

**Introduction:**

**LEA:** Leonardo da Vinci Health Sciences Charter

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**LCAP Year:** 2015-16

***Local Control and Accountability plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education*

Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

### **State Priorities**

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

#### **A. Conditions of Learning:**

**Basic:** degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

**Implementation of State Standards:** implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

**Course access:** pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

**Expelled pupils (for county offices of education only):** coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

**Foster youth (for county offices of education only):** coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

#### **B. Pupil Outcomes:**

**Pupil achievement:** performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

**Other pupil outcomes:** pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

**C. Engagement:**

**Parental involvement:** efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

**Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
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LdVCS involved stakeholders in seeking input on the LCAP in numerous ways. LCAP was addressed and input sought during governance committee meetings, LdVIP (parent group) meetings, staff meetings, ELAC meetings, and LCAP forums.

LdVIP Meeting: 3/9/16

ELAC Meetings: 3/4/16, 5/11/16, 6/1/16

Curriculum and Assessment Committee Meetings: 4/28/16

Audit-Budget Committee Meetings: 4/7/16, 5/5/16, 5/31/16

Staff Meetings: 4/6/16, 5/4/16

LCAP Forums: 3/10/16, 4/14/16

Another avenue for involvement was through the LdVCS Board of Trustees. The LdVCS Board of Trustees is comprised of parents, teachers and community members. This body makes decisions and is frequently involved in discussions that influence policy and direction, including, but not limited to the strategic planning process. The LdVCS Board of Trustees meets on a monthly basis.

LdVCS conducted a number of surveys, including annual parent, student, and teacher surveys. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The surveys were conducted throughout the school year.

Feedback collected through these meetings and surveys along with data the school collected pertaining to the goals guided the design of new goals, services, and expenditures.

Stakeholder input indicated a continued desire to focus on academic intervention for ELs and all students, particularly in reading, student behavior, and attendance. Stakeholder engagement and research confirmed the direction of the school and caused us to continue to embed these goals in our LCAP. The impact on this year's LCAP was minimal. Stakeholder input was consistent with the goals already articulated.

The LCAP was approved on June 27, 2016 at a Special Meeting of the LdVCS Board of Trustees.

<p><b>Annual Update:</b></p> <p>To review the 2015 LCAP, the administration team, governance committees, and LdVCS Board of Trustees looked at the articulated goals from the LCAP. Regular reports regarding our progress on the LCAP were made at the LdVCS Board of Trustees meetings. We reported on our ability to provide the actions and services we had articulated as well as any scores or specific data that were available. We also reviewed the actions and services we articulated and found that we had accomplished the majority of them. When appropriate, we looked at specific examples of the services we provided and the amount of budget</p>	<p><b>Annual Update:</b></p> <p>Although we implemented the actions and services, we did not meet all of the goals we had established. In developing the updated LCAP, we reviewed which services to continue and added ones we thought were necessary in accomplishing our goals. LdVCS began using the OARS database to collect and analyze data during 2014-2015. We will continue to use OARS to not only monitor achievement data, but to also use the data to inform practice.</p>
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**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

**Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.**

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

**Related State and/or Local Priorities:** Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

**Identified Need:** Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

**Schools:** Identify the schoolsites to which the goal applies. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate "all" for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions

may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate "all" for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to "ALL."

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?

- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

<b>GOAL:</b>	1. Schoolwide and all groups of students will show measurable progress toward mastery of California state content standards, including the Common Core State Standards, as adopted by the State Board of Education applicable to charter schools.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 X 7 _8 Local:  LdVCS Charter Petition: Measurable Student Outcomes; Strategic Plan: Cultivate a Project Based Learning Program that enables high levels of student achievement in all areas including reading and math; WASC Schoolwide Action Plan: 4; Technology
<b>Identified Need:</b>	Consistent measurable progress toward mastery of California state content standards		
<b>Goal Applies to:</b>	<b>Schools:</b>	LdVCS	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable</b>	<ul style="list-style-type: none"> <li>At least 70% of all students will be at expected DRA level</li> <li>At least 70% of all students will be at grade level or above for writing</li> <li>At least 5% increase in CAASPP ELA and math results</li> </ul>		
<b>Actions/Services</b>	<b>Scope of</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditure</b>
<ul style="list-style-type: none"> <li>Acquire, develop and retain teachers</li> <li>Summer Intensive Literacy Program (Title I)</li> <li>After School Tutoring Program (Title I)</li> <li>Develop a clearly structured Response to Intervention (RTI) model which outlines student supports provided at levels 1, 2, and 3 and allow</li> </ul>	All  Grades: All	X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent	<ul style="list-style-type: none"> <li>\$881,760</li> <li>, Object</li> <li>1000s,</li> <li>LCFF</li> <li>Base</li> </ul>

us to better measure the impact of the supports we put in place

- ‘ Instructional Assistants to support RTI structure (Title I)
- ‘ Continue to monitor and evaluate implementation of curriculum
- ‘ Make adjustments to curriculum materials as needed
- ‘ Provide professional development in reading instruction
- ‘ Set new progress goals for all students and student groups
- ‘ Continue to analyze student work on a monthly basis vertically and in grade level group
- ‘ Everyone's a Reader program
- ‘ Consultants to provide Professional Development in areas of ELD and ELA
- ‘ Translate weekly updates
- ‘ Parent Workshops
- ‘ Purchase licensing for online intervention program (s) such as Imagine Learning, Reading Plus, and Lexia

