVCA pilot process for NTN to support continuation schools. Their request is that we pick a specific area of focus based on community feedback and access their coaching to support process and collection of metrics. Staff will use summer workshop facilitated through BIE to consider areas of focus from the "201" sessions: Gold Standard PBL Facilitation to inform their foci.

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.

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:

IMPACT ON LCAP 2015

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 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.

IMPACT ON LCAP 2015

Da Vinci parents consistently validated the perspective staff has regarding our technology. 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

Annual Update:

2016 UPDATE:

1. Staff has specifically used a process called Critical Friends consistently (once every 4-5 weeks) to evaluate projects for relevance and other learning standards. Staff has also created an ESLR (Expected Schoolwide Learning Result) of Learning Mindset and Professionalism. DVHS is deliberately piloting the separation of Learning MIndset from professionalism to better learn about how to teach and give feedback specific to learning mindset.

2. All DVCA math teachers attended the CPM training modules this summer and 4/5 of math staff continue to attend the UCD Math Project. The trainings have promoted consistent facilitation and assessment practices.

3. DVCA piloted a student training of Restorative Practices and counseling staff has presented at parent gatherings on developmental needs as well as a workshop for parents on restorative practices. We led parent groups in collaboration with community partners on DBT (dialectical behavior therapy) this spring with specific topics surrounding mental health. DVCA has put Wellness in our professional development rotation to consistently practice skills, but also better understand the impact of relationships and wellness on learning.

4. We've leaned heavily upon our special education staff to lead workshops on skillful differentiation and assessment practices as well as effective collaboration with paraeducators and parents. Our learning is turning toward a stronger understanding of Universal Learning Design with 100% of staff .

2016 UPDATE

1. Da Vinci purchased laptops for 9th grade in order to promote the 1:1 ratio and accommodate the loss of Chromebooks at DVJH to damage. This allowed all students at the JH to have a machine and puts us on a rotation wherein each site gets a set of new machines each year.

2. All DVCA math teachers attended the CPM training modules this summer and 4/5 of math staff continue to attend the UCD Math Project. The trainings have promoted consistent facilitation and assessment practices.

3. We continued to articulate our Coaching role -- specifically moving toward coach observation sessions and observations with a coach of other staff; coaching sessions and observation specifically focused on teacher generated questions and areas of need or growth contributed to design of professional development on Wednesday mornings.

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 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.

IMPACT ON LCAP 2015
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.

IMPACT ON LCAP 2015:
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 hose 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

4. We were able to host an evening where we trained parents on Restorative Practices last spring, Boosters created a survey on parent interest for learning, and in response, had counseling present on developmental considerations. Additionally, we've made plans for work with community resources on topics and skills training for depression, anxiety, self harm, drug abuse, etc.

2016 UPDATE
1. Continued work on DVCA wireless now has wireless capacity in every room with higher bandwidth and capacity.
2. We created a bank of computers and printing station within the presentation room as well as began an audit and repair rotation of 10 laptops per week to maintain technology and stop viruses.
3. Da Vinci "Dino Pack" moved toward meeting with their sophomore buddies throughout the year prior to signature projects and Da Vinci leadership classes have once monthly events intended to be all grade level and mixer in variety. Additionally, the student participants in Restorative Practices training are seeking momentum on a every-other-week lunch gathering that intends to hold circles and build community.
4. Chemistry and Physics staff spent significant review of projects with DVCA administration and coach to better match student expectation.

2016 UPDATE:
1. Held an internship fair, evening event with a broad purpose of encouraging students to take advantage of internships, encourage community to host interns.
2. Held restorative practices training for students specifically. Counseling staff met with every single sophomore with purpose of establishing goals and plans personally.
3. Counseling staff created space to meet with every senior (and a small, small minority of students did not attend the 1:1 meeting) to create "after DV" plans and more deliberately consider colleges or next steps.

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.

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, 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 Readinesss Assessment) as Seniors. This data is compared to the scores of Freshmen in participating colleges to communicate college readiness to New Tech Network students.

IMPACT ON LCAP 2015:
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.

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.

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. 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.

2016 UPDATE:
1. NTN has moved toward a "badging" process in lieu of certification; DVCA has used the badging process to better inform PD each Wednesday with all staff.
2. All DVCA math teachers attended the CPM training modules this summer and 4/5 of math staff continue to attend the UCD Math Project. The trainings have promoted consistent facilitation and assessment practices.

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 X 2 _ 3 X 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	2015-16 Professional Development, coaching, and adult learning facilitated by educational expertise in Project Based Learning, Leadership within PBL schools, and non-cognitive factors of learning: increase quality of facilitation in all subjects, but especially mathematics, use of restorative practices and trauma informed care, inclusion of diverse student learners, and access to college and career readiness. Metrics: Western Association of Schools and Colleges Progress Report on Goals one and two, staff participation CPM training, staff participation in workshops facilitated by Buck Institute and New Tech Network, workshop participation on restorative work, ACES, inclusion practices. 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: 2016-2017

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
Maintain relationship with New Tech Network -- two year contract agreement including staff training, echo licenses, and leadership training. This amount has been part of our assumed budget as part of our NTN (New Tech Network) relationship and this year staff is advocating for an every-other-year attendance to NTAC		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	Based on assessed needs Da Vinci professional development funds have been designated to support planning time and leadership guidance from within New Tech Network. Additionally, the budget serves to support our Learning Management System, professional relationship with the New

		English proficient _ Other Subgroups: (Specify)	Tech Network, and data capture they provide. 0001-0999: Unrestricted: Locally Defined State Funding $24, 000
Attend the New Tech Annual Conference. Each year there is an assumption within our budget for training to provide fidelity to Project Based Learning design and Facilitation. Staff, depending upon need and feedback, reaches consensus on whether leadership teams attend and replicate learning experiences with the whole staff or whether whole staff participation is appropriate.		X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Attendance and associated costs for PBL specific workshop and conferencing. State Funding $15,000

