

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 Schools		
Contact Name and Title	Steve Wallis Principal	Email and Phone	swallis@davincischools.org

2017-20 Plan Summary

THE STORY

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

Da Vinci Science High School (DVS) is a public, nonprofit charter high school chartered by the Wiseburn School District. DVS was created due to the demand for more high quality high schools in the South Bay (Hawthorne, Lawndale, Torrance, and neighboring areas). DVS opened on August 18, 2009, serving approximately 190 students in 9th grade and 60 students in 10th grade. Now at full capacity, DVS serves approximately 525 students in grades 9-12. DVS is fully accredited by WASC.

Occupying the former school site of Dana Middle School in the Wiseburn School District, DVS is located in the backyard of the aerospace capital of the world. Several major STEM-focused (Science, Technology, Engineering and Math) companies such as Northrop Grumman, Raytheon, Boeing, Chevron, ComDev USA, Computer Science Corporation, and Booz Allen Hamilton, are located within the community. The school capitalizes on this opportunity by having engineers and scientists work directly with their students and teachers. For example, Northrop Grumman has established an innovation laboratory funded at the cost of about one million dollars that provides students the opportunity to collaboratively work on projects using cutting edge technology. DVS will take occupancy of a new facility in the summer of 2017.

The DVS student body reflects the full socio-economic and cultural diversity of the local area and the state of California. The school admits students based on an open lottery process with priority given to residents of the Wiseburn School District, siblings of current students, and children of DVS faculty and founding partners.

LCAP HIGHLIGHTS

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

This year's LCAP focuses on supporting students through 3 main areas: 1) providing students a robust system of support through a rich counseling and academic support program; 2) providing students with a high level of academic rigor and relevant career pathways through professional development support for teachers; and 3) providing students with a safe, collaborative atmosphere through ongoing investment in school culture-building programs.

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.

DVS is most proud of the school culture that has sustained high levels of student and parent satisfaction alongside high college acceptance rates and high scores on content-area assessments. DVS plans to build on that success by continuing in our professional development, particularly in our respective content areas.

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?

DVS did not have any performance indicators 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. Though DVS does not currently have any areas that need significant improvement based on review of local performance indicators or other local indicators, we intend to build on our current success by developing a 9th-grade-specific seminar course that teaches freshmen the 21st century skills necessary for success at DVS, and to continue building out our 3 career pathways (STEAM, Biomedical, and Engineering). One avenue in which we will do this is our ongoing partnership with Cal Poly San Luis Obispo.

GREATEST NEEDS

Status and Change Report

Da Vinci Science - Los Angeles County

Enrollment: 517 Socioeconomically Disadvantaged: 48% English Learners: 3% Foster Youth: 10A Grade Span: 9-12 Reporting Year: Spring 2017 ▼
 Charter School: Yes

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.

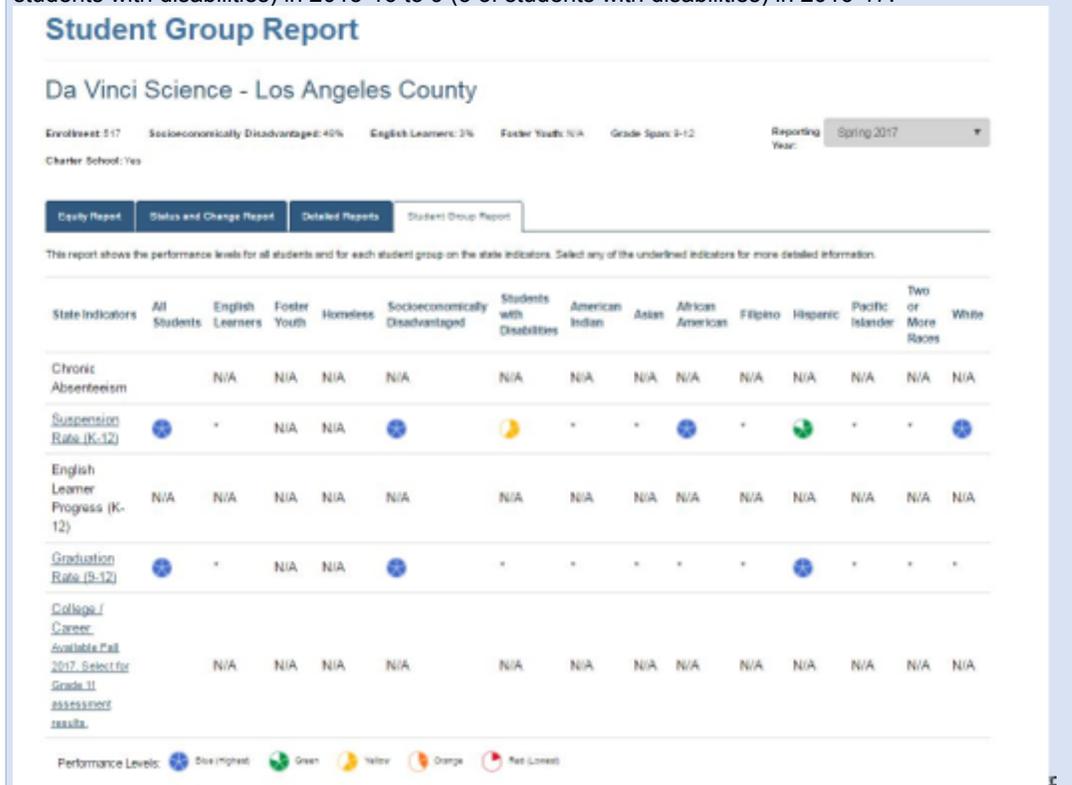
State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Very Low 0.4%	Declined -1%
English Learner Progress (K-12)		N/A	N/A
Graduation Rate (9-12)		Very High 98.2%	Increased Significantly +5%
College / Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A

Performance Levels:  Blue (highest)  Green  Yellow  Orange  Red (lowest)

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?

The only state indicator for which a student group was two performance indicator levels below "All student performance" was the suspension rate for students with disabilities. DVS has taken steps to create other corrective disciplinary measures to address students' misbehavior that are used prior to suspension. This change is in part responsible for a reduction in suspensions from 22 (8 of students with disabilities) in 2015-16 to 9 (3 of students with disabilities) in 2016-17.

PERFORMANCE GAPS



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.

The supports of these student groups takes place through 1) a rich counseling program, 2) specialized support sections offered in the master schedule, and 3) specialized support seminars offered in the last period of the school day.

BUDGET SUMMARY

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

DESCRIPTION

Total General Fund Budget Expenditures for LCAP Year

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

AMOUNT

\$5,797,000

\$658,500.00

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.

All other operating and personnel costs not included in the budgeted funds for planned actions and services to meet goals in the LCAP.

\$4,579,360

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

DVS 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 type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input 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.

ACTUAL

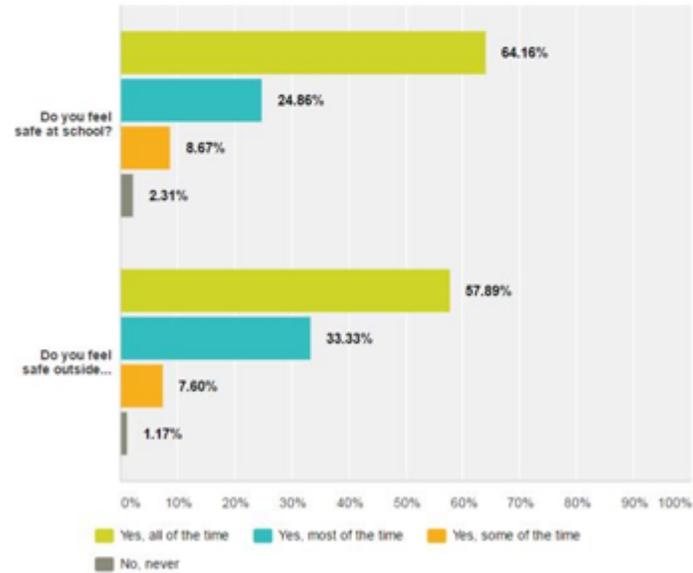
100% of students have access to instructional materials in print or electronic formats.
 100% of teachers are properly assigned (0 teacher misassignments).
 The school is safe based on Spring 2016 student survey responses where 98% of students reported feeling safe on campus, and 99% of students reported feeling safe outside of campus. Facilities are clean, and well maintained based on January 2017 campus inspection with a "Fair" overall rating.

