

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Design

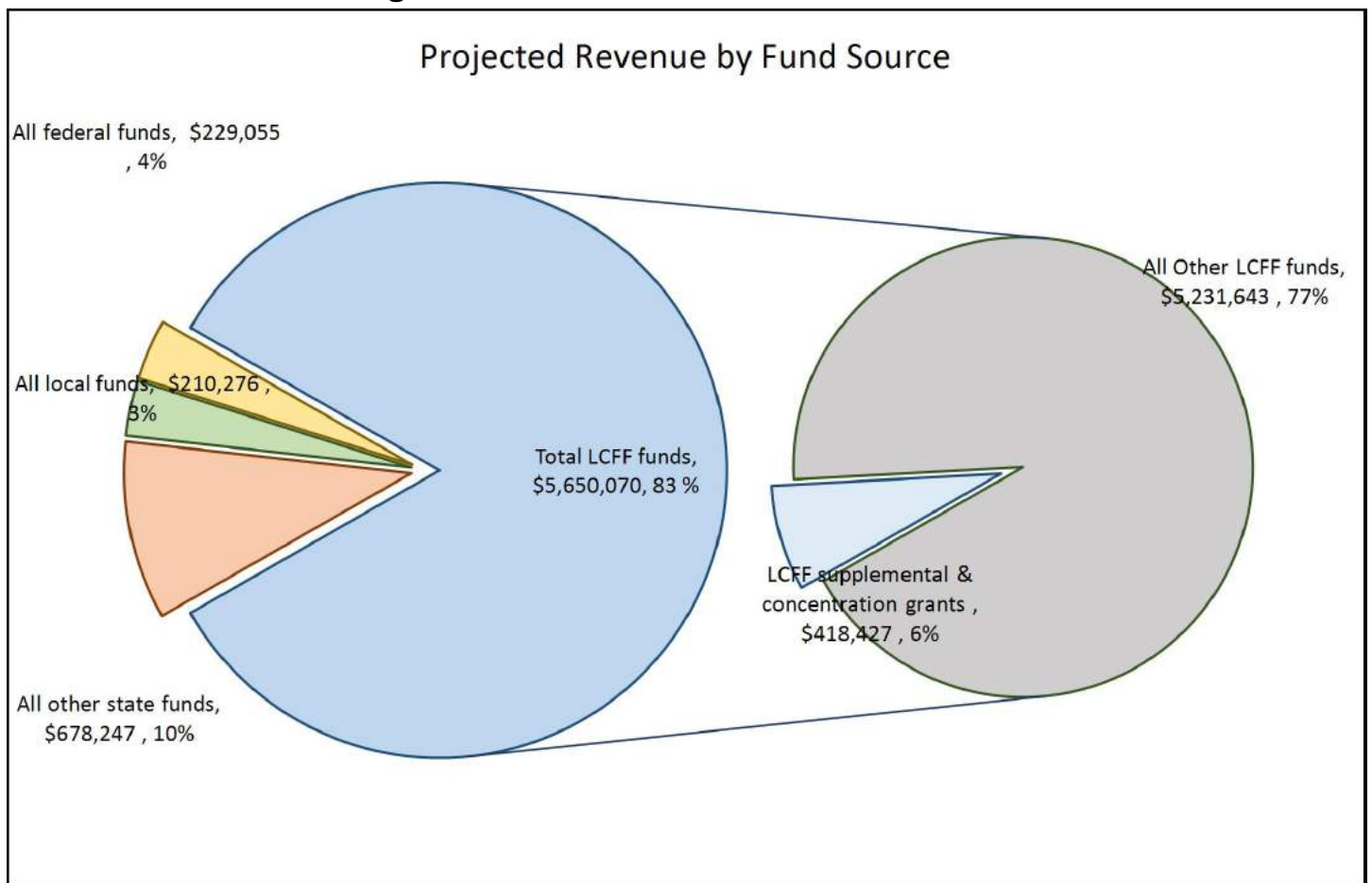
CDS Code: 19768690119636

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

LEA contact information: Kate Parsons, 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



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

The total revenue projected for Da Vinci Design is \$6,767,648, of which \$5,650,070 is Local Control Funding Formula (LCFF), \$678,247 is other state funds, \$210,276 is local funds, and \$229,055 is federal funds. Of the \$5,650,070 in LCFF Funds, \$418,427 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.



This chart provides a quick summary of how much Da Vinci Design 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 Design plans to spend \$6794429 for the 2019-20 school year. Of that amount, \$650,000 is tied to actions/services in the LCAP and \$6,144,429 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, CTE courses and materials.

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

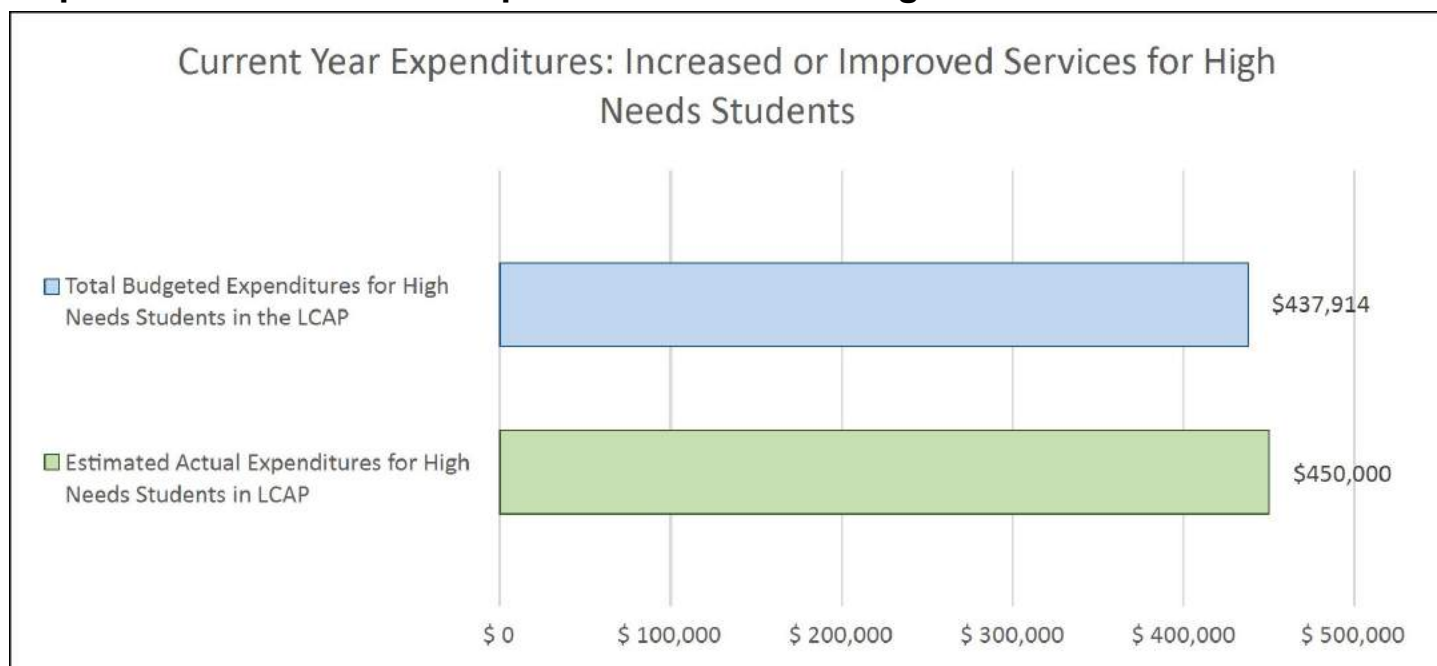
In 2019-20, Da Vinci Design is projecting it will receive \$418427 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci Design must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Da Vinci Design plans to spend \$437,914 on actions to meet this requirement.

The additional improved services described in the LCAP include the following:

Counseling and intervention services, attendance and behavior tracking, SAT/ACT courses, math support, credit recovery, college and career prep.

LCFF Budget Overview for Parents

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



This chart compares what Da Vinci Design 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 Design 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 Design's LCAP budgeted \$437,914 for planned actions to increase or improve services for high needs students. Da Vinci Design estimates that it will actually spend \$450,000 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$12,086 had the following impact on Da Vinci Design's ability to increase or improve services for high needs students:
Additional support for EL students and in math support.

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

Da Vinci Design

Contact Name and Title

Kate Parsons
Principal

Email and Phone

kparsons@davincischools.org
3107-725-5800

2017-20 Plan Summary

The Story

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

Mission and Vision

Da Vinci Design exists to provide our students a rigorous, relevant, and hands-on college preparatory curriculum. We create and support a culture of high expectations for all, where students grow in knowledge and wisdom, develop new skills, and form safe and strong relationships with teachers, peers, parents, and the community. The focus of Da Vinci Design is to provide a springboard for students to prepare for college and career in the greater design field and beyond.

Our vision for Da Vinci Design is that each and every student has the opportunity to learn through authentic, hands-on experiences that hold relevance and meaning in their lives. While many schools today are talking about what it means to prepare students for our 21st century global society, at Da Vinci Design we are employing methodologies that incorporate technology, contact with "real world" workplaces and skills development, and development of learning habits and core competencies that prepare all of our students to succeed in college and beyond. Many of the students we serve will be the first in their families to attend college. These students characteristically regard college as an unrealistic dream – it is too expensive, too difficult, and not for someone like them. Thus a critical goal of our program is to help these students and families understand that college is in fact a realistic option in which they can succeed.

Da Vinci Design strives to provide an environment in which informed, resourceful and reflective students become college-ready, career-prepared, and community-minded individuals who graduate from post-secondary programs to become productive members and respected leaders in the global community. Almost every decision at Da Vinci is marked by the questions: "How does it connect to the real world?" and "How can we get more kids to and through college?" Our mission, revamped in

the 2018-19 school year, is: We are a learning community that challenges and empowers students to be empathetic, collaborative and critical thinkers.

Da Vinci Design Model

Da Vinci Design's goal is to enable students to become self-motivated, competent, life-long learners through learning that is initiated and pursued by the students under the guidance of Da Vinci Design's staff. The focus is on providing a high-quality educational program that enables students to achieve proficient to advanced student performance on state standards, while preparing all students to enter digital design, architecture, or their chosen fields of study and career. This is done both in core classes as well as via our newly added and focused Career Pathway classes. Our goal is for students to achieve a better than the average education when compared to California public school students in total. Students are expected to achieve a minimum of one year of academic growth for each year of study. In addition, it is our goal to meet or exceed those state (e.g., CASSP) and federal (e.g., No Child Left Behind) standards and goals that apply to charter schools.

Therefore, Da Vinci Design has, as its highest priorities, to:

- Promote quality college preparatory education, leveraging design thinking and problem solving.
- Employ highly qualified teachers critical to the creation of a new generation of innovators.
- Prepare curriculum that will lead to enhancement of the undergraduate education of the future design workforce.
- Involve talented design undergraduate students, postgraduate professionals, and other career specialists in the mentoring of students.

Da Vinci Design's core values reflect research-validated best practices that consistently produce well-educated, urban students prepared to enter and succeed in college and become educated citizens in the 21st century. We know that all students, including students in historically underachieving communities, can successfully learn at high levels. They have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in college.

LCAP Highlights

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

The key features of this year's LCAP include intervention plans, attendance, and college & career readiness.

Our interventions for intensive and individualized credit recovery continued from year's past. These recovery courses allowed students who were credit and/or skill deficient to make up those courses while fine tuning their skills in the areas of humanities, math and science. In addition to these courses, we also added a seminar class for the most at-risk students in each grade level. These students were identified by grade-level teachers and counselors. This course met twice a week for the entirety of second semester. Students were supported in content, organization, study skills and more. We have also started work on a more holistic and school wide intervention program.

Attendance was one of many school wide foci for Da Vinci Design. The staff set a goal for 96% ADA. Grade-level teachers created systems for tracking attendance and communicating with administration in order to put students on attendance contracts and make families aware.

In the realm of college and career readiness, our pathway programs, partially funding by the CTEIG (Career Technical Education Incentive Grant) gained much traction. We currently have two career pathways: Architecture and Digital Design. Work started with the advisory committee three years ago, in which we have gained major insights from industry and post-secondary partners. We also plan to launch a third pathway, Entrepreneurship, in 2019-2020.,

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 LEA is most proud of the Career Pathway development implementation, ELA scores. EL supports, and a decline in a majority of subgroups on suspension. The career pathway classes are accessible to all subgroups at each grade level. Students take more general classes for exposure in each pathway in 9th and 10th grade and then choose a pathway where they will take focused classes in either Architecture or Digital Design for their 11th and 12th grade years. Students are eligible to earn credit at our local community college for Architecture, which is a huge advantage for all, but especially our low-income students for whom cost is often the largest obstacle to post-secondary education.

Our ELA scores on the Grade 11 SBAC ELA Assessment are consistently well above state average. We plan on maintaining this by keeping our double block of English freshman year, as well as building on more structured language and tools within the department during professional development time.

With English Language Learner supports, 100% of students increased by one mastery level within their English class. EL learners have shown progress in meeting the CELDT Criterion with an over 30% increase in proficiency, moving from 56% in 2014-15 to 87% in 2017-18. We plan to continue to offer the seminar for targeted, small-group ELA support and our Title 1 Coordinator will offer a workshop during Professional Development for all staff to provide strategies as well as detailed information on each student, their progress, and how to best support them.

There was a decline in suspension rates for most subgroups, including our low-income students as per the 2017 data on the CA Dashboard. Having three counselors for a school of 525 students allows for more individualized follow up and support. We plan to maintain and build on this by sending a few key staff members to a restorative practices conference in order to learn more about different ways to support students.

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

One local performance indicator that is a need for Da Vinci Design is in the area of Mathematics. As per the CA Dashboard Da Vinci Design scored 87.6 points below level 3. This year we implemented a new placement policy that more properly places students in math classes so that they receive the proper foundation. We plan on continuing this as well as adding in more fundamentals classes for students who not ready to take a high school math course initially. Additionally, targeted intervention seminars will be implemented with content teachers to ensure extra math support. Lastly, we plan on continuing to utilize math support coaches in the classroom to support the students and allow for small group instruction in addition to what the teacher can offer.

