LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Davis Joint Unified School District		
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

As a public magnet school and dependent charter, Da Vinci Charter Academy offers a small learning community with a project-based learning (PBL) instructional approach, built upon state standards. The school offers an innovative, technology-enhanced alternative to the traditional delivery of curriculum in grades 7-12. Da Vinci's junior high shares a campus with a traditional junior high school (Emerson), and includes grades 7-9. Da Vinci's 10-12 grade high school program exists on a multi-use campus at a separate site which is a converted elementary school. Some Da Vinci Junior High students are concurrently enrolled in Emerson Junior High classes, and some Da Vinci High School students are concurrently enrolled in courses at DJUSD's comprehensive, traditional high school, Davis Senior High School (DSHS). Concurrent students are involved in various language, music, career-tech, or science programs that are not offered at Da Vinci Charter Academy. Grade 7-9 students are enrolled from elementary schools within DJUSD as well as from neighboring communities. Da Vinci recruits students from DJUSD junior high schools and accepts students from neighboring communities. Both sites are small learning environments and have been Demonstration Sites for the New Tech Network in past years.

Initially supported by both the Gates Foundation and a federal Smaller Learning Community Grant, Da Vinci Charter Academy is a 13-year member of the New Tech Network. Da Vinci Charter Academy's curriculum includes the integration of humanities, arts, mathematics, sciences, and other electives, all centered around innovative thinking and learning. Students are active participants in their education, learning from peers, local professionals, and their teachers. Presentations, collaborative projects, classroom discussions, and inquiry-based activities all emphasize engagement and critical thinking, with authentic real-world connections. Da Vinci's Internship Program, a voluntary program which provides students with professional work experience, extends classroom learning into the local business world. Students are matched with internships based on career interests and complete at least 45 hours of work in a semester. In today's job market, this sort of real-world experience is essential and gives students the opportunity to explore different career paths, acquire valuable job skills, and build a sense of responsibility and accountability. Da Vinci's learning outcomes are focused on the development of the whole child and acquisition of 21st century skills.

An additional component of Da Vinci's model requires the establishment of a strong school community. Da Vinci has complemented its unique instruction with a new approach to conflict and culture building across campuses through implementation of a Restorative Practices Referral System that allows all community members to access a protocol and the support of a staff facilitator to resolve conflict. Da Vinci provides peer mentoring through Dino Pack, a group of upperclass students who can be called upon to support academic and emotional needs of younger students, and Homework Club, a school sponsored homework space that provides both adult and peer support.

Da Vinci's instructional model places students in collaborative teams and equips them with current technology that plays a significant role in the support and reinforcement of the curricular model. Students, staff, and parents access curriculum and student performance data on a continuous basis as a tool for learning, collaboration, and communication. Parents use the Learning Management System (LMS) known as Echo to access student work, daily assignments, course agendas, and grades. Students are issued a school computer, or they opt to bring their own device, which is used to access course content and to submit course assignments through Echo. In addition, Da Vinci shares information across the New Tech network of 200 schools which provides access to networking, PBL best practices, resources, and curriculum. Da Vinci's ability to implement and sustain a curriculum that is highly supported by technology has served as a model for other New Tech Network schools.

Units of study are developed by teachers using established state content standards and Common Core standards. These units of study are developed as project-based learning (PBL) experiences which follow established design guidelines focused on student inquiry and development of our Expected School-wide Learning Results (ESLR's). These project-based learning experiences include a focus on both traditional and digital research activities culminating with formal, summative presentations that are assessed through a public demonstration of work which can include an audience of peers, teachers, or community members. Assessments are varied but always aligned to Da Vinci's ESLR's, upon which letter grades are based. These ESLR outcomes are:

Curricular Literacy   Written Communication
Collaboration   Oral Communication
Learning Mindset   Critical Thinking
Professionalism   Technological Literacy

All the outcomes, along with all major student work products are assessed using rubrics that are aligned with the above Expected School-wide Learning Results (ESLR's).

LCAP HIGHLIGHTS

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

The 2016-17 Da Vinci Charter Academy LCAP includes updates on the past academic year:

- 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.

- 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

- 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.

- We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

- 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.

- We will increase effective communication and engagement with our parents to promote partnerships of value and include parent perspective in our decision making.

Da Vinci Charter Academy LCAP introduces the following goals for 2017-2020:

1. Staff Development and School Culture: Da Vinci will continually develop a staff that effectively and consistently implements inquiry-based instruction using a PBL model and create and maintain a school culture that supports social and emotional learning.

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

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

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

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Da Vinci has made the following progress:

Goal 1 - Da Vinci's 7-12 Charter continues its weekly Professional Development rotation that includes structured opportunities for improving systems and instruction through a Critical Friends process, supports for students that are struggling through an S.O.S. process, professional development on PBL design and implementation, ongoing staff education on wellness and restorative practices, and a charter-wide focus around improved student engagement. In 2016-17, this rotation was put in place for staff at all grade levels which has allowed for more consistency and articulation between the junior high and high school sites.

Goal 2 - Da Vinci continues to make strides in maintaining and growing a technologically advanced school infrastructure that reflects a modern work environment. The annual technological expenditures support its 1:1 laptop ratio across both campuses. At the junior high, expenditures towards the maintenance of existing Chromebooks and the purchase of new Chromebooks ensures all students have access to technology. At Da Vinci High School, expenditures on new laptops allow it to continue the 1:1 ratio. Additional expenditures provided upgrades to the existing wireless Internet infrastructure. These expenditures included a diagnostic overview of the performance of the of the current wireless infrastructure and the purchase and installation of additional wireless access points (one per classroom). These upgrades allow all 10-12 students have consistent, reliable access to technology.

Goal 3 - Da Vinci continues to excel in its high school graduation rates. The CA Dashboard metric shows Da Vinci as "blue" indicating a significant increase of 2.4% in graduation rates for all students. Additionally, the subgroups of students with disabilities and Hispanic students all showed increases of 2% or higher.

Goal 3 - Da Vinci increased math proficiency as measured by the CAASPP for all students by 12.8%. The performance of Da Vinci's students with disabilities increased by 10.8%, while the largest increase was among socioeconomically disadvantaged students (24.1%) and white students (19%). Da Vinci has also

met its metrics for success in accordance with its 2013-14 WASC Action Plan item relating to math. The baseline scores for grades 7,8 and 11 collectively for math assessment on the 2014-15 SBAC indicate that 118 out of 242 did not meet the standard, or 48.76% of students. In 2015-16, 105 out of 259 did not meet the standard, meaning that 40.50%, or 8.26% less than the prior year, of students did not meet standard. These metrics demonstrate increased math performance over the last two years.

Goal 4 - Da Vinci has made progress on its goal of supporting students in setting personal, academic, and social goals. This year, counseling staff has met with every 10th grade student and his or her family. In these student-led conferences, students articulate their SMART goals, which include their academic goals for their high school career and their social development goals. Each student's four-year plan and transcript is also reviewed. Counseling staff conducted in-class sessions with juniors to begin the college and career planning process. Counseling staff also met with every 12th grade student to review progress on their SMART goals and to develop their post-high school plan. These meetings includes support of the college admissions process or post high school planning and resources for college and career success.

Goal 5 - In addition to DJUSD-wide surveys, Da Vinci's Newtech Network affiliation has allowed it to implement additional culture and climate surveys. Each of these surveys validates Da Vinci's efforts create an inclusive and safe community as each survey expresses positive data regarding students' relationships with each other and with their teachers.

Goal 6 - Da Vinci has been able to sustain and improve upon its community and parent connections. This year, Da Vinci purchased and implemented a new iteration of its Learning Management System (LMS) known as Echo. This LMS provides a platform by which teachers can communicate course assignments, agendas, grades, resources and announcements to students and parents/guardians via a web-based site. Additionally, Da Vinci added a Student Landing Page to the LMS allowing for frequent updates for student information such as schedule changes, events, clubs, and outside of school opportunities. The Da Vinci website was modernized and updated at the beginning of the year to a more user-friendly, secure format. The junior high and high school programs were clearly delineated, and event calendars for each site were made more accessible. The application process and portions of the registration process are being transitioned from paper-based to digital as a component of the website.

In addition to the stated goals, Da Vinci will utilize a College Readiness Block Grant awarded by the State of California in the amount of $75,000. Da Vinci is in the process of implementing several actions and services that will provide direct benefit to the academic, personal, and social goals of its Unduplicated Students. The actions and services include supports for college entrance exams, subsidized exam and admission fees, and mental health and wellness supports from local clinicians.

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

GREATEST NEEDS

While overall Performance in the Suspension Rate LCFF indicator for All Students showed an overall decline of 0.4%, two subgroups, placed in the "Orange" category, showed an increase in rate of suspension. Asian students showed a "significant increase" of 4.4% and Socioeconomically Disadvantaged Students showed an "increase" of 0.4%. Suspension rates for Students with Disabilities showed a decrease of 0.3%, but the overall status remains "High", in the "Yellow" level of performance at a rate of 6.6%.

Da Vinci is in year three of implementing Restorative Practices as a school-wide approach to addressing conflict on campus. Restorative Practices utilizes alternatives to suspension while still maintaining safety for students and accountability for student behavior on campus. Da Vinci will continue to utilize Restorative Practices as a way to decrease suspensions, especially for the subgroups noted above. While suspension numbers have remained consistent at Da Vinci Junior High in 2016-17, the numbers at Da Vinci High School, which has implemented Restorative Practices Formal Conferencing, have already seen a downward trend in suspensions from 12 in semester 1 to only 8 in semester 2.

Currently, no other performance indicators show performance in the "Orange" or "Red" levels, or even the "Yellow" level.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Under Da Vinci's LCFF suspension indicator, there are two subgroups that are below all student performance: Socioeconomically Disadvantaged and Asian students. Both groups are two levels below All Student performance. Da Vinci's African-American subgroup shows a significant increase in suspensions (although the student number falls below the reportable threshold for establishing a colored performance indicator).

Da Vinci's response to these levels will be our continued implementation of Restorative Practices as an alternative to traditional suspensions. First, Da Vinci provides continuous training to existing and new staff on Restorative Practice implementation campus-wide. Secondly, Da Vinci has expanded its work with students and our community, offering opportunities where both students, parents, and community members can work with the school's restorative focus. Lastly, a referral system is in place at both the junior high and high school sites, with a paid Restorative Practices Coordinator at each site to facilitate the restorative process.

