

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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 | Leonardo da Vinci Health Sciences Charter School | | |
| Contact Name and Title | Josh Stepner: Director | Email and Phone | Josh.stepner@davincicharter.org 619-301-2075 |

2017-20 Plan Summary

THE STORY

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

We are a small independent charter school that has a health and science focus where we value developing the skills, talents, and interests of the whole child rather than focusing solely on what score he or she will make on the state tests. We draw students from over 25 different schools within the county, and approximately 38% of our students are English Learners, 29% have qualified for free and reduced lunch, and 10% are receiving special education services.

We believe that if we are to improve lifelong eating habits among children, it is critical that they learn to make healthy eating and active lifestyle choices. As a health sciences school, a major part of our school's mission is to create "health literate" students who exhibit knowledge, skills, and behaviors critical to healthy living.

Students at Leonardo da Vinci Health Sciences Charter School are valued as first-hand inquirers and producers of knowledge. Leonardo da Vinci embodies the habits of mind fostered in each student. Leonardo da Vinci was a true Renaissance man who interpreted, challenged, and dissected knowledge. A master painter, sculptor, mathematician, scientist, and writer, Leonardo da Vinci's ingenuity and passion for ideas make him an exemplary role model for our students.

"For once you have tasted flight you will walk the earth with your eyes turned skywards, for there you have been and there you will long to return." ~Leonardo da Vinci

LCAP HIGHLIGHTS

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

- Response to Intervention program serving all students for an hour and a half per week in small groups.
- Effective use of Reading Plus, Sokikom, and Imagine Learning and SIPPS software to intervene on behalf of our most vulnerable students.
- School Site Council established to meet regularly and address financial, curricular, and school wide decisions by listening to all stakeholders.
- Discipline expectations that lowered incidents of students out of the classroom during peak instructional times.
- Increased parent engagement through the Parent Institute for Quality Education.
- Parent education classes conducted by our ELD Coordinator to help parent understand and effectively help their child with the new standards.

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

Our greatest progress this academic year is the establishment, delivery, and consistency of our Response to Intervention program that serves our most vulnerable students for an hour and a half per week. This program is effective in delivering strategic interventions in English language arts. Students receive instruction at their level based on assessments given early in the year. The Response to Intervention team consists of staff members (IA's) who have been trained in the specific intervention methods. The team works in small groups to effectively ensure students are being given instruction at their level.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

- Increased average daily attendance
- Combat tardiness
- Retention of quality teachers
- Parent Communication

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

- One and a half hours per week in organized response to intervention small groups to receive ELA instruction.
- Parent Institute for Quality Education on campus to educate parents regarding the education landscape.
- School site council to review and discuss important aspects of the school community.
- Increased parent involvement in school wide activities according to sign in sheets.
- Discipline standards that is fair and appropriate.
- More opportunities to volunteer on campus, on field trips, and school activities.
- Less red tape involved in volunteering.

BUDGET SUMMARY

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 2,773,160

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

\$

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

- Reading Plus site licenses
- Rti support instructional aides
- Rti support materials
- Tutoring costs

Total Projected LCFF Revenues for LCAP Year:

\$ 2,647,183

Annual Update

LCAP Year Reviewed: 2016-17

Goal 1

School wide 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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

At least 70% of all students will be at expected DRA level

54% of all students attained expected DRA level

At least 70% of all students will be at grade level or above for writing

61% of all students met or exceeded grade level expectations for writing (per report card data)

At least 5% increase in CAASPP ELA and math results

40% of students met or exceeded expectations for CAASPP ELA (12.5%)

26% of students met or exceeded expectation for CAASPP math (5% increase)

Action 1

| | | |
|------------------|---|---|
| Actions/Services | <p>PLANNED</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acquire, develop, and retain teachers. | <p>ACTUAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hired 8 new classroom teachers. |
| Expenditures | <p>BUDGETED</p> <ul style="list-style-type: none"> <input type="checkbox"/> \$881,760, Object 1000s, LCFF Base (\$731,760), LCFF S/C (\$150,000) | <p>ESTIMATED ACTUAL</p> <p>\$851,943, Object 1000s, LCFF S/C \$300k, Remainder LCFF Base</p> |

Action 2

| | | |
|------------------|--|---|
| Actions/Services | <p>PLANNED</p> <ul style="list-style-type: none"> <input type="checkbox"/> Summer Intensive Literacy Program (Title I) | <p>ACTUAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> First session held in the Summer of 2016 piloting the Reading Plus program. |
| Expenditures | <p>BUDGETED</p> <ul style="list-style-type: none"> <input type="checkbox"/> \$10,000, Object 1000s, LCFF Base (\$6,000), LCFF S/C (\$4,000) | <p>ESTIMATED ACTUAL</p> <p>\$2,500, Object 1000s, LCFF Base</p> |

Action 3

| | | |
|------------------|--|---|
| Actions/Services | <p>PLANNED</p> <ul style="list-style-type: none"> <input type="checkbox"/> After School Tutoring Program (Title I) | <p>ACTUAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> The program began in 2016 – 2017 with teachers in grades 2-6 offering three hours of tutoring after school each week. |
| Expenditures | <p>BUDGETED</p> <ul style="list-style-type: none"> <input type="checkbox"/> \$4000 | <p>ESTIMATED ACTUAL</p> <p>\$10,000, Object 1000s, LCFF Base</p> |

Action 4

| | | |
|-------------------------|--|---|
| <p>Actions/Services</p> | <p>PLANNED</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develop a clearly structured Response to Intervention (RTI) model that outlines student supports provided at levels 1, 2, and 3 and allows. | <p>ACTUAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> A clearly structured Response to Intervention program where students receive an hour and a half of reading intervention in small groups guided by Instructional Assistants trained in specific (SIPPS and Reading Plus) techniques. |
| <p>Expenditures</p> | <p>BUDGETED</p> <ul style="list-style-type: none"> <input type="checkbox"/> ELD coordinator/IA time accounted for above money. | <p>ESTIMATED ACTUAL</p> <p>Teacher accounted for above. I.A.'s accounted for below. \$105,000 Administrators amount – portion of this related to RTI & Discipline</p> |