We also noticed that students did not perform nearly as well on PSAT exams on math as they did in ELA. We want to make sure students are competitive on these examinations so that they can in turn be more competitive in their college application process. At a recent meeting with Alumni, it was identified as an area of need as well. Teachers plan on implementing more snippets of test prep in their classes and we will offer a broader SAT and ACT prep course. We will continue to offer these at no cost (if during the school day) or at a very discounted rate (for the after school programs).

Through our WASC Self-Study, we have also identified the following as goals we will be working on based on areas of growth:

- Develop a more holistic and integrated school-wide intervention system.
- Create a mission-aligned credit recovery model, along with increased options for students on alternate and/or non-college bound pathways.
- Align department standards and track over time to ensure student readiness for the various standardized assessments they will encounter.
- Provide more opportunities for teacher support and professional growth.



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

As previously mentioned, Mathematics is a large area of growth. In 2018, the achievement gap for socioeconomically disadvantaged students was 14% in Math and for EL learners (based on internal data due to small population counts not officially reported by the state) was 32% in Math. We plan on offering more targeted intervention classes to support current coursework and also plan to offer fundamental courses for students who do not have the knowledge base to access high school course content yet. We also will work in some aspects of more traditional test prep for the SAT and ACT to ensure student success on those exams as well.

Our graduation rate shows as 83.9%, but this is not accurate due to a post grade-12 program run by Da Vinci Schools. Da Vinci Design students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci’s 13th year early college program established in 2015. 16 students from the class of 2018 (12.9% of the cohort) elected to enroll in DVX, which if added to our 83.9% graduation rate provides a corrected graduation rate of 96.8%. All DVX students from this cohort are enrolled in college courses during the 2018-19 school year.

Da Vinci Design (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	None	Yellow	Green	Orange	Green	Orange
English Learners	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Yellow	Green	Orange	Green	Orange
Students with Disabilities	None	Orange	None	None	None	None
African American	None	Green	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Orange	Green	Orange	Green	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Yellow	None	None	None	None
Two or More Races	None	Blue	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

DVD 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)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Access to Instructional Materials

18-19

Audit will find that 100% of students will have access to instructional materials in print or electronic formats.

Baseline

100% of students had access to instructional materials in print or electronic formats for the 2016-2017 school year.

Metric/Indicator

Appropriate Teacher Assignment

18-19

Audit will find that 100% of teachers are properly assigned.

Baseline

96% of teachers were properly assigned in 2016-2017, 1 of 28 teachers was teaching outside of their area of expertise.

Actual

100% of students had access to instructional materials in print or electronic formats for the 2018-2019 school year. GOAL MET

Outcome: 100% of teachers were properly assigned in 2018-2019 (0 teachers were teaching outside of their area of expertise). GOAL MET

Annual Facilities Inspection

Student Survey Results Related to Safety

Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.

The school is safe, clean, and well maintained based on January 2017 campus inspection with a "Good" overall rating and 98% of students reporting feeling safe on campus, as well as outside of campus, in the Spring 2017 student survey.

Teacher Credentials		
Da Vinci Design	16-17	1
With Full Credential	28	
Without Full Credential	0	
Teaching Outside Subject Area of Competence	1	
Da Vinci Design	16-17	1
With Full Credential	♦	
Without Full Credential	♦	
Teaching Outside Subject Area of Competence	♦	

The school is safe, clean and well maintained per January 2019 facilities inspection overall rating of 'Exemplary.' Student surveys will be given in Spring 2019, results are TBD. GOAL MET

Expected

Actual

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

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 be provided with appropriate course materials necessary to ensure access to the curriculum.	Students are provided with appropriate course materials necessary to ensure access to the curriculum.	CPM curriculum: E-Book licenses and classroom text for math courses 5800: Professional/Consulting Services And Operating Expenditures Base 7000	CPM curriculum: E-Book licenses and classroom text for math courses 5800: Professional/Consulting Services and Operating Expenditures Base 7000

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

Services for teachers to benefit all students:
Hiring credentialed teachers and properly placing them. Providing support to intern credential holders or those from out of state in obtaining proper credentials

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

Students to be Served
All

Location(s)
All Schools

Actual Actions/Services

Services provided for teachers to benefit all students:
Hired credentialed teachers and properly placed them. Provided support to intern credential holders or those from out of state in obtaining proper credentials as necessary.

Budgeted Expenditures

Teacher recruitment via hiring symposiums; assistance for teachers in gaining preliminary and clear credentials, as well as transferring credential info from out of state 5800:
Professional/Consulting Services and Operating Expenditures Base 500

Estimated Actual Expenditures

Teacher recruitment via hiring symposiums; assistance for teachers in gaining preliminary and clear credentials, as well as transferring credential info from out of state 5800:
Professional/Consulting Services and Operating Expenditures Base 500

Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Teachers who have not cleared their credential are provided a BTSA program in order to do so and Da Vinci covers partial costs.

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 who have not cleared their credential were provided a BTSA program in order to do so and Da Vinci covers partial costs.

BTSA program partial cost coverage (\$2000 per participant)
5800: Professional/Consulting Services and Operating Expenditures Base 8000

BTSA program partial cost coverage (\$2000 per participant)
5800: Professional/Consulting Services and Operating Expenditures Base 8000

Action 4

Planned Actions/Services

Hiring classified custodial and maintenance staff and properly placed them to ensure well maintained school grounds

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

Students to be Served
All

Location(s)
All Schools

Actual Actions/Services

Hired classified custodial and maintenance staff and properly placed them to ensure well maintained school grounds.

Budgeted Expenditures

Hiring expenses 5800:
Professional/Consulting Services and Operating Expenditures Base 500

Estimated Actual Expenditures

Hiring expenses 5800:
Professional/Consulting Services and Operating Expenditures Base 500

Action 5

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

<p>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 vertically plan curriculum with their department teams to ensure Common Core Standards are being met.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Teachers participated in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills. Teachers vertically planned curriculum with their department teams to ensure Common Core Standards are being met.</p>	<p>Leadership, Teaching and Learning conferences (ASCD, CCSA, SXSW EDU, etc.) Math team to attend Math conferences such as NCTM and CPM.</p> <p>Science teachers may attend NSTA and CSTA.</p> <p>5000-5999: Services and Other Operating Expenditures Base 10,000</p>	<p>Teachers attended: NCTM, multiple counseling conferences, PBL Leadership Academy, CSTA, 5000-5999: Services and Other Operating Expenditures Base 10,000</p>
--	---	--	---

Analysis

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

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

Da Vinci Design successfully implemented all of the actions and services as planned to achieve the goal. The hiring system, BambooHR, has improved and streamlined the hiring process.

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

Da Vinci Design met the criteria for local indicator, State Priority #1. On the 2016-17 State of California Facilities Inspection Tool (FIT), Da Vinci Design had one Fair facilities inspection score in Systems, and no poor or deficient ratings. Da Vinci Design moved into a state of the art facility in the 2017-18 school year. All students had access to standard-aligned curriculum and materials for use at home and at school. No teachers were classified as mis-assigned.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant material differences between budgeted 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 made to this goal (or actions or services related to this goal) at this time.

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

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Cohort Graduation Rate</p> <p>18-19 Adjusted Cohort Graduation Rate will be at least 90%</p> <p>Baseline Da Vinci Design students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th year early college program established in 2015. State reported graduation rates have been adjusted to account for DVX students continuing on for 5th year college studies on campus. As an example, 26 students (22.2% of the 2015 cohort) elected to enroll in DVX, which if added to our 71.8% graduation rate provides a corrected graduation rate of 94%.</p> <p>2015 Cohort Graduation Rate (adjusted): 94% 2016 Cohort Graduation Rate (adjusted): 94%</p>	<p>Da Vinci Design students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th year early college program established in 2015. 16 students from the class of 2018 (12.9% of the cohort) elected to enroll in DVX, which if added to our 83.9% graduation rate provides a corrected graduation rate of 96.8%. All DVX students from this cohort are enrolled in college courses during the 2018-19 school year.</p> <p>GOAL MET</p>

Expected

Metric/Indicator

Average Daily Attendance Rate

18-19

Daily attendance will be at or above 96%

Baseline

2016-2017 ADA (as of 5/31/17): 95.38%

Metric/Indicator

Cohort Dropout Rate

18-19

The dropout rate will be less than 3.5%

Baseline

2015 Cohort Drop-Out Rate: 0%

2016 Cohort Drop-Out Rate: 1.8%

Metric/Indicator

Academic Intervention Plan Implementation Rate

18-19

9% of students identified as at risk based on their academic, language, health, or other needs have a support plan in place by mid-semester of their freshman year.

Baseline

86% of students identified as at risk based on their academic, language, health, or other needs had a support plan in place by mid-semester of their freshman year in 2016-2017.

Metric/Indicator

SBAC Result Achievement Gap Analysis for socioeconomically disadvantaged students, foster youth, and English Learners

18-19

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

Baseline

Baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) for socioeconomically disadvantaged students in 2015 were 1% in ELA and non-existent in Math (socioeconomically disadvantaged students out-performed their more advantaged peers by 1%). In 2016, the achievement gap for socioeconomically disadvantaged students increased to 8% in ELA, and 7% in Math.

Actual

2018-2019 overall ADA is still in progress, however the 2018-2019 P2 ADA was 95.87% GOAL In PROGRESS

2018 Cohort Drop-Out Rate: 1.6% (2 students) GOAL MET

90% of students identified as at risk based on their academic, language, health, or other needs had a support plan in place by mid-semester of their freshman year in 2018-2019. GOAL MET

In 2018, the achievement gap for socioeconomically disadvantaged students increased to 7% in ELA (a 6% increase from 2017), and increased to 14% in Math (a 12% increase from 2017). GOAL NOT MET

SBAC scores for English Learners were not reported by the state for Da Vinci Design due to a small population count (fewer than 10 students). Based on internal data, in 2018, the achievement gap for our 6 English Learner students as compare to their English Only Peers decreased to 45% in ELA, and decreased to 32% in Math. GOAL MET

Expected

SBAC scores for English Learners were not reported by the state for Da Vinci Design 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 English Learners and their English Only peers in 2015 were 42% in ELA and non-existent in Math (English Learners out-performed their more advantaged peers by 11%). In 2016, the achievement gap for English Learners decreased to 27% in ELA, and increased to 14% in Math.

Metric/Indicator

CELDT/ELPAC Proficiency Rates

18-19

65% of ELLs will grow one level according to their overall CELDT/ELPAC score.

Baseline

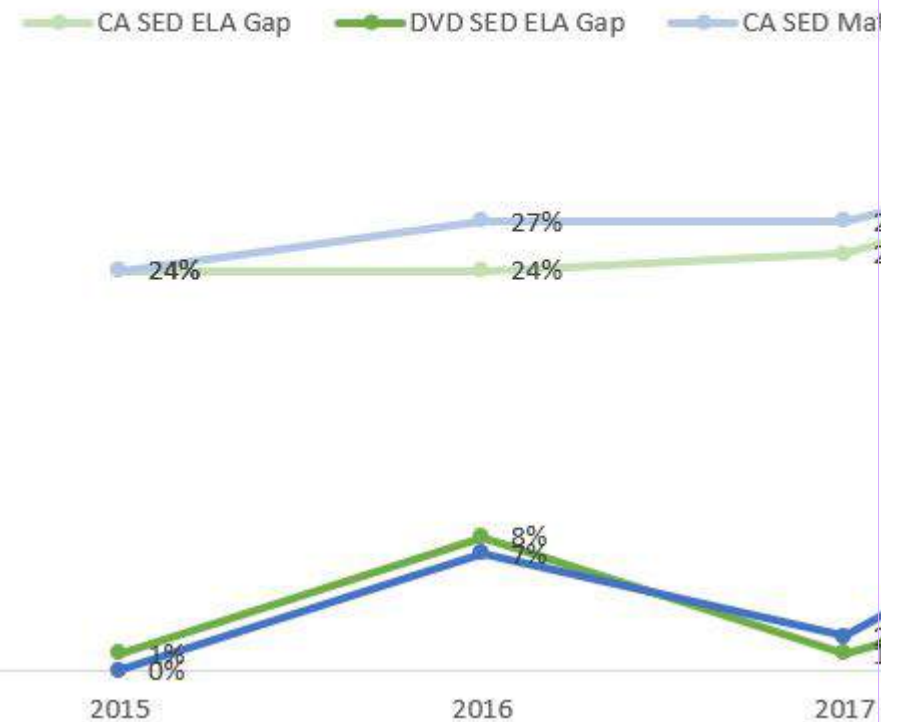
English learners have shown steady progress over the last three years in meeting the CELDT criterion with an over 30% increase in proficiency in three years, moving from 56% in 2014-2015 to 87% in 2016-2017.

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.

Actual

CAASPP Proficiency Rate Gap / (Socio-Economically Disadvantaged)



Spring 2019 ELPAC testing is still in progress, results are TBD. GOAL IN PROGRESS

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Attendance will be tracked and students will be put on “attendance contracts” with assistant principal. Teachers from each grade level will also work alongside Assistant Principal to organize attendance initiatives and engaging events on historically low attendance dates.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Attendance has been tracked and students will be put on “attendance contracts” with assistant principal. Teachers from each grade level work alongside Assistant Principal to organize attendance initiatives and engaging events on historically low attendance dates.</p>	<p>Partial Staff Costs: Attendance clerk 2000-2999: Classified Personnel Salaries Base 5,923</p> <p>Partial Staff Costs: Assistant Principal 1000-1999: Certificated Personnel Salaries Base 10,043</p>	<p>Partial Staff Costs: Attendance clerk 2000-2999: Classified Personnel Salaries Base 592</p> <p>Partial Staff Costs: Assistant Principal 1000-1999: Certificated Personnel Salaries Base 10,043</p>

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Diagnostic tests in math and ELA will be given at the start of the year to identify present levels.</p>	<p>MAP Growth Test administered to 9th graders in the fall. MAP Growth test will be administered to both 9th and 10th grade in the spring.</p>	<p>Seminar teaching assignments. Approximately \$1,250 per seminar per semester, 4 sections (one per grade level). 5800: Professional/Consulting Services and Operating Expenditures Base 9516.00</p>	<p>Seminar teaching assignments for academic support (5 sections) 5800: Professional/Consulting Services and Operating Expenditures Base 11,895.00</p>

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 8

Planned Actions/Services

Students who are below skill level will be enrolled in an academic support seminar (English or math) or an academic intervention seminar.

