

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

Contact Name and Title

Email and Phone

Davis Joint Unified School District

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2017-20 Plan Summary

The Story

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

Da Vinci High school opened in 2004 with a small-school grant from the Bill and Melinda Gates Foundation and was originally located on the Davis Senior High School campus (DSHS). As one of the earliest members of the New Tech Network, Da Vinci founded itself on the core principals of Project Based Learning (PBL), and creating a collaborative and inclusive school community. In 2009, the school became a Dependent Charter of the Davis Joint Unified School District and was renamed Da Vinci Charter Academy (DVCA). Da Vinci High School moved to the Valley Oak Campus and shortly after that, the Da Vinci Junior High program was added on the Emerson campus. Today, DVCA serves approximately 600 students in grades 7-12 at the two sites and offers an A-G, WASC accredited, college preparatory program.

Da Vinci remains a unique and progressive school that is committed to deeper learning. In addition to showing competency in course content areas, Da Vinci students demonstrate their learning through our school-wide learning outcomes which include: Oral Communication, Written Communication, Critical Thinking, Collaboration, Curricular Literacy, Professionalism, and Learning Mindset. Students and families have continual access to course content and course progress through Echo, our school's Learning Management System. Now in its 14th year, Da Vinci remains committed to its core mission of graduating students that are prepared for college or career in the 21st century.

DVCA employs 28 certificated teachers, 3 counselors, 2 full-time administrators and 1 part-time administrator. Approximately 30 classified staff members are employed in administrative support, internship coordination, special education, campus safety and technology support. DVCA works closely with DJUSD for many additional services including student nutrition, custodial, and special education.

In the same way DVCA is a choice school for students, it is also a choice for employees. The faculty and staff embrace the PBL model and the collaborative community. Da Vinci staff members are trained through the New Tech Network (NTN) and the Buck Institute for Education (BIE). Several teachers are NTN Certified Teachers or members of the BIE National Faculty. Da Vinci teachers engage in ongoing professional development during the school year and during the summer to continue honing their PBL practice.

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

DVCA students value the opportunity to express their voice and make choices about their learning. DVCA teachers work with students within projects to further their interests and aptitudes. Year after year, through climate surveys, students rank relationships with their peers and DVCA staff far above comparable schools. Most DVCA students go on to two or four year colleges. Recent post-secondary destinations include Columbia University, Cal Poly Pomona, Sacramento State University, Oberlin College, Occidental College, UC Santa Cruz, and Stanford University.

Students in grades 10, 11, and 12 are encouraged to gain career experience through an internship under the guidance of our Internship Coordinator. Students can advance their own interests with our established partnerships to gain valuable, industry-based work experience. Da Vinci partners with a variety of local organizations. Students who fulfill the internship requirements earn 2.5 Practical Art/CTE credits. Internship experiences strongly align with the Da Vinci mission of preparing graduates with the skills and experience to be successful in college and career in the 21st century.

DVCA's total enrollment for 2017-18 is 606 students in grades 7-12. The Junior High enrollment is 300 and the High School is 306 students. Roughly, 55% of our students are male and 45% are female. The student body consists of 68% white/non-Hispanic, 18% Hispanic, 8% Asian, 2% African American, and 4% are listed as other. Approximately, 17% of our students are socioeconomically disadvantaged. At the Junior High 43% of students are enrolled from outside of DJUSD and the High School enrolls 28% of its students from outside of DJUSD.

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



LCAP Highlights

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

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.

The Da Vinci Charter Academy LCAP retains the same four goals developed for 2017-2020. This year's highlights include the following key points corresponding to each goal above.

1. Increased supports for the use of Restorative Practices by extending the Restorative Practices Referral system from the High School Program to the Junior High Program.
2. Increased progress on developing a Computer Science Pathway from grade nine through grade 12. Increased access to Community College Courses at the High School Campus. Increased opportunities and supports for exploring college and career opportunities.

3. The addition of monthly parent newsletters for the Junior High and High School Programs to increase awareness for parental involvement. Increased number of parent education opportunities on campus.
4. Sustaining Da Vinci's commitment to a 1:1 computer to student ratio with high-quality, under warranty computers. Providing teaching staff with updated computers.

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

in the 2016-17 Da Vinci LCAP, the following areas were identified as areas of greatest 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.

In the 2017-18 Da Vinci LCAP, the following areas are identified as areas of greatest progress or continued progress:

Goal 1 - Da Vinci has continued its Professional Development Rotation but has added a PLC component to increase collaboration between the Junior High and High School staff. In addition to meeting for PD activities on PBL, staff has met in Professional Learning Communities (PLC) with each PLC developing its own focus area. For example, Da Vinci Math teachers spent semester one evaluating effective strategies for improving students self-awareness of the Eight Standard Math

Practices promoted in the Common Core Math. Additionally, the Restorative Practices Referral system developed at Da Vinci High School has successfully been extended to the Junior High site. As of March 2018, over fifty Restorative Practices Conferences have been conducted between the two sites. This approach to conflict resolution, as opposed to traditional disciplinary responses, supports students' social and emotional learning.

Goal 2 - 77 Dell laptops were purchased to support High School students' access to current technology. 50 Chromebooks were purchased to maintain Junior High students' access to current technology.

Goal 3 - For the first time, Da Vinci students were provided the opportunity to visit regional institutions of higher learning. Four college trips were coordinated with Community Colleges and CSU's with over 100 students attending. A peer tutoring program was developed for Junior High ninth grade students who are in danger of not meeting A-G eligibility. Through this program, High School students were paid to tutor specifically identified ninth grade students, primarily in ELA and mathematics, with a resulting decline in overall D and F grades in courses.

Goal 4 - Each month, Da Vinci administration solicits input from all staff for content in a monthly newsletter. This content ranges from health advice from the school nurse to specific classroom opportunities, such as serving as panelists for current projects. These monthly newsletters are delivered electronically to every Da Vinci household and also made available in hard copy in each sites' office. For the first time, Da Vinci is surveying Da Vinci parents through an electronic survey developed in partnership with DJUSD. This data will help provide valuable input for revising and updating future goals.

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

The LCFF School Dashboard results for 2016-17 for Da Vinci Charter Academy shows that suspension rates are in the "Orange" category with a status of "High" due to an increase of 2.3% from 2015-16. No other State Indicators show performance in the "Red" or "Orange" level of performance.

Under the Local Indicators section, the Da Vinci LCFF Dashboard currently shows that all indicators are "Not Met." In reality, these Local Indicators are "Met" but Da Vinci missed entering this data into the system by one day. The data substantiating "Met" status for all Local Indicators can be accessed at: <http://bit.ly/2AIYqPR> (copy/past URL to in your browser). This area of need is easily remedied for the 2017-18 LCAP by ensuring that this data is entered within the allotted window.

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 three subgroups that are below "All Student" performance. These are: Hispanic students, Students With Disabilities, and Socioeconomically Disadvantaged Students. However, each of these groups was only one performance level below "All Students." White Students and Asian Students were at the same level as "All Students." African American students show an increase but are not placed on the five-by-five grid, likely due to the population of this subgroup being below the reportable number.

Da Vinci's response to these levels will be a 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 the community, offering opportunities wherein students, parents, and community members can be educated about 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. The overarching goal is to reduce conflict through mediated interactions among students and reduce the need for punitive consequences, such as suspension.

Under Da Vinci's LCFF Dashboard ELA performance indicators the "Students with Disabilities" subgroup fell below the "All Student" performance level of "High" into the "Low" category, with a significant decline of 18.6 points.

Under Da Vinci's LCFF Math performance indicators the following subgroups fall below the "All Student" performance: Students with Disabilities and Hispanic Students. Students with Disabilities and Hispanic Students both fell in the "Low" category, two levels below the "All Student" performance of "High." Students with Disabilities declined significantly by 38.8 points. Hispanic students declined significantly by 18.7 points.

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, utilizing standard placement assessments to ensure proper placements, and expanding peer and mentor tutoring opportunities. Da Vinci will also be utilizing the CAASPP Interim Assessments in Math to familiarize staff and students with the testing environment. Finally, the Da Vinci Math Department will be meeting every five weeks to accomplish the following throughout the school year: implement the Eight Common Core Math Practices, review student data, and develop key content and skills for each math course.

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. The Junior High site has focused teacher professional development on increasing writing skills across all content areas with grade specific 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.

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.