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: 173 Skipped: 28



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	<table border="1"> <tr> <td>PLANNED Students will all have yearlong access to online math software</td> <td>ACTUAL Students all have yearlong access to online math software</td> </tr> <tr> <td>BUDGETED CPM Subscriptions 5800: Professional/Consulting Services And Operating Expenditures Base 5000</td> <td>ESTIMATED ACTUAL CPM Subscriptions 5800: Professional/Consulting Services and Operating Expenditures Base 5000</td> </tr> </table>	PLANNED Students will all have yearlong access to online math software	ACTUAL Students all have yearlong access to online math software	BUDGETED CPM Subscriptions 5800: Professional/Consulting Services And Operating Expenditures Base 5000	ESTIMATED ACTUAL CPM Subscriptions 5800: Professional/Consulting Services and Operating Expenditures Base 5000
PLANNED Students will all have yearlong access to online math software	ACTUAL Students all have yearlong access to online math software				
BUDGETED CPM Subscriptions 5800: Professional/Consulting Services And Operating Expenditures Base 5000	ESTIMATED ACTUAL CPM Subscriptions 5800: Professional/Consulting Services and Operating Expenditures Base 5000				
Expenditures					
Action 2					
Actions/Services	<table border="1"> <tr> <td>PLANNED Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information</td> <td>ACTUAL Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Teachers were provided assistance in transferring credential information</td> </tr> <tr> <td>BUDGETED Staff Recruitment, Hiring 5800: Professional/Consulting Services and Operating Expenditures Base 5000</td> <td>ESTIMATED ACTUAL Staff Recruitment, Hiring 5000-5999: Services and Other Operating Expenditures Base 5000</td> </tr> </table>	PLANNED Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information	ACTUAL Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Teachers were provided assistance in transferring credential information	BUDGETED Staff Recruitment, Hiring 5800: Professional/Consulting Services and Operating Expenditures Base 5000	ESTIMATED ACTUAL Staff Recruitment, Hiring 5000-5999: Services and Other Operating Expenditures Base 5000
PLANNED Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information	ACTUAL Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Teachers were provided assistance in transferring credential information				
BUDGETED Staff Recruitment, Hiring 5800: Professional/Consulting Services and Operating Expenditures Base 5000	ESTIMATED ACTUAL Staff Recruitment, Hiring 5000-5999: Services and Other Operating Expenditures Base 5000				
Expenditures					
Action 3					
Actions/Services	<table border="1"> <tr> <td>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.</td> <td>ACTUAL Teachers participated in professional development activities both on and off campus throughout the school year.</td> </tr> <tr> <td>BUDGETED No cost</td> <td>ESTIMATED ACTUAL Cost of travel and conference 5000-5999: Services and Other Operating Expenditures Base 5000</td> </tr> </table>	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.	ACTUAL Teachers participated in professional development activities both on and off campus throughout the school year.	BUDGETED No cost	ESTIMATED ACTUAL Cost of travel and conference 5000-5999: Services and Other Operating Expenditures Base 5000
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.	ACTUAL Teachers participated in professional development activities both on and off campus throughout the school year.				
BUDGETED No cost	ESTIMATED ACTUAL Cost of travel and conference 5000-5999: Services and Other Operating Expenditures Base 5000				
Expenditures					

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.

Throughout the 2016-2017 school year, staff participated in on-site professional development in grade-level and department teams. In addition, math and engineering teachers worked with counterparts at Cal Poly San Luis Obispo to ensure that curriculum and methods are preparing students for university-level work. Math teachers attended and presented at the annual CPM conference in Sacramento and engineering teachers attended the Annual PLTW conference in Los Angeles.

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

These actions and services were highly effective in giving all students access to the teachers, curriculum and materials necessary for learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No teacher recruitment was necessary in 2016-2017 because all credentialed staff will be returning in 2017-2018.

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.

No changes have been made to this goal, expected outcomes, metrics, or actions and services to achieve this goal.

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

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Metric:
 1,250 parent sign-ins at school events - i.e. Exhibition Night, Presentations of Learning and Student Led Conferences.
 6 parents regularly attend committee decision-making group meetings including School Site Council.
 150 parents completing twice-annual parent survey.

ACTUAL

2016-2017 parent sign-ins at school events and decision making groups: 2,477
 Regular attendance at decision-making group meetings in 2016-2017: 7-12 parents per meeting
 Parent survey rates for all 2015-2016 and 2016-2017 surveys exceeded 200 responses.

TITLE	MODIFIED ▾	RESPONSES
DVS Parent Survey Fall 2016 <small>Created 9/12/2016</small>	5/17/2017	315
DVS Parent Survey Spring 2017 <small>Created 2/24/2017</small>	5/9/2017	216
DVS Parent Survey Spring 2016 <small>Created 2/24/2016</small>	1/25/2017	287
DVS Parent Survey Fall 2015 <small>Created 9/30/2015</small>	10/18/2015	261

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
 Da Vinci Science 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.

ACTUAL
 Da Vinci Science increased parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post secondary options.

Expenditures

BUDGETED
 School Home Calling system, partial cost 5900: Communications Base 500
 Partial cost of website maintenance 5900: Communications Base 2000

ESTIMATED ACTUAL
 School Home Calling system, partial cost 5900: Communications Base 500
 Partial cost of website maintenance 5900: Communications Base 2000

Action **2**

Actions/Services

PLANNED
 Da Vinci Science seeks to maintain positive school climate, parent and student engagement. DVS 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.

ACTUAL
 Da Vinci Science maintained positive school climate, parent and student engagement. DVS continued the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey were made public to parents at school site council meetings.

Expenditures

BUDGETED
 Partial cost of Front office staff doing parent interaction and communication 2000-2999: Classified Personnel Salaries Base 3500

ESTIMATED ACTUAL
 Partial cost of Front office staff doing parent interaction and communication 2000-2999: Classified Personnel Salaries Base 3500

Action **3**

Actions/Services

PLANNED
 DVS will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVS 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. DVS 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.

ACTUAL
 DVS continued to explore a variety of technologies to more efficiently increase parent communication to all students. DVS assigned 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. DVS used a digital system of sign-ins from parent events, evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement.

Expenditures

BUDGETED
 Cost of staff running parent education classes or coordinating others running the classes 1000-1999: Certificated Personnel Salaries Base 2000

ESTIMATED ACTUAL
 Cost of staff running parent education classes or coordinating others running the classes 1000-1999: Certificated Personnel Salaries Base 2000

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>DVS continued to use technology effectively to give all students access to the services necessary to support their learning and successful completion of high school through learning management systems such as Edmodo, TurnItIn, and Google Docs and communications platforms including the school website, Blackboard automated calling system, and the DVS Families Facebook group. In addition, DVS assigned a parent communications coordinator to compile and translate into Spanish parent emails, maintain and write parent newsletters and social media communications, and send home of messages and reminders via the computerized school phone system.</p>
<p>Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.</p>	<p>These actions and services were highly effective in giving all students access to the services necessary to support their learning and successful completion of high school.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>No material differences are reported.</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>No changes are being made to his goal, expected outcomes, metrics, or actions and services to achieve this goal.</p>

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

Incoming 9th grade at-risk students will be correctly identified and supported with appropriate intervention plans. Socioeconomically disadvantaged students, foster youth, and ELL students will show academic growth at levels commensurate with the overall student population.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Cohort Graduation Rate will be at least 85.65%

The dropout rate will be less than 3.75%

Daily attendance will be at or above 95.25%

85% 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.

Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent.

60% of ELLs will grow one level according to their overall CELDT score.

ACTUAL

Da Vinci Science students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th year early college program established in 2015. State reported graduation rates have been adjusted to account for DVX students continuing on for 5th year college studies on campus. As an example, 9 students (7.6% of the 2016 cohort) elected to enroll in DVX, which if added to our 89.9% graduation rate provides a corrected graduation rate of 97.5%.