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

Students to be Served
All

Location(s)
All Schools

Actual Actions/Services

Students who are below skill level were enrolled in an academic support seminar (English or math) or an academic intervention seminar.

Budgeted Expenditures

Assessment tool costs 4000-4999: Books and Supplies Base 5,000

Estimated Actual Expenditures

Extra seminar stipend for 11th grade intervention. 4000-4999: Books and Supplies Base 2379

Action 9

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 10

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 11

Planned Actions/Services

Ensure that low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils are provided diagnostic tests in math and ELA at the start of the year to identify present levels. Students who are below skill level will be enrolled in an academic support seminar (English or math) or an academic intervention seminar. Diagnostics

Actual Actions/Services

Low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils were provided diagnostic tests in math and ELA at the start of the year to identify present levels in 9th grade. We were able to roll this out in December. Students who are below skill level are be enrolled in an academic support seminar (English or math)

Budgeted Expenditures

Seminar teaching assignments. Approximately \$1,250 per seminar per semester. 5800: Professional/Consulting Services and Operating Expenditures Supplemental 4758

Diagnostic tools and programs for seminar teacher use. 4000-4999: Books and Supplies Supplemental 5000

Estimated Actual Expenditures

Seminar teaching assignments 5800: Professional/Consulting Services and Operating Expenditures Supplemental 4758

Diagnostic tools and programs for seminar teacher use. 4000-4999: Books and Supplies Supplemental 5000

tests will be used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students will be placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers will analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.

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

or an academic intervention seminar. Diagnostics tests are used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students are placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.

Action 12

**Planned
Actions/Services**

Provide low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils students with more math support and structures. Math academic coaches will provide specific in-class supports to these students, as well as use small group instruction to benefit

**Actual
Actions/Services**

Provide low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils students with more math support and structures. Math academic coaches will provide specific in-class supports to these students, as well as use small group instruction to benefit

**Budgeted
Expenditures**

Academic Coach Pay 2000-2999:
Classified Personnel Salaries
Supplemental 20000

**Estimated Actual
Expenditures**

Math Academic Coach Pay 2000-
2999: Classified Personnel
Salaries Supplemental 20,000

students and minimize achievement gaps in mathematics.

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

students and minimize achievement gaps in mathematics.

Action 13

**Planned
Actions/Services**

Resources for EL students will be provided to track their progress and aid in their language acquisition and fluency.

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

Students to be Served
English Learners

Scope of Services

Locations

**Actual
Actions/Services**

Resources for EL students were provided to track their progress and aid in their language acquisition and fluency.

**Budgeted
Expenditures**

Online and tangible resources used for EL Support seminar and Reading Intervention Seminar. 4000-4999: Books and Supplies Title I 1500

**Estimated Actual
Expenditures**

Resources for EL Support Seminar 4000-4999: Books and Supplies Title I 1500

Action 14

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Support course support materials will be developed and implemented to support reading goals and literacy through the focus on an individual student's gaps in essential skills during the school year.</p> <p>Math support course support materials will be developed and implemented to support areas identified in cluster analysis and through the focus on an individual student's gaps in essential skills in math.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s)</p>	<p>Support course support materials were be developed and implemented to support reading goals and literacy through the focus on an individual student's gaps in essential skills during the school year.</p> <p>Math support course support materials were developed and implemented to support areas identified in cluster analysis and through the focus on an individual student's gaps in essential skills in math.</p> <p>We worked to move this content and coursework to the google classroom platform so that is is more familiar with students, and we also use APEX coursework where appropriate.</p>	<p>Support course stipends for teachers instructing an additional section. 1000-1999: Certificated Personnel Salaries Title I 27,000</p> <p>Fringe benefits for support course teachers 3000-3999: Employee Benefits Title I 6000</p>	<p>Support course stipends for teachers instructing an additional section. 1000-1999: Certificated Personnel Salaries Title I 27,000</p> <p>Fringe benefits for support course teachers 3000-3999: Employee Benefits Title I 6000</p>

Action 15

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Summer School Courses for credit recovery will be offered to support students in closing skill gaps in the areas of math, science, ELA and history and recover course credit.</p>	<p>Summer School Courses for credit recovery will be offered to support students in closing skill gaps in the areas of math, science, ELA and history and recover course credit.</p>	<p>Summer school pay for teachers (fringe included) 1000-1999: Certificated Personnel Salaries Title I 27,000</p>	<p>Summer school pay for teachers (fringe included) 1000-1999: Certificated Personnel Salaries Title I 27,000</p>

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

Students to be Served
All

Location(s)

Action 16

Planned Actions/Services

Student Success coaches will work with grade level cohorts in classrooms to address specific academic gaps for targeted students.

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

Students to be Served
All

Location(s)

Actual Actions/Services

Student Success coaches will work with grade level cohorts in classrooms to address specific academic gaps for targeted students.

Budgeted Expenditures

Hourly employee payment for math class student success coaches. 2000-2999: Classified Personnel Salaries Title I 9000

Estimated Actual Expenditures

Hourly employee payment for math class student success coaches. 2000-2999: Classified Personnel Salaries Title I 9000

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.

Summer school and recovery courses continue to be offered to students who are in need of both credit recovery and skill building to ensure that they are on track for graduation. Students have also been enrolled in academic intervention grade level seminars to receive more targeted support from their grade level teachers. Academic coaches for math and sciences has continued as well. We offer math tutoring everyday in the morning and after school for any student interested.

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

Students in credit recovery are on track for graduation. Summer school numbers are about the same as last school year as of current grades, although that may change. Grade-level specific academic intervention seminar for 11th graders has allowed for increased communication with families of struggling students and overall has increased support and academic success of these specific students as compared to their first semester grades.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We had one more academic math seminar support sections than originally budgeted for and we also added Spanish Support due to a high number of incompletes during Semester 1. We no longer offer a reading intervention seminar, so that cost does not reflect in actuals.

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.

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

DVD 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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Parent Attendance at Student Events

18-19

The number of parents attending student events will increase from 60% to 70% as measured by sign in logs and teacher feedback.

Baseline

Parent attendance at student events: 95% of families attending a student led conference in Spring 2017.

Metric/Indicator

Parent Participation in Committees and Meetings

18-19

Increase by 5% the parent participation in committees and meetings.

Baseline

Parent participation in committees and meetings: 3 of 4 parents on the School Site Council attended 100% of meetings in 2016-17.

Actual

Overall parent attendance at student SLCs for 2018-2019 was 93%. Goal Nearly Met.

Parent participation in committees and meetings was, on average, 3 parents per meeting in 2018-2019. GOAL MET

Expected

Metric/Indicator

Parent Survey Participation Rates

18-19

The number of parents completing twice-annual parent survey will increase by 5%

Baseline

Parent Survey participation rates (based on enrollment for Fall and Spring surveys) increased 16% from 61% in 2015-2016 to 78% in 2016-2017.

Metric/Indicator

Suspension Rates

18-19

Less than 15 suspensions

Baseline

2014-2015 suspensions: 10 (1.8% rate per CDE)

2015-2016 suspensions: 12

2016-2017 suspensions: 4

Metric/Indicator

Annual Student Survey Responses

18-19

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

Baseline

On the annual student survey question, "My relationships with teachers overall", 91% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey. 91% responded positively to the same question on the Spring 2017 survey (maintained %).

Metric/Indicator

Annual Student Survey Responses

18-19

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

Baseline

On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," 88% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey. 91%

Actual

Parent Survey participation rates (based on Spring survey participation) decreased 7% from 82% in 2017-2018 to 75% in 2018-2019. GOAL NOT MET

2018-2019 suspension counts are still in progress, but as of May 2019 there are 18 suspensions. GOAL NOT MET

DVD student surveys will be given in Spring 2019, results are TBD. GOAL IN PROGRESS

DVD student surveys will be given in Spring 2019, results are TBD. GOAL IN PROGRESS

Expected

responded positively to the same question on the Spring 2017 survey (3% increase).

Metric/Indicator

Annual Student Survey Responses

18-19

More than 80% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."

Baseline

On the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust," 84% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey. 88% responded positively to the same question on the Spring 2017 survey (3% increase).

Actual

DVD student surveys will be given in Spring 2019, results are TBD. GOAL IN PROGRESS

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

Families are provided with a calendar of events at the start of the school year via mail; it will also be posted on the school website. The DVD blog also provides information regarding parent involvement opportunities, college counseling meetings and other parent-centric events.

Actual Actions/Services

Families were provided with a calendar of events at the start of the school year via mail; it was also posted on the school website. The DVD blog also provided information regarding parent involvement opportunities, college counseling meetings and other parent-centric events.

Budgeted Expenditures

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

Estimated Actual Expenditures

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

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

Families take bi-annual survey at the same time as Student Led Conferences for easy access and convenience. Data is used to reflect and improve school programs.

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

Students to be Served
All

Location(s)
All Schools

Actual Actions/Services

Families took bi-annual survey at the same time as Student Led Conferences for easy access and convenience. Data was used to reflect and improve school programs.

Budgeted Expenditures

No cost

Estimated Actual Expenditures

No cost

Action 3

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 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

Action 5

Planned Actions/Services

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

Actual Actions/Services

Paid for ninth grade sub group students who needed scholarships to attend 9th grade camp.

Budgeted Expenditures

Advisory PD and Materials cost
4000-4999: Books and Supplies
Base 2000

Estimated Actual Expenditures

Advisory PD and Materials Cost
4000-4999: Books and Supplies
Base 2000

achievement and college readiness.

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 6

**Planned
Actions/Services**

Advisory plan. Creation of an advisory curriculum that supports student’s engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success.
Advisories will be grade-level based to cover topics relevant to the respective age group and grade.

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

Students to be Served
All

Location(s)
All Schools

**Actual
Actions/Services**

Created an advisory curriculum that supports student’s engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success.
Advisories were grade-level based to cover topics relevant to the respective age group and grade.

**Budgeted
Expenditures**

Advisory PD and Materials cost 4000-4999: Books and Supplies Base 2000

**Estimated Actual
Expenditures**

Materials cost for Advisory and Freshman Seminar 4000-4999: Books and Supplies Base

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils. Counselors will lead Student Support Team meetings, follow up on student success plans, and in general support students.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>English Learners Foster Youth Low Income</p> <p>Scope of Services</p> <p>LEA-wide</p> <p>Locations</p> <p>All Schools</p>	<p>Low counselor ratio (160:1). Counselors led SST processes this year.</p>	<p>Partial staff cost; 3 counselors 1000-1999: Certificated Personnel Salaries Supplemental 90000</p>	<p>Partial staff cost; 3 counselors 1000-1999: Certificated Personnel Salaries Supplemental 90000</p>

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient</p>	<p>AP followed up on attendance contracts and discipline issues regularly. Counselors follow up on academic issues and supports.</p>	<p>Partial staff cost; Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental 40,614.96</p>	<p>Partial staff cost; Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental 40,614.96</p>

pupils, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents r.e. academics, attendance, and discipline issues. Counselors will lead Student Support Team meetings, follow up on student success plans, and in general support students.

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

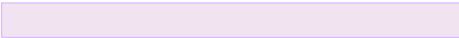
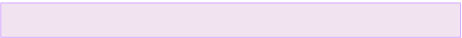
- LEA-wide

Locations

- All Schools



Action 9



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 10

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 11

**Planned
Actions/Services**

Provide low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils students with proper structures and interventions, including support seminars and

**Actual
Actions/Services**

Provided low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils students with proper structures and interventions, including support

**Budgeted
Expenditures**

Seminar teaching assignments. Approximately \$1,250 per seminar per semester 1000-1999: Certificated Personnel Salaries Supplemental 15,242

**Estimated Actual
Expenditures**

Seminar teaching assignments. Approximately \$1,250 per seminar per semester 1000-1999: Certificated Personnel Salaries Supplemental 15242

credit recovery classes, to ensure progress toward graduation and acquisition of necessary post-high school skills and knowledge.

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

seminars and credit recovery classes, to ensure progress toward graduation and acquisition of necessary post-high school skills and knowledge.

Action 12

**Planned
Actions/Services**

To ensure the academic and socioemotional success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, counselors and other key staff members will attend a Restorative Practices conference and provide PD to staff.

**Actual
Actions/Services**

To ensure the academic and socioemotional success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, counselors and other key staff members took part in an initial Restorative Practices meeting and will provide PD to staff next school year.

**Budgeted
Expenditures**

Conference cost for attendees
5000-5999: Services and Other
Operating Expenditures
Supplemental 10000

**Estimated Actual
Expenditures**

No Cost incurred yet. 5000-5999: Services and Other Operating Expenditures Supplemental 0

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.

Our Assistant Principal worked alongside a group of grade-level teachers to implement proactive measures around attendance and behavior. Counselors also supported in this initiative, as well as the SST process for struggling students. Our blog provides regular updates and information to families at least weekly, if not more often. Advisory and freshman experiences continued this year.

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

Advisory and freshman overnighter/experience are areas of growth (plans listed in changes below). The initiative committee around attendance was very successful and we had far lower numbers on tardies and absences this year. More SST processes were initiated for at risk students, but we would like to do more to support at-risk students earlier in the year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We did not send staff to a Restorative Justice PD this year, however researched many and met with one partner who we will engage with for training in the 2019-2020 school 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.

