

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Da Vinci Communications		
Contact Name and Title	Nathan Barrymore Principal	Email and Phone	nbarrymore@davincischools.org

2017-20 Plan Summary

THE STORY

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

Da Vinci Communications (DVC) is a beautiful school serving a diverse student community by any definition of diversity. DVC has a student and family body of students who are between 40% and 50% free or reduced meals, and has students from diverse racial backgrounds, with a plurality of student identifying as latino, then the next largest racial identity groups being black and white, ordinarily, with a few asian students attending.

DVC is a project based learning school with a priority on the following structures:

1. Family community
2. Project based learning
3. College preparatory curriculum
4. Professional pathways

In order to accomplish these goals, the academic and school structures are set up as follows (by numbering system above):

1. Cohorting of students, most strongly in the 9th and 10th grades. In the 9th and 10th grades, students travel with a cohort of ~34 students to their three core teachers, each of whom teachers two academic subjects (i.e. a math teacher would teach both algebra 1 and computer science). This structure decreases the total teacher to student ratio for core teachers, allowing for closer teacher and student relationships, producing a family feel at the school. The same is true for students - having the same classmates throughout the day promotes a family cohort of students, helping with integration into a diverse student body from a variety of middle schools.
2. Teachers design interdisciplinary, professional world projects as a grade level. Teachers teach for fewer minutes than at most other schools, and equivalently have more prep time. This is necessary for the development of a strong, current and meaningful project based learning curriculum.
3. Our college preparatory curriculum across all subjects is ensured through alignment to common core standards and a combination of relevant, real world project based curriculum with research based best practices and curriculum. By combining these two sources of instruction, students are motivated, engaged and prepared for both the abstract challenges of the world and the discrete and concrete tasks of traditional schooling they will see in college.
4. Our professional pathways program has strands from 9th to 12th grade. Students all take computer science and communications in the 9th grade, which lead into student selected pathways starting in the 11th grade. We have pathways in computer science, journalism, strategic communications and music and media. Each pathway is aligned to industry skills through formation alongside industry experts, or through curriculum developed by industry experts (i.e. Project Lead the Way Computer Science).

LCAP HIGHLIGHTS

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

This year DVC had its first graduating class, and concurrently we have rolled out our first full version of our academic offerings. A few of them are highlighted in this year's LCAP in the following ways:

- Complete pathway course offerings in computer science, journalism, strategic communications and music & media
- Teachers in grades 9 through 12, and a result a significant commitment to money for staffing beyond a traditional 30:1 student to teacher ratio and 5/6 class period teaching assignments

DVC also has growth areas which we hope to commit to and improve in as demonstrated in this LCAP in the following ways:

- Increased credit recovery options during the year through extra sections taught by (and as a result, paid out to) teachers
- Increased preparation for the ACT and SAT, as demonstrated by our hiring an outside company to run SAT courses, and the expansion of those courses in 2017-18
- Greater access to both before and after school tutoring through hiring external candidates

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.

Our greatest progress is the development of our career pathways. We have rolled out these four career pathways with industry alignment, and as a result have opportunities for our students to specialize early in high school in a subject area while concurrently developing leadership abilities as they grow within a specific field modeled after a workplace.

GREATEST PROGRESS

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

Our greatest need is our math learning outcomes, as measured by SBAC results. As a result we have shifted our math curriculum from ALEKS (and online, self paced, and very wrote learning math software) to College Preparatory Mathematics (CPM). This transition has been made over the course of the 2016-17 school year in pockets, and will proceed in full force this coming school year. We have been able to reinforce and support this transition with our partnership with LMU and their math instructional model. Most importantly, we have a math department at DVC which have all been here since the grade level's founding, and are bringing on an experienced math teachers. We expect with this set of advantages that we will see rapid growth in our math outcomes as measured by the SBAC and internal measures at DVC over the next few years.

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

Based on our state testing results, we see a gap in our mathematics curriculum and a huge success in our English instructional results. We have already begun the transition away from our online ALEKS curriculum to the deep learning model of College Preparatory Mathematics (CPM). We believe based on this curricular transition and the integration of our professional development in partnership with LMU this past year puts us in a great position to see vast improvement in our math testing and untested knowledge outcomes at our school.

Da Vinci Communications High - Los Angeles County

Enrollment: 205 Socioeconomically Disadvantaged: 45% English Learners: 7% Foster Youth: N/A Grade Span: 9-12 Reporting Year: Spring 2017

Charter School: Yes

Equity Report Status and Change Report Detailed Reports Student Group Report

The College/Career Indicator, which includes Grade 11 assessment results, will be reported as a state indicator in fall 2017. Grade 11 assessment results for English language arts and mathematics are provided below for informational purposes.

	Number of Students	Status	Change
English Language Arts (Grade 11)	68	60.1 points above level 3	0 points
Mathematics (Grade 11)	66	71.7 points below level 3	0 points

INCREASED OR IMPROVED SERVICES

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

For low incomes students, we expect services for low-income students to improve by targeting SAT and ACT prep with low cost courses for all students, but specifically targeting low-income students to receive "scholarships" for these courses (making them fully school funded).

For ELLs, we now have an ELL coordinator, and as a result our CELDT process has greatly improved. We plan on improving our current support systems with a stronger ELL seminar curriculum separate from our sister school, Da Vinci Design, on whom we were relying on greatly these past couple years.

For foster youth, our general numbers are low enough that we plan on individually targeting these student largely through counseling and counselors specifically directing them to resources, and ensuring the they are taking advantage of these services on campus such as tutoring, in-class supports and individual check-ins.

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	\$3626000
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$372,002.00

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.

The majority of our budget from the general fund is committed to teacher and staff salaries and benefits for the year. This both falls in line with schools across the state of California (and the country), and in our appropriate prioritization of great teachers being the greatest determinant (we have control over as a school) of a student's success in life.

Our other large expenses this year were materials and supplies to start various courses, programs and curricula as we expanded to teach our first 12th grade class and started our pathway courses.

We had minimal expenses around extra teacher sections, but in future years expect this cost to rise as we grow in enrollment.

\$2,481,920

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

DVC students will be provided with access to the facilities, teachers and materials necessary for learning.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Audit will find that 100% of students will have access to instructional materials in print or electronic formats.
 Audit will find that 100% of teachers are properly assigned.
 Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.
 Analyze 2016-17 baseline student data on SBAC assessment and set goals for 2017-18.

ACTUAL

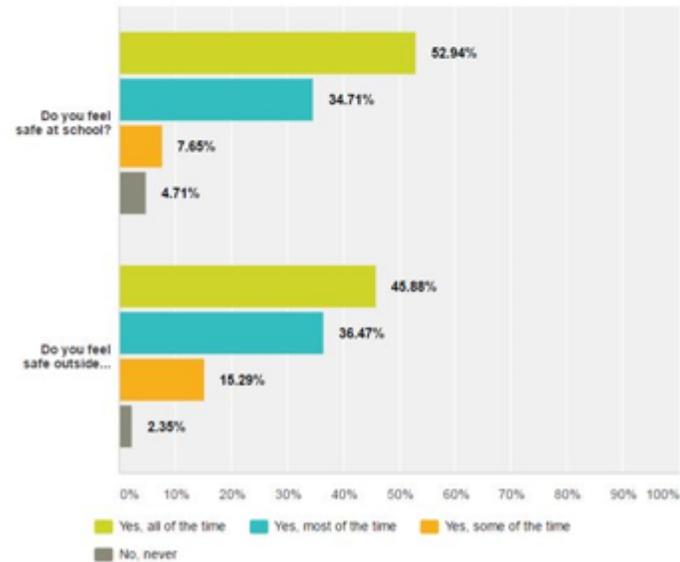
100% of students had access to instructional materials in print or electronic formats.
 100% of teachers are properly assigned (0 teacher misassignments).
 The school is safe, clean, and well maintained per January 2017 facilities inspection overall rating of 'Good' as well as 95% positive student ratings on the 2015-2016 survey question 'Do you feel safe at school,' and 98% positive student responses to the question, 'Do you feel safe outside of school?'

