

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Leonardo da Vinci Health Sciences Charter

CDS Code: 37-68023-0119594

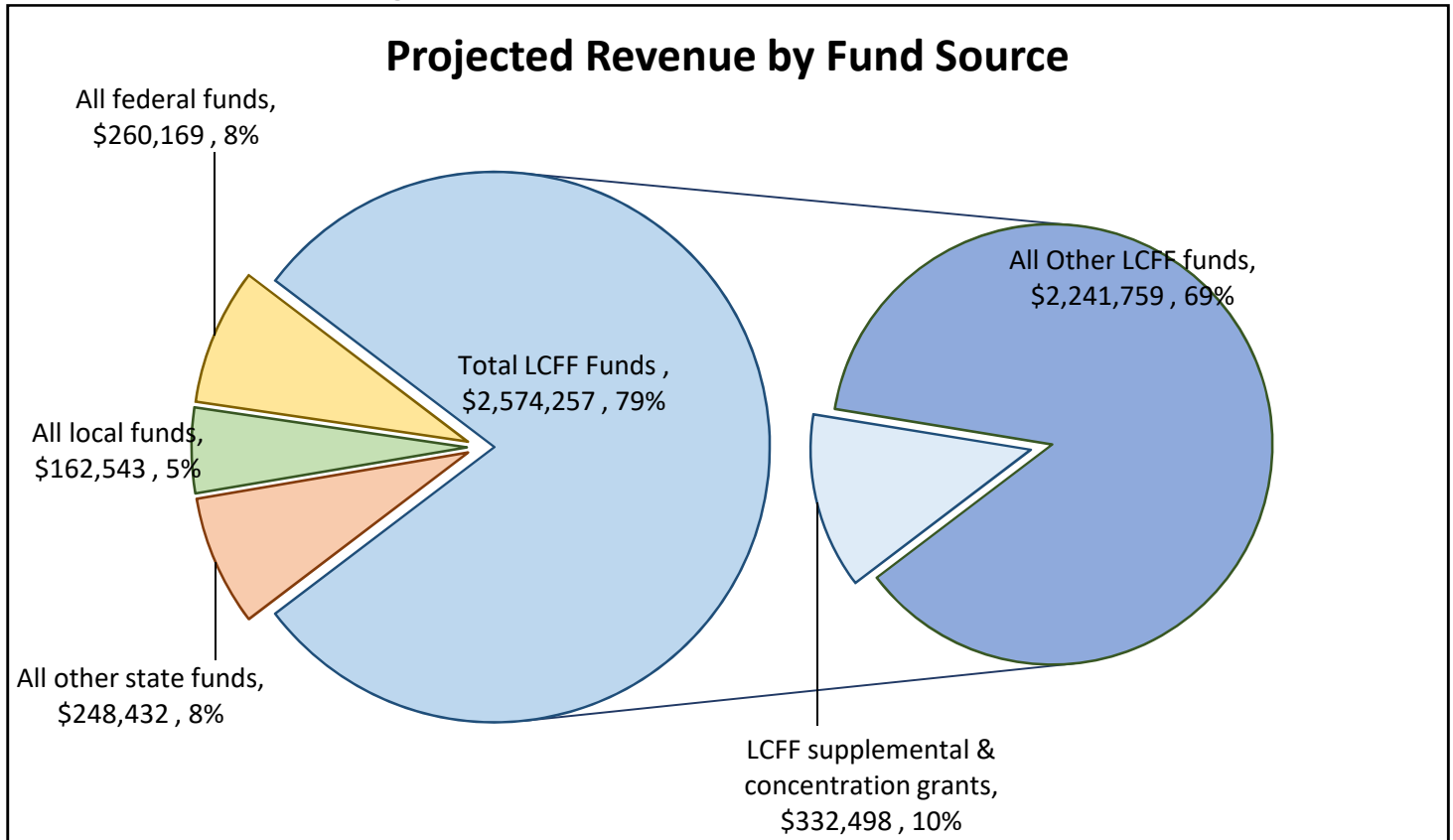
School Year: 2021 – 22

LEA contact information: Josh Stepner, josh.stepner@davincicharter.org

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

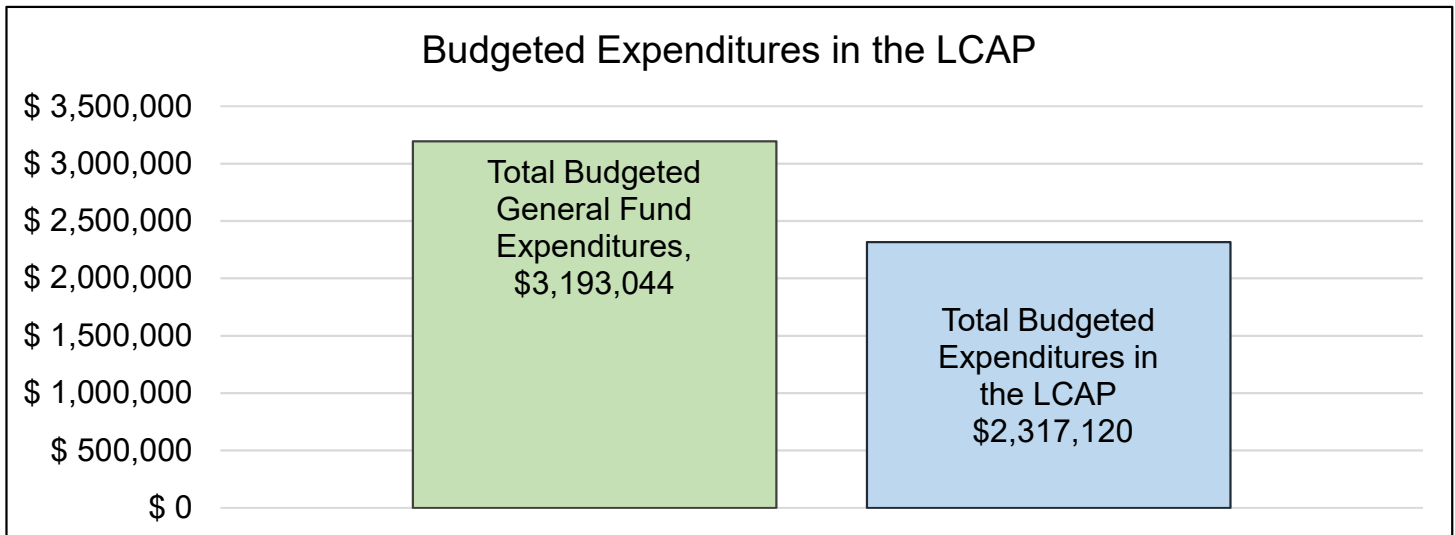


This chart shows the total general purpose revenue Leonardo da Vinci Health Sciences Charter expects to receive in the coming year from all sources.

The total revenue projected for Leonardo da Vinci Health Sciences Charter is \$3,245,399.66, of which \$2,574,256.69 is Local Control Funding Formula (LCFF), \$248,431.56 is other state funds, \$162,542.60 is local funds, and \$260,168.80 is federal funds. Of the \$2,574,256.69 in LCFF Funds, \$332,497.69 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Leonardo da Vinci Health Sciences Charter plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Leonardo da Vinci Health Sciences Charter plans to spend \$3,193,044.28 for the 2021 – 22 school year. Of that amount, \$2,317,120.00 is tied to actions/services in the LCAP and \$875,924.28 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