2015 Cohort Graduation Rate (adjusted): 97%
2016 Cohort Graduation Rate (adjusted): 97.5%

2015 Cohort Drop-Out Rate: 0%
2016 Cohort Drop-Out Rate: .8%

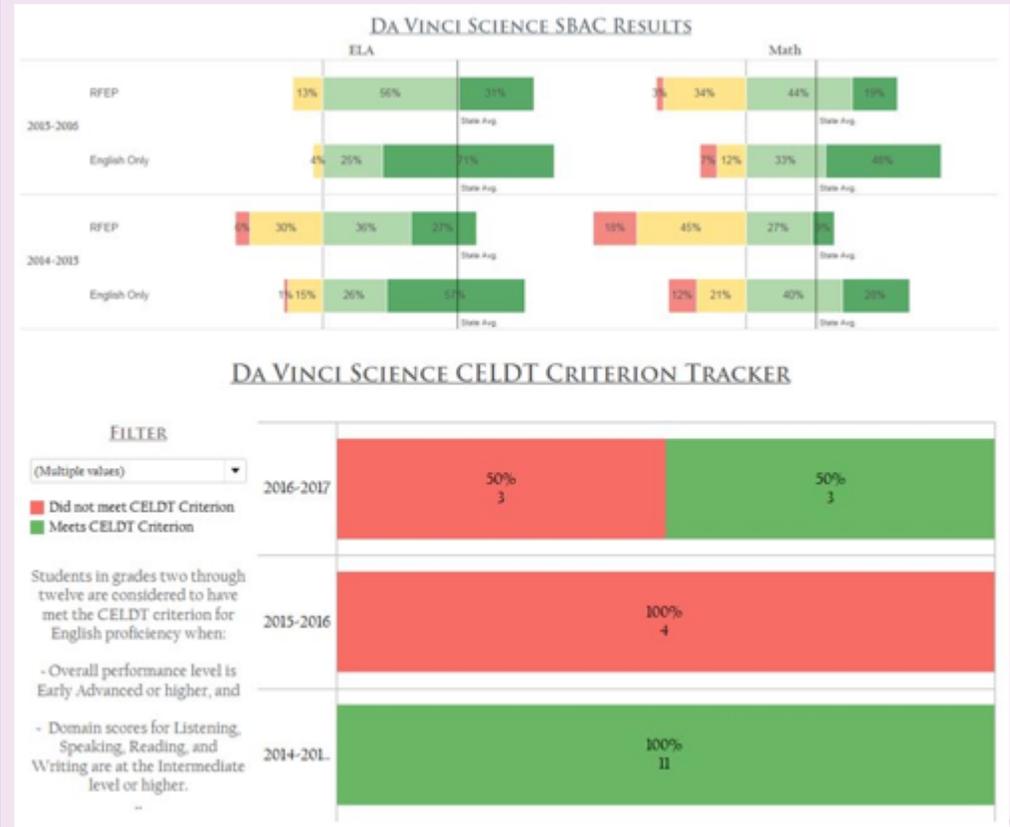
2016-2017 ADA (as of 6/1/17): 96.86%

100% of students identified as at risk based on their academic, language, health, or other needs that had a support plan in place by mid-semester of their freshman year in 2016-2017.

Baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) for socioeconomically disadvantaged students in 2015 were 6% in ELA and 17% in Math. In 2016, the achievement gap for socioeconomically disadvantaged students in ELA was non-existent (socioeconomically disadvantaged students actually out-performed their more advantaged peers by 1%), and also decreased 16% to only 1% in Math.

SBAC scores for English Learners were not reported by the state for Da Vinci Science due to a small population count (fewer than 10 students). Based on internal data, baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) between Redesignated English Learners and their English Only peers in 2015 were 20% in ELA and 32% in Math. In 2016, the achievement gap for Redesignated English Learners decreased to 9% in ELA, and also decreased to 18% in Math.

Due to small numbers, English Learners have had erratic results in meeting the CELDT criterion over the last three years, though half of English Learners demonstrated English proficiency on the CELDT in 2016-2017. Of the six students tested in 2016-2017, only two had tested the year prior and both maintained their CELDT level from the 2015-2016 school year.



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 Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.</p>	<p>ACTUAL DVS maintained a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.</p>
Expenditures	<p>BUDGETED Partial Counselor Salary cost (Costs accounted for in goal 7) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>ESTIMATED ACTUAL Partial Counselor Salary cost (Costs accounted for in goal 7) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>
Action	2	
Actions/Services	<p>PLANNED DVS administration and grade-level teams will focus on small-group interventions for at-risk students, including the creation and monitoring of At Risk Students Support Plans.</p>	<p>ACTUAL DVS administration and grade-level teams focused on small-group interventions for at-risk students, including the creation and monitoring of At Risk Student Support Plans.</p>
Expenditures	<p>BUDGETED Partial Assistant Principal (costs accounted for in goal seven) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>ESTIMATED ACTUAL Partial Assistant Principal (costs accounted for in goal seven) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>
Action	3	
Actions/Services	<p>PLANNED DVS will hire a parent coordinator who will work to engage parents of ELLs and parents who speak only Spanish. DVS will hire after-school tutors who will be available for support to ELLs.</p>	<p>ACTUAL DVS hired a parent coordinator who will work to engage parents of ELLs and parents who speak only Spanish. DVShired after-school tutors who were available for support to ELLs.</p>
Expenditures	<p>BUDGETED Parent Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I 9000 After-school tutoring by academic coaches 1000-1999: Certificated Personnel Salaries Title I 10000</p>	<p>ESTIMATED ACTUAL Parent Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I 9000 After-school tutoring by academic coaches 1000-1999: Certificated Personnel Salaries Title I 10000</p>
Action	4	
Actions/Services	<p>PLANNED Tutoring support after school</p>	<p>ACTUAL Tutoring support after school</p>

Expenditures	<p>Extra support will be provided to struggling students through an after school tutoring program. While the program will be available to all students, at risk students falling within the identified sub groups will be encouraged to attend and the tutoring program will be part of their support plans where appropriate.</p>	<p>Extra support was provided to struggling students through an after school tutoring program. While the program was be available to all students, at risk students falling within the identified sub groups were encouraged to attend and the tutoring program will be part of their support plans where appropriate.</p>
	<p>BUDGETED No cost</p>	<p>ESTIMATED ACTUAL No additional costs - built into staff salaries 1000-1999: Certificated Personnel Salaries Base 0</p>

Action **5**

Actions/Services	<p>PLANNED Seminar support classes Seminar supports for students needing geometry or ELA support before college. Extra support will be provided to struggling students through support classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the seminar support classes will be part of their student support plans where appropriate.</p>	<p>ACTUAL Seminar support classes Seminar supports for students needing geometry or ELA support before college. Extra support was provided to struggling students through support classes within the regular school day. While the program was available to all students, at risk students falling within the identified sub groups were actively monitored and had first priority to these courses, and the seminar support classes were part of their student support plans where appropriate.</p>
	<p>BUDGETED Extra seminar assignments. Approximately \$1,250 per seminar per semester Base 6,316 Extra seminar assignments. Approximately \$1,250 per seminar per semester Base 3,684</p>	<p>ESTIMATED ACTUAL Extra seminar assignments. Approximately \$1,250 per seminar per semester 1000-1999: Certificated Personnel Salaries Base 6316 Extra seminar assignments. Approximately \$1,250 per seminar per semester 1000-1999: Certificated Personnel Salaries Base 3684</p>

Action **6**

Actions/Services	<p>PLANNED Credit Recovery Sections Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is</p>	<p>ACTUAL Credit Recovery Sections Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support was provided to struggling students through these recovery classes within the regular school day. While the program was available to all students, at risk students falling within the identified sub groups were actively monitored and have first priority to these courses when enrollment was</p>
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impacted, and the recovery sections will be part of their student support plans where appropriate.

BUDGETED
 Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections Title I 72,000

impacted, and the recovery sections were part of their student support plans where appropriate.

ESTIMATED ACTUAL
 Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections 1000-1999: Certificated Personnel Salaries Title I 72000

Expenditures

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.

DVS implemented small-group interventions, credit recovery sections, support seminars and a low student-to-counselor ratio to support socioeconomically disadvantaged students, foster youth, and ELL students, who showed academic growth at levels commensurate with the overall student population.

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

The implementation of small-group interventions, credit recovery sections, support seminars and a low student-to-counselor ratio were highly effective in supporting socioeconomically disadvantaged students, foster youth, and ELL students, who showed academic growth at levels commensurate with the overall student population. Fewer than 5 students will be required to repeat their current grade level in 2017-2018.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures are reported.

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.

No changes are being made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis.

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

Student attendance rates will stay at or above 95% as evidence of student engagement.
 Students who report having a strong relationship with peers will increase as evidence of student engagement.
 The total number of suspensions will decrease each year.
 Student's satisfaction with the school as recorded by annual student survey questions will be above 90% positive
 Staff satisfaction with the school as recorded by annual survey questions will remain above 90% positive

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED

On the annual student survey question, "Relationships with teachers overall," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.'

On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," more than 80% 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 80% of respondents choose 'good,' 'very good,' or 'excellent.'

Fewer than 20 suspensions.

ACTUAL

On the annual student survey question, "Relationships with teachers overall," 86% of respondents choose 'good,' 'very good,' or 'excellent' in the Spring 2016 survey.

On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," 86% of students choose 'good,' 'very good,' or 'excellent' or 'excellent' in the Spring 2016 survey.

On the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust," 82% of students choose 'good,' 'very good,' or 'excellent' in the Spring 2016 survey.

