LCFF Budget Overview for Parents

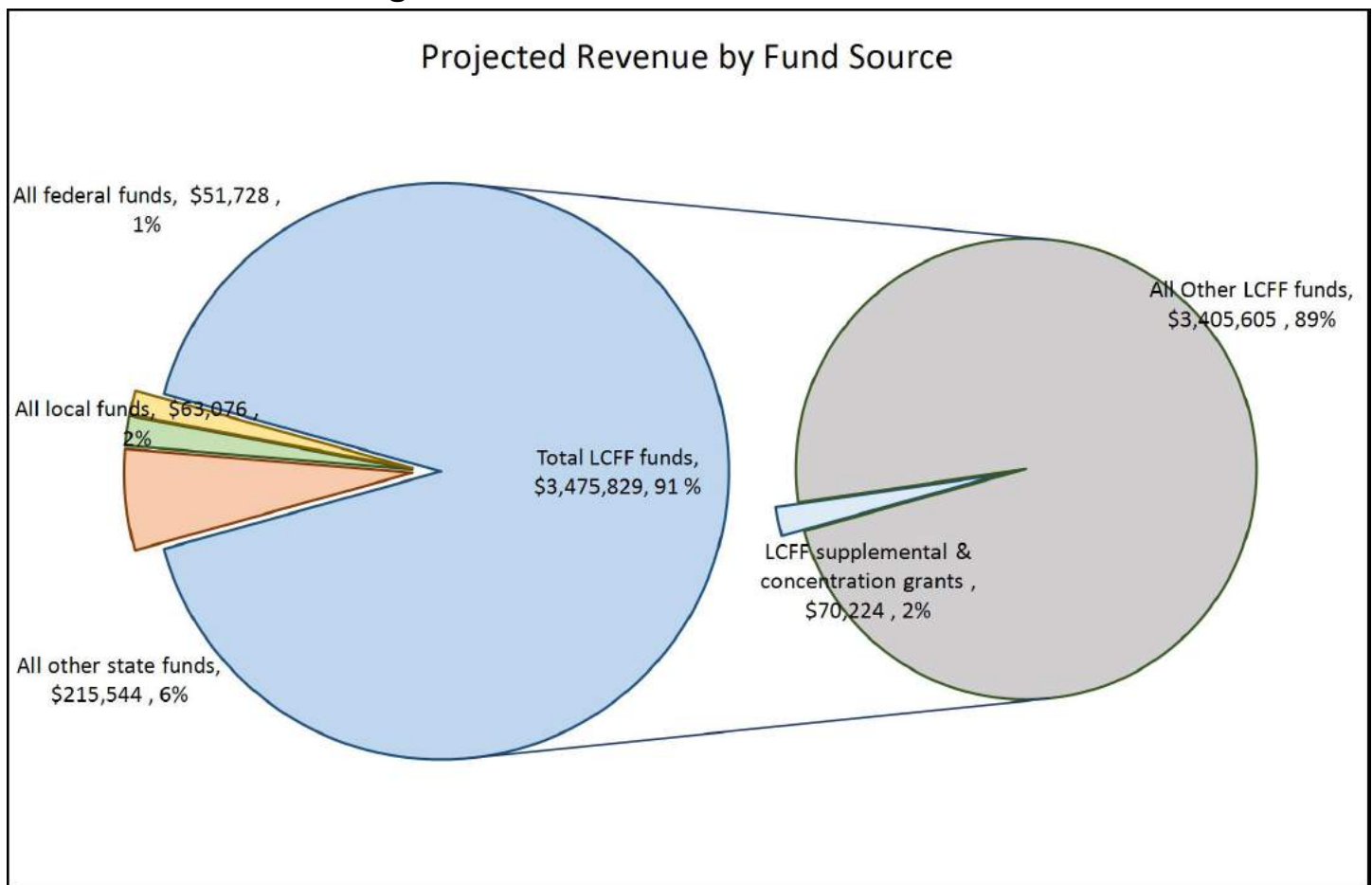Local Educational Agency (LEA) Name: Da Vinci Connect

CDS Code: 19768690128728

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Michelle Rainey, Principal

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

Projected Revenue by Fund Source

All federal funds, $51,728, 1%

All local funds, $63,076, 2%

All other state funds, $215,544, 6%

Total LCFF funds, $3,475,829, 91 %

All Other LCFF funds, $3,405,605, 89%

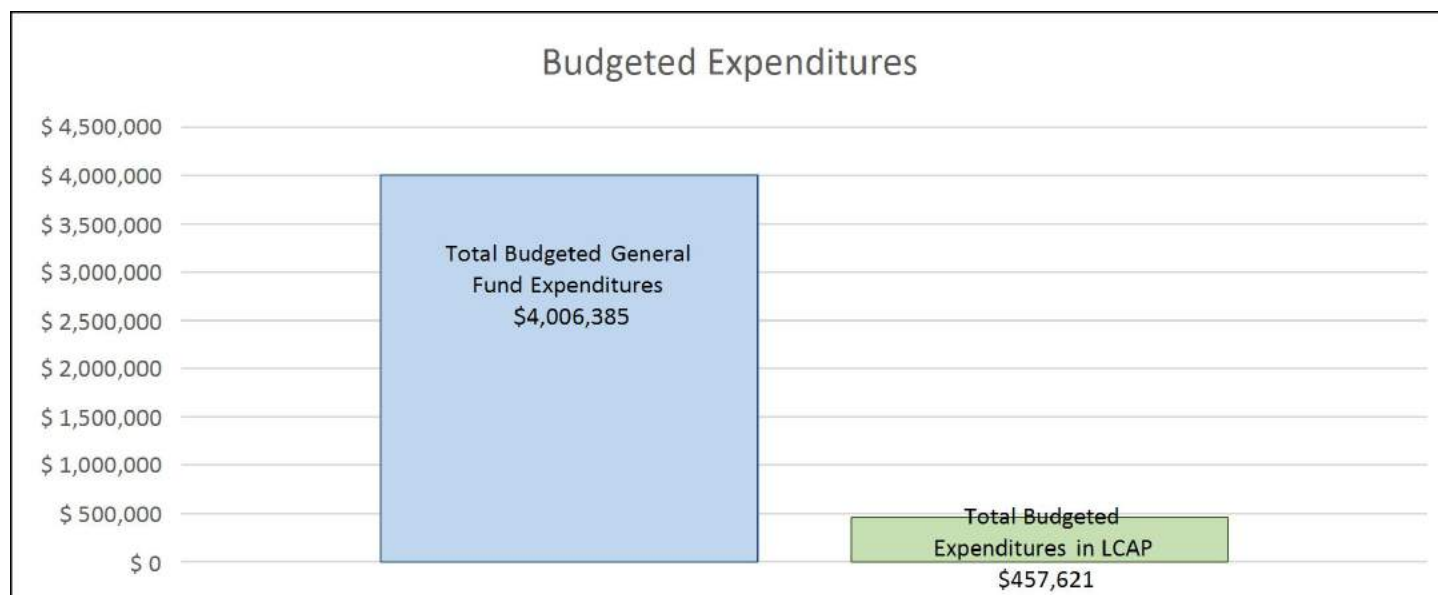LCFF supplemental & concentration grants, $70,224, 2%

This chart shows the total general purpose revenue Da Vinci Connect expects to receive in the coming year from all sources.

The total revenue projected for Da Vinci Connect is $3,806,177, of which $3475829 is Local Control Funding Formula (LCFF), $215544 is other state funds, $63076 is local funds, and $51728 is federal funds. Of the $3475829 in LCFF Funds, $70224 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures

Total Budgeted General Fund Expenditures
$4,006,385

Total Budgeted Expenditures in LCAP
$457,621

This chart provides a quick summary of how much Da Vinci Connect plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Da Vinci Connect plans to spend $4006385 for the 2019-20 school year. Of that amount, $457621 is tied to actions/services in the LCAP and $3,548,764 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
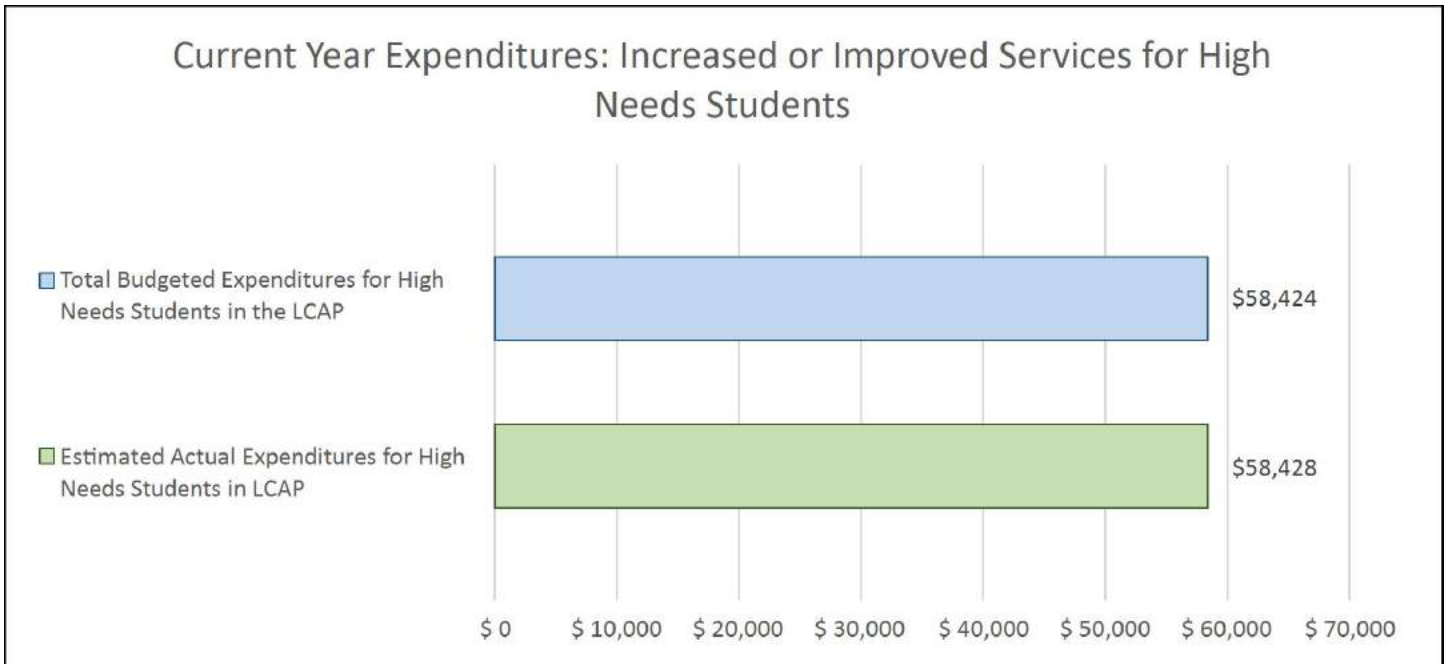
Salaries (certificated and classified staff), materials supplies, and equipment, technology, elective courses and materials.