Pacific Islander \_ English Learners \_ Black or African American \_ Filipino \_ White \_ Students with Disabilities \_ Homeless  
\_ Other

0), LCFF S/C (\$150,000)  
 ‘ Summer program: \$10,000, Object 1000s, LCFF Base (\$6,000), LCFF S/C (\$4,000)  
 ‘ Books \$15,000, Object 4000s, Lottery  
 ‘ IAs/After school tutoring: \$153,715 , Object 2000s & 3000s, Title I (\$55,000), LCFF S/C (\$50,000), LCFF Base (\$48,715) *share with #3*  
 ‘ Compute

r- assisted reading program  
\$8,000,

Object  
4000s,  
LCFF  
Base

` Curriculum  
m  
\$30,000,  
Object  
4000s,  
LCFF  
Base  
(\$25,000  
) , LCFF  
S/C  
(\$5,000)

` PBL  
Training  
\$23,000,  
Object  
5000s,  
LCFF  
Base

` Discovery  
Education \$1,600,  
Object  
4000s,  
LCFF  
Base

` Reading  
consultant  
\$20,000,  
Object  
5000s,  
LCFF  
Base

13 of 43  
(\$10,000  
) , LCFF  
S/C  
(\$10,000  
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			Reading training \$2,500, Object 5000s, LCFF Base (\$1,250) LCFF S/C
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<b>GOAL:</b>	2. Continue to develop a clear systematic process of evaluating and analyzing our school-wide assessment processes and data over time.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:  Strategic Plan: Cultivate a Project Based Learning Program that enables high levels of student achievement in all areas including reading and math; WASC Schoolwide Action Plan: 1, 4; Technology Plan: 3i 1 4b 1
<b>Identified Need:</b>	Effective and efficient collection and tracking of student assessment data to better observe and analyze trends in our student population.		
<b>Goal Applies to:</b>	<b>Schools:</b>	Effective and efficient collection and tracking of student assessment data to better observe and analyze trends in our student population.	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable</b>	<ul style="list-style-type: none"> <li>\ At least 70% of all students will be at expected DRA level</li> <li>\ At least 70% of all students will be at grade level or above for writing</li> <li>\ At least 5% increase in CAASPP ELA and math results</li> </ul>		
Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted Expenditure
<ul style="list-style-type: none"> <li>\ Maintain/use OARS database</li> <li>\ Continue to train staff and teachers in use of the database</li> <li>\ Analyze DRA, writing, and health data</li> <li>\ Review and train new teachers on how to administer and score assessments (DRA, BPST, CAASPP interim, benchmarks)</li> <li>\ Create new assessments, rubrics, and protocols based on grade-level standards and ESLRs</li> <li>\ Analyze CELDT data</li> </ul>	<p>ALL</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<p>OARS/Illuminate \$3,000, Object 5000s, LCFF Base (\$1,500), LCFF S/C (\$1,500)</p>

<b>GOAL:</b>	3. Address and meet the needs of EL students, ensuring that we have the resources, strategies, and interventions in place to meet their specific needs.		Related State and/or Local Priorities: _1 _2 X 3 X 4 _5 _6 _7 _8 Local:  Strategic Plan: Cultivate a Project Based Learning Program that enables high levels of student achievement in all areas including reading and math; WASC Schoolwide Action Plan: 3, 4
<b>Identified Need:</b>	Increased number of English Learners who achieve full English language proficiency		
<b>Goal Applies to:</b>	<b>Schools:</b>	LdVCS	
	<b>Grades:</b>	All	
	<b>Applicable Pupil Subgroups:</b>	English Learners	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable</b>	<ul style="list-style-type: none"> <li>▸ At least 60% of EL students will increase by at least one English proficiency level</li> <li>▸ Reclassify at least 17% of ELs as English proficient</li> </ul>		
Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted Expenditure
<ul style="list-style-type: none"> <li>▸ Summer Intensive Literacy Program (Title I)</li> <li>▸ After School Tutoring Program (Title I)</li> <li>▸ Purchase licensing for online intervention program (s) such as Imagine Learning, Reading Plus, and Lexia</li> <li>▸ Develop a clearly structured Response to Intervention (RTI) model which outlines student supports provided at levels 1, 2, and 3 and allows us to better measure the impact of the supports we put in place</li> <li>▸ Instructional Assistants to support RTI structure (Title I)</li> <li>▸ Intervention/ELD teacher to monitor RTI program and provide push-in services</li> </ul>	ALL  Grades: All	_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<ul style="list-style-type: none"> <li>▸ Intervention on Teacher \$79,800, Object 1000s &amp; 3000s, LCFF S/C (\$15,000), LCFF Base (\$64,800)</li> </ul>