Under Da Vinci's LCFF ELA indicators, its Socioeconomically Disadvantaged students and its Students with Disabilities did show significant increase in achievement, but they do continue to perform two levels below All Students. Under Da Vinci's LCFF math indicators, its Students with Disabilities showed an increase in performance, but they continue to score two levels below All Students.

Da Vinci's response to the LCFF math performance indicators will be a continued emphasis on reducing class sizes in math, increased CPM training for math teachers, fully transitioning to the Common Core pathway, adding additional math FTE for support, utilizing standard placement assessments to ensure proper placements, and expanding peer and mentor tutoring opportunities. Da Vinci endeavours to place students from subgroups that are falling below performance levels with proper supports within the school day (e.g. tutors and supports in study skills classes).

Da Vinci's response to the LCFF ELA indicators will be a continued emphasis on articulating literacy and written communication expectations in grades 7 through 12. Humanities staff is engaging in the process of identifying performance indicators through standardized written communication rubrics and establishing texts for each grade level with the intent of focusing more intentionally on specific content and skills at each grade level. Additionally, ELA staff members are including the practice SBAC ELA tests in their curriculum in order to familiarize students with the test expectations. Finally, Homework Club is available for students for two hours per week at the high school site and four hours per week at the junior high site, which provides support for students on writing assignments.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Da Vinci is implementing several actions and services directed at its Unduplicated students, specifically its Socioeconomically Disadvantaged students. Utilizing funds from a recent College Readiness Block Grant, the Da Vinci is providing counseling services to our unduplicated students by coordinating with local Marriage and Family Therapists (M.F.T.). These therapists will meet regularly with students to help them develop study skills, improved learning mindset, and a plan for attending college. Further, Da Vinci is subsidizing the cost for college entrance test preparation and registration for its unduplicated students.

At this time, there is a very small population of English Language Learners and Foster Youth at Da Vinci, and their performance does not indicate a need for increased or improved services. Da Vinci will monitor the population of these students and consider if additional services are needed in future years.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$5,276,817
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$253,451.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Total General Fund Budget Expenditures for Staffing at Da Vinci (7-12): $2,822,700
Total General Fund Budget Expenditures for Facilities upgrades at Da Vinci: $134,755

$ 4,604,733	Total Projected LCFF Revenues for LCAP Year

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 1	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.

State and/or Local Priorities Addressed by this goal:

STATE   ☒ 1   ☐ 2   ☒ 3   ☒ 4   ☒ 5   ☐ 6   ☒ 7   ☒ 8

COE   ☐ 9   ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1.1. Maintain zero teacher misassignments among DVCA staff 1.2.a. 100% of teachers will have participated in CCSS professional growth	1.1 Maintained zero teacher misassignments among Da Vinci staff. This metric was met. 1.2. Da Vinci teachers all participated in some professional growth on implementation of CCSS. For the Da Vinci math department, teachers participated in CPM curriculum (a CCSS aligned math curriculum) training during the summer and in the first months of the school year. Several math teachers also participated in CCSS math training through the U.C. Davis Math Project. Additionally, teaching staff participated in a Project-based Learning conference by the Buck Institute for Education. This conference focused on CCSS instruction by aligning project design to standards and refining PBL instruction towards "Gold Standard PBL." Gold Standard PBL is well-aligned to CCSS. Finally, several science teachers have worked to implement the Next Generation Science Standards through attending district-level training and district-level articulation meetings.

ACTIONS / SERVICES

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

Action   **1**

Actions/Services

PLANNED	ACTUAL
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.	Da Vinci has continued its relationship with New Tech. 2016-2017 represents year two of a two-year contract. This allows the continued use of the Learning Management System, along with tech support, training with New Tech Faculty, and the opportunity to attend New Tech events.

Expenditures

BUDGETED	ESTIMATED ACTUAL
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	The actual cost was slightly above the estimated cost due to an increase in the New Tech Continuation School fee. 5800: Professional/Consulting Services And Operating Expenditures State Restricted Funding $24,815

Action **2**

Actions/Services

PLANNED	ACTUAL
	Four staff members from science and humanities attended a Question Formulation Technique (QFT) Conference, which focused on supporting inquiry-based learning. Since Da Vinci's curriculum centers on inquiry, this information was shared out at one of our professional development sessions so that all teachers would benefit.

Expenditures

BUDGETED	ESTIMATED ACTUAL
	Four staff members attended the conference at the expense noted below. 5000-5999: Services And Other Operating Expenditures State Funding $520

Action **3**

Actions/Services

PLANNED	ACTUAL
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.	Due to concerns over the value of attending the New Tech Annual Conference (NTAC), the leadership team provided staff with a local training opportunity with Buck Institute for Education, which cost significantly less than NTAC per attendee. Da Vinci hired a Buck Institute trainer to work with Da Vinci's 7-12 staff on specific PBL instructional practices. The Da Vinci leadership team made this decision on the belief that this training would allow for a more individualized approach to improving PBL program delivery.

Expenditures

BUDGETED	ESTIMATED ACTUAL

Attendance and associated costs for PBL specific workshop and conferencing. State Funding $15,000	Attendance and associated costs for PBL specific workshop and conferencing. 27 Da Vinci staff members attended a two-and-a-half day training. Costs included lodging, meals, and professional development services from Buck. 5000-5999: Services And Other Operating Expenditures State Restricted Funding $23,354

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	During the summer of 2016, the entire staff gathered for Da Vinci's bi-annual summer "retreat." This event was facilitated by a member of the Buck Institute for Education. The training focused on Buck's PBL 201 teaching practices. Mid-year, an opportunity to attend the QFT training arose, and several Da Vinci staff members took advantage of this conference to improve the structure and delivery of their PBL instruction. Da Vinci continued to benefit from the services provided by its New Tech affiliation.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	All non-first year humanities, art, and language teachers are able to deliver course content using PBL instruction. Da Vinci math teachers deliver instruction through an inquiry-based curriculum called CPM, but all math teachers and one science teacher are competent in utilizing elements of PBL instruction such as collaborative learning and public presentations. Da Vinci's first-year teachers, who are new to PBL, have been able to implement at least one PBL project per semester in their courses, with the expectation of increasing to at least two PBL projects per semester in the following year. All four staff members who attended the Question Formulation Technique training have utilized the instructional approach in their own classroom practice and have also shared the technique with staff, and additional teachers have utilized the technique in their own classes. 100% of Da Vinci teachers use Echo (the Da Vinci Learning Management System, or LMS, provided by New Tech) to post agendas, organize assignments, and track grades. This LMS also enables Da Vinci teachers and students to track and use the Expected Schoolwide Learning Results (ESLRs), which are the primary means of student assessment.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The differences between the expected expenditures and actual expenditures is notable. First, the QFT training was not anticipated or even available in the prior year and, thus, created an increased cost. Second, the New Tech Continuation Rate was increased, leading to a slight increase above the expected expense. Finally, there is a notable difference between the proposed NTAC expense and the actual expense of the summer training with BIE. This change is due to a shift in approach by the Da Vinci Leadership Team. Instead of providing a training for a small number of Da Vinci faculty though NTAC, the Leadership Team opted to provide staff a training that all Da Vinci faculty could participate in and benefit

from. While the overall cost exceeded the budgeted amount, the cost per faculty member was less, and the number of faculty that were able to participate in PBL training was increased.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	A revised version of the 2016-17 Goal 1 can be found in the Actions/Expenditures/Services 2017-20 Goal 1. Da Vinci has removed "differentiation" from the instructional element of the goal. Staff and leadership are satisfied that this element of the goal has been met with 100% of teachers having been trained and demonstrating the ability to differentiate instruction during the 2016-17 school year. Da Vinci intends to codify "non-cognitive factors" of learning, such as Restorative Practices and Learning Mindset, more concretely by using the term "social and emotional learning," which are reflected in the new language of Goal 1 of the proposed goals for 2017-20.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2	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

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
2.1 Maintain DVCA school building with an overall rating of "Good" or "Exemplary"	2.1 According to the 2016 "FIT" report, conducted by DJUSD Maintenance & Operations, Da Vinci High School received a score of "Good." No costs were associated with this action.

ACTIONS / SERVICES

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

Action 1

	PLANNED	ACTUAL
Actions/Services	Purchase of 50-70 Chromebooks and 50-70 Dell laptops.	Da Vinci purchased 70 Chromebook for the Junior High Campus and 70 Dell laptops for the High School Campus in order to maintain its 1:1 computer ration.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	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	76 laptops and 50 chromebooks were purchased using Da Vinci's Gift Fund. 4000-4999: Books And Supplies Local Funding $97,055.49

Action 2

Actions/Services

PLANNED	ACTUAL
	Poor performance of the Da Vinci High School Wireless Internet network necessitated diagnostics and equipment upgrades to provide reliable Internet access to all students and teachers. Da Vinci contracted with Quest Diagnostics to diagnose the poor performance and receive recommendations for service and equipment upgrades. Da Vinci then purchased and paid for these upgrades so that all classrooms and learning spaces have a modern, functional wireless access point.

Expenditures

BUDGETED	ESTIMATED ACTUAL
	Wireless Access points, cabling & other materials. Awaiting final expense. 4000-4999: Books And Supplies State Funding $9,000
	Diagnostics and Installation services. Awaiting final expense. 5000-5999: Services And Other Operating Expenditures State Funding $6,000

Action 3

Actions/Services

PLANNED	ACTUAL
	Annual licensing agreements to provide access to Adobe Creative Cloud Applications to all students were purchased. This expense was not a planned action in the 2015-16 LCAP. This software includes a variety of applications including Photoshop and Publisher which provide students with industry standard media applications to support project products in several different courses including Social Studies, Photography, and Drawing and Painting.

Expenditures

BUDGETED	ESTIMATED ACTUAL
	300 Adobe Creative Cloud licenses were renewed. 5000-5999: Services And Other Operating Expenditures State Funding $7,200

Action 4

Actions/Services

PLANNED	ACTUAL
N/A	Da Vinci purchased "We Video," a web-based video editing program for use on chromebooks at Da Vinci Junior High. This program allows for students to create and edit video on Chromebooks for projects at the Junior High site.

Expenditures

BUDGETED	ESTIMATED ACTUAL

	310 "We Video" licenses were purchased for use on Da Vinci Chromebooks. 5000-5999: Services And Other Operating Expenditures Local Funding $1,252.00

Action 5

Actions/Services

PLANNED	ACTUAL
	Da Vinci pays for an IT Specialist to support technology at both campuses. This support includes maintenance for teacher and student machines, warranty tracking, and campus-wide troubleshooting, including maintenance of the WiFi.