In addition to the Freshman Overnighter, we hope to expand the Freshman Experience in the coming year and revamp the first week of school for freshman students to set a solid foundation. We will use student survey data and staff feedback to craft this. There is a dedicated group of staff who are putting energy and efforts toward this initiative. The Design Initiative Committee will focus more on holistic interventions that are school-wide and more connected as opposed to per-grade-level.

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

DVD graduates will demonstrate college & career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 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

Metric/Indicator

College Course Pass Rate

18-19

70% of seniors will have passed at least one college course.

Baseline

71% of the class of 2016 took at least one college course prior to graduation.

Metric/Indicator

A-G Eligibility Rate

18-19

93% of seniors will graduate meeting all A-G requirements.

Baseline

100% of graduates from the class of 2016 were A-G eligible.

Actual

XX% of the class of 2019 took at least one college course prior to graduation.
GOAL IN PROGRESS

100% of graduates from the class of 2018 were A-G eligible. GOAL MET

Expected

Metric/Indicator

ELA EAP Proficiency Rate

18-19

50% of juniors will score 'college ready' on the ELA EAP test.

Baseline

29% of juniors scored 'College Ready' on the 2016 ELA EPT (5% decrease from 2015), and 69% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (12% decrease from 2015).

Metric/Indicator

Math EAP Proficiency Rate

18-19

30% of juniors will score "college ready" or "college ready conditional" on the Math EAP test.

Baseline

5% of juniors scored 'College Ready' on the 2016 Math EPT (2% increase from 2015), and 15% of juniors scored 'College Ready' or 'Conditionally Ready' in Math (3% increase from 2015).

Metric/Indicator

Design Pathway Course Completion Rate

18-19

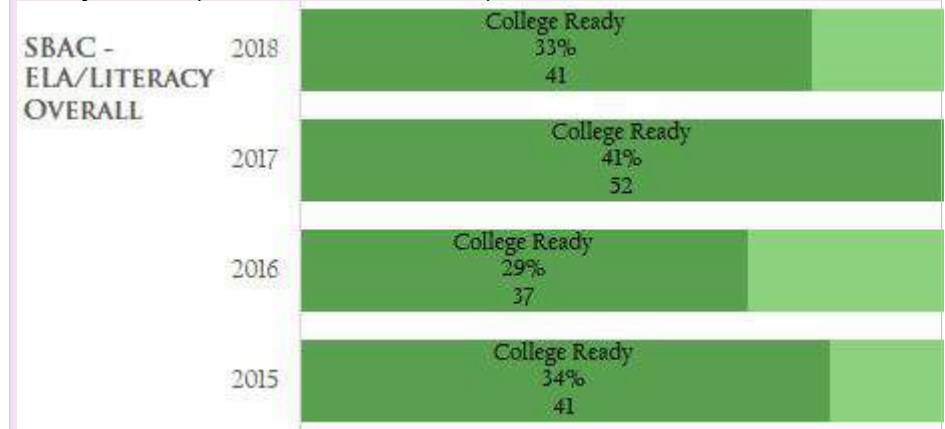
88% of seniors will have completed at least two Design CTE Pathway courses.

Baseline

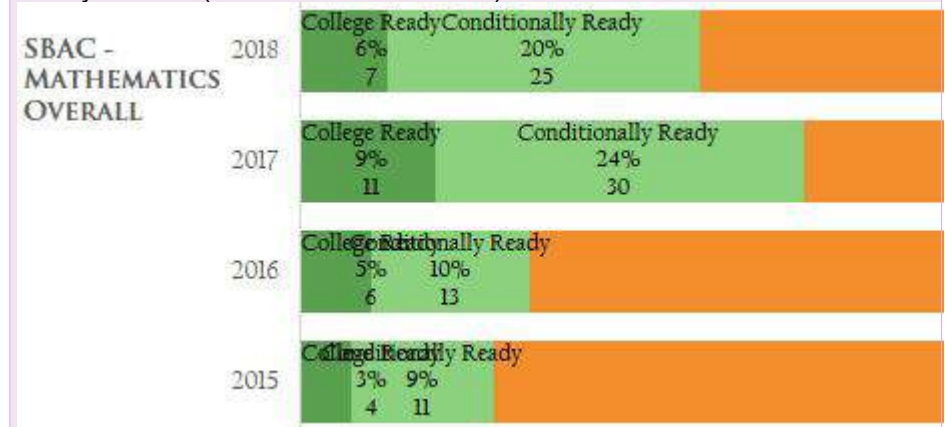
91% of 2016-2017 10th graders have completed two specific Design Pathway courses.

Actual

33% of juniors scored 'College Ready' on the 2018 ELA EPT (8% decrease from 2017), and 75% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (5% decrease from 2017). GOAL NOT MET



6% of juniors scored 'College Ready' on the 2018 Math EPT (3% decrease from 2017), and 26% of juniors scored 'College Ready' or 'Conditionally Ready' in Math (6% decrease from 2017). GOAL NOT MET



96% of 12th graders and 88% of 11th graders have already completed two specific Design Pathway courses. GOAL MET

Expected

Metric/Indicator

Presentation of Learning Pass Rate

18-19

63% of students will pass their end of year 'Presentation of Learning' on their first attempt.

Baseline

2016-2017 Presentation of Learning pass rate: 93%

Actual

2018-2019 Semester 1 Presentation of Learning pass rate: 90%. Semester 2 - in progress. GOAL IN PROGRESS

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

Teachers and counselors will analyze SAT scores for students who took the prep classes and measure growth, trends, etc. Counselors will have access to all data in Naviance and students have access to test prep. Seniors participate in senior projects at the culmination of their high school career where real world skills are needed to be successful; goal is to leave a "legacy" – a project that will last beyond their time here.

Actual Actions/Services

All students have access to Naviance for college applications and service hours. SAT courses are offered for students at highly discounted rates and scores are tracked. All seniors were able to complete senior project.

Budgeted Expenditures

Naviance Cost 5000-5999:
Services and Other Operating
Expenditures Base 7500

Estimated Actual Expenditures

Naviance Cost 5000-5999:
Services and Other Operating
Expenditures Base 7500

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

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

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

Actual Actions/Services

Ensured a low student to counselor ratio (160:1) on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.

Budgeted Expenditures

Partial Staff Cost; 2 college counselors and 1 socioemotional counselor (already accounted for in Goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0

Estimated Actual Expenditures

Partial Staff Cost; 2 college counselors and 1 socioemotional counselor (already accounted for in Goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents r.e. academics, attendance, and discipline issues. Counselors will lead Student Support Team meetings, follow up on student success plans, and in general support students.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Ensured the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents r.e. academics, attendance, and discipline issues. Counselors led Student Support Team meetings, follow up on student success plans, and in general support students.</p>	<p>Partial Staff Cost; Assistant Principal (already seen/accounted for in Goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>Partial Staff Cost; Assistant Principal (already seen/accounted for in Goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>

Action 4

--	--

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

Students to be Served

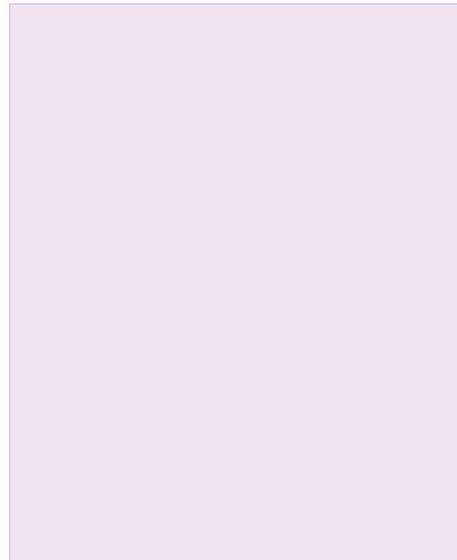
English Learners
Foster Youth
Low Income

Scope of Services

LEA-wide

Locations

All Schools



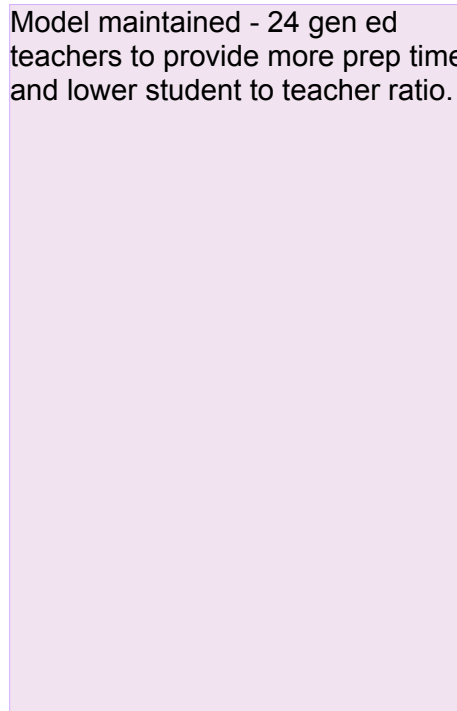
Action 5

**Planned
Actions/Services**

Each grade level team has 6 teachers 1 per content area, so that each teacher teaches students from only one grade level and teams of 6 teachers have greater ability to identify and support struggling students. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This means that teachers have more prep time during the week and there is a lower school-wide student:teacher ratio (about 20:1) as teachers have 4 sections instead of a traditional 5 sections.

**Actual
Actions/Services**

Model maintained - 24 gen ed teachers to provide more prep time and lower student to teacher ratio.



**Budgeted
Expenditures**

Partial Staff Cost: 5 full time general education teachers + benefits 1000-1999: Certificated Personnel Salaries Supplemental 261,790

**Estimated Actual
Expenditures**

Partial Staff Cost: 5 full time general education teachers + benefits 1000-1999: Certificated Personnel Salaries Supplemental 261,790

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

Students to be Served

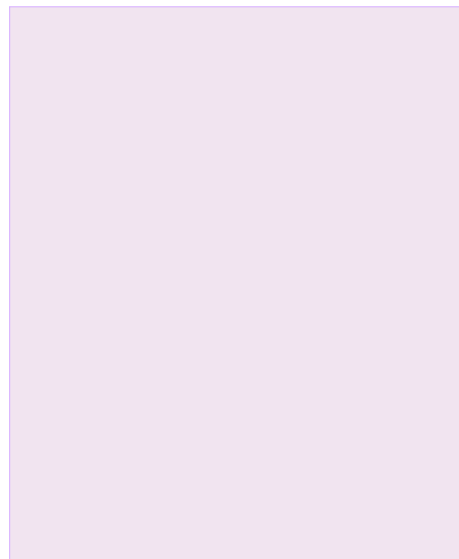
English Learners
Foster Youth
Low Income

Scope of Services

LEA-wide

Locations

All Schools



Action 6

**Planned
Actions/Services**

Students are all provided with prep materials and time one week prior. Students can receive feedback from teachers prior to presentation time to ensure quality and accuracy. Students have one week of class time to prepare using teacher made materials.

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

Students to be Served

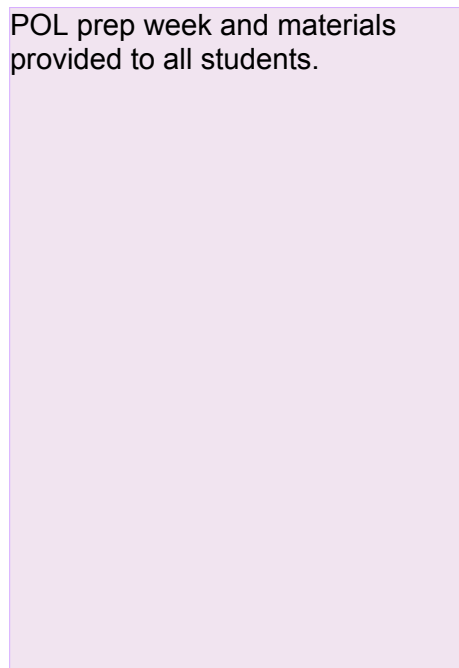
All

Location(s)

All Schools

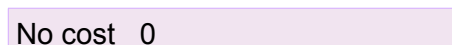
**Actual
Actions/Services**

POL prep week and materials provided to all students.



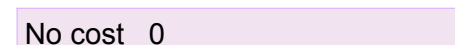
**Budgeted
Expenditures**

No cost 0



**Estimated Actual
Expenditures**

No cost 0



Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Offer college entrance exam preparatory courses (ELA and Math) to improve student performance and confidence.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s)</p>	<p>SAT and ACT Prep courses offered at highly discounted rates to students both during seminar and after school. Also offered during winter and summer break.</p>	<p>Consultant payment for ACT/SAT classes and materials. 5000-5999: Services and Other Operating Expenditures Title I 5500</p>	<p>Consultant payment for ACT/SAT classes and materials. 5000-5999: Services and Other Operating Expenditures Title I 5500</p>

Analysis

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

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

SAT and ACT Prep courses offered at highly discounted rates to students both during seminar and after school. Classes were also offered during winter and summer break. Students are provided multiple supports from counselors and the assistant principal with regard to attendance and behavior through structured processes, like SSTs, and structured systems of rewards and consequences. All DVD students have access to a variety of CTE courses and pathways - they have been prioritized in our course sequence.

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

Da Vinci Design was able to main an ADA above 95.5% (95% is the district goal). More students accessed the SAT/ACT courses this year and we hope to see that trend continue. Students are passing their POLs at high rates (90% or above), which is a testament to their preparation and engagement. Pathways have provided students with real-world project engagement and experiences, as well as paths toward college and career.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant material differences.

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 made to this goal at this time.

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 in Fall 2017 and Spring 2018. These surveys are part of Da Vinci's twice annual school surveys. The data from the survey informs the staff as they develop the LCAP.

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

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

At the School Site Council meeting in April 2018, we reviewed our progress on LCAP goals. Stakeholders heard about the data we had at that point in the year. They broke into groups by sections of interest (College/Career Readiness, Supports for Struggling Students, Engagement and School Culture) and provided feedback in the areas of: what is working, what needs improvement, and what suggestions do you have. Each group shared their responses. Some of the key pieces of feedback involved SAT/ACT score improvements and how to achieve this, math improvements and support, and suspension alternatives. We decided we would revisit at the next meeting along with updated LCAP goals. Minutes from SSC are available for public viewing.