Increased or Improved services

In the 2017-18 school year, Da Vinci enrolled 101 Unduplicated Students. This total includes: 0 Homeless Youth, 4 Foster Youth; 7 English Language Learners; and 90 Socioeconomically Disadvantaged Students. The breakdown of Unduplicated Students by grade level is as follows:

Grade 7: 17
Grade 8: 21
Grade 9: 14
Grade 10: 17
Grade 11: 19
Grade 12: 13

Da Vinci has seen an increase of approximately 40 Unduplicated students from 2016-17 to 2017-18. Da Vinci has maintained certain services and is implementing several actions and services directed at its Unduplicated students, specifically its Socioeconomically Disadvantaged students. Utilizing funds from a 2015-16 California State College Readiness Block Grant, the Da Vinci is providing counseling services to its unduplicated students by coordinating with a local Marriage and Family Therapists (M.F.T.). These therapists meet regularly with students to help them develop study skills, improved learning mindset, and a plan for attending college. Da Vinci has also contracted with a second local M.F.T. to provide a Process Group Counseling Service. This is a group counseling service that supports Unduplicated Students with improved relationship building and communication. The Junior High site developed a peer tutoring program for unduplicated students to increase academic support and A-G eligibility. Further, Da Vinci is subsidizing the cost for college entrance test preparation and registration for its unduplicated students. In 2016-17, Da Vinci started the process of reducing class sizes in Math and English Language Arts to reduce the student to teacher ratios. Math class sizes were reduced in 2016-17 at the Junior High site. In 2017-18, math class sizes were reduced at the High School site. For 2018-19, English Language Arts class sizes will be reduced at the Junior High site.

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	\$5,250,674

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$478,221.00

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

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$5,004,877

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
Local Priorities:	B.O.E. Priority #1 - Exemplary Education & Priority #2 - Social & Emotional Support

Annual Measurable Outcomes

Expected

Metric/Indicator

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

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

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

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

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

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

Actual

1.1 All Da Vinci first and second year teachers will have created and implemented a standards-based PBL or PrBL Project by Spring of 2018 using either the Buck Institute for Education or New Tech Network model for project design.

1.2 In 2017-18, Da Vinci Charter Academy hired four new teachers (SPED, Math, Social Science and Physical Education). The newly hired Math teacher attended a three-day PBL training through the Buck Institute for Education. Due to being hired at very late dates, the Physical Education, SPED, and Social Science teachers were not able to participate in a PBL training through an outside training entity. This metric has not been fully met.

1.3 All first and second year teachers participated in ongoing PBL training with Da Vinci Instructional Coaches during the Fall semester.

1.4 Teachers new to Da Vinci did not participate in a Restorative Practices training. Professional Development funds were not available for attending workshops with International Institute for Restorative Practices. This metric has not been met.

1.5 Da Vinci High School Teachers in their first or second year participated in a Restorative Practices "Newbie Cohort" led by the Da Vinci Restorative Practices Coordinator in the Spring of 2016-17 and will participate again in a second round of "Newbie Cohort" in the Spring of 2017-18. Da Vinci Junior High Teachers participated in ongoing professional development in Restorative Practices lead by the Restorative Practices Coordinator bi-monthly as part of the professional development rotation.

1.6 Da Vinci Restorative Practice Coordinators conducted a total of 89 formal restorative conferences in 2016-17. 35 formal conferences were done at the Junior High site and 54 formal conferences were done at the HS site. As of March of 2017-18, 51 formal conferences have been conducted. 30 formal conferences were conducted at the Junior High site and 21 were conducted at the High School site.

Expected

17-18

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.

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

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

Actual

Expected

Baseline

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

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

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

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

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

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

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will maintain its affiliation with the New Tech Network. This affiliation provides access to a Learning Management System, a Project Library, New Tech Project	Da Vinci has maintained its affiliation with the New Tech Network. This affiliation provided access to a Learning Management System, a Project Library, New	Da Vinci will continue its affiliation with the NewTech Network of schools to support inquiry-based instruction. 5000-5999: Services	Da Vinci will continue its affiliation with the NewTech Network of schools to support inquiry-based instruction. 5000-5999: Services

Resources, a nation-wide Network of PBL schools, and professional development opportunities.

Tech Project Resources, a nation-wide Network of PBL schools, and professional development opportunities.

And Other Operating Expenditures State Restricted Funding \$24,815

And Other Operating Expenditures State Restricted Funding \$24,815

Action 2

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

Registration and lodging to be paid with Educator Effectiveness Funds. 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$12,500

Estimated Actual Expenditures

Registration and lodging to be paid with Educator Effectiveness Funds. 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$11,500

Action 3

Planned Actions/Services

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

Actual Actions/Services

Da Vinci Instructional Coaches at the High School site were able to 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 site observe in classrooms and provide observation feedback about instruction and plan our professional development opportunities for teachers.

Budgeted Expenditures

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

Estimated Actual Expenditures

Two Da Vinci Instructional Coaches will be paid on VSA agreements to plan and implement sessions with new teachers every two weeks during semester one of the school year. 1000-1999: Certificated Personnel Salaries State Funding \$6,350

Action 4

Planned Actions/Services

Two Restorative Practices Coordinators, one at each site, will plan and implement "Newbie Cohort" to support first and second year teachers in resolving conflict

Actual Actions/Services

Two Restorative Practices Coordinators, one at each site, will plan and implement opportunities for professional development during collaboration time,

Budgeted Expenditures

Two Da Vinci Restorative Practice Coordinators will be paid on VSA agreements to plan and implement sessions with new

Estimated Actual Expenditures

Two Da Vinci Restorative Practice Coordinators were paid on VSA agreements to plan and implement sessions with new

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.

especially 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.

teachers every two weeks during semester one of the school year and be available for consultation by students and staff. 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$9,206

teachers every two weeks during semester one of the school year and be available for consultation by students and staff. 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$2,505

Action 5

Planned Actions/Services

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

Actual Actions/Services

Three math teachers attended College Preparatory Mathematics trainings specific to their course assignments.

Budgeted Expenditures

CPM training will be paid for with Educator Effectiveness funds. 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$2,000

Estimated Actual Expenditures

CPM training was paid for with Educator Effectiveness funds. 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$1,005

Action 6

Planned Actions/Services

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

Actual Actions/Services

Da Vinci Junior High participated in the Where Everybody Belongs (WEB) and Diversity Trainings as part of grade seven orientation.

Budgeted Expenditures

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

Estimated Actual Expenditures

Da Vinci will continue to pay one-third of the expense for this service in partnership with Emerson Junior High. 5000-5999: Services And Other Operating Expenditures State Funding \$1,500

Action 7

Planned Actions/Services

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

Actual Actions/Services

Da Vinci trained counseling and Leadership teachers in the Link Crew Basic Training Program to orient incoming students and promote a strong school culture &

Budgeted Expenditures

Training to be paid for with local Davis Schools Foundation (DSF) funds. 5000-5999: Services And

Estimated Actual Expenditures

Training was paid for with local Davis Schools Foundation (DSF) funds. 5000-5999: Services And

climate through peer-to-peer mentorship.

climate through peer-to-peer mentorship.

Other Operating Expenditures
Local Funding \$4,390

Other Operating Expenditures
Local Funding \$8,450

Action 8

Planned Actions/Services

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

Actual Actions/Services

This action/service was not able to be completed in 2017-18

Budgeted Expenditures

Service to be paid for through Educator Effectiveness Funds 5800: Professional/Consulting Services And Operating Expenditures State Restricted Funding \$2000

Estimated Actual Expenditures

No expense. Service was not able to be offered. \$0

Action 9

Planned Actions/Services

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

Actual Actions/Services

Da Vinci hired Roxanne Rashedi to conduct Professional Development and consultation services with staff on how to implement Mindfulness Practices in their classrooms to support students social and emotional learning.

Budgeted Expenditures

Roxanne Rashedi has been set up as a vendor to provide services for up to the amount below. 5800: Professional/Consulting Services And Operating Expenditures State Funding \$3,229

Estimated Actual Expenditures

As of May, Roxanne Rashedi has invoiced for the amount below. 5800: Professional/Consulting Services And Operating Expenditures State Funding \$1,681

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 continued to benefit from its affiliation with the New Tech Network. This agreement provides staff with access to Echo, an online Learning Management System, and other PBL resources such as projects and a network of other PBL teachers. Da Vinci paid for first and second year teachers to attend PBL World, a PBL training provided by the Buck Institute for Education. Da Vinci paid two Instructional Coaches on Variable Services Agreements, one at each site, to work one-on-one with new teachers and to structure Professional Development activities to improve PBL practice. These Instructional Coaches also held a bi-weekly "Newbie Cohort" to support new teachers in developing a project for implementation during semester two. Additionally, Da Vinci paid for new math

teachers to attend College Preparatory Mathematics (CPM) Conferences in their specific courses. CPM curriculum promotes inquiry-based, collaborative math instructions which is strongly aligned to project-based learning. Cumulatively, these actions and services helped to increase the knowledge and effectiveness of inquiry-based instruction that is delivered by Da Vinci staff.