2014-2015 suspensions: 2 (.4% rate per CDE)
 2015-2016 suspensions: 8
 2016-2017 suspensions: 9

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 Support creation of student-led clubs and paying for transportation to field trips for those clubs to local colleges, industry partners, and events.</p>	<p>ACTUAL Support creation of student-led clubs and paying for transportation to field trips for those clubs to local colleges, industry partners, and events.</p>
<p>Expenditures</p>	<p>BUDGETED Transportation to colleges, industry partners, and events: 5000-5999: Services and Other Operating Expenditures Base 7500</p>	<p>ESTIMATED ACTUAL Transportation to colleges, industry partners, and events: 5000-5999: Services and Other Operating Expenditures Base 7500</p>

Action **2**

<p>Actions/Services</p>	<p>PLANNED Paying for ninth grade for those students who need scholarships. Ninth grade camp fosters student connection, school engagement and positive school culture. First generation college- going students benefit from attending camps that increase their connections to peers and staff and develop a connection to the school’s culture of high achievement and college readiness.</p>	<p>ACTUAL Paying for ninth grade for those students who need scholarships. Ninth grade camp fosters student connection, school engagement and positive school culture. First generation college- going students benefit from attending camps that increase their connections to peers and staff and develop a connection to the school’s culture of high achievement and college readiness.</p>
<p>Expenditures</p>	<p>BUDGETED No cost-scholarships</p>	<p>ESTIMATED ACTUAL No cost-scholarships 5000-5999: Services and Other Operating Expenditures Base 0</p>

Action **3**

<p>Actions/Services</p>	<p>PLANNED Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.</p>	<p>ACTUAL Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.</p>
<p>Expenditures</p>	<p>BUDGETED Partial cost of counselor salaries 1000-1999: Certificated Personnel Salaries Supplemental 62,563</p>	<p>ESTIMATED ACTUAL Partial cost of counselor salaries 1000-1999: Certificated Personnel Salaries Supplemental 62563</p>

Action **4**

<p>Actions/Services</p>	<p>PLANNED To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with</p>	<p>ACTUAL To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students,</p>
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	<p>students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.</p>	<p>meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.</p>
Expenditures	<p>BUDGETED Partial cost of Assistant Principal/Director salary 1000-1999: Certificated Personnel Salaries Supplemental 14,229</p>	<p>ESTIMATED ACTUAL Partial cost of Assistant Principal salary 1000-1999: Certificated Personnel Salaries Supplemental 14229</p>

Action **5**

	<p>PLANNED To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.</p>	<p>ACTUAL To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.</p>
Expenditures	<p>BUDGETED Partial cost of Assistant Principal/Director salary (Costs already accounted for under goal 7) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>ESTIMATED ACTUAL Partial cost of Assistant Principal salary (Costs already accounted for under goal 7) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>

Action **6**

	<p>PLANNED Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six teachers have greater ability to identify and support struggling students. This means that teachers have more prep time during the week and there is a lower school-wide student-to-teacher ratio than at comparable large public high schools.</p>	<p>ACTUAL Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six teachers have greater ability to identify and support struggling students. This means that teachers have more prep time during the week and there is a lower school-wide student-to-teacher ratio than at comparable large public high schools. Ninth grade students</p>
Expenditures	<p>BUDGETED Partial cost of salaries of six classroom teachers 1000-1999: Certificated Personnel Salaries Supplemental 333,208</p>	<p>ESTIMATED ACTUAL Partial cost of salaries of six classroom teachers 1000-1999: Certificated Personnel Salaries Supplemental 333208</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.

DVS implemented a master schedule in which each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six teachers have greater ability to identify and support struggling students. The Assistant Principal provided support in a variety of ways, including assessing students, meeting with students and parents regarding academics, attendance, discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students. A low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils. Ninth grade students were provided with scholarships for attending the overnight camp, and advisory classes and student-led clubs were provided transportation to field trips for those clubs to local colleges, industry partners, and events.

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

The actions and services described above were highly effective in achieving the goals of high levels of satisfaction with student relationships with teachers, and and a reduction in student suspensions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures were reported.

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.

No changes are being made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 5

DVS 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

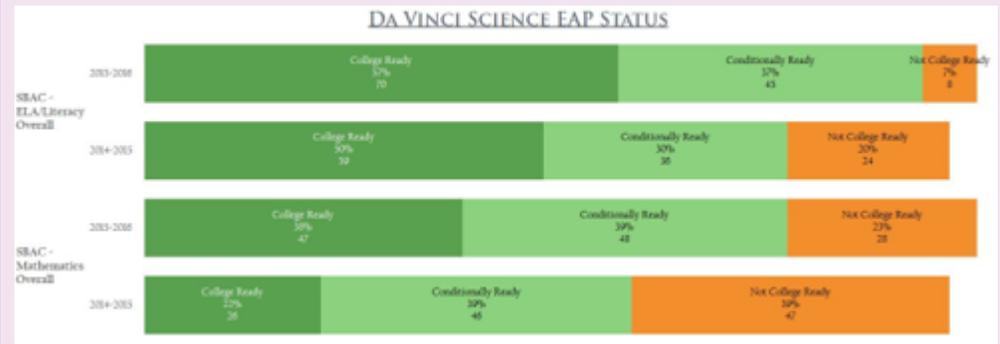
ANNUAL MEASURABLE OUTCOMES

EXPECTED

92% of seniors will graduate meeting all A-G requirements.
 55% of juniors will score 'college ready' on the ELA EAP test.
 55% of juniors will score "college ready" or 'college ready conditional' on the math EAP test.
 85% of seniors will have completed at least two PLTW courses.

ACTUAL

99% of the class of 2016 graduated A-G eligible.
 57% of juniors scored 'College Ready' on the 2016 ELA EPT (7% increase from 2015), and 93% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (13% increase from 2015).
 38% of juniors scored 'College Ready' on the 2016 Math EPT (16% increase from 2015), and 77% of juniors scored 'College Ready' or 'Conditionally Ready' in Math (16% increase from 2015).
 89% of the class of 2017 completed at least two PLTW courses prior to graduation.



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.

<p>Action 1</p>	<p>PLANNED DVS will offer SAT/ACT prep courses free of charge to students on weekends and during summer.</p>	<p>ACTUAL DVS offered SAT/ACT prep courses free of charge to students on weekends and during summer.</p>
<p>Expenditures</p>	<p>BUDGETED SAT/ACT Prep Teacher salary: 1000-1999: Certificated Personnel Salaries Title I 5000</p>	<p>ESTIMATED ACTUAL SAT/ACT Prep Teacher salary: 1000-1999: Certificated Personnel Salaries Title I 5000</p>
<p>Action 2</p>	<p>PLANNED Tutoring support after school Extra support will be provided to struggling students through an after school tutoring program. While the program will be available to all students, at risk students falling within the identified sub groups will be encouraged to attend and the tutoring program will be part of their support plans where appropriate.</p>	<p>ACTUAL Tutoring support after school Extra support was provided to struggling students through an after school tutoring program. While the program was available to all students, at risk students falling within the identified sub groups were encouraged to attend and the tutoring program was part of their support plans where appropriate.</p>
<p>Expenditures</p>	<p>BUDGETED No cost</p>	<p>ESTIMATED ACTUAL No cost 0001-0999: Unrestricted: Locally Defined Base 0</p>
<p>Action 3</p>	<p>PLANNED Seminar support classes Seminar supports for students needing geometry or ELA support before college. Extra support will be provided to struggling students through support classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the seminar support classes will be part of their student support plans where appropriate.</p>	<p>ACTUAL Seminar support classes Seminar supports for students needing geometry or ELA support before college. Extra support was provided to struggling students through support classes within the regular school day. While the program was available to all students, at risk students falling within the identified sub groups were actively monitored and had first priority to these courses when enrollment was impacted, and the seminar support classes were part of their student support plans where appropriate.</p>

Expenditures	BUDGETED Extra seminar assignments. Approximately \$1,250 per seminar per semester. Base 6,316	ESTIMATED ACTUAL Extra seminar assignments. Approximately \$1,250 per seminar per semester. 1000-1999: Certificated Personnel Salaries Base 6316
	Extra seminar assignments. Approximately \$1,250 per seminar per semester. Base 3,684	Extra seminar assignments. Approximately \$1,250 per seminar per semester. 1000-1999: Certificated Personnel Salaries Base 3684

Action **4**

Actions/Services	PLANNED Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.	ACTUAL DVS ensured a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.
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Expenditures	BUDGETED Partial Counselor Salaries (costs accounted for in goal seven) 1000-1999: Certificated Personnel Salaries Supplemental 0	ESTIMATED ACTUAL Partial Counselor Salaries (costs accounted for in goal seven) 1000-1999: Certificated Personnel Salaries Supplemental 0
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Action **5**

