

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Science High School

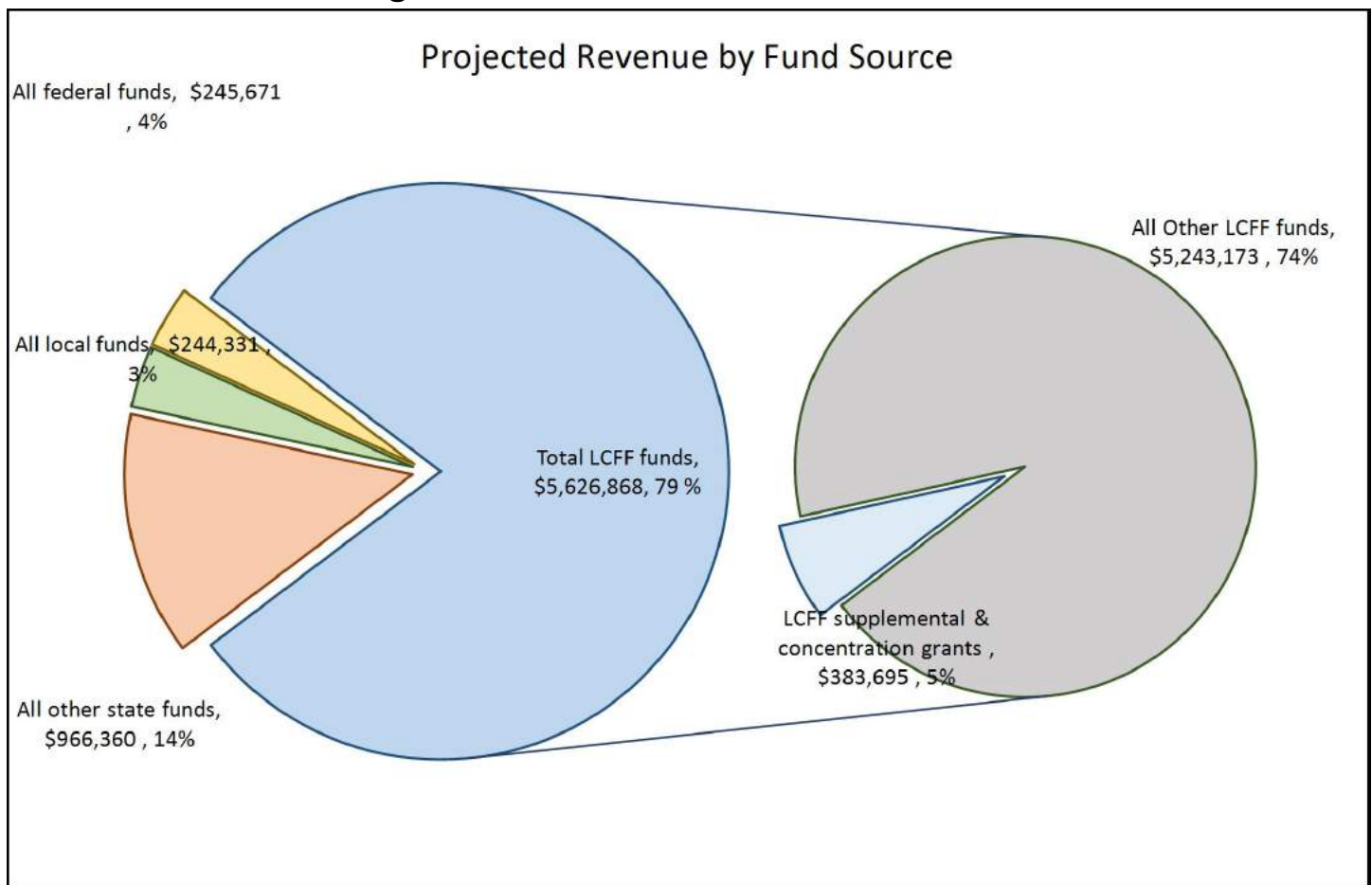
CDS Code: 19768690119016

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

LEA contact information: Steven Wallis, 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

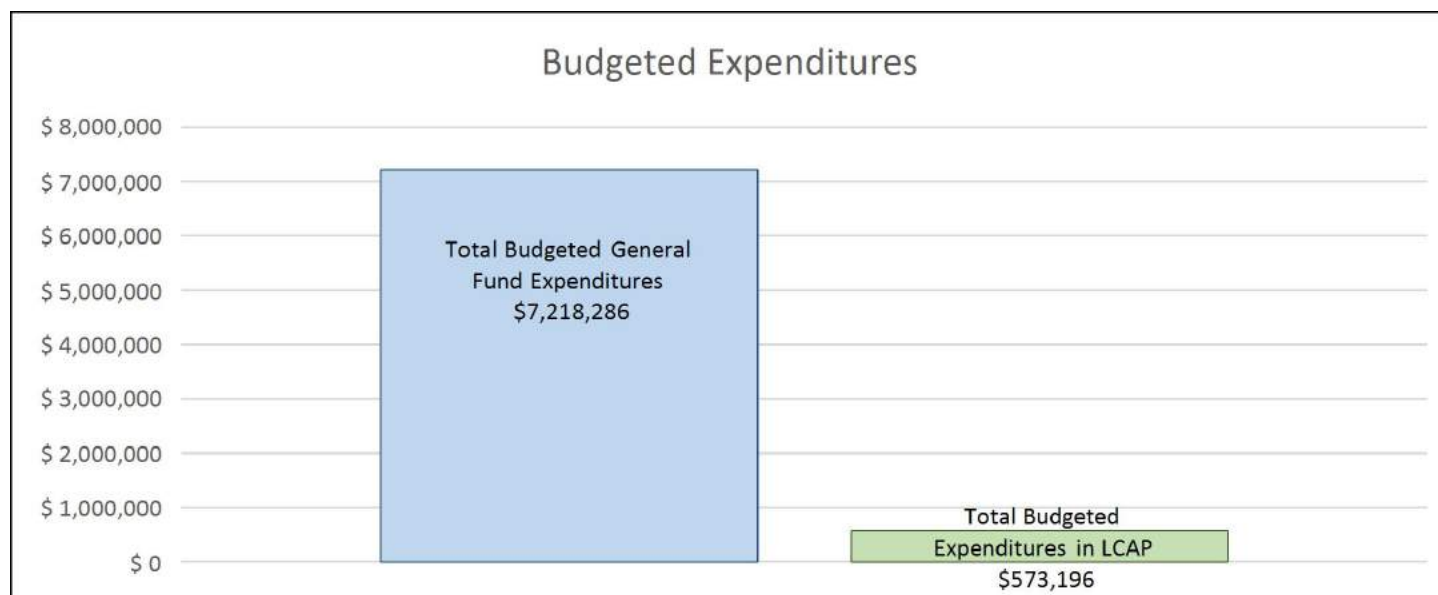


This chart shows the total general purpose revenue Da Vinci Science High School expects to receive in the coming year from all sources.

The total revenue projected for Da Vinci Science High School is \$7,083,230, of which \$5626868 is Local Control Funding Formula (LCFF), \$966360 is other state funds, \$244331 is local funds, and \$245671 is federal funds. Of the \$5626868 in LCFF Funds, \$383695 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 Science High School 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 Science High School plans to spend \$7218286 for the 2019-20 school year. Of that amount, \$573196 is tied to actions/services in the LCAP and \$6,645,090 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