Two Restorative Practice Coordinators trained by the International Institute for Restorative Practices were paid on VSA agreements, one at each site. These Restorative Practice Coordinators received referrals from students, staff, and parents for instances involving conflict among community members. The Restorative Practice Coordinators utilized prep periods, lunch, and after school to conduct both formal and informal conferences. These conferences helped to address conflict and produce agreements for participants. Restorative Practice Coordinators were also responsible for creating and leading Professional Development activities once every five weeks for staff and also for planning and leading two Restorative Practice Parent Nights. Da Vinci Junior High contracted with a diversity trainer to implement a "We All Belong" orientation to increase students' sensitivity and awareness towards different groups of students with the goal of creating positive interactions and reducing conflict amongst students. Da Vinci paid for three staff members to attend a LINK Crew training to increase student leadership and mentorship. This training resulted in the formation of a "Dino Pack" student mentorship group which helped implement several orientation activities at the start of the school year. Cumulatively, these actions and services were aimed at improving students social and emotional learning through increased connectedness and increased capacity for dealing with conflict at school.

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

Actions and services focused on improved PBL teaching were effective in meeting the established metrics. All first and second year Da Vinci teachers were able to design and implement at least one PBL project that was designed in accordance with BIE or NewTech design principles. Instructional coaches were able to support this process through consultation and observation of first and second year teachers.

Actions and services focused on improved Social and Emotional learning were not fully met. The high cost of training all teachers in Restorative Practices prevented this service from being implemented with the result being less staff capacity to address student conflicts through a restorative approach. Da Vinci was able to successfully implement "in-house" professional development sessions through paid Restorative Practices Coordinators but was not able to conduct a "Newbie Cohort" specifically to support first and second year Da Vinci teachers. Overall, there was a reduction in the number of Restorative Conferences conducted by Da Vinci Restorative Practice Coordinators by approximately 38. In addition to the number of conferences, the "type" of conferences conducted was able to be tracked. As a result, Da Vinci was successful in meeting the established goal of tracking data on Restorative Conferences. Cumulatively, this data is not conclusive about the impact on students' social and emotional learning but, at least anecdotally, there is a perceived stronger knowledge of Restorative Practices and stronger culture of addressing conflict in a restorative approach in comparison to traditional disciplinary methods of addressing conflict and harm.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Da Vinci Instructional Coaches were each allocated up to 125 hours to provide instructional support to teachers to improve PBL practice and to plan and implement staff-wide professional development. Both Instructional Coaches carried out these services but did not accrue the full 125 hours, resulting in a decreased actual cost. Da Vinci Restorative Practices Coordinators were each allocated up to 125 hours to provide conflict resolution services to students, staff, and community members. Both Restorative Practice Coordinators carried out these services and, despite an overall increase in restorative conferences conducted, they did not accrue the full 125 hours, resulting in a decreased actual cost. Fewer Da Vinci math teachers attended CPM Professional Development training than was previously expected, resulting in a slightly lower actual cost. In previous years, the We All Belong consultant services were split equally between Emerson Junior High and Da Vinci Junior High. This year, the cost was borne by the proportion of students attending the We All Belong training, resulting in a decreased actual cost for Da Vinci due to a lower number of students compared to Emerson Junior High. Da Vinci implemented a new program called Dino Pack, based upon the LINK Crew program, to support students' connectedness to campus, necessitating additional staff training through the LINK Crew program. Three staff members attended this training, one more than anticipated, resulting in a slight increase in the actual cost. Da Vinci intended to provide restorative practices training through the International Institute for Restorative Practices but was unable to afford this service, resulting in a decreased actual expense. Overall, Da Vinci experienced a reduced actual cost for actions and services to achieve Goal 1.

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 1 will remain unchanged for 2018-19. The LCFF Evaluation Rubrics identify increased suspension rates for several subgroups. Da Vinci's analysis of this outcome suggests that additional resources to support students with social and emotional learning are needed. As a result, Da Vinci will increase the training in restorative practices for staff and utilize Restorative Practice Coordinators in specific instances that involve discipline for students in subgroups that show suspension rates that are above the "All Student" performance level or are in the "High" performance level. These changes can be seen in the Goals/Actions/Expenditures for Goal 1 2017-2020.

Action 9 will not be present in 2018-2019 or 2019-2020 as mindfulness work will be embedded in Restorative Practice and other staff development.

Annual Update

LCAP Year Reviewed: 2017-18

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

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Annual Measurable Outcomes

Expected

Metric/Indicator

- 1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus.
- 1.2 Da Vinci will continue to provide reliable and safe Internet access in every Da Vinci classroom so that every student and staff can access course content.
- 1.3 Da Vinci will continue to provide every student with access to industry standard publishing, photo editing and video editing software that supports course specific content.
- 1.4 Da Vinci will ensure that every student takes and passes, during their Da Vinci tenure, a Research & Communications course that teaches students with the skills to be proficient in using software and technology for school success.

Actual

- 1.1 Da Vinci maintained its 1:1 ratio of students to computers by purchasing 50 under warranty Chromebooks to supplement existing Chromebook inventory for its junior high students and purchasing 77 Dell laptops to supplement existing laptop inventory for its high school students for use in 2017-18. This metric was met.
- 1.2 Da Vinci has continued to provide reliable and safe Internet access in every Da Vinci classroom in accordance with CIPA. Da Vinci contracts with Comcast for Internet service and with OpenDNS for filtering and monitoring service. No Wifi infrastructure updates were required for 2017-18 to maintain Internet access. This metric has been met.
- 1.3 Da Vinci has provided High School students with the full Adobe Suite of applications in order to offer access to industry-level video, photo, and publishing software. Da Vinci Junior High students have been provided with access to age-appropriate video editing software through WeVideo web-based services. This metric has been met.

Expected

17-18

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

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

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

1.4 Da Vinci will ensure that 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.

Baseline

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

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

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

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

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

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

Actual

1.4 For 2016-17 and 2017-18, Da Vinci has ensured that every student takes and passes the Research and Communication Course to ensure that they have the skills to be proficient in using software and technology for school success. Beginning in 2018-19, Da Vinci will no longer offer the Research and Communications for High School students. The software and technology skills required for the high school level of school success will be embedded in existing courses at the high school level.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will need to purchase 76 laptops for its High School students and staff and will need to purchase 50 Chromebooks for its Junior High students.	Da Vinci purchased 76 laptops for its High School students and for staff and 50 Chromebooks for its Junior High students.	Da Vinci expects to purchase approximately 50 Chromebooks for Junior High students and 76 laptops for High School students and staff using Gift funds. 0001-0999: Unrestricted: Locally Defined Local Funding \$100,000	Da Vinci purchased 50 Chromebooks to supplement existing inventory for Junior High students and 76 laptops for its High School students using Gift funds. 0001-0999: Unrestricted: Locally Defined Local Funding \$97,055.49

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will continue to utilize Quest Diagnostics and the DJUSD Technology Department to maintain the existing WiFi infrastructure and purchase equipment to remain current with industry standards.	Da Vinci High School updated the WiFi infrastructure with new equipment through Quest Diagnostics.	Da Vinci will contract with Quest Diagnostics for diagnostics and equipment to upgrade the High School classroom Internet access. 5000-5999: Services And Other Operating Expenditures LCFF \$5,000	Da Vinci received diagnostic services and purchased new wireless routers for several classrooms. New and updated equipment needs exceeded estimated budget. 5000-5999: Services And Other Operating Expenditures LCFF \$14,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will continue to purchase approximately 300 annual licensing agreements to provide access to course specific software, such as Adobe Creative Cloud.	Da Vinci High School purchased 300 licensing agreements for Adobe Creative Cloud.	Funding will be allocated for ongoing licenses with Adobe. 5000-5999: Services And Other Operating Expenditures LCFF \$7,200	Funding was used to purchase ongoing licenses with Adobe. 5000-5999: Services And Other Operating Expenditures LCFF \$7,200

Action 4

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

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

"We Video" to be paid for using Gift Funds. 5000-5999: Services And Other Operating Expenditures LCFF \$1,250

"We Video" was paid for using Gift funds. 5000-5999: Services And Other Operating Expenditures LCFF \$1,572

Action 5

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

Funding will be allocated for Open DNS 5000-5999: Services And Other Operating Expenditures LCFF \$5,200

Estimated Actual Expenditures

Services for Open DNS were in line with budgeted expenditures. 5000-5999: Services And Other Operating Expenditures LCFF \$5282

Action 6

Planned Actions/Services

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

Actual Actions/Services

Da Vinci paid 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

Da Vinci will budget for a full-time IT Specialist to serve both sites. 2000-2999: Classified Personnel Salaries LCFF \$75,000

Estimated Actual Expenditures

Da Vinci employed an IT Specialist to serve both sites. 2000-2999: Classified Personnel Salaries LCFF \$73,316

Action 7

Planned Actions/Services

Da Vinci will continue to provide an additional .1 FTE of IT Support at

Actual Actions/Services

Da Vinci provided an additional .1 FTE of IT Support at the Junior

Budgeted Expenditures

Da Vinci anticipates that .1 Teacher FTE will be used to

Estimated Actual Expenditures

Da Vinci paid .1 FTE to provide technology management and

the Junior High site to manage Chromebooks and to support administration of the Learning Management System, ECHO

High site to manage Chromebooks and to support administration of the Learning Management System, ECHO

provide technology management and support. 1000-1999: Certificated Personnel Salaries LCFF \$5,200

support. 1000-1999: Certificated Personnel Salaries LCFF \$8,625.30

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will contract with Comcast for Internet services at the High School site.	Da Vinci paid for a year-long contract with Comcast for Internet services at the High School site.	State funding will be allocated to ensure Internet access at High School site. 5000-5999: Services And Other Operating Expenditures State Funding \$2,400	State funding was utilized to pay for Internet access at the High School site. 5000-5999: Services And Other Operating Expenditures State Funding \$2,400

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 purchased 76 laptops for its High School students and for staff and 50 Chromebooks for its Junior High students in order to provide students and staff with the technology and support necessary to enable students to develop technological literacy. Da Vinci High School also updated the WiFi infrastructure with new equipment through Quest Diagnostics, purchased 300 licensing agreements for Adobe Creative Cloud, purchased and used the Open DNS web filtering service to increase online safety in compliance with CIPA (Children's Internet Protection Act), and paid for a year-long contract with Comcast for Internet services to further support student access and use of current technology for their education. Da Vinci Junior High purchased licenses for "We Video," a web-based video editing program for use on Chromebooks at Da Vinci Junior High. This program allows for students to create and edit video for course and content specific projects. Da Vinci Charter Academy continued to pay for an IT Specialist to support technology at both campuses. This support included 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 provided 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. Combined these actions and services provide students with the opportunity to develop their technological literacy.