Actions/Services	PLANNED To ensure success for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, DVS will offer SAT/ACT prep courses free of charge to students on weekends and during summer.	ACTUAL To ensure success for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, DVS offered SAT/ACT prep courses free of charge to students on weekends and during summer.
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Expenditures	BUDGETED SAT/ACT Prep Teacher salary 1000-1999: Certificated Personnel Salaries Title I 10,000	ESTIMATED ACTUAL SAT/ACT Prep Teacher salary 5000-5999: Services and Other Operating Expenditures Title I 10000
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Action **6**

Actions/Services	PLANNED Credit Recovery Sections Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the recovery sections will be part of their student support plans where appropriate.	ACTUAL Credit Recovery Sections Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support was provided to struggling students through these recovery classes within the regular school day. While the program was available to all students, at risk students falling within the identified sub groups were actively monitored and had first priority to these courses when enrollment was impacted, and the recovery sections were part of their student support plans where appropriate.
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Expenditures	<p>BUDGETED Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections (costs accounted for in goal 11) Title I 0</p>	<p>ESTIMATED ACTUAL Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections 1000-1999: Certificated Personnel Salaries Title I 0</p>
Action	<h1 style="font-size: 2em; margin: 0;">7</h1>	
Actions/Services	<p>PLANNED To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.</p>	<p>ACTUAL To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.</p>
Expenditures	<p>BUDGETED Partial Assistant Principal Salary (costs accounted for in goal seven) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>ESTIMATED ACTUAL Partial Assistant Principal Salary 1000-1999: Certificated Personnel Salaries Supplemental 0</p>
Action	<h1 style="font-size: 2em; margin: 0;">8</h1>	
Actions/Services	<p>PLANNED Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of 6 teachers have greater ability to identify and support struggling students. This means that teachers have more prep time during the week and there is a lower schoolwide student-to-teacher ratio.</p>	<p>ACTUAL DVS implemented a master schedule in which each grade-level team had 6 teachers, one per content area, so that each teacher taught students from only one grade level, and teams of 6 teachers had greater ability to identify and support struggling students. This means that teachers had more prep time during the week and there was a lower schoolwide student-to-teacher ratio.</p>
Expenditures	<p>BUDGETED Partial staff costs, six full-time general education teachers (costs accounted for in goal nine) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>ESTIMATED ACTUAL Partial staff costs, six full-time general education teachers 1000-1999: Certificated Personnel Salaries Supplemental 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.

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

DVS implemented a master schedule in which each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six teachers have greater ability to identify and support struggling students. The Assistant Principal provided support in a variety of ways, including assessing students, meeting with students and parents regarding academics, attendance, discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students. ACT and SAT prep classes were offered to all students, and a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils. Ninth grade students were provided with scholarships for attending the overnight camp, and advisory classes and student-led clubs were provided transportation to field trips for those clubs to local colleges, industry partners, and events.

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

The implementation of small-group interventions, credit recovery sections, support seminars and a low student-to-counselor ratio were highly effective in supporting all DVS graduates demonstrate college & career readiness. For the class of 2017 of 121 students, 96% are attending College in fall of 2017; 81% were accepted to a Four Year Institution, 71% are attending a Four Year Institution; 24% are attending a Two Year Institution; 35% were accepted to a UC school; and 63% were accepted to a CSU school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between Budgeted Expenditures and Estimated Actual Expenditures were reported.

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.

No changes are being made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis.

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 are solicited via school surveys each fall during student-led conferences, and the results used to help guide the LCAP creation. These surveys are part of Da Vinci's twice annual school surveys.

At School Site Council Meetings on September 27 2016, January 31 2017, May 9 2017, and May 30 2017 principal Steve Wallis provided members of the council with the process and documents pertaining to the LCAP. Parents provided written verbal and comments.

Da Vinci Science has actively engaged parents and guardians of foster youth, English learners, reclassified English proficiency students, and low income. Minutes from SSC are made available for public viewing.

The LCAP was presented to the board of trustees for their feedback and approval at the June 14,2017 board meeting.

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 DVS 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.

The feedback generated from the meetings with parents, teachers, and students included concerns over the wording of the goals related to a desire for teacher office hours to be available both before and after school, for 9th grade students to have "coaching" sessions about how to be successful in the rigorous academic environment of DVS, and a desire to maintain the unique positive school culture DVS enjoys when co-located with the other 2 Da Vinci high schools.

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

DVS 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](#)

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 brand-new construction of a school facility due to open in August 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.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Internal Audit of Instructional Materials	100% of students 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.	Audit will find that 100% of students will have access to instructional materials in print or electronic formats.
Internal Audit of Teacher Assignment	100% of teachers are properly assigned (0 teacher misassignments).	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 based on Spring 2016 student survey responses where 98% of students reported feeling safe on campus, and 99% of students reported feeling safe outside of campus. Facilities are clean, and well maintained based on January 2017 campus inspection with a "Fair" overall rating.	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:

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

Students will all have yearlong access to online math software

2018-19

New Modified Unchanged

Students will all have yearlong access to online math software

2019-20

New Modified Unchanged

Students will all have yearlong access to online math software

BUDGETED EXPENDITURES

2017-18

Amount 5000

Source Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures CPM Subscriptions

2018-19

Amount 5000

Source Base

Budget Reference 5800: Professional/Consulting Services And Operating Expenditures CPM Subscriptions

2019-20

Amount 5000

Source Base

Budget Reference 5800: Professional/Consulting Services and Operating Expenditures CPM Subscriptions

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	5000
Source	Base
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Staff Recruitment, Hiring

2018-19

Amount	5000
Source	Base
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Staff Recruitment, Hiring

2019-20

Amount	5000
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	20,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	20,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	20,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

DVS students will be supported by high levels of parent engagement and participation.

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:
 Parent sign-ins at school events - i.e. Exhibition Night, Presentations of Learning and Student Led Conferences. Parents regularly attend committee decision-making group meetings including School Site Council. Parents completing twice-annual parent survey.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Sign-Ins at School Events	2016-2017 parent sign-ins at school events: 2,477	2400 parent sign-ins at school events - i.e. Exhibition Night, Presentations of Learning and Student Led Conferences.	2400 parent sign-ins at school events - i.e. Exhibition Night, Presentations of Learning and Student Led Conferences.	2400 parent sign-ins at school events - i.e. Exhibition Night, Presentations of Learning and Student Led Conferences.
Parent Attendance at Decision Making Groups	Regular attendance at decision-making group meetings in 2016-2017: 7-12 parents per meeting	6 parents regularly attend committee decision-making group meetings including School Site Council.	6 parents regularly attend committee decision-making group meetings including School Site Council.	6 parents regularly attend committee decision-making group meetings including School Site Council.

Parent Survey Participation Rates

Parent survey rates for all 2015-2016 and 2016-2017 surveys exceeded 200 responses.

150 parents completing twice-annual parent survey.

150 parents completing twice-annual parent survey.

150 parents completing twice-annual parent survey.

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"/> [Specific Student Group(s)]
<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 Science 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 Science will maintain high levels of parent participation, input, and involvement through activities including parent nights focused on academics, college preparatory advising, and access to post secondary options.

2019-20

New Modified Unchanged

Da Vinci Science will maintain high levels of parent participation, input, and involvement through activities including parent nights focused on academics, college preparatory advising, and access to post secondary options.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	500	Amount	500	Amount	500
Source	Base	Source	Base	Source	Base
Budget Reference	5900: Communications School Home Calling system, partial cost	Budget Reference	5900: Communications School Home Calling system, partial cost	Budget Reference	5900: Communications School Home Calling system, partial cost
Amount	2000	Amount	2000	Amount	20000
Source	Base	Source	Base	Source	Base
Budget Reference	5900: Communications Partial cost of website maintenance	Budget Reference	5900: Communications Partial cost of website maintenance	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	2018-19	2019-20
<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	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged

Da Vinci Science seeks to maintain positive school climate, parent and student engagement. DVS 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.

Da Vinci Science seeks to maintain positive school climate, parent and student engagement. DVS 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.

Da Vinci Science seeks to maintain positive school climate, parent and student engagement. DVS 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: 3500

Source: Base

Budget Reference: 2000-2999: Classified Personnel Salaries
Partial cost of Front office staff doing parent interaction and communication

2018-19

Amount: 3500

Source: Base

Budget Reference: 2000-2999: Classified Personnel Salaries
Partial cost of Front office staff doing parent interaction and communication

2019-20

Amount: 3500

Source: Base

Budget Reference: 2000-2999: Classified Personnel Salaries
Partial cost of Front office staff doing parent interaction and communication

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

2018-19

2019-20

New Modified Unchanged

DVS will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVS 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. DVS 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.

New Modified Unchanged

DVS will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVS 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. DVS 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.