Expenditures

BUDGETED	ESTIMATED ACTUAL
	Salary and benefits for a full-time IT Specialist is reflected below. 2000-2999: Classified Personnel Salaries State Funding $83,000

Action 6

Actions/Services

PLANNED	ACTUAL
	Da Vinci provides additional IT Support at our Junior High site to manage Chromebooks and to provide additional troubleshooting.

Expenditures

BUDGETED	ESTIMATED ACTUAL
	.1 FTE IT Support at JH 1000-1999: Certificated Personnel Salaries State Funding $9,500

Action 7

Actions/Services

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

Expenditures

BUDGETED	ESTIMATED ACTUAL
	The annual expense for Open DNS is reflected below. 5000-5999: Services And Other Operating Expenditures State Funding $5,199.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Da Vinci determined the number of additional computers needed to maintain a 1:1 student to computer ratio and to obtain quotes for appropriate student machines. Da Vinci staff worked with the DJUSD Technology Department to receive a diagnostic assessment of the WiFi at the High School site and to evaluate recommendations for improvement. Over a two month period, Quest, an outside vendor, obtained necessary equipment, conducted installation, and evaluated performance. Da Vinci teaching staff provided recommendations on necessary software to support course goals and objectives resulting in the purchase of two software licenses.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Da Vinci was able to maintain a 1:1 student to computer ratio. Improvements made to the networking infrastructure now enable every teaching space to have reliable connectivity. Da Vinci was able to support student learning with two industry-standard software purchases, allowing for greater opportunities for students to continue to develop technological literacy. With the support of DJUSD Maintenance and Operations, Da Vinci was able to achieve a "Good" rating of its facilities.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The anticipated expenditure for Goal 2 was $100,000. The actual expenditure, including anticipated and unanticipated expenditures to meet Goal 2 was $120,712.47. Six more laptops at the high school site were deemed necessary, but the overall expense for student computers was slightly below the anticipated cost. The expenses for WiFi improvement were not budgeted in the previous year were necessary to meet goals for the current school year. The material difference for Goal 2 was $20,712.47 above anticipated expenditures.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Networking infrastructure and hardware/software acquisitions necessitated changes to the original goal. The new goal allows Da Vinci to maintain wireless infrastructure and purchase software programs to support learning. A revised goal that supports technology can be found in Goal 2 of the Goals/Actions/Expenditures for 2017-20.

<u>Annual Update</u> **LCAP Year Reviewed: 2016-17**

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

Goal 3	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.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☐ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
	COE ☐ 9 ☐ 10
	LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
3.1.a. Participation by 100% of teachers in professional growth that addresses the use of assessments to improve student learning	3.1.a. Teacher teams at grade 7 have utilized SBAC ELA data from grade 8 assessments to design instruction. Math teachers at all grade levels have been utilizing College Preparatory Math (CPM) curriculum to design instruction that targets specific math skills. This metric has not been systematically tracked and it is unclear if this metric has been met.
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.b. Access to all course textbooks has been provided to students through hard copy and digital texts. This metric has been met.
3.1.c. Increase by 20% observation of classroom instructional strategies supporting implementation of CCSS	3.1.c. No baseline data for "observation of classroom instructional strategies supporting implementation of CCSS" was established. In 2016-17, Instructional Coaches at the Junior High site and High School site conducted observations of every teacher at least one time during the school year. In many cases, additional observations were conducted. It cannot be established whether this was in increase by 20%, so it is unclear if this metric was met.
3.2.a. Increase by 10% proficiency on SBAC ELA and Math, targeted students by 15%	3.2.a. Da Vinci students showed increased math proficiency as measured by the CAASPP for All Students by 12.8 points. The performance of Da Vinci's Students with Disabilities increased by 10.8 points, while the largest increases were among Socioeconomically Disadvantaged Students (24.1 points) and white students (19 points). Da Vinci has also met its metrics for success in accordance with its 2013-14 WASC Action Plan item relating to math. The baseline scores for grades 7, 8 and 11 collectively for math assessment on the 2014-15 SBAC indicate that 118 out of 242 did not meet the standard, or 48.76% of students. In 2015-16, 105 out of 259 did not meet the standard, or 40.50% of students. Overall, 8.26% more students achieved proficiency in 2015-16 than in 2014-15.
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

Da Vinci increased overall ELA proficiency by 16.9 points for All Students. Da Vinci's Socioeconomically Disadvantaged Students increased by 11.2 points, and Students with Disabilities increased by 12.2 points. The baseline scores for grades 7, 8 and 11 collectively for ELA assessment on the 2014-15 SBAC indicate that 75 out of 243 students did not meet the standard, or 30.86% of students. In 2015-16, 66 out of 257 did not meet the standard, or 25.68% of students. Overall, 5.18% more students achieved proficiency in 2015-16 than in 2014-15.

This SBAC data indicates increased proficiency in math and ELA, but the math increase fell short of the goal by 1.74% and ELA performance fell short of the goal by 4.82%. This metric was not met.

The phrase "targeted students' is not specified in the metric, and therefore it cannot be determined whether or not this component of the metric was met.

3.2.b. The API no longer exists, therefore it cannot be determined whether or not Da Vinci met this metric.

3.3. The overall percentage of students from the 2015-16 school year (both semester 1 and 2) with any Ds or Fs was 31%.The total number of students at Semester one of 2016-17 with any Ds or Fs was 95, which represents 16% of students. Da Vinci saw a decrease of 15% in students earning a D or F. Da Vinci fell short of meeting this metric by 5%.

3.4.a. In 2016-17, zero Junior High students qualify as dropouts (dis-enrolled and not enrolled in another school or program). Da Vinci has met this metric.

3.4.b. In 2016-17, zero High School students qualify as dropouts (dis-enrolled and not enrolled in another school or program). Da Vinci has met this metric.

3.4.c Da Vinci's High School graduation rate is 100%. Da Vinci has met this metric.

3.5. This metric is not measurable within our Learning Management System. At the beginning of the 2016-17 school year, accounts were created for each parent/guardian. This process differed from past practice, where parents/guardians had to request accounts. Two workshops were held to assist with parent/guardian navigation at the beginning of the year. While access to student assignments and grades has increased, no tools exist for measuring the percentage of parents who utilize it.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED	ACTUAL
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.	All Da Vinci staff, with the exception of several positions that were yet to be filled, attended the annual "Pregame" training prior to the start of the year. This professional development is led by Da Vinci staff and focuses on instructional and logistical preparation for the school year, as well as culture building activities.

Expenditures

BUDGETED	ESTIMATED ACTUAL
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. 5000-5999: Services And Other Operating Expenditures State Funding $16,000	26 certificated staff were paid the daily professional development rate for both days of the training. 1000-1999: Certificated Personnel Salaries State Restricted Funding $15,012

Food and Beverages for breakfast and lunch during this professional development were purchased through Jan Wolf Studios for 36 staff members. 5000-5999: Services And Other Operating Expenditures State Restricted Funding $2,040

Approximately 10 Classified employees were paid to attend the training. 2000-2999: Classified Personnel Salaries State Restricted Funding $2,772 |

Action **2**

Actions/Services

PLANNED	ACTUAL
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.	This action was not carried through to the 2016-17 school year.

Expenditures

BUDGETED	ESTIMATED ACTUAL
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	

Action 3

Actions/Services

PLANNED	ACTUAL
	The new principal arranged for an instructional coach at both sites (through Variable Services Agreements) to support professional development planning and to support staff in PBL implementation.

Expenditures

BUDGETED	ESTIMATED ACTUAL
	Both Instructional Coaches were allotted 120 hours. It is assumed that both Instructional Coaches will utilize all allotted hours, which reflects the total below. 1000-1999: Certificated Personnel Salaries State Funding $9,840.00

Action 4

Actions/Services

PLANNED	ACTUAL
	Peer Math Tutors from the High School site were paid to tutor Junior High and High School students.

Expenditures

BUDGETED	ESTIMATED ACTUAL
	Five High School students were hired to provide math support to struggling students. It is assumed that each tutor will work 20 hours during the school year which is reflected in the total below. 2000-2999: Classified Personnel Salaries State Funding $1,100.00

Action 5

Actions/Services

PLANNED	ACTUAL
N/A	Da Vinci math teachers attended a series of CPM trainings at summer institutes. Further, several other math teachers attended UC Davis Math Project summer sessions. These trainings supported Common Core Implementation strategies.

Expenditures

BUDGETED	ESTIMATED ACTUAL
	The total below includes travel and lodging for math teachers to attend CPM Summer Trainings and registration for the UC Davis Math Project sessions. 5000-5999: Services And Other Operating Expenditures State Restricted Funding $1,457.62

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Pregame was conducted with all staff on August 17 & 18. Da Vinci staff focused on instructional and logistical preparation for the school year, as well as culture building activities. Instructional Coaches were hired at each site and conducted at least one classroom observation with each teacher to provide feedback. Instructional Coaches also participated in planning and facilitating weekly professional development with staff. Finally, Instructional Coaches were available for one-on-one consultation with teachers. Five high school students were hired to provide math support to struggling students. In some cases these tutors were embedded in classrooms to provide support and in other cases the tutors worked with students outside of the regular school day. Each new Da Vinci math teacher and several existing math teachers attended College Preparatory Mathematics (CPM) trainings in order to be prepared to deliver Common Core-aligned curriculum.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Improvements in students' math scores suggest that the CPM curriculum and CPM teacher training is supporting student success on Common Core-aligned assessments (metric 3.1.a and 3.2.a). Math tutors have been able to support struggling students and there has been a reduction in those students failing their courses (metric 3.3).
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Release time for observations, under action item 2, was discontinued. Since these funds were not used, a savings of approximately $4,000 was realized. Instructional Coaches, math tutors, and math trainings were not budgeted in the prior year and, as a result, the sum of these actions, $12,397.62, was an unexpected cost increase. Overall, taking into account the savings, this increase was $8,397.62.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Goal 3 from the 2016-17 LCAP has been significantly modified. The staff training and instructional elements of the 2016-17 goal have been integrated into Goal 1 of the 2017-20 LCAP updated goals. The student achievement elements have been integrated into Goal 3 of the 2017-20 LCAP updated goals. The following metrics will no longer apply: 3.1.c. Increase by 20% observation of classroom instructional strategies supporting implementation of CCSS 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%