At the School Site Council meeting on June 7, 2018, the annual update of the LCAP was reviewed with all stakeholders based on the information we had at the time. Minutes from SSC have been made available for public viewing.

At the School Site Council Meeting on February 8, 2018, the council reviewed student and parent survey data. The following topics were discussed: school lunch program - possible improvements, parent involvement and/or award ceremonies for achievement, the meaning and value of advisory, counselor accessibility and workshops. More details can be found in the minutes.

During the 2018-19 school year, the council reviewed and provided feedback on our WASC Self-Study report, our LCAP, and how they could become aligned. This was a continuous cycle. Parents and students participated on the WASC panels, providing additional feedback that we were able to work into plans. The following goals and ideas were presented through these formats: a reshaping of advisory and school culture, additional means of math support, parent involvement opportunities and workshops, other means of incorporating SAT/ACT prep within DVD, interventions and credit recovery.

Impact on LCAP and Annual Update

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

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

Staff, parent, and student survey feedback was incorporated into the LCAP through the inclusion of increased math academic coaches, SAT/ACT prep, and extra seminar support classes for struggling students.

The feedback generated from the April meeting with parents, teachers, and students included an agreement on the main goals and methods outlined in the LCAP. An increase in resources available for SAT and ACT prep was something all stakeholders desired, and was incorporated into the LCAP in an increase in spending in that area, as well as for restorative discipline practices and math supports.

The feedback generated at the February 2018 meeting with parents, staff and students allowed for advisory and counseling services to be added to the following year's LCAP. There is an action/service around creating age-appropriate lessons and structures for each grade-level in advisory, as well as building more community culture and feel. There is also a shift in counseling team structure this year, which can be seen in modified actions/services for future years. We also are revisiting survey questions for parent/student surveys and have noted that we'd like to continue to improve authentic opportunities for parent involvement (with the help of parents!).

After feedback received 2018-19 school year, we added the following to our LCAP and they are in alignment with our WASC goals: (1) More parent workshop opportunities at more optimal times (2) A fuller/more intensive Freshman Experience to ensure a solid transition into high school (3) Holistic, school-wide intervention system initiatives (4) Credit Recovery revamp and more resources for alternate/non-college bound paths.

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

DVD 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)

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. Hiring practices guide this process of eliminating teacher candidates that are not qualified. Internal and external professional development provides a structure for building capacity within our teaching staff. This goal is measured through CalPads, LACOE oversight and Williams Complaint Procedures.

Metric: An annual internal audit conducted by Da Vinci Schools will find 100% of teachers properly assigned

Need:
 A positive school climate is essential in creating conditions that promote student learning. School is temporarily leasing an older building from authorizing district that is in need of structural upgrades, pending the brand-new construction of a school facility due to open in Spring of 2017. Internal and external facilities inspections are conducted on a regular basis, overseen by the Director of Facilities.

Metric:
 An internal audit conducted by Da Vinci Schools will show that the school site is safe, clean, and well maintained

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Access to Instructional Materials	100% of students had access to instructional materials in print or electronic formats for the 2016-2017 school year.	Goal: Audit will find that 100% of students will have access to instructional materials in print or electronic formats. Outcome: 100% of students had access to instructional materials in print or electronic formats for the 2017-2018 school year. GOAL MET	Audit will find that 100% of students will have access to instructional materials in print or electronic formats. Outcome: 100% of students had access to instructional materials in print or electronic formats for the 2018-2019 school year. GOAL MET	Audit will find that 100% of students will have access to instructional materials in print or electronic formats.
Appropriate Teacher Assignment	96% of teachers were properly assigned in 2016-2017, 1 of 28 teachers was teaching outside of their area of expertise.	Goal: Audit will find that 100% of teachers are properly assigned. Outcome: 96% of teachers were properly assigned in 2017-2018, 1 of 27 teachers was teaching outside of their area of expertise. GOAL NOT MET	Audit will find that 100% of teachers are properly assigned. Outcome: 100% of teachers were properly assigned in 2018-2019 (0 teachers were teaching outside of their area of expertise). GOAL MET	Audit will find that 100% of teachers are properly assigned.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Facilities Inspection Student Survey Results Related to Safety	The school is safe, clean, and well maintained based on January 2017 campus inspection with a "Good" overall rating and 98% of students reporting feeling safe on campus, as well as outside of campus, in the Spring 2017 student survey.	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, clean, and well maintained based on January 2018 campus inspection with an "Exemplary" rating. 99% of students report feeling safe on campus, and 98% of students report feeling safe outside of campus on the Fall 2017 student survey. GOAL MET	Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained. Outcome: The school is safe, clean and well maintained per January 2019 facilities inspection overall rating of 'Exemplary.' Student surveys will be given in Spring 2019, results are TBD. GOAL MET	Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Students will be provided with appropriate course materials necessary to ensure access to the curriculum.

2018-19 Actions/Services

Students will be provided with appropriate course materials necessary to ensure access to the curriculum.

2019-20 Actions/Services

Students will be provided with appropriate course materials necessary to ensure access to the curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7000	7000	7000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures CPM curriculum: E-Book licenses and classroom text for math courses	5800: Professional/Consulting Services And Operating Expenditures CPM curriculum: E-Book licenses and classroom text for math courses	5800: Professional/Consulting Services and Operating Expenditures CPM curriculum: E-Book licenses and classroom text for math courses

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

Services for teachers to benefit all students:
Hiring credentialed teachers and properly placing them. Providing support to intern credential holders or those from out of state in obtaining proper credentials

2018-19 Actions/Services

Services for teachers to benefit all students:
Hiring credentialed teachers and properly placing them. Providing support to intern credential holders or those from out of state in obtaining proper credentials

2019-20 Actions/Services

Services for teachers to benefit all students:
Hiring credentialed teachers and properly placing them. Providing support to intern credential holders or those from out of state in obtaining proper credentials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Teacher recruitment via hiring symposiums; assistance for teachers in gaining preliminary and clear credentials, as well as transferring credential info from out of state	5800: Professional/Consulting Services and Operating Expenditures Teacher recruitment via hiring symposiums; assistance for teachers in gaining preliminary and clear credentials, as well as transferring credential info from out of state	5700-5799: Transfers Of Direct Costs Teacher recruitment via hiring symposiums; assistance for teachers in gaining preliminary and clear credentials, as well as transferring credential info from out of state

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Teachers who have not cleared their credential are provided a BTSA program in order to do so and Da Vinci covers partial costs.

2018-19 Actions/Services

Teachers who have not cleared their credential are provided a BTSA program in order to do so and Da Vinci covers partial costs.

2019-20 Actions/Services

Teachers who have not cleared their credential are provided a program in order to do so and Da Vinci covers partial costs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8000	8000	8000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures BTSA program partial cost coverage (\$2000 per participant)	5800: Professional/Consulting Services and Operating Expenditures BTSA program partial cost coverage (\$2000 per participant)	5800: Professional/Consulting Services and Operating Expenditures BTSA program partial cost coverage (\$2000 per participant)

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

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

Hiring classified custodial and maintenance staff and properly placed them to ensure well maintained school grounds

2018-19 Actions/Services

Hiring classified custodial and maintenance staff and properly placed them to ensure well maintained school grounds

2019-20 Actions/Services

Hiring classified custodial and maintenance staff and properly placed them to ensure well maintained school grounds

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Hiring expenses	5800: Professional/Consulting Services and Operating Expenditures Hiring expenses	5800: Professional/Consulting Services and Operating Expenditures Hiring expenses

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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 vertically plan curriculum with their department teams to ensure Common Core Standards are being met.

2018-19 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 vertically plan curriculum with their department teams to ensure Common Core Standards are being met.

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 vertically plan curriculum with their department teams to ensure Common Core Standards are being met.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	10,000	10,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services and Other Operating Expenditures Leadership, Teaching and Learning conferences (ASCD, CCSA, SXSW EDU, etc.) Math team to attend Math conferences such as NCTM and CPM. Science teachers may attend NSTA and CSTA.	5000-5999: Services and Other Operating Expenditures Leadership, Teaching and Learning conferences (ASCD, CCSA, SXSW EDU, etc.) Math team to attend Math conferences such as NCTM and CPM. Science teachers may attend NSTA and CSTA.	Leadership, Teaching and Learning conferences (HTH PBL Academy, CAEA, Restorative Justice, etc.). Math team to attend Math conferences such as NCTM and CPM. Science teachers may attend CSTA, as well as NGSS specific sessions.

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

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Need:

Design did not have reported Cohort Graduation Rates in 11-12, while the state average was 78.9. The Da Vinci Design grade 9-12 dropout rate for the class graduating in 2011-2012, as defined by the state of California and reported on Dataquest, was 1.0% compared to a state-wide average of 4.0%. As reported by the California Department of Education on DataQuest, the class of 2013 had a cohort graduation rate of 90.2% and a dropout rate of 5.3%. The class of 2014 had a cohort graduation rate of 95.8% and a dropout rate of 0%. Class of 2015 cohort graduation rate was 71.8 % (84/117), although 26 students took a 5th year of high school through the DVX program, all of whom successfully completed it and got their diploma. This would mean the 5-year cohort graduation rate for the class of 2015 was 94%.

Metric:

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

5-year cohort graduation rate is a better metric as many DVD students pursue the DVX program which provides a year of college classes under the high school umbrella through UCLA Extension, but the CDE does not include this yet in California Dashboard scores. DVD will petition this coming year.

Need:

As an independent charter school Da Vinci Design enrolls students from all over the South Bay and Los Angeles in general. Our incoming ninth grade classes often include students from more than 20 different middle schools. As such, it can be difficult to get appropriate student records in a timely manner, let alone maintain effective lines of communication with each school regarding every student. It is therefore important for DVD to quickly identify students who are at risk and create effective support plans to help meet their individualized needs. Da Vinci Design will identify all students who may be at risk for a variety of factors and develop appropriate support plans for them.

Metric:

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

Need:

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

Metric:

SBAC results, API Scores, CELDT/ELPAC scores

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Cohort Graduation Rate	Da Vinci Design students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th year early college program established in 2015. State reported graduation rates have been adjusted to account for DVX	Goal: An increase in the Cohort Graduation Rate to 87% Outcome: 2017 Cohort Graduation Rate (adjusted): 96%. GOAL MET	Adjusted Cohort Graduation Rate will be at least 90% 2018 Cohort Graduation Rate (adjusted): 96.8%. GOAL MET	Adjusted Cohort Graduation Rate will be at least 90%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>students continuing on for 5th year college studies on campus. As an example, 26 students (22.2% of the 2015 cohort) elected to enroll in DVX, which if added to our 71.8% graduation rate provides a corrected graduation rate of 94%.</p> <p>2015 Cohort Graduation Rate (adjusted): 94% 2016 Cohort Graduation Rate (adjusted): 94%</p>			
Average Daily Attendance Rate	2016-2017 ADA (as of 5/31/17): 95.38%	<p>Goal: Daily attendance will be at or above 96% Outcome: 2017-2018 ADA: 95.79% GOAL NOT MET</p>	<p>Daily attendance will be at or above 96% Outcome: 2018-2019 overall ADA is still in progress, however the 2018-2019 P2 ADA was 95.87% GOAL NOT MET</p>	<p>Daily attendance will be at or above 96%</p>
Cohort Dropout Rate	<p>2015 Cohort Drop-Out Rate: 0% 2016 Cohort Drop-Out Rate: 1.8%</p>	<p>Goal: The dropout rate will be less than 2.5% Outcome: 2017 Cohort Drop-Out Rate: 3% GOAL NOT MET</p>	<p>The dropout rate will be less than 3.5% Outcome: 2018 Cohort Drop-Out Rate: 1.6% (2 students) GOAL MET</p>	<p>The dropout rate will be less than 3.5%</p>
Academic Intervention Plan Implementation Rate	86% of students identified as at risk based on their academic, language,	Goal: 85% of students identified as at risk based on their academic, language,	90% of students identified as at risk based on their academic, language,	85% of students identified as at risk based on their academic, language,

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	health, or other needs had a support plan in place by mid-semester of their freshman year in 2016-2017.	health, or other needs have a support plan in place by mid-semester of their freshman year. Outcome: 90% of students identified as at risk based on their academic, language, health, or other needs had a support plan in place by mid-semester of their freshman year in 2017-2018. GOAL MET	health, or other needs have a support plan in place by mid-semester of their freshman year. Outcome: 90% of students identified as at risk based on their academic, language, health, or other needs had a support plan in place by mid-semester of their freshman year in 2018-2019. GOAL MET	health, or other needs have a support plan in place by mid-semester of their freshman year.
SBAC Result Achievement Gap Analysis for socioeconomically disadvantaged students, foster youth, and English Learners	<p>Baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) for socioeconomically disadvantaged students in 2015 were 1% in ELA and non-existent in Math (socioeconomically disadvantaged students out-performed their more advantaged peers by 1%). In 2016, the achievement gap for socioeconomically disadvantaged students increased to 8% in ELA, and 7% in Math.</p> <p>SBAC scores for English Learners were not reported by the state for Da Vinci Design due to</p>	<p>Goal: Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent.</p> <p>Outcome: In 2017, the achievement gap for socioeconomically disadvantaged students decreased to 1% in ELA (a 7% decrease from 2016), and decreased to 2% in Math (a 5% decrease from 2016). GOAL MET</p> <p>SBAC scores for English Learners were not reported by the state for Da Vinci Design due to a small population count (fewer than 10</p>	<p>Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent.</p> <p>Outcome: In 2018, the achievement gap for socioeconomically disadvantaged students increased to 7% in ELA (a 6% increase from 2017), and increased to 14% in Math (a 12% increase from 2017). GOAL NOT MET</p> <p>SBAC scores for English Learners were not reported by the state for Da Vinci Design due to a small population count (fewer than 10</p>	<p>Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>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 English Learners and their English Only peers in 2015 were 42% in ELA and non-existent in Math (English Learners outperformed their more advantaged peers by 11%). In 2016, the achievement gap for English Learners decreased to 27% in ELA, and increased to 14% in Math.</p>	<p>students). Based on internal data, in 2017, the achievement gap for our 3 English Learner students as compare to their English Only Peers increased to 50% in ELA, and increased to 34% in Math. GOAL NOT MET</p>	<p>students). Based on internal data, in 2018, the achievement gap for our 6 English Learner students as compare to their English Only Peers decreased to 45% in ELA, and decreased to 32% in Math. GOAL MET</p>	
CELDT/ELPAC Proficiency Rates	<p>English learners have shown steady progress over the last three years in meeting the CELDT criterion with an over 30% increase in proficiency in three years, moving from 56% in 2014-2015 to 87% in 2016-2017.</p>	<p>Goal: 65% of ELLs will grow one level according to their overall CELDT/ELPAC score. Outcome: Da Vinci Design English Learners took the new ELPAC summative assessment in Spring 2018, and 18/18 or 100% of students scored proficient, though no growth can be determined as this was</p>	<p>65% of ELLs will grow one level according to their overall CELDT/ELPAC score. Outcome: Spring 2019 ELPAC testing is still in progress, results are TBD. GOAL IN PROGRESS</p>	<p>65% of ELLs will grow one level according to their overall CELDT/ELPAC score.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		the first time the exam was administered. GOAL IN PROGRESS		