- Ensure ELD / Intervention teacher is properly trained
- Analyze school-wide assessments
- Identify professional development needs for assessments
- Consultants to provide Professional Development in areas of ELD and ELA
- Administer and analyze initial assessments
- Re-administer assessments for baseline comparison
- Analyze student growth
- Involve parents through ELAC Parent Workshops
- Translate school communications

- assisted reading \$16,000, Object 4000s, LCFF Base (\$5,000), LCFF S/C (\$11,000 )
- Instructional Aides accounted for above Teacher training in ELD strategies \$10,000, Object 5000s, LCFF S/C

<b>GOAL:</b>	4. Maintain an average daily attendance (ADA) rate of 96% or higher and experience a decrease in truancy, tardiness, and chronic absenteeism rates.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:  LdVCS Charter Petition: Measurable Student Outcomes; Strategic Plan: Decrease number of absences, tardies, and early dismissals; Technology Plan: 3i.1	
<b>Identified Need:</b>	Improved student attendance.			
<b>Goal Applies to:</b>	<b>Schools:</b>	LdVCS		
	<b>Grades:</b>	All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>∨ ADA of 95.5% or higher</li> <li>∨ Truancy rate will drop to 30% or below.</li> <li>∨ Chronic absenteeism rate will drop to 4% or below</li> <li>∨ Number of students who are chronically tardy will drop to 20% or below</li> </ul>			
<b>Actions/Services</b>	<b>Scope of</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditure</b>	

<ul style="list-style-type: none"> <li>\ Communicate importance of school attendance with parents:             <ul style="list-style-type: none"> <li>o Parent Orientation Meetings</li> <li>o Parent Handbook</li> <li>o Director Updates</li> <li>o Teacher Communications</li> <li>o Parent-teacher Meetings</li> <li>o LdVIP &amp; ELAC Meetings</li> <li>o Chats with the Director</li> </ul> </li> <li>\ Provide parent education on impact of attendance on student achievement levels</li> <li>\ Recognize best weekly attendance by class</li> <li>\ Public recognition of students with positive attendance</li> <li>\ Reflect on prior year</li> <li>\ Establish an Attendance Panel</li> <li>\ Analyze the data to design positive attendance plan</li> </ul>	<p>ALL</p> <p>Grades: All</p>	<p>X All</p> <p>-----</p> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless</p> <p>_ Other</p>	<ul style="list-style-type: none"> <li>\ Powerschool \$7,000, Object 5000s, LCFF Base</li> <li>\ FLASH \$50,000, Object 5000s, LCFF Base</li> </ul>
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<b>GOAL:</b>	4.5 Continue to implement the school-wide behavior plan to better cultivate a safe and orderly environment, in which our students display fewer negative behaviors and feel more respected by classmates.		Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 X 8 Local: LdVCS Charter Petition: Measurable Student Outcomes; Strategic Plan: Continue to foster a caring school community with high levels of parental involvement; WASC Schoolwide Action Plan: 2, 4	
<b>Identified Need:</b>	Improved student behavior			
<b>Goal Applies to:</b>	<b>Schools:</b>	LdVCS		
	<b>Grades:</b>	All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>∨ Student survey data in response to "Do you feel respected by classmates at LdV?" will indicate that at least 70% of students feel respected by classmates most or all of the time.</li> <li>∨ 5% decrease in office discipline referrals compared to 2015-2016 data.</li> <li>∨ Suspension rate of 1.5% or less</li> </ul>			
	<b>Actions/Services</b>	<b>Scope of</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditure</b>

<ul style="list-style-type: none"> <li>Assistant Director to monitor schoolwide discipline</li> <li>Analyze effectiveness of discipline model</li> <li>Create school wide discipline handbook for staff and teachers</li> <li>Implement RTI model to address disciplinary issues</li> <li>Train new teachers in Positive Discipline and LdVCS Discipline Plan</li> <li>Continue to provide teachers and staff with professional development on implementing Positive Discipline</li> <li>Continue to provide parents with information and workshops on Positive Discipline</li> <li>Analyze office discipline referrals, suspensions, and other discipline data on a monthly and yearly basis</li> </ul>	<p>ALL Grades: All</p>	<p>X All</p> <hr style="border-top: 1px dashed black;"/> <p>_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<ul style="list-style-type: none"> <li>Assistant Director \$85,500, Object 1000s &amp; 3000s, LCFF Base (\$55,500 ) LCFF S/C (\$30,000 )</li> <li>Positive Discinlin Object 5000s. LCFF S/C (\$2,000) LCFF Base (\$3,000)</li> </ul>
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<b>GOAL:</b>	6. Students will attain the healthy fitness zone on at least five components of the FitnessGram, including completing a one-mile run in under ten minutes		Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 X 8 Local:  LdVCS Charter Petition: Measurable Student Outcomes
<b>Identified Need:</b>	Improved levels of student health		
<b>Goal Applies to:</b>	<b>Schools:</b>	LdVCS  Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable</b>	<ul style="list-style-type: none"> <li>▸ At least 75% of students in grades four through six will attain healthy fitness zones on at least five components of the FitnessGram</li> <li>▸ At least 60% of students in grades 4-6 will complete a one-mile run in under ten minutes</li> </ul>		
Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted Expenditure
<ul style="list-style-type: none"> <li>▸ Physical education teacher salaries and benefits</li> <li>▸ Communicate goals and outcomes of physical education program with parents</li> <li>▸ Physical education equipment</li> </ul>	ALL  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	<ul style="list-style-type: none"> <li>• \$110,000, Object 1000s, LCFF Base (\$80,000) LCFF S/C (\$30,000)</li> <li>• \$1,000, Object 4000s.</li> </ul>

### Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

**Guiding Questions:**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites 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?

<b>Original Goal from prior year LCAP:</b>	Schoolwide and all groups of students will show measurable progress toward mastery of California state content standards, including the Common Core State Standards, as adopted by the State Board of Education applicable to charter schools.		Related State and/or Local Priorities: X 1 X 2 X 3 X 4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	LdVCS	
	Grades:	All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>At least 70% of all students will be at expected DRA level</li> <li>At least 70% of all students will be at grade level or above for writing</li> <li>At least 5% increase in CAASPP ELA and math results</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>54% of all students attained expected DRA level</li> <li>61% of all students met or exceeded grade level expectations for writing (per report card data)</li> <li>40% of student met or exceeded expectation for CAASPP ELA (12.5% increase)</li> <li>26% of student met or exceeded expectation for CAASPP math (5% increase)</li> </ul>
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**LCAP Year: 2015-16**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> <li>Summer Intensive Literacy Program (Title I)</li> <li>After School Tutoring Program (Title I)</li> <li>Instructional Assistants to support students in the classrooms (Title I)</li> <li>Enhance standards-aligned instructional materials and resources available</li> <li>Continue to monitor and evaluate implementation of curriculum</li> <li>Make adjustments to curriculum materials as needed</li> <li>Provide professional development in reading instruction</li> <li>Set new progress goals for all students and student groups</li> <li>Continue to analyze student work on a monthly basis vertically and in grade level group</li> <li>Everyone's a Reader program</li> <li>Consultants to provide Professional Development in areas of ELD and ELA</li> <li>Translating weekly updates</li> <li>Parent Workshops</li> </ul>	<p>\$533,000, Object 1000s-3000s, LCFF Base</p> <p>\$133,000, Object 1000s-3000s, LCFF S/C</p> <p>\$37,000, Object 1000s-3000s, Title I</p> <p>\$10,000, Object 4000s, LCFF Base</p>	<ol style="list-style-type: none"> <li>Adopted and implemented the Common Core aligned Reading Units of Study and Writing Units of Study developed by Teacher's College K-6</li> <li>Adopted and implemented Eureka Mathematics K-6</li> <li>Provided Summer Intensive Literacy Program to students entering grades 1-3</li> <li>After School Tutoring Program for limited number of second grade students</li> <li>Instructional Assistants supported students in the classrooms</li> <li>Enhanced standards-aligned instructional materials and resources</li> <li>Monitored and evaluated implementation of curriculum, including coaching support for the Reading Units of Study</li> <li>Kindergarten and first grade teachers participated in the K-2 Literacy Institute: Powerful First Instruction through the SDCOE</li> <li>Purchased books to support the Reading Units of Study and Writing Units of Study,</li> </ol>	<ol style="list-style-type: none"> <li>\$27,285.54, 4000s, LCFF S/C, \$17,286 LCFF Base</li> <li>\$19,653.10, 4000s, \$3,000 LCFF S/C, \$16,653 LCFF Base</li> <li>\$8,000, 1000s, \$3,000 LCFF S/C</li> </ol>

\$10,000, Object 5000s, LCFF Base	12. Teachers conducted weekly analysis of student work in grade level spans (K-2, 3-4, 5-6) 13. Everyone's a Reader program 14. Teachers' College Reading Units of Study One-Day Conference	4. \$6,350, 1000s, \$1,000 LCFF S/C, \$5,350 LCFF Base
\$10,000, Object 5000s, LCFF S/C	15. Translated weekly updates 16. Provided parent class on early literacy skills	5. \$92,000, 2000s, \$51,572 Title I, LCFF S/C \$15,000, LCFF Base \$25,428
		6. Costs for curriculum noted above, , 7. Reading books accounted for below, ,
		8. \$2,000, 5000s, Title II \$1,000, LCFF Base \$1,000
		9. \$2,9742.50, 4000s, \$10,000

LCFF S/C,  
\$19,743  
LCFF  
Base

- 10. Total teacher salaries: \$821,000 , 1000s, \$110,000 LCFF S/C, \$711,000 LCFF Base
- 11. Teacher salaries accounted for above, administrator salaries: \$152,856 , 1000s, \$20,000 LCFF S/C, \$1,32,856 LCFF Base
- 12. Teacher salaries accounted for above
- 13. Reading curriculum accounted for above