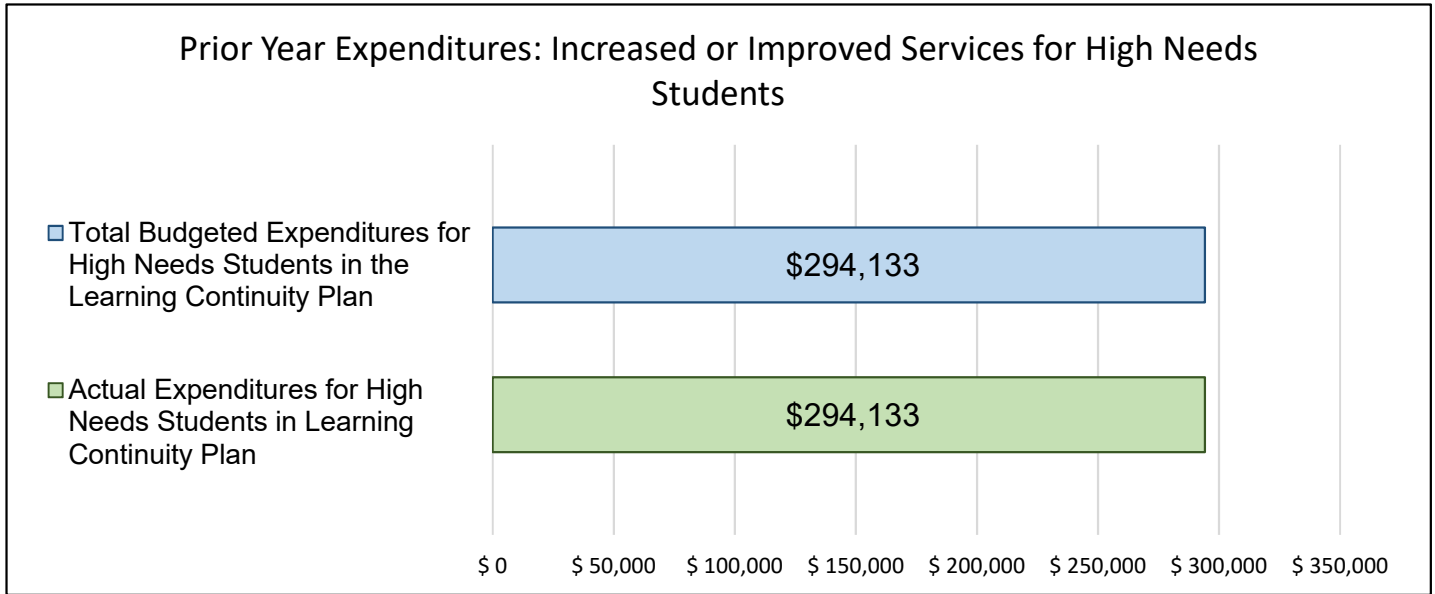
General Fund Budget Expenditures for 2021-22 not included in the Learning Continuity and Attendance Plan (LCP) consist of, but are not limited to, costs associated with school operations and programs, such as the following: Personnel salaries of teachers and auxiliary staff members personnel benefits

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Leonardo da Vinci Health Sciences Charter is projecting it will receive \$332,497.69 based on the enrollment of foster youth, English learner, and low-income students. Leonardo da Vinci Health Sciences Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Leonardo da Vinci Health Sciences Charter plans to spend \$343,577.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Leonardo da Vinci Health Sciences Charter budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Leonardo da Vinci Health Sciences Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Leonardo da Vinci Health Sciences Charter's Learning Continuity Plan budgeted \$294,133.00 for planned actions to increase or improve services for high needs students. Leonardo da Vinci Health Sciences Charter actually spent \$294,133.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Leonardo Da Vinci Health Sciences Charter School	Josh Stepner, Director	josh.stepner@davincicharter.org (619)420-0066

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

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 Priorities:

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement) Priority
- Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
At least 70% of all students will be at expected DRA level	63% 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	In 2018, the percentage of students who met or exceeded the standards for English language arts by 12%. This included a 10% increase for Latino students, 14% increase for English language learners, 22% increase for socio-economically disadvantaged students, and a 24% increase for our students with disabilities.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><u>Summer Literacy through Imagine Learning Portal:</u> Summer Intensive Literacy Program: Second Session held in the Summer of 2018 for a four week support course. The summer session was 3 hours a day for five days per week. The day was structured into two effective teaching sessions. One and a half hours of English language arts and an hour and a half of mathematics. The class was managed by two credentialed teachers from our staff. Summer literacy was all online for the summer of 2018 due to site modernization and construction an campus. The construction zone did not allow us to meet on site. Therefore, the online option was necessary.</p>	1000-1999: Certificated Personnel Salaries Title I 3320 3000-3999: Employee Benefits Title I 5990	\$8,022
<p><u>After School Tutoring Program (Title I):</u> After school tutoring takes place four days per week at all grade levels. After School Tutoring Program (Title I): K-6 teachers hold tutoring sessions after school for an hour at each grade level. Each classroom teacher invited students to stay for an extended period of time after school. Students were able to work one- on-one with their own classroom teacher during this extended day period</p>	2000-2999: Classified Personnel Salaries LCFF S/C 128748 3000-3999: Employee Benefits Title I 889	\$31,410

<p><u>Instructional Assistants to support RTI structure (Title I):</u> There are three full time Instructional assistants supporting classrooms during the response to intervention time. Instructional Assistants to support RTI structure (Title I): A clearly structured Response to Intervention program where students receive an hour and a half of reading or mathematics intervention in small groups guided by Instructional Assistants trained in specific (Imagine Math, SIPPS and Reading Plus) techniques. Four Instructional Assistants were hired and trained to provide response to intervention help. The RTI team met daily to analyze data, adjust small groups for optimal lesson delivery, and received professional development from the ELD coordinator to align strategies, perceptions, and data to inform instruction.</p>	2000-2999: Classified Personnel Salaries LCFF S/C 128748 3000-3999: Employee Benefits	\$71,662
<p><u>Continue to monitor and evaluate implementation of curriculum:</u> Staff members meet weekly to discuss curriculum, software, analyze math and English language arts data, summative and formative assessment data, and local classroom student samples. Continue to monitor and evaluate implementation of curriculum and adjust as needed. Adjustments are made after careful review of data and teacher input. Our curriculum and assessment team met monthly to discuss curriculum, gauge it is effectiveness as a whole on our students, analyze data, discuss curriculum related issues and find solutions, as well as making curricular decisions for the school.</p>	1000-1999: Certificated Personnel Salaries LCFF S/C 205643 1000-1999: Certificated Personnel Salaries LCFF S/C 807574 3000-3999: Employee Benefits LCFF S/C 36563 3000-3999: Employee Benefits LCFF S/C 146253 1000-1999: Certificated Personnel Salaries Title III 15000	\$1,075,237
<p><u>Make adjustments to curriculum materials as needed:</u> Small purchases to replace lost materials, new resources for students arriving after the first day. Adjustments are made after careful review of data and teacher input. Our curriculum and assessment team met monthly to discuss curriculum, gauge it is effectiveness as a whole on our students, analyze data, discuss curriculum related issues and find solutions, as well as making curricular decisions for the school.</p>	Personnel Time noted above	\$9,118
<p><u>Provide professional development in reading instruction:</u></p>	5000-5999: Services And Other Operating	\$8,200

<p>Staff attended a Structured Word Inquiry professional development opportunity beginning in September. Our work with Nueva School and Dr. Peter Bowers in particular have been instrumental in organizing our thoughts and strategies around language acquisition and reading. Provide professional development in reading instruction. Reading Plus and Imagine Learning trainings. We also held ELA training around structured work inquiry throughout the school year. Imagine Learning trainings happened frequently in order to provide optimal instruction using the platform. Also of note, the discussion about correct strategies, using data to inform instruction, having parent conferences, and the teacher dashboard. These topics of professional development were revisited during bi-monthly staff meetings as well. We also worked very closely with Dr. Peter Bowers from Nueva School in Canada. We were given three professional development sessions on the use and history of structured word inquiry.</p>	<p>Expenditures Title II 40001000s, 2000s, 3000s, 5000s</p>	
<p><u>Set new progress goals for all students and student groups:</u> The response to intervention team analyzes local assessment data to adjust the small flexible groups during intervention time each week. Set new progress goals for all students and student groups. Teachers analyze student work in formative and summative assessments, interim mathematics assessments, DRA scores, Words Their Way assessment data, SIPPS, and Reading Plus.</p>	<p>Teacher, aide, ELD coordinator time accounted for above. Source denoted above</p>	<p>Costs accounted for in previous action.</p>
<p><u>Continue to analyze student work on a monthly basis vertically and in grade level groups:</u> Teachers meet in vertical team once per month. Discussion have included math analysis, assessment development via Illuminate Education assessment portal, and use the data analysis protocol. Continue to analyze student work on a monthly basis vertically and in grade level groups. Teachers analyze student work in formative and summative assessments, interim mathematics assessments, DRA scores, Words Their Way assessment data and more.</p>	<p>Teacher, aide, ELD coordinator time accounted for above Source denoted above LCFF Base</p>	<p>\$11,281</p>
<p><u>Everyone's a Reader program:</u> The EAR program continues to reach students on a daily basis. Everyone's a Reader program. Everyone's A Reader Program has been up and running since October of 2016. Volunteers come in weekly to dedicate their time to increasing the comprehension, fluency, and phonemic awareness to a group of readers in grades K-6. The volunteers practice with the students and increase their ability to access all information at their current grade level.</p>	<p>4000-4999: Books And Supplies LCFF Base 2000</p>	<p>EAR is coordinated through volunteers.</p>