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 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Attendance will be tracked and students will be put on "attendance contracts" with assistant principal. Teacher attendance committee will also work alongside Assistant Principal to organize attendance

2018-19 Actions/Services

Attendance will be tracked and students will be put on "attendance contracts" with assistant principal. Teachers from each grade level will also work alongside Assistant Principal to organize attendance

2019-20 Actions/Services

Attendance will be tracked and students will be put on "attendance contracts" with assistant principal. Teachers from each grade level will also work alongside Assistant Principal to organize attendance

initiatives and engaging events on historically low attendance dates.

initiatives and engaging events on historically low attendance dates.

initiatives and engaging events on historically low attendance dates.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,923	5,923	5923
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Partial Staff Costs: Attendance clerk	2000-2999: Classified Personnel Salaries Partial Staff Costs: Attendance clerk	2000-2999: Classified Personnel Salaries Partial Staff Costs: Attendance clerk
Amount	10,043	10,043	10,043
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Partial Staff Costs: Assistant Principal	1000-1999: Certificated Personnel Salaries Partial Staff Costs: Assistant Principal	1000-1999: Certificated Personnel Salaries Partial Staff Costs: Assistant Principal

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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
Diagnostic tests in math and ELA will be given at the start of the year to identify present levels.	Diagnostic tests in math and ELA will be given at the start of the year to identify present levels.	Diagnostic tests in math and ELA will be given at the start of the year to identify present levels using the NWEA Map Growth system

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9516.00	9516.00	6500.00
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Seminar teaching assignments. Approximately \$1,250 per seminar per semester, 4 sections (one per grade level).	5800: Professional/Consulting Services and Operating Expenditures Seminar teaching assignments. Approximately \$1,250 per seminar per semester, 4 sections (one per grade level).	5800: Professional/Consulting Services and Operating Expenditures NWEA Map Growth Testing licenses.

Action 8

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

Students to be Served:

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

All

Location(s):

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

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

Students who are below skill level will be enrolled in an academic support seminar (English or math) or an academic intervention seminar. Diagnostics tests will be used to scaffold and differentiate instruction in the classroom to meet the needs of all learners.

2018-19 Actions/Services

Students who are below skill level will be enrolled in an academic support seminar (English or math) or an academic intervention seminar.

2019-20 Actions/Services

Students who are below skill level will be enrolled in an academic support seminar (English or math) or an academic intervention seminar.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5,000	5,000	9516.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books and Supplies Assessment tool costs	4000-4999: Books and Supplies Assessment tool costs	5000-5999: Services and Other Operating Expenditures Seminar teaching assignments. Approximately \$1,250 per seminar per semester, 4 sections (one per grade level).

Action 9

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

Students to be Served:

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

All

Location(s):

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

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

2017-18 Actions/Services

Academic coaches will be provided for classes that have many struggling students with needs for closing basic skills gaps in math, reading and literacy.

2018-19 Actions/Services**2019-20 Actions/Services****Budgeted Expenditures**

Year 2017-18

Amount 10,000

Source Base

Budget Reference 2000-2999: Classified Personnel Salaries
Academic coach pay

2018-19

2019-20

Action 10

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

Students to be Served:

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

All

Location(s):

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

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

Students work in teams on projects and participate in many school events where they can share their voice and learning. Provide students with choice in projects. Provide students with proper structures and processes so that teams can function effectively. Allow students to voice concern and have input on projects and curriculum. Students can start their own clubs to engage in areas they are passionate about. Students can choose their own seminar (elective) classes.

2018-19 Actions/Services**2019-20 Actions/Services****Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	4,758.00		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries Seminar teaching assignments. Approximately \$1,250 per seminar per semester.		

Action 11

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

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

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

Provide low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils students with proper structures and processes so that teams can function effectively. Students can choose their own seminar (elective) classes. Ensure that low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils are provided diagnostic tests in math and ELA at the start of the year to identify present levels. Students who are below skill level will be enrolled in an academic support seminar (English or

2018-19 Actions/Services

Ensure that low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils are provided diagnostic tests in math and ELA at the start of the year to identify present levels. Students who are below skill level will be enrolled in an academic support seminar (English or math) or an academic intervention seminar. Diagnostics tests will be used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students will be placed in grade level and skill appropriate courses to ensure readiness for

2019-20 Actions/Services

Ensure that low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils are provided diagnostic tests in math and ELA at the start of the year to identify present levels. Students who are below skill level will be enrolled in an academic support seminar (English or math) or an academic intervention seminar. Diagnostics tests will be used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students will be placed in grade level and skill appropriate courses to ensure readiness for

math) or an academic intervention seminar. Diagnostics tests will be used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students will be placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers will analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.

standardized testing. Teachers will analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.

standardized testing. Teachers will analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4758	4758	4758
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Seminar teaching assignments. Approximately \$1,250 per seminar per semester.	5800: Professional/Consulting Services and Operating Expenditures Seminar teaching assignments. Approximately \$1,250 per seminar per semester.	5800: Professional/Consulting Services and Operating Expenditures Seminar teaching assignments. Approximately \$1,250 per seminar per semester.
Amount	5000	5000	5000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books and Supplies Diagnostic tools and programs for seminar teacher use.	4000-4999: Books and Supplies Diagnostic tools and programs for seminar teacher use.	4000-4999: Books and Supplies Diagnostic tools and programs for seminar teacher use.

Action 12

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

Students to be Served:

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

[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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils students with more math support and structures. Math academic coaches will provide specific in-class supports to these students, as well as use small group instruction to benefit students and minimize achievement gaps in mathematics.

2018-19 Actions/Services

Provide low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils students with more math support and structures. Math academic coaches will provide specific in-class supports to these students, as well as use small group instruction to benefit students and minimize achievement gaps in mathematics.

2019-20 Actions/Services

Provide low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils students with more math support and structures. Math academic coaches will provide specific in-class supports to these students, as well as use small group instruction to benefit students and minimize achievement gaps in mathematics.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20000	20000	20000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Academic Coach Pay	2000-2999: Classified Personnel Salaries Academic Coach Pay	2000-2999: Classified Personnel Salaries Academic Coach Pay

Action 13

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners

Actions/Services

	New Action	Unchanged Action
	Resources for EL students will be provided to track their progress and aid in their language acquisition and fluency.	Resources for EL students will be provided to track their progress and aid in their language acquisition and fluency.

Budgeted Expenditures

Amount		1500	1500
Source		Title I	Title I
Budget Reference		4000-4999: Books and Supplies Online and tangible resources used for EL Support seminar and Reading Intervention Seminar.	4000-4999: Books and Supplies Online and tangible resources used for EL Support seminar and Reading Intervention Seminar.
Amount			9000
Source			Title I
Budget Reference			1000-1999: Certificated Personnel Salaries EL Coordinator and Support Seminar Teacher

Action 14

All

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

	New Action	Unchanged Action
	Support course support materials will be developed and implemented to support reading goals and literacy through the focus on an individual student's gaps in essential skills during the school year. Math support course support materials will be developed and implemented to support areas identified in cluster analysis and through the focus on an individual student's gaps in essential skills in math.	Support course support materials will be developed and implemented to support reading goals and literacy through the focus on an individual student's gaps in essential skills during the school year. Math support course support materials will be developed and implemented to support areas identified in cluster analysis and through the focus on an individual student's gaps in essential skills in math.

Budgeted Expenditures

Amount		27,000	27,000
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Support course stipends for teachers instructing an additional section.	1000-1999: Certificated Personnel Salaries Support course stipends for teachers instructing an additional section.
Amount		6000	6000
Source		Title I	Title I
Budget Reference		3000-3999: Employee Benefits Fringe benefits for support course teachers	3000-3999: Employee Benefits Fringe benefits for support course teachers

Action 15**OR****Actions/Services**

	New Action	Unchanged Action
--	------------	------------------

	Summer School Courses for credit recovery will be offered to support students in closing skill gaps in the areas of math, science, ELA and history and recover course credit.	Summer School Courses for credit recovery will be offered to support students in closing skill gaps in the areas of math, science, ELA and history and recover course credit.
--	---	---

Budgeted Expenditures

Amount		27,000	27000
Source		Title I	Title I
Budget Reference		1000-1999: Certificated Personnel Salaries Summer school pay for teachers (fringe included)	1000-1999: Certificated Personnel Salaries Summer school pay for teachers (fringe included)

Action 16

OR

Actions/Services

	New Action	Unchanged Action
	Student Success coaches will work with grade level cohorts in classrooms to address specific academic gaps for targeted students.	Student Success coaches will work with grade level cohorts in classrooms to address specific academic gaps for targeted students.

Budgeted Expenditures

Amount		9000	9000
Source		Title I	Title I
Budget Reference		2000-2999: Classified Personnel Salaries Hourly employee payment for math class student success coaches.	2000-2999: Classified Personnel Salaries Hourly employee payment for math class student success coaches.

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 3

DVD 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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

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

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

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

Metric:

Annual student survey question, “My relationships with teachers overall”, those respondents choosing ‘good’, ‘very good’, or ‘excellent’.

Need:

Student engagement and discipline is an important aspect of the success of Da Vinci Design. While our current rates for suspension are low, the staff and students of Da Vinci recognize the importance of continuing to foster a positive climate and environment that will build on the success the school has had in this area.

Metric:

The school’s suspension rate, as reported to and by the California Department of Education for Da Vinci Design High School.

Need:

We believe that while suspension and expulsion rates are important indicators of school climate, more subtle indicators help a school and staff proactively determine if a school’s climate is positive. Our school student survey has a number of such indicators, including a questions that asks students to, “rate Da Vinci in the following areas related to School Culture: The degree to which the school creates a compassionate and caring learning community” and “How well the school creates an environment of high integrity, respect, and trust”.

Metric:

Annual student survey questions, “The degree to which the school creates a compassionate and caring learning community”, and “How well the school creates an environment of high integrity, respect, and trust”, those respondents choosing ‘good’, ‘very good’, or ‘excellent’.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Attendance at Student Events	Parent attendance at student events: 95% of families attending a student led conference in Spring 2017.	Goal: The number of parents attending student events will increase from 60% to 70% as measured by sign in logs and teacher feedback. Outcome: Parent attendance at student events for 2017-2018 was 97%. GOAL MET	The number of parents attending student events will increase from 60% to 70% as measured by sign in logs and teacher feedback. Outcome: Parent attendance at student events for 2018-2019 was 92%.	The number of parents attending student events will increase from 60% to 70% as measured by sign in logs and teacher feedback.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Participation in Committees and Meetings	Parent participation in committees and meetings: 3 of 4 parents on the School Site Council attended 100% of meetings in 2016-17.	Goal: Increase by 5% the parent participation in committees and meetings. Outcome: Parent participation in committees and meetings remained consistent at 3-4 parents per meeting in 2017-2018. GOAL MET	Increase by 5% the parent participation in committees and meetings. Outcome: Parent participation in committees and meetings was 3 parents per meeting in 2018-2019. GOAL MET	Increase by 5% the parent participation in committees and meetings.
Parent Survey Participation Rates	Parent Survey participation rates (based on enrollment for Fall and Spring surveys) increased 16% from 61% in 2015-2016 to 78% in 2016-2017.	Goal: The number of parents completing twice-annual parent survey will increase by 5% Outcome: Parent Survey participation rates (based on enrollment for Fall and Spring surveys) increased 4% from 78% in 2016-2017 to 82% in 2017-2018. GOAL NOT MET	The number of parents completing twice-annual parent survey will increase by 5% Outcome: Parent Survey participation rates (based on Spring survey participation) decreased 7% from 82% in 2017-2018 to 75% in 2018-2019. GOAL NOT MET	The number of parents completing twice-annual parent survey will increase by 3%
Suspension Rates	2014-2015 suspensions: 10 (1.8% rate per CDE) 2015-2016 suspensions: 12 2016-2017 suspensions: 4	Goal: Less than 15 suspensions Outcome: 2017-2018 suspensions: 21. GOAL NOT MET	Less than 15 suspensions Outcome: 18 suspensions. GOAL NOT MET (but less than 2017-18)	Less than 15 suspensions

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Student Survey Responses	On the annual student survey question, "My relationships with teachers overall", 91% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey. 91% responded positively to the same question on the Spring 2017 survey (maintained %).	Goal: On the annual student survey question, "My relationships with teachers overall," more than 85% of respondents choose 'good,' 'very good,' or 'excellent.' Outcome: On the annual student survey question, "My relationships with teachers overall", 86% of students choose 'good', 'very good', or 'excellent' in the Fall 2017 survey. GOAL MET	On the annual student survey question, "My relationships with teachers overall," more than 85% of respondents choose 'good,' 'very good,' or 'excellent.' Outcome: 90% of respondents choose 'good,' 'very good,' or 'excellent.'GOAL MET	On the annual student survey question, "My relationships with teachers overall," more than 85% of respondents choose 'good,' 'very good,' or 'excellent.'
Annual Student Survey Responses	On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," 88% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey. 91% responded positively to the same question on the Spring 2017 survey (3% increase).	Goal: More than 80% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community." Outcome: On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," 89% of students choose 'good', 'very good', or 'excellent'	More than 80% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community." Outcome: 90% of respondents choose 'good,' 'very good,' or 'excellent' GOAL MET	More than 80% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		in the Fall 2017 survey. GOAL MET		
Annual Student Survey Responses	On the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust," 84% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey. 88% responded positively to the same question on the Spring 2017 survey (3% increase).	Goal: More than 80% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust." Outcome: On the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust," 86% of students choose 'good', 'very good', or 'excellent' in the Fall 2017 survey. GOAL MET	More than 80% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust." Outcome: 84% of respondents choose 'good,' 'very good,' or 'excellent'. GOAL MET	More than 80% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."