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

Da Vinci maintained its 1:1 ratio of students to computers by purchasing 50 under warranty Chromebooks to supplement existing Chromebook inventory for its junior high students and purchasing 77 Dell laptops to supplement existing laptop inventory for its high school students for use in 2017-18. This ratio directly affects all students and their ability to continue to develop their technological literacy. Da Vinci continued to provide reliable and safe Internet access in every Da Vinci classroom in accordance with CIPA. Da Vinci contracts with Comcast for Internet service and with OpenDNS for filtering and monitoring service to ensure safe and reliable internet access to support students. Da Vinci has provided High School students with the full Adobe Suite of applications in order to offer access to industry-level video, photo, and publishing software. Da Vinci Junior High students have been provided with access to age-appropriate video editing software through WeVideo web-based services. To further increase technological literacy Da Vinci has ensured that every student takes and passes the Research and Communication Course to ensure that they have the skills to be proficient in using software and technology for school success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were a few notable differences in budgeted expenditures and estimated actual expenditures. One being the Da Vinci WiFi required additional routers for classrooms, labor cost to install the new equipment and configuring. A new WiFi server was also purchased to maintain reliable internet access for students. These additional cost were \$7,000 more than the budgeted expenditures. Another area with a significant difference was the Open DNS filter that \$1,600 less than the budgeted amount of \$5200. The .10 FTE for the Junior High IT support was over the budget by 3, 400 due to the staff members placement on the salary schedule. The 1.0 IT position also came in under budget \$14,000 due to salary schedule placement as well.

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.

Da Vinci will not change goal number two. Da Vinci's identified metrics show successful implementation of goal two. Da Vinci will continue to provide all students and staff with updated laptops and Chromebooks with access to industry applicable software, reliable internet access and technology support. There will be a change from .1 FTE of IT Support at the Junior High site to a Variable Service Agreement to to manage Chromebooks and to support administration of the Learning Management System, ECHO. This will decrease the cost while still meeting the technological needs of the school.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Board of Education Priority #1 - Exemplary Education & Priority #2 – Close the Achievement Gap

Annual Measurable Outcomes

Expected

Metric/Indicator

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

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

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

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

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

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

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

Actual

3.1 In 2016-17, Da Vinci students 26% of students enrolled in two-year post-secondary education and 67% of students enrolled in four-year post-secondary education, an increase of 4% for two-year and 1% for four-year post-secondary education. Da Vinci has met this metric.

3.2 For 2016-17, 81% of Da Vinci students attained A-G eligibility, a decrease of 7%. Da Vinci did not meet this metric.

3.3 In 2016-17, Da Vinci 7th & 8th grades achieved at "High", or 28.1 points above Level 3, a decline of 9 points from 2015-16 on SBAC ELA. On SBAC Mathematics 7th and 8th graders achieved at "High," or 9.9 points above level 3, a significant decline of 16 points. From 2015-16 to 2016-17, Da Vinci 7th and 8th graders did not meet the expected metric/indicator for SBAC ELA and Math.

3.4 In 2016-17, Da Vinci 7th and 8th grade students in the "Students with Disabilities" subgroup achieved in the "Low" performance level, a significant decline of 18.6 points, on the ELA SBAC and achieved in the "Low" performance level, significant decline of 38.8 points, on the Math SBAC. Students in the "Socioeconomically Disadvantaged" subgroup achieved in the "Medium" performance level, and increase of 12.6 points, on the ELA SBAC and achieved in the "Medium" performance level, an increase of 17.5 points, on the Match SBAC. Da Vinci met this metric for the "Socioeconomically Disadvantaged" subgroup but did not meet the metric for the "Students with Disabilities" subgroup.

3.5 In 2015-16, all Da Vinci 9th graders took the PSAT and 24 out of 99 sophomores took the PSAT. In 2016-17, all of Da Vinci 9th graders took the PSAT and 0 of 101 sophomores took the PSAT. In 2017-18, all Da Vinci 9th graders took the PSAT and 21 of 105 sophomores took the PSAT. Da Vinci met this metric from the year 2016-17 to 2017-18 but over a three year span the total number of sophomores taking the PSAT has shown a small decline.

3.6 Da Vinci offered a preparation course for all students on the English and Mathematics college placements tests, such as the E.A.P. and Accuplacer in 2016-17 and 2017-18. Da Vinci has met this metric.

3.7 Da Vinci students growth rate on the 2015-16 CWRA (growth from grade 9 to grade 12) was 52%. On the 2016-17 CWRA, Da Vinci students showed a growth rate of 31%, a positive indicator but not substantial enough to meet this metric.

Expected

17-18

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.

Actual

Expected

Baseline

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

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

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

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

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

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

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

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci will continue to provide a summer College Boot Camp for juniors and seniors in order to begin the college admission	Da Vinci provided a summer College Boot Camp for juniors and seniors in order to begin the college admissions process. The	Da Vinci will allocate \$10,000 from its College Readiness Block Grant for this action/service.	Actual expenses for transportation and meals were less than expected but were paid

process. The College Boot Camp will be followed up with College campus visit for the 11th grade class.

College Boot Camp was followed up with four College campus visits for High School students.

Actual expense will vary depend upon number of college visits. 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$10,000

for with the College Readiness Block Grant. 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$4,345.00

Action 2

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

Da Vinci expects to contract with Mental Health and Wellness services providers to provide services to its unduplicated students using the College Readiness Block Grant. 5800: Professional/Consulting Services And Operating Expenditures State Restricted Funding \$12,500

Estimated Actual Expenditures

Three Mental Health and Wellness services providers were contracted to provide services on a weekly basis to Unduplicated Students. 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$5,460

Action 3

Planned Actions/Services

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

Actual Actions/Services

Da Vinci provided opportunities for its unduplicated students to participate in test preparation for college admissions assessments such as SAT and ACT Prep courses. Da Vinci also paid for college application fees for Unduplicated students.

Budgeted Expenditures

Da Vinci has allocated \$5,000 of the College Readiness Block Grant to pay for test preparation services and testing fees for its Unduplicated students. 5800: Professional/Consulting Services And Operating Expenditures State Restricted Funding \$5,000

Estimated Actual Expenditures

Da Vinci paid for SAT and ACT Test preparation services or Unduplicated Students. Fee waivers covered testing fees for students to take AP Tests so no expense was necessary for this budgeted action/service. Da Vinci did use funds to cover college application fees for Unduplicated students. These actions/services were paid through a College Readiness Block Grant. 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$1,940

Action 4

Planned
Actions/Services

Provide tutoring support to unduplicated students in danger of not meeting a-g eligibility.

Actual
Actions/Services

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

Budgeted
Expenditures

Provide tutoring support to unduplicated students in danger of not meeting a-g eligibility. 5000-5999: Services And Other Operating Expenditures Supplemental \$6,000

Estimated Actual
Expenditures

Provide tutoring support to unduplicated students in danger of not meeting a-g eligibility. 5000-5999: Services And Other Operating Expenditures Supplemental 4067

Action 5

Planned
Actions/Services

The Da Vinci counseling team will conduct 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 will hold family meetings with every 10th grade student and family. The Da Vinci counseling staff will have post-high school planning meetings with every 12th grade student.

Actual
Actions/Services

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. Da Vinci counselors manage student 504 and SST meetings. Da Vinci counselors provide interventions for students with D's or F's.

Budgeted
Expenditures

Da Vinci High School will employ additional counseling FTE for its population of 300 High School students to create a lower counselor to student ratio in order to provide support for college and career preparation. 1000-1999: Certificated Personnel Salaries Supplemental \$85,000

Estimated Actual
Expenditures

Da Vinci High School will employ additional counseling FTE for its population of 300 High School students to create a lower counselor to student ratio in order to provide support for college and career preparation. 1000-1999: Certificated Personnel Salaries Supplemental \$85,000

Action 6

Planned
Actions/Services

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

Actual
Actions/Services

Da Vinci hired an industry expert in the field of Computer Science, specifically coding, to create an Introduction to Coding and Computer Science course. This course is an A-G approved elective.