LCAP Year 2: 2017-2018

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
Maintain relationship with New Tech Network -- two year contract agreement including staff training, echo licenses, and leadership training. This amount has been part of our assumed budget as part of our NTN (New Tech Network) relationship and this year staff is advocating for an every-other-year attendance to NTAC and use of funds to attend local conferences specific to PBL.		X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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. Additionally, the budget serves to support our Learning Management System, professional relationship with the New Tech Network, and data capture they provide. 0001-0999: Unrestricted: Locally Defined State Funding $24,000
Attend the New Tech Annual Conference. Each year there is an assumption within our budget for training to provide fidelity to Project Based Learning design and Facilitation. Staff, depending upon need and feedback, reaches consensus on whether leadership teams attend and replicate learning experiences with the whole staff or whether whole staff participation is appropriate.		X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Attendance and associated costs for PBL specific workshop and conferencing.. 0000: Unrestricted Base $15,000

LCAP Year 3: 2015-16			
Expected Annual Measurable Outcomes:	Maintain 0 missing teaching misassignments, 100% participation in CCSS professional growth, and participation in Buck Institute and New Tech Network PBL coaching and learning workshops. 100% teacher use of Echo online learning platform and Da Vinci ESLR's (Expected Schoolwide Learning Results).		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain relationship with New Tech Network -- two year contract agreement including staff training, echo licenses, and leadership training. This amount has been part of our assumed budget as part of our NTN (New Tech Network) relationship and this year staff is advocating for an every-other-year attendance to NTAC and use of funds to attend local conferences specific to PBL.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	New Tech Contract, Echo licenses 0000: Unrestricted Base 24,000
FTE dedicated to coaching and fidelity of PBL instruction: this year includes coach at DVHS (.2) and Lead Teacher at DVJH (.2).		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional Coordinator and Lead Teacher 0000: Unrestricted Base 40,000
		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	0000: Unrestricted Base

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

GOAL 2:	We will maintain a 1:1 student to laptop ratio and purchases of technology that improve the facilitation of instruction, student learning experiences and industry standard programs	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	2016: Metric: student enrollment: DVCA laptop and bring your own device ratio, purchase reports of software and programs. 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: 2016-2017

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
Purchase of 50-70 Chromebooks and 50-70 Dell laptops.		X All - - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	As a continuation of our on-going cycle to refresh technology, we expect to purchase 50-70 laptops for student use at each site; our Junior High will need Chromebooks for ongoing refresh cycle and our high school will continue to purchase Dell laptops and warranties as part of their refrsh cycle.. This may be adjusted based upon assessed need. State Funding $100,000

LCAP Year 2: 2017-2018	
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
Purchase of 50-70 Chromebooks and 50-70 Dell laptops.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	As a continuation of our on-going cycle to refresh technology, we expect to purchase 50-70 laptops for student use at each site; our Junior High will need Chromebooks for ongoing refresh cycle and our high school will continue to purchase Dell laptops and warranties as part of their refrsh cycle.. This may be adjusted based upon assessed need. 0001-0999: Unrestricted: Locally Defined State Funding $70K
Audit of infrastructure through Quest diagnostics or like organization.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	As part of an ongoing effort to make sure our infrastructure is able to support the high wireless usage by students and staff, we will audit wireless ports, wiring, and functionality of the system seeking recommendations for evolving technology. $5,000

LCAP Year 3: 2015-16			
Expected Annual Measurable Outcomes:	We will maintain a 1:1 student to laptop ratio and purchases of technology that improve the facilitation of instruction, student learning experiences and industry standard programs		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
48 laptops were purchased to benefit students and staff; Teacher printers purchased as were several projectors to maintain high quality, technology rich, instruction.		X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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. 0000: Unrestricted $48K Software purchased and installed (Adobe) to mirror industry standard editing and creation; all DV laptops and those brought by students from home included in licensing. 0000: Unrestricted $3k

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 X 2 _ 3 X 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	METRIC 2016: DVCA will implement an ESLR for Learning Mindset, inclusive of staff consensus on methods for facilitating, assessing, and building learning mindset skills. Western Association of Schools and Colleges Progress Report on Goals 1 and 2. Additionally, DVCA will show consensus in grading and feedback practices as measured by Echo audits for ESLR usage. 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: 2016-2017	
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
All staff, certificated and para educators, participated in our "Pre Game" facilitated by leadership staff partners from the New Tech Network. Focus was upon adult learning and consensus on instruction, assessment, and aligned facilitation. Staff focus on Learning Mindset and Written Communication ESLR as well as use of Da Vinci data to seek areas of growth within subject matters began and pregame and was continued throughout the year inclusive of grading calibration, creation of shared rubrics in Written Communication, Learning Mindset, Oral Communication, and Professionalism. This year specifically, the New Tech Network has dramatically		X 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 rubric drafts. Wednesday morning professional development sessions will be used to promote this goal. 0001-0999: Unrestricted: Locally Defined State Funding $16,000

changed Echo, our LMS, and staff will use an additional two hour workshop block to better understand the LMS and how it can support formative assessments, individualized learning, and differentiation as appropriate in a PBL environment.			
These monies are assumed to be sub costs and staff is encouraged to take release time within teaching teams to collaboratively design projects and assess impact and rigor of existing projects.		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Based on assessed needs staff will use release time during 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 2: 2017-2018