<p><u>Consultants to provide Professional Development in areas of ELD and ELA:</u> Consultants to provide Professional Development in areas of ELD and ELA. Pete Bowers provided PD in ELL strategies for instruction and ELD standards. His structured word inquiry approach to teaching reading and vocabulary has been helpful. Dr. Jill Kerper Mora, professor at SDSU in ELD development, provided PD in ELL strategies for instruction and ELD standards.</p>	5000-5999: Services And Other Operating Expenditures Title II 2000	Costs accounted for in previous action.
<p><u>Translate weekly updates:</u> Weekly parent updates are translated. All materials sent home for parents was translated into Spanish. This allows us to communicate information to ensure all parents have universal access to all information and updates. This is an essential piece of our communication.</p>	2000-2999: Classified Personnel Salaries LCFF Base 2000 3000-3999: Employee Benefits LCFF Base 515	Costs accounted for in previous action.
<p><u>Parent Workshops:</u> Saturday parent workshops through ELAC allow us to give parents information about the ELPAC test, how it affects students in middle school, and how to prepare your child for the ELPAC assessment. Parent Workshops. Parent Institute for Quality Education provided parent workshops over a 9-week period. Parent meetings took place to inform families about the local control and accountability plan, finance items in the budget, monthly business and school information disseminated during the Board of Trustees meetings, and three different discussions. with the principal where educational information was discussed with the parent group.</p> <p>Other meetings included:</p> <ul style="list-style-type: none"> • ELAC Meetings • ELPAC Informational Saturday's (2) • CAASPP Institute • (3) Coffee with the Principal events 	Personnel Time LCFF Base	Costs accounted for in previous action.
<p><u>Purchase licensing for online intervention program(s) such as Imagine Learning and Reading Plus</u> All licensing has been updated and renewed. Purchase licensing for online intervention program(s) such as Imagine Learning and Reading Plus. Licenses have been purchased for Imagine Learning, Imagine Mathematics and Reading Plus. All licensing is</p>	4000-4999: Books And Supplies LCFF Base 36000	\$18,100

<p>monitored by staff and the director. Monthly usage reports allow the director to monitor the effectiveness of the program and the fidelity in which classroom teachers are using the program as well. Teachers can also send home progress reports to parents to show the work the child has completed or to assist struggling students at home as well as at school.</p>		
<p><u>Acquire, develop, and retain teachers:</u> Teacher retention remains steady from 2018 to 2019. This school year, we added two new teachers to our staff.</p>	<p>Personnel Time accounted for above.</p>	<p>No costs associated with this item.</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Based on the action/services from 2017-2018, 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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.

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 Priorities:

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator At least 70% of all students will be at expected DRA level	63% of all students attained expected DRA level
Metric/Indicator 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)
Metric/Indicator At least 5% increase in CAASPP ELA and math results	52% of student met or exceeded expectation for CAASPP ELA (24% increase from 2016-2018) 37% of student met or exceeded for CAASPP math (16% increase from 2016-2018)

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<u>Maintain Illuminate database:</u> Used Illuminate DnA to track CAASPP results, CELDT/ELPAC data, report cards, and DRA results. The database was used to create assessments, store student	4000-4999: Books And Supplies Lottery 8500	Costs accounted for in previous action.

information easily accessible to staff, and to create visual tools to help discuss student progress with parents.		
<p><u>Continue to train staff and teachers in the use of the database:</u></p> <p>Analyzed DRA data to form RtI groups, report card data, and health data. We also met with our field representative from Illuminate on six separate occasions to discuss grading, the implementation of grade book on Illuminate, to train on the implementation of report cards and how to properly fill them out, and a variety of tier one strategies for writing and sharing those writing pieces with the entire class. Teachers also had the opportunity to work one-on-one with our client success coordinator who would often enter classrooms to model effective strategies for teachers.</p>	Personnel Costs accounted for in Goal #1	Costs accounted for in previous action.
<p><u>Analyze DRA, writing and health data:</u></p> <p>Analyzed DRA, report card, and health data. Used the data to form RTI groups providing targeted intervention support for students, and convey student progress to parents. Health data was used to make sure students were receiving the proper instruction during physical education.</p>	Personnel Costs accounted for in Goal #1	Costs accounted for in previous action.
<p><u>Review and train new teachers on how to administer and score assessments (DRA, BPST, CAASPP interim, benchmarks):</u></p> <p>Reviewed and trained new teachers on how to administer and score DRA reading assessments. Teachers placed DRA data on a spreadsheet to represent progress and monitoring of student progress as it pertains to the developmental reading assessment.</p>	Personnel Costs accounted for in Goal #1	Costs accounted for in previous action.
<p><u>Train teachers to administer and score school wide writing assessments:</u></p> <p>Analyzed ELPAC data. Sent our ELD coordinator to a training on properly scoring the ELPAC. She returned and gave our staff PD on the same topic.</p>	Personnel Costs accounted for in Goal #1	Costs accounted for in previous action.
<p><u>Create new assessment rubrics and protocols based on grade level standard and ESLR's for writing:</u></p> <p>All teachers began to use Illuminate DnA to analyze assessments, give on the fly assessments, and support student growth in writing. These assessments allowed for more structured conversations along grade levels and the discussion about student progress.</p>	Personnel Costs accounted for in Goal #1	Costs accounted for in previous action.
<p><u>Analyze CELDT data:</u></p>	Personnel Costs accounted for in Goal #1	Costs accounted for in previous action.

Analyzed ELPAC data. This data was used to formulate groups for the purpose of RTI implementation, organize and adjust the groupings per grade level, and used to determine reclassification status for our student population.

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Based on the action/services from 2018, 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.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

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.

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 Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator At least 60% of EL students will increase by at least one English proficiency level</p> <p>Baseline 50% of EL students will increase by at least one English proficiency level</p>	50% of EL students increased by at least one English proficiency level
<p>Metric/Indicator Reclassify at least 17% of ELs as English proficient</p> <p>Baseline 5% of ELs were reclassified as English proficient</p>	7% of ELs were reclassified as English proficient

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Summer Intensive Literacy Program (Title I):	Personnel costs accounted for in goal #1	Costs accounted for in previous action.

<p>Summer Intensive Literacy Program ran for five consecutive weeks for three hours a day. The first hour and a half was devoted to ELA and the second half of the morning was devoted to mathematics.</p>		
<p><u>After School Tutoring Program (Title I)</u></p> <p>After School Tutoring Program was in place after school each day at each grade level. Grade level teachers kept the same grade level student. After School Tutoring Program (Title I): K-6 teachers hold tutoring sessions after school for an hour at each grade level.</p> <p>Each classroom teacher invited students to stay for an extended period of time after school.</p> <p>Students were able to work one- on-one with their own classroom teacher during this extended day period.</p>	<p>Other Curriculum costs accounted for in Goal #1 4000- 4999: Books And Supplies LCFF Base 20000</p>	<p>Costs accounted for in previous action.</p>
<p><u>Purchase licensing for online intervention program(s) such as Imagine Learning, Reading Plus, and Lexia:</u></p> <p>Purchased licenses for Reading Plus, Imagine Learning, TCI, and Imagine Math Facts.</p>	<p>4000-4999: Books And Supplies LCFF Base \$5,000</p>	<p>Costs accounted for in previous action.</p>
<p><u>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:</u></p> <p>One and a half hours a week of intervention in the classroom structured and organized by the RTI team. Students received very concise instruction in areas needing improvement. The groups are organized based on assessment data and progress within their specific program.</p>	<p>RTI Personnel costs accounted for in Goal #1</p>	<p>Costs accounted for in previous action.</p>
<p><u>Instructional Assistants to support RTI structure (Title I):</u></p> <p>Retained four instructional assistants to support the response to intervention team.</p>	<p>I.A. costs accounted for in Goal #1</p>	<p>Costs accounted for in previous action.</p>
<p><u>Intervention/ELD teacher to monitor RTI program and provide push-in services:</u></p> <p>Our intervention/ELD teacher monitored data and made decisions for students based on the data. Students were adjusted to different groups based on the work completed during RTI.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Costs accounted for in previous action.</p>
<p><u>Ensure ELD / Intervention teacher is properly trained:</u></p>	<p>Personnel costs accounted for in goal #1</p>	<p>Costs accounted for in previous action.</p>