Budgeted
Expenditures

Da Vinci plans to pay an industry expert in the field of Computer Science on a VSA agreement for up to 125 hours at the district curriculum development rate. 5000-5999: Services And Other

Estimated Actual
Expenditures

Da Vinci paid an industry expert in the field of Computer Science on a VSA agreement for 125 hours at the district curriculum development rate. 5000-5999:

Operating Expenditures LCFF
5000

Services And Other Operating
Expenditures LCFF

Action 7

Planned Actions/Services

Da Vinci will employ a staff member to facilitate a Peer Tutoring class to support Unduplicated Students and other students that are at risk of not meet A-G eligibility. Supports will include: goal setting, assignment tracking, and small group tutoring for same level courses.

Actual Actions/Services

Da Vinci employed a staff member to facilitate a Peer Tutoring class to support Unduplicated Students and other students that are at risk of not meet A-G eligibility. Supports included: goal setting, assignment tracking, and small group tutoring for same level courses.

Budgeted Expenditures

Da Vinci will allocate supplemental funds to pay for the Peer Tutoring Class 5000-5999: Services And Other Operating Expenditures Supplemental 5,000

Estimated Actual Expenditures

Actual expenditures through May using Supplemental funds are below. 5000-5999: Services And Other Operating Expenditures Supplemental 5000

Action 8

Planned Actions/Services

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

Actual Actions/Services

Da Vinci employed three certificated teachers (SPED, Social Studies & English) to implement a three-week remediation Summer School program for approximately 25 students.

Budgeted Expenditures

Three certificated teachers will be paid hourly to teach summer school using Supplemental funds. 5000-5999: Services And Other Operating Expenditures Supplemental 7,500

Estimated Actual Expenditures

Three certificated teachers were paid hourly to teach summer school using Supplemental funds. 5000-5999: Services And Other Operating Expenditures Supplemental 7500

Action 9

Planned Actions/Services

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

Actual Actions/Services

Da Vinci hired a industry expert in Coding and Computer Science to develop and implement a new course titled Introduction to Coding and Computer Science.

Budgeted Expenditures

An industry expert, Terry Toy, will be paid hourly on a VSA agreement to design the course and provide ongoing support and monitoring to the classroom teacher. 5000-5999: Services And Other Operating Expenditures LCFF 5,000

Estimated Actual Expenditures

An industry expert, Terry Toy, was paid hourly on a VSA agreement to design the Introduction to Coding and Computer Science Course and to provide ongoing support to the classroom teacher. 5000-5999:

classroom support will be provided by the industry expert.

Services And Other Operating Expenditures LCFF 5,823

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's goal to maintain or increase the percentage of students that enroll in two-year or four-year post-secondary education was met. Several actions and services were put in place including counselor meetings with all Seniors to assist with college applications, letters or recommendation, and preparation for the following year. All Senior students were invited to participate in "College Bootcamp" before the start of their Senior year to increase their education and understanding of the requirements for college acceptance. Da Vinci counseling staff also provided opportunities throughout the school year for students to visit a variety colleges including four year universities, state colleges, community colleges, and vocational programs. Da Vinci also paid for students to access the Davis Senior High School Career Center for support with college and career planning as needed.

To prepare students for success in high school, college, and career Da Vinci set out to improve or maintain the status of 8th graders in the All Students group on ELA and Mathematics SBAC Testing. One action put in place was a class size reduction in all Math classes. Math teachers also participated in professional development in College Preparatory Mathematics (CPM) to improve the effectiveness of Math instruction. Da Vinci continues to prepare students for college acceptance by administering the PSAT to all ninth grade students and providing peer tutoring to all ninth grade students in danger of failing a course required for a-g eligibility.

To support college and career goals for its Unduplicated High School Students, Da Vinci contracted with three local mental health and wellness therapists to provide social and emotional support to students with the focus of providing therapeutic support to address students' socio-emotional needs as well as remove barriers to pursuing post-secondary education. Two therapists provided one-on-one sessions with students. The other therapist provided group support. A total of five sophomore, six juniors, and three seniors received therapist support.

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

In 2016-17, 26% of Da Vinci students enrolled in two-year post-secondary education and 67% of students enrolled in four-year post-secondary education, an increase of 4% for two-year and 1% for four-year post-secondary education. Da Vinci was able to increase college enrollment but there was a decrease of 7% of students who attained A-G eligibility at 81%. This decrease in A-G eligibility is likely due to the increase in enrollment in two-year post-secondary education.

In 2016-17, Da Vinci 7th & 8th grade students achieved at "High", or 28.1 points above Level 3, a decline of 9 points from 2015-16 on SBAC ELA. On SBAC Mathematics 7th and 8th graders achieved at "High," or 9.9 points above level 3, a significant decline of 16 points. From 2015-16 to 2016-17, Da Vinci 7th and 8th graders did not meet the expected metric/indicator for SBAC ELA and Math. In 2016-17, Da Vinci 7th and 8th grade students in the "Students with Disabilities" subgroup achieved in the "Low" performance level, a significant decline of 18.6 points, on the ELA SBAC and achieved in the "Low" performance level, significant decline of 38.8 points, on the Math SBAC. Students in the "Socioeconomically Disadvantaged" subgroup achieved in the "Medium" performance level, and increase of 12.6 points, on the ELA SBAC and achieved in the "Medium" performance level, an increase of 17.5 points, on the Match SBAC. Da Vinci met this metric for the "Socioeconomically Disadvantaged" subgroup but did not meet the metric for the "Students with Disabilities" subgroup.

In 2015-16, all Da Vinci 9th graders took the PSAT and 24 out of 99 sophomores took the PSAT. In 2016-17, all of Da Vinci 9th graders took the PSAT and 0 of 101 sophomores took the PSAT. In 2017-18, all Da Vinci 9th graders took the PSAT and 21 of 105 sophomores took the PSAT. Da Vinci met this metric from the year 2016-17 to 2017-18 but over a three year span the total number of sophomores taking the PSAT has shown a small decline. Additionally, Da Vinci offered a preparation course for all students on the English and Mathematics college placements tests, such as the E.A.P. and Accuplacer in 2016-17 and 2017-18. The College Work Readiness Assessment (CWRA) measures growth from ninth grade to twelfth grade. Da Vinci students growth rate on the 2015-16 CWRA (growth from grade 9 to grade 12) was 52%. On the 2016-17 CWRA, Da Vinci students showed a growth rate of 31%, a positive indicator but not as substantial as hoped.

Utilizing Mental Health and Wellness therapists for Unduplicated Da Vinci students yielded positive results. Of the fourteen students that received these services, three have been in therapy on a weekly basis since September. The other students have received shorter durations of support. All of the participating report feeling more motivated to complete school work successfully and have shown an increase in GPA since the first semester of 2017-18. In addition, the students see their therapist as a supportive adult who teaches them useful coping strategies that they utilize to deal with problems both inside and outside of school. Students who have received therapy stated that they have more academic motivation and success, an increase in socio-emotional stability, and a better understanding how to overcome personal barriers to post-secondary education. Due to the increase of academic success, these students have increased options and opportunities for post-secondary education. 100% of seniors who have received therapy have also applied to college and 100% of juniors who have received therapy registered for the SAT and completed test preparation classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated Actual Expenditures were less than budgeted Expenditures for most sections. For college "Bootcamp" and college visits the expected budget expenditures reflected a higher amount due to the anticipation of higher transportation fees than actual costs. The mental health and Wellness services actual coast was less than the expected budget expenditures because of the scarcity of therapists available for school-based counseling and the logistical challenges (time, student schedule, parental permission, available space) of embedding the support in the school day. Da Vinci discovered that Unduplicated students are eligible to receive a waiver for

the SAT and ACT so the actual cost was less than expected. Da Vinci attempted to provide students with access to test preparation services but found few services available and most options were cost prohibitive for school-based services. As a result, some of the services were not provided resulting in a lower actual expenditure. Da Vinci provided peer tutoring services to ninth grade Unduplicated students and the hours of estimated actual expenditures were closely aligned with the estimated actual 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.

Da Vinci will retain this goal but look to increase actions and services to support an increase in 7th and 8th grade SBAC scores. Da Vinci intends to include additional metrics based upon the results of 11th grade SBAC to better capture growth towards college and career readiness. This will be reflected in goals/actions/services 3 2017-22.

Annual Update

LCAP Year Reviewed: **2017-18**

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measurable Outcomes

Expected

Metric/Indicator

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

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

Actual

4.1 Da Vinci did not hold 4-6 Echo parent night in 2017-18. Instead, Da Vinci elected to hold two combined Echo Parent Nights for both the High School and Junior High parent community. 134 parents participated in the two Echo Parent Night, representing approximately 22% of the parent population. Da Vinci did not meet this metric.