Action 5

| | | |
|-------------------------|--|---|
| <p>Actions/Services</p> | <p>PLANNED</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional Assistants to support RTI structure (Title I) | <p>ACTUAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 Instructional Assistants were hired and trained to provide response to intervention help. |
| <p>Expenditures</p> | <p>BUDGETED</p> <ul style="list-style-type: none"> <input type="checkbox"/> \$30,000 | <p>ESTIMATED ACTUAL</p> <p>\$142,691, Object 2000s, \$65k Title I, Remainder = LCFF Base</p> |

Action 6

| | | |
|-------------------------|--|---|
| <p>Actions/Services</p> | <p>PLANNED</p> <ul style="list-style-type: none"> <input type="checkbox"/> Instructional Assistants to support RTI structure (Title I) | <p>ACTUAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4 Instructional Assistants were hired and trained to provide response to intervention help. |
| <p>Expenditures</p> | <p>BUDGETED</p> <ul style="list-style-type: none"> <input type="checkbox"/> \$30,000 | <p>ESTIMATED ACTUAL</p> <p>Instructional Aides accounted for above</p> |

Action 7

Actions/Services

PLANNED
 Make adjustments to curriculum materials as needed.

ACTUAL
 Small purchases to replace lost materials, new resources for students arriving after the first day.

Expenditures

BUDGETED

ESTIMATED ACTUAL
\$5,000, Object 4000s, LCFF Base

Action 8

Actions/Services

PLANNED
 Provide professional development in reading instruction

ACTUAL
 Professional development in reading instruction: Reading Plus and Imagine Learning trainings.

Expenditures

BUDGETED
 \$5,000

ESTIMATED ACTUAL
\$1,900, Object 5000s, Title II

Action 9

Actions/Services

PLANNED
 Set new progress goals for all students and student groups.

ACTUAL
 Teachers analyze student work in formative and summative assessments, interim mathematics assessments, DRA scores, Words Their Way assessment data and more.

Expenditures

BUDGETED
 ELD coordinator/IA time accounted for above money.

ESTIMATED ACTUAL
Personnel costs accounted for in Goal #1

Action 10

Actions/Services

PLANNED
 Continue to analyze student work on a monthly basis vertically and in grade level groups.

ACTUAL
 Teachers analyze student work in formative and summative assessments, interim mathematics assessments, DRA scores, Words Their Way assessment data and more.

Expenditures

BUDGETED
 Teacher time accounted for above money.

ESTIMATED ACTUAL
Personnel costs accounted for in Goal #1

Action 11

Actions/Services

PLANNED
 Everyone's a Reader program

ACTUAL
 Everyone's A Reader Program has been up and running since October of 2016.

Expenditures

BUDGETED
 Volunteer's time accounted for above money.

ESTIMATED ACTUAL
\$3,888, Object 5000s, LCFF Base

Action 12

Actions/Services

PLANNED
 Consultants to provide Professional Development in areas of ELD and ELA

ACTUAL
 Dr. Jill Kerper Mora, professor at SDSU in ELD development, provided PD in ELL strategies for instruction and ELD standards.

Expenditures

BUDGETED
 \$5,000

ESTIMATED ACTUAL
\$400, Object 5000s, LCFF Base

Action 13

Actions/Services

PLANNED
 Translate weekly updates

ACTUAL
 All materials sent home for parents was translated into Spanish.

Expenditures

BUDGETED
 \$3,000

ESTIMATED ACTUAL
\$7,500, Object 1000s & 2000s, LCFF Base

Action 14

Actions/Services

PLANNED
 Parent Workshops

ACTUAL
 Parent Institute for Quality Education provided parent workshops over a 9-week period.
 ELAC Meetings

Expenditures

BUDGETED
 \$5,000

ESTIMATED ACTUAL
\$5,000, Object 5000s, LCFF Base

Action 15

Actions/Services

PLANNED
 Purchase licensing for online intervention program(s) such as Imagine Learning and Reading Plus

ACTUAL
 Licenses have been purchased for Imagine Learning and Reading Plus.

Expenditures

BUDGETED
 \$20,000

ESTIMATED ACTUAL
\$14,231, Object 5000s, LCFF Base

ANALYSIS

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.

Based on the action/services from 2016, LdVCS has instituted each and every goal action and service listed in the previous section of the LCAP document. We continue to monitor, analyze, and discuss the effectiveness of each action and continuously improve of methods of instruction, planning, and delivery of content.

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

As a school, we were very diligent in the area of response to intervention, providing one and a half hours of targeted reading instruction in small groups, a fantastic parent language workshop provided by LdVCS staff member from the English language development department, implemented a 20 minute a day Imagine Learning time so students would have access to digital resources, communication with parents on a weekly, sometimes daily, basis to keep parents informed of all pertinent information. 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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our addition of a team of professional educators to support our work during response to intervention classroom delivery. We have also instituted new digital resources to supplement this work. Reading plus is a program designed to assist readers with fluency, comprehension and self-directed learning. This program license was an additional cost for our school budget.

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.

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. In 2016/2017, we were able to implement the after school tutoring program, an organized and concise response to intervention program, and give students effective instruction at their level based on decision made using specific data points.

Stakeholder Engagement

LCAP
Year

2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

- 9-week parent institute: Parent Institute for Quality Education (October – December)
- Monthly ELAC meetings on campus.
- Bi-Monthly parent meetings: Coffee with the principal.
- Bi-monthly staff meetings.
- Parent Orientation: September 2016
- Monthly Board of Trustee meetings open to the public. (August 2016-June 2017)
- Monthly School Site Council Meetings: December 2016-June 2017)
- A variety of telephone conversations with stakeholder having specific LCAP related inquiries to the director. (August 2016-June 2017)

IMPACT ON LCAP AND ANNUAL UPDATE

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

The consultations resulted in increased communication with different stakeholders including parents and community members. As a school, we were able to listen closely to what parent's value in the school day and what they expect their students to encounter on a daily basis. We were also able to disseminate information on a very confusing topic for most parents. This important stakeholder group is essential in the decision making process and we feel encouraged by the increase in parent comments, attendance at SSC meetings, ELAC meetings, and public Board of Trustee meetings held each month.