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
All staff, certificated and para educators, participated in our "Pre Game" facilitated by leadership staff partners from the New Tech Network. Focus was upon adult learning and consensus on instruction, assessment, and aligned facilitation. Staff focus on Learning Mindset and Written Communication ESLR as well as use of Da Vinci data to seek areas of growth within subject matters began and pregame and was continued throughout the year inclusive of grading calibration, creation of shared rubrics in Written Communication, Learning Mindset, Oral Communication, and Professionalism.		X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	All staff, certificated and para educators, participated in our "Pre Game" facilitated by leadership staff partners from the New Tech Network. Focus was upon adult learning and consensus on instruction, assessment, and aligned facilitation. Staff focus on Learning Mindset and Written Communication ESLR as well as use of Da Vinci data to seek areas of growth within subject matters began and pregame and was continued throughout the year inclusive of grading calibration, creation of shared rubrics in Written Communication, Learning Mindset, Oral Communication, and Professionalism. This year specifically, the New Tech Network has dramatically changed Echo, our LMS, and staff will use an additional two hour workshop block to better understand the LMS and how it can support formative

			assessments, individualized learning, and differentiation as appropriate in a PBL environment. 0001-0999: Unrestricted: Locally Defined State Funding $14,000
These monies are assumed to be sub costs and staff is encouraged to take release time within teaching teams to collaboratively design projects and assess impact and rigor of existing projects.		_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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

LCAP Year 3: 2015-16

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
All staff, certificated and para educators, participated in our "Pre Game" facilitated by leadership staff partners from the New Tech Network. Focus was upon adult learning and consensus on instruction, assessment, and		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners	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

aligned facilitation. Staff focus on Learning Mindset and Written Communication ESLR as well as use of Da Vinci data to seek areas of growth within subject matters began and pregame and was continued throughout the year inclusive of grading calibration, creation of shared rubrics in Written Communication, Learning Mindset, Oral Communication, and Professionalism.		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	out comes, calibrate assessments and practices, as well as build staff capacity. 0000: Unrestricted 14,000
Da Vinci Charter Academy, with the help of publications class, made a consistent effort to poll alumni on experiences that promoted college readiness; Youth Truth Survey also revealed areas wherein we could better prepare students for a more diverse experience and rigor. As such, our teachers reviewed (in rounds throughout the year) and revised projects to increase literacy and rigor, specifically working with Seniors on a research writing project parallel with college research papers. Additionally, our staff collaborated with consultants from the UCD LGBTQUIA Resource Center in several sessions during the year to review projects, policy, and areas from improved perspective.		X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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 0000: Unrestricted $4,000

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 X 3 X 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Metric: DVCA will create a plan for Restorative Practices within the classroom and to build relationships, 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

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All Latino, Low income

LCAP Year 1: 2016-2017	
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
All staff experienced workshops and adult learning in restorative practices as part of a five week collaboration cycle and a staff facilitated workshop for students and parents. Additionally, counseling staff will attend deeper training in and out of the district on Trauma Informed Care and ACE's from regional experts. Our staff and		X All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ 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

students will, again, collaborate on a six-week parent learning event called The COMPASSion Project wherein parents and staff learned together about trauma, DBT (Dialectical Behavior Therapy) skills, and how to support our students most likely to struggle to access education due to trauma. Additionally, staff has already created plans for "on boarding" new hires in the basic tenants of restorative practice in efforts to have consistent and systemic understanding of the impact of healthy culture on student learning.		English proficient _ Other Subgroups: (Specify)	
Roughly one fifth of the Da Vinci population has needs met through 504 services and counseling has worked with skill to assure those students access to curriculum and support, inclusive of having our head counselor work on both sites throughout the year. A large portion of our students hold 504's specifically for anxiety and depression that impacts their ability to access curriculum and instruction at times. Counseling staff will continue to lead and partner with administration on coordination of staff and student learning around restorative work and trauma informed care through Wednesday collaboration and special events (like COMPASSion Project). Our counseling team will continue to "push in" to all classes to work on college career ready workshops, course request workshops, and individually meet with each student in efforts to establish personal academic and personal wellness goals that are revisited year-to-year and, as we move forward, in conjunction with after high school planning, internship selections, etc.		_ All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Da Vinci Charter Academy is making the assumption that we will continue to serve a high level of students on 504's, 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 $40,000
Da Vinci has our Dino Pack plan and facilitate our new student orientation which includes collaboration norms, community norms, and basic restorative practices. Additionally, students support new students prior to their first project and larger more public projects throughout the year.		_ 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
Da Vinci Junior High and Emerson collaboratively host		_ All	WEB already exists at our Junior High campus, but does not

WEB orientation and follow up supports.	OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
Da Vinci, like our colleagues, has been witness to many students unable to access curriculum consistently as a result of mental health and prolonged absences (often in Home Hospital). In a Project Based Learning setting this has significant impact on collaborative teams and on students when re-entering projects. Staff will explore and design curriculum structures and some units of study to complement the project based learning pedagogy in efforts to allow access to learning without the collaborative component.	_ All - - - - - - - - - - OR: _ Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient X Other Subgroups: (Specify) 504's and Mental Health	Work time of teaching and counseling team to design independent work model (home hospital curriculum) for students impacted by mental health absences. 0000: Unrestricted Base $1,000

LCAP Year 2: 2017-2018

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
All staff experienced workshops and adult learning in restorative practices as part of a five week collaboration cycle and a staff facilitated workshop for students and parents. Our staff and students will, again, collaborate on a six-week parent learning event called The COMPASSion Project wherein parents and staff learned together about trauma, DBT (Dialectical Behavior Therapy) skills, and how to support our students most likely to struggle to access education due to trauma. Additionally, staff will "on board" new hires in the basic tenants of restorative practice in efforts to have consistent and systemic understanding of the impact of healthy culture on student learning.		X All _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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 $6,000

Roughly one fifth of the Da Vinci population has needs met through 504 services and counseling has worked with skill to assure those students access to curriculum and support, inclusive of having our head counselor work on both sites throughout the year. A large portion of our students hold 504's specifically for anxiety and depression that impacts their ability to access curriculum and instruction at times. Counseling staff will continue to lead and partner with administration on coordination of staff and student learning around restorative work and trauma informed care through Wednesday collaboration and special events (like COMPASSion Project). Our counseling team will continue to "push in" to all classes to work on college career ready workshops, course request workshops, and individually meet with each student in efforts to establish personal academic and personal wellness goals that are revisited year-to-year and, as we move forward, in conjunction with after high school planning, internship selections, etc.	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Da Vinci Charter Academy is making the assumption that we will continue to serve a high level of students on 504's, 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
Da Vinci has our Dino Pack plan and facilitate our new student orientation which includes collaboration norms, community norms, and basic restorative practices. Additionally, students support new students prior to their first project and larger more public projects throughout the year.	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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
Da Vinci Junior High and Emerson collaboratively host WEB orientation and follow up supports.	X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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