School Facility Conditions and Planned Improvements (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: January 2017				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains		X		
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			
Overall Rating	Exemplary	Good	Fair	Poor
		X		

Please rate Da Vinci in the following areas related to perceived safety:

Answered: 170 Skipped: 23



[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**

<p>Actions/Services</p>	<p>PLANNED Students will all have year-long access to online math software that will provide curriculum and assessment for students at their own individualized pace.</p>	<p>ACTUAL Students will all have year-long access to online math and foreign language software or textbooks that will provide curriculum and assessment for students at their own individualized pace (4345-00)</p>
<p>Expenditures</p>	<p>BUDGETED College Preparatory Mathematics Curriculum 4000-4999: Books and Supplies Base 9,900 Rosetta Stone Subscriptions: \$100 per student at 200 students 4000-4999: Books and Supplies Base 20,000</p>	<p>ESTIMATED ACTUAL College Preparatory Mathematics Curriculum 4000-4999: Books and Supplies Base 9,200 Rosetta Stone Subscriptions: \$95 per student at 280 students (4315-00) 4000-4999: Books and Supplies Base 26,600</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information.</p>	<p>ACTUAL Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information.</p>
<p>Expenditures</p>	<p>BUDGETED Staff Recruitment, Hiring 5800: Professional/Consulting Services and Operating Expenditures Base 500</p>	<p>ESTIMATED ACTUAL Staff Recruitment, Hiring 5800: Professional/Consulting Services and Operating Expenditures Base 500</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED To meet the needs of the expanding school and provide a high quality and safe learning environment, DVC facilities will be upgraded with 3 new classrooms in 2016-17.</p>	<p>ACTUAL To meet the needs of the expanding school and provide a high quality and safe learning environment, DVC facilities will be upgraded with 3 new classrooms in 2016-17. (5600-1000-00)</p>
<p>Expenditures</p>	<p>BUDGETED 3 New portable classrooms installed and wired with technology, power, etc. 6000-6999: Capital Outlay Base 40,000</p>	<p>ESTIMATED ACTUAL 3 New portable classrooms installed and wired with technology, power, etc. 5000-5999: Services and Other Operating Expenditures Base 36,000</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED Teachers will participate in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills.</p>	<p>ACTUAL Teachers will participate in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills.</p>
<p>Expenditures</p>	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

Professional development sessions involving industry trips for teachers, common core training and PBL training. 5800: Professional/Consulting Services and Operating Expenditures Base 1,000

Professional development sessions involving industry trips for teachers, common core training and PBL training. 5800: Professional/Consulting Services and Operating Expenditures Base 1,000

Action **5**

Actions/Services

PLANNED
 Teachers at DVC will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period model. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in.

ACTUAL
 Teachers at DVC will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period model. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in.

Expenditures

BUDGETED
 Partial cost of 3 Teachers at 60,000 average salary plus benefits 1000-1999: Certificated Personnel Salaries Supplemental \$70,930

ESTIMATED ACTUAL
 Partial cost of 3 Teachers at 60,000 average salary plus benefits 1000-1999: Certificated Personnel Salaries Supplemental 72,172

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.

Overall, expenses were largely personnel and materials drive. Our staffing model was executed as planned, and we purchased foreign language software as well as math supplies for our transition to a deeper learning math teaching model.

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

Our personalized model is designed to develop close teacher/student relationships, most beneficial to low income and at-risk students, specifically students who have fewer close adult relationships with professional mentors in their lives. With this model, we hire teachers above the average 30:1 staffing ratio with 5 of 6 periods teaching. This results in a personalized experience for our students, most benefiting students from low income backgrounds.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

All differences were very minor. We did add in some math curriculum purchases to better support our transition from an online based math curriculum to a paper based math curriculum we believe will create much deeper learning around problem solving, mathematical thinking and self-regulation than our old system achieved.

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.

We did not make any changes to this goal, metrics or actions.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

DVC students will be provided with the services necessary to support their learning and successful completion of high school.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

We will develop a cohort graduation rate goal when we have graduating class, beginning with our graduating class of 2017.
 Daily attendance will be at or above 96.25%
 The dropout rate will be less than 2.75%
 Over 90% of students (grades 9, 10 and 11) enrolled at Da Vinci Communications in October 2014 chose to stay at Da Vinci Communications for the following school year

Eighty-five percent of students identified as at risk based on their academic, language, health, or other needs that have a support plan in place by mid-semester of their freshman year.

ACTUAL

16-17 ADA (as of 4/17/17): 95.37%
 Cohort graduation and dropout rates for the class of 2017 are TBD.
 Student retention rates: TBD
 Support plan implementation: TBD

ACTIONS / SERVICES

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

Action 1

Actions/Services

PLANNED
Counseling support

ACTUAL
Counseling support

	DVC will continue to staff counselors at a ration significantly higher than the average high school in California in order to provide students with individual counseling and college guidance, both in individual settings as well as in group settings.	DVC will continue to staff counselors at a ration significantly higher than the average high school in California in order to provide students with individual counseling and college guidance, both in individual settings as well as in group settings.
Expenditures	BUDGETED Partial cost of extra counselors 1000-1999: Certificated Personnel Salaries Supplemental \$25,800.00	ESTIMATED ACTUAL Partial costs of additional counselors 1000-1999: Certificated Personnel Salaries Supplemental \$26,250

Action **2**

Actions/Services	PLANNED DVC will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at risk students. These courses and sections should decrease the dropout rate as students receive needed credits to be on a path toward graduation.	ACTUAL Instead of using teacher extra sections, we used academic coaches to save teachers' time and ability to keep higher quality in their core assignments. We hired an academic coach to focus on Algebra 1 for our students who did not pass that course their freshman year, as well as a math tutor before school to work with students every morning.
Expenditures	BUDGETED Teacher stipends for extra sections 1000-1999: Certificated Personnel Salaries Title I 18,000	ESTIMATED ACTUAL Teacher stipends for extra sections 1000-1999: Certificated Personnel Salaries Title I \$9,000

Action **3**

Actions/Services	PLANNED Summer school option for students who need to recover humanities credits.	ACTUAL Summer school option for students who need to recover humanities credits.
Expenditures	BUDGETED Cost to hire a teacher to teach summer school 1000-1999: Certificated Personnel Salaries Title I 4,500	ESTIMATED ACTUAL Cost to hire a teacher to teach summer school 1000-1999: Certificated Personnel Salaries Title I 4,500

Action **4**

Actions/Services	PLANNED Seminar program costs, including stipends for teachers to teach additional seminars.	ACTUAL Seminar program costs, including stipends for teachers to teach additional seminars.
Expenditures	BUDGETED Partial costs of seminar program costs, including stipends for teachers to teach additional seminars 5800: Professional/Consulting Services and Operating Expenditures Supplemental \$10,320.00	ESTIMATED ACTUAL Partial costs of seminar program costs, including stipends for teachers to teach additional seminars 5800: Professional/Consulting Services and Operating Expenditures Supplemental 10320

Action **5**

Actions/Services	<p>PLANNED Tutoring support before and after school, four days a week.</p>	<p>ACTUAL Tutoring support before and after school, four days a week.</p>
Expenditures	<p>BUDGETED Tutoring support after school 5800: Professional/Consulting Services and Operating Expenditures Title I 6,000</p>	<p>ESTIMATED ACTUAL Tutoring support after school 5800: Professional/Consulting Services and Operating Expenditures Title I 6,000</p>

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.

We staffed counselors above the state average, but due to a personnel issue, we had only one counselor for the second semester of the school year.
We did not pay for extra sessions during the school year, but were able to have students working on credit recovery as planned without paying for teachers' time in the way we initially planned, saving us money.
We implemented summer school as planned with a similar cost structure.
We implemented extra seminars as planned with a similar cost structure.

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

Our credit recovery was successful, though moving forward we will likely have to spend more on staff time, as this year we had the good fortune of relying on a staff member who was exceptionally capable and was able to take on extra work and we didn't pay for it. That seems unsustainable, and we'll likely have to pay someone going forward.
Our summer school program was successful and ran as planned - many student recovered credits they needed to graduate and to learn great content.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our main difference was a one year quirk about credit recovery. We were able to get most students to recover credit over the summer, so we were able to address all in-year credit recovery needs through academic coaches, limited online curriculum, and generous teacher donated time. As a result, our costs associated with within-year credit recovery were much lower than anticipated. We expect this to be a one year solution, and not sustainable, so we expect this costs to return to our previous level in 2017-18.

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.

None planned.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

DVC students will benefit from a school culture that is safe and supportive of their learning.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

The number of parents attending student events will be greater than 60% as measured by sign in logs and teacher feedback.
 Increase by 5% the parent participation in committees and meetings.
 The number of parents completing twice-annual parent survey will increase by 5 percentage points

On the annual student survey question, "My relationships with teachers overall," more than 85% of respondents choose 'good,' 'very good,' or 'excellent.'