We were able to receive:

- Parent Input
- Community Input
- Student Input
- Staff Input

ACTIONS/SERVICES

Action 1

2017-18

New Modified Unchanged

Summer Intensive Literacy Program

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$10,000

Source Title I

Object 1000s & 2000s

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 2

2017-18

New Modified Unchanged

After School Tutoring Program (Title I)

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$7,500

Source

LCFF Base

Budget Reference

Object 1000s

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 3

2017-18

New Modified Unchanged

Instructional Assistants to support RTI structure (Title I)

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$139,323
 Source LCFF Base & Title I
 Object 2000s
 Budget Reference

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference

ACTIONS/SERVICES

Action 4

2017-18

New Modified Unchanged

Continue to monitor and evaluate implementation of curriculum

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount 1,035,792

Source LCFF S/C \$300k, Remainder LCFF Base

Budget Reference Object 1000s

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 7

2017-18

New Modified Unchanged

Make adjustments to curriculum materials as needed.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Teacher, aides, ELD coordinator time accounted for above

Source

Source denoted above

Budget Reference

Object 1000s

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 8

2017-18

2018-19

2019-20

| | | |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Provide professional development in reading instruction. | | |

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

| | | | | | |
|------------------|--------------|------------------|--|------------------|--|
| Amount | \$8,000 | Amount | | Amount | |
| Source | LCFF Base | Source | | Source | |
| Budget Reference | Obejct 5000s | Budget Reference | | Budget Reference | |

ACTIONS/SERVICES

Action 9

2017-18

New Modified Unchanged

Set new progress goals for all students and student groups.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Teacher, aide, ELD coordinator time accounted for above.

Source

Source denoted above

Budget Reference

Object 1000s

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 10

2017-18

New Modified Unchanged

Set new progress goals for all students and student groups.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Teacher, aide, ELD coordinator time accounted for above.

Source

Source denoted above

Budget Reference

LCFF Base

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 11

2017-18

New Modified Unchanged

Continue to analyze student work on a monthly basis vertically and in grade level groups.

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount Teacher, aide, ELD coordinator time accounted for above.

Source Sources denoted above

Budget Reference LCFF Base

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 12

2017-18

New Modified Unchanged

Everyone's a Reader program

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$3,00
 Source LCFF Base
 Object 4000s
 Budget Reference

2018-19

Amount
 Source
 Budget Reference

2019-20

Amount
 Source
 Budget Reference

ACTIONS/SERVICES

Action 13

2017-18

New Modified Unchanged

Consultants to provide Professional Development in areas of ELD and ELA

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

\$4,500

Source

Title II

Budget Reference

Object 5000s

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 14

2017-18

New Modified Unchanged

Translate weekly updates

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$4,000

Source Object 2000s

LCFF Base

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 15

2017-18

New Modified Unchanged

Parent Workshops

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount \$6,000

Source LCFF Base

LCFF Base

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 16

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Purchase licensing for online intervention program(s) such as Imagine Learning and Reading Plus | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------------------------|------------------|------------------|
| Amount \$2,000 | Amount | Amount |
| Source LCFF Base | Source | Source |
| Budget Reference Object 4000s | Budget Reference | Budget Reference |

Annual Update

LCAP Year Reviewed: 2017-18

Goal 2

Continue to develop a clear systematic process of evaluating and analyzing our school-wide assessment processes and data over time.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- At least 70% of all students will be at expected DRA level
- At least 70% of all students will be at grade level or above for writing
- At least 5% increase in CAASPP ELA and math results

ACTUAL

- 54% of all students attained expected DRA level
- 61% of all students met or exceeded grade level expectations for writing (per report card data)
- 40% of student met or exceeded expectation for CAASPP ELA (12.5% increase)
- 26% of student met or exceeded expectation for CAASPP math (5% increase)

ACTIONS / SERVICES

Action 1

| | | |
|------------------|---|--|
| Actions/Services | PLANNED <input type="checkbox"/> Maintain OARS database | ACTUAL <input type="checkbox"/> Used OARS to track CAASPP results, CELDT data, report cards, and DRA results |
| Expenditures | BUDGETED \$129,500 | ESTIMATED ACTUAL \$3,125, Object 5000s, LCFF Base |

Action 2

| | | |
|------------------|---|--|
| Actions/Services | PLANNED <input type="checkbox"/> Continue to train staff and teachers in the use of the database. | ACTUAL <input type="checkbox"/> Analyzed DRA data to form RtI groups, report card data, and health data. |
| Expenditures | BUDGETED <input type="checkbox"/> Teacher, aide, administrator time accounted for above money. | ESTIMATED ACTUAL Personnel costs accounted for in Goal #1 |

Action 3

| | | |
|------------------|---|--|
| Actions/Services | PLANNED <input type="checkbox"/> Analyze DRA, writing, and health data. | ACTUAL <input type="checkbox"/> Analyzed DRA, report card, and health data. <input type="checkbox"/> Used the data to form RtI groups providing targeted intervention support for students, and convey student progress to parents. |
| Expenditures | BUDGETED <input type="checkbox"/> Teacher, aide, ELD coordinator, administrator time accounted for above money. | ESTIMATED ACTUAL Personnel costs accounted for in Goal #1 |

Action 4

Actions/Services

PLANNED

- Review and train new teachers on how to administer and score DRA reading assessments.

ACTUAL

- Reviewed and trained new teachers on how to administer and score DRA reading assessments.

Expenditures

BUDGETED

- Teacher, aide, ELD coordinator time accounted for above money.

ESTIMATED ACTUAL

Personnel costs accounted for in Goal #1

Action 5

Actions/Services

PLANNED

- Train teachers to administer and score school wide writing assessments.

ACTUAL

- Analyzed CELDT data.

Expenditures

BUDGETED

- Teacher, aide, ELD coordinator time accounted for above money.