3.5. 95% of parents will utilize online access to student assignments and grades

[Annual Update]{.underline} **LCAP Year Reviewed: 2016-17**

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

Goal 4	We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

[ANNUAL MEASURABLE OUTCOMES]{.underline}

EXPECTED	**ACTUAL**
4.1. Participation by 100% of teachers in professional growth that addresses differentiation	4.1. 100% of High School teachers participated in professional development session focused on differentiation led by SPED teacher, Kristen Uliasz. 100% of Junior High teachers participated in professional development on differentiation led by English teacher Jane Hermann and SPED teacher Aryana Mahmoudi. 100% of Da Vinci teachers attended DJUSD Articulation presentation on differentiation and Universal Design of Instruction. Da Vinci has met this metric.
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.a. Every 10th grade and 11th grade student has drafted personal goals with their Da Vinci counselor. No metrics exist to systematically assess whether students are meeting their personal goals.
4.2.c. Decrease number of students requiring risk assessment by 10%	4.2.b. Every 10th grade and 11th grade student has drafted academic goals with their Da Vinci counselor. No metrics exist to systematically assess whether students are meeting their academic goals.
4.3.a. Increase by 5% the number of students meeting 5 or more fitness standards on the Physical Fitness Test	4.2.c. In the 2015-16 LCAP year, 6 Risk Assessments were reported. As of May of the 2016-17 LCAP year, 16 Risk Assessments were reported. This is a 100% increase in Risk Assessments conducted. Da Vinci did not meet this metric.
4.3.b. Identify and address access issues for targeted students and increase enrollment	4.3.a. The Physical Fitness Test is administered in grade 9 and Da Vinci grade 9 students take P.E. courses in co-mingled courses alongside Emerson Junior High Students. Data is not able to be disaggregated to assess performance on this metric.
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	4.3.b. At the Da Vinci High School site, the enrollment has decreased from 301 in 2015-16 to 290 in 2016-17, a decrease of 3.7%. At the Junior High site, the enrollment has increased from 269 in 2015-16 to 303 in 2016-17, an increase of
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

12.6%.   Overall, enrollment at Da Vinci has increased from 570 in 2015-16 to 594 in 2016-17, an increase of 4.2%.

4.4.a. In the 2015-16 LCAP year, 21 students were enrolled in a Da Vinci CTE course. In the 2016-17 LCAP year, 26 students were enrolled in a CTE course. This is a 23% increase in CTE course enrollment. Da Vinci met this metric.

4.4.b. No additional CTE courses were added in the 2016-17 LCAP year. No CTE pathway currently exists at Da Vinci. Da Vinci did not meet this metric.

4.4.c. The 2015-16 A-G course completion rate was 88% for all students. For 2016-17, the A-G course completion rate is 82%.

4.4.d. In the 2015-16 LCAP year, 93 students were enrolled in 119 AP classes. In the 2016-17 LCAP year, 99 students were enrolled 120 AP classes. Da Vinci met the metric of maintaining AP enrollment.

4.4.e. In the 2015-16 LCAP year, 62 Da Vinci students took AP tests. In the 2016-17 LCAP year, 76 students have taken or are signed up to take AP tests. This is a 22.5% increase in students taking AP tests. Da Vinci has the metric of at least a 10% AP test taking increase.

4.4.f. In the 2015-16 LCAP year, 46 students passed AP exams out of 62 tests taken. This is a passage rate of 74%. Data is not available for the 2016-17 LCAP year but, of the 76 AP tests anticipated, 61 AP tests would need to be passed to meet the metric of a 5% increase.

4.4.g. Da Vinci showed a 5% decrease in EAP preparation as measured by the SBAC ELA assessment and a 4% decrease in EAP preparation as measured by the SBAC Math assessment.

4.5.a. The 2015-16 attendance rate for Da Vinci Charter Academy (7-12) was 94.8265%. The 2016-17 attendance rate for Da Vinci Charter Academy (7-12), from 8/24 - 3/31/17 is 94.7165%. This metric was not met in either LCAP year.

4.5.b. The 2015-16 end of your Chronic Absenteeism rate for Da Vinci Charter Academy was 13.9%. As of April 12th of 2016-17, the Chronic Absenteeism rate was 15.9%. Da Vinci has not met this metric.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

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 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.

ACTUAL

Da Vinci staff continued development of restorative practices within Da Vinci's five-week professional development cycle.

Counseling and administrative staff attended the California Student Wellness Conference in Rocklin, CA. Several sessions were devoted to Trauma Informed Care and ACE's.

Counseling staff along with a senior student, implemented the COMPASSion Project for the second straight year which educated parents in the use of DBT.

A "Newbie Cohort" consisting of new hires to Da Vinci, met every two weeks during semester 2 to develop capacity for implementing restorative practices. This was led by the Da Vinci Counseling team and the Da Vinci Restorative Practices Coordinator.

Expenditures

BUDGETED

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

ESTIMATED ACTUAL

Restorative Practices Coordinators (Annie Nelson at DVHS, Leonie Pickett at DVJHS) supported implementation of the Da Vinci P.D. Cycle rotations that were focused on "on boarding" new hires, training in Restorative Practices, and implementing RP request forms for students at both sites. These certificated staff members were paid on VSA's. 1000-1999: Certificated Personnel Salaries State Restricted Funding $9,206

The COMPASSion project was implemented with no cost 0000: Unrestricted $0.00

Administrative and counseling staff attended the California Student Wellness Conference. 5000-5999: Services And Other Operating Expenditures State Restricted Funding $250

Restorative Practices Handbook and Restorative Practices: Circles in Classrooms books were purchased for new employees. 4000-4999: Books And Supplies State Funding $450

Action **2**

Actions/Services

PLANNED

Roughly one fifth of the Da Vinci population has needs met through 504 services and counseling has worked with skill to

ACTUAL

Da Vinci continues to discuss 504 offerings with families as appropriate and provide 504 agreements when conditions

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.

require. Da Vinci counseling staff continues to educate teaching staff about restorative practices through the weekly Professional Development cycle. Da Vinci counseling staff also conducts S.O.S. sessions with staff wherein three students are selected based upon teacher input for discussion on strategies and supports to promote academic and personal success. In 2016-17, 30 students were supported through the S.O.S. process. The Da Vinci counseling team has conducted workshops in academic classes to support students in selecting courses to maintain A-G eligibility and to navigate the college admissions process. The Da Vinci counseling staff has conducted family meetings with every 10th grade student and family. The Da Vinci counseling staff has conducted post-high school planning meetings with every 12th grade student.

Expenditures

BUDGETED
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

ESTIMATED ACTUAL
Da Vinci employed three full-time counselors for its population of 590 students. This ratio is necessary to support each student in achieving A-G eligibility and to address the high-level of students requiring 504 plans and accommodations. 1000-1999: Certificated Personnel Salaries State Restricted Funding $222,981

Action   3

Actions/Services

PLANNED
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.

ACTUAL
Da Vinci maintained a Dino Pack Peer Mentoring Program but there was no cost .

Expenditures

BUDGETED
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

ESTIMATED ACTUAL
The Da Vinci Dino Pack mentorship program was composed of 39 members, a combination of juniors and seniors. Dino Pack members conducted a full-day orientation with incoming sophomore students and were utilized for support of classroom projects in 5 occasions during the year. $0.00

Action 4

Actions/Services

PLANNED	ACTUAL
Da Vinci Junior High and Emerson collaboratively host WEB orientation and follow up supports, which include Diversity Trainings held throughout the school year. Diversity trainings are intended to increase awareness and acceptance of differences among students.	Da Vinci continues to collaborate on orientation and supports for incoming students with Emerson Junior High.

Expenditures

BUDGETED	ESTIMATED ACTUAL
WEB already exists at our Junior High campus, but does not continue after week one of school. Students and staff have articulated a need to schedule more frequent and on-going practices that are social in nature, but also create intentional opportunities for check-in's and follow up on student well-being. 0001-0999: Unrestricted: Locally Defined State Funding $250	Da Vinci, in collaboration with Emerson Junior High, implemented diversity trainings for students at Emerson and Da Vinci throughout the 16-17 school year. 5800: Professional/Consulting Services And Operating Expenditures State Funding $2,250

Action 5

Actions/Services

PLANNED	ACTUAL
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.	This action was not implemented.

Expenditures

BUDGETED	ESTIMATED ACTUAL
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	This action was not implemented. $0.00

Action 6

Actions/Services

PLANNED	ACTUAL
	Naviance Contract for Da Vinci High School.

Expenditures

BUDGETED	ESTIMATED ACTUAL
	5800: Professional/Consulting Services And Operating Expenditures State Funding $1155.00

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	In Da Vinci's year-long professional development cycle, staff has dedicated a specific session to Wellness and Restorative Practices.This occurs every five weeks. The COMPASSion project had approximately 25 families participate in one or more of the five sessions that were offered. The Restorative Practices coordinators conducted training with new Da Vinci staff every two weeks to support them in understanding and utilizing Restorative Practices in their classrooms. Due to the high number of students on 504s and with significant mental health needs, Da Vinci continues to staff three full-time counselors. WEB and Diversity trainings at the junior high campus are implemented as part of junior high orientation. This expense is shared by Emerson Junior High and Da Vinci Charter Academy.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The continued implementation of Restorative Practices has proven effective in helping students overcome obstacles to meet their academic and personal goals by providing a system for students to address conflicts and to improve their self-advocacy. Between the junior high and high school sites, over 40 formal restorative conferences have been conducted. Da Vinci's lower counselor-to-student ratio allows individualized attention and support for the 73 students with 504 Plans. The Da Vinci Dino Pack mentoring program of ?? students has provided mentoring opportunities on ?? occasions during the 2016-17 year and conducts a beginning of the year orientation for approximately 100 incoming sophomores. The WEB and Diversity Training programs help connect and support incoming Da VInci and Emerson 7th grade students on a shared campus.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Da Vinci did not implement the plan to develop curriculum and support for students experiencing prolonged-absences. As a result, the $1,000 estimated expense was not realized. The staffing of three full-time counselors plus the inclusion of Diversity Training raised our expenditures by approximately $42,000.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Goal 4 of the 2016-17 LCAP has undergone significant revision which is reflected in the the updated Goals, specifically Goal 1 and Goal 3 in the Expenditures/Actions/Services 2017-20 section of the LCAP. The "personal and social" goal element is incorporated into Goal 1 under the "social and emotional" learning section. The "academic" goal elements is incorporated into Goal 3 under the "all students [will] develop the skills and knowledge necessary for success in college and career" section. Metrics 4.1, 4.2c, 4.3a, 4.4a, 4.4b will be omitted from future LCAP goals.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 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.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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	5.1.a Da Vinci decreased the overall home suspension rate by 0.4 % compared to the previous year. In the subgroup of Socioeconomically Disadvantaged Students, Da Vinci had an increase of .4% compared to the previous year. The at-home suspension rate for grades 7-12 (37 students suspended out of 598 total students) was 6.19%. Da Vinci did not meet this metric. 5.1.b The in-school suspension rate for grades 7-12 was 2.34% (14 students received at-school suspensions out of 598). Da Vinci did not meet this metric. 5.1.c Da Vinci had zero expulsions in the 2016-17 school year. This metric was met. 5.2. Utilizing the New Tech Culture survey, specifically the section about speaking to adults on campus, in 15-16 the combined student response of "Agree" or "Strongly Agree" to the question "Adults in my school are available to talk about problems I have with Schoolwork" was 88%. in 16-17 it was 95%. Da Vinci shows a 7% increase with grades 10-12. Da Vinci does not have relevant data for grades 7-9 on this question for 2015-16. In 2016-17 students combined response for grades 7-9 of "Agree" or "Strongly Agree" to that same question above was 90%. This metric was met at the High School site but insufficient data is available to determine if the metric was met at the Junior High site.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
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.	The actions listed here are redundant to Action 2 in Goal 4. They are listed again here for clarity: Da Vinci continues to discuss 504 offerings with families as appropriate and provide 504 agreements when conditions require. Da Vinci counseling staff continues to educate teaching staff about restorative practices through the weekly Professional Development cycle. Da Vinci counseling staff also conducts S.O.S. sessions with staff wherein three students are selected based upon teacher input for discussion on strategies and supports to promote academic and personal success. In 2016-17, 30 students were supported through the S.O.S. process. The Da Vinci counseling team has conducted workshops in academic classes to support students in selecting courses to maintain A-G eligibility and to navigate the college admissions process. The Da Vinci counseling staff has conducted family meetings with every 10th grade student and family. The Da Vinci counseling staff has conducted post-high school planning meetings with every 12th grade student.