Increased or Improved Services for High Needs Students in 2019-20

In 2019-20, Da Vinci Connect is projecting it will receive $70224 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci Connect must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Da Vinci Connect plans to spend $70621 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19

Current Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $58,424

☐ Estimated Actual Expenditures for High Needs Students in LCAP — $58,428

| $ 0 | $ 10,000 | $ 20,000 | $ 30,000 | $ 40,000 | $ 50,000 | $ 60,000 | $ 70,000 |

This chart compares what Da Vinci Connect budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Da Vinci Connect estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Da Vinci Connect's LCAP budgeted $58424 for planned actions to increase or improve services for high needs students. Da Vinci Connect estimates that it will actually spend $58428 for actions to increase or improve services for high needs students in 2018-19.

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)

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

LEA Name	Contact Name and Title	Email and Phone
Da Vinci Connect	Michelle Rainey Principal	mrainey@davincischools.org 310 725 5800

2017-20 Plan Summary
The Story
Describe the students and community and how the LEA serves them.

Da Vinci Connect is a public charter school serving kindergarten through 8th students in the South Bay of Los Angeles and neighboring communities. DV Connect offers families a new approach to K-8 education combining school-site instruction with home-based learning. We partner with families to provide two unique learning models where students can discover their passions and talents in a flexible and personalized learning environment. Model 1: Homeschool Hybrid Program- 2 days of project-based learning at school, three days of family facilitated off-site learning. Students attend school on either Mondays &Thursdays OR Tuesdays & Fridays. At-school learning is project-based. At-home learning (also called family facilitated off-site learning) focuses on English Language Arts, Math and extracurricular activities. Families are the primary educators on non-classroom days. Model 2: Homeschool Collaborative Program–1 day of learning on campus, 1 optional field trip day facilitated by a credentialed teacher and 3 days of homeschooling. Some families choose to homeschool full-time. Both programs support parents with credentialed teachers who develop a scope and sequence for standards-based learning goals, check-in meetings regarding academic and social-emotional progress, formal processes and feedback for parents to turn in work logs/samples and participation in the Da Vinci Schools signature practices of Presentations of Learning (POLs), Student-Led Conferences (SLCs), and Exhibition. Students also have the

opportunity to participate in parent educator support workshops and conferences, meetings with their teachers, community-building events and access to our Parent Center, hosted by a credentialed teacher who is a curriculum specialist.

LCAP Highlights

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

Da Vinci Connect's LCAP will support all students, and particularly English Language Learners, low-income pupils and foster youth, in a variety of ways. It is important to our mission to support homeschooling families to make independent study and personalized learning accessible to all students. The goals within Connect's LCAP reflect the tenets that our families and staff hold dear: rich, engaging academic instruction, support for parent educators, social emotional and academic support for all learners and a community of families committed to project-based learning, compassionate communication and homeschool instruction.

The resources and supports identified in Connect's LCAP achieve the goals outlined above by ensuring that every student has access to high-quality learning materials and instructors, engaging and qualified support staff (curriculum specialist teacher, counselor, classroom teachers, academic coaches) who receive professional development to support their needs, a safe and engaging campus environment and parents who are supported in their homeschooling in both academic and social emotional ways.

Specific examples include curriculum specialist and counselor salaries, parent support events, clean and safe facilities, online and print curriculum, staff professional development, technology to keep parents informed and involved and meaningful parent involvement in activities and decisions.

Review of Performance

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

Greatest Progress

The progress that a sampling of Da Vinci Connect stakeholders are most proud of is also a topic that is talked very little about: standardized test results. As a project-based learning school, we value and implement the Common Core ELA and Math Standards as well as the Next Generation Science standards. We believe that standardized tests are one of many measures that indicate student learning and school success. We do not use grades to determine student mastery of content and we only sporadically give tests (state test, reading assessments and MAP tests twice annually). We believe that by monitoring student learning through informal assessments, providing timely comment-based feedback, looping instruction and implementing engaging, real-life learning scenarios (from math problems to projects with "real world" outcomes), students can and will achieve. This is measured by student success at delivering Presentations of Learning, Exhibition content to visitors reflecting project knowledge and Student Led Conference reviews of student learning with families and teachers, among other measures.

Year after year, when analyzing our state test scores, we are affirmed that even though we do not test often, we do not practice for the standardized tests and we do not stop instruction to review test content, our students perform well on the SBAC/CAASPP state testing. This data is important to us because it tells us that students do not need to test or practice for tests in order to achieve. They just need to receive rich, engaging instruction. We found that in 2017-2018 (still awaiting 2018-2019 test results), our students outperformed the state average in English Language Arts and Mathematics. Statewide, 50% of students demonstrated ELA proficiency--72% at DV Connect (then called Innovation Academy). Statewide, 38.7% of students demonstrated proficiency in mathematics, 58% at DV Connect. This data affirms our model and supports in place are working for students and families.
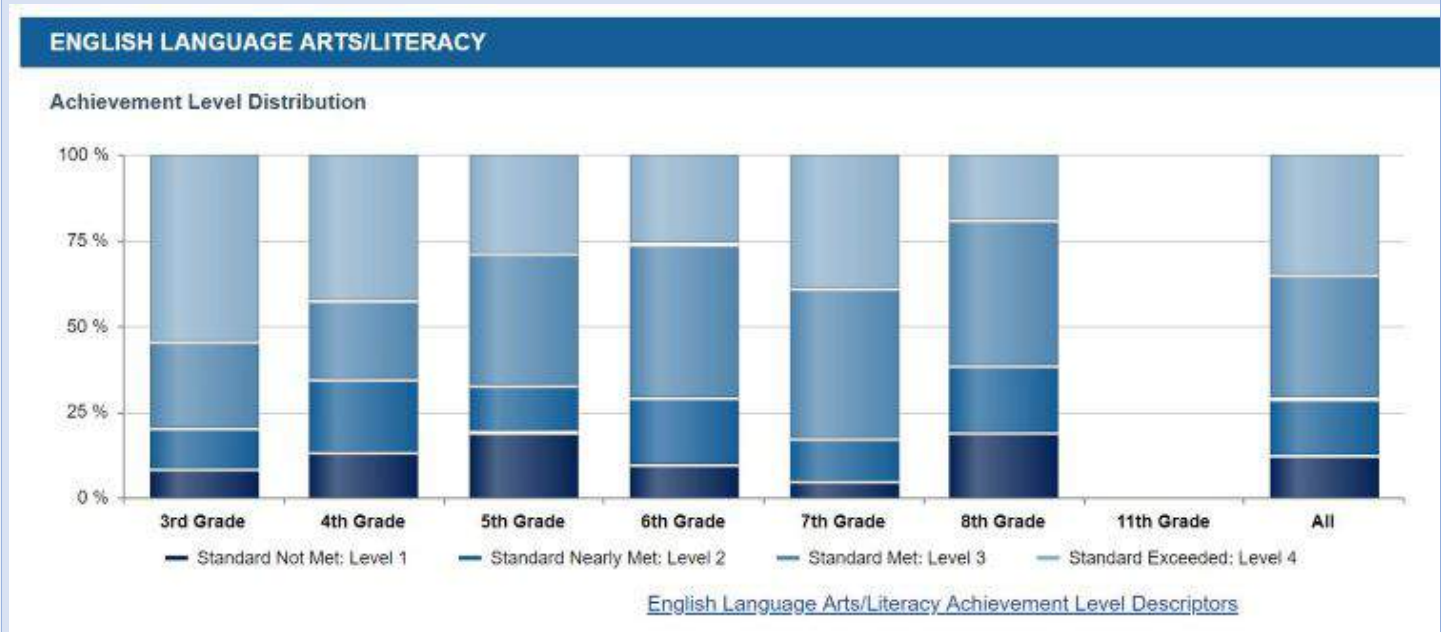
Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a

"Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The School Performance Overview Dashboard for Da Vinci Connect in 2017-2018 (then called Innovation Academy) indicate overall success (2018-2019 results are not yet available). Students are performing in the "green" range, which is the second to highest band, in both English Language Arts and Math. Similarly, chronic absenteeism is not of concern and success with academic performance and attendance is due to our work with all students, using the supports indicated in DV Connect's LCAP, to ensure they have the academic supports that will enable them to perform at or above the green level, indicating all students perform at proficient and are increasing in proficiency. Due to very few students attending Connect with "English Learner" status, no performance color is indicated. And during the 2017-2018, the number of student suspensions put us in the "orange" range, which we have focused on fixing this year by studying alternative punitive measures including restorative justice and in-school supports and alternatives to suspension. Standards were met for meeting basic needs (teacher credentialing, instructional materials, facilities), implementation of standard-based instruction, parent engagement, local climate survey and access to broad course of study. We continue to work towards robust supports for all families via homeschool curriculum and intervention systems and strategies when students are not being successful, particularly students regarded as "unduplicated" by the state.

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

Performance Gaps

Using the "Student Group Report" below, state indicators that reflects a performance gap for 2017-2018 included our suspension rate for all students, including those with disabilities, African American students and those of two or more races. Additionally, chronic absenteeism for students with disabilities and those with two or more races is indicated in the orange levels. We have analyzed

both of these areas of growth and in particular, we have included additional ways to address student discipline as alternatives to suspension and we have increased supports for all students demonstrating chronic absenteeism. In an independent study program, sometimes absenteeism isn't known for a period of time if students are not attending on-campus learning regularly. This year, teachers have been given additional capacity to monitor and address these type of concerns as we eliminated the enrichment program that was reducing their capacity. Ultimately, our attendance rate is 98% so the number reflected is quite small but does stand out as being in the orange range and thus something we are addressing. It is also worth noting that all other aspects of the report are satisfactory including academic performance in English Language Arts and Mathematics.

Da Vinci Innovation Academy (Hawthorne, CA)
Wiseburn Unified

Reporting Year: 2018 ▼

This report displays the performance level (color) for each student group on all the state indicators.

Student Group Report for 2018

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Green	Orange	None	None	Green	Green
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	None	None	None	None	None
Students with Disabilities	Orange	Orange	None	None	Green	Green
African American	Green	Orange	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Blue	None	None	Green	Green
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Green	Yellow	None	None	Blue	Green
Two or More Races	Orange	Orange	None	None	None	None

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

LCAP Year Reviewed: **2018-19**

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

DVIA 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 Priorities: Priority 1: Basic (Conditions of Learning)
                        Priority 2: State Standards (Conditions of Learning)
                        Priority 3: Parental Involvement (Engagement)
                        Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC results. **18-19** Improve to 55% of students showing proficiency in Math and 66% of students showing proficiency in ELA on SBAC tests. **Baseline** SBAC test results show that 53% of students were proficient in math and 64% of students were proficient in English language arts.	2018 SBAC results show that 72% of students were proficient in English Language Arts, and 58% of students were proficient in Math. GOAL MET
Metric/Indicator Internal audit for curriculum access for all students. **18-19** Audit will find that 100% of students will have access to instructional materials in print or electronic formats. **Baseline**	In 2018-19 100% of students have access to instructional materials in print or electronic format. GOAL MET

Expected	Actual
100% of students have access to instructional materials in print or electronic format.	