ESTIMATED ACTUAL

Personnel costs accounted for in Goal #1

Action 6

Actions/Services

PLANNED

- Create new assessment rubrics and protocols based on grade level standard and ESLR's for writing.

ACTUAL

- Some teachers piloted the OARS grade book.

Expenditures

BUDGETED

- Teacher, aide, ELD coordinator time accounted for above money.

ESTIMATED ACTUAL

Personnel costs accounted for in Goal #1

Action 7

Actions/Services

PLANNED
 Analyze CELDT data

ACTUAL
 Analyzed CELDT data.

Expenditures

BUDGETED
 Teacher, aide, ELD coordinator time accounted for above money.

ESTIMATED ACTUAL
Personnel costs accounted for in Goal #1

Action 1

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Maintain OARS database | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|----------------------------|------------------|------------------|
| Amount \$129,500 | Amount | Amount |
| Source 1000-3000 | Source | Source |
| Budget Reference LCFF Base | Budget Reference | Budget Reference |

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Group(s) Schoolwide **OR** Limited to Unduplicated Student

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Continue to train staff and teachers in the use of the database. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|------------------|------------------|
| Amount Personnel Costs accounted for in Goal #1 | Amount | Amount |
| Source | Source | Source |
| Budget Reference | Budget Reference | Budget Reference |

Action 3

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Analyze DRA, writing and health data. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|------------------|------------------|
| Amount Personnel Costs accounted for in Goal #1 | Amount | Amount |
| Source | Source | Source |
| Budget Reference | Budget Reference | Budget Reference |

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

| | |
|------------------------------|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|---|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Review and train new teachers on how to administer and score assessments (DRA, BPST, CAASPP interim, benchmarks) | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------|--|------------------|
| Amount | Personnel Costs accounted for in Goal #1 | Amount |
| Source | | Source |
| Budget Reference | | Budget Reference |

Action 5

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Train teachers to administer and score school wide writing assessments. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|------------------|------------------|
| Amount Personnel Costs accounted for in Goal #1 | Amount | Amount |
| Source | Source | Source |
| Budget Reference | Budget Reference | Budget Reference |

Action 6

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Create new assessment rubrics and protocols based on grade level standard and ESLR's for writing. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|------------------|------------------|
| Amount Personnel Costs accounted for in Goal #1 | Amount | Amount |
| Source | Source | Source |
| Budget Reference | Budget Reference | Budget Reference |

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

| | |
|------------------------------|---|
| <u>Students to be Served</u> | <input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)] _____ |
| <u>Location(s)</u> | <input type="checkbox"/> All schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____ |

OR

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

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

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Analyze CELDT data. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|------------------|--|------------------|
| Amount | Personnel Costs accounted for in Goal #1 | Amount |
| Source | | Source |
| Budget Reference | | Budget Reference |

Annual Update

LCAP Year Reviewed: 2017-18

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

| | |
|-----------------|--|
| <h2>Goal 3</h2> | Address and meet the needs of EL students, ensuring that we have the resources, strategies, and interventions in place to meet their specific needs. |
|-----------------|--|

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- At least 60% of EL students will increase by at least one English proficiency level
- Reclassify at least 17% of ELs as English proficient

ACTUAL

- 50% of EL students will increase by at least one English proficiency level
- 5% of ELs were reclassified as English proficient

Action 1

Actions/Services

PLANNED
 Summer Intensive Literacy Program (Title I)

ACTUAL
 Summer Intensive Literacy Program (Title I)

Expenditures

BUDGETED

ESTIMATED ACTUAL
 Personnel costs accounted for in Goal #1

Action 2

Actions/Services

PLANNED
 After School Tutoring Program (Title I)

ACTUAL
 After School Tutoring Program (Title I)

Expenditures

BUDGETED

ESTIMATED ACTUAL
 Personnel costs accounted for in Goal #1

Action 3

Actions/Services

PLANNED
 Purchase licensing for online intervention program(s) such as Imagine Learning, Reading Plus, and Lexia

ACTUAL
 Purchase licensing for online intervention program(s) such as Imagine Learning, Reading Plus, and Lexia

Expenditures

BUDGETED

ESTIMATED ACTUAL
 Personnel costs accounted for in Goal #1

Action 4

Actions/Services

PLANNED

- 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

ACTUAL

- 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

Expenditures

BUDGETED

ESTIMATED ACTUAL

- Personnel costs accounted for in Goal #1**

Action 5

Actions/Services

PLANNED

- Instructional Assistants to support RTI structure (Title I)

ACTUAL

- Instructional Assistants to support RTI structure (Title I)

Expenditures

BUDGETED

ESTIMATED ACTUAL

- Personnel costs accounted for in Goal #1**

Action 6

Actions/Services

PLANNED

- Intervention/ELD teacher to monitor RTI program and provide push-in services.

ACTUAL

- Intervention/ELD teacher to monitor RTI program and provide push-in services.

Expenditures

BUDGETED

ESTIMATED ACTUAL

- Personnel costs accounted for in Goal #1**

Action 7

Actions/Services

PLANNED
 Ensure ELD / Intervention teacher is properly trained

ACTUAL
 Ensure ELD / Intervention teacher is properly trained

Expenditures

BUDGETED

ESTIMATED ACTUAL

Action 8

Actions/Services

PLANNED
 Analyze school-wide assessments

ACTUAL
 Analyze school-wide assessments

Expenditures

BUDGETED

ESTIMATED ACTUAL

Action 9

Actions/Services

PLANNED
 Identify professional development needs for assessments.

ACTUAL
 Identify professional development needs for assessments.

Expenditures

BUDGETED

ESTIMATED ACTUAL

Action 10

Actions/Services

PLANNED
 Consultants to provide Professional Development in areas of ELD and ELA

ACTUAL
 Consultants to provide Professional Development in areas of ELD and ELA

Expenditures

BUDGETED

ESTIMATED ACTUAL

Action 11

Actions/Services

PLANNED
 Administer and analyze initial assessments

ACTUAL
 Administer and analyze initial assessments

Expenditures

BUDGETED

ESTIMATED ACTUAL

Action 12

Actions/Services

PLANNED
 Re-administer assessments for baseline comparison

ACTUAL
 Re-administer assessments for baseline comparison

Expenditures

BUDGETED

ESTIMATED ACTUAL

Action 13

Actions/Services

PLANNED
 Analyze student growth

ACTUAL
 Analyze student growth

Expenditures

BUDGETED

ESTIMATED ACTUAL

Action 14

Actions/Services

PLANNED
 Involve parents through ELAC

ACTUAL
 Involve parents through ELAC

Expenditures

BUDGETED

ESTIMATED ACTUAL

ANALYSIS

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.