<p>ELD teacher attended professional development in the area of ELPAC testing, structured word inquiry, and ELD strategies in the beginning of 2019. ELD coordinator attended ELPAC professional development in 2019 as well.</p>		
<p><u>Analyze school-wide assessments:</u></p> <p>School wide assessments generated from Illuminate were analyzed at the grade level during staff professional development.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Costs accounted for in previous action.</p>
<p><u>Identify professional development needs for assessments:</u></p> <p>Teachers identified areas of need in professional development such as structured word inquiry, Lucy Caulkins, positive discipline, and mathematics</p>	<p>Assessment training included with curriculum costs LCFF Base 3000</p>	<p>Costs accounted for in previous action.</p>
<p><u>Consultants to provide Professional Development in areas of ELD and ELA:</u></p> <p>Dr. Peter Bowers provided our staff with professional development in structured word inquiry on three different occasions. The process is supportive of tier one teaching strategies for our English language learners. LdVCS staff also completed work with the San Diego Area Writing Project in connection with mathematics and number talks in particular.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base 500</p>	<p>Costs accounted for in previous action.</p>
<p><u>Administer and analyze initial assessments:</u></p> <p>Illuminate assessments were administered after training by Illuminate professionals. Initial assessments were given in September. Teachers continue to use the platform to create assessments in all subject areas and use the data to determine the right path of individual instruction for students.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Costs accounted for in previous action.</p>
<p><u>Re-administer assessments for baseline comparison:</u></p> <p>Assessments were re- administered in March and June to collect baseline data.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Costs accounted for in previous action.</p>
<p><u>Analyze student growth</u></p> <p><u>Technology expansion</u></p> <p><u>Collaborate with third-party vendor Future Education, LLC to provide students with special education services:</u></p> <p>Teachers analyze student growth during professional development twice per month. With our data analysis protocol, the staff review relevant strategies and outcomes, pathways moving forward with instruction, and share ideas amongst colleagues to solidify a culture of constant learning.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>\$303,396</p>

<p><u>Involve parents through ELAC:</u> Parents attended ELAC meetings per sign in sheets collected at each meeting. Attendance varied. The meetings covered items such as the ELPAC test, CAASPP test, and the path towards the A-g requirements in future years.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Costs accounted for in previous action.</p>
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No substantive differences.

A description of the successes and challenges in implementing the actions/services to achieve the 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 and Dr. Peter Bowers from Nueva School.

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.

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 Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Achievement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator ADA of 95.5% or higher 18-19 ADA = 96.1% Baseline ADA = 95.3%</p>	<p>ADA = 95.16%</p>
<p>Metric/Indicator Truancy rate will drop to 30% or below. Baseline Truancy rate = 42%</p>	<p>The truancy rate for 2018-2019 was 52%</p>
<p>Metric/Indicator Chronic absenteeism rate will drop to 4% or below Baseline Chronic absenteeism rate = 4.3%</p>	<p>Chronic Absenteeism rate for 2018-2019 was 1%</p>
<p>Metric/Indicator Number of students who are chronically tardy will drop to 20% or below Baseline Chronically tardy rate = 24.2%</p>	<p>Number of students who are chronically tardy in 2018-2019 was 3%.</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><u>Communicate importance of school attendance with parents:</u></p> <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>Personnel costs accounted for in goal #1</p>	<p>Costs accounted for in previous action.</p>
<p><u>Provide parent education on impact of attendance on student achievement levels:</u></p> <p>We provide parent attendance resources on our website. Information is shared that shows a direct correlation between attendance at school and grades.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Costs accounted for in previous action.</p>
<p><u>Recognize best weekly attendance by class:</u></p> <p>We did not recognize the best weekly attendance. For the 2019- 2020 school year, LdVCS plans to recognize weekly attendance leaders and the classroom will display a banner recognizing their great work in arriving to school on- time and ready to learn.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Costs accounted for in previous action.</p>
<p><u>Public recognition of students with positive attendance:</u></p> <p>At various times, students are called up to the morning announcements to be recognized for positive attendance. This practice will continue in 2019- 2020.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Costs accounted for in previous action.</p>
<p><u>Reflect on prior year:</u></p> <p>Director reflects on prior year attendance to plan for future school years.LdVCS staff recognize the importance of strong programs throughout the day, but in the morning hours in particular. Teachers create fun and educational activities such as STEM inquiry time first thing in the morning. The director also added to the announcements in the morning the importance and gratitude of arriving to school on- time. These reminders are also a part of the LdVCS weekly director updates given to parents via email.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Costs accounted for in previous action.</p>

<p><u>Establish an Attendance Panel:</u></p> <p>Our attendance panel is our Board of Trustees. If there are excessive absences, truancies, or tardies the student and their parent are invited to a board meeting to discuss in closed session.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Costs accounted for in previous action.</p>
<p><u>Analyze the data to design positive attendance plan:</u></p> <p>LdVCS staff analyze student attendance data to inform students, teacher, and parents on the importance of regular on-time attendance. Parents may receive a letter outlining the number of absences and tardies accumulated by the student as a reminder of the importance of attending school each day.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Costs accounted for in previous action.</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No substantive differences.

A description of the successes and challenges in implementing the actions/services to achieve the 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.

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 2018-19 school year, which will be priorities for the 2019-20 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.

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 Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Achievement (Engagement)

Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 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.</p> <p>Baseline 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?"</p>	
<p>Metric/Indicator 5% decrease in office discipline referrals compared to 2015-2016 data.</p> <p>Baseline 30% decrease in office discipline referrals compared to 2014-2015 data.</p>	
<p>Metric/Indicator Suspension rate of 1.5% or less</p>	

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p><u>Director to monitor schoolwide discipline:</u></p> <p>Director monitored school wide discipline regularly and communicated areas of difficulty with staff, students, and parents. The director uses open communication and follow through to keep parents informed during any disciplinary actions and the process is explained thoroughly to each parent. School wide discipline continues to remain positive as teachers create safe and secure classroom experiences for the students through the Sanford Harmony social emotional growth programs, community circles for classroom issues and discussions, and counseling assistance if needed.</p>	<p>Director costs accounted for in goal #1</p>	<p>Personnel costs accounted for in previous action.</p>
<p><u>Create school wide discipline handbook for staff and teachers:</u></p> <p>The RTI model greatly reduces classroom discipline due to the organization and effectiveness of instruction. Our RTI support staff are very adept with their classroom management skills and provide organized, researched, and consistent instruction to their groups on a daily basis. This consistency also allows the RTI staff to create positive relationships with students that provide trust in the working process. There are also five teachers in the room conducting small group activities. This is a good student to teacher ratio in the classroom that allows for optimal supervision and lesson delivery.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Personnel costs accounted for in previous action.</p>
<p><u>Train new teachers in Positive Discipline and LdVCS Discipline Plan:</u></p> <p>In the 2019-2020 school year, LdVCS trained and supported three new teachers during staff meetings and professional development throughout the year. Teachers, new and veteran, were encouraged to seek professional development opportunities at various county entities as well.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Attendance costs accounted for above.</p>
<p><u>Continue to provide teachers and staff with professional development on implementing Positive Discipline and Restorative Discipline strategies:</u></p> <p>Teachers, new and veteran, were encouraged to seek professional development opportunities at various county entities as well.</p> <p>LdVCS has on-site professional development as well as attending opportunities across California to learn of innovative ideas and concepts.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Personnel costs accounted for in previous action.</p>
<p><u>Continue to provide parents with information and workshops on Positive Discipline:</u></p>	<p>Personnel costs accounted for in goal #1</p>	<p>Personnel costs accounted for in previous action.</p>

<p>Parents continue to receive information from LdVCS through weekly parent updates, the website, ELAC meeting held monthly, three coffee with the principal meeting during the school year as well as parent teacher conferences where student behavior is often discussed.</p>		
<p><u>Analyze office discipline referrals, suspensions, and other discipline data on a monthly and yearly basis:</u></p> <p>Director analyzes and adjusts based on discipline data from the current and past school years. Each month, office referrals are reviewed and appropriate actions and steps forward in a positive direction are implemented.</p>	<p>Personnel costs accounted for in goal #1</p>	<p>Personnel costs accounted for in previous action.</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No substantive differences.

A description of the successes and challenges in implementing the actions/services to achieve the 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. In 2018-2019, LdVCS witnessed the lowest suspension rate in recent years. Teachers are working very diligently to create and maintain positive working relationships with all stakeholders by communicating frequently, calling parents to discuss and report inappropriate behavior, and consistently communicating with students in a positive manner. By adding counseling services to support the psychologist, we are able to connect with students and families who may be experiencing difficulties in life and affecting educational success. By analyzing monthly behavior data, the director can communicate effectively with support staff, teachers, and parents regarding the school climate and any areas of improvement. LdVCS reminds students to be safe, respectful, and responsible each morning prior to entering class. LdVCS feels this articulation and promise to behave appropriately assist reminding students to be their best each day.

The information campaign was very successful. We had very good attendance during the ELAC seminars presented by our foreign language teacher monthly 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.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency’s (LEA’s) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

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.