More than 85% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey questions, "The degree to which the school creates a compassionate and caring learning community," and "How well the school creates an environment of high integrity, respect, and trust."

Less than 10 suspensions

ACTUAL

96% of families attended student events in 2016-2017.

An average of 8 families per meeting (with a total number of 40 families over the course of the year) attended school committees and meetings in 2016-2017.

Parent Survey completion rates (average of two administrations):
 2014-2015: 84%
 2015-2016: 79%
 2016-2017: 71%

% of student survey respondents who responded with 'good,' 'very good,' or 'excellent':
 "My relationships with teachers overall"
 2014-2015: 90.6%
 2015-2016: 87.51%
 "The degree to which the school creates a compassionate and caring learning community"
 2014-2015: 88.89%
 2015-2016: 88.89%
 "How well the school creates an environment of high integrity, respect, and trust"
 2014-2015: 83.75%
 2015-2016: 85.95%

Suspensions:
 2014-2015: 1
 2015-2016: 5



2016-2017: 6

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	<p>PLANNED Da Vinci Communication will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post secondary options</p> <p>BUDGETED School Home Calling system, partial cost 5900: Communications Base 500 Partial cost of website maintenance 5900: Communications Base 2000</p>	<p>ACTUAL Da Vinci Communication will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post secondary options</p> <p>ESTIMATED ACTUAL School Home Calling system, partial cost 5900: Communications Base 500 Partial cost of website maintenance 5900: Communications Base 2000</p>
Actions/Services		
Expenditures		
Action 2	<p>PLANNED Da Vinci Communication seeks to maintain positive school climate, parent and student engagement. DVC will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.</p> <p>BUDGETED Partial cost of Front office staff doing parent interaction and communication, specifically for families whose primary language is Spanish, and for families who do not regularly interact online 2000-2999: Classified Personnel Salaries Base 2,000</p>	<p>ACTUAL Da Vinci Communication seeks to maintain positive school climate, parent and student engagement. DVC will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.</p> <p>ESTIMATED ACTUAL Partial cost of Front office staff doing parent interaction and communication, specifically for families whose primary language is Spanish, and for families who do not regularly interact online 2000-2999: Classified Personnel Salaries Base 2000</p>
Actions/Services		
Expenditures		
Action 3	<p>PLANNED DVC will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVC will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home of messages and reminders via the computerized</p>	<p>ACTUAL DVC will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVC will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home of messages and reminders via the</p>
Actions/Services		

<p>Expenditures</p>	<p>school phone system. DVC will use sign-in sheets from parent events, evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement.</p> <p>BUDGETED Cost of staff time updating the blog, calling families, and holding after school group meetings regarding college and school events 2000-2999: Classified Personnel Salaries Base 1000</p>	<p>computerized school phone system. DVC will use sign-in sheets from parent events, evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement.</p> <p>ESTIMATED ACTUAL Cost of staff time updating the blog, calling families, and holding after school group meetings regarding college and school events 2000-2999: Classified Personnel Salaries Base 1000</p>
<p>Action 4</p>	<p>PLANNED Advisory plan. Creation of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success</p>	<p>ACTUAL Advisory plan. Creation of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success</p>
<p>Expenditures</p>	<p>BUDGETED Resources for advisory lessons and development 4000-4999: Books and Supplies Base 500</p>	<p>ESTIMATED ACTUAL Resources for advisory lessons and development 4000-4999: Books and Supplies Base 500</p>
<p>Action 5</p>	<p>PLANNED Counseling support DVC will hire a counselor to support student's behavior.</p>	<p>ACTUAL Counseling support DVC will continue to employ a counselor to support student's behavior.</p>
<p>Expenditures</p>	<p>BUDGETED Portion of counseling salary 1000-1999: Certificated Personnel Salaries Base 5,000</p>	<p>ESTIMATED ACTUAL Portion of counseling salary 1000-1999: Certificated Personnel Salaries Base 5000</p>
<p>Action 6</p>	<p>PLANNED Students will have community dialogues that increase student morale. Extracurricular program, including stipends or hourly wages for adults running program.</p>	<p>ACTUAL Students will have community dialogues that increase student morale. Extracurricular program, including stipends or hourly wages for adults running program.</p>
<p>Expenditures</p>	<p>BUDGETED CD materials 4000-4999: Books and Supplies Base 1,000</p>	<p>ESTIMATED ACTUAL CD materials 4000-4999: Books and Supplies Base 1000</p>

Action **7**

<p>Actions/Services</p>	<p>PLANNED Advisory program is planned and run by teachers. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.</p>	<p>ACTUAL Advisory program is planned and run by teachers. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.</p>
<p>Expenditures</p>	<p>BUDGETED Advisory Materials 4000-4999: Books and Supplies Base 500</p>	<p>ESTIMATED ACTUAL Advisory Materials 4000-4999: Books and Supplies Base 500</p>

Action **8**

<p>Actions/Services</p>	<p>PLANNED Overnighter trip is organized each year for freshmen. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience.</p>	<p>ACTUAL Overnighter trip is organized each year for freshmen. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience.</p>
<p>Expenditures</p>	<p>BUDGETED Camp rental, buses 5000-5999: Services and Other Operating Expenditures Base 4,000</p>	<p>ESTIMATED ACTUAL Camp rental, buses 5000-5999: Services and Other Operating Expenditures Base 4000</p>

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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Implementation proceeded as planned, with materials and supplies purchased to support our culture building programs and activities in school, including materials for school assemblies (community dialogue, or CD) and advisory lessons. We also ran our overnighter trip for all incoming freshmen as planned. We also maintained our parent communications systems, including email, online, text, voice and written and mailed communication.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>Parent communication systems improved with more messages being sent home to families, particularly using a blog/email system, and at the classroom level using text messaging through applications designed for educational use. Our parent involvement in in person meetings was very low. While we offered many opportunities for parents to come to school to interact in person, attendance was quite low for a variety of programs, from building updates to counseling meetings, invites to events where all parents were welcome to show up was very low. Parent involvement in some events was very high, including:</p> <ul style="list-style-type: none"> • Exhibition nights (over 90% of families)

- Student Led Conferences (over 95% attendance, some grade levels had 100% attendance)

Parent involvement in individual counseling was mediocre and needs improvement

- Individual counseling meetings for seniors (medium attendance, needs improvement)
- Individual counseling meetings for juniors (medium attendance, needs improvement)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

None

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.

Next year, we will focus on communicating events earlier to parents in writing at the beginning of the year, and increase the participation in programs that we care about as a school. Next year we hope to increase the involvement of the SSC in decisions early in the year, as this year our discussions with the SSC happened, but they did so later in the year than would be best for our budget planning.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

DVC graduates will demonstrate college & career readiness.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent.
65% of ELLs will grow one level according to their overall CELDT score.

X percent (as defined by study in 2015-2016 school year) of juniors will score 'college ready' on the ELA EAP test.
X percent (as defined by study in 2015-2016 school year) of juniors will score "college ready" or 'college ready conditional' on the math EAP test.

Sixty six percent of students will pass their 'Presentation of Learning' on their first attempt.

60% of students complete a minimum of 20 community service hours during the school year.

ACTUAL

Baseline SBAC results (2015-2016) reveal a 15% achievement gap for socio-economically disadvantaged students in ELA, and an 11% achievement gap in Math. For English Learner students (RFEP students below were EL when SBAC tested), there is a 13% achievement gap for ELA and a 17% gap for Math.

53% of English Learners met the CELDT Criterion in 2016-2017. Of the 17 students tested, 18% (3 students) increased their CELDT Overall score one level. 29% (5 students) maintained the same score from the previous school year, and 18% (3 students) saw their CELDT Overall score fall one level. The remaining 35% (6 students) did not have a previous CELDT score to compare.

40% of juniors were 'college ready' on the ELA EPT exam in 2015-2016, and 71% of juniors were 'college ready' or 'conditionally ready.'
24% of juniors were 'college ready' or 'conditionally ready' on the math EPT exam in 2015-2016.
2016-2017 EAP results are expected in summer 2017.