New Modified Unchanged

DVS will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVS 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. DVS 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	2000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Cost of staff running parent education classes or coordinating others running the classes

2018-19

Amount	2000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Cost of staff running parent education classes or coordinating others running the classes

2019-20

Amount	2000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Cost of staff running parent education classes or coordinating others running the classes

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

At-risk students will be correctly identified and supported with appropriate intervention plans.

[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:
 In 2013 Da Vinci Science Cohort Graduation Rate, as defined and reported by the state via dataquest for the class that graduated in 2011-2012 was 83%, compared to a state average of 78.9. We receive these metrics in the 2nd year after the cohort graduates. In 2014-15 we will be receiving from the State of California data on the 2012-2013 cohort, or the graduating class of 2013. The Da Vinci Science grade 9-12 dropout rate for the class graduating in 2011-2012, as defined by the state of California and reported on dataquest, was 2.3% compared to a state-wide average of 4.0%.

Metric:
 Cohort Graduation Rates as provided by the California Department of Education, Daily Attendance Rates.

Need:
 As an independent charter school Da Vinci Science enrolls students from all over the South Bay and Los Angeles in general. Our incoming ninth grade classes often include students from more than 35 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 DVS to quickly identify students who are at risk and create effective support plans to help meet their individualized needs. Da Vinci Science 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.

Need:
 Da Vinci Science 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, API Scores, CELDT/ELPAC scores

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Cohort Graduation Rate	<p>Da Vinci Science students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th year early college program established in 2015. State reported graduation rates have been adjusted to account for DVX students continuing on for 5th year college studies on campus. As an example, 9 students (7.6% of the 2016 cohort) elected to enroll in DVX, which if added to our 89.9% graduation rate provides a corrected graduation rate of 97.5%.</p> <p>2015 Cohort Graduation Rate (adjusted): 97% 2016 Cohort Graduation Rate (adjusted): 97.5%</p>	Adjusted Cohort Graduation Rate will be at least 90%	Adjusted Cohort Graduation Rate will be at least 90%	Adjusted Cohort Graduation Rate will be at least 90%
Cohort Dropout Rate	<p>2015 Cohort Drop-Out Rate: 0% 2016 Cohort Drop-Out Rate: .8%</p>	The dropout rate will be less than 3.75%	The dropout rate will be less than 3.75%	The dropout rate will be less than 3.75%
Average Daily Attendance Rate	2016-2017 ADA (as of 6/1/17): 96.86%	Daily attendance will be at or above 96%	Daily attendance will be at or above 96%	Daily attendance will be at or above 96%
Academic Support Plan Implementation Rate	100% of students identified as at risk based on their academic, language, health, or other needs that had a support plan in place	95% of students identified as at risk based on their academic, language, health, or other needs that have a support plan in	95% of students identified as at risk based on their academic, language, health, or other needs that have a support plan in	95% of students identified as at risk based on their academic, language, health, or other needs that have a support plan in

	<p>by mid-semester of their freshman year in 2016-2017.</p>	<p>place by mid-semester of their freshman year.</p>	<p>place by mid-semester of their freshman year.</p>	<p>place by mid-semester of their freshman year.</p>
<p>SBAC Achievement Gap Analysis for socioeconomically disadvantaged students, foster youth, and English Language Learners</p>	<p>Baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) for socioeconomically disadvantaged students in 2015 were 6% in ELA and 17% in Math. In 2016, the achievement gap for socioeconomically disadvantaged students in ELA was non-existent (socioeconomically disadvantaged students actually out-performed their more advantaged peers by 1%), and also decreased 16% to only 1% in Math.</p> <p>SBAC scores for English Learners were not reported by the state for Da Vinci Science due to a small population count (fewer than 10 students). Based on internal data, baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) between Redesignated English Learners and their English Only peers in 2015 were 20% in ELA and 32% in Math. In 2016, the achievement gap for Redesignated English Learners decreased to 9% in ELA, and also decreased to 18% in Math.</p>	<p>Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent.</p>	<p>Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent.</p>	<p>Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent.</p>
<p>CELDT/ELPAC Proficiency Rates</p>	<p>Due to small numbers, English Learners have had erratic results in meeting the CELDT criterion over the last three years, though half of English Learners demonstrated English proficiency on the CELDT in 2016-2017. Of the six students tested in 2016-2017, only two had tested the year prior and both maintained their CELDT</p>	<p>60% of ELLs will grow one level according to their overall CELDT/ELPAC score.</p>	<p>60% of ELLs will grow one level according to their overall CELDT/ELPAC score.</p>	<p>60% of ELLs will grow one level according to their overall CELDT/ELPAC score.</p>

level from the 2015-2016 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"/> <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:

<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

Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.

2018-19

New Modified Unchanged

Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.

2019-20

New Modified Unchanged

Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	62,563	Amount	62,563	Amount	62,563
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial Counselor Salary cost	Budget Reference	1000-1999: Certificated Personnel Salaries Partial Counselor Salary cost	Budget Reference	1000-1999: Certificated Personnel Salaries Partial Counselor Salary cost

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

DVS administration and grade-level teams will focus on small-group interventions for at-risk students, including the creation and monitoring of At Risk Students Support Plans.

2018-19

New Modified Unchanged

DVS administration and grade-level teams will focus on small-group interventions for at-risk students, including the creation and monitoring of At Risk Students Support Plans.

2019-20

New Modified Unchanged

DVS administration and grade-level teams will focus on small-group interventions for at-risk students, including the creation and monitoring of At Risk Students Support Plans.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	14,229	Amount	14,229	Amount	14,229
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial Assistant Principal (costs accounted for in goal seven)	Budget Reference	1000-1999: Certificated Personnel Salaries Partial Assistant Principal (costs accounted for in goal seven)	Budget Reference	1000-1999: Certificated Personnel Salaries Partial Assistant Principal (costs accounted for in goal seven)

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

DVS will hire a parent coordinator who will work to engage parents of ELLs and parents who speak only Spanish. DVS will hire after-school tutors who will be available for support to ELLs.

2018-19

New Modified Unchanged

DVS will hire a parent coordinator who will work to engage parents of ELLs and parents who speak only Spanish. DVS will hire academic coaches who will be available for support to ELLs.

2019-20

New Modified Unchanged

DVS will hire a parent coordinator who will work to engage parents of ELLs and parents who speak only Spanish. DVS will hire academic coaches who will be available for support to ELLs.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	9000	Amount	9000	Amount	9000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Parent Coordinator Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries Parent Coordinator Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries Parent Coordinator Stipend
Amount	10000	Amount	10000	Amount	10000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries After-school tutoring by academic coaches	Budget Reference	1000-1999: Certificated Personnel Salaries Academic coach support	Budget Reference	1000-1999: Certificated Personnel Salaries Academic coach support

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Tutoring support after school
 Extra support will be provided to struggling students through an after school tutoring program. While the program will be available to all students, at risk students falling within the identified sub groups will be encouraged to attend and the tutoring program will be part of their support plans where appropriate.

Extra support will be provided to struggling students through an academic coaching program. While the program will be available to all students, at risk students falling within the identified sub groups will be encouraged to attend and the tutoring program will be part of their support plans where appropriate.

Extra support will be provided to struggling students through an academic coaching program. While the program will be available to all students, at risk students falling within the identified sub groups will be encouraged to attend and the tutoring program will be part of their support plans where appropriate.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Seminar support classes
Seminar supports for students needing geometry or ELA support before college.
Extra support will be provided to struggling students through support classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the seminar support classes will be part of their student support plans where appropriate.

Seminar support classes
Seminar supports for students needing geometry or ELA support before college.
Extra support will be provided to struggling students through support classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the seminar support classes will be part of their student support plans where appropriate.

Seminar support classes
Seminar supports for students needing geometry or ELA support before college.
Extra support will be provided to struggling students through support classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the seminar support classes will be part of their student support plans where appropriate.

BUDGETED EXPENDITURES

2017-18

Amount	6,316
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester
Amount	3,684
Source	Base
Budget Reference	Extra seminar assignments. Approximately \$1,250 per seminar per semester

2018-19

Amount	6,316
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester
Amount	3,684
Source	Base
Budget Reference	Extra seminar assignments. Approximately \$1,250 per seminar per semester

2019-20

Amount	6,316
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester
Amount	3,684
Source	Base
Budget Reference	Extra seminar assignments. Approximately \$1,250 per seminar per semester

Action **6**

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

Credit Recovery Sections
 Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the recovery sections will be part of their student support plans where appropriate.

2018-19

New Modified Unchanged

Credit Recovery Sections
 Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the recovery sections will be part of their student support plans where appropriate.

2019-20

New Modified Unchanged

Credit Recovery Sections
 Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the recovery sections will be part of their student support plans where appropriate.

BUDGETED EXPENDITURES

2017-18

Amount	72,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections

2018-19

Amount	72,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections

2019-20

Amount	72,000
Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections

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

Students will be supported academically and social-emotionally within a student-centered, inclusive and caring school culture.