28 of 43  
14. \$7,000,  
5000s,  
\$7,000  
Educator  
Effective

ness  
 15. Teacher, aide, administrator time accounted for above  
 16. Teacher, aide, administrator time accounted for above

<b>Scope of service:</b>	ALL Grades: All		Scope of service: ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless Other	
<b>What changes in actions, services, and expenditures</b>	While we met many of the goals outlined, we did not fully implement the after school tutoring program as anticipated. We are in the process of developing and piloting a clearly structured RTI program that we intend to fully implement during 2016-17. The RTI program will include universal screening of all students, specific tier one supports that teachers provide within the classroom, targeted tier two supports provided by instructional assistants during the school day along with before and after school tutoring, and tier 3 support provided by the instructional assistants and intervention teacher.			

<b>Original Goal from prior year LCAP:</b>	Continue to develop a clear systematic process of evaluating and analyzing our school-wide assessment processes and data over time.		Related State and/or Local Priorities: X 1 X 2 _3 X 4 _5 _6 X 7 _8 Local:
Goal Applies to:	Schools:	LdVCS	
		Grades: All	
	Applicable Pupil Subgroups:	All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>∨ At least 70% of all students will be at expected DRA level</li> <li>∨ At least 70% of all students will be at grade level or above for writing</li> <li>∨ At least 5% increase in CAASPP ELA and math results</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>∨ 54% of all students attained expected DRA level</li> <li>∨ 61% of all students met or exceeded grade level expectations for writing (per report card data)</li> <li>∨ 40% of student met or exceeded expectation for CAASPP ELA (12.5% increase)</li> <li>∨ 26% of student met or exceeded expectation</li> </ul>
<b>LCAP Year: 2015-16</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
<ul style="list-style-type: none"> <li>∨ Maintain/use OARS database</li> <li>∨ Continue to train staff and teachers in use of the database</li> <li>∨ Analyze DRA, writing, and health data</li> <li>∨ Review and train new teachers on how to administer and score DRA reading assessment</li> <li>∨ Train teachers to administer and score schoolwide writing assessments</li> <li>∨ Create new assessments, rubrics, and protocols based on grade-level standards and ESLRs for writing</li> <li>∨ Analyze CELDT data</li> </ul>	\$129,500, Object 1000s-3000s, LCFF Base  \$55,500, Object 1000s-3000s, LCFF S/C  \$5,200	<ol style="list-style-type: none"> <li>1. Used OARS database to track CAASPP results, CELDT data, report card marks, DRA results</li> <li>2. Analyzed DRA, report card, and health data</li> <li>3. Used data to provide targeted intervention support for students</li> <li>4. Trained staff and teachers in use of the database</li> <li>5. Reviewed and trained new teachers on how to administer and score DRA reading assessment</li> <li>6. Analyzed CELDT data</li> <li>7. Some teachers piloted use of the OARS gradebook</li> </ol>	<ol style="list-style-type: none"> <li>1. \$3,350, 5000s, LCFF S/C</li> <li>2. Teacher, aide, administrator time accounted for above\$</li> <li>3. Teacher, aide, administrator</li> </ol>

<p>LCFF Base</p>	<p>9. Established inquiry cycle protocol where teachers met weekly to analyze student work samples and adjust instruction</p> <p>10. We used OARS to not only monitor achievement data, but also use the data to inform practice. We redesigned the DRA keys in OARS for better tracking of the data. We entered writing and physical fitness data in OARS during 2015-2016. OARS has allowed us to monitor and track CELDT, state assessment, and local assessment data.</p>	<p>4. above Teacher, aide, administrator time accounted for above</p> <p>5. Teacher, aide, administrator time accounted for above</p> <p>6. Teacher, aide, administrator time accounted for above</p> <p>7. Teacher, aide, administrator time accounted for above</p> <p>8. Teacher, aide, administrator time accounted for above</p> <p>9. Teacher, aide, administrator time accounted for above</p>
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10. Teacher, aide, administrator time accounted for above

<b>Scope of service:</b>	ALL Grades: All		<b>Scope of service:</b>	ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless Other:		
<b>What changes in actions, services, and expenditures</b>	LdVCS successfully implemented the actions and services for this goal as we continued to use the OARS database to collect and analyze data during 2015-2016. We will continue to expand our use of the OARS database to better track student progress in order to inform instructional practices.				