Expenditures

BUDGETED	ESTIMATED ACTUAL
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	The costs for the actions listed here are redundant and have been listed in Action 2 in Goal 4.

Action 2

Actions/Services

PLANNED	ACTUAL
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	Da Vinci continues to employ a Special Education teacher to teach two additional Study Skills courses to support students with I.E.P.'s, 504's or other academic needs.

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.

Expenditures

BUDGETED
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

ESTIMATED ACTUAL
Da Vinci continues to employ a Special Education teacher to teach two additional Study Skills courses to support students with I.E.P.'s, 504's or other academic needs. The expense to Da Vinci is .4 FTE for a SPED Teacher. 1000-1999: Certificated Personnel Salaries State Funding $32,500.00

Action 3

Actions/Services

PLANNED
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.

ACTUAL
Da Vinci implements six different Culture and Climate surveys on an annual basis. In 2016-17 a Fall, Mid-Winter, and Spring Administration of the New Tech Culture and Climate Survey were conducted with all grade levels. New Tech also provides an exit survey that is conducted with grade 12 only in the final month of the year. A Fall administration of the Youth Truth Survey (in conjunction with DJUSD) was administered. Finally, the Healthy Kids Survey implemented by the California Department of Education was administered to grade 11 students in March.

Expenditures

BUDGETED
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.

ESTIMATED ACTUAL
Staff reviewed results from the New Tech Culture and Climate Surveys and the Youth Truth Survey. Staff used the data to make instructional adjustments during semester 2. There are no direct costs associated with implementation of any surveys. Youth Truth is paid for by DJUSD. The New Tech Surveys are included in the annual continuation fees.

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The New Tech Culture and Climate Surveys were conducted with students in grades 7-12 in the Fall, Mid-Winter and Spring. Students took surveys at designated times in their English or Social Science grade-level courses. Staff has not reviewed the New Tech Surveys in 2016-17 because Da Vinci Leadership chose to focus on the Youth Truth Survey Results because this survey is administered throughout DJUSD and offers data to compare Da Vinci with other DJSD schools.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The identified goal of "the focus of the assessment is school culture and attributes that correlate to success of identified sub-groups" was met in part. Staff was able to identify that grade 11 students reported overall less connectedness and less feelings of support while grade 12 students reported high levels of support for college preparation and authentic connections to the real world in their learning. More time and support will need to be allocated for identifying and responding to specific subgroups in the Da Vinci population.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The material differences in the actions of Goal 5 are hard to determine. The cost to maintain a lower student to counselor ratio and to provide additional counseling services is partially reflected in Action 2 of this Goal; however, this cost is reflected in Action 2 of Goal 4. The actual cost to provide a .4 FTE allotment for two Study Skills courses is $32,500. This amount is $7,500 higher than the budgeted amount.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Goal 5 will be eliminated from the 2017-20 LCAP goals. Measurements of school culture and climate along with accompanying actions will be included under Goal 1 through a focus on school climate the promotes social and emotional learning and under Goal 4 with a focus on College and Career Preparation. Metric 5.1.c. will be eliminated

Annual Update   **LCAP Year Reviewed: 2016-17**

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

Goal 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.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☒ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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	6.1.a. Data is not available to verify this metric. 6.1.b. Data is not available to verify this metric. 6.2. Data is not available to verify this metric 6.3. Da Vinci maintained its offering of two Parent Echo Information Nights. These trainings support parents and guardians in utilizing the School Learning Management System. Over the two nights, approximately 140 parents attended. Da Vinci conducted its annual Back to School Night, Open House, Senior Information Night, and Parent Recruitment Nights. Da Vinci added a Restorative Practices Parent Information Night. Twenty-five parents attended this first-time event. Additionally, Da VInci participated in the district-wide Parent Engagement Nights. Three different sessions were conducted by five different staff members. Da Vinci has met this metric. 6.4. Data is not available to verify this metric.

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED	ACTUAL
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.	Da Vinci maintained its offering of two Parent Echo Information Nights. These trainings support parents and guardians in utilizing the School Learning Management System. Over the two nights, approximately 140 parents attended. Da Vinci conducted its annual Back to School Night, Open House, Senior Information Night, and Parent Recruitment Nights. Da Vinci added a Restorative Practices Parent Information Night. Twenty-five parents attended this first-time event. Additionally, Da VInci participated in the district-wide Parent Engagement Nights. Three different sessions were conducted by five different staff members.

Expenditures

BUDGETED	ESTIMATED ACTUAL
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	The above actions were carried out with no cost to Da Vinci's budget.

Action 2

Actions/Services

PLANNED	ACTUAL
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	Da Vinci High School continued to offer a Senior Information Night, which specifically addressed the college application process and pathways for seniors and their

	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.	parents/guardians. This was presented on September 13, 2016. This event was hosted by the Da Vinci High counseling department. In addition, in conjunction with Davis Senior High counseling department, a representative from the California Student Aid Commission presented a workshop dedicated to college financing in October of 2016 that was open to all Da Vinci students and families.
Expenditures	**BUDGETED** 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	**ESTIMATED ACTUAL** This event was part of counselor salaries which is accounted for under a separate action. No additional cost is associated with this action.

Action **3**

Actions/Services	**PLANNED** N/A	**ACTUAL** In the summer of 2016, Da Vinci began the process of upgrading the Charter-wide website to a more user-friendly presence that offers timely information and helpful resources for parents and guardians. This involved staff preparing the site for transfer, as well as costs for additional themes and structures. This includes the ongoing site maintenance of adding content to the site.
Expenditures	**BUDGETED**	**ESTIMATED ACTUAL** Approximately 100 hours paid to webmaster for upgrading Da Vinci website to new Word Press platform and ongoing updates. 2000-2999: Classified Personnel Salaries State Funding $4,000 Monthly payments to Arvixe, a California based web server, to host Da Vinci's website. 5000-5999: Services And Other Operating Expenditures State Funding $240 Word Press Upgrade for new features. 5000-5999: Services And Other Operating Expenditures State Funding $125

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Da Vinci counseling staff, administration and teaching staff continue to host parent engagement events including: Echo Parent Nights, Restorative Practice Nights, Senior Information Nights, and DJUSD Parent Engagement Nights. Staff plans and hosts these events at no additional cost to Da Vinci. An updated website was made public in September of 2016 through the support of Da Vinci's webmaster. A agreement was made with Arvixe, a California-based web hosting service, to host the Word Press Premium version of Da Vinci's website. Ongoing updates to the website continue to be made by Da Vinci webmasters.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Additional data will need to be gathered in the future to determine the effectiveness of these actions and services. In general, attendance at the Echo Information Nights was increased, suggesting that more parents were able to learn about the school's Learning Management System, and parents and guardians have reported that the the website is easier to navigate and the the information is more informative and timely.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The anticipated costs of hosting parent information nights were not realized. These events were carried out by Da Vinci staff without any increased costs. Necessary improvements to Da Vinci's digital communication were not anticipated, thus they reflect additional costs in addressing Goal 6. Overall, the actions and expenditures of Goal 6 were $2,635 less than budgeted expense.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Goal 6 in the 2016-17 Annual Update is now reflected in Goal 4 of the Goals/Actions/Expenditures 2017-20. The following metrics will be eliminated: 6.1.a, 6.1.b., 6.2., and 6.4. Metric 6.3. will be adapted to to include a broader measurement of the types of events attended by Da Vinci parents/guardians and community members.

<u>Stakeholder Engagement</u>

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

2016-17 Leadership Instructional Team
The Da Vinci Leadership Team, consisting of 3 administrators, 2 counseling staff, and 2 instructional coaches, met during the summer of 2016 during an annual event known as "Da Vinci Retreat." This team spent one full day analyzing the 2015-16 LCAP goals and the goals listed for the WASC mid-cycle review that was schedule for April 23, 2017. This team reviewed the goals of both documents with the intent of creating stronger alignment between them. Further, the team began looking at what existing actions and services addressed the goals of both documents. Finally, the team began identifying additional actions and services for implementation during the 2016-17 school year. Notable outcomes of this meeting that informed future actions and services were:
1) a need for stronger articulation of instruction between the Junior High and High School teaching staff.
2) a need for stronger instructional support at both sites.
3) a need to improve and refine methods of communicating to the Da Vinci community.
4) a need to better define the Student Learning Outcome known as Learning Mindset and achieve full implementation across both sites
5) a need to systematize and more strongly implement Wellness, Mindfulness, and Restorative Practices to support social and emotional learning.