[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:
 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:
 Student engagement and discipline is an important aspect of the success of Da Vinci Science. While our current rates for suspension are low, 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.

Metric:
 The school's suspension rate, as reported to and by the California Department of Education for Da Vinci Science High School.

Need:
 We believe that while suspension and expulsion rates are important indicators of school climate, more subtle indicators help a school and staff proactively determine if a school's climate is positive. Our school student survey has a number of such indicators, including a questions that asks students to, "rate Da Vinci in the following areas related to School Culture: 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."

Metric:
 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," those respondents choosing 'good,' 'very good,' or 'excellent.'

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Student Survey Responses	On the annual student survey question, "My relationships with teachers overall," 86% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey.	On the annual student survey question, "My relationships with teachers overall," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.'	On the annual student survey question, "My relationships with teachers overall," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.'	On the annual student survey question, "My relationships with teachers overall," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.'
Annual Student Survey Responses	On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," 86% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey.	On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.'	On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.'	On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.'
Annual Student Survey Responses	On the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust," 82% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey.	On the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust," more than 80% 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 80% 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 80% of respondents choose 'good,' 'very good,' or 'excellent.'
Suspension Rates	2014-2015 suspensions: 2 (.4% rate per CDE) 2015-2016 suspensions: 8 2016-2017 suspensions: 7	Fewer than 20 suspensions.	Fewer than 20 suspensions.	Fewer than 20 suspensions.

PLANNED ACTIONS / SERVICES

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

Action 1

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

[Students to be Served](#) All Students with Disabilities [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

Support creation of student-led clubs and paying for transportation to field trips for those clubs to local colleges, industry partners, and events.

2018-19

New Modified Unchanged

Support creation of student-led clubs and paying for transportation to field trips for those clubs to local colleges, industry partners, and events.

2019-20

New Modified Unchanged

Support creation of student-led clubs and paying for transportation to field trips for those clubs to local colleges, industry partners, and events.

BUDGETED EXPENDITURES

2017-18

Amount: 7500

Source: Base

Budget Reference: 5000-5999: Services and Other Operating Expenditures
Transportation to colleges, industry partners, and events:

2018-19

Amount: 7500

Source: Base

Budget Reference: 5000-5999: Services and Other Operating Expenditures
Transportation to colleges, industry partners, and events:

2019-20

Amount: 7500

Source: Base

Budget Reference: 5000-5999: Services and Other Operating Expenditures
Transportation to colleges, industry partners, and events:

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

Paying for ninth grade for those students who need scholarships. Ninth grade camp fosters student connection, school engagement and positive school culture. First generation college- going students benefit from attending camps that increase their connections to peers and staff and develop a connection to the school's culture of high achievement and college readiness.

2018-19

New Modified Unchanged

Paying for ninth grade for those students who need scholarships. Ninth grade camp fosters student connection, school engagement and positive school culture. First generation college- going students benefit from attending camps that increase their connections to peers and staff and develop a connection to the school's culture of high achievement and college readiness.

2019-20

New Modified Unchanged

Paying for ninth grade for those students who need scholarships. Ninth grade camp fosters student connection, school engagement and positive school culture. First generation college- going students benefit from attending camps that increase their connections to peers and staff and develop a connection to the school's culture of high achievement and college readiness.

BUDGETED EXPENDITURES

2017-18

Amount

Budget Reference

2018-19

Amount

Budget Reference

2019-20

Amount

Budget Reference

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

Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.

2018-19

New Modified Unchanged

Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.

2019-20

New Modified Unchanged

Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.

BUDGETED EXPENDITURES

2017-18

Amount

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

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

To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

2018-19

New Modified Unchanged

To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

2019-20

New Modified Unchanged

To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

BUDGETED EXPENDITURES

2017-18

Amount	0
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of Assistant Principal/Director salary (accounted for in Goal 3)

2018-19

Amount	0
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of Assistant Principal/Director salary (accounted for in Goal 3)

2019-20

Amount	0
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of Assistant Principal/Director salary (accounted for in Goal 3)

Action **5**

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

2018-19

New Modified Unchanged

To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

2019-20

New Modified Unchanged

To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

BUDGETED EXPENDITURES

2017-18

Amount	0
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of Assistant Principal/Director salary (Costs already accounted for under goal 3)

2018-19

Amount	0
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of Assistant Principal/Director salary (Costs already accounted for under goal 3)

2019-20

Amount	0
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of Assistant Principal/Director salary (Costs already accounted for under goal 3)

Action **6**

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

Students to be Served All Students with Disabilities [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

Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six teachers have greater ability to identify and support struggling students. 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 means that teachers have more prep time during the week and there is a lower school-wide student-to-teacher ratio than at comparable large public high schools.

2018-19

New Modified Unchanged

Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six teachers have greater ability to identify and support struggling students. 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 means that teachers have more prep time during the week and there is a lower school-wide student-to-teacher ratio than at comparable large public high schools.

2019-20

New Modified Unchanged

Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six teachers have greater ability to identify and support struggling students. 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 means that teachers have more prep time during the week and there is a lower school-wide student-to-teacher ratio than at comparable large public high schools.

BUDGETED EXPENDITURES

2017-18

Amount 284,208

2018-19

Amount 276,208

2019-20

Amount 284,208

Source

Supplemental

Budget
Reference

1000-1999: Certificated Personnel
Salaries
Partial cost of salaries of six classroom
teachers

Source

Supplemental

Budget
Reference

1000-1999: Certificated Personnel
Salaries
Partial cost of salaries of six classroom
teachers

Source

Supplemental

Budget
Reference

1000-1999: Certificated Personnel
Salaries
Partial cost of salaries of six classroom
teachers

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 5

DVS 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:
 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. As a STEM focused school, our students are provided with a wide variety of opportunities to take engineering courses through the Project Lead The Way course curriculum, a nationally recognized engineering pathway and course series.

Metric:
 EAP results, A-G and PLTW engineering pathway completion.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G Eligibility Rates	99% of the class of 2016 graduated A-G eligible.	92% of seniors will graduate meeting all A-G requirements.	92% of seniors will graduate meeting all A-G requirements.	92% of seniors will graduate meeting all A-G requirements.
ELA EAP Proficiency Rates	57% of juniors scored 'College Ready' on the 2016 ELA EPT (7% increase from 2015), and 93% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (13% increase from 2015).	60% of juniors will score 'college ready' on the ELA EAP test.	62% of juniors will score 'college ready' on the ELA EAP test.	64% of juniors will score 'college ready' on the ELA EAP test.

Math EAP Proficiency Rates	38% of juniors scored 'College Ready' on the 2016 Math EPT (16% increase from 2015), and 77% of juniors scored 'College Ready' or 'Conditionally Ready' in Math (16% increase from 2015).	40% of juniors will score "college ready" or "college ready conditional" on the Math EAP test.	45% of juniors will score "college ready" or "college ready conditional" on the Math EAP test.	50% of juniors will score "college ready" or "college ready conditional" on the Math EAP test.
PLTW Course Completion Rates	89% of the class of 2017 completed at least two PLTW courses prior to graduation.	85% of seniors will have completed at least two PLTW courses.	85% of seniors will have completed at least two PLTW courses.	85% of seniors will have completed at least two PLTW courses.

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"/> [Specific Student Group(s)]
<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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

DVS will offer SAT/ACT prep courses free of charge to students on weekends and during summer.

DVS will offer SAT/ACT prep courses free of charge to students on weekends and during summer.

BUDGETED EXPENDITURES

2017-18

Amount 5000
 Source Title I
 Budget Reference 1000-1999: Certificated Personnel Salaries
 SAT/ACT Prep Teacher salary

2018-19

Amount 5000
 Source Title I
 Budget Reference 1000-1999: Certificated Personnel Salaries
 SAT/ACT Prep Teacher salary

2019-20

Amount 5000
 Source Title I
 Budget Reference 1000-1999: Certificated Personnel Salaries
 SAT/ACT Prep Teacher salary

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Extra support will be provided to struggling students through an academic coaching program. While the

Extra support will be provided to struggling students through an academic coaching program. While the

Extra support will be provided to struggling students through an academic coaching program. While the

program will be available to all students, at risk students falling within the identified sub groups will be encouraged to attend and the tutoring program will be part of their support plans where appropriate.

program will be available to all students, at risk students falling within the identified sub groups will be encouraged to attend and the tutoring program will be part of their support plans where appropriate.

program will be available to all students, at risk students falling within the identified sub groups will be encouraged to attend and the tutoring program will be part of their support plans where appropriate.