LCAP Year 3: 2015-16	
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
All staff experienced workshops and adult learning in restorative practices as part of a five week collaboration cycle and a winter workshop was held with 20 students and five staff. Additionally, counseling staff experienced deeper training in and out of the district on Trauma Informed Care and ACE's. Our staff and students collaborated on a six-week parent learning event called The COMPASSion Project wherein parents and staff learned together about trauma, DBT (Dialectical Behavior Therapy) skills, and how to support our students most likely to struggle to access education due to trauma.		X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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 will also train student leaders and parents. 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. 0000: Unrestricted 6,000
Roughly one fifth of the Da Vinci population has needs met through 504 services and counseling has worked with skill to assure those students access to curriculum and support, inclusive of having our head counselor work on both sites throughout the year. Counseling staff		X All _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth	Da Vinci Charter Academy is making the assumption that we will continue to serve a high level of students on 504's, become more skilled at moving all students closer to a-g and college career readiness, as well as continue our restorative work. Counseling staff has also taken on the systematic

has also lead and partnered with administration on coordination of staff and student learning around restorative work and trauma informed care through Wednesday collaboration and special events (like COMPASSion Project). Our counseling team has also "pushed in" to all classes to work on college career ready workshops, course request workshops, and made appointments with all students in efforts for each student to establish personal goals that are revisited year-to-year and, as we move forward, in conjunction with after high school planning, internship selections, etc.	_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	connection with each and every student toward personal goal setting. As such, we anticipate a need for a continued counseling staff to support the work. 0001-0999: Unrestricted: Locally Defined $40K
Da Vinci has our Dino Pack plan and facilitate our new student orientation which includes collaboration norms, community norms, and basic restorative practices. Additionally, students support new students prior to their first project and larger more public projects throughout the year.	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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. 0000: Unrestricted $500
Da Vinci Junior High and Emerson collaboratively host WEB orientation and follow up supports.	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Da Vinci Junior High will continue to cooperate with Emerson Junior High to promote WEB to ease transition to junior high. $300

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 is school culture and attributes that correlate to success of identified sub-groups.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 X 8 X 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: 2016-2017

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
Da Vinci Charter Academy continues to support students (above the district average at nearly 10%) many students on 504's. In that group of students, many are identified as needing supports in accessing their education through a 504 as a result of depression and anxiety. Counseling staff has used considerable learnings about depression, anxiety, self harm, mental health, ACE's, and impact on learning in their support of students and families. Counseling teams have met with all students for personal goal setting, to include self-care		X All ------------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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 impact on learning. 0001-0999: Unrestricted: Locally Defined State Funding $5,000

and self-care goals. Staff will work with our Booster leadership to coordinate learning for parents and staff around wellness and stress during teen years; additionally, parent nights will be facilitated for each grade level by counseling to ease stress and anxiety around college readiness and process, specifically financial planning from local experts. There is also a present need to discuss drug use, abuse, and self harm as indicated by survey data; Da Vinci staff and parents will collaboratively present learning episodes to further a "wrap around" model of addressing these concerns.			
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 maintain smaller class sizes in math classes who house students below grade level.		X All OR: - - - - - - - - X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) <u>those achieving below grade level, on IEP's or 504's, and struggling to be a-g compliant.</u>	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. 0001-0999: Unrestricted: Locally Defined State Funding $20,000
Staff will continue to use results from New Tech Network culture and climate survey in conjunction with our Youth Truth Survey results. Staff, parents, and student focus groups looked at specific data points from each survey, develop questions, and good next steps. Ideally, looking at historical data will inform growth and more targeted next steps.		_ All OR: - - - - - - - - _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Da Vinci will use cyclical nature of professional development each week and monthly parent advisory to check data provided by New Tech Network, Youth Truth Survey results, and counselor provided feedback regarding the mental health, chronic hopelessness, and connectedness of our students.

LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Da Vinci Charter Academy continues to support students (above the district average at nearly 10%) many students on 504's. In that group of students, many are identified as needing supports in accessing their education through a 504 as a result of depression and anxiety. Counseling staff has used considerable learnings about depression, anxiety, self harm, mental health, ACE's, and impact on learning in their support of students and families. Counseling teams have met with all students for personal goal setting, to include self-care and self-care goals. Staff will work with our Booster leadership to coordinate learning for parents and staff around wellness and stress during teen years; additionally, parent nights will be facilitated for each grade level by counseling to ease stress and anxiety around college readiness and process, specifically financial planning from local experts. There is also a present need to discuss drug use, abuse, and self harm as indicated by survey data; Da Vinci staff and parents will collaboratively present learning episodes to further a "wrap around" model of addressing these concerns.		_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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
This year staff was able to teach five different study skills courses; these courses supported students in accessing their special education supports, students on 504's, and students identified by staff, the student themselves, or parents as needing support.		X All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient X Other Subgroups: (Specify) Those struggling to access curriculum at grade level	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

Staff will continue to use results from New Tech Network culture and climate survey in conjunction with our Youth Truth Survey results. Staff, parents, and student focus groups looked at specific data points from each survey, develop questions, and good next steps. Ideally, looking at historical data will inform growth and more targeted next steps.		_ All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Da Vinci will use cyclical nature of professional development each week and monthly parent advisory to check data provided by New Tech Network, Youth Truth Survey results, and counselor provided feedback regarding the mental health, chronic hopelessness, and connectedness of our students.