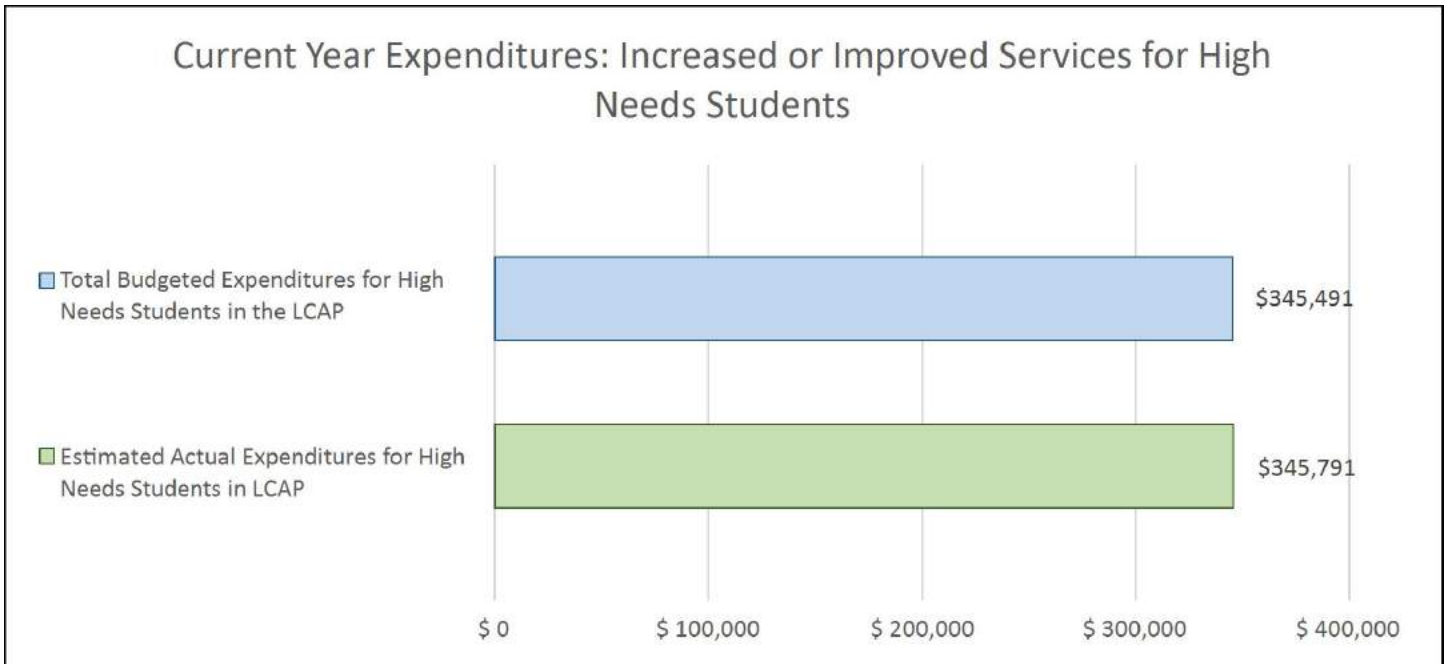
All other school activities and expenditures, including staff salaries and benefits, building costs and upkeep, utilities, student materials and curriculum, technology needs, field trips, technology updates and upkeep, expenses related to central office staff, and more.

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

In 2019-20, Da Vinci Science High School is projecting it will receive \$383695 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci Science High School 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 Science High School plans to spend \$383696 on actions to meet this requirement.

LCFF Budget Overview for Parents

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



This chart compares what Da Vinci Science High School 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 Science High School 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 Science High School's LCAP budgeted \$345,491 for planned actions to increase or improve services for high needs students. Da Vinci Science High School estimates that it will actually spend \$345,791 for actions to increase or improve services for high needs students in 2018-19.

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Da Vinci Science High School

Contact Name and Title

Steven Wallis
Principal

Email and Phone

swallis@davincischools.org

2017-20 Plan Summary

The Story

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

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

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

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

LCAP Highlights

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

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

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the 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

DVS is proud of the school culture that has sustained high levels of student and parent satisfaction alongside student academic growth over 4 years and high college acceptance rates. DVS plans to build on that success by continuing in our professional development, particularly in our respective content areas.

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

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

Da Vinci Science

Explore the performance of Da Vinci Science under California's Accountability System.

2018

Suspension Rate



Green

English Learner Progress



No Performance Color

Graduation Rate



Green

College/Career



Blue

English Language Arts



Green

Mathematics



Green

Basics: Teachers, Instructional Materials, Facilities

STANDARD MET

Implementation of Academic Standards

STANDARD MET

Parent Engagement

STANDARD MET

Local Climate Survey

STANDARD MET

Access to a Broad Course of Study

STANDARD MET

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

Da Vinci Science did not have any state indicators for which performance for any student group was two or more performance indicator levels below "All Student" performance in 2018. There is a yellow rating for Socioeconomically Disadvantaged students in Graduation rate, however Da Vinci Science students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th year free of cost early college program established in 2015. All 10 students from the class of 2018 (8.4% of the cohort) who elected to enroll in DVX were Socioeconomically Disadvantaged students, which if added to our 84% overall graduation rate provides a corrected graduation rate of 92.4% for all students and 94.3% for Socioeconomically disadvantaged students (rather than the official 80% SED graduation rate that does not include the DVX students). All DVX students from this cohort are enrolled in college courses during the 2018-19 school year.

Da Vinci Science also had a yellow rating for Mathematics for Socioeconomically Disadvantaged students as well as Hispanic students. Both groups saw declines in their distance from 3 scores (40.1 point decline for SED, and 26.3 point decline for Hispanic students), and it was these declines that earned us our yellow 2018 rating. Both groups are outperforming their state peers considerably despite the declines (Da Vinci SED students were 5.4 points below standard while their state peers were 67.4 points below standard in Math, and Da Vinci Science students were 10.4 points below standard while their state peers scored 65.8 points below standard in Math).

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	Green	Green	Blue	Green	Green
English Learners	None	None	None	None	None	None
Foster Youth	None	None	None	None	None	None
Socioeconomically Disadvantaged	None	Green	Yellow	Blue	Green	Yellow
Students with Disabilities	None	Blue	None	None	None	None
African American	None	Green	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	Blue	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	None	Green	Green	Blue	Green	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	Blue	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

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Internal Audit of 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 have access to instructional materials in print or electronic formats.

Metric/Indicator

Internal Audit of Teacher Assignment

18-19

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

Baseline

100% of teachers are properly assigned (0 teacher misassignments).

Actual

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

100% of teachers are properly assigned in 2018-2019 (0 teacher misassignments). GOAL MET

Teacher Credentials	
Da Vinci Science	
With Full Credential	
Without Full Credential	
Teaching Outside Subject Area of Competence	

Expected

Metric/Indicator

Annual Facilities Inspection
Student Survey Results Related to Safety

18-19

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

Baseline

The school is safe based on Spring 2016 student survey responses where 98% of students reported feeling safe on campus, and 99% of students reported feeling safe outside of campus. Facilities are clean, and well maintained based on January 2017 campus inspection with a "Fair" overall rating.

Actual

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

School Facility Good Repair Status (Most 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	Exemplary

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Students will all have yearlong access to online math software	Students all had yearlong access to online math software (College Preparatory Math).	CPM Subscriptions 5800: Professional/Consulting Services	CPM Subscriptions 5800: Professional/Consulting Services

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

Students to be Served
All

Location(s)
All Schools

And Operating Expenditures Base 5000

and Operating Expenditures Base 5000

Action 2

Planned
Actions/Services

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

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

Coordination of BTSA participation activities. Provided teacher assistance in transferring credential information

Budgeted
Expenditures

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

Estimated Actual
Expenditures

Coordination of BTSA participation activities. Provided teacher assistance in transferring credential information 5800: Professional/Consulting Services and Operating Expenditures Base 5000

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

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

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

Students to be Served

All

Location(s)

All Schools

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

1000-1999: Certificated Personnel Salaries Base 20,000

Teachers participated in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills. 5800: Professional/Consulting Services and Operating Expenditures Base 20,000

Analysis

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

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

DVS purchased CPM math curriculum, as well as other online software, to provide students with the materials necessary for learning.

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

All students had access to the materials and supplies necessary for learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were fewer opportunities than expected for teachers to attend PD workshops and trainings, resulting in a lower overall expenditure.

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.

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

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Parent Sign-Ins at School Events

18-19

2000 parent sign-ins at school events - i.e. Exhibition Night, Presentations of Learning and Student Led Conferences.

Baseline

2016-2017 parent sign-ins at school events: 2,477

Metric/Indicator

Parent Attendance at Decision Making Groups

18-19

6 parents regularly attend committee decision-making group meetings including School Site Council.

Baseline

Actual

Parent sign-ins were not collected at school events due to challenges with the network settings for guests and outside users.

Regular attendance at decision-making group meetings in 2018-2019: There was an average of 6 parents at decision-making groups including the school site council. GOAL MET.

Expected

Regular attendance at decision-making group meetings in 2016-2017: 7-12 parents per meeting

Metric/Indicator

Parent Survey Participation Rates

18-19

150 parents completing twice-annual parent survey.