Expected	Actual
Metric/Indicator Audit findings for teacher assignments. **18-19** Audit will find that 100% of teachers are properly assigned. **Baseline** 100% of teachers are properly assigned (0 teacher misassignments).	In 2018-19 100% of teachers are properly assigned (0 teacher misassignments). GOAL MET

Teacher Credentials		16-17	17
Da Vinci Connect			
With Full Credential		14	
Without Full Credential		0	
Teaching Outside Subject Area of Competence		0	

Expected	Actual
Metric/Indicator Annual facilities inspection and student and parent safety survey results. **18-19** Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained. **Baseline** The school is safe based on Fall 2016 and Spring 2017 student and parent survey responses where 98% of students and parents reported feeling safe on campus. Facilities are clean, and well maintained based on January 2017 campus inspection with a "Good" overall rating.	In the Spring 2019 student survey, 79% of students reported feeling safe "all of the time" and 21% reported feeling safe "most of the time." Additionally, facilities are clean and well maintained based on January 2019 campus inspection with a "Fair" overall rating. GOAL MET

	Expected	Actual

<table>
<tr><th colspan="2">School Facility Good Repair Status (Most
Year and month in which data were collecte</th></tr>
<tr><th>System Inspected</th><th>Repair Stat</th></tr>
<tr><td>Systems:
Gas Leaks, Mechanical/HVAC, Sewer</td><td>Fair</td></tr>
<tr><td>Interior:
Interior Surfaces</td><td>Poor</td></tr>
<tr><td>Cleanliness:
Overall Cleanliness, Pest/ Vermin Infestation</td><td>Fair</td></tr>
<tr><td>Electrical:
Electrical</td><td>Fair</td></tr>
<tr><td>Restrooms/Fountains:
Restrooms, Sinks/ Fountains</td><td>Fair</td></tr>
<tr><td>Safety:
Fire Safety, Hazardous Materials</td><td>Fair</td></tr>
<tr><td>Structural:
Structural Damage, Roofs</td><td>Fair</td></tr>
<tr><td>External:
Playground/School Grounds, Windows/ Doors/Gates/Fences</td><td>Good</td></tr>
<tr><td>Overall Rating</td><td>Fair</td></tr>
</table>

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will all have year-long access to online and print supplemental materials which will provide curriculum and assessment for students at their own individualized pace.	Students had year-long access to online and print supplemental materials which will provide curriculum and assessment for students at their own individualized pace.	Curriculum for at-home learning for 420 students 4000-4999: Books and Supplies Base 40,000	Curriculum for at-home learning for 420 students. 4000-4999: Books and Supplies Base $41,400

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

To meet the needs of targeted students, including low-income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils, students will have year-long access to math and Language Arts curriculum with supports in place to train parents in how to use said curriculum.
 	
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
 	
Locations
  All Schools
	To meet the needs of targeted students, including low-income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils, students had year-long access to math and Language Arts curriculum with supports in place to train parents in how to use said curriculum.	Curriculum for at-home learning 4000-4999: Books and Supplies Supplemental 3,000	Curriculum for at-home learning 4000-4999: Books and Supplies Supplemental 3,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Properly trained, certified, and highly qualified classroom aides will be hired to support students with behavioral needs and learning disabilities.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	Properly trained, certified, and highly qualified classroom aides were hired to support students with behavioral needs and learning disabilities.	Trained (based on individual student needs) classroom aides will be hired to accommodate student needs 1000-1999: Certificated Personnel Salaries Base 50,000	Trained (based on individual student needs) classroom aides will be hired to accommodate student needs 1000-1999: Certificated Personnel Salaries Base 50,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Preparing refurbished campus for use by K-8 students (previous tenants were high schoolers). Includes remodeling 4 bathrooms, creating smaller spaces from larger classroom spaces, removing old structures, air conditioner and electrical maintenance.	Preparing refurbished campus for use by K-8 students (previous tenants were high schoolers) did not occur this year and will occur in 2019-2020. This will include purchasing/installing portable classroom-style bathrooms, new flooring and painting, upgraded air conditioning and electrical maintenance.	plumbing, electrical, construction. 5000-5999: Services and Other Operating Expenditures Base 250,000	plumbing, electrical, construction 5000-5999: Services and Other Operating Expenditures Base 30,000

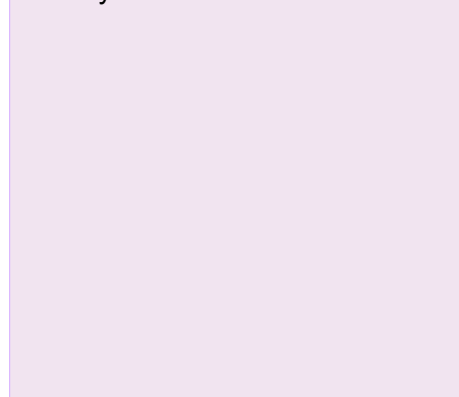|	

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

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.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	Teachers participated in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills.	Teacher PD 5800: Professional/Consulting Services and Operating Expenditures Base 1,000	Teacher Professional Development 5800: Professional/Consulting Services and Operating Expenditures Base 1,000

Analysis

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

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

Overall, we allocated an appropriate amount to the needs and serviced outlined with the exception of anticipated money spent on our future campus. That work did not begin yet and instead money was spent on preliminary work and testing of the site with anticipated costs occurring in 2019-2020. Regarding curriculum implementation, we were able to provide more expansive homeschool curriculum options this year and anticipate even greater and more streamlined (because they will be available to all families) options next year. We were able to use one resource, Lexia, to provide targeted ELA support to unduplicated students needing additional supports. Additionally, by opening a dedicated Parent Educator Center staffed with a credentialed teacher, we were able to support parents in how to use homeschool curriculum.

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

We listened to parent feedback about homeschool curriculum in order to fine-tune options and provide more expansive training/workshops. Teachers had increased collaboration and professional development time in order to hone their teaching craft. Increased maintenance personnel allowed us to better maintain our facility throughout the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The only material differences was that we spent $2,000 less than anticipated on homeschool curriculum and that was due to a pre-purchase price break on ST Math. We will allocate that money next year to purchase additional resources. We also did not spend as much money on facilities as projected due to construction on our future campus not starting this year. We will do so next year.

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 were made to this goal other than postponing work on our future campus to 2019-2020.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Parents will be actively and authentically engaged in DVIA activities and decision-making processes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Sign in sheets for Parent Educator Conferences and work journal meetings. Sign up sheets for POLs, SLCs and Exhibition. **18-19** The number of parents attending student events will remain at 90% or higher as measured by sign-in logs and teacher feedback. **Baseline** Percentage of parents attending mandatory student events in 2016-2017: 94%. 218 out of 220 families attended Exhibition and Presentations of Learning (99%).	The percentage of parents attending mandatory student events in 2018-2019 averaged 97%.
Metric/Indicator Sign in sheets for FAN meetings, Pastries with the Principal, Donuts with the Dean, Coffee with the Counselor and LCAP meetings	Parent participation data for 2018-19 was approximately 15 parents per meeting. We increased the variety of meetings including many more workshops to support parent educators and attendance at individual meetings

	Expected	Actual

18-19
Increase parent participation in committees and meetings to 15 unique participants and an overall participation of 50 parents throughout the year.

Baseline
Parent participation in committees and meetings increased by 6%. Parent participation in FAN meetings was 10 parents per meeting.

remained consistent. Because we offer over 200 workshops and the topics represent a variety of topics and grade level range, attendance at each low but intentionally so.

Metric/Indicator
Parent Survey Participation Rates

18-19
The number of parents completing twice-annual parent survey will increase from 49% to 50%

Baseline
Parent Survey participation rates (based on enrollment for Fall and Spring surveys) increased 3% from 41% in 2015-2016 to 44% in 2016-2017 (98 of 220 families participated).

The number of parents taking the Fall 2018 parent survey increased was 150 (it was 120 in the Fall of 2017) and 94 in Spring 2019. Overall, 2018-2019 parent survey participation rate is 66% and 42% (150 of 225 families and 94 out of 225 families). GOAL MET

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
DVIA will increase parent participation, input, and involvement through expanded parent activities, workshops, and seminars.	In order to ensure families receive timely information, Connect uses a calling system, a newsletter platform, a calendar system and a website. The costs of these things all met or exceeded the designated costs.	School Home Calling system, partial cost 5900: Communications Base 500	School Home Calling system, partial cost 5900: Communications Base 935
		Partial cost of website maintenance 5900: Communications Base 2000	Partial cost of website maintenance 5900: Communications Base 2000

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

Students to be Served
  All

Location(s)
  All Schools

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

DVIA will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reflections and next steps based on surveys will be shared with parents.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools
	DV Connect continued to use the annual parent, staff, and student survey to measure school climate and student safety. Reflections and next steps based on surveys were shared with parents in an end of year reflection.	Parenting and homeschool support workshops will be provided to families (in person and online support). 1000-1999: Certificated Personnel Salaries Base 1000	Parenting and homeschool support workshops will be provided to families (in person and online support).
			
			1000-1999: Certificated Personnel Salaries Base 1000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
DVIA will continue to explore a variety of technologies to increase parent communication to all	DV Connect will continue to explore a variety of technologies to increase parent communication to	Partial cost of front office staff facilitating parent events and	Partial cost of front office staff facilitating parent events and

students. DVIA 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. DVIA will monitor efforts in increasing parent engagement.

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

Students to be Served
All

Location(s)
All Schools

all students. We 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. We monitored efforts to increase parent engagement by diligently advertising (in weekly newsletter) and collecting sign in sheets.

communication. 2000-2999: Classified Personnel Salaries Base 3000

communication.

 2000-2999: Classified Personnel Salaries Base 3000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
DVIA will offer 2-3 Parent Educator Conferences and 2-3 "Work Journal meetings" that engage parents in meaningful ways to support their homeschool experience.	DV Connect offered 5 Parent Educator Conferences and individual teachers offered additional "Work Journal meetings" that engaged parents in meaningful ways to support their homeschool experience.	Various costs of organizing a conference including facility rental, workshop presenters (consultants), materials and supplies and preparation materials. 5000-5999: Services and Other Operating Expenditures Base 3,500	Various costs of organizing a conference including facility rental, workshop presenters (consultants), materials and supplies and preparation materials. 5000-5999: Services and Other Operating Expenditures Base 3,500

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
  All
 	
Location(s)
  All Schools	

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.

One of our goals this year was to be more "clear, concise and consistent" with how we support parents and communicate information. We used a weekly newsletter system that went out every single week. We updated the calendar with events. We sent "Blackboard" messages for any urgent or changing information. Teachers sent more consistent and informative updates to families (mostly on a weekly or bi-weekly basis). Surveys were given in the fall and spring with consistently positive feedback about their experience at Da Vinci Connect. Administration used the results of these surveys (plus staff surveys) to make decisions. Parent Educator Conferences were increased to 5 times (previously anticipated 2-3 times) and were very successful and well-attended.