While we met many of the goals outlined, we did implement the after school-tutoring program in grades two through six. We are delivering a clearly structured RTI program for one and a half hours per week for all students that we intend to analyze and adjust during 2017-18. 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. We worked directly with Dr. Jill Mora from SDSU.

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

A consistent, organized, and structured Response To Intervention program has allowed us the opportunity to zero in on the exact educational needs of individual students to try and elevate levels of learning specific to the needs and learning style of the individual student. Areas where we still need to increase effectiveness is in making sure our ELD coordinator is properly trained.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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 continued using the OARS database to collect and analyze data during 2016-2017. We will continue to use OARS to not only monitor achievement data, but to also use the data to inform practice.

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.

Significant changes in our response to intervention program are new to this goal. We have planned, organized, and delivered one and a half hours of targeted intervention to all English Language Learners. Also new to this goal are the implementation and use of interim mathematics assessments to create baseline data for teachers to use in the process of differentiation, planning, and grading. Also new to this goal was the implementation of our Parent Institute for Quality Education seminars for parents. This nine-week seminar allowed parents to seek information and ask questions regarding the educational field. 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.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

- 9 week parent institute: Parent Institute for Quality Education (October – December)
- Monthly ELAC meetings on campus.
- Bi-Monthly parent meetings: Coffee with the principal.
- Bi-monthly staff meetings.
- Parent Orientation: September 2016
- Monthly Board of Trustee meetings open to the public. (August 2016-June 2017)
- Monthly School Site Council Meetings: December 2016-June 2017)
- A variety of telephone conversations with stakeholder having specific LCAP related inquiries to the director. (August 2016-June 2017)

IMPACT ON LCAP AND ANNUAL UPDATE

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

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.

Goals, Actions, & Services

Strategic Planning Details and Accountability

New
 Modified
 Unchanged

Goal 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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Increased number of English Learners who achieve full English language proficiency

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---------|---------|---------|
| <input type="checkbox"/> At least 60% of EL students will increase by at least one English proficiency level | <input type="checkbox"/> 50% of EL students will increase by at least one English proficiency level | | | |
| <input type="checkbox"/> Reclassify at least 17% of ELs as English proficient | <input type="checkbox"/> 5% of ELs were reclassified as English proficient | | | |

PLANNED ACTIONS / SERVICES

Action 1

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Summer Intensive Literacy Program (Title I) | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|------------------|------------------|
| Amount Personnel costs accounted for in goal #1 | Amount | Amount |
| Source | Source | Source |
| Budget Reference | Budget Reference | Budget Reference |

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> After School Tutoring Program (Title I) | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|------------------|------------------|
| Amount Personnel costs accounted for in goal #1 | Amount | Amount |
| Source | Source | Source |
| Budget Reference | Budget Reference | Budget Reference |

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Purchase licensing for online intervention program(s) such as Imagine Learning, Reading Plus, and Lexia | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|-------------------------------|------------------|------------------|
| Amount \$5,000 | Amount | Amount |
| Source LCFF Base | Source | Source |
| Budget Reference Object 4000s | Budget Reference | Budget Reference |

Action 4

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> 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 | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|---------|---------|
| Amount RTI Personnel costs accounted for in Goal #1 | Amount | Amount |
| Source | Source | Source |
| Budget | Budget | Budget |

Reference

Reference

Reference

Action 5

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

Students to be Served

All Students with Disabilities [Specific Student Group(s)] _____

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s)

All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Instructional Assistants to support RTI structure (Title I)

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

I.A. costs accounted for in Goal #1

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action 6

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Intervention/ELD teacher to monitor RTI program and provide push-in services | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|------------------|------------------|
| Amount Personnel costs accounted for in goal #1 | Amount | Amount |
| Source | Source | Source |
| Budget Reference | Budget Reference | Budget Reference |

Action 7

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Ensure ELD / Intervention teacher is properly trained | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|------------------|------------------|
| Amount Personnel costs accounted for in goal #1 | Amount | Amount |
| Source | Source | Source |
| Budget Reference | Budget Reference | Budget Reference |

Action 8

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

| | | |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Analyze school-wide assessments | | |

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

| | | | | | |
|------------------|--|------------------|--|------------------|--|
| Amount | Personnel costs accounted for in goal #1 | Amount | | Amount | |
| Source | | Source | | Source | |
| Budget Reference | | Budget Reference | | Budget Reference | |

Action 9

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Identify professional development needs for assessments | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|------------------|------------------|
| Amount Personnel costs accounted for in goal #1 | Amount | Amount |
| Source | Source | Source |
| Budget Reference | Budget Reference | Budget Reference |

Action 10

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Consultants to provide Professional Development in areas of ELD and ELA | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|-------------------------------|------------------|------------------|
| Amount \$3,000 | Amount | Amount |
| Source LCFF Base | Source | Source |
| Budget Reference Object 5000s | Budget Reference | Budget Reference |

Action 11

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Administer and analyze initial assessments | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|------------------|------------------|
| Amount Personnel costs accounted for in goal #1 | Amount | Amount |
| Source | Source | Source |
| Budget Reference | Budget Reference | Budget Reference |

Action 12

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Re-administer assessments for baseline comparison | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|---|------------------|------------------|
| Amount Personnel costs accounted for in goal #1 | Amount | Amount |
| Source | Source | Source |
| Budget Reference | Budget Reference | Budget Reference |

Action 13

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Analyze student growth

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount Personnel costs accounted for in goal #1

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

Action 14

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Involve parents through ELAC