LCAP Year 3: 2015-16

Expected Annual Measurable Outcomes:	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Da Vinci Charter Academy continues to support students (above the district average at nearly 10%) many students on 504's. In that group of students, many are identified as needing supports in accessing their education through a 504 as a result of depression and anxiety. Counseling staff has used considerable learnings about depression, anxiety, self harm, mental health, ACE's, and impact on learning in their support of students and families. Counseling teams have met with every student for personal goal setting, to include self-care and self-care goals along with academic goals. Additionally, our team launched the COMPASSion Project in collaboration with local mental health care professionals, and have created a Wellness Team with students and staff to continue to promote Restorative Practices and student led learning around compassion in the community. Staff also facilitated two parent nights within our Booster Meetings about wellness and stress during teen years; additionally, parent nights were facilitated for each grade level by counseling to ease stress and anxiety around college readiness and process.		X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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 impact on learning. 0000: Unrestricted Base $3,000
This year staff was able to teach five different study skills courses; these courses supported students in		X All _ _ _ _ _ _ _ _ _ _ _ _ OR:	Da Vinci intends to continue to staff our study skills and support opportunities in a way that serves students beyond

accessing their special education supports, students on 504's, and students identified by staff, the student themselves, or parents as needing support.	_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	IEP's and qualified 504's. This will be based upon assessed needs. 0000: Unrestricted Base 20,000
This year staff was able to use results from New Tech Network culture and climate survey in conjunction with our Youth Truth Survey results. Staff, parents, and student focus groups looked at specific data points from each survey. From those meetings each group generated questions (e.g. how many of the chronically hopeless are receiving services, is drug use correlated with depression, etc.) that drove follow up with student focus groups. These meetings generated work in developing parent education workshops, staff development topics, and counseling one-on-one interview questions.	X All _ _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Da Vinci will use cyclical nature of professional development each week and monthly parent advisory to check data provided by New Tech Network, Youth Truth Survey results, and counselor provided feedback regarding the mental health, chronic hopelessness, and connectedness of our students. 0000: Unrestricted Base 0

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

GOAL 6:	2016: We will increase effective communication and engagement with our parents to promote partnerships of value and include parent perspective in our decision making.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 X 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: 2016-2017	
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
In partnership with the Da Vinci Boosters we have changed the format of many community events with the sole purpose of engaging parents in different manners and to build relationships. DVCA has taught an Echo Night with a focus upon understanding Echo, understanding Project Based Learning as a pedagogy, and meeting one another as parents. All nights hosted by counselors (for each parent group) have ended in small group circles (8-10) with intention of building parent-to-parent relationships. Our campus has hosted two six week sessions of Figure Drawing for the community that have been well attended and our COMPASSion Project hosted over 50 parents in learning about parenting, mental health, stress, and coping skills This year we intend to also facilitate at least one session of Parent Project for parents who need support from our community and one another as their student is acting out in dangerous or illegal ways. Our Boosters will continue their own Facebook page and in conjunction with listserve communicate and celebrate events and give opportunities for involvement with significantly more posts and messages than staff has been able to do ourselves. Our staff is committed to teaching parents how to access the new Learning Management system, inclusive of hosting additional workshops on navigating Echo and thinking about appropriate use of technology.		_ All - - - - - - - - - - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Based on assessed needs, Da Vinci Charter Academy will continue to support our Booster Club in their Parent Engagement and Connection events and classes. 0001-0999: Unrestricted: Locally Defined State Funding $5 000 0001-0999: Unrestricted: Locally Defined State Funding

Through our internship coordinator, staff, and business partners, we will invite every DVCA parent to a learning event specific to thinking about college and finances. Counseling staff will embed some information in their college nights and DVCA Boosters will host the workshop as well as seek feedback on how to increase impact.		X All ------ OR: X Low Income pupils X English Learners X Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	Our parents, specifically those interested in supporting their college bound students seek specific information on how to discuss finances and how to plan for financial impact with their student. We will, collaboratively with Boosters, create conditions for local resources to support our families and students. 0001-0999: Unrestricted: Locally Defined State Funding $2,000
		_ All ------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	State Funding

LCAP Year 2: 2017-2018			

Expected Annual Measurable Outcomes:	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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
In partnership with the Da Vinci Boosters we have changed the format of many community events with the sole purpose of engaging parents in different manners and to build relationships. DVCA has taught an Echo Night with a focus upon understanding Echo,		X All ------ OR: X Low Income pupils X English Learners X Foster Youth	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 0001-0999: Unrestricted: Locally Defined State Funding

| understanding Project Based Learning as a pedagogy, and meeting one another as parents. All nights hosted by counselors (for each parent group) have ended in small group circles (8-10) with intention of building parent-to-parent relationships. Our campus has hosted two six week sessions of Figure Drawing for the community that have been well attended and our COMPASSion Project hosted over 50 parents in learning about parenting, mental health, stress, and coping skills This year we intend to also facilitate at least one session of Parent Project for parents who need support from our community and one another as their student is acting out in dangerous or illegal ways.
Our Boosters will continue their own Facebook page and in conjunction with listserve communicate and celebrate events and give opportunities for involvement with significantly more posts and messages than staff has been able to do ourselves.
Our staff is committed to teaching parents how to access the new Learning Management system, inclusive of hosting additional workshops on navigating Echo and thinking about appropriate use of technology. | | X Redesignated fluent English proficient
_ Other Subgroups: (Specify) | |
| Through our internship coordinator, staff, and business partners, we will invite every DVCA parent to a learning event specific to thinking about college and finances. Counseling staff will embed some information in their college nights and DVCA Boosters will host the workshop as well as seek feedback on how to increase impact. | | X All
‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾
OR:
X Low Income pupils
X English Learners
X Foster Youth
X Redesignated fluent English proficient
_ Other Subgroups: (Specify) | Our parents, specifically those interested in supporting their college bound students seek specific information on how to discuss finances and how to plan for financial impact with their student. We will, collaboratively with Boosters, create conditions for local resources to support our families and students. $2,000<hr> 0001-0999: Unrestricted: Locally Defined State Funding |