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

These goals were appropriately chosen (and met) in order to keep families better informed, create consistent communication systems and practices as well as involve and support parents in the campus community as well as their homeschooling. Parent participation in student and school events was high, we monitored data about the type of events parents benefited from and wanted more of, and teachers increased their communication to families in order to reinforce important events or communicate about classroom updates.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

No changes to the goal, outcomes, metrics or actions were made.

Annual Update

LCAP Year Reviewed: **2018-19**

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

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance rates. **18-19** Daily attendance for at-home and at-school learning will remain at or above 95.5% **Baseline** 2016-2017 daily attendance for at-home and at-school learning: 98.51%	2018-19 P2 average daily attendance (ADA) was 98.9%. GOAL MET
Metric/Indicator Parent and student survey results. **18-19** On the annual student survey question concerning, "My relationships with teachers overall," more than 90% of respondents will choose 'good,' 'very good,' or 'excellent.' **Baseline**	DV Connect student surveys were given in Spring 2019 and 96.61% of students reported their relationships/connections with teachers was "good," "very good," or "excellent." Additionally, on the parent surveys, parents rated their students' relationships with parents in the above ways at 99.26% (fall) and 97.43% (spring). GOAL MET

Expected	Actual
On the annual student survey question concerning, "My relationships with teachers overall," more than 98% of respondents choose 'good', 'very good', or 'excellent' on the Spring 2016 survey. In Spring 2017, the survey was not given to students but the parent survey reported that 94% of parents reported their children as having good, very good or excellent relationships with their teachers.	
Metric/Indicator Suspension and expulsion rates. **18-19** Da Vinci Innovation Academy will issue less than 4 out-of-school suspensions and 0 expulsions in the 2018-2019 school year. **Baseline** Da Vinci Innovation Academy issued 2 suspensions and no expulsions in the 2016-2017 school year.	In 2018-2019 there were 0 suspensions. GOAL MET

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Targeted: RTI Support DVIA will employ an experienced and qualified RTI instructor who will focus on offering curriculum support to parents, model targeted intervention instruction to parents of at-risk students, and facilitate Student Success Team meetings as needed.	DV Connect employed an experienced and qualified RTI (now called MTSS--Multi-Tier System of Support) instructor who focused on offering curriculum support to parents, modeled targeted intervention instruction to parents of at-risk students, and facilitated Student Success Team meetings as needed.	Partial RTI (response to intervention) compensation. 1000-1999: Certificated Personnel Salaries Supplemental 30,807	Partial RTI (response to intervention) compensation. 1000-1999: Certificated Personnel Salaries Supplemental 30,807

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

Students to be Served
   All

Location(s)
   All Schools

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

Locations
   All Schools

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Engagement plan. Creation of programs and events that support student's engagement and connection to other students and staff and supports their academic, behavioral, and high school readiness success.	We created programs and events that support student's engagement and connection to other students and staff and supports their academic, behavioral, and high school readiness success. This includes Parent Educator Conferences, the Kindness Campaign, school assemblies,	School events (examples: middle school dance, Spirit Days, Movie Night, Talent Show, seminar classes). Base 1,000	School events (examples: middle school dance, Spirit Days, Movie Night, Talent Show, seminar classes). 5000-5999: Services and Other Operating Expenditures Base 1,000

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** 　All **Location(s)** 　All Schools	health education classes and middle school dance and more.		

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Counseling support DVIA will hire a .75 FTE counselor to work with targeted students in one on one and small group settings to address the root causes of student behavioral problems in a pro-active way with the long term goal of creating habits and skills in students that enable them to self regulate and manage their behavior. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** 　All **Location(s)** 　All Schools	DV Connect employed a .75 FTE counselor to work with targeted students in one on one and small group settings to address the root causes of student behavioral problems in a pro-active way with the long term goal of creating habits and skills in students that enable them to self-regulate and manage their behavior.	Partial counselor salary 1000-1999: Certificated Personnel Salaries Supplemental 5,000	Partial counselor salary 1000-1999: Certificated Personnel Salaries Supplemental 5,000

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

Locations
All Schools

Action 4

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

Students to be Served
All

Location(s)
All Schools

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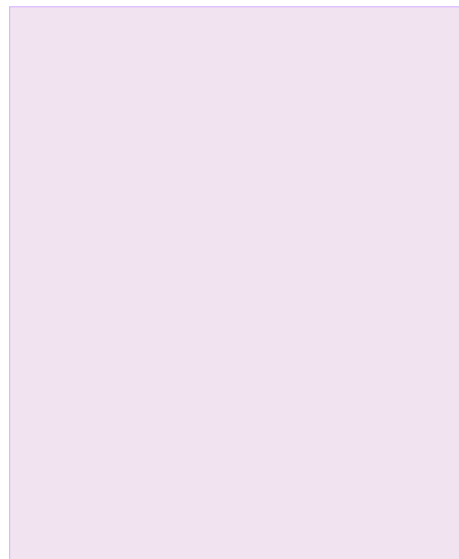
Students to be Served
   English Learners
   Foster Youth
   Low Income

Scope of Services
   LEA-wide

Locations
   All Schools

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent workshops will include topics appropriate and supportive for families supporting low-income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils of all ages in developmentally appropriate ways to help create habits and skills in students that enable them to self regulate and manage their behavior.	Parent workshops were offered throughout the year including at 5 Parent Educator Conferences and individual workshops throughout the year. They included topics appropriate and supportive for families supporting low-income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils of all ages in developmentally appropriate ways to help create habits and skills in students that enable them to self-regulate and manage their behavior.	Cost of facility rental, guest speaker fees, curriculum acquisition and preparation, consultant fees and additional staffing to oversee events and support student learning while parents attend. 5000-5999: Services and Other Operating Expenditures Supplemental 4,000	Cost of facility rental, guest speaker fees, curriculum acquisition and preparation, consultant fees and additional staffing to oversee events and support student learning while parents attend. 5000-5999: Services and Other Operating Expenditures Supplemental 4,000

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

Locations
  All Schools

Analysis

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

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

In order to provide students with an academically and social-emotionally safe environment, Da Vinci Connect staff worked towards ensuring high levels of attendance (both on campus and during homeschooling), fostering positive relationships between students and adults on campus and decreasing (and achieving overall low rates) of suspensions from school. In order to achieve these goals, we used proactive measures such as employing a curriculum specialist who supports parent educators in their use of homeschool curriculum and who also implements our Student Success Team process by monitoring and implementing our use of Multi-Tier Systems of Support (MTSS). Additionally, we provided numerous positive ways for students of all ages (and their parents) to engage with each other such as the Kindness Campaign, middle school dance, health education workshops, supplemental middle school math classes, workshops for parents (academic and social emotional learning topics), Multicultural Fair and more.

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

We were able to achieve the designated goals of high positive attendance (98.9%), students reporting positive relationship with staff (96.61%) and 0 suspensions (also a decrease from last year, which was an area we focused on this year). Teachers worked exceptionally hard to monitoring and supporting students and parents to ensure students attend school and parents provided effective homeschooling. Staff fostered positive relationships through our use of problem-solving strategies, consistent feedback to parents about student growth and areas of growth (academic and social emotional) and overall implementation of "compassionate

communication." We also actively sought alternatives to suspension for situations where students needed additional support and even consequences for their choices.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budgeted expenditures and estimated actual expenditures.

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

No changes were needed this year in order to achieve this goal. We are considering, particularly based on parent and staff feedback, some professional development areas of focus for next year including ways to support parents with homeschooling and parenting using our social emotional learning philosophy.

Annual Update

LCAP Year Reviewed: **2018-19**

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

DVIA students will be provided with the services necessary to support their learning, growth, and successful transition to High School

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator IEP, SST, 504 Plan and CELDT records. **18-19** 88% of students identified as at risk based on their academic, language, health, or other needs will have a support plan in place within the first two months of attendance at DVIA.	In 2018-19, 100% of students identified as at risk based on their academic, language, health, or other needs had a support plan in place within the first two months of attendance at DV Connect. GOAL MET

Expected	Actual

Expected	Actual
Baseline 100% of students identified as at risk based on their academic, language, health, or other needs had a support plan in place within the first two months of attendance at DVIA.	
Metric/Indicator Enrichment program registration processes. **Baseline** 100% of students had access to course offerings through Da Vinci Innovation Academy's Enrichment Program.	While the Wednesday ("extra day") enrichment was discontinued in the Fall of 2018 (as was announced to families in the Spring of 2018), teachers delivered multi-disciplinary projects that integrated the arts and makerspace opportunities. Additionally, our art and makerspace teachers provided workshops for students and families throughout the year and middle school teachers provided a rotation of art, technology and music. GOAL PARTIALLY MET
Metric/Indicator Achievement gap analysis of SBAC scores. **18-19** Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent from the previous year. **Baseline** Baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) for socioeconomically disadvantaged students in 2015 were 47% in ELA and 31% in Math. In 2016, the achievement gap for socioeconomically disadvantaged students decreased to non-existent in ELA (socioeconomically disadvantaged students out-performed their more advantaged peers by 3%), and increased to 40% in Math. SBAC scores for English Learners were not reported by the state for DVIA 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 and English Learners and their English Only peers in 2016 were non-existent in both ELA and Math (English Learners & RFEP students out-performed their more advantaged peers by 2% in ELA and 13% in Math).	In 2018, DV Connect did not have a high enough enrollment of socioeconomically disadvantaged students to receive official SBAC scores from the state (fewer than 10 students). Based on internal data, in 2018, the ELA SBAC achievement gap for our SED students increased 4% from 9% in 2017 to 13% in 2018. GOAL NOT MET Based on internal data, in 2018, the Math SBAC achievement gap for our SED students decreased 11% from 17% in 2017 to 6% in 2018. GOAL MET SBAC scores for English Learners were also not reported by the state for DV Connect due to a small population count (fewer than 10 students). Based on internal data, in 2018, the ELA SBAC achievement gap for our EL students as compared to their English Only peers decreased 1% from 72% in 2017 to 71% in 2018. GOAL MET Based on internal data, in 2018, the Math SBAC achievement gap for our EL students as compared to their English Only peers remained consistent at 58% from 2017 to 2018. GOAL NOT MET
Metric/Indicator CELDT/ELPAC scores. **18-19**	ELPAC scores for English Learners were not reported by the state for DV Connect due to a small population count (fewer than 10 students). Based on internal data, 67% (2 of 3) English learners made annual progress in learning English as determined by their achievement of a score of

Expected	Actual
68% of ELLs will grow one level according to their overall CELDT/ELPAC score. **Baseline** English learners have remained stable over the last three years in meeting the CELDT criterion with a 50% proficiency rate in the last two years.	Moderately or Well Developed (3-4) on the 2018 ELPAC. GOAL IN PROGRESS
Metric/Indicator Presentation of Learning pass rates. **18-19** 85% of students will pass their 'Presentation of Learning' on their first attempt. **Baseline** 99.6% of students passed their Presentation of Learning on their first attempt.	97% of students passed their Presentations of Learning on the first attempt and of those who did not, 99.6% (all but one student) re-presented to achieve proficiency. GOAL MET

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RTI Support DVIA will employ an experienced and qualified RTI teacher who will support students (via their parent educators) with access to curriculum, instructional strategies and also facilitate the Student Success Team process as needed in order to ensure students receive the support they need both at home and at school.	DV Connect employed an experienced and qualified RTI teacher who supported students (via their parent educators) with access to curriculum, instructional strategies and also facilitated the Student Success Team process as needed in order to ensure students receive the support they need both at home and at school.	RTI (response to intervention) salary. 1000-1999: Certificated Personnel Salaries Base 33,000	RTI (response to intervention, now called MTSS) salary. 1000-1999: Certificated Personnel Salaries Base 33,000

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

Students to be Served
   All

Location(s)
   All Schools

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Within their time on campus, students will receive access to projects, classes and workshops that will address extracurricular interests, important learning skills and preparation for high school.
 	