Baseline

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

Actual

Parent survey rates for all 2018-2019 surveys exceeded 185 responses.
GOAL MET

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Da Vinci Science will maintain high levels of parent participation, input, and involvement through activities including parent nights focused on academics, college preparatory advising, and access to post secondary options.	Da Vinci Science maintained high levels of parent participation, input, and involvement through activities including parent nights focused on academics, college preparatory advising, and access to post secondary options.	School Home Calling system, partial cost 5900: Communications Base 500	School Home Calling system, partial cost 5900: Communications Base 500
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		Partial cost of website maintenance 5900: Communications Base 2000	Partial cost of website maintenance 5900: Communications Base 2000
Students to be Served All			
Location(s) All Schools			

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Da Vinci Science seeks to maintain positive school climate, parent and student engagement. DVS will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.</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>Da Vinci Science maintained positive school climate, parent and student engagement. DVS continued the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey were made public to parents.</p>	<p>Partial cost of Front office staff doing parent interaction and communication 2000-2999: Classified Personnel Salaries Base 3500</p>	<p>Partial cost of Front office staff doing parent interaction and communication 2000-2999: Classified Personnel Salaries Base 3500</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>DVS will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVS will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home of messages and reminders via the computerized school phone system. DVS will use sign-in sheets from parent events,</p>	<p>DVS continued to explore a variety of technologies to more efficiently increase parent communication to all students. DVS assigned staff to compile parent emails, maintain social media communications, and send home of messages and reminders via the computerized school phone system. DVS used sign-in sheets from parent events, evidence of parent emails, and enrollment in parent education</p>	<p>Cost of staff running parent education classes or coordinating others running the classes 1000-1999: Certificated Personnel Salaries Base 2000</p>	<p>Cost of staff coordinating parent outreach activities 1000-1999: Certificated Personnel Salaries Base 2000</p>

evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement.

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

Students to be Served
All

Location(s)
All Schools

classes to monitor efforts in increasing parent engagement.

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.

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

DVS significantly increased its parent engagement and participation by including them in multiple professional development activities alongside staff. Activities included design thinking seminars addressing issues of student workload and the DVS honors program.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No significant material differences between Budgeted Expenditures and Estimated Actual Expenditures exist.

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 significant changes are planned.

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

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Cohort Graduation Rate

18-19

Adjusted Cohort Graduation Rate will be at least 90%

Baseline

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

2015 Cohort Graduation Rate (adjusted): 97%

2016 Cohort Graduation Rate (adjusted): 97.5%

Metric/Indicator

Cohort Dropout Rate

Actual

Da Vinci Science students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th year early college program established in 2015. 10 students from the class of 2017 (8.4% of the cohort) elected to enroll in DVX, which if added to our 84% graduation rate provides a corrected graduation rate of 92.4%. All DVX students from this cohort are enrolled in college courses during the 2018-19 school year. GOAL MET

2018 Cohort Dropout Rate: 4.2% (5 students) GOAL NOT MET

Expected

18-19

The dropout rate will be less than 3.75%

Baseline

2015 Cohort Drop-Out Rate: 0%

2016 Cohort Drop-Out Rate: .8%

Metric/Indicator

Average Daily Attendance Rate

18-19

Daily attendance will be at or above 96%

Baseline

2015-2016 ADA: 98.5%

2016-2017 ADA: 97.08%

Metric/Indicator

Academic Support Plan Implementation Rate

18-19

95% 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.

Baseline

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

Metric/Indicator

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

18-19

The achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs will be less than 5%.

Baseline

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

Actual

2018-2019 overall ADA is still in progress, however the 2018-2019 P2 ADA was 95.85% GOAL IN PROGRESS

100% of students identified as at risk based on their academic, language, health, or other needs that had a support plan in place by mid-semester of their freshman year in 2018-2019. GOAL MET

In 2018, the achievement gap for socioeconomically disadvantaged students remained at 3% in ELA (no change from 2017) GOAL MET

The achievement gap for socioeconomically disadvantaged students in Math increased to 12% in Math (a 21% increase from 2017). GOAL NOT MET

SBAC scores for English Learners were not reported by the state for Da Vinci Science due to a small population count (fewer than 10 students). Based on internal data, in 2018, the achievement gap for our 3 English Learner students as compare to their English Only Peers increased to 51% in ELA, and increased to 66% in Math. GOAL NOT MET

Expected

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

Metric/Indicator

CELDT/ELPAC Proficiency Rates

18-19

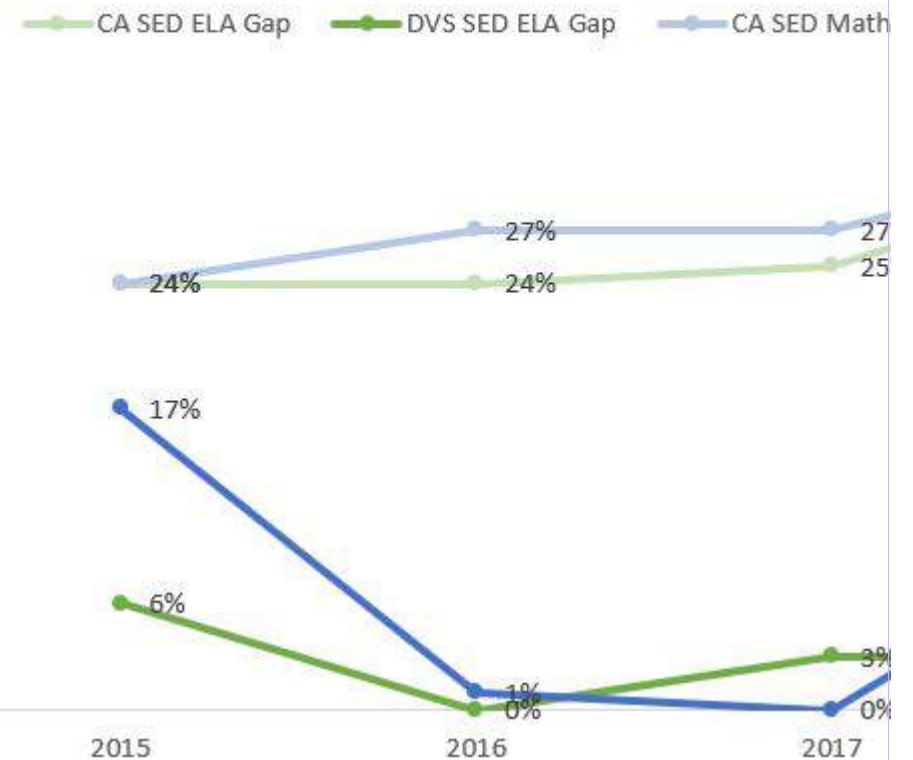
60% of ELLs will grow one level according to their overall CELDT/ELPAC score.

Baseline

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

Actual

CAASPP Proficiency Rate Gap Analysis (Socio-Economically Disadvantaged)



Spring 2019 ELPAC testing is still in progress, 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	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.</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>DVS ensured a low student to counselor ratio on campus to increase overall student support, including for academics, socio-emotional issues, and college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.</p>	<p>Partial Counselor Salary cost 1000-1999: Certificated Personnel Salaries Supplemental 62,563</p>	<p>Partial Counselor Salary cost 1000-1999: Certificated Personnel Salaries Supplemental 62563</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>DVS administration and grade-level teams will focus on small-group interventions for at-risk students, including the creation</p>	<p>DVS administration and grade-level teams focused on small-group interventions for at-risk students, including the creation</p>	<p>Partial Assistant Principal (costs accounted for in goal seven) 1000-1999: Certificated</p>	<p>Partial Assistant Principal (costs accounted for in goal seven) 1000-1999: Certificated</p>

and monitoring of At Risk Students Support Plans.

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

and monitoring of At Risk Students Support Plans.

Personnel Salaries Supplemental
14,229

Personnel Salaries Supplemental
14229

Action 3

**Planned
Actions/Services**

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

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**

DVS hired a reading intervention coordinator who worked to support the reading skills of students whose reading proficiency was below grade level. DVS will hire academic coaches who will be available for support to ELLs.

**Budgeted
Expenditures**

Parent Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I 9000

Academic coach support 1000-1999: Certificated Personnel Salaries Title I 10000

**Estimated Actual
Expenditures**

Reading Intervention Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I 9000

Academic Coach Support 1000-1999: Certificated Personnel Salaries Title I 10000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Extra support will be provided to struggling students through an academic coaching program. While the program will be available to all students, at risk students falling within the identified sub groups will be encouraged to attend and the tutoring program will be part of their support plans where appropriate.</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>Extra support was provided to struggling students through an academic coaching program. While the program was available to all students, at risk students falling within the identified sub groups were encouraged to attend and the tutoring program was part of their support plans where appropriate.</p>	No cost 0	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Seminar support classes Seminar supports for students needing geometry or ELA support before college. Extra support will be provided to struggling students through support classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively</p>	<p>Seminar support classes Seminar supports for students needing geometry or ELA support before college. Extra support was provided to struggling students through support classes within the regular school day. While the program was available to all students, at risk students falling within the identified sub groups were actively</p>	<p>Extra seminar assignments. Approximately \$1,250 per seminar per semester 1000-1999: Certificated Personnel Salaries Base 6,316</p> <p>Extra seminar assignments. Approximately \$1,250 per seminar per semester Base 3,684</p>	<p>Extra seminar assignments. Approximately \$1,250 per seminar per semester 1000-1999: Certificated Personnel Salaries Base 6316</p> <p>Extra seminar assignments. Approximately \$1,250 per seminar per semester</p>

monitored and have first priority to these courses when enrollment is impacted, and the seminar support classes will be part of their student support plans where appropriate.