Students passing 'Presentation of Learning' on first attempt in 2016-2017: TBD

Students completing a minimum of 20 community service hours during the 2016-2017 school year: 97%



[ACTIONS / SERVICES](#)

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

Action **1**

Actions/Services	<p>PLANNED Seminar supports for students needing to build math or ELA skills with support before college.</p>	<p>ACTUAL Seminar supports for students needing to build math or ELA skills with support before college.</p>
Expenditures	<p>BUDGETED Extra seminar assignments, approximately \$1,250 per seminar per semester. Built into seminar budget on previous goal 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>ESTIMATED ACTUAL Extra seminar assignments, approximately \$1,250 per seminar per semester. Built into seminar budget on previous goal 1000-1999: Certificated Personnel Salaries Supplemental 0</p>

Action **2**

Actions/Services	<p>PLANNED College courses will be offered to (actually forced upon) all students! This will take the form of some classes starting as college courses, and after the first exam or project, those students not passing the course will be dropped so that they are exposed to college rigor, but have time to develop college level skills before embarking on academic pursuits that will stay on a transcript. These courses will raise the rigor of DVC classes, and more strongly develop students' reading, writing and problem solving abilities. This program is targeted and design to help low income, ELLs, foster youth, and edesignated students, as the format specifically provides a longer runway with the same end goal as students for whom college is a given and for whom the traditional college path is effective.</p>	<p>ACTUAL College courses will be offered to all students. We did not proceed with the plan to have all students automatically enrolled in a college course, and instead maintained our plan to offer college courses to all students, and let students self-select into the courses. We had around 50% of seniors and 50% of our juniors take at least one college course.</p>
Expenditures	<p>BUDGETED Partial Costs of college partnership (so that we can offer dual enrollment courses on our campus) 5800: Professional/Consulting Services and Operating Expenditures Supplemental \$27,950.00</p>	<p>ESTIMATED ACTUAL Partial Costs of college partnership (so that we can offer dual enrollment courses on our campus) 5800: Professional/Consulting Services and Operating Expenditures Supplemental 27950</p>

Action **3**

Actions/Services	<p>PLANNED POL Green room supervision and support to support proper preparation for end of semester presentations.</p>	<p>ACTUAL POL Green room supervision and support to support proper preparation for end of semester presentations and prepare for college testing in the 10th and 11th grade.</p>
Expenditures	<p>BUDGETED POL Green room supervision. \$60/day per room. 5800: Professional/Consulting Services and Operating Expenditures Base 1,500</p>	<p>ESTIMATED ACTUAL POL Green room supervision. \$60/day per room. 5800: Professional/Consulting Services and Operating Expenditures Base 1500</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED Publication of service hour opportunities on blog and in classrooms each week.</p>	<p>ACTUAL We did not publish service hour opportunities weekly, but did have a service hours opportunities page linked on the blog and on our student facing home webpage all year.</p>
<p>Expenditures</p>	<p>BUDGETED Staff time, already included in salaries 1000-1999: Certificated Personnel Salaries Base 0</p>	<p>ESTIMATED ACTUAL Staff time, already included in salaries 1000-1999: Certificated Personnel Salaries Base 0</p>

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.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>We continued our two main college partnerships: Antioch University Los Angeles and CSUDH. Costs were structured differently for the programs, but continued as planned for each one.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>We continued our two main college partnerships: Antioch University Los Angeles and CSUDH. Both programs ran using very different structures, but both were successful in building different sets of college skills in our student body.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>None</p>
<p>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.</p>	<p>None</p>

Stakeholder Engagement

LCAP Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Parent, student, and teacher feedback on the school's program was solicited via school surveys in the fall of 2016, and the results used to help guide the LCAP creation. These surveys are part of Da Vinci's twice annual school surveys.

In December 2016, all students were surveyed about seminar offerings, providing feedback for the LCAP development.

In December 2016, parents and students on the SSC reviewed survey data surrounding seminar offerings and provided feedback for both spring 2017 as well as the 2017-18 school year.

In April of 2017 the second of the school wide surveys was conducted, providing more feedback on the school's program, direction, and priorities.

On June 14th the Da Vinci Board reviewed the LCAP and provided feedback.

Da Vinci Communication has actively engaged parents and guardians of foster youth, English learners, reclassified English proficiency students, and low-income students.

In the annual update, DVC will continue to actively seek the involvement of all stakeholders to support improved outcomes for all pupils related to the state priorities. DVC will continue to refer to trends in students achievement and parent input.

In spring 2017, multiple seniors ran surveys across campus relating to SAT and ACT preparation for college entrance. Students presented these surveys and additional research to DVC leadership team and came up with a plan for future test prep.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Some of the areas that parents identified in the original meeting that were incorporated into the first draft of the DVC LCAP included SAT/ACT test prep, continued support of small class sizes and teacher/staff ratio.

Staff, parent, and student survey feedback was incorporated into the LCAP through the inclusion of after school tutoring, SAT/ACT prep, and extra seminar support classes for struggling students.

June 2nd 2016 Board meeting feedback was incorporated into the final board approved LCAP in the following manner: metrics for first three goals were modified from the number of Williams complaints received to a more positive metric, specifically an internal audit that also helps the school be proactive related to the goals instead of merely reactive. Expenditures in section three were expanded to include two more years instead of just the first year of the LCAP.

Some of the areas that parents identified in the original meeting that were incorporated into the first draft of the DVC LCAP included SAT/ACT test prep, tutors with Da Vinci specific experience (graduates of DVS or DVD), and structures for before and after school learning that would help struggling students.

Staff, parent, and student survey feedback was incorporated into the LCAP through the inclusion of after school tutoring, SAT/ACT prep, and extra seminar support classes for struggling students.

Programs were developed between DV Design and DV Communications using similar personnel to achieve efficiencies in training and human capital. (Also known as "we use the same math tutors.")

Program to push students to completely SAT prep online through Khan Academy while at school during POL week was developed by a senior project

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

DVC students will be provided with access to the facilities, teachers and materials necessary for learning.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

All students, including pupils with disabilities and socioeconomically disadvantaged students, need complete access to instructional materials. A growing proportion of these materials are now available as online resources. Student access to both print and electronic materials is measured by internal surveys and inventories. Compliance with this goal is measured by Williams Complaint procedures and the adequate response to such complaints.
 Metric:
 An internal audit conducted by Da Vinci Schools regarding availability of instructional materials.

Need: It is essential that teachers possess the professional knowledge for both content and pedagogy in their area of instructional. Hiring practices guide this process of eliminating teacher candidates that are not qualified. Internal and external professional development provides a structure for building capacity within our teaching staff. This goal is measured through CalPads, LACOE oversight and Williams Complaint Procedures.
 Metric: An annual internal audit conducted by Da Vinci Schools will find 100% of teachers properly assigned.

Need: A positive school climate is essential in creating conditions that promote student learning. School is temporarily leasing an older building from authorizing district that is in need of structural upgrades, pending the brandnew construction of a school facility due to open in Spring of 2017. Internal and external facilities inspections are conducted on a regular basis, overseen by the Director of Facilities.
 Metric: An internal audit conducted by Da Vinci Schools will show that the school site is safe, clean, and well maintained.

Need: The Common Core State Standards were created with college and career readiness as the ultimate goal. Over the next three years we plan to continue a seamless K-12 transition for students toward CCSS as well as the Next Generation Science Standards with appropriate instructional strategies, materials, and assessments. This includes a focus on student ownership of learning, student explanation of their thinking, student's presentations of learning and real-world application. The school models a project based philosophy, where students participate in hands-on, real world applications through the organization's establishment of a Practicum Program. Metric: 100% of teachers will participate in professional development related to the integration of the common core standards and Next Generation Science Standards (where applicable) in their classroom instruction. 100% of departments will have analyzed and incorporated

common core standards and Next Generation Science Standards (where applicable) into class and department essential skills. 100% of students will participate in an industry-involved project each year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to Instructional Materials	100% of students had access to instructional materials in print or electronic formats in 2016-2017.	Audit will find that 100% of students will have access to instructional materials in print or electronic formats.	Audit will find that 100% of students will have access to instructional materials in print or electronic formats.	Audit will find that 100% of students will have access to instructional materials in print or electronic formats.
Appropriate Teacher Assignment	100% of teachers are properly assigned (0 teacher misassignments) in 2016-2017.	Audit will find that 100% of teachers are properly assigned.	Audit will find that 100% of teachers are properly assigned.	Audit will find that 100% of teachers are properly assigned.
Annual Facilities Inspection Student Survey Results Related to Safety	The school is safe, clean, and well maintained per January 2017 facilities inspection overall rating of 'Good' as well as 95% positive student ratings on the 2015-2016 survey question 'Do you feel safe at school,' and 98% positive student responses to the question, 'Do you feel safe outside of school?'	Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.	Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.	Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Students will all have year-long access to online foreign language software that will provide curriculum and assessment for students at their own individualized pace and hard copy physics textbooks to implement a project based learning science curriculum.