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Literacy through: <ul style="list-style-type: none"> • Imagine Learning Portal • Zearn • Imagine Math Facts 	\$29,195	\$22,458	No
In-Person Instruction Learning: Transition students from distance learning to in-person instruction learning.	\$0.00	\$74,424	No
Instructional Assistants to support RTI structure (Title I): There are three full time Instructional assistants supporting classrooms during the response to intervention time. Instructional Assistants to support RTI structure (Title I): A clearly structured Response to Intervention program where students receive an hour and a half of reading or mathematics intervention in small groups guided by Instructional Assistants trained in specific (Imagine Math, SIPPS and Reading Plus) techniques. Four Instructional Assistants were hired and trained to provide response to intervention help. The RTI team met daily to analyze data, adjust small groups for optimal lesson delivery, and received professional development from the ELD coordinator to align strategies, perceptions, and data to inform instruction.	\$110,484	\$108,162	No

<p>Monitor and evaluate implementation of curriculum: Staff members meet weekly to discuss curriculum, software, analyze math and English language arts data, summative and formative assessment data, and local classroom student samples. Continue to monitor and evaluate implementation of curriculum and adjust as needed. Adjustments are made after careful review of data and teacher input. Our curriculum and assessment team met monthly to discuss curriculum, gauge it's effectiveness as a whole on our students, analyze data, discuss curriculum related issues and find solutions, as well as making curricular decisions for the school.</p>	\$1,096,319	\$1,106,539	Yes
<p>Make adjustments to curriculum materials as needed: Make adjustments to curriculum materials as needed. Small purchases to replace lost materials, new resources for students arriving after the first day. Adjustments are made after careful review of data and teacher input. Our curriculum and assessment team met monthly to discuss curriculum, gauge it's effectiveness as a whole on our students, analyze data, discuss curriculum related issues and find solutions, as well as making curricular decisions for the school.</p>	\$5,000	\$4,756	No
<p>Provide professional development in reading instruction: Staff attended a Structured Word Inquiry professional development opportunity beginning in September. Our work with Nueva School and Dr. Peter Bowers in particular have been instrumental in organizing our thoughts and strategies around language acquisition and reading. Provide professional development in reading instruction. Reading Plus and Imagine Learning trainings. We also held ELA training around structured work inquiry throughout the school year. Imagine Learning trainings happened frequently in order to provide optimal instruction using the platform. Also of note, the discussion about correct strategies, using data to inform instruction, having parent conferences, and the teacher dashboard. These topics of professional development were revisited during bi-monthly staff meetings as well. We also worked very closely with Dr. Peter Bowers from Nueva School in Canada. We were given three professional development sessions on the use and history of structured word inquiry. In 2020, LdVCS partnered with UCSD and San Diego Global Vision Academy to institute professional development activities for the entire 2020-2021 school year. LdVCS staff met on five different occasions to discuss number talks, mathematical strategy, math</p>	\$4,000	\$16,353	No

lessons and activities for the classroom, and analyzed interim assessment data to adjust for classroom instruction.			
<p>Set new progress goals for all students and student groups: The response to intervention team analyzes local assessment data to adjust the small flexible groups during intervention time each week. Set new progress goals for all students and student groups. Teachers analyze student work in formative and summative assessments, interim mathematics assessments, DRA scores, Words Their Way assessment data, SIPPS, and Reading Plus.</p>	\$10,000	\$10,786	Yes
<p>Continue to analyze student work on a monthly basis vertically and in grade level groups: Teachers meet in vertical team once per month. Discussion have included math analysis, assessment development via Illuminate Education assessment portal, and use the data analysis protocol. Continue to analyze student work on a monthly basis vertically and in grade level groups. Teachers analyze student work in formative and summative assessments, interim mathematics assessments, DRA scores, Words Their Way assessment data and more. LdVCS staff met monthly in data analysis groups to review data and make adjustments to classroom practice and lesson delivery.</p>	\$25,000	\$27,480	Yes
<p>Everyone's a Reader program: The EAR program continues to reach students on a daily basis. Everyone's a Reader program. Everyone's A Reader Program has been up and running since October of 2016. Volunteers come in weekly to dedicate their time to increasing the comprehension, fluency, and phonemic awareness to a group of readers in grades K- 6. The volunteers practice with the students and increase their ability to access all information at their current grade level.</p>	\$0.00	\$0.00	No
<p>Consultants to provide Professional Development in areas of ELD, ELA, and mathematics: Consultants to provide Professional Development in areas of ELD and ELA. Pete Bowers provided PD in ELL strategies for instruction and ELD standards. His structured word inquiry approach to teaching reading and vocabulary has been helpful. Dr. Jill Kerper Mora, professor at SDSU in ELD development, provided PD in ELL strategies for instruction and ELD</p>	Personnel costs accounted for in prior action	Costs accounted for in previous action	No

<p>standards. In 2020-2021, LdVCS partnered with UCSD and San Diego Global Vision Academy for math training, the Red Cross of America who provided certification for all LdVCS staff in first aid, CPR, and AED training. LdVCS also worked closely with the San Diego Office of Education in regards to restorative discipline practices and community circles.</p>			
<p>Translate weekly updates: Weekly parent updates are translated into Spanish. All materials sent home for parents was translated into Spanish. This allows us to communicate information to ensure all parents have universal access to all information and updates. This is an essential piece of our communication.</p>	\$60,657	\$58,720	No
<p>Parent Workshops: Saturday parent workshops through ELAC allow us to give parents information about the ELPAC test, how it affects students in middle school, and how to prepare your child for the ELPAC assessment. Parent Workshops. Parent Institute for Quality Education provided parent workshops over a 9-week period. Parent meetings took place to inform families about the local control and accountability plan, finance items in the budget, monthly business and school information disseminated during the Board of Trustees meetings, and three different discussions. with the principal where educational information was discussed with the parent group.</p> <p>Other meetings included:</p> <ul style="list-style-type: none"> • ELAC Meetings • ELPAC Informational Saturday's (2) • CAASPP Institute • (3) Coffee with the Principal events • Board of Trustees monthly meetings 	\$0.00	\$0.00	No
<p>Purchase licensing for online intervention program(s) such as Imagine Learning, Reading Plus and Zearn: All licensing has been updated and renewed. Purchase licensing for online intervention program(s) such as Imagine Learning, Imagine Math Facts, NewsELA, TCI science and social studies, Illuminate Education, Vocabulary Spelling City and Reading Plus. Licenses have been purchased for Imagine</p>	\$10,000	\$11,506	Yes

<p>Learning, Imagine Mathematics and Reading Plus. All licensing is monitored by staff and the director. Monthly usage reports allow the director to monitor the effectiveness of the program and the fidelity in which classroom teachers are using the program as well. Teachers can also send home progress reports to parents to show the work the child has completed or to assist struggling students at home as well as at school.</p>			
<p>Acquire, develop, and retain teachers: Teacher retention remains steady from 2018 to 2021. This school year, we added two new teachers to our staff.</p>	\$0.00	\$0.00	No

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Challenges with in-person/hybrid instruction/blended learning were scheduling and planning logistics with our educators since both hybrid instruction and distance learning were taking place and our goal was to provide equitable services for all students across multiple school sites. Other challenges include a shortened instructional day compared to Pre-COVID school days; providing small group instruction, and the need to add additional support staff to serve our students in multiple learning platforms (in-person/blended and distance learning) across multiple school sites.

Goal 2

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

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Maintain Illuminate database: Used Illuminate DnA to track CAASPP results, CELDT/ELPAC data, report cards, and DRA results. The database was used to create assessments, store student information easily accessible to staff, and to create visual tools to help discuss student progress with parents.</p>	Included in prior action.	Included in prior action.	N/A
<p>Train staff and teachers on Illuminate database use: Analyzed DRA data to form RTI groups, report card data, and health data. We also met with our field representative from Illuminate on six separate occasions to discuss grading, the implementation of grade book on Illuminate, to train on the implementation of report cards and how to properly fill them out, and a variety of tier one strategies for writing and sharing those writing pieces with the entire class. Teachers also had the opportunity to work one-on-one with our client success coordinator who would often enter classrooms to model effective strategies for teachers.</p>	Included in prior action.	Included in prior action.	N/A
<p>Analyze DRA, writing and health data: Analyzed DRA, report card, and health data. Used the data to form RTI groups providing targeted intervention support for students, and convey student progress to parents. Health data was used to make sure students were receiving the proper instruction during physical education.</p>	Included in prior action.	Included in prior action.	N/A
<p>Train teachers to administer and score school wide writing assessments: Analyzed ELPAC data. Sent our ELD coordinator to a training on properly scoring the ELPAC. She returned and gave our staff PD on the same topic.</p>	Included in prior action.	Included in prior action.	N/A
<p>Create new assessment rubrics and protocols based on grade level standard and ESLR's for writing:</p>	Included in prior action.	Included in prior action.	N/A

All teachers began to use Illuminate DnA to analyze assessments, give on the fly assessments, and support student growth in writing. These assessments allowed for more structured conversations along grade levels and the discussion about student progress.			
Analyze ELPAC data: Analyzed ELPAC data. This data was used to formulate groups for the purpose of RTI implementation, organize and adjust the groupings per grade level, and used to determine reclassification status for our student population.	Included in prior action.	Included in prior action.	N/A

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing.