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

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

Families are provided with a calendar of events at the start of the school year via mail; it will also be posted on the school website

2018-19 Actions/Services

Families are provided with a calendar of events at the start of the school year via mail; it will also be posted on the school website. The DVD blog also provides information regarding parent involvement opportunities, college counseling meetings and other parent-centric events.

2019-20 Actions/Services

Families are provided with a calendar of events at the start of the school year via mail; it will also be posted on the school website. The DVD blog also provides information regarding parent involvement opportunities, college counseling meetings and other parent-centric events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	3500	3500
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Hiring expenses	2000-2999: Classified Personnel Salaries Partial cost of Front office staff doing parent interaction and communication	2000-2999: Classified Personnel Salaries Partial cost of Front office staff doing parent interaction and communication

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Families take bi-annual survey at the same time as Student Led Conferences for easy access and convenience

2018-19 Actions/Services

Families take bi-annual survey at the same time as Student Led Conferences for easy access and convenience. Data is used to reflect and improve school programs.

2019-20 Actions/Services

Families take bi-annual survey at the same time as Student Led Conferences for easy access and convenience. Data is used to reflect and improve school programs.

Budgeted Expenditures

Year 2017-18

Budget

Reference

No cost

2018-19

No cost

2019-20

No cost

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

Families that subscribe to the blog will receive updates regularly regarding schedules, events, volunteer opportunities

2018-19 Actions/Services**2019-20 Actions/Services****Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	3500		
Source	Base		
Budget Reference	2000-2999: Classified Personnel Salaries Partial cost of Front office staff doing parent interaction and communication		

Action 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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Families can sign up for specific interests in terms of school involvement. Groups will be formed and will be contacted as projects or opportunities in that area arise, or they can create opportunities and events as they see fit.

2018-19 Actions/Services**2019-20 Actions/Services****Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1000		
Source	Base		
Budget Reference	4000-4999: Books and Supplies Funds for supplies and event prep		

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000	2000	2000
Source	Base	Base	Base
Budget Reference	4000-4999: Books and Supplies Advisory PD and Materials cost	4000-4999: Books and Supplies Advisory PD and Materials cost	4000-4999: Books and Supplies Advisory PD and Materials Cost

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Advisory plan.
Creation of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success.
Advisories will be grade-level based to cover topics relevant to the respective age group and grade.

2018-19 Actions/Services

Advisory plan. Creation of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success.
Advisories will be grade-level based to cover topics relevant to the respective age group and grade.

2019-20 Actions/Services

Advisory plan. Creation of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success.
Advisories will be grade-level based to cover topics relevant to the respective age group and grade.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000	2000	2000
Source	Base	Base	Base
Budget Reference	4000-4999: Books and Supplies Advisory PD and Materials cost	4000-4999: Books and Supplies Advisory PD and Materials cost	4000-4999: Books and Supplies Advisory PD and Materials Cost

Action 7

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

Students to be Served:

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

[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

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

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

2018-19 Actions/Services

Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils. Counselors will lead Student Support Team meetings, follow up on student success plans, and in general support students.

2019-20 Actions/Services

Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils. Counselors will lead Student Support Team meetings, follow up on student success plans, and in general support students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	67,831.52	90000	90000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial staff cost; 2 college counselors	1000-1999: Certificated Personnel Salaries Partial staff cost; 3 counselors	1000-1999: Certificated Personnel Salaries Partial staff cost; 3 counselors

Action 8

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal

2018-19 Actions/Services

To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal

2019-20 Actions/Services

To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal

will provide support in a variety of ways, including meeting with students and parents r.e. academics, attendance, and discipline issues.
Counselors will lead Student Support Team meetings, follow up on student success plans, and in general support students.

will provide support in a variety of ways, including meeting with students and parents r.e. academics, attendance, and discipline issues.
Counselors will lead Student Support Team meetings, follow up on student success plans, and in general support students.

will provide support in a variety of ways, including meeting with students and parents r.e. academics, attendance, and discipline issues.
Counselors will lead Student Support Team meetings, follow up on student success plans, and in general support students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	40,614.96	40,614.96	40,614.96
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial staff cost; Assistant Principal	1000-1999: Certificated Personnel Salaries Partial staff cost; Assistant Principal	1000-1999: Certificated Personnel Salaries Partial staff cost; Assistant Principal

Action 9

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

Students to be Served:

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

[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

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

Ensure that low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils have access to PPS counselor to build positive behavior plans. Offer SST meetings for students who are struggling behaviorally or academically Implement positive behavior plans Enroll students in the intervention seminar (if struggling in academics)

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	11,651.52		
Source	Supplemental		
Budget Reference	1000-1999: Certificated Personnel Salaries Partial staff cost; Socioemotional Counselor		

Action 10

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

Students to be Served:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

Students work in teams on projects and participate in many school events where they can share their voice and learning. Provide students with choice in projects Provide students with proper structures and processes so that teams can function effectively Allow students to voice concern and have input on projects and curriculum Students can start their own clubs to engage in areas they are passionate about Students can choose their own seminar (elective) classes.

2018-19 Actions/Services

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,758		
Source	Base		
Budget Reference	1000-1999: Certificated Personnel Salaries Seminar teaching assignments. Approximately \$1,250 per seminar per semester		

Action 11

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

Students to be Served:

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

Location(s):

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

[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)

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)

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

Provide low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils students with proper structures and processes so that teams can function effectively. Students can choose their own seminar (elective) classes. Ensure that low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils are provided diagnostic tests in math and ELA at the start of the year to identify present levels. Students who are below skill level will be enrolled in an academic support seminar (English or math) or an academic intervention seminar. Diagnostics tests will be used to scaffold and differentiate instruction in the classroom to meet the

2018-19 Actions/Services

Provide low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils students with proper structures and interventions, including support seminars and credit recovery classes, to ensure progress toward graduation and acquisition of necessary post-high school skills and knowledge.

2019-20 Actions/Services

Provide low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils students with proper structures and interventions, including support seminars and credit recovery classes, to ensure progress toward graduation and acquisition of necessary post-high school skills and knowledge.

needs of all learners. Students will be placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers will analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	15,242.00	15,242	15242
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Seminar teaching assignments. Approximately \$1,250 per seminar per semester	1000-1999: Certificated Personnel Salaries Seminar teaching assignments. Approximately \$1,250 per seminar per semester	1000-1999: Certificated Personnel Salaries Seminar teaching assignments. Approximately \$1,250 per seminar per semester

Action 12

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

Students to be Served:

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

[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)

Actions/Services

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

New Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

To ensure the academic and socioemotional success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, counselors and other key staff members will attend a Restorative Practices conference and provide PD to staff.

2018-19 Actions/Services

To ensure the academic and socioemotional success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, counselors and other key staff members will attend a Restorative Practices conference and provide PD to staff.

2019-20 Actions/Services

To ensure the academic and socioemotional success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, counselors and other key staff members will attend a Restorative Practices conference and provide PD to staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000	10000	10000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5000-5999: Services and Other Operating Expenditures Conference cost for attendees	5000-5999: Services and Other Operating Expenditures Conference cost for attendees	5000-5999: Services and Other Operating Expenditures Conference cost for attendees

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

DVD graduates will demonstrate college & career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 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:

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

Metric:

College course completion rate, SBAC results, A-G and Design pathway course completion.

Need:

A core competency of students at Da Vinci is explaining their own learning twice a year in high stakes "Presentations of Learning". In these forums, students come before a panel of teachers and in front of their peers review key learning objectives from their classes as well as reflect on how they have used their 'Habits of Mind' and '21st Century Skills' throughout the semester. Students field questions

from their teachers on what they have learned as well as how they have grown. Properly preparing for these presentations helps students develop skills demonstrated to be in high demand by businesses in the 21st century, as well reinforces their own learning.

Metric:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College Course Pass Rate	71% of the class of 2016 took at least one college course prior to graduation.	Goal: 70% of seniors will have passed at least one college course. Outcome: 88% of the class of 2017 took at least one college course prior to graduation. GOAL MET	70% of seniors will have passed at least one college course. Outcome: 88% of the class of 2018 took at least one college course prior to graduation. NOT MET	60% of seniors will have passed at least one college course.
A-G Eligibility Rate	100% of graduates from the class of 2016 were A-G eligible.	Goal: 93% of seniors will graduate meeting all A-G requirements. Outcome: 97.3% of graduates from the class of 2017 were A-G eligible. GOAL MET	93% of seniors will graduate meeting all A-G requirements. Outcome: 96.5% of graduates from the class of 2019 were A-G eligible. GOAL MET	93% of seniors will graduate meeting all A-G requirements.
ELA SBAC Proficiency Rate	29% of juniors scored 'College Ready' on the 2016 ELA EPT (5% decrease from 2015), and 69% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (12% decrease from 2015).	Goal: 45% of juniors will score 'college ready' on the ELA EAP test. Outcome: 41% of juniors scored 'College Ready' on the 2017 ELA EPT (12% increase from 2016), and 80% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (11%	50% of juniors will score 'college ready' on the ELA EAP test. Outcome: 37% of juniors scored 'College Ready' on the 2019 ELA SBAC (4% increase from 2018), and 77% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (1%	75% of juniors will score a "4" or "3" on the ELA SBAC.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		increase from 2016). GOAL NOT MET	increase from 2018). GOAL NOT MET	
Math SBAC Proficiency Rate	5% of juniors scored 'College Ready' on the 2016 Math EPT (2% increase from 2015), and 15% of juniors scored 'College Ready' or 'Conditionally Ready' in Math (3% increase from 2015).	Goal: 25% of juniors will score "college ready" or "college ready conditional" on the Math EAP test. Outcome: 9% of juniors scored 'College Ready' on the 2016 Math EPT (4% increase from 2016), and 32% of juniors scored 'College Ready' or 'Conditionally Ready' in Math (16% increase from 2016). GOAL MET	30% of juniors will score "college ready" or "college ready conditional" on the Math EAP test. Outcome: 7% of juniors scored a 4, 'College Ready' on the 2019 Math SBAC (1% increase from 2018), and 39% of juniors scored 'College Ready' or 'Conditionally Ready' in Math (13% increase from 2018). GOAL MET	35% of juniors will score "college ready" or "college ready conditional" on the Math EAP test.
Design Pathway Course Completion Rate	91% of 2016-2017 10th graders have completed two specific Design Pathway courses.	Goal: 88% of juniors will have completed at least two Design Pathway courses. Outcome: 92% of 2017-2018 11th graders have completed two specific Design Pathway courses. GOAL MET	88% of seniors will have completed at least two Design CTE Pathway courses. Outcome: 88% of 11th graders have already completed two specific Design Pathway courses. GOAL MET	88% of seniors will have completed at least two Design CTE Pathway courses.
Presentation of Learning Pass Rate	2016-2017 Presentation of Learning pass rate: 93%	Goal: 63% of students will pass their end of year 'Presentation of Learning' on their first attempt. Outcome: 2017-2018 Presentation of Learning	63% of students will pass their end of year 'Presentation of Learning' on their first attempt. Outcome: 2018-2019 Semester 1	63% of students will pass their end of year 'Presentation of Learning' on their first attempt.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		pass rate: 93%. GOAL MET	Presentation of Learning pass rate: 90%. 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

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

Teachers and counselors will analyze SAT scores for students who took the prep classes and measure growth, trends, etc. Counselors will have access to all data in Naviance and students have access to test prep. Seniors participate in senior

2018-19 Actions/Services

Teachers and counselors will analyze SAT scores for students who took the prep classes and measure growth, trends, etc. Counselors will have access to all data in Naviance and students have access to test prep. Seniors participate in senior

2019-20 Actions/Services

Teachers and counselors will analyze SAT scores for students who took the prep classes and measure growth, trends, etc. Counselors will have access to all data in Naviance and students have access to test prep. Seniors participate in senior

projects at the culmination of their high school career where real world skills are needed to be successful; goal is to leave a “legacy” – a project that will last beyond their time here.

projects at the culmination of their high school career where real world skills are needed to be successful; goal is to leave a “legacy” – a project that will last beyond their time here.

projects at the culmination of their high school career where real world skills are needed to be successful; goal is to leave a “legacy” – a project that will last beyond their time here.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7500	7500	7500
Source	Base	Base	Base
Budget Reference	5000-5999: Services and Other Operating Expenditures Naviance Cost	5000-5999: Services and Other Operating Expenditures Naviance Cost	5000-5999: Services and Other Operating Expenditures Naviance Cost

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

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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial Staff Cost; 2 college counselors and 1 socioemotional counselor (already accounted for in Goal 3)	1000-1999: Certificated Personnel Salaries Partial Staff Cost; 2 college counselors and 1 socioemotional counselor (already accounted for in Goal 3)	1000-1999: Certificated Personnel Salaries Partial Staff Cost; 2 college counselors and 1 socioemotional counselor (already accounted for in Goal 3)

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)

[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

Modified Action
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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial Staff Cost; Assistant Principal (already seen/accounted for in Goal 3)	1000-1999: Certificated Personnel Salaries Partial Staff Cost; Assistant Principal (already seen/accounted for in Goal 3)	1000-1999: Certificated Personnel Salaries Partial Staff Cost; Assistant Principal (already seen/accounted for in Goal 3)

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)

[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

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

Provide low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils students with proper structures and processes so that teams can function effectively. Students can choose their own seminar (elective) classes. Ensure that low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils are provided diagnostic tests in math and ELA at the start of the year to identify present levels. Students who are below skill level will be enrolled in an academic support seminar (English or math) or an academic intervention seminar. Diagnostics tests will be used to

2018-19 Actions/Services**2019-20 Actions/Services**

scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students will be placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers will analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0		
Source	Supplemental		
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Seminar teaching assignments. Approximately \$1,250 per seminar per semester. (already seen/reflected in goal 3)		

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)

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

Unchanged Action

Unchanged Action

2017-18 Actions/Services

Each grade level team has 6 teachers 1 per content area, so that each teacher teaches students from only one grade level and teams of 6 teachers have greater ability to identify and support struggling students. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This means that teachers have more prep time during the week and there is a lower school-wide student:teacher ratio (about 20:1) as teachers have 4 sections instead of a traditional 5 sections.