4.2 Da Vinci did not hold 6-8 Restorative Practice Parent Nights in 2017-18. Da Vinci did host 3 Restorative Practice Parent Nights in 2017-18 with a total attendance of 36 parents signing up but only 23 parents attending. Due to a perceived low interest among the parent community, Da Vinci did not host additional Restorative Practice Parent Nights. Da Vinci did not meet this metric and will likely revise it for 2018-19.

Expected

17-18

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.

Baseline

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

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

Actual

Actions / Services

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

Action 1

Planned Actions/Services

Da Vinci Restorative Practices Coordinators and Counseling staff will host quarterly parent nights during the year.

Actual Actions/Services

Da Vinci Restorative Practices Coordinators and Counseling staff held two parent nights during the year.

Budgeted Expenditures

Da Vinci Restorative Practices Coordinators and Counseling staff held two parent nights during the year. 1000-1999: Certificated Personnel Salaries LCFF \$1,000

Estimated Actual Expenditures

Da Vinci Restorative Practices Coordinators and Counseling staff held two parent nights during the year. 5000-5999: Services And Other Operating Expenditures LCFF \$250.00

Action 2

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

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 hosted two joint site 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 anticipated paying staff for their time for this event 0001-0999: Unrestricted: Locally Defined LCFF \$1,000

Da Vinci staff volunteered their time to run this event resulting in no expense to the school \$0

Action 3

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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Da Vinci initially planned to hold a series of Echo Parent Information Nights at the Junior High and High School site to improve parent participation in Echo training but, based upon staff feedback, decided to shift to an alternate plan. Da Vinci did not hold 4-6 Echo parent night in 2017-18. Instead, Da Vinci elected to hold two combined Echo Parent Nights for both the High School and Junior High parent community. 134 parents participated in the two Echo Parent Night, representing approximately 22% of the parent population. Da Vinci did not meet this metric but it is worth noting that many parents that elected not to attend may have already been familiar with Echo, Da Vinci's Learning Management System, from previous years.

Based upon the success of Restorative Practice Parent Information Nights in 2016-17, Da Vinci planned to increase the number of opportunities for parents to attend sessions to learn the school's approach to conflict resolution. However, Da Vinci did not hold 6-8 Restorative Practice Parent Nights in 2017-18 due to a lower than expected turnout from parents. Da Vinci did host three Restorative Practice Parent Nights in 2017-18 with a total attendance of 36 parents signing up but only 23 parents attending. Due to a perceived low interest among the parent community, Da Vinci did not host additional Restorative Practice Parent Nights. Da Vinci did not meet this metric and will likely revise it for 2018-19.

Not reflected in the planned actions and services but implemented this school year Da Vinci administrators increased communication from school to home with monthly newsletters to inform parents of upcoming events, general school information, and opportunities for parental involvement.

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

Da Vinci hosted 134 parents for the Echo Parent Information Night which is an increase of eleven parents from the previous year. Additionally, Da Vinci was able to provide parent observer accounts for all parents to access their students academic progress through Echo. As of April, 2018, Da Vinci has 600 students and 376 parents have logged into access Echo to monitor their students progress. This equates to roughly 62% of parents, however, this could reflect two different parents of one student or one parents of two siblings so it rough estimate.

The Restorative Parent Information Nights did not have a significant impact based on the lack of parent participation and interest. The parents that did attend were very positive and reported appreciation for the event but there was much less interest than anticipated leading Da Vinci staff to choose not to host more Restorative Parent Information Nights.

Every school month parent newsletters were provided to all Da Vinci families through email and hard copy on site. Many parents expressed appreciation for the increased communication from school to home.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Da Vinci spent less money on this goal than originally budgeted due to staff volunteering time and a reduction in Restorative Parent Information Nights.

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.

Da Vinci will continue with consistent communication through monthly parent newsletters to encourage parental involvement and with Parent Echo Nights to assist parents in tracking their student's academic progress. Da Vinci's state indicator for suspensions suggest an increased need for improved conflict resolution and social emotional needs. As such, Da Vinci staff will continue to explore better avenues for educating students and parents in restorative practices.

Stakeholder Engagement

LCAP Year: **2018-19**

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?

The Da Vinci Advisory Board held six meetings during the 2017-18 school year that were dedicated to the review of progress at Da Vinci Charter Academy. The Da Vinci Advisory Board is composed of the Da Vinci Charter Academy Principal, Junior High Vice Principal, High School Vice Principal, High School Administrative Assistant, DJUSD Chief Business and Operations Officer, three elected parents, and two appointed students. The meetings below included review and analysis of Da Vinci's progress related to the LCAP.

The 2017-18 Da Vinci Advisory Board met on February 28 at Da Vinci High School to review attendance data. The Advisory Board identified the following conclusions in their review and analysis: Da Vinci shows a downward trend in attendance rates from its inception as a Charter School in 2009. The Advisory Board considered proposed improved messaging to students and parents to improve attendance rates and a more thorough description of the attendance expectations to be added to the next Charter Renewal. The Advisory Board also elected to reduce the expected attendance rate in its Charter from 96% to 95% to make the attendance metric more in line with current patterns at Da Vinci and in DJUSD.

The 2017-18 Da Vinci Advisory Board met on March 21 at Da Vinci High School to review graduation requirements, graduation rates, and performance on the five, state indicators of the LCFF Evaluation Rubrics. The Advisory Board identified the following conclusions in their review and analysis: Da Vinci continues to have high success in graduation rates for all students; Da Vinci's graduation requirements should be revised to remove outdated requirements and to better reflect Da Vinci's Graduate Profile; Da Vinci shows increased suspension rates, particularly for several student subgroups; and Da Vinci shows a decreased performance on SBAC assessments, particularly in Mathematics.

The 2017-18 Advisory Board met on April 11 at Da Vinci High School. The Advisory Board identified the following conclusions in their review and analysis: The LCAP Parent Survey data review showed generally positive data. Notable areas of success were: parents feel their students are supported at school and are engaged in their classes; parents feel there are many college and career readiness opportunities at Da Vinci High School. Notable areas for improvement were: parents believe there is a lack of student clubs and extra-curricular activities at Da Vinci High School. Stakeholders suggested that Da Vinci High School improve communication about clubs available at DHS. The Advisory Board also reviewed the very comprehensive data derived from the student Youth Truth Survey for the Junior High and High School. Advisory Board members found that: 9th grade students were less satisfied overall compared to 7th and 8th grade students; and, teachers received high ratings from all grade levels, however, students did not

perceive their academic assignments to be rigorous. Stakeholders discussed that 9th grade students take the least amount of Project Based Learning (PBL) classes which could contribute to their lower level of satisfaction. Stakeholders suggested increasing the amount of PBL courses for 9th grade students. Additionally, the student Youth Truth Survey at the High School showed: approximately 70% of student feel they are getting a high-quality education; the highest rate of bullying was reported by 11th grade students with verbal bullying being ranked the highest overall; in 11th grade students reported higher instances of bullying based on how students look, including, race/skin color and how much money a family makes. Stakeholders reported that students are educated about other types of bullying in junior high that do not include race/skin color and socioeconomic status and, therefore, it would be helpful to add these two categories to decrease this type of bullying.

Da Vinci Charter Academy also utilized a parent survey to inform the LCAP. The 2017-18 Da Vinci LCAP Parent Survey was derived directly from the DJUSD LCAP Survey and linked in a email to all Da Vinci parents on March 7 and posted to the Da Vinci website to seek parent feedback. Approximately seventy parents from each site participated in the survey and the results were reviewed at the LCAP Advisory Board Meeting.

The 2017-18 LCAP Student Focus Group consisted of ten multi-grade Da Vinci High School students and took place on Wednesday, February 28 at Da Vinci High School. This focus group was facilitated by a district-hired consultant to solicit feedback from students which yielded useful data on student engagement, academic rigor, and college and career readiness.

In the area of positive indicators of student engagement, student responses evidenced that: students feel that the teachers seem to have a genuine interest in student success; students have the freedom to plan their own schedule; school doesn't feel like it's compulsory; Project-based learning goes way beyond just learning what is in a book; the way technology is integrated into schoolwork leads to tangible outcomes for knowledge; and students make actual products with their work rather than just completing an assignment. Additionally, one student made it clear that they are here because they genuinely want to be here. In the area of improvement in student engagement, student responses evidenced that: students would like more opportunities to take advanced courses (AP or Honors) on the Da Vinci campus instead of traveling to Davis Senior High School; students feel disengaged when WiFi is unreliable;

In the area of academic rigor, positive indicators of rigor, students responses evidenced that: Project-based learning works well for developing rigor and that Calculus and English are the most rigorous courses at Da Vinci High School. In the area of improving academic rigor, student responses again evidenced a desire for additional Advanced Placement and Honors courses.