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

2016-17 Advisory
The Da Vinci Advisory Board met on April 12, 2017. This group consists of 3 administrators, the DJUSD Chief Business and Operations Officer, a student representative, 2 Junior High parent representatives, 2 High School parent representatives, 1 certificated staff member, 1 classified staff member, and 1 community member. In this meeting, the Advisory group reviewed the Annual Updates, including the metrics and costs for actions and services, for all 6 LCAP goals. During this review, the Advisory Board generated several areas of feedback on the updates, including:
1) the need to continually fund improvements to the Internet infrastructure in the LCAP
2) what are the best ways to measure success on selected goals?
3) How can Da Vinci attract and retain high quality math teachers to achieve continual math improvement?
The Advisory Board also discussed proposed revisions to for the Goals/Actions/Services 2017-20. Feedback on the proposed revised goals included:
1) There should be fewer goals
2) The metrics for measuring success should be clearer
3) Da Vinci needs to do more to promote access to College and Career resources for students, especially at the beginning of the school year and for all grade levels.
4) Da Vinci's LCAP goals need to do more to address mental health and wellness for students.
5) Da Vinci should consider how to reach out and attract a more diverse student population in future years.
6) Future actions and services should address improving math performance.
This feedback was taken by Da Vinci administration to further refine the proposed Goals/Actions/Services for 2017-20.

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

IMPACT ON LCAP AND ANNUAL UPDATE

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

2017 Update
The Da Vinci administration met on several occasions in April and May to refine the Goals/Actions/Services for 2017-20 using feedback from the Advisory Board. Additionally, the Da Vinci administration attended the presentation of the DJUSD LCAP Update to the Board of Education to gain insight into how the DJUSD LCAP has been refined to address DJUSD Board of Education Priorities. These meetings results in a revised set of goals which are as follows:
1) Staff Development and School Culture: Da Vinci will continually develop a staff that effectively and consistently implements inquiry-based instruction using a PBL model and create and maintain a school culture that supports social and emotional learning.
2) Technology: Da Vinci will provide students and staff with the technology and support necessary to enable students to develop technological literacy.
3) Academic Outcomes and College Readiness: Da Vinci will provide, through instruction and programs, opportunities for all students to develop the skills and knowledge necessary for success in college and career.
4) Community Engagement: Da Vinci will encourage family and community involvement through improved avenues of communication and opportunities for collaboration.

The Da Vinci Advisory Board met again on March 23, 2017 to present the revised goals. The Advisory Board provided consent on moving forward with the 4 new goals. Additionally, the Da Vinci Advisory Board discussed metrics for success for each new goal. The feedback included the following:
****need notes from 5/23 Advisory***

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 1	Staff Development and School Culture: Da Vinci will continually develop a staff that effectively and consistently implements inquiry-based instruction using a PBL model and create and maintain a school culture that supports social and emotional learning.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☒ 5 ☒ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL <u>B.O.E. Priority #1 - Exemplary Education & Priority #2 - Social & Emotional Support</u>
Identified Need	2016-17 All Da Vinci staff need to achieve competency in delivering inquiry-based instruction through the Project-based Design (PBL) model. All Da Vinci staff need to achieve competency in addressing conflict and supporting student needs through Restorative Practices.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Da Vinci teachers in their first or second year will create and implement at least one project per semester that is designed in accordance with the Buck Institute for Education's PBL Design Elements or the New Tech Network Guide for Project-Based Learning. 1.2 Teachers that are new to Da Vinci will participate in Project-based Learning training during their first or second year.	In 2016-17, four Da Vinci teachers (2 math, 1 science, 1 English) in their first year created and implemented one project during the year according to the Buck Institute for Education's PBL Design Elements. One Da Vinci Da Vinci teacher in his year created and implemented zero projects. Da Vinci anticipates having two teachers in their second year and three teachers in their first year for the 2017-18 school year.	1.1 Da Vinci teachers in their first or second year will create and implement at least one project per semester that is designed in accordance with the Buck Institute for Education's PBL Design Elements or the New Tech Network Guide for Project-Based Learning. 1.2 Teachers that are new to Da Vinci will participate in Project-based Learning training during their first or second year.	1.1 Da Vinci teachers in their first or second year will create and implement at least one project per semester that is designed in accordance with the Buck Institute for Education's PBL Design Elements or the New Tech Network Guide for Project-Based Learning. 1.2 Teachers that are new to Da Vinci will participate in Project-based Learning training during their first or second year.	1.1 Da Vinci teachers in their first or second year will create and implement at least one project per semester that is designed in accordance with the Buck Institute for Education's PBL Design Elements or the New Tech Network Guide for Project-Based Learning. 1.2 Teachers that are new to Da Vinci will participate in Project-based Learning training during their first or second year.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All ☐ Students with Disabilities ☐

Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Da Vinci will maintain its affiliation with the New Tech Network. This affiliation provides access to a Learning Management System, a Project Library, New Tech Project Resources, a nation-wide Network of PBL schools, and professional development opportunities.	Da Vinci will maintain its affiliation with the New Tech Network. This affiliation provides access to a Learning Management System, a Project Library, New Tech Project Resources, a nation-wide Network of PBL schools, and professional development opportunities.	Da Vinci will maintain its affiliation with the New Tech Network. This affiliation provides access to a Learning Management System, a Project Library, New Tech Project Resources, a nation-wide Network of PBL schools, and professional development opportunities.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$24,815	Amount	24,815	Amount	24,815
Source	State Restricted Funding	Source	State Restricted Funding	Source	State Restricted Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures Da Vinci will continue its affiliation with the NewTech Network of schools to support inquiry-based instruction.	Budget Reference	5000-5999: Services And Other Operating Expenditures Da Vinci will continue its affiliation with the NewTech Network of schools to support inquiry-based instruction.	Budget Reference	5000-5999: Services And Other Operating Expenditures Da Vinci will continue its affiliation with the NewTech Network of schools to support inquiry-based instruction.

Action   **2**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
New Da Vinci teachers will attend a three day training hosted by the Buck Institute for Education. This training focuses on Project-based Learning Design and Instruction.	New Da Vinci teachers will attend a three day training hosted by the Buck Institute for Education. This training focuses on Project-based Learning Design and Instruction.	New Da Vinci teachers will attend a three day training hosted by the Buck Institute for Education. This training focuses on Project-based Learning Design and Instruction.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$12,500	Amount	$12,500	Amount	$12,500
Source	State Restricted Funding	Source	State Restricted Funding	Source	State Restricted Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures Registration and lodging to be paid with Educator Effectiveness Funds.	Budget Reference	5000-5999: Services And Other Operating Expenditures Registration and lodging to be paid with Educator Effectiveness Funds.	Budget Reference	5000-5999: Services And Other Operating Expenditures Registration and lodging to be paid with Educator Effectiveness Funds.

Action **3**

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

| Students to be Served | ☒ | All | ☐ | Students with Disabilities | ☐ | |

| Location(s) | ☒ | All Schools | ☐ | Specific Schools: | ☐ | Specific Grade spans: |

OR

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

| Students to be Served | ☐ | English Learners | ☐ | Foster Youth | ☐ | Low Income |

| Scope of Services | ☐ | LEA-wide | ☐ | Schoolwide | **OR** | ☐ | Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ | All Schools | ☐ | Specific Schools: | ☐ | Specific Grade spans: |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Da Vinci Instructional Coaches at the Junior High and High School site will plan and implement a "Newbie Cohort" to support first and second year teachers in Project-based Instruction Design and Facilitation.	Da Vinci Instructional Coaches at the Junior High and High School site will plan and implement a "Newbie Cohort" to support first and second year teachers in Project-based Instruction Design and Facilitation.	Da Vinci Instructional Coaches at the Junior High and High School site will plan and implement a "Newbie Cohort" to support first and second year teachers in Project-based Instruction Design and Facilitation.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$9,940	Amount	$9,940	Amount	$9,940
Source	State Funding	Source	State Funding	Source	State Funding
Budget Reference	1000-1999: Certificated Personnel Salaries Two Da Vinci Instructional Coaches will be paid on VSA agreements to plan and implement sessions with new teachers every two weeks during semester one of the school year.	Budget Reference	1000-1999: Certificated Personnel Salaries Two Da Vinci Instructional Coaches will be paid on VSA agreements to plan and implement sessions with new teachers every two weeks during semester one of the school year.	Budget Reference	1000-1999: Certificated Personnel Salaries Two Da Vinci Instructional Coaches will be paid on VSA agreements to plan and implement sessions with new teachers every two weeks during semester one of the school year.

Action **4**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Two Restorative Practices Coordinators, one at each site, will plan and implement "Newbie Cohort" to support first and second year teachers in resolving conflict and promoting social and emotional learning school-wide. Additionally, these Restorative Practice Coordinators will manage a campus-wide Restorative Practices Referral System to support students and staff in resolving conflict.	Two Restorative Practices Coordinators, one at each site, will plan and implement "Newbie Cohort" to support first and second year teachers in resolving conflict and promoting social and emotional learning school-wide. Additionally, these Restorative Practice Coordinators will manage a campus-wide Restorative Practices Referral System to support students and staff in resolving conflict.	Two Restorative Practices Coordinators, one at each site, will plan and implement "Newbie Cohort" to support first and second year teachers in resolving conflict and promoting social and emotional learning school-wide. Additionally, these Restorative Practice Coordinators will manage a campus-wide Restorative Practices Referral System to support students and staff in resolving conflict.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$9,206	Amount	$9,206	Amount	$9,206
Source	State Restricted Funding	Source	State Restricted Funding	Source	State Restricted Funding

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

Action   5

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Da Vinci math teachers will attend College Preparatory Mathematics trainings specific to their course assignments.	Da Vinci math teachers will attend College Preparatory Mathematics trainings specific to their course assignments.	Da Vinci math teachers will attend College Preparatory Mathematics trainings specific to their course assignments.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

Amount	$2,000		Amount	$2,000		Amount	$2,000
Source	State Restricted Funding		Source	State Restricted Funding		Source	State Restricted Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures Training will be paid for with Educator Effectiveness funds.		Budget Reference	5000-5999: Services And Other Operating Expenditures		Budget Reference	5000-5999: Services And Other Operating Expenditures

Action   **6**

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

Students to be Served   ☒ All   ☐ Students with Disabilities   ☐

Location(s)   ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served   ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services   ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)   ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Da Vinci Junior High will continue to participate in offering Where Everybody Belongs (WEB) and Diversity Trainings as part of grade seven orientation.	Da Vinci Junior High will continue to participate in offering Where Everybody Belongs (WEB) and Diversity Trainings as part of grade seven orientation.	Da Vinci Junior High will continue to participate in offering Where Everybody Belongs (WEB) and Diversity Trainings as part of grade seven orientation.