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

Students to be Served
All

Location(s)
All Schools

monitored and had first priority to these courses when enrollment was impacted, and the seminar support classes were part of their student support plans where appropriate.

1000-1999: Certificated
Personnel Salaries Base 3684

Action 6

Planned Actions/Services

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

Actual Actions/Services

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

Budgeted Expenditures

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

Estimated Actual Expenditures

Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections

1000-1999: Certificated
Personnel Salaries Title I 72000

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

Students to be Served
All

Location(s)
All Schools

Analysis

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

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

A significant investment was made in staffing extra sections and seminars to support students.

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

Increasing the number of academic coaches and hours to support students in core courses, especially math and ELA, as well as academic coaches teaching a math support seminar have increased the number of students who are passing their courses.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our academic coaching program was expanded to give additional support to students through seminars, after-school tutoring, and in-class assistance.

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.

Changing the wording for the goals for unduplicated students to be "the achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs will be less than 5%".

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

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

Annual Student Survey Responses

18-19

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

Baseline

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

Metric/Indicator

Annual Student Survey Responses

18-19

Actual

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

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

Expected

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

Baseline

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

Metric/Indicator

Annual Student Survey Responses

18-19

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

Baseline

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

Metric/Indicator

Suspension Rates

18-19

Fewer than 20 suspensions.

Baseline

2014-2015 suspensions: 2 (.4% rate per CDE)

2015-2016 suspensions: 8

2016-2017 suspensions: 7

Actual

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

2018-2019 suspension counts are still in progress, but as of April 2019 there are 4 suspensions. 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	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support creation of student-led clubs and paying for transportation to field trips for those clubs to local	Support creation of student-led clubs and paying for transportation to field trips for those clubs to local	Transportation to colleges, industry partners, and events:	Transportation to colleges, industry partners, and events:

colleges, industry partners, and events.

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

Students to be Served
All

Location(s)
All Schools

colleges, industry partners, and events.

5000-5999: Services and Other
Operating Expenditures Base
7500

5000-5999: Services and Other
Operating Expenditures Base
7500

Action 2

Planned Actions/Services

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

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

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

Budgeted Expenditures

No cost-scholarships 0

Estimated Actual Expenditures

No cost-scholarships

Action 3

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.</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>Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.</p>	<p>Partial cost of counselor salaries (accounted for in goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>Partial cost of counselor salaries (accounted for in goal 3)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 0</p>

Action 4

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 assessing students, meeting with students</p>	<p>To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal provided support in a variety of ways, including assessing students, meeting with students</p>	<p>Partial cost of Assistant Principal/Director salary (accounted for in Goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>Partial cost of Assistant Principal/Director salary (accounted for in Goal 3)</p> <p>1000-1999: Certificated Personnel Salaries Supplemental 0</p>

and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

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

and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

Action 5

**Planned
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 assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

**Actual
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 provided support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

**Budgeted
Expenditures**

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

**Estimated Actual
Expenditures**

Partial cost of Assistant Principal/Director salary (Costs already accounted for under goal 3)

1000-1999: Certificated Personnel Salaries Supplemental 0

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

Students to be Served

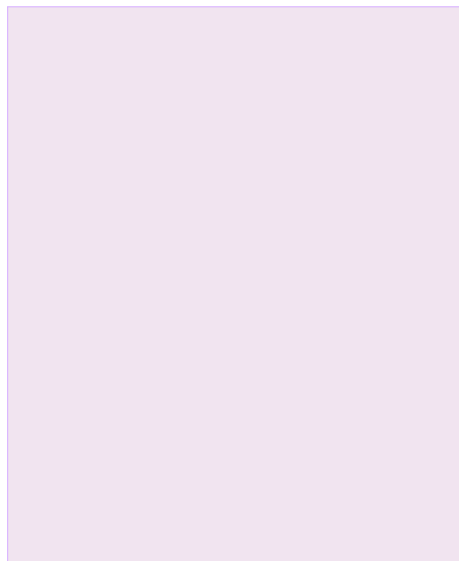
English Learners
Foster Youth
Low Income

Scope of Services

LEA-wide

Locations

All Schools



Action 6

**Planned
Actions/Services**

Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six teachers have greater ability to identify and support struggling students. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This means that teachers have more prep time during the week and there is a lower school-wide student-to-teacher ratio than at comparable large public high schools.

**Actual
Actions/Services**

Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six teachers have greater ability to identify and support struggling students. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This means that teachers have more prep time during the week and there is a lower school-wide student-to-teacher ratio than at comparable large public high schools.

**Budgeted
Expenditures**

Partial cost of salaries of six classroom teachers 1000-1999: Certificated Personnel Salaries Supplemental 268,699

**Estimated Actual
Expenditures**

Partial cost of salaries of six classroom teachers

1000-1999: Certificated Personnel Salaries Supplemental 268999

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

Students to be Served

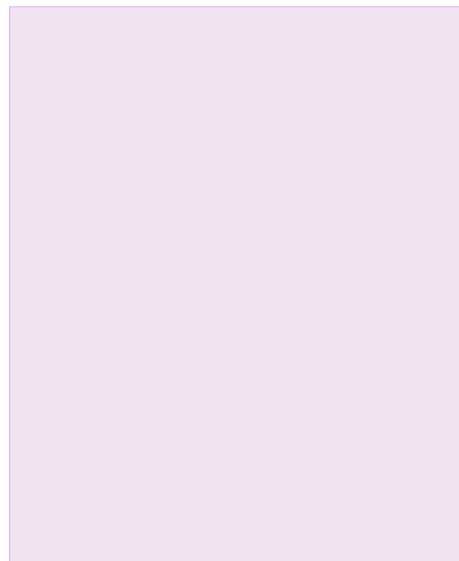
English Learners
Foster Youth
Low Income

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.

Most of the services were implemented as planned. However, SBAC results showed us that there were significant gaps in performance of sub groups last year, so an increase in academic coaches as supports for students in core classes was added this year to support teachers and students.

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

The overall effectiveness will be evaluated when final grades and SBAC scores are available.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The estimated actual expenditure matched the budgeted 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 have been 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 5

DVS graduates will demonstrate college & career readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

A-G Eligibility Rates

18-19

92% of seniors will graduate meeting all A-G requirements.

Baseline

99% of the class of 2016 graduated A-G eligible.

Metric/Indicator

ELA EAP Proficiency Rates

18-19

62% of juniors will score 'college ready' on the ELA EAP test.

Baseline

57% of juniors scored 'College Ready' on the 2016 ELA EPT (7% increase from 2015), and 93% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (13% increase from 2015).

Actual

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

44% of juniors scored 'College Ready' on the 2018 ELA EPT (14% decrease from 2017), and 79% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (8% decrease from 2017). GOAL NOT MET

38% of juniors scored 'College Ready' on the 2016 Math EPT (16% increase from 2015), and 77% of juniors scored 'College Ready' or 'Conditionally Ready' in Math (16% increase from 2015).

94% of the class of 2016 completed at least two PLTW courses prior to graduation.