<b>Original Goal from prior year LCAP:</b>	Address and meet the needs of EL students, ensuring that we have the resources, strategies, and interventions in place to meet their specific needs.		Related State and/or Local Priorities: _1 _2 X3 X4 _5 _6 _7 _8 Local:
Goal Applies to:	Schools:	LdVCS Grades: All	
	Applicable Pupil Subgroups:	English Learners	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>At least 60% of EL students will increase by at least one English proficiency level</li> <li>Reclassify at least 17% of ELs as English proficient</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>50% of EL students will increase by at least one English proficiency level</li> <li>5% of ELs were reclassified as English proficient</li> </ul>
<p><b>LCAP Year: 2015-16</b></p>			
<p><b>Planned Actions/Services</b></p>		<p><b>Actual Actions/Services</b></p>	
	<p><b>Budgeted Expenditures</b></p>		<p><b>Estimated Actual Annual Expenditures</b></p>
<ul style="list-style-type: none"> <li>Summer Intensive Literacy Program (Title I)</li> <li>After School Tutoring Program (Title I)</li> <li>Instructional Assistants to support students in the classrooms (Title I)</li> <li>Intervention/ELD teacher to provide push-in services</li> <li>Involve parents through ELAC</li> <li>Parent Workshops</li> <li>Ensure instructional assistant(s) are properly trained</li> <li>Ensure ELD / Intervention teacher is properly trained</li> <li>Analyze school-wide assessments</li> <li>Identify professional development needs for assessments</li> <li>Administer initial assessments</li> <li>Analyze initial assessments</li> <li>Research various intervention plans</li> <li>Commence intervention plans</li> <li>Re-administer assessments for baseline comparison</li> <li>Analyze student growth</li> <li>Translating weekly updates</li> </ul>	<p>\$264,000, Object 1000s-3000s, LCFF Base</p> <p>\$66,000, Object 1000s-3000s, LCFF S/C</p>	<ol style="list-style-type: none"> <li>1. Provided Summer Intensive Literacy Program for students entering grades 1-3</li> <li>2. After School Tutoring Program for second grade students</li> <li>3. Instructional Assistants provided support students in the classrooms</li> <li>4. Hired second part-time ELD intervention teacher</li> <li>5. Intervention/ELD teacher provided push-in services</li> <li>6. Involved parents through ELAC</li> <li>7. Provided early literacy parent class</li> <li>8. ELD / Intervention teachers provided training for instructional assistants in BPST and SIPPS</li> <li>9. Provided ELD / Intervention teachers training</li> <li>10. Analyzed school-wide assessments</li> <li>11. Administered initial assessments</li> <li>12. Analyzed initial assessments</li> <li>13. Researched various intervention plans</li> <li>14. Commenced intervention plans</li> <li>15. Administered assessments for baseline comparison</li> <li>16. Analyzed student growth</li> <li>17. Translated schoolwide communications</li> <li>18. Sent two staff members to the CSMP EL Institute</li> </ol>	<ol style="list-style-type: none"> <li>1. \$3,000, 1000s, \$1,000 LCFF S/C, \$2,000 LCFF Base</li> <li>2. \$3,000, 1000s, \$1,000 LCFF S/C, \$2,000 LCFF Base</li> <li>3. Instruction aides accounted for above</li> <li>4. \$120,00, 1000s, LCFF S/C</li> <li>5. \$55,000, 1000s,</li> </ol>

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above

13. Personnel time accounted for above

- 14. Personnel time accounted for above
- 15. Personnel time accounted for above
- 16. Personnel time accounted for above
- 17. Personnel time accounted for above

<b>Scope of service:</b>	ALL Grades: All		<b>Scope of service:</b>	ALL Grades: All	
_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless			_ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless		

<b>What changes in actions, services, and expenditures</b>	While we met many of the goals outlined, we did not fully implement the after school tutoring program as anticipated. We are in the process of developing and piloting a clearly structured RTI program that we intend to fully implement during 2016-17. The RTI program will include universal screening of all students, specific tier one supports that teachers provide within the classroom, targeted tier two supports provided by instructional assistants during the school day along with before and after school tutoring, and tier 3 support provided by the instructional assistants and intervention teacher. We also realized the need to provide our teachers with more specific strategies and training in meeting the needs of various levels of English Learners.
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<b>Original Goal from prior year LCAP:</b>	Maintain an average daily attendance (ADA) rate of 96% or higher and experience a decrease in truancy, tardiness, and chronic absenteeism rates.	Related State and/or Local Priorities: _1 _2 X 3 _4 X 5 X 6 _7 _8 Local:		
Goal Applies to:	Schools: LdVCS Grades: All			
	Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>\ ADA of 95% or higher</li> <li>\ Truancy rate will drop to 30% or below.</li> <li>\ Chronic absenteeism rate will drop to 5% or below</li> <li>\ Number of students who are chronically tardy will drop to 22% or below</li> </ul>	<table border="1"> <tr> <td style="background-color: #cccccc;">Actual Annual Measurable Outcomes:</td> <td> <ul style="list-style-type: none"> <li>• ADA = 95.3%</li> <li>\ Truancy rate = 42%</li> <li>\ Chronic absenteeism rate = 4.3%</li> <li>\ Chronically tardy rate = 24.2%</li> </ul> </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• ADA = 95.3%</li> <li>\ Truancy rate = 42%</li> <li>\ Chronic absenteeism rate = 4.3%</li> <li>\ Chronically tardy rate = 24.2%</li> </ul>
Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>• ADA = 95.3%</li> <li>\ Truancy rate = 42%</li> <li>\ Chronic absenteeism rate = 4.3%</li> <li>\ Chronically tardy rate = 24.2%</li> </ul>			

LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<ul style="list-style-type: none"> <li> Communicate importance of school attendance with parents:                             <ul style="list-style-type: none"> <li>Parent Orientation Meetings</li> <li>Parent Handbook</li> <li>Director Updates</li> <li>Teacher Communications</li> <li>Parent-teacher Meetings</li> <li>LdVIP &amp; ELAC Meetings</li> <li>Chats with the Director</li> </ul> </li> <li> Provide parent education on impact of attendance on student achievement levels</li> <li> Recognize best weekly attendance by class</li> <li> Public recognition of students with positive attendance</li> <li> Reflect on prior year</li> <li> Establish an Attendance Panel</li> <li> Analyze the data to design positive attendance plan</li> <li> Establish appropriate steps/ consequences for consistent tardiness and absences</li> <li> Establish FLASH after school program</li> </ul>	<p>\$23,000, Object 1000s-3000s, LCFF Base</p> <p>\$35,000, Object 5000s, LCFF Base</p>	<ol style="list-style-type: none"> <li>1. Communicated importance of school attendance with parents through:                             <ul style="list-style-type: none"> <li>Parent Orientation Meetings</li> <li>Parent Handbook</li> <li>Director Updates</li> <li>Teacher Communications</li> <li>Parent-teacher Meetings</li> <li>LdVIP &amp; ELAC Meetings</li> </ul> </li> <li>2. Provided parent education on impact of attendance on student achievement levels</li> <li>3. Periodically recognized best weekly attendance by class</li> <li>4. Provided periodic public recognition of students with positive attendance</li> <li>5. Established the FLASH after school program</li> <li>6. Met with parents whose students were truant, experienced chronic absenteeism, had high rates of tardiness during parent-teacher conferences and meetings with the assistant director</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrator salaries accounted for above</li> <li>2. Personnel time accounted for above</li> <li>3. Personnel time accounted for above</li> <li>4. Personnel time accounted for above</li> <li>5. \$46,301, 5000s, LCFF Base</li> </ol>	
<b>Scope of service:</b>	ALL Grades: All		<b>Scope of service:</b>	ALL Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p>Other</p>
<p><b>What changes in actions, services, and expenditures</b></p>	<p>While LdVCS's ADA and chronic absenteeism rates exceeded the goal we set, the chronic tardiness and truancy rates continue to fail to meet expectations. We were unable to complete the following during the 2015-16 school year, which will be priorities for the 2016-17 school year:</p> <ul style="list-style-type: none"> <li>\ establish attendance panel</li> <li>\ design positive attendance plan</li> <li>\ establish appropriate steps/ consequences for consistent tardiness and absences</li> </ul> <p>In addition, since two-thirds of absences contributing to truancy are due to early dismissals and tardies over thirty minutes, we will focus outreach around ways to decrease the number of early dismissals as well as tardies.</p>	

<p><b>Original Goal from prior year LCAP:</b></p>	<p>Design a school-wide behavior plan to better cultivate a safe and orderly environment, in which our students display fewer negative behaviors and feel more respected by classmates.</p>		<p>Related State and/or Local Priorities:  <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8                  Local:</p>
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>LdVCS</p> <p>Grades: All</p> <p>Applicable Pupil Subgroups: All</p>	

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li> Student survey data in response to "Do you feel respected by classmates at LdV?" will indicate that at least 80% of students feel respected by classmates most or all of the time.</li> <li> 5% decrease in office discipline referrals compared to 2014-2015 data.</li> <li> Suspension rate of 2% or less</li> </ul>	<p>Actual Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li> 65.6% of students in grades three through six feel respected by classmates most or all of the time as indicated on student survey data in response to "Do you feel respected by classmates at LdV?"</li> <li> 45.1% of students in kindergarten through grade three feel respected by classmates most or all of the time as indicated on student survey data in response to "Do your classmates treat you with respect and kindness?"</li> <li> 30% decrease in office discipline referrals compared to 2014-2015 data</li> </ul>
<p><b>LCAP Year: 2015-16</b></p>			
<p><b>Planned Actions/Services</b></p>		<p><b>Actual Actions/Services</b></p>	
	<p><b>Budgeted Expenditures</b></p>		<p><b>Estimated Actual Annual Expenditures</b></p>