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20

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

Action   7

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

Students to be Served ☒ All   ☐ Students with Disabilities   ☐

Location(s) ☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Da Vinci will train counseling and Leadership teachers in the Link Crew Basic Training Program to orient incoming students and promote a strong school culture & climate through peer-to-peer mentorship.	Da Vinci will train counseling and Leadership teachers in the Link Crew Basic Training Program to orient incoming students and promote a strong school culture & climate through peer-to-peer mentorship.	Da Vinci will train counseling and Leadership teachers in the Link Crew Basic Training Program to orient incoming students and promote a strong school culture & climate through peer-to-peer mentorship.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$4390	Amount	$4390	Amount	$4390
Source	Local Funding	Source	Local Funding	Source	Local Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures Training to be paid for with local Davis Schools Foundation (DSF) funds.	Budget Reference	5000-5999: Services And Other Operating Expenditures Training to be paid for with local Davis Schools Foundation (DSF) funds.	Budget Reference	5000-5999: Services And Other Operating Expenditures Training to be paid for with local Davis Schools Foundation (DSF) funds.

Action **8**

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

Students to be Served
☐ All   ☐ Students with Disabilities   ☐

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services
☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Da Vinci will provide ongoing Restorative Practices Staff Development training through Discipline That Restores by Ron and Roxanne Claassen or International Institute for Restorative Practices.	Da Vinci will provide ongoing Restorative Practices Staff Development training through Discipline That Restores by Ron and Roxanne Claassen or International Institute for Restorative Practices.	Da Vinci will provide ongoing Restorative Practices Staff Development training through Discipline That Restores by Ron and Roxanne Claassen or International Institute for Restorative Practices.

BUDGETED EXPENDITURES

2017-18

Amount | $2000

2018-19

Amount | $2000

2019-20

Amount | $2000

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 2	Technology: Da Vinci will provide students and staff with the technology and support necessary to enable students to develop technological literacy.

State and/or Local Priorities Addressed by this goal:	STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL <u>Board of Education Priority #1 - Exemplary Education & Priority #2 – Close the Achievement Gap</u>

Identified Need	2016-17 Da Vinci must continue to supply 300 hundred Chromebooks to its Junior High students and approximately 200 laptops (dependent upon the number of students that elect to bring their own devices) to its High School students. Da Vinci must maintain a modern web server with updated software and monitoring, and wireless access points in every classroom at its High School site to provide reliable access to course curriculum to all students. Da Vinci must maintain licenses for course specific software.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus. 1.2 Da Vinci will continue to provide reliable and safe Internet access in every Da Vinci classroom so that every student	Da Vinci currently provides 300 Chromebooks to its Junior High students. Da Vinci currently maintains approximately 200 laptops for its High School students. Da Vinci currently provides Internet access with active monitoring to comply with the	1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus. 1.2 Da Vinci will continue to provide reliable Internet access in every Da Vinci classroom so that every student and staff can access course content.	1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus. 1.2 Da Vinci will continue to provide reliable Internet access in every Da Vinci classroom so that every student and staff can access course content.	1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus. 1.2 Da Vinci will continue to provide reliable Internet access in every Da Vinci classroom so that every student and staff can access course content.

and staff can access course content.

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

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

Childrens' Internet Protection Act (CIPA) in all classrooms.

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

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

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

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

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

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

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

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

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

PLANNED ACTIONS / SERVICES

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

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☒ All	☐ Students with Disabilities	☐	
Location(s)	☒ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Da Vinci will not need to purchase laptops for its High School students in the 2017-18 school year. Da Vinci will need to purchase approximately 50 Chromebooks for its Junior High students in the 2018-19 school year.	Da Vinci will need to purchase approximately 75 laptops for its High School students in the 2018-19 school year. Da Vinci will need to purchase approximately 50 Chromebooks for its Junior High students 2018-19 school year.	Da Vinci will need to purchase approximately 75 laptops for its High School students in the 2018-19 school year. Da Vinci will need to purchase approximately 50 Chromebooks for its Junior High students 2018-19 school year.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$25,000	Amount	$100,000	Amount	$100,000
Source	Local Funding	Source	Local Funding	Source	Local Funding
Budget Reference	0001-0999: Unrestricted: Locally Defined Da Vinci expects to purchase approximately 50 Chromebooks for Junior High students using Gift funds.	Budget Reference	0001-0999: Unrestricted: Locally Defined Da Vinci expects to purchase 50-70 laptops for High School students using Gift funds.	Budget Reference	0001-0999: Unrestricted: Locally Defined Da Vinci expects to purchase 50-79 laptops and 50 Chromebooks using Gift funds
Amount	$25,000	Amount	$100,000	Amount	$100,000
Source	Local Funding	Source	Local Funding	Source	Local Funding
Budget Reference	0001-0999: Unrestricted: Locally Defined	Budget Reference	0001-0999: Unrestricted: Locally Defined	Budget Reference	0001-0999: Unrestricted: Locally Defined

Action   **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	☒ All	☐ Students with Disabilities	☐
Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served
- ☐ English Learners
- ☐ Foster Youth
- ☐ Low Income

Scope of Services
- ☐ LEA-wide
- ☐ Schoolwide
- **OR**
- ☐ Limited to Unduplicated Student Group(s)

Location(s)
- ☐ All Schools
- ☐ Specific Schools:
- ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Da Vinci will continue to utilize Quest Diagnostics and the DJUSD Technology Department to maintain the existing WiFi infrastructure and purchase equipment to remain current with industry standards.	Da Vinci will continue to utilize Quest Diagnostics and the DJUSD Technology Department to maintain the existing WiFi infrastructure and purchase equipment to remain current with industry standards.	Da Vinci will continue to utilize Quest Diagnostics and the DJUSD Technology Department to maintain the existing WiFi infrastructure and purchase equipment to remain current with industry standards.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	State Funding	Source	State Funding	Source	State Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **3**

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

Students to be Served
- ☒ All
- ☐ Students with Disabilities
- ☐

Location(s)
- ☒ All Schools
- ☐ Specific Schools:
- ☒ Specific Grade spans: 10-12

OR

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

Students to be Served ☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services ☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Da Vinci will continue to purchase approximately 300 annual licensing agreements to provide access to course specific software, such as Adobe Creative Cloud.	Da Vinci will continue to purchase approximately 300 annual licensing agreements to provide access to course specific software, such as Adobe Creative Cloud.	Da Vinci will continue to purchase approximately 300 annual licensing agreements to provide access to course specific software, such as Adobe Creative Cloud.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$7,200	Amount	$7,200	Amount	$7,200
Source	State Funding	Source	State Funding	Source	State Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action   **4**

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

Students to be Served ☒ All   ☐ Students with Disabilities   ☐

Location(s) ☒ All Schools   ☐ Specific Schools: ☒ Specific Grade spans: 7-9

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Da Vinci will continue to purchase licenses for "We Video," a web-based video editing program for use on chromebooks at Da Vinci Junior High. This program allows for students to create and edit video for course and content specific projects.	Da Vinci will continue to purchase licenses for "We Video," a web-based video editing program for use on chromebooks at Da Vinci Junior High. This program allows for students to create and edit video for course and content specific projects.	Da Vinci will continue to purchase licenses for "We Video," a web-based video editing program for use on chromebooks at Da Vinci Junior High. This program allows for students to create and edit video for course and content specific projects.

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$1,250	Amount	$1,250	Amount	$1,250
Source	Local Funding	Source	Local Funding	Source	Local Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures "We Video" to be paid for using Gift Funds.	Budget Reference	5000-5999: Services And Other Operating Expenditures "We Video" to be paid for using Gift Funds.	Budget Reference	5000-5999: Services And Other Operating Expenditures "We Video" to be paid for using Gift Funds.

Action **5**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☒ Specific Grade spans: 10-12

OR

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

Students to be Served
☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services
☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Da Vinci will continue to purchase and utilize the Open DNS web filtering service to increase online safety in compliance with CIPA (Children's Internet Protection Act).	Da Vinci will continue to purchase and utilize the Open DNS web filtering service to increase online safety in compliance with CIPA (Children's Internet Protection Act).	Da Vinci will continue to purchase and utilize the Open DNS web filtering service to increase online safety in compliance with CIPA (Children's Internet Protection Act).

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$5,200	Amount	$5,200	Amount	$5,200
Source	State Funding	Source	State Funding	Source	State Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action   **6**

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

Students to be Served
☐ All   ☐ Students with Disabilities   ☐

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Da Vinci will continue to pay for an IT Specialist to support technology at both campuses. This support includes maintenance for teacher and student computers, warranty tracking, and campus-wide troubleshooting, including maintenance of the WiFi, and administration of the Learning Management System, ECHO.	Da Vinci will continue to pay for an IT Specialist to support technology at both campuses. This support includes maintenance for teacher and student computers, warranty tracking, and campus-wide troubleshooting, including maintenance of the WiFi, and administration of the Learning Management System, ECHO.	Da Vinci will continue to pay for an IT Specialist to support technology at both campuses. This support includes maintenance for teacher and student computers, warranty tracking, and campus-wide troubleshooting, including maintenance of the WiFi, and administration of the Learning Management System, ECHO.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$83,000	Amount	$83,000	Amount	$83,000
Source	State Funding	Source	State Funding	Source	State Funding
Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries	Budget Reference	2000-2999: Classified Personnel Salaries

Action **7**

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

Students to be Served	☐ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Da Vinci will continue to provide an additional .1 FTE of IT Support at the Junior High site to manage Chromebooks and to support administration of the Learning Management System, ECHO	Da Vinci will continue to provide an additional .1 FTE of IT Support at the Junior High site to manage Chromebooks and to support administration of the Learning Management System, ECHO	Da Vinci will continue to provide an additional .1 FTE of IT Support at the Junior High site to manage Chromebooks and to support administration of the Learning Management System, ECHO

BUDGETED EXPENDITURES

	2017-18		**2018-19**		**2019-20**
Amount	$5,200	Amount	$5,200	Amount	$5,200
Source	State Funding	Source	State Funding	Source	State Funding
Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries	Budget Reference	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 3	Academic Outcomes and College Readiness: Da Vinci will provide, through instruction and programs, opportunities for all students to develop the skills and knowledge necessary for success in college and career.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL <u>Board of Education Priority #1 - Exemplary Education & Priority #2 – Close the Achievement Gap</u>

Identified Need

Da Vinci needs to promote improved performance for Socioeconomically Disadvantaged and Students with Disabilities on SBAC assessments in order to determine their college readiness.
Da Vinci needs to create more opportunities for all students to participate in college preparation

EXPECTED ANNUAL MEASURABLE OUTCOMES

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

graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.

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

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

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

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

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

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

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

graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.

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

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

graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.

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

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

graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.