LCAP Year 3: 2015-16			
Expected Annual Measurable Outcomes:			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
As a site we attempted to model our open hours upon the existing model at DSH and parent turn out (and		_ All ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ ‾ OR:	Based on assessed needs and success of implementation year, we will continue to host a technology center and classes

response) was minimal. Da Vinci Staff and parents agree that this is less useful for Da Vinci parents, but that they would be interested in technology classes specific to safety and digital citizenry in the future. No monies were spent as we were unable to get a population to attend.		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	for the greater community. 0000: Unrestricted Base 10,000
In partnership with the Da Vinci Boosters we have changed the format of many community events with the sole purpose of engaging parents in different manners and to build relationships. DVCA has taught an Echo Night with a focus upon understanding Echo, understanding Project Based Learning as a pedagogy, and meeting one another as parents. All nights hosted by counselors (for each parent group) have ended in small group circles (8-10) with intention of building parent-to-parent relationships. Our campus has hosted two six week sessions of Figure Drawing for the community that have been well attended and our COMPASSion Project hosted over 50 parents in learning about parenting, mental health, stress, and coping skills. Our parents communicate opportunities to learn together help them feel more connected to one another and site staff. Our Boosters have also started their own Facebook page and in conjunction with listserve communicate and celebrate events and give opportunities for involvement with significantly more posts and messages than staff has been able to do ourselves.		X All _ _ _ _ _ _ _ _ _ _ _ _ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Based on assessed needs, Da Vinci Charter Academy will continue to support our Booster Club in their Parent Engagement and Connection events and classes. 0000: Unrestricted Base $5,000

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 X 2 _ 3 X 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	Da Vinci Charter Academy
	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 80% of teachers will have participated in CCSS professional growth	Actual Annual Measurable Outcomes:	1.1. 2015-16 Maintained zero teacher mis-assignments among DVCA staff 1.2.a. 2015-16 80% of DVCA teachers participated in CCSS professional growth.

LCAP Year: 3			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	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	Seven staff attended the NTAC conference -- though as several of us presented on Restorative Practices, the expenditure was lesser. During this time, key visioning was established inclusive of a distributive leadership model, development of a professional development cycle, and deliberate teaching strategies toward "Learning Mindset" were articulated as specific goal this year. Clear progress was made as staff and PD continued these initiatives througought the year, inclusive of consensus on a rubric and PD sessions that included a shift to Learning Mindset and feedback on staff perspective of the PD cycle.	11,000 0000: Unrestricted Base

Scope of Service $6, 000 X All ------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service : All students benefited from PD cycle that included specific strategies of pedagogy to support PBL, restorative practices, trauma informed care, curriculum review cycles, and looking at student work. X All ------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Instructional coach to meet and lead new and veteran staff in project development and facilitation.	Instructional coaching position, .20 FTE 0000: Unrestricted State Funding $20,000	Our Instructional Coach takes on a large role in the "on boarding" of new staff for the instruction of PBL 101 in the summer and first weeks of school. Through out the school year the position supports instruction to have fidelity to the model, plans adult learning, observes teachers for non evaluative feedback, and looks for needs in facilitation to drive our professional learning Wednesdays. Additionally, our Instructional Coach took on the leadership role during our Wednesday collaborative time, inclusive of coaching staff prior and after given the weekly topic and planning of adult learning sessions. Desired outcomes were achieved in that during audits of projects, all but three Da Vinci staff presented curriculum showing fidelity to PBL model and sought feedback to align to CCCS as well as DV Constitution. Additionally, student focus groups reflect that DV staff was more aligned in their facilitation and feedback strategies	0000: Unrestricted Base

		this year in compared to years past.	
Scope of Service X 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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Da Vinci staff has reflected that their preference is to take advantage of Buck Institute of Education for workshops this summer (2016); from their perspective, their craft improves by experiencing different learning episodes specific to Project Based Learning, not always that of a New Tech coach or event. They are most interested in learning about high quality facilitation as design components are well articulated; this is consistent with student and parent feedback with a need for skillful facilitation. As we are without a coach for 2016-17, we intend to look to skilled staff who may be willing to take on the role and design systems to fit support of the junior high and high school future forward.		

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 X 2 X 3 X 4 X 5 X 6 X 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All Latino, Low income

Expected Annual Measurable Outcomes:	2.1. Maintain DVCA school building overall rating of "Good" or "Exemplary"	Actual Annual Measurable Outcomes:	2.1. Maintained DVCA school building overall rating of "Good" or "Exemplary"

LCAP Year: 3

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Da Vinci will continue to purchase new laptops for our 9-12 grade to cycle into our existing laptops for student use.	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	Da Vinci purchased 48_ laptops for the high school, inclusive of sending 100 laptops to Da Vinci Junior High 9th grade.	56,000 0000: Unrestricted Base
Scope of Service X 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)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	After use of Dell laptops for one year, students and staff at Da Vinci Junior High request going back to Chromebooks throughout the Junior HIgh; their sense is that this is more easily accessed for storage and repair, but also used more when all students (due to cross grade classes) are working from the same platform.

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 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 X 2 _ 3 X 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All Latino, Low income

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%	Actual Annual Measurable Outcomes:	3.1. 79% of DVCA teachers participated in DJUSD professional growth that addressed the use of assessments to improve student learning 3.1.b. Maintained the provision of 100% sufficient textbooks and instructional materials for each student in core curriculum areas by 10/15/2015. 3.1.c. 100 % of site administrators made five or more classroom observations per month and provided teachers with specific feedback about the use of instructional strategies that support the implementation of the Common Core. 3.2.a. Baseline 2015 CAASPP, 67% of DVCA students met or exceeded grade level standards in English Language Arts; 59% of DVCA students met or exceeded grade level standards in mathematics. Socioeconomically disadvantaged: ELA 41%, Math 25% 3.2.b. California's API continues to be suspended. 3.3.5.6% of DVCA 7th-12th grade students had one or more Semester 2 grades of D and/or F in English Language Arts, 6.0% had one or more Semester 2 grades of D and/or F in mathematics.