Year	College Ready	SBAC - ELA/LITERACY OVERALL
2018	44%	57
2017	58%	69
2016	57%	70
2015	50%	59

Year	College Ready	Conditionally Ready
2018	24% 31	33% 41
2017	33% 40	33% 41
2016	38% 47	33% 41
2015	22% 26	39% 48

The 2018-2019 academic year is not yet complete, however 77% of 12th graders have already completed two PLTW courses. **GOAL IN PROGRESS**

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>DVS will offer SAT/ACT prep courses free of charge to students on weekends and during summer.</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>DVS offered SAT/ACT prep courses free of charge to students on weekends and during summer.</p>	<p>SAT/ACT Prep Teacher salary 1000-1999: Certificated Personnel Salaries Title I 5000</p>	<p>SAT/ACT Prep Teacher salary 5000-5999: Services and Other Operating Expenditures Title I 5000</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Extra support will be provided to struggling students through an academic coaching program. While the program will be available to all students, at risk students falling within the identified sub groups will be encouraged to attend and the tutoring program will be part of their support plans where appropriate.</p>	<p>Extra support was provided to struggling students through an academic coaching program. While the program was available to all students, at risk students falling within the identified sub groups were encouraged to attend and the tutoring program was part of their support plans where appropriate.</p>	<p>No cost</p>	<p>No cost</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 3

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

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

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

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

Partial Counselor Salaries (costs accounted for in goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0

Estimated Actual Expenditures

Partial Counselor Salaries (costs accounted for in goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>To ensure success for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, DVS will offer SAT/ACT prep courses free of charge to students on weekends and during summer.</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>To ensure success for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, DVS offered SAT/ACT prep courses free of charge to students on weekends and during summer.</p>	<p>SAT/ACT Prep Teacher salary 1000-1999: Certificated Personnel Salaries Title I 10,000</p>	<p>SAT/ACT Prep Courses 5000-5999: Services and Other Operating Expenditures Title I 10,000</p>

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Credit Recovery Sections Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is</p>	<p>Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support was provided to struggling students through these recovery classes within the regular school day. While the program was available to all students, at risk students falling within the identified sub groups were actively monitored and have first priority to these courses when enrollment is impacted, and the recovery sections were part of their</p>	<p>Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections (costs accounted for in goal 4) Title I 0</p>	<p>Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections (costs accounted for in goal 4) 1000-1999: Certificated Personnel Salaries Title I 0</p>

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

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

Students to be Served
All

Location(s)
All Schools

student support plans where appropriate.

Action 7

Planned 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 assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

Actual 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 provided support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

Budgeted Expenditures

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

Estimated Actual Expenditures

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

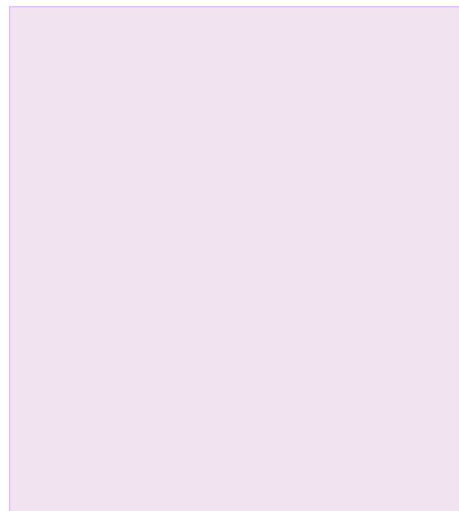
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

English Learners
Foster Youth
Low Income

Scope of Services

Locations



Action 8

**Planned
Actions/Services**

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

**Actual
Actions/Services**

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

**Budgeted
Expenditures**

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

**Estimated Actual
Expenditures**

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

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

Students to be Served

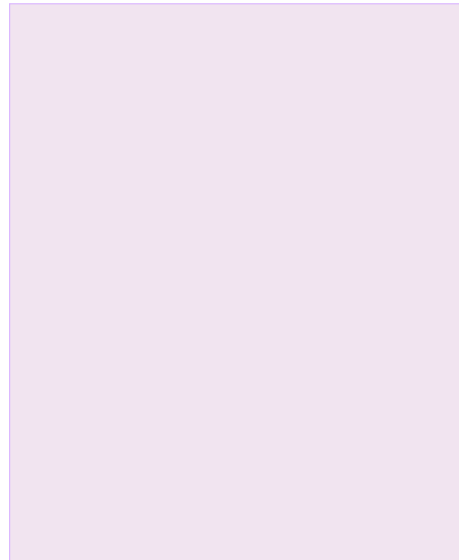
English Learners
Foster Youth
Low Income

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.

Through SAT/ACT prep courses and extra support seminars, DVS students were supported to meet A-G requirements and be successful on state tests.

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

Through these services, 92% of DVS seniors graduated meeting all A-G requirements; 87% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA and 64% of juniors scored 'College Ready' or 'Conditionally Ready' in Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences exist between budgeted expenditure 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 have been 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 6

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

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.

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.

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.

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 7

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

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.

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.

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.

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 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

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.

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.

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.

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 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

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.

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.

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.

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 10

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Actions / Services

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

Action 1

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.

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.

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.

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

At School Site Council Meetings in the 2018-2019 school year, principal Steve Wallis provided members of the council with the process and documents pertaining to the LCAP. Parents provided written verbal and comments.

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

The LCAP was presented to the board of trustees for their feedback and approval at the June 19, 2019 board meeting.

Impact on LCAP and Annual Update

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

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

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

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

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

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

State and/or Local Priorities addressed by this goal:

State 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 August of 2017. Internal and external facilities inspections are conducted on a regular basis, overseen by the Director of Facilities.

Metric:

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

Need:

The Common Core State Standards were created with college and career readiness as the ultimate goal. Over the next three years we plan to continue a seamless K-12 transition for students toward CCSS as well as the Next Generation Science Standards with appropriate instructional strategies, materials, and assessments. This includes a focus on student ownership of learning, student explanation of their thinking, student's presentations of learning and real-world application. The school models a project based philosophy, where students participate in hands-on, real world applications through the organization's establishment of a Practicum Program.

Metric:

100% of teachers will participate in professional development related to the integration of the common core standards and Next Generation Science Standards (where applicable) in their classroom instruction.

100% of departments will have analyzed and incorporated common core standards and Next Generation Science Standards (where applicable) into class and department essential skills.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Internal Audit of Instructional Materials	100% of students have access to instructional materials in print or electronic formats.	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 in 2017-2018. 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 in 2018-2019. GOAL MET	Audit will find that 100% of students will have access to instructional materials in print or electronic formats.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Internal Audit of Teacher Assignment	100% of teachers are properly assigned (0 teacher misassignments).	Goal: Audit will find that 100% of teachers are properly assigned. Outcome: 100% of teachers are properly assigned in 2017-2018 (0 teacher misassignments). GOAL MET	Audit will find that 100% of teachers are properly assigned. Outcome: 100% of teachers are properly assigned in 2018-2019 (0 teacher misassignments). GOAL MET	Audit will find that 100% of teachers are properly assigned.
Annual Facilities Inspection Student Survey Results Related to Safety	The school is safe based on Spring 2016 student survey responses where 98% of students reported feeling safe on campus, and 99% of students reported feeling safe outside of campus. Facilities are clean, and well maintained based on January 2017 campus inspection with a "Fair" overall rating.	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 reported feeling safe outside of campus is on the Spring 2018 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 all have yearlong access to online math software

2018-19 Actions/Services

Students will all have yearlong access to online math software

2019-20 Actions/Services

Students will all have yearlong access to online math software

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	5000	5000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures CPM Subscriptions	5800: Professional/Consulting Services And Operating Expenditures CPM Subscriptions	5800: Professional/Consulting Services and Operating Expenditures CPM Subscriptions

Action 2

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

Students to be Served:

(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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	5000	5000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services and Operating Expenditures Staff Recruitment, Hiring	5800: Professional/Consulting Services and Operating Expenditures Staff Recruitment, Hiring	5800: Professional/Consulting Services and Operating Expenditures Staff Recruitment, Hiring

Action 3

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

Students to be Served:

(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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	20,000	20,000	20,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (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:
Parent sign-ins at school events - i.e. Exhibition Night, Presentations of Learning and Student Led Conferences.
Parents regularly attend committee decision-making group meetings including School Site Council.
Parents completing twice-annual parent survey.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Sign-Ins at School Events	2016-2017 parent sign-ins at school events: 2,477	Goal: 2400 parent sign-ins at school events - i.e. Exhibition Night, Presentations of Learning and Student Led Conferences. Outcome: 2017-2018 parent sign-ins at school events: TBD. GOAL IN PROGRESS	2000 parent sign-ins at school events - i.e. Exhibition Night, Presentations of Learning and Student Led Conferences. Outcome: 2018-2019 parent sign-ins at school events: TBD. GOAL IN PROGRESS	2000 parent sign-ins at school events - i.e. Exhibition Night, Presentations of Learning and Student Led Conferences.
Parent Attendance at Decision Making Groups	Regular attendance at decision-making group meetings in 2016-2017: 7-12 parents per meeting	Goal: 6 parents regularly attend committee decision-making group meetings including School Site Council. Outcome: Regular attendance at decision-making group meetings in 2017-2018: TBD. GOAL IN PROGRESS	6 parents regularly attend committee decision-making group meetings including School Site Council. Outcome: Regular attendance at decision-making group meetings in 2018-2019: TBD. GOAL IN PROGRESS	6 parents regularly attend committee decision-making group meetings including School Site Council.
Parent Survey Participation Rates	Parent survey rates for all 2015-2016 and 2016-2017 surveys exceeded 200 responses.	Goal: 150 parents completing twice-annual parent survey. Outcome: Parent survey rates for all 2017-2018 surveys exceeded 175 responses. GOAL MET	150 parents completing twice-annual parent survey. Outcome: Parent survey rates for all 2018-2019 surveys exceeded 185 responses. GOAL MET	150 parents completing twice-annual parent survey.