In the area of positive indicators of college and career preparation, student responses evidenced that: collaborative projects are effective in building teamwork; students believe that projects are effective in building "soft skills" that will be helpful in their future careers; and, finally, students shared that do not perceive project-based learning to be explicitly focused on preparation for college and career readiness, the do believe it is implied and that it is one of the primary reasons for attending Da Vinci. In the area of improvement of college and career preparation, student responses evidenced that: some projects stray from realistic or practical connections to college and career preparation; there is division amongst the students about the real-world applicability of a

restorative justice approach to conflict resolution because some students believe it is not reflective of how conflicts are managed in adult life.

On a final note, students expressed disapproval of the current parking situation noting that the campus itself provides no student parking and that parking is limited in the surrounding neighborhood.

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 scheduled 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:

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.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

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

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	In 2016-17, four Da Vinci teachers (2 math, 1 science, 1 English) in	1.1 Da Vinci teachers in their first or second year will create and	1.1 Da Vinci teachers in their first or second year will create and	1.1 Da Vinci teachers in their first or second year will create and

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

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

All

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$12,500	\$1,000	\$12,500
Source	State Restricted Funding	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Registration and lodging to be paid with Educator Effectiveness Funds.	5000-5999: Services And Other Operating Expenditures Registration and lodging to be paid with LCFF	5000-5999: Services And Other Operating Expenditures Registration and lodging to be paid with LCFF

Action 3

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	New Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Da Vinci Instructional Coaches at the Junior High and High School site will plan and implement a "Newbie Cohort" to support first and second year teachers in Project-based Instruction Design and Facilitation.	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

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

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

Two Restorative Practices Coordinators, one at each site, will plan and implement "Newbie Cohort" to support first and

2018-19 Actions/Services

Two Restorative Practices Coordinators, one at each site, will plan and implement "Newbie Cohort" to support first and

2019-20 Actions/Services

Two Restorative Practices Coordinators, one at each site, will plan and implement "Newbie Cohort" to support first and

second year teachers in resolving conflict and promoting social and emotional learning school-wide. Additionally, these Restorative Practice Coordinators will manage a campus-wide Restorative Practices Referral System to support students and staff in resolving conflict.

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.

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

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

Action 5

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	State Restricted Funding	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Training will be paid for with Educator Effectiveness funds.	5000-5999: Services And Other Operating Expenditures Training will be paid for LCFF	5000-5999: Services And Other Operating Expenditures Training will be paid for with LCFF

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Year	2017-18	2018-19	2019-20
Amount	\$2,250	\$2,250	\$2,250
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Da Vinci will continue to pay one-third of the expense for this service in partnership with Emerson Junior High.	5000-5999: Services And Other Operating Expenditures Da Vinci will continue to pay one-third of the expense for this service in partnership with Emerson Junior High.	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

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

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 9

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

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

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.	Da Vinci currently provides 300 Chromebooks to its Junior High students. Da Vinci currently maintains approximately 200 laptops for its High School students.	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.	1.1 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.	1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus.
1.2 Da Vinci will continue to provide reliable and safe Internet access in every Da Vinci classroom so that every student and staff can access course content.	Da Vinci currently provides Internet access with active monitoring to comply with the Childrens' Internet Protection Act (CIPA) in all classrooms.	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.	1.2 Da Vinci will continue to provide reliable Internet access in every Da Vinci classroom so that every student and staff can access course content.	1.2 Da Vinci will continue to provide reliable Internet access in every Da Vinci classroom so that every student and staff can access course content.
1.3 Da Vinci will continue to provide every student with access to industry standard publishing, photo editing and video editing software that supports course specific content.	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.	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.	1.3 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.	1.3 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	Da Vinci 7th graders take a Research & Communications class.	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	1.4 Da Vinci will ensure that each student in the junior high program takes and passes a Research & Communications course that teachers students the skills to be proficient in using software and	1.4 Da Vinci will ensure that each student in the junior high program takes and passes a Research & Communications course that teachers students the skills to be proficient in using software and

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

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

2017-18 Actions/Services

Da Vinci will 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.

2018-19 Actions/Services

Da Vinci will purchase no laptops for the High School students in the 2018-19 school year. Da Vinci will need to purchase 95 Chromebooks for the Junior High students in the 2018-19 school year.

2019-20 Actions/Services

Da Vinci will need to purchase approximately laptops for its High School students in the 2019-20 school year. Da Vinci will need to purchase 50 Chromebooks for its Junior High students 2019-20 school year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$100,080	\$100,000	\$100,000
Source	Local Funding	Local Funding	Local Funding
Budget Reference	4000-4999: Books And Supplies Da Vinci expects to purchase approximately 50 Chromebooks for Junior High students using Gift funds.	4000-4999: Books And Supplies Da Vinci expects to purchase 50-70 laptops for High School students using Gift funds.	4000-4999: Books And Supplies Da Vinci expects to purchase 50-79 laptops and 50 Chromebooks using Gift funds
Amount	\$0	\$0	\$0
Source	Local Funding	Local Funding	Local Funding
Budget Reference	0000: Unrestricted template error	0001-0999: Unrestricted: Locally Defined template error	0001-0999: Unrestricted: Locally Defined template error

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

New Action

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

New Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Da Vinci will 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

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Quest diagnostics contract	5000-5999: Services And Other Operating Expenditures	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools
Specific Grade Spans: 10-12**OR**

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7,200	15,000	\$15,000
Source	LCFF	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Adobe licenses	5000-5999: Services And Other Operating Expenditures	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools
Specific Grade Spans: 7-9**OR**

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,250	\$1,800	\$1,800
Source	Local Funding	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures "We Video" to be paid for using Gift Funds.	5000-5999: Services And Other Operating Expenditures "We Video" to be paid for using Gift Funds.	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools
Specific Grade Spans: 10-12

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Da Vinci will 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

Year	2017-18	2018-19	2019-20
Amount	\$5,200	\$6,000	\$6,000
Source	State Funding	LCFF	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 7

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

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

Modified Action

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

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

2017-18 Actions/Services

Da Vinci will continue to provide an additional .1 FTE of IT Support at the Junior High site to manage Chromebooks and to support administration of the Learning Management System, ECHO

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

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

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Da Vinci will ensure Internet access at High School Site

2018-19 Actions/Services

contract for Internet services at the High School campus.

2019-20 Actions/Services

contract for Internet services at the High School campus.

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

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

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	In 2015-16, 22% percent of students enrolled in 2-year post-secondary schools and 66% of students enrolled in 4-	3.1 Da Vinci will maintain or increase the percentage of students that enroll in two-year or	3.1 Da Vinci will maintain or increase the percentage of students that enroll in two-year or	3.1 Da Vinci will maintain or increase the percentage of students that enroll in two-year or

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
four-year post-secondary education.	year post-secondary schools.	four-year post-secondary education.	four-year post-secondary education.	four-year post-secondary education.
3.2 Da Vinci will increase the number of students that graduate with A-G eligibility.	In 2015-16, 88% of students attained A-G eligibility upon graduation.	3.2 Da Vinci will increase the number of students that graduate with A-G eligibility.	3.2 Da Vinci will increase the number of students that graduate with A-G eligibility.	3.2 Da Vinci will increase the number of students that graduate with A-G eligibility.
3.3 Da Vinci will maintain or increase the status of 8th graders in the all All Students group on ELA and Mathematics SBAC Testing.	In 2015-16, Da Vinci 8th 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.	3.3 Da Vinci will maintain or increase the status of 8th graders in the all All Students group on ELA and Mathematics SBAC Testing.	3.3 Da Vinci will maintain or increase the status of 8th graders in the all All Students group on ELA and Mathematics SBAC Testing.	3.3 Da Vinci will maintain or increase the status of 8th graders in the all All Students group on ELA and Mathematics SBAC Testing.
3.4 Da Vinci will maintain or increase the status of 8th graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.	In 2016-16, Da Vinci's Socioeconomically Disadvantaged students 8th graders attained Low, or -5.7 points (distance from Level 3), an increase of 11.2 points. Students with Disabilities attained Low, or -26.6, an increase of 12.2 points.	3.4 Da Vinci will maintain or increase the status of 8th graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.	3.4 Da Vinci will maintain or increase the status of 8th graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.	3.4 Da Vinci will maintain or increase the status of 8th graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.
3.5 Da Vinci will maintain or increase the number of students that take the PSAT in grades 9 and grade 10.		3.5 Da Vinci will maintain or increase the number of students that take the PSAT in grades 9 and grade 10.	3.5 Da Vinci will maintain or increase the number of students that take the PSAT in grades 9 and grade 10.	3.5 Da Vinci will maintain or increase the number of students that take the PSAT in grades 9 and grade 10.
3.6 Da Vinci will provide preparation courses for students to reach college ready levels of performance on English	In 2015-16, Da Vinci's Socioeconomically Disadvantaged 8th graders attained Medium in Mathematics	3.6 Da Vinci will provide preparation courses for students to reach college ready levels of performance on English	3.6 Da Vinci will provide preparation assistance for students to reach college ready levels of performance on English	3.6 Da Vinci will provide preparation assistance for students to reach college ready levels of performance on English