<ul style="list-style-type: none"> <li>∨ Assistant Director to monitor schoolwide discipline</li> <li>∨ Increase psychologist services by one additional day per week</li> <li>∨ Analyze effectiveness of discipline model</li> <li>∨ Create school wide discipline handbook for staff and teachers</li> <li>∨ Implement RTI model to address disciplinary issues</li> <li>∨ Train new teachers in Positive Discipline and LdVCS Discipline Plan</li> <li>∨ Continue to provide teachers and staff with professional development on implementing Positive Discipline</li> <li>∨ Continue to provide parents with information and workshops on Positive Discipline</li> <li>∨ Analyze office discipline referrals, suspensions, and other discipline data on a monthly and yearly basis</li> </ul>	<p>\$225,000, Object 1000s-3000s, LCFF Base</p> <p>\$1,000, Object 5000s, LCFF Base</p>	<ol style="list-style-type: none"> <li>1. Assistant Director monitored schoolwide discipline</li> <li>2. Increased psychologist services by one additional day per week</li> <li>3. Analyzed effectiveness of discipline model</li> <li>4. Created "LdVCS Discipline Guide 2015-2016"</li> <li>5. Trained new teachers in Positive Discipline and LdVCS Discipline Plan</li> <li>6. Provided teachers and staff with professional development on implementing Positive Discipline</li> <li>7. Provided parents with Positive Discipline workshops in English and Spanish</li> <li>8. Analyzed office discipline referrals, suspensions, and other discipline data on a monthly and yearly basis</li> </ol>	<ol style="list-style-type: none"> <li>1. Administrator salaries accounted for above</li> <li>2. \$50,000, 5000s, LCFF Base</li> <li>3. Administrator salaries accounted for above</li> <li>4. Administrator salaries accounted for above</li> <li>5. Administrator salaries accounted for above</li> <li>6. Personnel time accounted for above</li> <li>7. Personnel time accounted for above</li> </ol>
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<b>Scope of service:</b>	ALL Grades: All		Scope of service:	ALL Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless Other		
<b>What changes in actions, services, and expenditures</b>		Our students continue to express concerns about feeling respected by classmates and schoolmates. We will seek ways to strengthen our students' sense of community and conflict resolution skills. Only three students were suspended, but each of them had multiple suspensions. We will work with our school psychologist and staff in developing an RTI model for behavior and seek ways to better support our students with repetitive behavior challenges. We will continue to provide training for teachers and parents in Positive Discipline.			

<b>Original Goal from prior year LCAP:</b>	Students will attain the healthy fitness zone on at least five components of the FitnessGram, including completing a one-mile run in under ten minutes			Related State and/or Local Priorities: _1 _2 X 3 _4 _5 _6 _7 X 8 Local:
Goal Applies to:	Schools:	LdVCS		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>At least 70% of students in grades four through six will attain healthy fitness zones on at least five components of the FitnessGram</li> <li>At least 60% of students in grades 4-6 will complete a one-mile run in under ten minutes</li> </ul>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>72% of students in grades four through six attained healthy fitness zones on at least five components of the FitnessGram (70%)</li> <li>54% of students in grades 4-6 completed a one-mile run in under ten minutes (60%)</li> </ul>	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>	
		<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
<ul style="list-style-type: none"> <li>Physical education teacher salaries and benefits</li> <li>Communicate goals and outcomes of physical education program with parents</li> </ul>		\$85,000, Object 1000s-3000s, LCFF Base	<ol style="list-style-type: none"> <li>Maintained Two Full-Time Physical education teachers</li> <li>Communicated goals and outcomes of physical education program with parents</li> </ol>	<ol style="list-style-type: none"> <li>\$82,000, 1000s, \$4,000 LCFF S/C, \$78,00 LCFF Base</li> <li>Personnel time accounts</li> </ol>
<b>Scope of service:</b>	ALL Grades: All		Scope of service:	ALL Grades: All

<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p>		<p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p>Other</p>
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**What changes in actions, services, and expenditures**

LdVCS met one of the expected measurable outcomes in this area. Seeking continuous improvement, LdVCS will continue to provide daily physical education classes to all students, emphasizing aerobic fitness and endurance. We will continue to have students set goals and track their progress to increase motivation, which, in turn, we hope will increase the number of students who attain the healthy fitness zones and run a mile in under ten minutes.

### Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	303937
<p>Leonardo da Vinci Health Sciences Charter School estimates the level of unduplicated pupils for the LCAP year (2016-17) will be the same as in the previous year, which is 66%. This will result in approximately \$303,937 of supplemental and concentration grant funds. As a charter school, funds will be spent district/LEA - wide. The funds will be used to increase and expand services for English Learners, low-income students and foster youth. The services include:</p> <ul style="list-style-type: none"> <li>‣ Purchase licensing for online intervention program(s) such as Imagine Learning, Reading Plus, and Lexia</li> <li>‣ Develop a clearly structured Response to Intervention (RTI) model which outlines student supports provided at levels 1, 2, and 3 and allows us to better measure the impact of the supports we put in place</li> <li>‣ Instructional Assistants to support RTI structure</li> <li>‣ Intervention/ELD teacher to monitor RTI program and provide push-in services</li> <li>‣ Consultants to provide Professional Development in areas of ELD and ELA</li> </ul>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

13.33

%

As stated in the previous section, Leonardo da Vinci Health Sciences estimates the level of unduplicated pupils for the LCAP year (2016-17) to be 66%. The estimated minimum proportionality percentage is 13.33%. Students who are considered English Learners, low-income students and foster youth will receive services above what is being provided to the general student population.

### LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

(b) "Middle School dropout rate" shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) "Suspension rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 - June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).
  - (3) Divide (1) by (2).
- (f) "Expulsion rate" shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 - June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 - June 30).
  - (3) Divide (1) by (2).