Planned Actions / Services

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

Action 1

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

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
Unchanged Action

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

Modified Action
Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	500	500	500
Source	Base	Base	Base
Budget Reference	5900: Communications School Home Calling system, partial cost	5900: Communications School Home Calling system, partial cost	5900: Communications School Home Calling system, partial cost
Amount	2000	2000	20000
Source	Base	Base	Base
Budget Reference	5900: Communications Partial cost of website maintenance	5900: Communications Partial cost of website maintenance	5900: Communications Partial cost of website maintenance

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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

engagement. DVS will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.

engagement. DVS will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.

engagement. DVS will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.

Budgeted Expenditures

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

Action 3

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

Students to be Served:

(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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2000	2000	2000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Cost of staff running parent education classes or coordinating others running the classes	1000-1999: Certificated Personnel Salaries Cost of staff running parent education classes or coordinating others running the classes	1000-1999: Certificated Personnel Salaries Cost of staff running parent education classes or coordinating others running the classes

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Identified Need:

Need:

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

Metric:

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

Need:

As an independent charter school Da Vinci Science enrolls students from all over the South Bay and Los Angeles in general. Our incoming ninth grade classes often include students from more than 35 different middle schools. As such, it can be difficult to get appropriate student records in a timely manner, let alone maintain effective lines of communication with each school regarding every student. It is therefore important for DVS to quickly identify students who are at risk and create effective support plans to help meet their individualized needs. Da Vinci Science will identify all students who may be at risk for a variety of factors and develop appropriate support plans for them.

Metric:

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

Need:

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

Metric:

SBAC results, API Scores, CELDT/ELPAC scores

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Cohort Graduation Rate	Da Vinci Science students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th year early college program established in 2015. State reported graduation rates have been adjusted to account for DVX students continuing on for 5th year college studies on campus. As an example, 9 students (7.6% of the 2016 cohort) elected to enroll in DVX, which if added	Goal: Adjusted Cohort Graduation Rate will be at least 90% Outcome: 2017 Cohort Graduation Rate (adjusted): 94.7% GOAL MET	Adjusted Cohort Graduation Rate will be at least 90% Outcome: 2018 Cohort Graduation Rate (adjusted): 92.4% GOAL MET	Adjusted Cohort Graduation Rate will be at least 90%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	<p>to our 89.9% graduation rate provides a corrected graduation rate of 97.5%.</p> <p>2015 Cohort Graduation Rate (adjusted): 97%</p> <p>2016 Cohort Graduation Rate (adjusted): 97.5%</p>			
Cohort Dropout Rate	<p>2015 Cohort Drop-Out Rate: 0%</p> <p>2016 Cohort Drop-Out Rate: .8%</p>	<p>Goal: The dropout rate will be less than 3.75%</p> <p>Outcome: 2017 Cohort Dropout Rate: 5.2%</p> <p>GOAL NOT MET</p>	<p>The dropout rate will be less than 3.75%</p> <p>Outcome: 2018 Cohort Dropout Rate: 4.2% (5 students) GOAL NOT MET</p>	<p>The dropout rate will be less than 3.75%</p>
Average Daily Attendance Rate	<p>2015-2016 ADA: 98.5%</p> <p>2016-2017 ADA: 97.08%</p>	<p>Goal: Daily attendance will be at or above 96%</p> <p>Outcome: 2017-2018 ADA (as of 3/30/18): 96% GOAL IN PROGRESS</p>	<p>Daily attendance will be at or above 96%</p> <p>Outcome: 2018-2019 overall ADA is still in progress, however the 2018-2019 P2 ADA was 95.85% GOAL IN PROGRESS</p>	<p>Daily attendance will be at or above 96%</p>
Academic Support Plan Implementation Rate	<p>100% of students identified as at risk based on their academic, language, health, or other needs that had a support plan in place by mid-semester of their</p>	<p>Goal: 95% 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.</p>	<p>95% 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.</p>	<p>95% 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.</p>

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	freshman year in 2016-2017.	Outcome: 100% of students identified as at risk based on their academic, language, health, or other needs that had a support plan in place by mid-semester of their freshman year in 2017-2018. GOAL MET	Outcome: 100% of students identified as at risk based on their academic, language, health, or other needs that had a support plan in place by mid-semester of their freshman year in 2018-2019. GOAL MET	
SBAC Achievement Gap Analysis for socioeconomically disadvantaged students, foster youth, and English Language Learners	<p>Baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) for socioeconomically disadvantaged students in 2015 were 6% in ELA and 17% in Math. In 2016, the achievement gap for socioeconomically disadvantaged students in ELA was non-existent (socioeconomically disadvantaged students actually out-performed their more advantaged peers by 1%), and also decreased 16% to only 1% in Math.</p> <p>SBAC scores for English Learners were not reported by the state for Da Vinci Science due to</p>	<p>Goal: Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent.</p> <p>Outcome: In 2017, despite an 85% proficiency rate for socioeconomically disadvantaged students in ELA, the achievement gap for these students in ELA was 3% (a 4% increase from 2016- GOAL NOT MET). The achievement gap for socioeconomically disadvantaged students in Math was non-existent in 2017, with these students out performing their more advantaged peers by</p>	<p>The achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs will be less than 5%. Outcome: In 2018, the achievement gap for socioeconomically disadvantaged students remained at 3% in ELA (no change from 2017) GOAL MET</p> <p>The achievement gap for socioeconomically disadvantaged students in Math increased to 12% in Math (a 21% increase from 2017). GOAL NOT MET</p> <p>SBAC scores for English Learners were not reported by the state for Da Vinci Science due to a small population count</p>	The achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs will be less than 5%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	a small population count (fewer than 10 students). Based on internal data, baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) between Redesignated English Learners and their English Only peers in 2015 were 20% in ELA and 32% in Math. In 2016, the achievement gap for Redesignated English Learners decreased to 9% in ELA, and also decreased to 18% in Math.	9% (a 10% decrease from 2016- GOAL MET). SBAC scores for English Learners were not reported by the state for Da Vinci Science due to a small population count (fewer than 10 students). In 2017, the achievement gap for Redesignated English Learners increased to 11% in ELA (2% increase from 2016- GOAL NOT MET), but continued to decrease to 5% in Math (13% decrease from 2016- GOAL MET).	(fewer than 10 students). Based on internal data, in 2018, the achievement gap for our 3 English Learner students as compare to their English Only Peers increased to 51% in ELA, and increased to 66% in Math. GOAL NOT MET	
CELDT/ELPAC Proficiency Rates	Due to small numbers, English Learners have had erratic results in meeting the CELDT criterion over the last three years, though half of English Learners demonstrated English proficiency on the CELDT in 2016-2017. Of the six students tested in 2016-2017, only two had tested the year prior and both maintained their CELDT	Goal: 60% of ELLs will grow one level according to their overall CELDT/ELPAC score. Outcome: Da Vinci Science English Learners will take the new ELPAC summative assessment in Spring 2018, results and proficiency are TBD. GOAL IN PROGRESS	60% 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	60% of ELLs will grow one level according to their overall CELDT/ELPAC score.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	level from the 2015-2016 school year.			

Planned Actions / Services

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

Action 1

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

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

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

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.

youth, and re-designated fluent English proficient pupils.

youth, and re-designated fluent English proficient pupils.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	62,563	62,563	69,648
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial Counselor Salary cost	1000-1999: Certificated Personnel Salaries Partial Counselor Salary cost	1000-1999: Certificated Personnel Salaries Partial Counselor Salary cost

Action 2

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

Students to be Served:

(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

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,229	14,229	14,229
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial Assistant Principal (costs accounted for in goal seven)	1000-1999: Certificated Personnel Salaries Partial Assistant Principal (costs accounted for in goal seven)	1000-1999: Certificated Personnel Salaries Partial Assistant Principal (costs accounted for in goal seven)

Action 3

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

Students to be Served:

(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

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9000	9000	9000
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Parent Coordinator Stipend	1000-1999: Certificated Personnel Salaries Parent Coordinator Stipend	1000-1999: Certificated Personnel Salaries Parent Coordinator Stipend
Amount	10000	10000	10000
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries After-school tutoring by academic coaches	1000-1999: Certificated Personnel Salaries Academic coach support	1000-1999: Certificated Personnel Salaries Academic coach support

Action 4

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

Students to be Served:

(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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

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)

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,316	6,316	6,316
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester

Amount	3,684	3,684	3,684
Source	Base	Base	Base
Budget Reference	Extra seminar assignments. Approximately \$1,250 per seminar per semester	Extra seminar assignments. Approximately \$1,250 per seminar per semester	Extra seminar assignments. Approximately \$1,250 per seminar per semester

Action 6

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

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

Credit Recovery Sections
Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at

2018-19 Actions/Services

Credit Recovery Sections
Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at

2019-20 Actions/Services

Credit Recovery Sections
Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	72,000	72,000	72,000
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections	1000-1999: Certificated Personnel Salaries Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections	1000-1999: Certificated Personnel Salaries Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

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

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

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

Metric:

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

Need:

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

Metric:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Student Survey Responses	On the annual student survey question, "My relationships with teachers overall," 86% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey.	Goal: On the annual student survey question, "My relationships with teachers overall," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.' Outcome: On the annual student survey question, "My relationships with teachers overall", 89% of students choose 'good', 'very good', or 'excellent' in the Fall 2017 survey. Students have not yet taken the Spring 2018 student survey. GOAL IN PROGRESS	On the annual student survey question, "My relationships with teachers overall," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.' Outcome: DVS student surveys will be given in Spring 2019, results are TBD. GOAL IN PROGRESS	On the annual student survey question, "My relationships with teachers overall," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.'