2018-19 Actions/Services

Each grade level team has 6 teachers 1 per content area, so that each teacher teaches students from only one grade level and teams of 6 teachers have greater ability to identify and support struggling students. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This means that teachers have more prep time during the week and there is a lower school-wide student:teacher ratio (about 20:1) as teachers have 4 sections instead of a traditional 5 sections.

2019-20 Actions/Services

Each grade level team has 6 teachers 1 per content area, so that each teacher teaches students from only one grade level and teams of 6 teachers have greater ability to identify and support struggling students. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This means that teachers have more prep time during the week and there is a lower school-wide student:teacher ratio (about 20:1) as teachers have 4 sections instead of a traditional 5 sections.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	271,755	261,790	261,790
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial Staff Cost: 5 full time general education teachers + benefits	1000-1999: Certificated Personnel Salaries Partial Staff Cost: 5 full time general education teachers + benefits	1000-1999: Certificated Personnel Salaries Partial Staff Cost: 5 full time general education teachers + benefits

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Students are all provided with prep materials and time one week prior. Students can receive feedback from teachers prior to presentation time to ensure quality and accuracy. Students have one week of class time to prepare using teacher made materials.

2018-19 Actions/Services

Students are all provided with prep materials and time one week prior. Students can receive feedback from teachers prior to presentation time to ensure quality and accuracy. Students have one week of class time to prepare using teacher made materials.

2019-20 Actions/Services

Students are all provided with prep materials and time one week prior. Students can receive feedback from teachers prior to presentation time to ensure quality and accuracy. Students have one week of class time to prepare using teacher made materials.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Budget Reference	No cost	No cost	No cost

Action 7

All

OR

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

New Action

Unchanged Action

Offer college entrance exam preparatory courses (ELA and Math) to improve student performance and confidence.

Offer college entrance exam preparatory courses (ELA and Math) to improve student performance and confidence.

Budgeted Expenditures

Amount	5500	5500
Source	Title I	Title I
Budget Reference	5000-5999: Services and Other Operating Expenditures Consultant payment for ACT/SAT classes and materials.	5000-5999: Services and Other Operating Expenditures Consultant payment for ACT/SAT classes and materials.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$418426

Percentage to Increase or Improve Services

4.71%

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

\$447,405

Percentage to Increase or Improve Services

6.36%

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

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

Da Vinci Design had 23 EL students, 253 low-income students, and no foster, homeless, or migrant youth in the 2017-18 school year. The school's 2017-18 enrollment was 600 of which 271 or 45.2% are considered eligible to qualify the school to receive Supplemental funding. These students are referred to as "unduplicated" Free Reduced Price Meal/ English Learners/ Foster Youth for purposes of Local Control Funding Formula (LCFF). For purposes of the LCAP, we refer to the "unduplicated" students as "targeted". Total funding for the targeted pupils in 2017-18 is projected to be approximately \$447,405, and the proportionality percentage is 6.36%. 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 45.2%, the Da Vinci Design exceeds the 40% threshold that allows for a school-wide approach. All actions and services provided using Supplemental funding is principally directed towards targeted students and is effective in meeting their needs..These actions were created to primarily serve the needs of low-income students, foster youth and English Language Learners. Some of our services to targeted students are provided on a school-wide basis. LCAP goals will be best met and targeted students will be best served where programs are able to be organized without segregation of services to specific populations. In a school-wide approach, all students are served and no student populations are singled out based on their "unduplicated" status. Given the truly diverse nature of student demographics at Da Vinci Design, a school-wide approach is being undertaken. The additional targeted services are provided to students in the targeted group. Specific courses have been designed for EL students as well as academically struggling at-risk students during non-core time in an effort to support these students in passing their core classes. These classes incorporate many Tier II and III RTI (response to intervention) proven strategies, such as small-group or individualized instruction, isolation of skills they are struggling with, etc. in addition to implementation of more traditional Tier I strategies such as providing feedback, use of graphic organizers, and structured note taking. There has also been a targeted effort by the assistant principal and counselors to support these students in struggles with attendance and discipline. The low ratio of student:college counselors is part of the school design (based on studies and research at the conception of the counseling program 5 years ago) and allows the school provide individualized counseling to targeted students and their families so that their specific needs are met and questions are answered through the college application process. First generation families who have not experienced the college application themselves often need much support and guidance in the process. Lastly, the low student to teacher ratio, which requires the hiring of up to 6 additional teachers than a school of our size would, is beneficial to our at-risk, EL and low income students. Because the student:teacher ratio is less than 20:1, each student has the team grade-level team of teachers, which allows for more authentic identification of struggles and subsequent support for at-risk students who may typically "fall through the cracks" in schools with higher student:teacher ratios.

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

In the 2017-18 fiscal year the District will provide an additional \$12,777 in Supplemental funding for the targeted students. In total, the District will allocate 6.36% in increased services for the targeted students. The Supplemental funding will provide an increase in both quantity and quality of services, which include the following services and programs:

- Small class sizes
- Counseling services for at risk student identification
- Counseling services for small group support to support student success
- Seminars to support academic and socio-emotional success
- Low student to staff ratio to identify and support struggling students early on
- Interventions by assistant principal and grade-level teachers for attendance and behavior

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$434,629	2.55%

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

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

Da Vinci Design had 23 EL students, 262 low-income students, and one foster youth in the 2016-17 school year. The school's 2016-17 enrollment was 588 of which 273 or 46.4% are considered eligible to qualify the school to receive Supplemental funding. These students are referred to as "unduplicated" Free Reduced Price Meal/ English Learners/ Foster Youth for purposes of Local Control Funding Formula (LCFF). For purposes of the LCAP, we refer to the "unduplicated" students as "targeted". Total funding for the targeted pupils in 2016-17 is projected to be approximately \$434,629, and the proportionality percentage is 2.55%. 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 46.4%, the Da Vinci Design exceeds the 40% threshold that allows for a school-wide approach. All actions and services provided using Supplemental funding is principally directed towards targeted students and is effective in meeting their needs..These actions were created to primarily serve the needs of low-income students, foster youth and English Language Learners. Some of our services to targeted

students are provided on a school-wide basis. LCAP goals will be best met and targeted students will be best served where programs are able to be organized without segregation of services to specific populations. In a school-wide approach, all students are served and no student populations are singled out based on their "unduplicated" status. Given the truly diverse nature of student demographics at Da Vinci Design, a school-wide approach is being undertaken. The additional targeted services are provided to students in the targeted group. Specific courses have been designed for EL students as well as academically struggling at-risk students during non-core time in an effort to support these students in passing their core classes. These classes incorporate many Tier II and III RTI (response to intervention) proven strategies, such as small-group or individualized instruction, isolation of skills they are struggling with, etc. in addition to implementation of more traditional Tier I strategies such as providing feedback, use of graphic organizers, and structured note taking. There has also been a targeted effort by the assistant principal and counselors to support these students in struggles with attendance and discipline. The low ratio of student:college counselors is part of the school design (based on studies and research at the conception of the counseling program 5 years ago) and allows the school provide individualized counseling to targeted students and their families so that their specific needs are met and questions are answered through the college application process. First generation families who have not experienced the college application themselves often need much support and guidance in the process. Lastly, the low student to teacher ratio, which requires the hiring of up to 6 additional teachers than a school of our size would, is beneficial to our at-risk, EL and low income students. Because the student:teacher ratio is less than 20:1, each student has the team grade-level team of teachers, which allows for more authentic identification of struggles and subsequent support for at-risk students who may typically "fall through the cracks" in schools with higher student:teacher ratios.

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

In the 2017-18 fiscal year the District will provide an additional \$14,713 in Supplemental funding for the targeted students. In total, the District will allocate 3.50% in increased services for the targeted students. The Supplemental funding will provide an increase in both quantity and quality of services, which include the following services and programs:

- Small class sizes
- Counseling services for at risk student identification
- Counseling services for small group support to support student success
- Seminars to support academic and socio-emotional success
- Low student to staff ratio to identify and support struggling students early on
- Interventions by assistant principal and grade-level teachers for attendance and behavior

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the 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.
 - 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	594,886.96	577,313.96	539,351.00	606,886.96	605,386.96	1,751,624.92
	0.00	0.00	0.00	0.00	0.00	0.00
Base	71,482.00	63,909.00	92,498.00	83,482.00	72,982.00	248,962.00
Supplemental	447,404.96	437,404.96	446,853.00	447,404.96	447,404.96	1,341,662.92
Title I	76,000.00	76,000.00	0.00	76,000.00	85,000.00	161,000.00

* 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	594,886.96	577,313.96	539,351.00	606,886.96	605,386.96	1,751,624.92
	0.00	0.00	0.00	0.00	10,000.00	10,000.00
1000-1999: Certificated Personnel Salaries	471,689.96	471,689.96	426,654.00	471,689.96	480,689.96	1,379,033.92
2000-2999: Classified Personnel Salaries	38,423.00	33,092.00	39,423.00	48,423.00	38,423.00	126,269.00
3000-3999: Employee Benefits	6,000.00	6,000.00	0.00	6,000.00	6,000.00	12,000.00
4000-4999: Books and Supplies	15,500.00	10,879.00	15,000.00	17,500.00	10,500.00	43,000.00
5000-5999: Services and Other Operating Expenditures	33,000.00	23,000.00	27,500.00	33,000.00	32,516.00	93,016.00
5700-5799: Transfers Of Direct Costs	0.00	0.00	0.00	0.00	500.00	500.00
5800: Professional/Consulting Services and Operating Expenditures	30,274.00	32,653.00	30,774.00	30,274.00	26,758.00	87,806.00

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

Total Expenditures by Object Type and Funding Source							
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
All Expenditure Types	All Funding Sources	594,886.96	577,313.96	539,351.00	606,886.96	605,386.96	1,751,624.92
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	0.00	0.00	10,000.00	10,000.00
1000-1999: Certificated Personnel Salaries	Base	10,043.00	10,043.00	19,559.00	10,043.00	10,043.00	39,645.00
1000-1999: Certificated Personnel Salaries	Supplemental	407,646.96	407,646.96	407,095.00	407,646.96	407,646.96	1,222,388.92
1000-1999: Certificated Personnel Salaries	Title I	54,000.00	54,000.00	0.00	54,000.00	63,000.00	117,000.00
2000-2999: Classified Personnel Salaries	Base	9,423.00	4,092.00	19,423.00	19,423.00	9,423.00	48,269.00
2000-2999: Classified Personnel Salaries	Supplemental	20,000.00	20,000.00	20,000.00	20,000.00	20,000.00	60,000.00
2000-2999: Classified Personnel Salaries	Title I	9,000.00	9,000.00	0.00	9,000.00	9,000.00	18,000.00
3000-3999: Employee Benefits	Title I	6,000.00	6,000.00	0.00	6,000.00	6,000.00	12,000.00
4000-4999: Books and Supplies	Base	9,000.00	4,379.00	10,000.00	11,000.00	4,000.00	25,000.00
4000-4999: Books and Supplies	Supplemental	5,000.00	5,000.00	5,000.00	5,000.00	5,000.00	15,000.00
4000-4999: Books and Supplies	Title I	1,500.00	1,500.00	0.00	1,500.00	1,500.00	3,000.00
5000-5999: Services and Other Operating Expenditures	Base	17,500.00	17,500.00	17,500.00	17,500.00	17,016.00	52,016.00
5000-5999: Services and Other Operating Expenditures	Supplemental	10,000.00	0.00	10,000.00	10,000.00	10,000.00	30,000.00
5000-5999: Services and Other Operating Expenditures	Title I	5,500.00	5,500.00	0.00	5,500.00	5,500.00	11,000.00
5700-5799: Transfers Of Direct Costs	Base	0.00	0.00	0.00	0.00	500.00	500.00
5800: Professional/Consulting Services and Operating Expenditures	Base	25,516.00	27,895.00	26,016.00	25,516.00	22,000.00	73,532.00

Total Expenditures by Object Type and Funding Source							
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
5800: Professional/Consulting Services and Operating Expenditures	Supplemental	4,758.00	4,758.00	4,758.00	4,758.00	4,758.00	14,274.00

* 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	26,000.00	26,000.00	26,000.00	26,000.00	26,000.00	78,000.00
Goal 2	130,740.00	125,167.00	74,998.00	130,740.00	141,240.00	346,978.00
Goal 3	163,356.96	151,356.96	159,098.00	163,356.96	163,356.96	485,811.92
Goal 4	274,790.00	274,790.00	279,255.00	274,790.00	274,790.00	828,835.00
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	12,000.00	0.00	12,000.00

* 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					