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

| | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|------------------|------------------|
| Amount | Personnel costs accounted for in goal #1 | Amount | Amount |
| Source | | Source | Source |
| Budget Reference | | Budget Reference | Budget Reference |

Annual Update

LCAP Year Reviewed: 2016-17

Goal 4

Maintain an average daily attendance (ADA) rate of 96% or higher and experience a decrease in truancy, tardiness, and chronic absenteeism rates.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- ADA of 95.5% or higher
- Truancy rate will drop to 30% or below.
- Chronic absenteeism rate will drop to 4% or below
- Number of students who are chronically tardy will drop to 20% or below

ACTUAL

- ADA = 95.3%
- Truancy rate = 42%
- Chronic absenteeism rate = 4.3%
- Chronically tardy rate = 24.2%

ACTIONS/SERVICES

Action 1

Actions/Services

| |
|---|
| <p>PLANNED</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate importance of school attendance with parents: <ul style="list-style-type: none"> ○ Parent Orientation Meetings ○ Parent Handbook ○ Director Updates ○ Teacher Communications ○ Parent-teacher Meetings ○ LdVIP & ELAC Meetings ○ Chats with the Director |
|---|

| |
|--|
| <p>ACTUAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communicate importance of school attendance with parents: <ul style="list-style-type: none"> ○ Parent Orientation Meetings ○ Parent Handbook ○ Director Updates ○ Teacher Communications ○ Parent-teacher Meetings ○ LdVIP & ELAC Meetings ○ Chats with the Director |
|--|

Expenditures

| |
|------------------------|
| <p>BUDGETED</p> |
|------------------------|

| |
|---|
| <p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personnel costs accounted for in Goal #1 |
|---|

Action 2

Actions/Services

| |
|---|
| <p>PLANNED</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide parent education on impact of attendance on student achievement levels |
|---|

| |
|--|
| <p>ACTUAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide parent education on impact of attendance on student achievement levels |
|--|

Expenditures

| |
|------------------------|
| <p>BUDGETED</p> |
|------------------------|

| |
|---|
| <p>ESTIMATED ACTUAL</p> <ul style="list-style-type: none"> <input type="checkbox"/> Personnel costs accounted for in Goal #1 |
|---|

Action 3

Actions/Services

PLANNED
 Recognize best weekly attendance by class

ACTUAL
 Recognize best weekly attendance by class

Expenditures

BUDGETED

ESTIMATED ACTUAL
 Personnel costs accounted for in Goal #1

Action 4

Actions/Services

PLANNED
 Public recognition of students with positive attendance

ACTUAL
 Public recognition of students with positive attendance

Expenditures

BUDGETED

ESTIMATED ACTUAL
 Personnel costs accounted for in Goal #1

Action 5

Actions/Services

PLANNED
 Reflect on prior year

ACTUAL
 Reflect on prior year

Expenditures

BUDGETED

ESTIMATED ACTUAL
 Personnel costs accounted for in Goal #1

Action 6

Actions/Services

PLANNED
 Establish an Attendance Panel

ACTUAL
 Establish an Attendance Panel

Expenditures

BUDGETED

ESTIMATED ACTUAL
 Personnel costs accounted for in Goal #1

Action 7

Actions/Services

PLANNED
 Analyze the data to design positive attendance plan

ACTUAL
 Analyze the data to design positive attendance plan

Expenditures

BUDGETED

ESTIMATED ACTUAL

ANALYSIS

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.

The actions and services listed above gave our school the opportunity to inform parents about the connection between good attendance and good grades. We also described the impact absences have on the school in general. The financial impact, impact on student performance, and the impact on the classroom atmosphere can all be attributes to the attendance issue.

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

We believe parents had the opportunity to become informed in a variety of different information meetings such as ELAC, Coffee with the principal, School Site Council meetings, emails, and our website offer plenty of information about all aspects of the school. Public recognition of students who have perfect attendance are acknowledged in front of their peers. 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:

- establish attendance panel
- design positive attendance plan
- establish appropriate steps/ consequences for consistent tardiness and absences

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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures.

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

The only change to this goal for the 2016-2017 school year was to add an attendance survey for parents to help us better understand the underlying causes and solutions to chronic absenteeism, truancy, and tardiness.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Communicated importance of school attendance with parents through:

- Parent Orientation Meetings
- Parent Handbook
- Director Updates
- Teacher Communications
- Parent-teacher Meetings
- LdVIP & ELAC Meetings

IMPACT ON LCAP AND ANNUAL UPDATE

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

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:

- Establish attendance panel
- Design positive attendance plan
- Establish appropriate steps/ consequences for consistent tardiness and absences

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.

ACTIONS/SERVICES

Action 1

2017-18

New Modified Unchanged

- Communicate importance of school attendance with parents:
 - Parent Orientation Meetings
 - Parent Handbook
 - Director Updates
 - Teacher Communications
 - Parent-teacher Meetings
 - LdVIP & ELAC Meetings
 - Chats with the Director

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | Personnel costs accounted for in goal #1 |
| Source | |
| Budget Reference | |

2018-19

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |

2019-20

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |

ACTIONS/SERVICES

Action 2

2017-18

New Modified Unchanged

Provide parent education on impact of attendance on student achievement levels

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Personnel costs accounted for in goal #1

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 3

2017-18

New Modified Unchanged

Recognize best weekly attendance by class

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Personnel costs accounted for in goal #1

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 4

2017-18

New Modified Unchanged

Public recognition of students with positive attendance

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Personnel costs accounted for in goal #1

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 5

2017-18

New Modified Unchanged

Reflect on prior year

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount Personnel costs accounted for in goal #1

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 6

2017-18

New Modified Unchanged

Establish an Attendance Panel

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | Personnel costs accounted for in goal #1 |
| Source | |
| Budget Reference | |

2018-19

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |

2019-20

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |

ACTIONS/SERVICES

Action 7

2017-18

New Modified Unchanged

Analyze the data to design positive attendance plan

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Personnel costs accounted for in goal #1

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

LCAP Year Reviewed: 2016-17

Annual Update

Goal 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.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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.
- 5% decrease in office discipline referrals compared to 2015-2016 data.
- Suspension rate of 1.5% or less

ACTUAL

- 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?"
- 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?"
- 30% decrease in office discipline referrals compared to 2014-2015 data.