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

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$500	\$500
Source	Supplemental	State Restricted Funding	State Restricted Funding
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures College Readiness Block Grant	5000-5999: Services And Other Operating Expenditures College Readiness Block Grant

Action 2

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

Specific Grade Spans: 9-12

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)
[Add Scope of Services selection here]**Location(s):**

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

[Add Location(s) selection here]

Actions/ServicesSelect from New, Modified, or Unchanged
for 2017-18

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Da Vinci will continue to 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

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

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

Specific Grade Spans: 9-12

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Limited to Unduplicated Student Group(s)

Actions/Services

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

New Action

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$1,000	\$1,000
Source	State Restricted Funding	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 4

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

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

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

Budgeted Expenditures

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

Action 5

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

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 6

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

Specific Schools: Da Vinci High School

Specific Grade Spans: 10-12

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	85,000	\$90,000	\$90,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	Da Vinci High School will employ additional counseling FTE for its population of 300 High School students to create a lower counselor to student ratio in order to provide support for college and career preparation.	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 7

All	All Schools Specific Grade Spans: 9-12
-----	---

OR

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

Actions/Services

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

Budgeted Expenditures

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

Action 8

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

Actions/Services

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

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

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

Modified Action

New Action
Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 9

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

Schoolwide

Actions/Services

New Action

New Action

Da Vinci VP at the Junior High in order to lead instruction, intervention planning, and create a safe climate. This FTE is allocated with a lower student to administrator ratio than average due to split site and increase in student needs.

Da Vinci will maintain a full time VP at the Junior High in order to lead instruction, intervention planning, and create a safe climate.

Budgeted Expenditures

Amount

\$50,000

\$50,000

Action 10

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

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

2017-18 Actions/Services

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

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

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

Action 11

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):

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

English Learners
Foster Youth
Low Income

Actions/Services

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

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

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Action 12

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Location(s):

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

All

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

(Select from New Goal, Modified Goal, or Unchanged Goal)

New Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

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

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

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
<p>4.1 Da Vinci will hold 4-6 Echo parent nights in order to attain attendance by 75% of the parent population.</p> <p>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.</p>	<p>Da Vinci held two Echo Parent Nights in 2016-17 with a total of 123 participants.</p> <p>Da Vinci held one Restorative Practice Parent Night in 2016-17 with a total of 26 participants.</p>	<p>4.1 Da Vinci will hold 4-6 Echo parent nights in order to attain attendance by 75% of the parent population.</p> <p>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.</p>	<p>4.1 Da Vinci will hold 2 Echo Parent Nights including both Junior High and High School parents/guardians and ensure all families have access and the opportunity to receive assistance with using Echo.</p> <p>4.2 Da Vinci will provide parents/guardians with monthly newsletters to inform parents of opportunities to engage in school activities including paneling for academic projects.</p> <p>4.3 Da Vinci will host one signature night event per grade level that is free and open to the public with advance invitation to all families.</p>	<p>4.1 Da Vinci will hold 2 Echo Parent Nights including both Junior High and High School parents/guardians and ensure all families have access and the opportunity to receive assistance with using Echo.</p> <p>4.2 Da Vinci will provide parents/guardians with monthly newsletters to inform parents of opportunities to engage in school activities including paneling for academic projects.</p> <p>4.3 Da Vinci will host one signature night event per grade level that is free and open to the public with advance invitation to all families.</p>

Planned Actions / Services

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

Action 1

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

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Da Vinci Restorative Practices Coordinators and Counseling staff will host quarterly parent nights during the year.

2018-19 Actions/Services

Da Vinci Restorative Practices Coordinator will host a Parent Restorative Practices Information sessions during Back to School Night.

2019-20 Actions/Services

Da Vinci Restorative Practices Coordinator will host a Parent Restorative Practices Information sessions during Back to School Night.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$500	\$500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	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:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

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

All Schools

OR

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

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$500	\$500
Source	State Funding		
Budget Reference	0001-0999: Unrestricted: Locally Defined	0001-0999: Unrestricted: Locally Defined	

Action 3

All

All Schools

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Da Vinci will host one signature night event per grade level and cover all costs for staff, refreshments, project materials.

Da Vinci will host one signature night event per grade level and cover all costs for staff, refreshments, project materials.

Budgeted Expenditures

Amount

\$5,000

\$5,000

Budget
Reference

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$161,197

Percentage to Increase or Improve Services

3.33%

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

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

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

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

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

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

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

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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/fq/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; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

Using actual annual measurable outcome data, including data from the 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. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the 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 included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

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

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

Guiding Questions: Stakeholder Engagement

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

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	414,580.00	386,641.79	414,580.00	478,221.00	489,721.00	1,382,522.00
	0.00	0.00	12,500.00	60,500.00	60,500.00	133,500.00
LCFF	110,850.00	116,068.30	94,520.00	131,060.00	131,060.00	356,640.00
Local Funding	104,390.00	105,505.49	105,720.00	100,000.00	100,000.00	305,720.00
State Funding	17,819.00	11,931.00	21,340.00	1,500.00	1,500.00	24,340.00
State Restricted Funding	78,021.00	51,570.00	56,815.00	25,315.00	25,315.00	107,445.00
Supplemental	103,500.00	101,567.00	123,685.00	159,846.00	171,346.00	454,877.00

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

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	414,580.00	386,641.79	414,580.00	478,221.00	489,721.00	1,382,522.00
	0.00	0.00	119,049.00	85,920.00	86,420.00	291,389.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	101,000.00	97,055.49	1,000.00	500.00	0.00	1,500.00
1000-1999: Certificated Personnel Salaries	101,140.00	99,975.30	25,346.00	126,646.00	126,646.00	278,638.00
2000-2999: Classified Personnel Salaries	75,000.00	73,316.00	75,000.00	83,000.00	83,000.00	241,000.00
4000-4999: Books And Supplies	0.00	0.00	100,080.00	100,000.00	100,000.00	300,080.00
5000-5999: Services And Other Operating Expenditures	114,711.00	114,614.00	76,605.00	68,655.00	80,155.00	225,415.00
5800: Professional/Consulting Services And Operating Expenditures	22,729.00	1,681.00	17,500.00	13,500.00	13,500.00	44,500.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	414,580.00	386,641.79	414,580.00	478,221.00	489,721.00	1,382,522.00
		0.00	0.00	12,500.00	60,000.00	60,500.00	133,000.00
	LCFF	0.00	0.00	7,320.00	4,920.00	4,920.00	17,160.00
	Supplemental	0.00	0.00	99,229.00	21,000.00	21,000.00	141,229.00
0000: Unrestricted	Local Funding	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined		0.00	0.00	0.00	500.00	0.00	500.00
0001-0999: Unrestricted: Locally Defined	Local Funding	1,000.00	97,055.49	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	State Funding	100,000.00	0.00	1,000.00	0.00	0.00	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	8,625.30	0.00	10,940.00	10,940.00	21,880.00
1000-1999: Certificated Personnel Salaries	State Funding	6,200.00	6,350.00	15,140.00	0.00	0.00	15,140.00
1000-1999: Certificated Personnel Salaries	Supplemental	9,940.00	85,000.00	10,206.00	115,706.00	115,706.00	241,618.00
2000-2999: Classified Personnel Salaries	LCFF	85,000.00	73,316.00	75,000.00	83,000.00	83,000.00	241,000.00
4000-4999: Books And Supplies	Local Funding	75,000.00	0.00	100,080.00	100,000.00	100,000.00	300,080.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	34,127.00	12,200.00	32,200.00	32,200.00	76,600.00
5000-5999: Services And Other Operating Expenditures	Local Funding	28,650.00	8,450.00	5,640.00	0.00	0.00	5,640.00
5000-5999: Services And Other Operating Expenditures	State Funding	4,390.00	3,900.00	5,200.00	1,500.00	1,500.00	8,200.00
5000-5999: Services And Other Operating Expenditures	State Restricted Funding	4,650.00	51,570.00	39,315.00	25,315.00	25,315.00	89,945.00
5000-5999: Services And Other Operating Expenditures	Supplemental	58,521.00	16,567.00	14,250.00	9,640.00	21,140.00	45,030.00
5800: Professional/Consulting Services And Operating Expenditures	State Funding	18,500.00	1,681.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	State Restricted Funding	3,229.00	0.00	17,500.00	0.00	0.00	17,500.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	19,500.00	0.00	0.00	13,500.00	13,500.00	27,000.00

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

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	70,330.00	57,806.00	70,330.00	55,601.00	67,101.00	193,032.00
Goal 2	201,250.00	209,450.79	201,330.00	214,200.00	214,200.00	629,730.00
Goal 3	141,000.00	119,135.00	140,920.00	202,420.00	202,420.00	545,760.00
Goal 4	2,000.00	250.00	2,000.00	6,000.00	6,000.00	14,000.00
Goal 5			0.00	0.00	0.00	0.00

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