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
 	
Locations
   All Schools
	Last spring, the enrichment program as it was offered in past years was re-evaluated by all staff and determined to be unsustainable from a financial as well as a human capacity standpoint. Students receive 2 full days of instruction led by credentialed teachers, which is significant in independent study. We were intentional about providing middle school students with seminar classes (art, technology and music) as well as integrated rigorous projects into all classes/grade levels in order to provide enrichment-style exposure, which included art, technology and makerspace access. Our art and makerspace teachers offered workshops to families and supported classroom learning at all grade levels.	Partial cost: Contracted instructors, academic coach salaries and partial teacher salary for seminar class offerings and other extracurricular/enriching class and workshop offerings. 5800: Professional/Consulting Services and Operating Expenditures Supplemental 10,000	Contracted instructors, academic coach salaries and partial teacher salary for seminar class offerings and other extracurricular/enriching class and workshop offerings. 5800: Professional/Consulting Services and Operating Expenditures Supplemental 10,000

Action 3

<table>
<tr>
<td>

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

Students to be Served
   All

Location(s)
   All Schools

</td>
<td>

</td>
</tr>
</table>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

Academic coach support to ensure more individualized attention to students preparing for "show what you know" experiences such as class presentations, Exhibition and Presentations of Learning.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
	Academic coaches supported classes and students to ensure more individualized attention to students preparing for "show what you know" learning experiences such as class presentations, Exhibition and Presentations of Learning.	academic coach salary 2000-2999: Classified Personnel Salaries Supplemental 5,621	academic coach salary 2000-2999: Classified Personnel Salaries Supplemental 5,621

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

Locations
 All Schools

Analysis

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

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

In order to ensure all DV Connect students were provided with the services necessary to support their learning, growth, and successful transition to High School, we focused on identifying students early, providing supports for academic and behavioral needs and monitoring their progress. We did this with systematic implementation of Multi-Tier Systems of Support, academic coach support in classrooms and extracurricular opportunities that engage students.

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

This was a difficult goal for us to achieve and it was partially achieved. While we were able to provided increased and improved curriculum to families, students who are socioeconomically disadvantaged and also not meeting targets are in general harder to support in an independent study project that focuses on "homeschooling" versus a set curriculum. We made some progress in this throughout the year with our focus on Multi-Tier Systems of Support and will implement further, more data-driven strategies next year to better meet this goal. Specifically, students are aren't meeting learning targets will be assigned particular curriculum for at-home learning that has timely feedback accessible to teachers so they can ensure it is being used and progress is being made. This can be used with English Language Learners as well. Other strategies for supporting student learning (including cross-curricular learning) was supported effectively by classroom teachers and "enrichment" supports (art, makerspace and middle school electives).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

There were no changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Parent, student, and teacher feedback on the school's program was solicited via school surveys and meetings with the principal in the fall of 2018 and spring of 2019. The results were used to help guide the LCAP revision as well as over-arching needs and vision for the school. The surveys are part of Da Vinci's annual school surveys and various workshops and meetings with the principal were held during Parent Educator Conferences, which were intended to allow parents opportunities to connect with each other and the school administration as well as provide a time and space for questions and general wonderings to be addressed. Additionally, the principal holds an "open door" philosophy and meets frequently with parents when they wish to give feedback or seek information.

Meetings with parents and teachers occurred in October, December, February and May. The May meeting offered parents a final update on this year's LCAP, gave feedback about goals and provided an opportunity to discuss progress as well as give input into next year's LCAP. The principal also sent weekly newsletters discussing a variety of topics and welcoming families to email or discuss in person their ideas, feedback or concerns. General school updates, as well as programmatic changes for the following year, were disseminated via the newsletter throughout the year.

In November of 2018 a school-wide survey was administered to parents, which 150 parents responded to (representing 66.7% of families) and in May of 2019, an additional school-wide survey was administered to parents and another to students. These surveys provided administration with feedback on the school's program, direction, and priorities. Results of the survey indicate that in general, students and parents are very satisfied with the program but there are wide discrepancies within our population regarding a desire for more structured academics on campus versus more emphasis on social-emotional learning and project-based learning.

On June 17th, 2019 the Da Vinci Board reviewed the LCAP and provided feedback.

Da Vinci Connect has actively engaged parents and guardians of foster youth, English learners, reclassified English proficiency students, and low-income students as partners in their students' education. We do this with a rigorous Multi-Tier System of Support, through Student Success Team meetings and via workshops and one-on-one office hours with our "Parent Educator Specialist" in the Parent Center. In the annual update, DV Connect will continue to actively seek the involvement of all stakeholders to support improved outcomes for all pupils related to the state priorities. DV Connect will continue to refer to trends in students achievement and parent input.

Impact on LCAP and Annual Update

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

Some of the areas that parents identified as a need, and thus were incorporated into the first draft of the DV Connect LCAP, included finding increased opportunities for families to attend parent meetings, surveying families about the usefulness of selected homeschool curriculum and engaging parents in conversations and brainstorms about ways to supplement student enrichment opportunities given pending changes in the program (elimination of the Wednesday enrichment option). Parents also wanted increased opportunities to give feedback and be part of decision-making. Parents also wanted a more streamlined communication system and feedback suggests our Family Action Network needs to advertise opportunities to be involved in ways that more families can access. Suggestions from families included supporting parents in creating co-op homeschool networks and implementing enrichment-style learning opportunities within students' school days. Throughout the year, many families were able to create co-ops (such as robotics, speakers league, Odyssey of the Mind) and implementation of a school-wide Facebook page helped support those efforts. The principal adopted the motto, and made it part of the year's communication with staff, that communication with parents be "clear, concise and consistent." Use of the Trumba calendar, weekly newsletter blasts and Facebook postings all aided this effort. We worked throughout the year on a new website which is nearing completion. In order to address the desire for "enrichment" opportunities, teachers incorporated art and makerspace into their projects and additionally, over 25 workshops were offered to families throughout the year.

The 4 identified goals (reduced in the year prior from 12) are serving our needs well and will remain.

The feedback generated from the May parent surveys and meeting suggested that while the enrichment program was missed, parents recognize a general cohesiveness and bandwidth to provide feedback to parents' homeschooling and student learning that wasn't present in the previous year. Parent feedback from the various principal meetings and surveys were all reviewed and incorporated into DV Connect's 2019-2020 LCAP. Additionally, the principal worked with staff and particularly the Parent Educator Specialist to reflect on curriculum supports and how to better provide parents with streamlined and easily accessible curriculum options at all grade levels and in all subject matters. Plans are in place to address those concerns and include tiered intervention support for students (and therefore homeschooling families), increased capacity of teachers to support all parent educators, streamlined systems and communication so that families have more concise, clear and consistent expectations, and the continued allocation of a staff member (Parent Educator Specialist) to specifically support parents in how to implement the homeschool curriculum we provide.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 1

DV Connect 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 Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

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 expertise. 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.
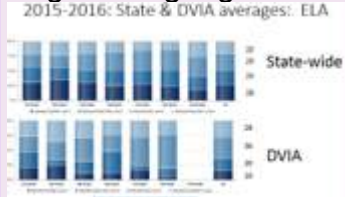
Need: A positive school climate is essential in creating conditions that promote student learning. School is temporarily leasing an older building from authorizing district. Internal and external facilities inspections are conducted on a regular basis, overseen by the Director of Facilities.
Metric: 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 (CCSS) were created with college and career readiness as the ultimate goal. We have already transitioned to CCSS as well as the Next Generation Science Standards (NGSS) with appropriate instructional strategies, materials, and assessments. This includes a focus on student ownership of learning, student explanation of their thinking, student Presentations of Learning and real-world application. The school models a project-based philosophy, where students participate in hands-on, "real-world" learning.
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 grade level teaching teams 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
SBAC results.	SBAC test results show that 53% of students were proficient in math and 64% of students were proficient in English language arts. 2015-2016: State & DVIA averages: ELA	Goal: Improve to 54% of students showing proficiency in Math and 65% of students showing proficiency in ELA on SBAC tests. Outcome: 2017 SBAC results show that 74% of students were proficient in English Language Arts, and 59% of students were proficient in Math. GOAL MET	Improve to 55% of students showing proficiency in Math and 66% of students showing proficiency in ELA on SBAC tests. Outcome: 2018 SBAC results show that 72% of students were proficient in English Language Arts, and 58% of students were proficient in Math. GOAL MET	Improve to 56% of students showing proficiency in Math and 67% of students showing proficiency in ELA on SBAC tests.
Internal audit for curriculum access for all students.	100% of students have access to instructional materials in print or electronic format.	Goal: Audit will find that 100% of students will have access to instructional materials in	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.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		print or electronic formats. Outcome: In 2017-18 100% of students have access to instructional materials in print or electronic format. GOAL MET	Outcome: In 2018-19 100% of students have access to instructional materials in print or electronic format. GOAL MET	
Audit findings for teacher assignments.	100% of teachers are properly assigned (0 teacher misassignments).	Goal: Audit will find that 100% of teachers are properly assigned. Outcome: In 2017-18 100% of teachers are properly assigned (0 teacher misassignments). GOAL MET	Audit will find that 100% of teachers are properly assigned. Outcome: In 2018-19 100% of teachers are properly assigned (0 teacher misassignments). GOAL MET	Audit will find that 100% of teachers are properly assigned.
Annual facilities inspection and student and parent safety survey results.	The school is safe based on Fall 2016 and Spring 2017 student and parent survey responses where 98% of students and parents reported feeling safe on campus. Facilities are clean, and well maintained based on January 2017 campus inspection with a "Good" overall rating.	Goal: Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained. Outcome: The school is safe based on Spring 2018 student survey responses where 98% of students reported feeling safe on campus. Facilities are clean, and well maintained based on January 2018 campus inspection with	Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained. Outcome: Spring 2019 student survey responses are not yet available, however facilities are clean, and well maintained based on January 2019 campus inspection with a "Fair" overall rating. GOAL MET	Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		a "Fair" overall rating. GOAL MET		