BUDGETED EXPENDITURES

2017-18

Budget Reference No cost

2018-19

Budget Reference No cost

2019-20

Budget Reference

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

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

Seminar support classes
Seminar supports for students needing geometry or ELA support before college.
Extra support will be provided to struggling students through support classes within the regular school day.
While the program will be available to all students, at risk

Seminar support classes
Seminar supports for students needing geometry or ELA support before college.
Extra support will be provided to struggling students through support classes within the regular school day.
While the program will be available to all students, at risk

Seminar support classes
Seminar supports for students needing geometry or ELA support before college.
Extra support will be provided to struggling students through support classes within the regular school day.
While the program will be available to all students, at risk

students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the seminar support classes will be part of their student support plans where appropriate.

students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the seminar support classes will be part of their student support plans where appropriate.

students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the seminar support classes will be part of their student support plans where appropriate.

BUDGETED EXPENDITURES

2017-18

Amount	6,316
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester.
Amount	3,684
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester.

2018-19

Amount	6,316
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester.
Amount	3,684
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester.

2019-20

Amount	6,316
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester.
Amount	3,684
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester.

Action **4**

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

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<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	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> 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

Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.

2018-19

New Modified Unchanged

Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.

2019-20

New Modified Unchanged

Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.

BUDGETED EXPENDITURES

2017-18

Amount 0

Source Supplemental

Budget Reference 1000-1999: Certificated Personnel Salaries
Partial Counselor Salaries (costs accounted for in goal 3)

2018-19

Amount 0

Source Supplemental

Budget Reference 1000-1999: Certificated Personnel Salaries
Partial Counselor Salaries (costs accounted for in goal 3)

2019-20

Amount 0

Source Supplemental

Budget Reference 1000-1999: Certificated Personnel Salaries
Partial Counselor Salaries (costs accounted for in goal 3)

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

To ensure success for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, DVS will offer SAT/ACT prep courses free of charge to students on weekends and during summer.

2018-19

New Modified Unchanged

To ensure success for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, DVS will offer SAT/ACT prep courses free of charge to students on weekends and during summer.

2019-20

New Modified Unchanged

To ensure success for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, DVS will offer SAT/ACT prep courses free of charge to students on weekends and during summer.

BUDGETED EXPENDITURES

2017-18

Amount: 10,000

Source: Title I

Budget Reference: 1000-1999: Certificated Personnel Salaries
SAT/ACT Prep Teacher salary

2018-19

Amount: 10,000

Source: Title I

Budget Reference: 1000-1999: Certificated Personnel Salaries
SAT/ACT Prep Teacher salary

2019-20

Amount: 10,000

Source: Title I

Budget Reference: 1000-1999: Certificated Personnel Salaries
SAT/ACT Prep Teacher salary

Action **6**

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

[Students to be Served](#)

All Students with Disabilities [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

Credit Recovery Sections
Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the recovery sections will be part of their student support plans where appropriate.

2018-19

New Modified Unchanged

Credit Recovery Sections
Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the recovery sections will be part of their student support plans where appropriate.

2019-20

New Modified Unchanged

Credit Recovery Sections
Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the recovery sections will be part of their student support plans where appropriate.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	0
Source	Title I
Budget Reference	Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections (costs accounted for in goal 4)

2018-19

Amount	0
Source	Title I
Budget Reference	Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections (costs accounted for in goal 4)

2019-20

Amount	0
Source	Title I
Budget Reference	Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections (costs accounted for in goal 4)

Action **7**

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

[Students to be Served](#)

All Students with Disabilities [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

To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

2018-19

New Modified Unchanged

To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

2019-20

New Modified Unchanged

To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

BUDGETED EXPENDITURES

2017-18

Amount	0
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial Assistant Principal Salary (costs accounted for in goal 3)

2018-19

Amount	0
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial Assistant Principal Salary (costs accounted for in goal 3)

2019-20

Amount	0
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial Assistant Principal Salary (costs accounted for in goal 3)

Action **8**

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

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

ACTIONS/SERVICES

2017-18

New Modified Unchanged

Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of 6 teachers have greater ability to identify and support struggling students. This means that teachers have more prep time during the week and there is a lower schoolwide student-to-teacher ratio.

2018-19

New Modified Unchanged

Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of 6 teachers have greater ability to identify and support struggling students. This means that teachers have more prep time during the week and there is a lower schoolwide student-to-teacher ratio.

2019-20

New Modified Unchanged

Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of 6 teachers have greater ability to identify and support struggling students. This means that teachers have more prep time during the week and there is a lower schoolwide student-to-teacher ratio.

BUDGETED EXPENDITURES

2017-18

Amount	0
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial staff costs, six full-time general education teachers (costs accounted for in goal 4)

2018-19

Amount	0
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial staff costs, six full-time general education teachers (costs accounted for in goal 4)

2019-20

Amount	0
Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial staff costs, six full-time general education teachers (costs accounted for in goal 4)

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds: \$361,256

Percentage to Increase or Improve Services: 4.92%

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 Science has 8 EL students, 214 low-income students, and two Foster Youth. The LEA's 2016-2017 enrollment was 541 of which 215 or 39.7% are considered eligible to qualify the LEA 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 \$361,256 and the proportionality percentage is 4.92%. 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. servicesAll actions and services provided using Supplemental funding is principally directed towards targeted students and is effective in meeting their needs..These actions were created to primarily serve the needs of low-income students, foster youth and English Language Learners. Some of our services to targeted students are provided on a school-wide basis. With the "unduplicated" count of targeted students at 39.7%, the Da Vinci Science meets the 40% threshold that allows for a schoolwide approach. Our services to targeted students are provided on a schoolwide basis. LCAP goals will be best met and targeted students will be best served where programs are able to be organized without segregation of services to specific populations. In a schoolwide 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 Science, a schoolwide 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 "un-duplicated" (targeted) students at Da Vinci Science.

Supplemental funding will provide an increase in both quantity and quality of services, which include the following services and programs:

- Smaller class sizes and lower overall student to teacher ratios.
- Counseling services for at risk student identification
- Counseling services for small group support to support student success

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	586,500.00	566,500.00	658,500.00	524,500.00	550,500.00	1,733,500.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	55,500.00	50,500.00	85,500.00	65,500.00	83,500.00	234,500.00
Supplemental	410,000.00	410,000.00	361,000.00	353,000.00	361,000.00	1,075,000.00
Title I	121,000.00	106,000.00	212,000.00	106,000.00	106,000.00	424,000.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	586,500.00	566,500.00	658,500.00	524,500.00	550,500.00	1,733,500.00
	102,000.00	0.00	95,684.00	3,684.00	3,684.00	103,052.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	461,000.00	528,000.00	539,316.00	497,316.00	505,316.00	1,541,948.00
2000-2999: Classified Personnel Salaries	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	10,500.00
5000-5999: Services and Other Operating Expenditures	7,500.00	27,500.00	7,500.00	7,500.00	7,500.00	22,500.00
5800: Professional/Consulting Services And Operating Expenditures	10,000.00	5,000.00	10,000.00	10,000.00	10,000.00	30,000.00
5900: Communications	2,500.00	2,500.00	2,500.00	2,500.00	20,500.00	25,500.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	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	586,500.00	566,500.00	658,500.00	524,500.00	550,500.00	1,733,500.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	30,000.00	0.00	23,684.00	3,684.00	3,684.00	31,052.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
	Title I	72,000.00	0.00	72,000.00	0.00	0.00	72,000.00
0000: Unrestricted	Base	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	2,000.00	22,000.00	38,316.00	38,316.00	38,316.00	114,948.00
1000-1999: Certificated Personnel Salaries	Supplemental	410,000.00	410,000.00	361,000.00	353,000.00	361,000.00	1,075,000.00
1000-1999: Certificated Personnel Salaries	Title I	49,000.00	96,000.00	140,000.00	106,000.00	106,000.00	352,000.00
2000-2999: Classified Personnel Salaries	Base	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	10,500.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services and Other Operating Expenditures	Base	7,500.00	17,500.00	7,500.00	7,500.00	7,500.00	22,500.00
5000-5999: Services and Other Operating Expenditures	Title I	0.00	10,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services and Operating Expenditures	Base	10,000.00	5,000.00	10,000.00	10,000.00	10,000.00	30,000.00
5800: Professional/Consulting Services and Operating Expenditures	Title I	0.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	Base	2,500.00	2,500.00	2,500.00	2,500.00	20,500.00	25,500.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	30,000.00	30,000.00	30,000.00	90,000.00
Goal 2	8,000.00	8,000.00	26,000.00	42,000.00
Goal 3	177,792.00	177,792.00	177,792.00	533,376.00
Goal 4	291,708.00	283,708.00	291,708.00	867,124.00
Goal 5	25,000.00	25,000.00	25,000.00	75,000.00
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.