		3.4.a. 0% DVCA middle school dropout rate; met <.5% target.
3.4.b. Maintain high school dropout rate at lower than 2.0%		3.4.b. 0% DVCA high school dropout rate; met <2.0% target.
3.4.c. Maintain high school graduation rate of 96% or higher		3.b.c. 97.1% high school graduation rate (100/103); met target.
3.5. 80% of parents will utilize online access to student assignments and grades		3.5. 100 % of DVCA parents are able to utilize online access to students assignments and grades

LCAP Year: 3

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	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	Beginning this summer, and carrying on through the school year, our staff created a rubric specific to Learning Mindset. By semester two, high school staff (100%) were piloting use of Learning Mindset as grading category and outcome; additionally, staff spent professional development time invested in specific methods of teaching, giving feedback, and assessing learning mindset. Staff was also able to calibrate surrounding the ESLR's of Oral Communication wherein 100% of staff were within two points of one another on a shared, school wide rubric. The work continues on Written Communication. A rubric has been created and is used 7-12, though calibration is still evolving.	
Scope of Service X 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)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	It is expected that our Junior High will follow suit with use of Learning Mindset as an ESLR in our grading outcomes. Additionally, staff will use data and information collected during the pilot semester to inform consensus, policy, and instructional alignment. Our staff agrees to continue calibration surrounding written communication and wants to turn toward the Critical Thinking and Curricular LIteracy ESLR's in the next two years.

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 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 X 3 X 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All Latino, Low income

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 4.3.a. Increase by 5% the number of students meeting 5 or more fitness standards on the Physical Fitness Test 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%	Actual Annual Measurable Outcomes:	4.1.100% of DVCA teachers participated in professional growth addressing differentiation; did meet growth target. 4.2.a.b. 100 % of Da Vinci High students participated in personal and academic goal setting; at least 1/3 of Da Vinci Junior HIgh students participated in personal goals setting. 68% of DVCA. 4.3.a. ___% of DVCA 5th, 7th and 9th grade students met 4 or more fitness standards on the Physical Fitness Test. 4.4.a. 14.0% of DVCA 9th-12th grade students participated in Career Technical Education (CTE) courses. 4.4.b. In 2014-15,? of 11th-12th grade DVCA students completed a CTE pathway sequence. 4.4.c.i. In 2014-15, 9th-12th grade DVCA students enrolled in the UC/CSU required courses at the following rates: a. 93% History/Social Science (2 yr requirement) b. 82% English Language Arts (4 yr requirement) c. 91% Mathematics (3 yr requirement) d. 88% Lab Science (2 yr requirement) e. 30% Foreign Languages (2 yr requirement) f. 35% Visual & Performing Arts (1 yr requirement) 4.4.c ii. 99% of the 2014 DVCA graduates completed the UC/CSU a-g requirements;

	4.4.d. 31.3% of 2014-15 DVCA students enrolled in AP courses.
	4.4.e. .5% of 2014-15 11th & 12th grade DVCA students took an AP exam.
	4.4.f. 100% 2014-15 DVCA Advanced Placement passage rate with a score of 3 or more (1 student).
4.4.d. Maintain enrollment in AP courses	4.4.g. Based on the CSU Early Assessment Program (EAP) criteria, In English Language Arts, 45% of 2014-15 DVCA 11th grade students were ready for college ELA and 39% were conditionally ready; in mathematics, 31% were ready and 41% were conditionally ready for college mathematics.
4.4.e. Increase Advanced Placement test taking rate by 10%	
4.4.f. Increase Advanced Placement passage rate by 5%	4.5.a. 95.2284% DVCA attendance rate in 2014-15.
4.4.g. Increase EAP preparation rate by 2%	4.5.b. 5.9% DVCA chronic absenteeism rate in 2014-15.
4.5.a. Maintain annual attendance rate at 95% or higher	
4.5.b. Decrease by 2% chronic absenteeism rate	

LCAP Year: 3

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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 team created that met bi-weekly, and student training begins this summer (by staff). A grant funded the bulk of traiing, but monies were dedicated beyond the grant to pay staff for time in training outside school hours.	$5,000 0001-0999: Unrestricted: Locally Defined State Funding	Staff continued training (within our professional development cycle, at least once every five weeks) so that all staff continued skill building. A student training was facilitated, as were two separate parent meetings.
This idea of working "with" our students instead of doing things "to" them resonated with our goal of personalizing student ambitions (personal and academic). As such, counseling was able to meet with all Sophomores and Seniors personally about goals and transition. Each Junior was able to	$2,000 0000: Unrestricted 0

		meet specifically regarding a-g requirements, course selection, and post-DV goals as well. In our Junior HIgh, our counselor and staff were able to meet with each 9th grader in parallel fashion and all 7th graders worked on goals within R and C class.	
Scope of Service X 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)	
	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	As we were able to train all staff, our "on boarding" of new staff includes training provided by current staff members and students. This training is also perpetuated through a portion of "Friendship Day by students, our Dino Pack indoctrination, and this year when we hosted a site institute teaching other educators within the New Tech Network about Restorative Practices.	
X All		_ All	

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)	
	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	Students entered the classes before "The Island Project" (first project) and prior to "WWI Night" as this is a high stakes pubic event. They hosted the orientation prior to school start and this team will be present for summer training alongside teachers.	$200 0000: Unrestricted Base
X All - OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ 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.	This continues to be a collaborative effort with Emerson junior High.	$200 0000: Unrestricted Base

	0001-0999: Unrestricted: Locally Defined State Funding $250		
X All ------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ------ OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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?	There is an increasing drive to work toward providing "internship like" opportunities to our Junior HIgh, if even shadow days outside of school walls. Additionally, we are investigating the possibility and logistic challenges of students tracking their own growth through DVCA, movement toward their goals, in a portfolio "defense of graduation" presentation. While early, students are positive and intrigued, as are families. Da Vinci also intends to address tardies and absences that fall into chronic, though not truant, categories with deliberate conferencing earlier than when the traditional truancy threshold.