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

The school developed a Distance Learning Plan based on parent feedback. Based on that feedback, improvements were made including consistent Google Classroom layouts across all grades so parents with multiple children could easily navigate the learning platform, providing weekly assignments and schedules ahead of time, and ensuring students had more opportunities for engagement with their classmates. Students in Distance Learning utilized online learning platforms and lessons were assigned through Google Classroom (GC).

Despite providing devices & Wi-Fi hotspots some students struggled with participating in daily instruction consistently on time.

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.

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Intensive Literacy Program	\$0.00	\$0.00	No
In-Person Instruction Learning; Transition students from distance learning to in-person instruction learning	Included in prior action.	Included in prior action.	N/A
Purchase licensing for online intervention program(s) such as Imagine Learning, Reading Plus, and Zearn. Purchased licenses for Reading Plus, Imagine Learning, TCI, and Imagine Math Facts.	Included in prior action.	Included in prior action.	N/A
Maintain 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. One and a half hours a week of intervention in the classroom structured and organized by the RTI team. Students received very concise instruction in areas needing improvement. The groups are organized based on assessment data and progress within their specific program.	Included in prior action.	Included in prior action.	N/a
Instructional Assistants to support RTI structure (Title I) Retained four instructional assistants to support the response to intervention team.	Included in prior action.	Included in prior action.	N/A
Intervention/ELD teacher to monitor RTI program and provide push-in services Our intervention/ELD teacher monitored data and made decisions for students based on the data. Students were adjusted to different groups based on the work completed during RTI.	Included in prior action.	Included in prior action.	N/A
Ensure ELD / Intervention teacher is properly trained	Included in prior action.	Included in prior action.	N/A

ELD teacher attended professional development in the area of ELPAC testing, structured word inquiry, and ELD strategies in the beginning of 2018. ELD coordinator attended ELPAC professional development in 2018 as well as 2019.			
Analyze school-wide assessments School wide assessments generated from Illuminate were analyzed at the grade level during staff professional development.	Included in prior action.	Included in prior action.	N/A
Identify professional development needs for assessments Teachers identified areas of need in professional development such as structured word inquiry, Lucy Caulkins, positive discipline, and mathematics.	Included in prior action.	Included in prior action.	N/A
Consultants to provide Professional Development in areas of ELD and ELA Dr. Peter Bowers provided our staff with professional development in structured word inquiry on three different occasions. The process is supportive of tier one teaching strategies for our English language learners. LdVCS staff also completed work with the San Diego Area Writing Project in connection with mathematics and number talks in particular.	Included in prior action.	Included in prior action.	N/A
Administer and analyze initial assessments from Illuminate Education Illuminate assessments were administered after training by Illuminate professionals. Initial assessments were given in September. Teachers continue to use the platform to create assessments in all subject areas and use the data to determine the right path of individual instruction for students.	Included in prior action.	Included in prior action.	N/A
Re-administer assessments for baseline comparison Assessments were re- administered in March and June to collect baseline data.	Included in prior action.	Included in prior action.	N/A
Analyze student growth Teachers analyze student growth during professional development twice per month. With our data analysis protocol, the staff review relevant strategies and outcomes, pathways moving forward with instruction, and share ideas amongst colleagues to solidify a culture of constant learning.	Included in prior action.	Included in prior action.	N/A
Involve parents through ELAC	Included in prior action.	Included in prior action.	N/A

Parents attended ELAC meetings per sign in sheets collected at each meeting. Attendance varied. The meetings covered items such as the ELPAC test, CAASPP test, and the path towards the A-g requirements in future years.			
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A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Goal 4

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

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Communicate importance of school attendance with parents:	Communicate importance of school attendance with parents: <ul style="list-style-type: none"> o Parent Orientation Meetings o Parent Handbook o Director Updates o Teacher Communications o Parent-teacher Meetings o LdVIP & ELAC Meetings o Chats with the Director 	Included in prior action.	Included in prior action.	N/A
Provide parent education on impact of attendance on student achievement levels	We provide parent attendance resources on our website. Information is shared that shows a direct correlation between attendance at school and grades.	Included in prior action.	Included in prior action.	N/A
Recognize best monthly attendance by class	We did not recognize the best weekly attendance. For the 2020-2021 school year, LdVCS plans to recognize weekly attendance leaders and the classroom will display a banner recognizing their great work in arriving to school on-time and ready to learn.	Included in prior action.	Included in prior action.	N/A
Public recognition of students with positive attendance	At various times, students are called up to the morning announcements to be recognized for positive attendance. This practice will continue in 2020- 2021.	Included in prior action.	Included in prior action.	N/A
Reflect on prior year attendance and truancy data	Director reflects on prior year attendance to plan for future school years.LdVCS staff recognize the importance	Included in prior action.	Included in prior action.	N/A

	of strong programs throughout the day, but in the morning hours in particular. Teachers create fun and educational activities such as STEM inquiry time first thing in the morning. The director also added to the announcements in the morning the importance and gratitude of arriving to school on-time. These reminders are also a part of the LdVCS weekly director updates given to parents via email.			
Establish an Attendance Panel	Our attendance panel is our Board of Trustees. If there are excessive absences, trancies, or tardies the student and their parent are invited to a board meeting to discuss in closed session.	Included in prior action.	Included in prior action.	N/A
Analyze the data to design positive attendance plan	LdVCS staff analyze student attendance data to inform students, teacher, and parents on the importance of regular on-time attendance. Parents may receive a letter outlining the number of absences and tardies accumulated by the student as a reminder of the importance of attending school each day.	Included in prior action.	Included in prior action.	N/A

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

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.

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Director to monitor school wide discipline:	Director monitored school wide discipline regularly and communicated areas of difficulty with staff, students, and parents. The director uses open communication and follow through to keep parents informed during any disciplinary actions and the process is explained thoroughly to each parent. School wide discipline continues to remain positive as teachers create safe and secure classroom experiences for the students through the Sanford Harmony social emotional growth programs, community circles for classroom issues and discussions, and counseling assistance if needed.	Included in prior action.	Included in prior action.	N/A
Create school wide discipline handbook for staff and teachers	LdVCS has a school wide discipline handbook that outlines steps to take when student behavior is not ideal.	Included in prior action.	Included in prior action.	N/A
Implement RTI model to address disciplinary issues	The RTI model greatly reduces classroom discipline due to the organization and effectiveness of instruction. Our RTI support staff are very adept with their classroom management skills and provide organized, researched, and consistent instruction to their groups on a daily basis. This consistency also allows the RTI staff to create positive relationships with students that provide trust in the working process. There are also five teachers in the room conducting small group activities. This is a good student to teacher ratio in the classroom that allows for optimal supervision and lesson delivery.	Included in prior action.	Included in prior action.	N/A

Train new teachers in Positive Discipline and LdVCS Discipline Plan	In the 2020-2021 school year, LdVCS trained and supported two new teachers during staff meetings and professional development throughout the year. Teachers, new and veteran, were encouraged to seek professional development opportunities at various county entities as well.	Included in prior action.	Included in prior action.	N/A
Continue to provide teachers and staff with professional development on implementing Positive Discipline and Restorative Discipline strategies	Teachers, new and veteran, were encouraged to seek professional development opportunities at various county entities as well. LdVCS has on-site professional development as well as attending opportunities across California to learn of innovative ideas and concepts.	Included in prior action.	Included in prior action.	N/A
Continue to provide parents with information and workshops on Positive Discipline	Parents continue to receive information from LdVCS through weekly parent updates, the website, ELAC meeting held monthly, three coffee with the principal meeting during the school year as well as parent teacher conferences where student behavior is often discussed.	Included in prior action.	Included in prior action.	N/A
Analyze office discipline referrals, suspensions, and other discipline data on a monthly and yearly basis	Director analyzes and adjusts based on discipline data from the current and past school years. Each month, office referrals are reviewed and appropriate actions and steps forward in a positive direction are implemented.	Included in prior action.	Included in prior action.	N/A