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual Student Survey Responses	On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," 86% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey.	Goal: On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.' Outcome: On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," 92% of students choose 'good', 'very good', or 'excellent' in the Fall 2017 survey. Students have not yet taken the Spring 2018 student survey. GOAL IN PROGRESS	On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.' Outcome: DVS student surveys will be given in Spring 2019, results are TBD. GOAL IN PROGRESS	On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.'
Annual Student Survey Responses	On the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust," 82% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey.	Goal: On the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.' Outcome: On the annual student survey question, "How well the school	On the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.' Outcome: DVS student surveys will be given in Spring 2019, results are	On the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust," more than 80% of respondents choose 'good,' 'very good,' or 'excellent.'

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		creates an environment of high integrity, respect, and trust," 85% of students choose 'good', 'very good', or 'excellent' in the Fall 2017 survey. Students have not yet taken the Spring 2018 student survey. GOAL IN PROGRESS	TBD. GOAL IN PROGRESS	
Suspension Rates	2014-2015 suspensions: 2 (.4% rate per CDE) 2015-2016 suspensions: 8 2016-2017 suspensions: 7	Goal: Fewer than 20 suspensions. Outcome: 2017-2018 Suspension Rates: GOAL MET.	Fewer than 20 suspensions. Outcome: 2018-2019 suspension counts are still in progress, but as of April 2019 there are 4 suspensions. GOAL IN PROGRESS	Fewer than 20 suspensions.

Planned Actions / Services

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

Action 1

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

Students to be Served:

(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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	7500	7500	7500
Source	Base	Base	Base
Budget Reference	5000-5999: Services and Other Operating Expenditures Transportation to colleges, industry partners, and events:	5000-5999: Services and Other Operating Expenditures Transportation to colleges, industry partners, and events:	5000-5999: Services and Other Operating Expenditures Transportation to colleges, industry partners, and events:

Action 2

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

Students to be Served:

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year 2017-18

Amount

0

2018-19

0

2019-20

0

Budget

Reference

No cost-scholarships

No cost-scholarships

No cost-scholarships

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

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 cost of counselor salaries (accounted for in goal 3)	1000-1999: Certificated Personnel Salaries Partial cost of counselor salaries (accounted for in goal 3)	1000-1999: Certificated Personnel Salaries Partial cost of counselor salaries (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

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 assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

2018-19 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 assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

2019-20 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 assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of Assistant Principal/Director salary (accounted for in Goal 3)	1000-1999: Certificated Personnel Salaries Partial cost of Assistant Principal/Director salary (accounted for in Goal 3)	1000-1999: Certificated Personnel Salaries Partial cost of Assistant Principal/Director salary (accounted for in Goal 3)

Action 5

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

Students to be Served:

(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

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

2018-19 Actions/Services

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

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 assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of Assistant Principal/Director salary (Costs already accounted for under goal 3)	1000-1999: Certificated Personnel Salaries Partial cost of Assistant Principal/Director salary (Costs already accounted for under goal 3)	1000-1999: Certificated Personnel Salaries Partial cost of Assistant Principal/Director salary (Costs already accounted for under goal 3)

Action 6

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

Students to be Served:

(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

2017-18 Actions/Services

Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six teachers have greater ability to identify and support struggling students. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This means that teachers have more prep time during the week and there is a lower school-wide student-to-teacher ratio than at comparable large public high schools.

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

Unchanged Action

2018-19 Actions/Services

Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six teachers have greater ability to identify and support struggling students. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This means that teachers have more prep time during the week and there is a lower school-wide student-to-teacher ratio than at comparable large public high schools.

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

Unchanged Action

2019-20 Actions/Services

Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six teachers have greater ability to identify and support struggling students. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This means that teachers have more prep time during the week and there is a lower school-wide student-to-teacher ratio than at comparable large public high schools.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	284,208	268,699	299,819
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial cost of salaries of six classroom teachers	1000-1999: Certificated Personnel Salaries Partial cost of salaries of six classroom teachers	1000-1999: Certificated Personnel Salaries Partial cost of salaries of six classroom teachers

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 5

DVS graduates will demonstrate college & career readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Identified Need:

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

Metric:

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

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
A-G Eligibility Rates	99% of the class of 2016 graduated A-G eligible.	Goal: 92% of seniors will graduate meeting all A-G requirements. Outcome: 94.9% of the class of 2017 graduated A-G eligible. GOAL MET	92% of seniors will graduate meeting all A-G requirements. Outcome: 100% of graduates from the class of 2018 were A-G eligible. GOAL MET	92% of seniors will graduate meeting all A-G requirements.
ELA EAP Proficiency Rates	57% of juniors scored 'College Ready' on the 2016 ELA EPT (7% increase from 2015), and 93% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (13% increase from 2015).	Goal: 60% of juniors will score 'college ready' on the ELA EAP test. Outcome: 58% of juniors scored 'College Ready' on the 2017 ELA EPT (1% increase from 2016), and 87% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (6% decrease from 2016). GOAL NOT MET	62% of juniors will score 'college ready' on the ELA EAP test. Outcome: 44% of juniors scored 'College Ready' on the 2018 ELA EPT (14% decrease from 2017), and 79% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (8% decrease from 2017). GOAL NOT MET	64% of juniors will score 'college ready' on the ELA EAP test.
Math EAP Proficiency Rates	38% of juniors scored 'College Ready' on the 2016 Math EPT (16% increase from 2015), and 77% of juniors scored 'College Ready' or 'Conditionally Ready' in Math (16% increase from 2015).	Goal: 40% of juniors will score "college ready" or 'college ready conditional' on the Math EAP test. Outcome: 33% of juniors scored 'College Ready' on the 2017 Math EPT (5% decrease from 2016), and 64% of juniors scored 'College Ready' or 'Conditionally	45% of juniors will score "college ready" or 'college ready conditional' on the Math EAP test. Outcome: 24% of juniors scored 'College Ready' on the 2018 Math EPT (9% decrease from 2017), and 59% of juniors scored 'College Ready' or 'Conditionally	50% of juniors will score "college ready" or 'college ready conditional' on the Math EAP test.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Ready' in Math (13% decrease from 2016). GOAL MET	Ready' in Math (5% decrease from 2017). GOAL MET	
PLTW Course Completion Rates	94% of the class of 2016 completed at least two PLTW courses prior to graduation.	Goal: 85% of seniors will have completed at least two PLTW courses. Outcome: 97% of the class of 2017 completed at least two PLTW courses prior to graduation. GOAL MET	85% of seniors will have completed at least two PLTW courses. Outcome: The 2018-2019 academic year is not yet complete, however 77% of 12th graders have already completed two PLTW courses. GOAL IN PROGRESS	85% of seniors will have completed at least two PLTW courses.

Planned Actions / Services

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

Action 1

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

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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	5000	5000
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries SAT/ACT Prep Teacher salary	1000-1999: Certificated Personnel Salaries SAT/ACT Prep Teacher salary	1000-1999: Certificated Personnel Salaries SAT/ACT Prep Teacher salary

Action 2

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

Students to be Served:

(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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

2017-18 Actions/Services

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

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

Unchanged Action

2018-19 Actions/Services

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

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

Unchanged Action

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,316	6,316	6,316
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester.	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester.	1000-1999: Certificated Personnel Salaries Extra seminar assignments. Approximately \$1,250 per seminar per semester.

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

Action 4

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

Students to be Served:

(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

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

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.

youth, and re-designated fluent English proficient pupils.