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 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 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All Latino, Low income

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	Actual Annual Measurable Outcomes:	5.1.a. 2014-15 1.4% unduplicated home suspension rate for all DJUSD students. 5.1.b. 2014-15 2.4% unduplicated home suspension rate for all DJUSD students. 5.1.c. 2014-15 .02% expulsion rate for all DJUSD students, met <.05% target. 5.2. For all DJUSD students, 2014-15 57% of 5th grade students, 41% of 7th grade students, 36% of 9th grade students, 43% of 11th grade students reported a sense of connectedness with an adult on campus, a decrease from prior survey results of 58% of 5th grade students, 42% of 7th grade students, 42% of 9th grade students, 66% of 11th grade students.

LCAP Year: 3			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual 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.	$2,000 on continued staff training in facilitating restorative conferencing and building a restorative culture.	Two additional staff were training in the four day IIRP model and all staff collaborated on training of restorative work and training with students..	$2,000 0000: Unrestricted Other $10,000

Scope of Service		Scope of Service	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
	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	This scheduling allowed for five classes of study skills as well as all students, specifically those who are demonstrating a challenge to access education, to have small class instruction specific to executive function, goal setting, and more support in key academic courses. This enabled two credentialed teachers to support both their case load for Special Education, but also to use their considerable differentiation and case management skills in support of other students.	$40,000 0000: Unrestricted Base $40,000
_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English		Scope of Service _ All OR: _ Low Income pupils _ English Learners	

proficient X Other Subgroups: (Specify) <u>Under grade level performers, SpEd,</u> <u>and many who have historically</u> <u>represented the achievement gap.</u>		_ Foster Youth _ Redesignated fluent English proficient _ 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?	In looking at Healthy Kid Survey juxtaposed up against our Youth Truth and New Tech Data we were all (students, staff, and parents alike) struck by the impact of mental health on our students and families -- specifically reports of depression and chronic hopelessness. It is our intent to support parents in learning about mental health and teens, but also to re-evaluated a multi-tiered approach to support of our students through staff, but especially our counseling and administrative team. We also intend to integrate at least one cross class learning episode to increase student sense of community with upper and lower classmen; this is likely going to be engaging in a community wide "Project Slice" facilitated by all staff with whole staff participation in learning.		

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 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 X 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	
	Applicable Pupil Subgroups:	All Latino, Low income

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	Actual Annual Measurable Outcomes:	6.1.a. 356 parents completed the California Healthy Kids Survey. 6.1.b. In 2014-15 87% of surveys submitted by parents had positive responses about district communication. 6.2. In 2015-16 371 parents/staff members participated in the DJUSD Parent Engagement Night or the School Governance Workshop; additionally, an average of 122 parents participated in elementary schools' Math and/or Literacy Nights with their children. 6.3 In 2015-16 DJUSD increased district-sponsored events that support academic learning at home from 2 to 3 district wide events, introducing the School Governance Workshop in Fall 2015. 6.4. In 2015-16 371 Local Control and Accountability Plan surveys were submitted, a 25% increase in LCAP surveys.

LCAP Year: 3			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
X All OR: _ Low Income pupils		_ All OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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.	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		
Scope of Service		Scope of Service	

_ All OR: X Low Income pupils X English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ 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 staff and parents instead intend to continue parent learning events like our COMPASSion Project and evenings facilitating conversation with parents about 21st Century Learning, Digital Citizenry, and Developmental Stages of Teens. In this way, our families are more engaged and more often on campus. It seems our Junior High parents also desire a learning and working relationship with one another (a parent community) and would like our support in community service like events wherein we can all work and learn together.		

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	**3 Annual Update Budgeted**	**3 Annual Update Actual**	**2016-2017**	**2017-2018**	**2015-16**	**2016-2017-2015-16 Total**
All Funding Sources	143,500.00	50,000.00	213,500.00	62,650.00	102,000.00	378,150.00
Base	0.00	40,000.00	1,000.00	15,000.00	102,000.00	118,000.00
Other	0.00	10,000.00	0.00	0.00	0.00	0.00
State Funding	143,500.00	0.00	212,500.00	47,650.00	0.00	260,150.00

Total Expenditures by Object Type						
Object Type	**3 Annual Update Budgeted**	**3 Annual Update Actual**	**2016-2017**	**2017-2018**	**2015-16**	**2016-2017-2015-16 Total**
All Expenditure Types	75,500.00	50,000.00	98,500.00	62,650.00	102,000.00	263,150.00
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	20,000.00	50,000.00	1,000.00	18,000.00	102,000.00	121,000.00
0001-0999: Unrestricted: Locally Defined	55,500.00	0.00	97,500.00	44,650.00	0.00	142,150.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**3 Annual Update Budgeted**	**3 Annual Update Actual**	**2016-2017**	**2017-2018**	**2015-16**	**2016-2017-2015-16 Total**
All Expenditure Types	All Funding Sources	75,500.00	50,000.00	98,500.00	62,650.00	102,000.00	263,150.00
	State Funding	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	0.00	40,000.00	1,000.00	15,000.00	102,000.00	118,000.00
0000: Unrestricted	Other	0.00	10,000.00	0.00	0.00	0.00	0.00
0000: Unrestricted	State Funding	20,000.00	0.00	0.00	3,000.00	0.00	3,000.00
0001-0999: Unrestricted: Locally Defined	State Funding	55,500.00	0.00	97,500.00	44,650.00	0.00	142,150.00

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).

01-13-15 [California Department of Education]