ANALYSIS

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Our goal was to encourage parents to partner with us in helping students to arrive and depart from school at the designated times. Our goal was to educate our parents on the correlation between good attendance and good grades.

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

The information campaign was very successful. We had very good attendance during the Parent Institute for Quality Education seminars where much of the information and statistics regarding attendance were shared and discussed. 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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures.

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

One change of note was to add Restorative Discipline Practices to our Positive Discipline Model. Teachers were given the opportunity to learn from a representative from the San Diego County Office of Education on best practices in classroom management. We also added two extra noon duty staff to assist with supervision.

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Communicated importance of school attendance with parents through:

- Parent Orientation Meetings
- Parent Handbook
- Director Updates
- Teacher Communications
- Parent-teacher Meetings
- LdVIP & ELAC Meetings

IMPACT ON LCAP AND ANNUAL UPDATE

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

We met many of the goals outlined and fully implement the after school tutoring program as anticipated. We have a clearly structured RTI program fully implement during 2016-17 school year providing one and a half hours of structured intervention per week for all students. The RTI program includes 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. Reading Plus and SIPPS are used with students to differentiate instruction, give students universal access to literature, help ELL understand word structure and meaning over memorization, and a highly talented team of RtI support staff who push into classrooms and offer students small group instruction. Each group is formed based on assessment data, teacher input, and ability.

Action 1

| | | |
|------------------|--|--|
| Actions/Services | PLANNED <input type="checkbox"/> Director to monitor schoolwide discipline | ACTUAL <input type="checkbox"/> Director monitored schoolwide discipline |
| Expenditures | BUDGETED <input type="checkbox"/> | ESTIMATED ACTUAL Director costs accounted for in goal #1 |

Action 2

| | | |
|------------------|--|--|
| Actions/Services | PLANNED <input type="checkbox"/> Analyze effectiveness of discipline model | ACTUAL <input type="checkbox"/> Increased psychologist services by one additional day per week |
| Expenditures | BUDGETED <input type="checkbox"/> | ESTIMATED ACTUAL \$294,000, Object 5000s, LCFF Base |

Action 3

| | | |
|------------------|--|---|
| Actions/Services | PLANNED <input type="checkbox"/> Create school wide discipline handbook for staff and teachers | ACTUAL <input type="checkbox"/> |
| Expenditures | BUDGETED <input type="checkbox"/> | ESTIMATED ACTUAL |

Action 4

| | | |
|------------------|---|---|
| Actions/Services | PLANNED <input type="checkbox"/> Implement RTI model to address disciplinary issues | ACTUAL <input type="checkbox"/> |
| Expenditures | BUDGETED <input type="checkbox"/> | ESTIMATED ACTUAL |

Action 5

| | | |
|------------------|--|---|
| Actions/Services | PLANNED <input type="checkbox"/> Train new teachers in Positive Discipline and LdVCS Discipline Plan | ACTUAL <input type="checkbox"/> |
| Expenditures | BUDGETED <input type="checkbox"/> | ESTIMATED ACTUAL |

Action 6

| | | |
|------------------|---|---|
| Actions/Services | PLANNED <input type="checkbox"/> Continue to provide teachers and staff with professional development on implementing Positive Discipline | ACTUAL <input type="checkbox"/> |
| Expenditures | BUDGETED <input type="checkbox"/> | ESTIMATED ACTUAL |

Action 7

| | | |
|------------------|--|---|
| Actions/Services | PLANNED <input type="checkbox"/> Continue to provide parents with information and workshops on Positive Discipline | ACTUAL <input type="checkbox"/> |
| Expenditures | BUDGETED <input type="checkbox"/> | ESTIMATED ACTUAL |

Action 8

| | | |
|------------------|--|---|
| Actions/Services | PLANNED <input type="checkbox"/> Analyze office discipline referrals, suspensions, and other discipline data on a monthly and yearly basis | ACTUAL <input type="checkbox"/> |
| Expenditures | BUDGETED <input type="checkbox"/> | ESTIMATED ACTUAL |

ACTIONS/SERVICES

Action 1

2017-18

New Modified Unchanged

Director to monitor schoolwide discipline

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|---|
| Amount | Director costs accounted for in goal #1 |
| Source | |
| Budget Reference | |

2018-19

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |

2019-20

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |

ACTIONS/SERVICES

Action 2

2017-18

New Modified Unchanged

Analyze effectiveness of discipline model

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

| | |
|------------------|--|
| Amount | Personnel costs accounted for in goal #1 |
| Source | |
| Budget Reference | |

2018-19

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |

2019-20

| | |
|------------------|--|
| Amount | |
| Source | |
| Budget Reference | |

ACTIONS/SERVICES

Action 3

2017-18

New Modified Unchanged

Create school wide discipline handbook for staff and teachers

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Personnel costs accounted for in goal #1

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 4

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

Implement RTI model to address disciplinary issues

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount Personnel costs accounted for in goal #1

Amount

Amount

Source

Source

Source

Budget Reference

Budget Reference

Budget Reference

ACTIONS/SERVICES

Action 5

2017-18

New Modified Unchanged

Train new teachers in Positive Discipline and LdVCS Discipline Plan

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Personnel costs accounted for in goal #1

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 6

2017-18

New Modified Unchanged

Continue to provide teachers and staff with professional development on implementing Positive Discipline

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Personnel costs accounted for in goal #1

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 7

2017-18

New Modified Unchanged

Continue to provide parents with information and workshops on Positive Discipline

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Personnel costs accounted for in goal #1

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

ACTIONS/SERVICES

Action 8

2017-18

New Modified Unchanged

- Analyze office discipline referrals, suspensions, and other discipline data on a monthly and yearly basis

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

Amount

Personnel costs accounted for in goal #1

Source

Budget Reference

2018-19

Amount

Source

Budget Reference

2019-20

Amount

Source

Budget Reference

Annual Update

LCAP Year Reviewed: 2017-18

Goal 6

Students will attain the healthy fitness zone on at least five components of the Fitness Gram, including completing a one-mile run in under ten minutes.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Physical education teacher salaries and benefits
- Communicate goals and outcomes of physical education program with parents
- Physical education equipment

ACTUAL

- 72% of students in grades four through six attained healthy fitness zones on at least five components of the Fitness Gram (70%)
- 54% of students in grades 4-6 completed a one-mile run in under ten minutes (60%)
- Purchased new equipment for recess carts, PE classes, and fitness in general.