2018-19

New Modified Unchanged

Students will all have year-long access to online foreign language software that will provide curriculum and assessment for students at their own individualized pace and hard copy chemistry textbooks to implement a project based learning science curriculum.

2019-20

New Modified Unchanged

Students will all have year-long access to online foreign language software that will provide curriculum and assessment for students at their own individualized pace and hard copy biology textbooks to implement a project based learning science curriculum.

BUDGETED EXPENDITURES

2017-18

Amount	9,000
Source	Base
Budget Reference	4000-4999: Books and Supplies Active Physics Curriculum
Amount	25,000
Source	Base
Budget Reference	4000-4999: Books and Supplies Rosetta Stone Subscriptions: \$100 per student at 250 students

2018-19

Amount	9,000
Source	Base
Budget Reference	4000-4999: Books and Supplies Active Chemistry Curriculum
Amount	30,000
Source	Base
Budget Reference	4000-4999: Books and Supplies Rosetta Stone Subscriptions: \$100 per student at 300 students

2019-20

Amount	9,000
Source	Base
Budget Reference	4000-4999: Books and Supplies Active Biology Curriculum
Amount	35,000
Source	Base
Budget Reference	4000-4999: Books and Supplies Rosetta Stone Subscriptions: \$100 per student at 350 students

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information.

2018-19

New Modified Unchanged

Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information.

2019-20

New Modified Unchanged

Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information.

BUDGETED EXPENDITURES

2017-18

Amount: 500

Source: Base

Budget Reference: 5800: Professional/Consulting Services and Operating Expenditures
Staff Recruitment, Hiring

2018-19

Amount: 500

Source: Base

Budget Reference: 5800: Professional/Consulting Services and Operating Expenditures
Staff Recruitment, Hiring

2019-20

Amount: 500

Source: Base

Budget Reference: 5800: Professional/Consulting Services and Operating Expenditures
Staff recruitment, hiring

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teachers will participate in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills.

2018-19

New Modified Unchanged

Teachers will participate in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills.

2019-20

New Modified Unchanged

Teachers will participate in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills.

BUDGETED EXPENDITURES

2017-18

Amount 10,000

Source Base

Budget Reference 5800: Professional/Consulting Services and Operating Expenditures
Professional development sessions involving industry trips for teachers, common core training and PBL training.

2018-19

Amount 10,000

Source Base

Budget Reference 5800: Professional/Consulting Services and Operating Expenditures
Professional development sessions involving industry trips for teachers, common core training and PBL training.

2019-20

Amount 10,000

Source Base

Budget Reference 5800: Professional/Consulting Services and Operating Expenditures
Professional development sessions involving industry trips for teachers, common core training and PBL training.

Action **4**

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Teachers at DVC will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period model. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in.

2018-19

New Modified Unchanged

Teachers at DVC will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period model. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in.

2019-20

New Modified Unchanged

Teachers at DVC will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period model. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in.

BUDGETED EXPENDITURES

2017-18

Amount	\$214,752
Source	Supplemental

2018-19

Amount	\$252,274
Source	Supplemental

2019-20

Amount	\$287,960
Source	Supplemental

Budget
Reference

1000-1999: Certificated Personnel
Salaries
Partial cost of 4 Teachers at 60,000
average salary plus benefits

Budget
Reference

1000-1999: Certificated Personnel
Salaries
Partial cost of 5 Teachers at 60,000
average salary plus benefits

Budget
Reference

1000-1999: Certificated Personnel
Salaries
Partial cost of 5.5 Teachers at 60,000
average salary plus benefits

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

DVC students will be provided with the services necessary to support their learning and successful completion of high school.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

Need:
 The state average cohort graduation rate is 78.9%. We receive these metrics in the 2nd year after the cohort graduates, and as such do not expect to receive our cohort graduation rate for our first full graduating class of 2017 until the 2018-2019 school year. The state-wide average dropout rate is 4.0%. In order to create goals that build us up toward success on those measures, we will create goals surrounding daily attendance and students staying at Da Vinci Communications year to year.

Metric:
 Daily Attendance Rates, percentage of students (9th, 10th and 11th grade) maintaining enrollment at Da Vinci Communications year

Need:
 As an independent charter school Da Vinci Communications enrolls students from all over the South Bay and Los Angeles in general. Our incoming ninth grade classes often include students from more than a dozen different middle schools. As such, it can be difficult to get appropriate student records in a timely manner, let alone maintain effective lines of communication with each school regarding every student. It is therefore important for DVC to quickly identify students who are at risk and create effective support plans to help meet their individualized needs. Da Vinci Communications will identify all students who may be at risk for a variety of factors and develop appropriate support plans for them.

Metric:
 Percentage of students identified as at risk based on their academic, language, health, or other needs that have a support plan in place by mid-semester of their freshman year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

Cohort Graduation Rate	Cohort graduation for the class of 2017 not yet reported.	We will develop a cohort graduation rate goal when we have graduating class, beginning with our graduating class of 2017.	We will develop a cohort graduation rate goal when we have graduating class, beginning with our graduating class of 2017.	We will develop a cohort graduation rate goal when we have graduating class, beginning with our graduating class of 2017.
Average Daily Attendance Rate	16-17 ADA (as of 4/17/17): 95.37%	Daily attendance will be at or above 96.25%	Daily attendance will be at or above 96.25%	Daily attendance will be at or above 96.25%
Cohort Dropout Rate	Cohort dropout rate for the class of 2017 not yet reported.	The dropout rate will be less than 2.75%	The dropout rate will be less than 2.75%	The dropout rate will be less than 2.75%
Campus Persistence Rate	96% of students enrolled in October 2015 returned for the 2016-2017 school year.	Over 90% of students (grades 9, 10 and 11) enrolled at Da Vinci Communications in October 2016 chose to stay at Da Vinci Communications for the following school year	Over 90% of students (grades 9, 10 and 11) enrolled at Da Vinci Communications in October 2017 chose to stay at Da Vinci Communications for the following school year	Over 90% of students (grades 9, 10 and 11) enrolled at Da Vinci Communications in October 2018 chose to stay at Da Vinci Communications for the following school year
Support Plan Implementation Rate	Support plan implementation: TBD	85% of students identified as at risk based on their academic, language, health, or other needs that have a support plan in place by mid-semester of their freshman year.	85% of students identified as at risk based on their academic, language, health, or other needs that have a support plan in place by mid-semester of their freshman year.	85% of students identified as at risk based on their academic, language, health, or other needs that have a support plan in place by mid-semester of their freshman year.

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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
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[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Counseling support
DVC will continue to staff counselors at a ration significantly higher than the average high school in California in order to provide students with individual counseling and college guidance, both in individual settings as well as in group settings.

2018-19

New Modified Unchanged

Counseling support
DVC will continue to staff counselors at a ration significantly higher than the average high school in California in order to provide students with individual counseling and college guidance, both in individual settings as well as in group settings.

2019-20

New Modified Unchanged

Counseling support
DVC will continue to staff counselors at a ration significantly higher than the average high school in California in order to provide students with individual counseling and college guidance, both in individual settings as well as in group settings.

BUDGETED EXPENDITURES

2017-18

Amount	\$25,800.00
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of extra counselor

2018-19

Amount	\$25,800.00
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of extra counselors

2019-20

Amount	\$40,000.00
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of extra counselors

Action 2

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

[Students to be Served](#)

All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

DVC will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at risk students. These courses and sections should decrease the dropout rate as students receive needed credits to be on a path toward graduation.

2018-19

New Modified Unchanged

DVC will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at risk students. These courses and sections should decrease the dropout rate as students receive needed credits to be on a path toward graduation.

2019-20

New Modified Unchanged

DVC will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at risk students. These courses and sections should decrease the dropout rate as students receive needed credits to be on a path toward graduation.

BUDGETED EXPENDITURES

2017-18

Amount	13,500
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher stipends for extra sections

2018-19

Amount	18,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher stipends for extra sections

2019-20

Amount	18,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher stipends for extra sections

Action **3**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: _____ Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Summer school option for students who need to recover humanities and mathematics credits.