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Students will all have year-long access to online and print supplemental materials which will provide curriculum and assessment for students at their own individualized pace.	Students will all have year-long access to online and print supplemental materials which will provide curriculum and assessment for students at their own individualized pace.	Students will all have year-long access to online and print supplemental materials which will provide curriculum and assessment for students at their own individualized pace.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	35,000	40,000	42,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books and Supplies Curriculum for at-home learning for 360 students	4000-4999: Books and Supplies Curriculum for at-home learning for 420 students	4000-4999: Books and Supplies Curriculum for at-home learning for 435 students

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
To meet the needs of targeted students, including low-income pupils, English Learners, foster youth, and re-designated fluent English proficient pupils, students will have year-long access to online math	To meet the needs of targeted students, including low-income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils, students will have year-long access to math and	To meet the needs of targeted students, including low-income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils, students will have year-long access to math and

software which will provide curriculum and assessment for students at their own individualized pace.	Language Arts curriculum with supports in place to train parents in how to use said curriculum.	Language Arts curriculum with supports in place to train parents in how to use said curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,000	3,000	3,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books and Supplies Curriculum for at-home learning	4000-4999: Books and Supplies Curriculum for at-home learning	4000-4999: Books and Supplies Curriculum for at-home learning

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Properly trained, certified, and highly qualified classroom aides will be hired to	Properly trained, certified, and highly qualified classroom aides will be hired to	Properly trained, certified, and highly qualified classroom aides will be hired to

| support students with behavioral needs and learning disabilities. | support students with behavioral needs and learning disabilities. | support students with behavioral needs and learning disabilities. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	50,000	50,000	50,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Trained (based on individual student needs) classroom aides will be hired to accommodate student needs	1000-1999: Certificated Personnel Salaries Trained (based on individual student needs) classroom aides will be hired to accommodate student needs	1000-1999: Certificated Personnel Salaries Trained (based on individual student needs) classroom aides will be hired to accommodate student needs

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |

Maintaining two temporary (bungalow) classrooms for part of the year and removing/relocating gates that once separated two campuses.	Preparing refurbished campus for use by K-8 students (previous tenants were high schoolers) did not occur this year and will occur in 2019-2020. This will include purchasing/installing portable classroom-style bathrooms, new flooring and painting, upgraded air conditioning and electrical maintenance.	Preparing refurbished campus for use by K-8 students (previous tenants were high schoolers) will occur in 2019-2020. This will include purchasing/installing portable classroom-style bathrooms, new flooring and painting, upgraded air conditioning and electrical maintenance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	26,000	250,000	250,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services and Other Operating Expenditures Classroom removal and retrofitting a gate.	5000-5999: Services and Other Operating Expenditures plumbing, electrical, construction.	5000-5999: Services and Other Operating Expenditures plumbing, electrical, construction.

Action 5

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

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

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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.	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.	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

Year	2017-18	2018-19	2019-20
Amount	1,000	1,000	1,000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Teacher PD	5800: Professional/Consulting Services and Operating Expenditures Teacher PD	5800: Professional/Consulting Services and Operating Expenditures Teacher PD

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 2

Parents will be actively and authentically engaged in DV Connect activities and decision-making processes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Need: Da Vinci Connect is a homeschool hybrid program in which parents and credentialed at-school teachers partner to educate students. Students attend school to varying degrees (ranging from only mandatory events to on-campus classes and support 2 days/week). All students are educated at home for 3-5 days per week. This program relies heavily on parent and community support. Each family is asked to homeschool their children, complete Daily Engagement Work Journal Logs (record of independent study/homeschool learning), submit student work samples and attend "Work Journal Meetings" in the form of individual or group meetings, workshops, Parent Educator Conferences, student Presentations of Learning, Exhibition and Student-Led Conferences. Additionally, parents are asked to participate in a fall and spring survey and those survey results are analyzed to review parent satisfaction and suggestions.

Metric: The number of parents attending events where it is our expectation that parents attend - i.e. Parent Educator Conferences, Exhibition, Presentations of Learning and Student Led Conferences. The number of parents attending community-building and decision-making group meetings (FAN meetings, principal workshops/LCAP meetings). The number of parents completing the twice-annual parent survey.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Sign in sheets for Parent Educator Conferences and work journal meetings. Sign up sheets for POLs, SLCs and Exhibition.	Percentage of parents attending mandatory student events in 2016-2017: 94%. 218 out of 220 families attended Exhibition and Presentations of Learning (99%).	Goal: The number of parents attending student events will maintain above 90% or higher as measured by sign-in logs and teacher feedback. Outcome: The percentage of parents attending mandatory student events in 2017-2018 averaged 95% GOAL MET	Goal: The number of parents attending student events will remain at 90% or higher as measured by sign-in logs and teacher feedback. Outcome: The percentage of parents attending mandatory student events in 2018-2019 averaged 96.6%. GOAL MET	Goal: The number of parents attending student events will remain at 90% or higher as measured by sign-in logs and teacher feedback.
Sign in sheets for FAN meetings, Pastries with the Principal, Donuts with the Dean, Coffee with the Counselor and LCAP meetings	Parent participation in committees and meetings increased by 6%. Parent participation in FAN meetings was 10 parents per meeting.	Goal: Increase parent participation in committees and meetings by 5%. Outcome: Parent participation data for 2017-18 remained at approximately 10 parents per meeting. GOAL NOT MET	Increase parent participation in committees and meetings to 15 unique participants and an overall participation of 50 parents throughout the year. Outcome: Parent participation data for 2018-19 was approximately 15 parents per meeting. GOAL MET	Goal: Increase parent participation in FAN-coordinated events and whole-community meetings with the principal to 16 unique participants and an overall participation of 55 parents throughout the year.
Parent Survey Participation Rates	Parent Survey participation rates (based on enrollment for Fall and Spring surveys) increased 3% from 41% in 2015-2016 to 44% in	Goal: The number of parents completing twice-annual parent survey will increase from 44% to 49%	The number of parents completing twice-annual parent survey will increase from 49% to 50%	Goal: The number of parents completing twice-annual parent survey will increase from 50% to 51%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	2016-2017 (98 of 220 families participated).	Outcome: The number of parents taking the Spring parent survey increased from 98 in 2016 to 120 in 2017, the parent Survey participation rates (based on enrollment for Spring surveys) increased by 9% from 44% in 2016-2017 to 53% in 2017-18 (120 of 225 families participated). GOAL MET	Outcome: The number of parents taking the Fall parent survey increased from 70 in Fall 2017 and 120 in Spring 2018 to 150 in Fall 2018. The 2017-2018 parent survey participation rate is 66% (150 of 225 families) GOAL MET	

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
DVIA will increase parent participation, input, and involvement through expanded parent activities, workshops, and seminars.	DVIA will increase parent participation, input, and involvement through expanded parent activities, workshops, and seminars.	DV Connect will increase parent participation, input, and involvement through expanded parent activities, workshops, and seminars.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5900: Communications School Home Calling system, partial cost	5900: Communications School Home Calling system, partial cost	5900: Communications School Home Calling system, partial cost
Amount	2000	2000	2000
Source	Base	Base	Base
Budget Reference	5900: Communications Partial cost of website maintenance	5900: Communications Partial cost of website maintenance	5900: Communications Partial cost of website maintenance and learning management system

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

DVIA will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reflections and next steps based on surveys will be shared with parents.

2018-19 Actions/Services

DVIA will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reflections and next steps based on surveys will be shared with parents.

2019-20 Actions/Services

DV Connect will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reflections and next steps based on surveys will be shared with parents.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5500	1000	1000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Parenting and homeschool support workshops will be provided to families (in person and online support).	1000-1999: Certificated Personnel Salaries Parenting and homeschool support workshops will be provided to families (in person and online support).	1000-1999: Certificated Personnel Salaries Parenting and homeschool support workshops will be provided to families (in person and online support).

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
DVIA will continue to explore a variety of technologies to increase parent communication to all students. DVIA 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. DVIA will monitor efforts in increasing parent engagement.	DVIA will continue to explore a variety of technologies to increase parent communication to all students. DVIA 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. DVIA will monitor efforts in increasing parent engagement.	DV Connect will continue to explore a variety of technologies to increase parent communication to all students. DV Connect will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home messages and reminders via the computerized school phone system. DV Connect will monitor efforts to increase parent engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3000	3000	3000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Partial cost of front office staff facilitating parent events and communication.	2000-2999: Classified Personnel Salaries Partial cost of front office staff facilitating parent events and communication.	2000-2999: Classified Personnel Salaries Partial cost of front office staff facilitating parent events and communication.

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
DVIA will offer 2-3 Parent Educator Conferences and 2-3 "Work Journal meetings" that engage parents in meaningful ways to support their homeschool experience.	DVIA will offer 2-3 Parent Educator Conferences and 2-3 "Work Journal meetings" that engage parents in meaningful ways to support their homeschool experience.	DV Connect will offer 2-3 Parent Educator Conferences and 2-3 "Work Journal meetings" that engage parents in meaningful ways to support their homeschool experience.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,500	3,500	3,500
Source	Base	Base	Base
Budget Reference	5000-5999: Services and Other Operating Expenditures Various costs of organizing a conference including facility rental, workshop presenters (consultants), materials and supplies and preparation materials.	5000-5999: Services and Other Operating Expenditures Various costs of organizing a conference including facility rental, workshop presenters (consultants), materials and supplies and preparation materials.	5000-5999: Services and Other Operating Expenditures Various costs of organizing a conference including facility rental, workshop presenters (consultants), materials and supplies and preparation materials.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Modified Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

Need: Due to the nature of this homeschool/independent study program, it is crucial students receive at-home learning daily.
Metric: Daily Attendance Rates as measured by school records.

Need: We believe that while attendance, suspension, and graduation rates are important indicators of student engagement, more subtle indicators help a school and staff proactively determine if students are engaged with the school in a meaningful way. Our twice-annual parent survey and annual student survey has a number of such indicators, including a question that asks parents and students in grades 3-8 to "Please rate Da Vinci in the following areas related to relationships: My relationships with teachers overall."
Metric: Annual student survey question concerning "My relationships with teachers overall," those respondents choosing 'good,' 'very good,' or 'excellent.'