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

Action 5

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

Students to be Served:

(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

To ensure success for low-income pupils, English learners, foster youth, and re-

2018-19 Actions/Services

To ensure success for low-income pupils, English learners, foster youth, and re-

2019-20 Actions/Services

To ensure success for low-income pupils, English learners, foster youth, and re-

designated fluent English proficient pupils, DVS will offer SAT/ACT prep courses free of charge to students on weekends and during summer.

designated fluent English proficient pupils, DVS will offer SAT/ACT prep courses free of charge to students on weekends and during summer.

designated fluent English proficient pupils, DVS will offer SAT/ACT prep courses free of charge to students on weekends and during summer.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10,000	10,000	10,000
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries SAT/ACT Prep Teacher salary	1000-1999: Certificated Personnel Salaries SAT/ACT Prep Teacher salary	1000-1999: Certificated Personnel Salaries SAT/ACT Prep Teacher salary

Action 6

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

Students to be Served:

(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

Credit Recovery Sections

2018-19 Actions/Services

Credit Recovery Sections

2019-20 Actions/Services

Credit Recovery Sections

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

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Title I	Title I	Title I
Budget Reference	Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections (costs accounted for in goal 4)	Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections (costs accounted for in goal 4)	Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections (costs accounted for in goal 4)

Action 7

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

Location(s):

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

Actions/Services

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

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 assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

2018-19 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 assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

2019-20 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 assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial Assistant Principal Salary (costs accounted for in goal 3)	1000-1999: Certificated Personnel Salaries Partial Assistant Principal Salary (costs accounted for in goal 3)	1000-1999: Certificated Personnel Salaries Partial Assistant Principal Salary (costs accounted for in goal 3)

Action 8

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

Students to be Served:

(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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Partial staff costs, six full-time general education teachers (costs accounted for in goal 4)	1000-1999: Certificated Personnel Salaries Partial staff costs, six full-time general education teachers (costs accounted for in goal 4)	1000-1999: Certificated Personnel Salaries Partial staff costs, six full-time general education teachers (costs accounted for in goal 4)

Goals, Actions, & Services

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

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

New Goal

Goal 6

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

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

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

New Goal

Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

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

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

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

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

New Goal

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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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

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

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

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

New Goal

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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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

OR

Actions/Services

Budgeted Expenditures

Goals, Actions, & Services

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

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

New Goal

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Identified Need:

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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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

OR

Actions/Services

Budgeted Expenditures

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$383696

Percentage to Increase or Improve Services

3.93%

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

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

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$345,491

Percentage to Increase or Improve Services

4.95%

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

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

Da Vinci Science has 8 EL students, 185 low-income students, one Foster Youth, and no Homeless or Migrant students. The LEA's 2017-2018 enrollment was 529 of which 188 or 35.5% are considered eligible to qualify the LEA to receive Supplemental funding. These students are referred to as "unduplicated" Free Reduced Price Meal/ English Learners/ Foster Youth for purposes of Local Control Funding Formula (LCFF). For purposes of the LCAP, we refer to the "unduplicated" students as "targeted". Total funding for the targeted pupils in 2017-18 is projected to be approximately \$327,437 and the proportionality percentage is 2.20%. All "Additional Annual Actions" are targeted and provide an overview of the types of services and programs that these specific students will benefit from because of the additional/ improved actions and services. All actions and services provided using Supplemental funding is principally directed towards targeted students and is effective in meeting their needs. These actions were created to primarily serve the needs of low-income students, foster youth and English Language Learners. Some of our services to targeted students are provided on a school-wide basis. With the "unduplicated" count of targeted students at 35.5%, the Da Vinci Science does not meet the 40% threshold that allows for a schoolwide approach. Our services to targeted students are provided on a targeted basis. LCAP goals will be best met and targeted students will be best served where programs are organized to best meet the needs of students within these targeted sub groups. Da Vinci Science has analyzed how we serve all students and plan to use supplemental monies on programs benefiting all students.

- Supplemental funding will provide an increase in both quantity and quality of services, which include the following services and programs:
- Support classes offered withing the school's master schedule for students who failed 4 or more courses in their previous year
 - Credit recovery courses offered within the school's master schedule
 - Counseling services for at risk student identification
 - Academic support seminars for small group support to support student success

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$327,437	2.20%

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

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

Da Vinci Science has 8 EL students, 185 low-income students, one Foster Youth, and no Homeless or Migrant students. The LEA's 2017-2018 enrollment was 529 of which 188 or 35.5% are considered eligible to qualify the LEA to receive Supplemental funding. These students are referred to as "unduplicated" Free Reduced Price Meal/ English Learners/ Foster Youth for purposes of Local Control Funding Formula (LCFF). For purposes of the LCAP, we refer to the "unduplicated" students as "targeted". Total funding for the targeted pupils in 2017-18 is projected to be approximately \$327,437 and the proportionality percentage is 2.20%. All "Additional Annual Actions" are targeted and provide an overview of the types of services and programs that these specific students will benefit from because of the additional/ improved actions and services. All actions and services provided using Supplemental funding is principally directed towards targeted students and is effective in meeting their needs. These actions were created to primarily serve the needs of low-income students, foster youth and English Language Learners. Some of our services to targeted students are provided on a school-wide basis. With the "unduplicated" count of targeted students at 35.5%, the Da Vinci Science does not meet the 40% threshold that allows for a schoolwide approach. Our services to targeted students are provided on a targeted basis. LCAP goals will be best met and targeted students will be best served where programs are organized to best meet the needs of students within these targeted sub groups. Da Vinci Science has analyzed how we serve all students and plan to use supplemental monies on programs benefiting all students.

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

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

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

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	516,991.00	517,291.00	658,500.00	516,991.00	573,196.00	1,748,687.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	65,500.00	65,500.00	85,500.00	65,500.00	83,500.00	234,500.00
Supplemental	345,491.00	345,791.00	361,000.00	345,491.00	383,696.00	1,090,187.00
Title I	106,000.00	106,000.00	212,000.00	106,000.00	106,000.00	424,000.00

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

Total Expenditures by Object Type						
Object Type	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	516,991.00	517,291.00	658,500.00	516,991.00	573,196.00	1,748,687.00
	3,684.00	0.00	95,684.00	3,684.00	3,684.00	103,052.00
1000-1999: Certificated Personnel Salaries	489,807.00	458,791.00	539,316.00	489,807.00	528,012.00	1,557,135.00
2000-2999: Classified Personnel Salaries	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	10,500.00
5000-5999: Services and Other Operating Expenditures	7,500.00	22,500.00	7,500.00	7,500.00	7,500.00	22,500.00
5800: Professional/Consulting Services and Operating Expenditures	10,000.00	30,000.00	10,000.00	10,000.00	10,000.00	30,000.00
5900: Communications	2,500.00	2,500.00	2,500.00	2,500.00	20,500.00	25,500.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	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	516,991.00	517,291.00	658,500.00	516,991.00	573,196.00	1,748,687.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	3,684.00	0.00	23,684.00	3,684.00	3,684.00	31,052.00
	Title I	0.00	0.00	72,000.00	0.00	0.00	72,000.00
1000-1999: Certificated Personnel Salaries	Base	38,316.00	22,000.00	38,316.00	38,316.00	38,316.00	114,948.00
1000-1999: Certificated Personnel Salaries	Supplemental	345,491.00	345,791.00	361,000.00	345,491.00	383,696.00	1,090,187.00
1000-1999: Certificated Personnel Salaries	Title I	106,000.00	91,000.00	140,000.00	106,000.00	106,000.00	352,000.00
2000-2999: Classified Personnel Salaries	Base	3,500.00	3,500.00	3,500.00	3,500.00	3,500.00	10,500.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services and Other Operating Expenditures	Base	7,500.00	7,500.00	7,500.00	7,500.00	7,500.00	22,500.00
5000-5999: Services and Other Operating Expenditures	Title I	0.00	15,000.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	10,000.00	30,000.00	10,000.00	10,000.00	10,000.00	30,000.00
5800: Professional/Consulting Services and Operating Expenditures	Title I	0.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	Base	2,500.00	2,500.00	2,500.00	2,500.00	20,500.00	25,500.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00	90,000.00
Goal 2	8,000.00	8,000.00	8,000.00	8,000.00	26,000.00	42,000.00
Goal 3	177,792.00	177,792.00	177,792.00	177,792.00	184,877.00	540,461.00
Goal 4	276,199.00	276,499.00	291,708.00	276,199.00	307,319.00	875,226.00
Goal 5	25,000.00	25,000.00	25,000.00	25,000.00	25,000.00	75,000.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00

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

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					