2018-19

New Modified Unchanged

Summer school option for students who need to recover humanities and mathematics credits.

2019-20

New Modified Unchanged

Summer school option for students who need to recover humanities and mathematics credits.

BUDGETED EXPENDITURES

2017-18

Amount	9,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Cost to pay teachers to teach summer school

2018-19

Amount	12,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Cost to pay teachers to teach summer school

2019-20

Amount	12,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Cost to pay teachers to teach summer school

Action **4**

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

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Intervention and support seminar program

2018-19

New Modified Unchanged

Intervention and support seminar program

2019-20

New Modified Unchanged

Intervention and support seminar program

BUDGETED EXPENDITURES

2017-18

Amount	\$5,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Partial costs of seminar program costs, including stipends for teachers to teach additional seminars

2018-19

Amount	\$5,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Partial costs of seminar program costs, including stipends for teachers to teach additional seminars

2019-20

Amount	\$5,000
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Partial costs of seminar program costs, including stipends for teachers to teach additional seminars

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

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

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Tutoring support after and before school	Tutoring support after and before school	Tutoring support after and before school

BUDGETED EXPENDITURES

2017-18	2018-19	2019-20
Amount: 8,000	Amount: 8,000	Amount: 8,000
Source: Title I	Source: Title I	Source: Title I
Budget Reference: 5800: Professional/Consulting Services and Operating Expenditures Tutoring support after and before school	Budget Reference: 5800: Professional/Consulting Services and Operating Expenditures Tutoring support after and before school	Budget Reference: 5800: Professional/Consulting Services and Operating Expenditures Tutoring support after and before school

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

DVC students will benefit from a school culture that is safe and supportive of their learning.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

Need:
 Da Vinci Schools programs and activities rely on parent and community support. To further support our goal of getting all students to and through college, we seek the active participation of parents and community members. Each family is asked to attend student Presentations of Learning (POL), Exhibition Nights and Student-Led Conferences. Parent Surveys are analyzed to review parent satisfaction.

Metric:
 The number of parents attending student events - i.e. Exhibition Night, Presentations of Learning and Student Led Conferences.
 The number of parents attending committee decision-making group meetings including School Site Council.
 The number of parents completing twice-annual parent survey.

Need:
 We believe that while attendance, dropout, and graduation rates are important indicators of student engagement, more subtle indicators help a school and staff proactively determine if the students are really engaged with the school in a meaningful way. Our school student survey has a number of such indicators, including a question that asks students to, "Please rate Da Vinci in the following areas related to Relationships: My relationships with teachers overall".

Metric:
 Annual student survey question, "My relationships with teachers overall", those respondents choosing 'good', 'very good', or 'excellent'.

Need:
 The staff and students of Da Vinci recognize the importance of continuing to foster a positive climate and environment that will build on the success the school has had in this area. Suspensions should never be the first

Metric:
 The school's suspension rate, as reported to and by the California Department of Education for Da Vinci Communications High School. Our student population will increase each year over the first 3 years of the school, so while our numerical goal is the same, as a percentage of the student population this goal becomes more rigorous each year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Attendance at Student Events	96% of families attended student events in 2016-2017.	The number of parents attending student events will remain higher than 90% as measured by sign in logs and teacher feedback.	The number of parents attending student events will remain higher than 90% as measured by sign in logs and teacher feedback.	The number of parents attending student events will remain higher than 90% as measured by sign in logs and teacher feedback.
Parent Participation in Committees/Meetings	An average of 8 families per meeting (with a total number of 40 families over the course of the year) attended school committees and meetings in 2016-2017.	An average of 6 parents will participate in school committees and meetings.	An average of 6 parents will participate in school committees and meetings.	An average of 6 parents will participate in school committees and meetings.
Parent Survey Participation Rates	Parent Survey completion rates: 2014-2015: 84% (average of two administrations) 2015-2016: 79% (average of two administrations) 2016-2017: 71% (average of two administrations)	The number of parents completing twice-annual parent survey will increase by 5	The number of parents completing twice-annual parent survey will increase by 5	The number of parents completing twice-annual parent survey will increase by 5
Suspension Rates	Suspensions: 2014-2015: 1 2015-2016: 5 2016-2017: 6	Less than 10 suspensions	Less than 10 suspensions	Less than 10 suspensions
Student Survey Responses	% of student survey respondents who responded with 'good,' 'very good,' or 'excellent': "My relationships with teachers overall" 2014-2015: 90.6% 2015-2016: 87.51%	On the annual student survey question, "My relationships with teachers overall", more than 85% of respondents choose 'good', 'very good', or 'excellent.'	On the annual student survey question, "My relationships with teachers overall", more than 85% of respondents choose 'good', 'very good', or 'excellent.'	On the annual student survey question, "My relationships with teachers overall", more than 85% of respondents choose 'good', 'very good', or 'excellent.'
Student Survey Responses	% of student survey respondents who responded	More than 85% of respondents choose 'good,' 'very good,' or	More than 85% of respondents choose 'good,' 'very good,' or	More than 85% of respondents choose 'good,' 'very good,' or

	with 'good,' 'very good,' or 'excellent': "The degree to which the school creates a compassionate and caring learning community" 2014-2015: 88.89% 2015-2016: 88.89%	'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."	'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."	'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."
Student Survey Responses	% of student survey respondents who responded with 'good,' 'very good,' or 'excellent': "How well the school creates an environment of high integrity, respect, and trust" 2014-2015: 83.75% 2015-2016: 85.95%	More than 85% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."	More than 85% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."	More than 85% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."

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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Da Vinci Communication will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post secondary options

2018-19

New Modified Unchanged

Da Vinci Communication will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post secondary options

2019-20

New Modified Unchanged

Da Vinci Communication will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post secondary options

BUDGETED EXPENDITURES

2017-18

Amount	500
Source	Base
Budget Reference	5900: Communications School Home Calling system, partial cost
Amount	2,000
Source	Base
Budget Reference	5900: Communications Partial cost of website maintenance

2018-19

Amount	500
Source	Base
Budget Reference	5900: Communications School Home Calling system, partial cost
Amount	2,000
Source	Base
Budget Reference	5900: Communications Partial cost of website maintenance

2019-20

Amount	500
Source	Base
Budget Reference	5900: Communications School home calling system, partial cost
Amount	2,000
Source	Base
Budget Reference	5900: Communications Partial cost of website maintenance

Action 2

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools
 Specific Schools: _____
 Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

Da Vinci Communication seeks to maintain positive school climate, parent and student engagement. DVC will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.

2018-19

New
 Modified
 Unchanged

Da Vinci Communication seeks to maintain positive school climate, parent and student engagement. DVC will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.

2019-20

New
 Modified
 Unchanged

Da Vinci Communication seeks to maintain positive school climate, parent and student engagement. DVC will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.

BUDGETED EXPENDITURES

2017-18

Amount: 2,000

Source: Base

Budget Reference: 2000-2999: Classified Personnel Salaries
 Partial cost of Front office staff doing parent interaction and communication, specifically for families whose first language is not English and for families who do not regularly interact online.

2018-19

Amount: 2,000

Source: Base

Budget Reference: 2000-2999: Classified Personnel Salaries
 Partial cost of Front office staff doing parent interaction and communication, specifically for families whose first language is not English and for families who do not regularly interact online.

2019-20

Amount: 2,000

Source: Base

Budget Reference: 2000-2999: Classified Personnel Salaries
 Partial cost of Front office staff doing parent interaction and communication, specifically for families whose first language is not English and for families who do not regularly interact online.

Action **3**

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

[Students to be Served](#)

All
 Students with Disabilities
 [Specific Student Group(s)]

[Location\(s\)](#)

All Schools
 Specific Schools: _____
 Specific Grade spans: _____

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

DVC will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVC will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home of messages and reminders via the computerized school phone system. DVC will use sign-in sheets from parent events, evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement.

2018-19

New Modified Unchanged

DVC will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVC will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home of messages and reminders via the computerized school phone system. DVC will use sign-in sheets from parent events, evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement.

2019-20

New Modified Unchanged

DVC will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVC will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home of messages and reminders via the computerized school phone system. DVC will use sign-in sheets from parent events, evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement.