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rates.	2016-2017 daily attendance for at-home and at-school learning: 98.51%	Goal: Daily attendance for at-home and at-school learning will be at or above 95.5% Outcome: 2017-18 P2 average daily attendance (ADA) was 98%. GOAL MET	Goal: Daily attendance for at-home and at-school learning will remain at or above 95.5% Outcome: 2018-19 P2 average daily attendance (ADA) was 98.9%. GOAL MET	Goal: Daily attendance for at-home and at-school learning will remain at or above 95.5%
Parent and student survey results.	On the annual student survey question concerning, "My relationships with teachers overall," more than 98% of respondents choose 'good', 'very good', or 'excellent' on the Spring 2016 survey. In Spring 2017, the survey was not given to students but the parent survey reported that 94% of parents reported their children as having good, very good or excellent relationships with their teachers.	Goal: On the annual student survey question concerning, "My relationships with teachers overall," more than 90% of respondents choose 'good,' 'very good,' or 'excellent.' Outcome: On the annual student survey question concerning, "My connections with teachers overall," 97% of respondents chose 'good', 'very good', or 'excellent' on the Spring 2018 survey. GOAL MET	Goal: On the annual student survey question concerning, "My relationships with teachers overall," more than 90% of respondents will choose 'good,' 'very good,' or 'excellent.' Outcome: On the DV Connect parent surveys, parents rated their students' relationships with parents in the above ways at 99.26% (fall) and 97.43% (spring). GOAL MET	Goal: On the annual student survey question concerning, "My relationships with teachers overall," more than 90% of respondents will choose 'good,' 'very good,' or 'excellent.'
Suspension and expulsion rates.	Da Vinci Innovation Academy issued 2 suspensions and no expulsions in the 2016-2017 school year.	Goal: Da Vinci Innovation Academy will issue less than 4 out-of-school suspensions and	Goal: Da Vinci Connect will issue less than 4 out-of-school suspensions and 0	Goal: Da Vinci Connect will issue less than 4 out-of-school suspensions and 0

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		0 expulsions in the 2017-2018 school year. Outcome: iN 2017-2018 there were 6 suspensions and 0 expulsions. GOAL NOT MET	expulsions in the 2018-2019 school year. Outcome: In 2018-2019, there were 0 suspensions. GOAL MET	expulsions in the 2019-2020 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:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Targeted: RTI Support DVIA will hire an experienced and qualified RTI instructor who will focus on small-group interventions for at-risk students, and both in class and out of class interventions.	Targeted: RTI Support DVIA will employ an experienced and qualified RTI instructor who will focus on offering curriculum support to parents, model targeted intervention instruction to parents of at-risk students, and facilitate Student Success Team meetings as needed.	Targeted: MTSS (Multi-Tier Systems of Support) DV Connect will employ an experienced and qualified instructor who will focus on offering curriculum support to parents, model targeted intervention instruction to parents of at-risk students, and facilitate Student Success Team meetings as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	25,000	30,807	36,000
Source	Base	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial RTI (response to intervention) salary.	1000-1999: Certificated Personnel Salaries Partial RTI (response to intervention) compensation.	1000-1999: Certificated Personnel Salaries Partial RTI (response to intervention) compensation.

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Student Engagement plan. Creation of programs and events that support student's engagement and connection to other students and staff and supports their academic and behavioral needs.	Student Engagement plan. Creation of programs and events that support student's engagement and connection to other students and staff and supports their academic, behavioral, and high school readiness success.	Student Engagement Plan. Creation of programs and events that support student's engagement and connection to other students and staff and supports their academic, behavioral, and high school readiness success.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,000	1,000	1,000
Source	Base	Base	Base
Budget Reference	School events (Winter Jubilee, Spirit Days, Movie Night, Talent Show).	School events (examples: middle school dance, Spirit Days, Movie Night, Talent Show, seminar classes).	School events and staff professional development that encourages connectedness, engagement and academic/behavioral/social emotional success that will prepare students for high school and adult life.

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	All Schools
[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Counseling support DVIA will hire a .75 FTE counselor to work with targeted students in one on one and small group settings to address the root causes of student behavioral problems in a pro-active way with the long term goal of creating habits and skills in students that enable them to self regulate and manage their behavior.	Counseling support DVIA will employ a .75 FTE counselor to work with targeted students in one on one and small group settings to address the root causes of student behavioral problems in a pro-active way with the long term goal of creating habits and skills in students that enable them to self regulate and manage their behavior.	Counseling support DV Connect will employ a .75 FTE counselor to work with targeted students in one-on-one and small group settings to address the root causes of student behavioral problems in a pro-active way with the long term goal of creating habits and skills in students that enable them to self-regulate and manage their behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	5,000	10,000
Source	Base	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial counselor salary	1000-1999: Certificated Personnel Salaries Partial counselor salary	1000-1999: Certificated Personnel Salaries Partial counselor salary

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent workshops will include topics related to supporting students of all ages in developmentally appropriate ways to		

help create habits and skills in students that enable them to self regulate and manage their behavior.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,500		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries Parenting and homeschool support workshops will be provided to families (in person and online support).		

Action 5

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

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

LEA-wide

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

All Schools

Actions/Services

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

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

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

Unchanged Action	Unchanged Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent workshops will include topics appropriate and supportive for families supporting low-income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils of all ages in developmentally appropriate ways to help create habits and skills in students that enable them to self regulate and manage their behavior.	Parent workshops will include topics appropriate and supportive for families supporting low-income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils of all ages in developmentally appropriate ways to help create habits and skills in students that enable them to self regulate and manage their behavior.	Parent workshops will include topics appropriate and supportive for families supporting low-income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils of all ages in developmentally appropriate ways to help create habits and skills in students that enable them to self-regulate and manage their behavior.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,000	4,000	1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services and Other Operating Expenditures Cost of facility rental, guest speaker fees, curriculum acquisition and preparation, consultant fees and additional staffing to oversee events and support student learning while parents attend.	5000-5999: Services and Other Operating Expenditures Cost of facility rental, guest speaker fees, curriculum acquisition and preparation, consultant fees and additional staffing to oversee events and support student learning while parents attend.	5000-5999: Services and Other Operating Expenditures Cost of guest speaker fees, curriculum acquisition and preparation, consultant fees and additional staffing to oversee events and support student learning while parents attend.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

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

Unchanged Goal

Goal 4

DV Connect students will be provided with the services necessary to support their learning, growth, and successful transition to High School

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Need: As an independent charter school, Da Vinci Connect enrolls students from all over Los Angeles and from a variety of schooling backgrounds (unschooling, homeschooling, traditional/charter/private schooling). As such, it can be difficult to receive appropriate student records for new/transfer students in a timely manner. It is therefore important for DV Connect to quickly identify students who may be considered "at risk" (academicaly or socially) and create effective support plans to help meet their individualized needs. Da Vinci Connect 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 will have a support plan in place within the first two months of attendance.

Need: Preparing students for college and career success is the goal that Da Vinci was founded on and drives our decision-making process. We continually reflect on how we can better provide our students with a rich, well-rounded curriculum that encourages

exploration. One key component of our curriculum in this regard is the "enrichment" program available to all students. This program offers students access to a variety of courses that will help them be successful including art, music, dance, drama, science and robotics, and more.
Metric: Access to enrichment opportunities.

Need: Da Vinci Connect 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 fostering a caring, nurturing and academically responsive educational setting. Neither the newly-adopted SBAC tests nor the new API have been fully finalized, let alone delivered and implemented, making it difficult to create authentic metrics or 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, ELPAC scores

Need: A core competency of students at Da Vinci includes explaining their learning and using evidence of growth twice each year in a cumulative "Presentations of Learning." This presentation requires students in grades K-8 to stand before a panel of teachers, parents and peers to discuss key learning objectives from their classes as well as reflect on how they have used their 'Habits of Heart and Mind' and '21st Century Skills' throughout the semester. Students field questions from their the panel regarding what they have learned as well as how they have grown. Properly preparing for these presentations helps students develop skills demonstrated to be in high demand by businesses in the 21st century, as well reinforces their own learning.
Metric: POL pass rates, include the percentage of students who successfully pass their Presentation of Learning on the first attempt.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
IEP, SST, 504 Plan and CELDT records.	100% of students identified as at risk based on their academic, language, health, or other needs had a support plan in place within the first two months of attendance at DVIA.	Goal: 87% of students identified as at risk based on their academic, language, health, or other needs will have a support plan in place within the first two months of attendance at DVIA. Outcome: In 2017-18, 100% of students	Goal: 88% of students identified as at risk based on their academic, language, health, or other needs will have a support plan in place within the first two months of attendance at DVIA. Outcome: In 2018-19, 100% of students	Goal: 89% of students identified as at risk based on their academic, language, health, or other needs will have a support plan in place within the first two months of attendance at DV Connect.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		identified as at risk based on their academic, language, health, or other needs had a support plan in place within the first two months of attendance at DVIA. GOAL MET	identified as at risk based on their academic, language, health, or other needs had a support plan in place within the first two months of attendance at DV Connect. GOAL MET	
Enrichment program registration processes.	100% of students had access to course offerings through Da Vinci Innovation Academy's Enrichment Program.	Goal: 100% of students will have access to course offerings through Da Vinci Innovation Academy's Enrichment Program. Outcome: In 2017-18, 100% of students will have access to course offerings through Da Vinci Innovation Academy's Enrichment Program. GOAL MET		
Achievement gap analysis of SBAC scores.	Baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) for socioeconomically disadvantaged students in 2015 were 47% in ELA and 31% in Math. In 2016, the achievement gap for socioeconomically disadvantaged students	Goal: Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent from the previous year. Outcome: In 2017, DVIA did not have a high enough enrollment of socioeconomically	Goal: Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent from the previous year. Outcome: In 2018, DV Connect did not have a high enough enrollment of socioeconomically	Goal: Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent from the previous year.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	decreased to non-existent in ELA (socioeconomically disadvantaged students out-performed their more advantaged peers by 3%), and increased to 40% in Math. SBAC scores for English Learners were not reported by the state for DVIA 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 and English Learners and their English Only peers in 2016 were non-existent in both ELA and Math (English Learners & RFEP students out-performed their more advantaged peers by 2% in ELA and 13% in Math).	disadvantaged students to receive official SBAC scores from the state (fewer than 10 students). SBAC scores for English Learners were also not reported by the state for DVIA due to a small population count (fewer than 10 students).	disadvantaged students to receive official SBAC scores from the state (fewer than 10 students). Based on internal data, in 2018, the ELA SBAC achievement gap for our SED students increased 4% from 9% in 2017 to 13% in 2018. GOAL NOT MET Based on internal data, in 2018, the Math SBAC achievement gap for our SED students decreased 11% from 17% in 2017 to 6% in 2018. GOAL MET SBAC scores for English Learners were also not reported by the state for DV Connect due to a small population count (fewer than 10 students). Based on internal data, in 2018, the ELA SBAC achievement gap for our EL students as compared to their English Only peers decreased 1% from 72%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			in 2017 to 71% in 2018. GOAL MET Based on internal data, in 2018, the Math SBAC achievement gap for our EL students as compared to their English Only peers remained consistent at 58% from 2017 to 2018. GOAL NOT MET	
CELDT/ELPAC scores.	English learners have remained stable over the last three years in meeting the CELDT criterion with a 50% proficiency rate in the last two years.	Goal: 67% of ELLs will grow one level according to their overall CELDT/ELPAC score. Outcome: Da Vinci Innovation Academy English Learners will take the new ELPAC summative assessment in Spring 2018, results and proficiency are TBD. GOAL UNDETERMINED DUE TO STATE CHANGING THE TEST	Goal: 68% of ELLs will grow one level according to their overall CELDT/ELPAC score. Outcome: ELPAC scores for English Learners were not reported by the state for DV Connect due to a small population count (fewer than 10 students). Based on internal data, 67% (2 of 3) English learners made annual progress in learning English as determined by their achievement of a score of Moderately or Well Developed (3-4) on the 2018 ELPAC. GOAL IN PROGRESS	Goal: 69% of ELLs will grow one level according to their overall CELDT/ELPAC score.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Presentation of Learning pass rates.	99.6% of students passed their Presentation of Learning on their first attempt.	Goal: 83% of students will pass their 'Presentation of Learning' on their first attempt. Outcome: 96% of students passed their Presentations of Learning on the first attempt and of those who did not, 100% re-presented to achieve proficiency. GOAL MET	Goal: 85% of students will pass their 'Presentation of Learning' on their first attempt. Outcome: 96% of students passed their Presentations of Learning on the first attempt and of those who did not, 99.6% re-presented to achieve proficiency. GOAL MET	Goal: 86% of students will pass their 'Presentation of Learning' on their first attempt.