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

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

PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Da Vinci will continue to provide a summer College Boot Camp for juniors and seniors in order to begin the college admission process. The College Boot Camp will be followed up with College campus visit for the 11th grade class.	Da Vinci will continue to provide a summer College Boot Camp for juniors and seniors in order to begin the college admission process. The College Boot Camp will be followed up with College campus visit for the 11th grade class.	Da Vinci will continue to provide a summer College Boot Camp for juniors and seniors in order to begin the college admission process. The College Boot Camp will be followed up with College campus visit for the 11th grade class.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$10,000	Amount	$10,000	Amount	$10,000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	5000-5999: Services And Other Operating Expenditures

Action **2**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☐ All Schools	☐ Specific Schools:	☒ Specific Grade spans: 9-12

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☒ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Da Vinci will continue to provide access to Mental Health and Wellness support from local clinicians so that its Unduplicated Students develop the skills and aptitudes to attain college acceptance and persistence.	Da Vinci will continue to provide access to Mental Health and Wellness support from local clinicians so that its Unduplicated Students develop the skills and aptitudes to attain college acceptance and persistence.	Da Vinci will continue to provide access to Mental Health and Wellness support from local clinicians so that its Unduplicated Students develop the skills and aptitudes to attain college acceptance and persistence.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$12,500	Amount	$12,500	Amount	$12,500
Source	State Restricted Funding	Source	State Restricted Funding	Source	State Restricted Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Action   **3**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐
Location(s)	☐ All Schools ☐ Specific Schools: ☒ Specific Grade spans: 9-12

OR

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

Students to be Served

☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services

☐ LEA-wide   ☐ Schoolwide   **OR**   ☒ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Da Vinci will partner with local test preparation entities or develop within the Da Vinci staff, opportunities for its unduplicated students to participate in test preparation for college admissions assessments such as the ACT and SAT.	Da Vinci will partner with local test preparation entities or develop within the Da Vinci staff, opportunities for its unduplicated students to participate in test preparation for college admissions assessments such as the ACT and SAT.	Da Vinci will partner with local test preparation entities or develop within the Da Vinci staff, opportunities for its unduplicated students to participate in test preparation for college admissions assessments such as the ACT and SAT.

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	$5,000	$5,000	$5,000
Source	State Restricted Funding	State Restricted Funding	State Restricted Funding
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☒ New	☐ Modified	☐ Unchanged

Goal 4	Community Engagement: Da Vinci will encourage family and community involvement through improved avenues of communication and opportunities for collaboration.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☐ 6 ☒ 7 ☒ 8 COE ☐ 9 ☐ 10 LOCAL <u>Board of Education Priority #2 – Close the Achievement Gap & Priority #3 - Social & Emotional Support</u>
Identified Need	Da Vinci needs to increase the number of opportunities and the attendance rates of attendance for its Parent Echo Night, a series of trainings on the Learning Management System. Da Vinci needs to increase the number of opportunities and the attendance rates of its parent population at the Restorative Practices Parent Nights, a series of trainings on Restorative Practices Referral System on campus.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
4.1 Da Vinci will hold 4-6 Echo parent nights in order to attain attendance by 75% of the parent population. 4.2 Da Vinci will hold 6-8 Restorative Practice Parent nights in order to educate the parent community about the opportunities for conflict resolution at Da Vinci.	Da Vinci held two Echo Parent Nights in 2016-17 with a total of 123 participants. Da Vinci held one Restorative Practice Parent Night in 2016-17 with a total of 26 participants.	4.1 Da Vinci will hold 4-6 Echo parent nights in order to attain attendance by 75% of the parent population. 4.2 Da Vinci will hold 6-8 Restorative Practice Parent nights in order to educate the parent community about the opportunities for conflict resolution at Da Vinci.	4.1 Da Vinci will hold 4-6 Echo parent nights in order to attain attendance by 75% of the parent population. 4.2 Da Vinci will hold 6-8 Restorative Practice Parent nights in order to educate the parent community about the opportunities for conflict resolution at Da Vinci.	4.1 Da Vinci will hold 4-6 Echo parent nights in order to attain attendance by 75% of the parent population. 4.2 Da Vinci will hold 6-8 Restorative Practice Parent nights in order to educate the parent community about the opportunities for conflict resolution at Da Vinci.

PLANNED ACTIONS / SERVICES

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

Action   **1**

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

Students to be Served	☒ All	☐ Students with Disabilities	☐

Location(s)	☒ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

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

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Da Vinci Restorative Practices Coordinators and Counseling staff will host quarterly parent nights during the year.	Da Vinci Restorative Practices Coordinators and Counseling staff will host quarterly parent nights during the year.	Da Vinci Restorative Practices Coordinators and Counseling staff will host quarterly parent nights during the year.

BUDGETED EXPENDITURES

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

Action **2**

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

Students to be Served
☒ All   ☐ Students with Disabilities   ☐

Location(s)
☒ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

OR

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

Students to be Served
☐ English Learners   ☐ Foster Youth   ☐ Low Income

Scope of Services
☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)

Location(s)
☐ All Schools   ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Da Vinci Instructional Coaches and Administrative Staff will host 4-6 Echo Parent Nights during the first quarter of the school year to engage and educate parents on how to utilize the schools Learning Management System, Echo, in order to support their students' progress.	Da Vinci Instructional Coaches and Administrative Staff will host 4-6 Echo Parent Nights during the first quarter of the school year to engage and educate parents on how to utilize the schools Learning Management System, Echo, in order to support their students' progress.	Da Vinci Instructional Coaches and Administrative Staff will host 4-6 Echo Parent Nights during the first quarter of the school year to engage and educate parents on how to utilize the schools Learning Management System, Echo, in order to support their students' progress.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$1,000	Amount	$1,000	Amount	$1,000
Source	State Funding	Source		Source	
Budget Reference	0001-0999: Unrestricted: Locally Defined	Budget Reference	0001-0999: Unrestricted: Locally Defined	Budget Reference	

Action   **3**

<div align="center">**OR**</div>

<u>ACTIONS/SERVICES</u>

<u>BUDGETED EXPENDITURES</u>

Budget Reference	.	Budget Reference		Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $148,500   Percentage to Increase or Improve Services: n/a%

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

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

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

Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

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

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

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

State Priorities

Priority 1: Basic Services addresses the degree to which:
  A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
  B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
  C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
  A. The implementation of state board adopted academic content and performance standards for all students, which are:
      a. English Language Arts – Common Core State Standards for English Language Arts
      b. Mathematics – Common Core State Standards for Mathematics
      c. English Language Development
      d. Career Technical Education
      e. Health Education Content Standards
      f. History-Social Science
      g. Model School Library Standards
      h. Physical Education Model Content Standards
      i. Next Generation Science Standards
      j. Visual and Performing Arts
      k. World Language; and
  B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
  A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
  B. How the school district will promote parental participation in programs for unduplicated pupils; and
  C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
  A. Statewide assessments;
  B. The Academic Performance Index;
  C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
  D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
  E. The English learner reclassification rate;
  F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
  G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
  A. School attendance rates;
  B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

(1) The number of 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).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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 school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2016-17 Annual Update Budgeted**	**2016-17 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	213,500.00	572,274.11	253,451.00	403,451.00	403,451.00	1,060,353.00
	0.00	0.00	2,000.00	3,000.00	3,000.00	8,000.00
Base	1,000.00	0.00	0.00	0.00	0.00	0.00
Local Funding	0.00	98,307.49	55,640.00	205,640.00	205,640.00	466,920.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
State Funding	212,500.00	172,079.00	119,790.00	118,790.00	118,790.00	357,370.00
State Restricted Funding	0.00	301,887.62	66,021.00	66,021.00	66,021.00	198,063.00
Supplemental	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	213,500.00	572,274.11	253,451.00	403,451.00	403,451.00	1,060,353.00
	115,000.00	0.00	2,000.00	2,000.00	3,000.00	7,000.00
0000: Unrestricted	1,000.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	81,500.00	0.00	51,000.00	201,000.00	200,000.00	452,000.00
1000-1999: Certificated Personnel Salaries	0.00	299,039.00	25,346.00	25,346.00	25,346.00	76,038.00
2000-2999: Classified Personnel Salaries	0.00	90,872.00	83,000.00	83,000.00	83,000.00	249,000.00
4000-4999: Books And Supplies	0.00	106,505.49	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	16,000.00	47,637.62	74,605.00	74,605.00	74,605.00	223,815.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	28,220.00	17,500.00	17,500.00	17,500.00	52,500.00

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

Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Object Type and Funding Source							
All Expenditure Types	All Funding Sources	213,500.00	572,274.11	253,451.00	403,451.00	403,451.00	1,060,353.00
		0.00	0.00	2,000.00	2,000.00	3,000.00	7,000.00
	State Funding	115,000.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Base	1,000.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	State Funding	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined		0.00	0.00	0.00	1,000.00	0.00	1,000.00
0001-0999: Unrestricted: Locally Defined	Local Funding	0.00	0.00	50,000.00	200,000.00	200,000.00	450,000.00
0001-0999: Unrestricted: Locally Defined	State Funding	81,500.00	0.00	1,000.00	0.00	0.00	1,000.00
1000-1999: Certificated Personnel Salaries	State Funding	0.00	51,840.00	16,140.00	16,140.00	16,140.00	48,420.00
1000-1999: Certificated Personnel Salaries	State Restricted Funding	0.00	247,199.00	9,206.00	9,206.00	9,206.00	27,618.00
2000-2999: Classified Personnel Salaries	State Funding	0.00	88,100.00	83,000.00	83,000.00	83,000.00	249,000.00
2000-2999: Classified Personnel Salaries	State Restricted Funding	0.00	2,772.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Local Funding	0.00	97,055.49	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	State Funding	0.00	9,450.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Local Funding	0.00	1,252.00	5,640.00	5,640.00	5,640.00	16,920.00
5000-5999: Services And Other Operating Expenditures	State Funding	16,000.00	19,284.00	19,650.00	19,650.00	19,650.00	58,950.00
5000-5999: Services And Other Operating Expenditures	State Restricted Funding	0.00	27,101.62	39,315.00	39,315.00	39,315.00	117,945.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	State Funding	0.00	3,405.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	State Restricted Funding	0.00	24,815.00	17,500.00	17,500.00	17,500.00	52,500.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	67,101.00	67,101.00	67,101.00	201,303.00
Goal 2	156,850.00	306,850.00	306,850.00	770,550.00
Goal 3	27,500.00	27,500.00	27,500.00	82,500.00
Goal 4	2,000.00	2,000.00	2,000.00	6,000.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00

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