BUDGETED EXPENDITURES

2017-18

Amount	1,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Cost of staff time updating the blog, calling families, and holding after school group meetings regarding college and school events

2018-19

Amount	1,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Cost of staff time updating the blog, calling families, and holding after school group meetings regarding college and school events

2019-20

Amount	1,000
Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Cost of staff time updating the blog, calling families, and holding after school group meetings regarding college and school events

Action **4**

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New
 Modified
 Unchanged

Advisory plan.
Creation of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success

2018-19

New
 Modified
 Unchanged

Advisory plan.
Creation of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success

2019-20

New
 Modified
 Unchanged

Advisory plan.
Creation of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success

[BUDGETED EXPENDITURES](#)

2017-18

Amount	500
Source	Base
Budget Reference	4000-4999: Books and Supplies Resources for advisory lessons and development

2018-19

Amount	500
Source	Base
Budget Reference	4000-4999: Books and Supplies Resources for advisory lessons and development

2019-20

Amount	500
Source	Base
Budget Reference	4000-4999: Books and Supplies Resources for advisory lessons and development

Action **5**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Counseling support
DVC will continue to staff at a lower student:counselor ratio in comparison to schools in California.

2018-19

New Modified Unchanged

Counseling support
DVC will continue to staff at a lower student:counselor ratio in comparison to schools in California.

2019-20

New Modified Unchanged

Counseling support
DVC will continue to staff at a lower student:counselor ratio in comparison to schools in California.

BUDGETED EXPENDITURES

2017-18

Amount	10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Portion of counseling salary:

2018-19

Amount	10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Portion of counseling salary:

2019-20

Amount	10,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Portion of counseling salaries

Action **6**

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Students will have community dialogues that increase student morale. Extracurricular program, including stipends or hourly wages for adults running program.

2018-19

New Modified Unchanged

Students will have community dialogues that increase student morale. Extracurricular program, including stipends or hourly wages for adults running program.

2019-20

New Modified Unchanged

Students will have community dialogues that increase student morale. Extracurricular program, including stipends or hourly wages for adults running program.

BUDGETED EXPENDITURES

2017-18

Amount	1,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries CD materials

2018-19

Amount	1,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries CD materials

2019-20

Amount	1,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries CD materials

Action **7**

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

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New
 Modified
 Unchanged

Advisory program is planned and run by teachers. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.

2018-19

New
 Modified
 Unchanged

Advisory program is planned and run by teachers. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.

2019-20

New
 Modified
 Unchanged

Advisory program is planned and run by teachers. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.

BUDGETED EXPENDITURES

2017-18

Amount	500
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Advisory materials

2018-19

Amount	500
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Advisory materials

2019-20

Amount	500
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Advisory materials

Action **8**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Overnighter trip is organized each year for freshmen. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience

2018-19

New Modified Unchanged

Overnighter trip is organized each year for freshmen. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience

2019-20

New Modified Unchanged

Overnighter trip is organized each year for freshmen. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience

BUDGETED EXPENDITURES

2017-18

Amount	4,000
Source	Base
Budget Reference	5000-5999: Services and Other Operating Expenditures Camp rental, buses

2018-19

Amount	4,000
Source	Base
Budget Reference	5000-5999: Services and Other Operating Expenditures Camp rental, buses

2019-20

Amount	4,000
Source	Base
Budget Reference	5000-5999: Services and Other Operating Expenditures Camp rental, buses

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 4

DVC graduates will demonstrate college & career readiness.

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

Need:
 Da Vinci Communications was founded on the principle that all students will graduate as collaborative, informed, resourceful, and reflective individuals who are college-ready, career-prepared, and community-minded. Foster youth, socioeconomically disadvantaged students, and English Language Learners face unique learning challenges in their pursuit of these goals. At Da Vinci Schools we seek to level the playing field for these students by providing a caring, nurturing, and supportive educational setting. Neither the newly adopted SBAC tests nor the new high school API have been fully finalized, let alone delivered and implemented, making it difficult to create authentic metrics or goals to support these goals at this time. However, we will closely monitor the data we receive from each, create new and rigorous goals accordingly, and update annually as appropriate to best monitor and meet the needs of these students.
Metric:
 SBAC results, CELDT/ELPAC scores

Need:
 Preparing students for college and career success is the goal that Da Vinci was founded on and drives our decision making process in all areas. We are constantly asking ourselves how we can better prepare our students for both success in college and in the workforce, either as high school or college grads. Our early college access program provides students the opportunities to take a variety of accredited college courses at no cost on our campus (these courses are provided in lieu of AP courses). Our graduation requirements are synced with the A-G UC course requirements, a much higher bar than the typical high school graduation requirements.
Metric:
 EAP/SBAC results

Need:
 A core competency of students at Da Vinci is explaining their own learning twice a year in high stakes "Presentations of Learning". In these forums, students come before a panel of teachers and in front of their peers review key learning objectives from their classes as well as reflect on how they have used their 'Habits of Mind' and '21st Century Skills' throughout the semester. Students field questions from their teachers on what they have learned as well as how they have grown. Properly preparing for these presentations helps students develop skills demonstrated to be in high demand by businesses in the 21st century, as well reinforces their own learning.
Metric:

Percentage of students passing their 'Presentation of Learning' on their first attempt.

Need:

Students grow as individuals through involvement in their communities outside of the school walls. We feel like community service is a valuable activity for students for their personal growth, connection to the world outside of high school and for community benefit.

Metric:

Student completion of service hours each year.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC Result Achievement Gap Analysis for socioeconomically disadvantaged students, foster youth, and English Learners.	Baseline SBAC results (2015-2016) reveal a 15% achievement gap for socioeconomically disadvantaged students in ELA, and an 11% achievement gap in Math. For English Learner students (and RFEP students who were EL when SBAC tested), there is a 13% achievement gap for ELA and a 17% gap for Math.	Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent.	Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent.	Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent.
CELDT/ELPAC proficiency rates for English Learners	53% of English Learners met the CELDT Criterion in 2016-2017. Of the 17 students tested, 18% (3 students) increased their CELDT Overall score one level. 29% (5 students) maintained the same score from the previous school year, and 18% (3 students) saw their CELDT Overall score fall one level. The remaining 35% (6 students) did not have a previous CELDT score to compare.	65% of ELLs will grow one level according to their overall CELDT/ELPAC score.	65% of ELLs will grow one level according to their overall CELDT/ELPAC score.	65% of ELLs will grow one level according to their overall CELDT/ELPAC score.
EAP ELA Proficiency Rates	40% of juniors were 'college ready' on the ELA EPT exam in 2015-2016, and 71% of juniors were 'college ready' or 'conditionally ready.'	Increase by 2% percent the number of juniors who score 'college ready' on the ELA EAP test.	Increase by 2% percent the number of juniors who score 'college ready' on the ELA EAP test.	Increase by 2% percent the number of juniors who score 'college ready' on the ELA EAP test.

EAP Math Proficiency Rates	24% of juniors were 'college ready' or 'conditionally ready' on the Math EPT exam in 2015-2016. 2016-2017 EAP results are expected in summer 2017.	Increase by 2% percent the number of juniors who score "college ready" or 'college ready conditional' on the Math EAP test.	Increase by 2% percent the number of juniors who score "college ready" or 'college ready conditional' on the Math EAP test.	Increase by 2% percent the number of juniors who score "college ready" or 'college ready conditional' on the Math EAP test.
Presentation of Learning Pass Rates	Students passing 'Presentation of Learning' on first attempt in 2016-2017: TBD	66% of students will pass their 'Presentation of Learning' on their first attempt.	66% of students will pass their 'Presentation of Learning' on their first attempt.	66% of students will pass their 'Presentation of Learning' on their first attempt.
Community Service Hour Completion	Students completing a minimum of 20 community service hours during the 2016-2017 school year: 97%	60% of students complete a minimum of 20 community service hours during the school year.	60% of students complete a minimum of 20 community service hours during the school year.	60% of students complete a minimum of 20 community service hours during the school year.

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:

<u>Students to be Served</u>	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Seminar supports for students needing to build math or ELA skills support before college.

2018-19

New Modified Unchanged

Seminar supports for students needing to build math or ELA skills support before college.

2019-20

New Modified Unchanged

Seminar supports for students needing to build math or ELA skills support before college.