Planned Actions / Services

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

Action 1

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
RTI Support DVIA will implement an experienced and qualified RTI instructor who will focus on small-group interventions for at-risk students, and both in class and out of class interventions.	RTI Support DVIA will employ an experienced and qualified RTI teacher who will support students (via their parent educators) with access to curriculum, instructional strategies and also facilitate the Student Success Team process as needed in order to ensure students receive the support they need both at home and at school.	MTSS (Multi-Tier Systems of Support) DV Connect will employ an experienced and qualified Parent Educator Support Specialist teacher who will support students (via their parent educators) with access to curriculum, instructional strategies and also facilitate the Student Success Team process as needed in order to ensure students receive the support they need both at home and at school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	58,000	33,000	33,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries RTI (response to intervention) salary.	1000-1999: Certificated Personnel Salaries RTI (response to intervention) salary.	1000-1999: Certificated Personnel Salaries Parent Educator Specialist salary.

Action 2

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

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

[Add Location(s) selection here]

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Increase the availability and range of enrichment classes for students.	Within their time on campus, students will receive access to projects, classes and workshops that will address extracurricular interests, important learning skills and preparation for high school.	Within their time on campus, students will receive access to projects, classes and workshops that will address extracurricular interests, important learning skills and preparation for high school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$28,649	10,000	15,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Partial cost: Contracted instructors and additional teacher compensation for enrichment coordinator stipend and extra duty instruction.	5800: Professional/Consulting Services and Operating Expenditures Partial cost: Contracted instructors, academic coach salaries and partial teacher salary for seminar class offerings and other extracurricular/enriching class and workshop offerings.	5800: Professional/Consulting Services and Operating Expenditures Partial cost: Contracted instructors, academic coach salaries and partial teacher salary for seminar class offerings and other extracurricular/enriching class and workshop offerings.

Action 3

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

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

All Schools

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

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

[Add Scope of Services selection here]

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

RTI Support
DVIA will implement an experienced and qualified RTI instructor who will focus on small-group interventions for at-risk students, and both in class and out of class interventions.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	56,650		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries RTI (response to intervention) salary		

Action 4

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

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

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

All Schools
[Add Location(s) selection here]

OR

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

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

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

LEA-wide
[Add Scope of Services selection here]

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

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Academic coach support to ensure more individualized attention while students are preparing for presentations of learning.	Academic coach support to ensure more individualized attention to students preparing for "show what you know"	Academic coach support to ensure more individualized attention to students preparing for "show what you know"

| | experiences such as class presentations, Exhibition and Presentations of Learning. | experiences such as class presentations, Exhibition and Presentations of Learning. |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	5,621	5,621
Source	Base	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries no additional cost	2000-2999: Classified Personnel Salaries academic coach salary	2000-2999: Classified Personnel Salaries academic coach salary

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

$70224

Percentage to Increase or Improve Services

3.93%

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).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

$69,394

Percentage to Increase or Improve Services

5.79%

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).

Based on 2018-2019 enrollment, Da Vinci Connect is anticipated to serve 5 EL students, 38 low-income students, and no foster, homeless, or migrant youth. The school's 2018-19 enrollment was 420 (389 end of year), of which 9.2% are considered eligible to qualify the schools 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 2018-19 is projected to be approximately $69,394 and the proportionality percentage is 5.79%. 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. With the "unduplicated" count of targeted students at 9.2% Da Vinci Connect does not exceed the 40% threshold that allows for a school-wide approach. Our services to targeted students are provided on a targeted basis. LCAP goals will be best met and targeted students will be best served where programs are organized to best meet the needs of students within these targeted sub groups. DV Connect has analyzed how we serve all students and plan to use supplemental monies on programs benefiting all students. Personnel such as the Dean of Students position, Parent Educator Specialist and counselor ensure students and parents are supported academically and social-emotionally.

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 school to increase staffing, resources, outreach, and materials directly to the "unduplicated" (targeted) students at Da Vinci Innovation Academy.

In the 2018-19 fiscal year the school will provide an additional $69,394, in Supplemental funding for the targeted students. The Supplemental funding will provide an increase in both quantity and quality of services, which include the following services and programs:
- Access to online curriculum and in-person support for implementation of curriculum at home
- Tiered intervention support provided by general education teachers including Response to Instruction personnel
- Counseling services
- Parent educator support workshops

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$58,428	1.95%

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).

Based on 2018-2019 enrollment, Da Vinci Connect is anticipated to serve 5 EL students, 38 low-income students, and no foster, homeless, or migrant youth. The school's 2018-19 enrollment was 420 (389 end of year), of which 9.2% are considered eligible to qualify the schools 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 2018-19 is projected to be approximately $58,428 and the proportionality percentage is 5.79%. 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. With the "unduplicated" count of targeted students at 9.2% Da Vinci Connect does not exceed the 40% threshold that allows for a school-wide approach. Our services to targeted students are provided on a targeted basis. LCAP goals will be best met and targeted students will be best served where programs are organized to best meet the needs of students within these targeted sub groups. DV Connect has analyzed how we serve all students and plan to use supplemental monies on programs benefiting all students. Personnel such as the Dean of Students position, Parent Educator Specialist and counselor ensure students and parents are supported academically and social-emotionally.

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 school to increase staffing, resources, outreach, and materials directly to the "unduplicated" (targeted) students at Da Vinci Innovation Academy.

In the 2017-18 fiscal year the school will provide an additional $20,968, in Supplemental funding for the targeted students. The Supplemental funding will provide an increase in both quantity and quality of services, which include the following services and programs:
- Access to online curriculum and in-person support for math classes
- Counseling services
- Increased access to academic enrichment classes

- Parent educator support workshops

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

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

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

    o If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
A. School attendance rates;
B. Chronic absenteeism rates;
C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

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

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

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

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

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

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) "Chronic absenteeism rate" shall be calculated as follows:
    (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    (A) enrolled less than 31 days
    (B) enrolled at least 31 days but did not attend at least one day
    (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
        (i) are enrolled in a Non-Public School
        (ii) receive instruction through a home or hospital instructional setting
        (iii) are attending a community college full-time.
    (2) The number of students who meet the enrollment requirements.
    (3) Divide (1) by (2).

(b) "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).

(c) "High school graduation rate" shall be calculated as follows:
    (1) For a 4-Year Cohort Graduation Rate:
    (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    (B) The total number of students in the cohort.
    (C) Divide (1) by (2).
    (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    (A) The number of students who either graduated as grade 11 students or who earned any of the following:
        (i) a regular high school diploma
        (ii) a High School Equivalency Certificate
        (iii) an adult education diploma
        (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    (B) The number of students in the DASS graduation cohort.
    (C) Divide (1) by (2).

(d) "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).

(e) "Expulsion rate" shall be calculated as follows:
    (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
    (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

	Total Expenditures by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	443,428.00	225,263.00	313,299.00	443,428.00	457,621.00	1,214,348.00
Base	385,000.00	166,835.00	277,650.00	385,000.00	387,000.00	1,049,650.00
Supplemental	58,428.00	58,428.00	35,649.00	58,428.00	70,621.00	164,698.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	443,428.00	225,263.00	313,299.00	443,428.00	457,621.00	1,214,348.00
	1,000.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
1000-1999: Certificated Personnel Salaries	119,807.00	119,807.00	155,650.00	119,807.00	130,000.00	405,457.00
2000-2999: Classified Personnel Salaries	8,621.00	8,621.00	53,000.00	8,621.00	8,621.00	70,242.00
4000-4999: Books and Supplies	43,000.00	44,400.00	38,000.00	43,000.00	45,000.00	126,000.00
5000-5999: Services and Other Operating Expenditures	257,500.00	38,500.00	33,500.00	257,500.00	254,500.00	545,500.00
5800: Professional/Consulting Services and Operating Expenditures	11,000.00	11,000.00	29,649.00	11,000.00	16,000.00	56,649.00
5900: Communications	2,500.00	2,935.00	2,500.00	2,500.00	2,500.00	7,500.00

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

Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Total Expenditures by Object Type and Funding Source							
All Expenditure Types	All Funding Sources	443,428.00	225,263.00	313,299.00	443,428.00	457,621.00	1,214,348.00
	Base	1,000.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
1000-1999: Certificated Personnel Salaries	Base	84,000.00	84,000.00	155,650.00	84,000.00	84,000.00	323,650.00
1000-1999: Certificated Personnel Salaries	Supplemental	35,807.00	35,807.00	0.00	35,807.00	46,000.00	81,807.00
2000-2999: Classified Personnel Salaries	Base	3,000.00	3,000.00	53,000.00	3,000.00	3,000.00	59,000.00
2000-2999: Classified Personnel Salaries	Supplemental	5,621.00	5,621.00	0.00	5,621.00	5,621.00	11,242.00
4000-4999: Books and Supplies	Base	40,000.00	41,400.00	35,000.00	40,000.00	42,000.00	117,000.00
4000-4999: Books and Supplies	Supplemental	3,000.00	3,000.00	3,000.00	3,000.00	3,000.00	9,000.00
5000-5999: Services and Other Operating Expenditures	Base	253,500.00	34,500.00	29,500.00	253,500.00	253,500.00	536,500.00
5000-5999: Services and Other Operating Expenditures	Supplemental	4,000.00	4,000.00	4,000.00	4,000.00	1,000.00	9,000.00
5800: Professional/Consulting Services and Operating Expenditures	Base	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00	3,000.00
5800: Professional/Consulting Services and Operating Expenditures	Supplemental	10,000.00	10,000.00	28,649.00	10,000.00	15,000.00	53,649.00
5900: Communications	Base	2,500.00	2,935.00	2,500.00	2,500.00	2,500.00	7,500.00

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

Total Expenditures by Goal						
Goal	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
Goal 1	344,000.00	125,400.00	115,000.00	344,000.00	346,000.00	805,000.00
Goal 2	10,000.00	10,435.00	14,500.00	10,000.00	10,000.00	34,500.00
Goal 3	40,807.00	40,807.00	40,500.00	40,807.00	48,000.00	129,307.00
Goal 4	48,621.00	48,621.00	143,299.00	48,621.00	53,621.00	245,541.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00

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

	Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**
All Funding Sources					