ACTIONS / SERVICES

Action 1

| | | |
|------------------|---|---|
| Actions/Services | PLANNED <input type="checkbox"/> Physical education teacher salaries and benefits | ACTUAL <input type="checkbox"/> 72% of students in grades four through six attained healthy fitness zones on at least five components of the Fitness Gram (70%) |
| | BUDGETED | ESTIMATED ACTUAL PE teacher accounted for w/ personnel in goal #1 |

ACTIONS / SERVICES

Action 2

| | | |
|------------------|--|---|
| Actions/Services | PLANNED <input type="checkbox"/> Communicate goals and outcomes of physical education program with parents | ACTUAL <input type="checkbox"/> 54% of students in grades 4-6 completed a one-mile run in under ten minutes (60%) |
| | BUDGETED | ESTIMATED ACTUAL PE teacher accounted for w/ personnel in goal #1 |

ACTIONS / SERVICES

Action 3

| | | |
|------------------|--|---|
| Actions/Services | PLANNED Physical education equipment | ACTUAL <input type="checkbox"/> Purchased new equipment for recess carts, PE classes, and fitness in general. |
| | BUDGETED | ESTIMATED ACTUAL \$649, Object 4000s, LCFF Base |

ANALYSIS

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.

Students at LdVCS receive physical education activities on a daily basis. Also, students have thirty-five minutes of free time to participate in other athletic activities. The physical education teachers provide organized activities connected to the physical fitness education standards and often differentiated with English language arts and mathematics. LdVCS students run the mile each month keeping track of times and progress. PE teachers also test students aerobic capacity with a variety of tests.

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

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.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences between budgeted expenditures and estimated actual expenditures.

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

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.

Goals, Actions, & Services

Strategic Planning Details and Accountability

New Modified Unchanged

Goal 6

Students will attain the healthy fitness zone on at least five components of the Fitness Gram, including completing a one-mile run in under ten minutes.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL _____

Identified Need

Improved levels of student health.

EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|--|--|---------|---------|
| <input type="checkbox"/> Physical education teacher salaries and benefits | <input type="checkbox"/> Maintained two full-time physical education teachers | <input type="checkbox"/> Maintained two full-time physical education teachers and brought their salaries to a more professional level. | | |
| <input type="checkbox"/> Communicate goals and outcomes of physical education program with parents | <input type="checkbox"/> Communicated goals and outcomes of physical education program with parents | <input type="checkbox"/> Communicated goals and outcomes of physical education program with parents | | |
| <input type="checkbox"/> Physical education equipment | <input type="checkbox"/> Purchased a new sound system, recess equipment, and necessary PE resources. | <input type="checkbox"/> Purchased a new sound system, recess equipment, and necessary PE resources. | | |

PLANNED ACTIONS / SERVICES

Action 1

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| Physical education teacher salaries and benefits. | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|------------------|------------------|
| Amount | Amount | Amount |
| Source | Source | Source |
| Budget Reference | Budget Reference | Budget Reference |
| PE teacher accounted for w/ personnel in goal #1 | | |

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Communicate goals and outcomes of physical education program with parents | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--|------------------|------------------|
| Amount PE teacher accounted for w/ personnel in goal #1 | Amount | Amount |
| Source | Source | Source |
| Budget Reference | Budget Reference | Budget Reference |

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

Students to be Served All Students with Disabilities [Specific Student Group(s)] _____

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

OR

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

Students to be Served English Learners Foster Youth Low Income

Scope of Services LEA-wide Schoolwide **OR** Limited to Unduplicated Student Group(s)

Location(s) All schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

| 2017-18 | 2018-19 | 2019-20 |
|--|---|---|
| <input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged | <input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged |
| <input type="checkbox"/> Physical education equipment | | |

BUDGETED EXPENDITURES

| 2017-18 | 2018-19 | 2019-20 |
|--------------------------------|-------------------|-------------------|
| Amount: \$3,000 | Amount: | Amount: |
| Source: LCFF Base | Source: | Source: |
| Budget Reference: Object 4000s | Budget Reference: | Budget Reference: |

Stakeholder Engagement

LCAP Year 2017–18 2018–19 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

- 9 week parent institute: Parent Institute for Quality Education (October – December)
- Monthly ELAC meetings on campus.
- Bi-Monthly parent meetings: Coffee with the principal.
- Bi-monthly staff meetings.
- Parent Orientation: September 2016
- Monthly Board of Trustee meetings open to the public. (August 2016-June 2017)
- Monthly School Site Council Meetings: December 2016-June 2017)
- A variety of telephone conversations with stakeholder having specific LCAP related inquiries to the director. (August 2016-June 2017)

IMPACT ON LCAP AND ANNUAL UPDATE

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

The consultations resulted in increased communication with different stakeholders including parents and community members. As a school, we were able to listen closely to what parent's value in the school day and what they expect their students to encounter on a daily basis. We were also able to disseminate information on a very confusing topic for most parents. This important stakeholder group is essential in the decision making process and we feel encouraged by the increase in parent comments, attendance at SSC meetings, ELAC meetings, and public Board of Trustee meetings held each month.

We were able to receive:

- Parent Input
- Community Input
- Student Input
- Staff Input

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18 2018–19 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$ 315,788

Percentage to Increase or Improve Services:

13.55 %

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

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

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 \$315,788 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:

- Purchase licensing for online intervention program(s) such as Imagine Learning, Reading Plus, and Lexia
- 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
- Instructional Assistants to support RTI structure
- Intervention/ELD teacher to monitor RTI program and provide push-in services
- Consultants to provide Professional Development in areas of ELD and ELA