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Goal 6

Supplemental Actions

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
LdVCS employs two full-time Physical Education teachers. Our PE staff organize and execute activities directly related to the standards and actions for each grade level. Our PE teachers organize morning running events to keep kids active and healthy, organize events for running in the community such as the Chollas Creek 5K, and provide active and engaging physical education classes for all LdVCS students.	\$123,503	\$124,660	N/A
Parents receive regular updates from PE teachers regarding results of the mile run, behavior in the class, any run club information, and information on community running events that LdVCS consistently signs up to attend. The website also hosts a large amount of valuable information for parents to read.	Included in prior action.	Included in prior action.	N/A
LdVCS consistently provides PE equipment in good working condition, provides ample playground equipment for students to use during free time activities, lunch, and afternoon recess. LdVCS provides ample opportunity in the budget for new physical education items and equipment, created two new clubs teaching flag football and rugby where all of the equipment is provided as well as jerseys for the players. Purchased a new sound system, recess equipment, and playground balls.	Included in prior action.	Included in prior action.	N/A
1:1 Student technology devices, personal protection equipment, and technical connectivity.	\$0.00	\$168,013	No
Collaborate with Futures Education, LLC for special education services.	\$296,330	324,500	Yes

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: continue to revise the school's safe re-opening plan and school safety plan in adherence to state and local county health department guidelines, and provide training for the entire staff, students and families to ensure a safe and healthy learning environment.
- Distance Learning: Elevate we will incorporate effective tools and applications to in-person instruction for the 2021-22 school year.
- Monitoring and Supporting Mental Health and Social-emotional Well-Being: The Dean of Students at each of the 2 sites will continue integration of the Leader in Me/7 Habit Program schoolwide and at the classroom level. Elevate will also continue implementation of Second Step SEL curriculum.
- Student Engagement: With the return to full in-person instruction there is a need to provide students with experiential learning opportunities, electives, physical education/activities, and field trips to maintain student engagement and improve student learning.
- Family Engagement: Elevate School staff have developed strong relationships with families over the past year with ongoing and consistent communication using various platforms.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP, especially for pupils with unique needs.

Elevate School has implemented the following cycle of assessments that will be incorporated in the school's 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

- i-Ready Reading & Math Assessments (K-7); 3 times/year
- Illuminate assessments
- Fountas & Pinnell BAS Assessments (K-5)

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- Continue to implement i-Ready assessment (universal screener and monitor student progress)
- Continue to implement Fountas & Pinnell BAS Assessments
- Continue to strengthen and expand RTI services (RTI Coordinator, RTI Interventionists)
- Implement EduClimber data management tool – RTI/MTSS
- Additional TOSA to provide academic support and assist RTI teachers
- Dean of Students for the Serra Mesa and Middle School campuses to continue integration of Leader in Me/7 Habits
- Continue to provide Instructional Coaching for our teachers – Director of Instruction

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021-24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.



da Vinci Charter School

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Leonardo da Vinci Health Sciences Charter School	Josh Stepner Principal	josh.stepner@davincicharter.org 619.420.0066 ext. 350900

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

At Leonardo da Vinci Health Sciences Charter School, we feel learning knowledge-age skills best occurs when students are actively engaged in authentic and meaningful learning experiences that aim to develop such 21st century skills. Rather than students passively learning isolated facts, the Charter School's instructional program is founded on inquiry-driven, project-based learning (PBL), supported by technology. Through project-based learning, students are better able to master creativity and critical higher order thinking as well as an inquisitive attitude, sensitivity to alternative points of view and to ethical issues, an enlarged perspective and more original and unconventional thinking. We believe that learning best occurs when students are self-motivated and inspired to investigate, test, research, create, invent, inquire and question via hands-on projects that have meaning and relevance for them across disciplines. We believe project-based learning capitalizes on students' natural curiosities and methods of exploring the world around them, reality, self-awareness and more. 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. He 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. Leonardo da Vinci Health Sciences Charter School believes that educated people in the 21st century not only have academic knowledge, but also exhibit the "habits of mind" necessary to work collaboratively and solve complex problems in multiple ways. Our students develop knowledge of and practice what it means to be healthy individuals physically, mentally, and emotionally.

LdVCS students will strive to:

- Persist
- Question and reflect
- Strive for accuracy
- Are technologically literate
- Lead others
- Think and communicate with clarity and precision
- Create, imagine and innovate
- Think and work interdependently

LdVCS students will strive to:

- Solve peer conflicts
- Make healthy food choices
- Engage in daily physical activity
- Maintain healthy relationships
- Show good character
- Listen with understanding and empathy
- Have a positive self-concept

Having a specific focus throughout the content areas ensures that integrated project-based learning aspects tie these curricular areas together in a way that makes learning relevant to students and to today's society. The educational program at LdVCS provides a rigorous, engaging and comprehensive education for students. The LdVCS program is focused around the Next Generation Science Standards (NGSS) and the California History-Social Studies Science Content Standards and integrated with the Common Core State Standards (CCSS) for California English Language Arts (ELA) and Mathematics (hereinafter, collectively the State Standards). While aligned with the State Standards, learning engagements at LdVCS go beyond these standards by promoting project-based learning and enrichment opportunities designed to enhance student engagement, subject matter comprehension, and content application in every classroom. In addition to building foundational skills in the core academic subject areas, LdVCS provides enrichment programs embedded within the regular school day as well as after school. Following are descriptions of the key program attributes of LdVCS including: health sciences, assemblies and families.

At their best, projects can serve a number of purposes well. They engage students over a significant period of time, spurring them to produce drafts, revise their work, and reflect on it. They foster positive cooperativeness in which each student can make a distinctive contribution. They model the kind of useful work that is carried out after the completion of school in the wider community. They allow students to discover their areas of strength and to put the best foot forward; they engender a feeling of deep involvement or flow, substituting intrinsic for extrinsic motivation. Perhaps most important, they offer a proper venue in which to demonstrate the kinds of understandings that the student has (or has not) achieved in the course of the regular school curriculum. The teachers and staff at LdVCS deem that learning best occurs in a collaborative environment, in which the school's teachers, staff, parents, students, and the community work together to ensure that all students reach their highest potential. Leonardo da Vinci Health Sciences Charter School values student-centered, interactive classrooms and group projects in which student voices and opinions are valued. The curricular focus for LdVCS is health sciences, from personal habits to global awareness. LdVCS students develop knowledge and gain hands-on experience in three key areas:

- 1) What it means to be a healthy individual—physically, mentally and emotionally;
- 2) What it means to have a healthy community and society; and
- 3) What health-related issues exist locally and globally.

“The health of children and their success in school are intimately linked. Increasingly, the value and importance of educating the whole child, including focusing on children's health, is being supported by empirical studies. Inadequate nutrition and a wide range of negative and self-destructive behaviors, such as the use of alcohol, tobacco, and other drugs, have been linked to poor school performance. The converse is also true; that is, children who are helped to accept responsibility for their health are more likely to succeed in school and to become

healthier, more responsible, and more successful adults. Schools are collaborating with parents and the community to address problems and behaviors that influence school performance.”

Through a focus on health sciences, each grade level progresses through a yearly project cycle beginning with the individual and then moving to school, community, state, nation and global perspectives. LdVCS students strive to become "ambassadors of health issues" for their peers and produce media (i.e. web pages, podcasts, videos) to communicate their message to their peers throughout the local and national community.

LdVCS acknowledges that health problems transcend national borders. We not only want our students to be aware of and take an active role in improving their own health, but to have an awareness of the health issues facing people in their community, nation and world as well. Our students are aware of global health issues including:

- Disparities in health between rich and poor nations as well as rich and poor people
- Access to affordable quality health care
- Millions of people die annually from preventable diseases and malnutrition
- Rise of drug-resistant pathogens
- HIV/AIDS epidemic
- Environmental health problems caused by pollution and global warming

Additionally, childhood obesity is on the rise, as are diabetes, high blood pressure and high cholesterol among children. For most children, the cause is eating too much and exercising too little. As a preventative measure, our program emphasizes healthy living, including physical fitness, nutrition and disease prevention.

LdVCS creates health literate students who exhibit knowledge, skills and behaviors in four key areas critical to healthy living:

- Acceptance of personal responsibility for lifelong health.
- Respect for and promotion of the health of others.
- An understanding of the process of growth and development.
- Informed use of health-related information, products, and services.