BUDGETED EXPENDITURES

2017-18

Amount 0
 Source Supplemental
 Budget Reference 1000-1999: Certificated Personnel Salaries
 Extra seminar assignments, approximately \$1,250 per seminar per semester. Built into seminar budget on previous goal

2018-19

Amount 0
 Source Supplemental
 Budget Reference 1000-1999: Certificated Personnel Salaries
 Extra seminar assignments, approximately \$1,250 per seminar per semester. Built into seminar budget on previous goal

2019-20

Amount 0
 Source Supplemental
 Budget Reference 1000-1999: Certificated Personnel Salaries
 Extra seminar assignments, approximately \$1,250 per seminar per semester. Built into seminar budget on previous goal

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

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

OR

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

Students to be Served English Learners Foster Youth Low Income

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

College courses offered to as many students as possible. Based on changing partnership status with our two current college course providers, this program is in re-design over the summer of 2017. We want to block out funding for the program, but its implementation is uncertain at this point.

2018-19

New Modified Unchanged

College courses offered to as many students as possible. Based on changing partnership status with our two current college course providers, this program is in re-design over the summer of 2017. We want to block out funding for the program, but its implementation is uncertain at this point.

2019-20

New Modified Unchanged

College courses offered to as many students as possible. Based on changing partnership status with our two current college course providers, this program is in re-design over the summer of 2017. We want to block out funding for the program, but its implementation is uncertain at this point.

BUDGETED EXPENDITURES

2017-18

Amount	\$27,950.00
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Partial Costs of college partnership (so that we can offer dual enrollment courses on our campus)

2018-19

Amount	\$27,950.00
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Partial Costs of college partnership (so that we can offer dual enrollment courses on our campus)

2019-20

Amount	\$27,950.00
Source	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Partial Costs of college partnership (so that we can offer dual enrollment courses on our campus)

Action **3**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

POL Green room supervision and support to support proper preparation for end of semester presentations.

2018-19

New Modified Unchanged

POL Green room supervision and support to support proper preparation for end of semester presentations.

2019-20

New Modified Unchanged

POL Green room supervision and support to support proper preparation for end of semester presentations.

BUDGETED EXPENDITURES

2017-18

Amount 2,000
 Source Base
 Budget Reference 5800: Professional/Consulting Services and Operating Expenditures
 POL Green room supervision. \$60/day per room.

2018-19

Amount 2,000
 Source Base
 Budget Reference 5800: Professional/Consulting Services and Operating Expenditures
 POL Green room supervision. \$60/day per room.

2019-20

Amount 2,000
 Source Base
 Budget Reference 5800: Professional/Consulting Services and Operating Expenditures
 POL Green Room supervision. \$60/room/day

Action **4**

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)]

Location(s)

All Schools Specific Schools: Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Supervision of community service projects and outreach and publication of service hour opportunities on blog.

2018-19

New Modified Unchanged

Supervision of community service projects and outreach and publication of service hour opportunities on blog.

2019-20

New Modified Unchanged

Supervision of community service projects and outreach and publication of service hour opportunities on blog.

BUDGETED EXPENDITURES

2017-18

Amount	0
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Staff time, already included in salaries

2018-19

Amount	0
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Staff time, already included in salaries

2019-20

Amount	0
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Staff time, already included in salaries

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$273,500

Percentage to Increase or Improve Services: 4.13%

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](#)).

Da Vinci Communication has 22 EL students, 123 low-income students, and one Foster Youth. The school's 2016-17 enrollment was 271 of which 132, or 48.7% are considered eligible to qualify the school to receive Supplemental funding. These students are referred to as "unduplicated" Free Reduced Price Meal/ English Learners/ Foster Youth for purposes of Local Control Funding Formula (LCFF). For purposes of the LCAP, we refer to the "unduplicated" students as "targeted". Total funding for the targeted pupils in 2016-17 is projected to be approximately \$273,500 and the proportionality percentage is 4.13%. All "Additional Annual Actions" are targeted and provide an overview of the types of services and programs that these specific students will benefit from because of the additional/ improved actions and services. All actions and services provided using Supplemental funding are principally directed towards targeted students and are effective in meeting their needs. These actions were created to primarily serve the needs of low-income students, foster youth and English Language Learners. With the "unduplicated" count of targeted students at 48.7%, Da Vinci communication exceeds the 40% threshold that allows for a charterwide approach. Our services to targeted students are provided on a charterwide basis. LCAP goals will be best met and targeted students will be best served where programs are organized without segregation of services to specific populations. In a charterwide approach, all students are served and no student populations are singled out based on their "unduplicated" status. Given the truly diverse nature of student demographics at Da Vinci communication, a charterwide approach is being undertaken.

Services offered to low income, EL students and foster youth will increase in the first year of the Local Control Accountability Plan (LCAP) due to a greater allocation in Local Control Funding Formula, enabling the District to increase staffing, resources, outreach, and materials directly to the "unduplicated" (targeted) students at Da Vinci Communication.

In the 2017-18 fiscal year the District will provide an additional \$135,000 in Supplemental funding for the targeted students. In total, the District will allocate 9.3% in increased services for the targeted students. The Supplemental funding will provide an increase in both quantity and quality of services, which include the following services and programs:

- Reducing total student load per teacher
- Increasing prep time for teachers to plan and implement project based learning and industry involved curriculum
- Tutoring support
- Extra seminar sections
- Smaller and more focused math classes

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	252,900.00	247,492.00	372,002.00	422,024.00	476,910.00	1,270,936.00
Base	89,400.00	91,300.00	68,000.00	73,000.00	78,000.00	219,000.00
Special Education	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	135,000.00	136,692.00	273,502.00	311,024.00	360,910.00	945,436.00
Title I	28,500.00	19,500.00	30,500.00	38,000.00	38,000.00	106,500.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	252,900.00	247,492.00	372,002.00	422,024.00	476,910.00	1,270,936.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	124,230.00	116,922.00	274,552.00	319,574.00	369,460.00	963,586.00
2000-2999: Classified Personnel Salaries	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	9,000.00
4000-4999: Books and Supplies	31,900.00	37,800.00	34,500.00	39,500.00	44,500.00	118,500.00
5000-5999: Services and Other Operating Expenditures	4,000.00	40,000.00	4,000.00	4,000.00	4,000.00	12,000.00
5800: Professional/Consulting Services and Operating Expenditures	47,270.00	47,270.00	53,450.00	53,450.00	53,450.00	160,350.00
5900: Communications	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	7,500.00
6000-6999: Capital Outlay	40,000.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	252,900.00	247,492.00	372,002.00	422,024.00	476,910.00	1,270,936.00
	Base	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	5,000.00	5,000.00	11,500.00	11,500.00	11,500.00	34,500.00
1000-1999: Certificated Personnel Salaries	Supplemental	96,730.00	98,422.00	240,552.00	278,074.00	327,960.00	846,586.00
1000-1999: Certificated Personnel Salaries	Title I	22,500.00	13,500.00	22,500.00	30,000.00	30,000.00	82,500.00
2000-2999: Classified Personnel Salaries	Base	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	9,000.00
4000-4999: Books and Supplies	Base	31,900.00	37,800.00	34,500.00	39,500.00	44,500.00	118,500.00
5000-5999: Services and Other Operating Expenditures	Base	4,000.00	40,000.00	4,000.00	4,000.00	4,000.00	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	3,000.00	3,000.00	12,500.00	12,500.00	12,500.00	37,500.00
5800: Professional/Consulting Services and Operating Expenditures	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services and Operating Expenditures	Supplemental	38,270.00	38,270.00	32,950.00	32,950.00	32,950.00	98,850.00
5800: Professional/Consulting Services and Operating Expenditures	Title I	6,000.00	6,000.00	8,000.00	8,000.00	8,000.00	24,000.00
5900: Communications	Base	2,500.00	2,500.00	2,500.00	2,500.00	2,500.00	7,500.00
6000-6999: Capital Outlay	Base	40,000.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	259,252.00	301,774.00	342,460.00	903,486.00
Goal 2	61,300.00	68,800.00	83,000.00	213,100.00
Goal 3	21,500.00	21,500.00	21,500.00	64,500.00
Goal 4	29,950.00	29,950.00	29,950.00	89,850.00
Goal 5	0.00	0.00	0.00	0.00
Goal 6	0.00	0.00	0.00	0.00
Goal 7	0.00	0.00	0.00	0.00
Goal 8	0.00	0.00	0.00	0.00
Goal 9	0.00	0.00	0.00	0.00
Goal 10	0.00	0.00	0.00	0.00

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