Our curriculum meets the expectations outlined in the Health Framework for California Public Schools. Additionally, the four key areas critical for healthy living serve as a lens through which students examine history/social science, science and personal choices. As an example, sixth graders studying ecology acquire sufficient knowledge of the process of growth and development of organisms to recognize that the health of ecosystems directly affects all living things within that ecosystem. They understand that taking personal responsibility for the health of the environment means taking responsibility for their own health as well as the health of other organisms. To enhance real world connections for our students, LdVCS develops and maintains partnerships with health care educators and practitioners in higher education and private industry.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

LdVCS has increased the percentage of students meeting or exceeding standards for all students and all significant subgroups in both ELA and math over the past four years. We attribute these gains to our unique instructional model and effective teaching as well as the additional scaffolding and supports provided through our effective Response to Intervention (RTI) program. LdVCS has developed a clearly structured Response to Intervention (RTI) model that delineates necessary student supports for three levels: Tier 1, Tier 2 and Tier 3. The RTI program includes universal screening of all students, specific Tier 1 supports that teachers provide within the classroom; targeted Tier 2 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. The RTI program allows students to receive an hour and a half of reading intervention in small groups guided by Instructional Assistants trained in specific techniques, including SIPPS and Reading Plus. The team works in small groups to effectively ensure students are being given instruction at their level. Over the past two years, LdVCS has implemented the RTI program for both ELA and math supports. The program was established based on a close analysis of CAASPP scores (particularly in math) from prior years. In 2019-20, LdVCS supported and trained four Instructional Assistants to provide response to intervention help. The RTI team meets daily to analyze data, adjust small groups for optimal lesson delivery, and receives professional development from the ELD coordinator to align strategies, perceptions and data to inform instruction. Teachers use whole group, small group and individual instruction to provide students with the supports they need in order to acquire concepts and skills necessary to think critically while gaining academic proficiency. Differentiated instruction to meet the needs of a diverse population is standard in all classrooms. Identifying and continuous monitoring of student progress by the classroom teacher helps act as a support for students who are struggling academically.

In math, LdVCS shows consistent growth in student performance over the past four years. As with ELA, LdVCS is moving more students into proficiency levels than both the comparison schools for math. From 2017 to 2018, LdVCS increased the percentage of students meeting or exceeding standards in math by 8%. Over the four-year period, LdVCS showed the most gains, with 16% more students meeting or exceeding proficiency in ELA. As with ELA, LdVCS is moving more students into proficiency levels for math. From 2017 to 2018, LdVCS increased the percentage of students meeting or exceeding standards in math by 8%. Over the four-year period, LdVCS showed the most gains, with 16% more students meeting or exceeding proficiency in ELA. LdVCS has made significant gains for all three subgroups since the initial 2015 administration of the CAASPP. When we look at the percentage of economically disadvantaged students that met or exceeded standards in ELA over the past four years, we see that LdVCS made significant gains from 23% in 2015 to 38% in 2019. LdVCS shows a significant increase in the percentage of Latino students meeting or exceeding standards in ELA over the four-year period. LdVCS has shown consistent growth for our EL population in ELA over the past four years, increasing from just 10% meeting or exceeding standards in 2015 to 17% in 2019. In February 2017, the State Board of Education adopted a new academic indicator for assessing overall performance on the CAASPP that utilizes students scale scores. In this methodology, called Distance from Level 3 (DF3), each student's assessment score is compared to the lowest possible scale score to achieve Level 3 (standard met). The difference between a student's earned scale score and the minimum Level 3 scale score produces a positive, negative or neutral result. The results show either the needed improvement to bring the average score to Level 3 (Academic Indicator is a negative number) or the extent to which the average score exceeds Level 3 (Academic Indicator is a positive number). The Fall 2017 California School Dashboard reports both a Status and Change metric for DF3. Over the past three years, students have consistently increased their performance on the DF3 Status metric growing from -41.5 to -21 in ELA and -58.8 to -37.8 in Math. LdVCS has shown consistent growth in math over the three-year period. Both comparison schools had very inconsistent performance over the same period, with significant decreases in math in 2016.

Leonardo da Vinci Health Sciences Charter School encompasses elements that only a charter school can offer their students - an education built on choice, accountability, innovation and freedom. We are dedicated to providing a quality, student-centered educational program that empowers all students, in a safe and supportive environment, to become innovative, compassionate and intelligent thinkers. Leonardo da Vinci Health Sciences Charter School has numerous accomplishments over the past five years of operation:

- LdVCS is in year 10 of operation as a charter school in good standing with their authorizer, Chula Vista Elementary School District.
- LdVCS has increased the percentage of students who met or exceeded the standard in English Language Arts between 2015-2018 by 22% according to

the California Assessment of Student Performance and Progress (CAASPP).

- LdVCS has increased the percentage of students who met or exceeded the standard in Mathematics between 2015-2018 by 16% according to the

California Assessment of Student Performance and Progress (CAASPP).

- The percentage of socio-economically disadvantaged students who met or exceeded the standard in English Language Arts increased between 2015-2018

by 22% and 15% in mathematics according to the California Assessment of Student Performance and Progress (CAASPP).

- Latino students at LdVCS have increased in the percentage that have met or exceeded the standards in English Language Arts between 2015-2018 by

24% according to the California Assessment of Student Performance and Progress (CAASPP).

- Latino students at LdVCS have increased in the percentage that have met or exceeded the standards in mathematics between 2015-2018 by 15%

according to the California Assessment of Student Performance and Progress (CAASPP).

- LdVCS is a Western Association of Schools and Colleges (WASC) accredited school. Our accreditation is up for review in 2022.
- LdVCS has consistently secured a stable facility.
- LdVCS has a healthy budget in which to invest in student growth and progress. It also enhances our ability to provide excellent programs with appropriate

staffing (P.E. instructors, Instructional Assistants, after-school tutoring programs, etc.), quality professional development opportunities, and essential

collaboration time.

- LdVCS audits have been clean with no findings to date.
- LdVCS has maintained a solid cash balance, a healthy net income, and a growing reserve every year. The 2018-2019 LdVCS budget forecasts a reserve

exceeding 51%.

- LdVCS has experienced steady enrollment growth.
- LdVCS met all of its Academic Performance Index (API) growth targets for the 2010-2011, 2012-2013 and 2014-2015 school years for both schoolwide and

for all groups served by LdVCS.

- The numbers of students who qualify for free and reduced meals at LdVCS has risen each year, as has the achievement for this subgroup despite the

additional challenges they face.

- LdVCS provides 30 minutes of physical education for each student every day.

- LdVCS provides Spanish classes for all students each week.
- LdVCS is a small school with a strong sense of community and family atmosphere where everyone knows everyone.
- LdVCS has a high level of parental involvement.
- LdVCS has created a school garden.
- LdVCS has increased the opportunities for after school support through weekly tutoring.
- LdVCS offers after school enrichment activities like art, gardening club, running club, flag football and karate.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

- Professional development for mathematics instruction
- Professional development for ELA instruction
- Professional development for lesson delivery in vocabulary
- Need for after school care with flexible hours
- Increased average daily attendance
- Enrollment
- Combat tardiness
- Retention of quality teachers
- Parent Communication
- Parent Involvement
- Facilities for a middle school
- Technology to make a one-to-one commitment to our students

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In the 2018-2019 school year, LdVCS students raised the achievement level on CAASPP tests in both English language arts and mathematics. Latinx students increased the percentage of students meeting or exceeding the standard in ELA with a 12% increase. The same demographic had a 10% increase in students meeting or exceeding the standards in mathematics by 10%. Socio- economically disadvantaged percentages for students meeting or exceeding the standards in ELA increased from 2017 to 2018 by 16%. The same demographic also increased mathematically overall by 14%. According to CAASPP scores from 2018, LdVCS increased the percentage of students who are meeting or exceeding the standard by 12%. English language learners CAASPP percentage increase from 2017 to 2018 in English language arts was 5%. Subsequently, the suspension rate at LdVCS declined by 1.1%. This decrease in suspensions and behavior

overall can be attributed to the patience and care present in classrooms from teachers. It is also due to a system of social emotional lessons and strategies being taught at the tier one level. LdVCS uses Sanford Harmony resources to impart lessons in compassion, conflict resolution, and respect. Another area of note would be the progress of our English Language Learners. According to the ELPAC results from 2018, 89.3% of English Language Learners at LdVCS are either moderately developed or well developed. Our greatest progress this academic year is the continuous delivery of strategies and consistency of our Response to Intervention program that serves all students for an hour and a half per week. This program is effective in delivering strategic interventions in English language arts and mathematics. Our system of intervention is based on both summative and formative assessment data and analyzed monthly by classroom teachers. The data points are used to create rigorous pathways of success for LdVCS students. Students receive instruction at their level based on the aforementioned assessments given three separate times annually. 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. This year, we were able to expand the program to offer mathematics intervention for students who were behind in their instruction. This was established based on close analysis of CAASPP mathematics scores from previous school years.

During the recent school closure in March of 2020, the LdVCS staff provided 240 minutes of instruction each day in both a synchronous and asynchronous manner. Each teacher provides 120 of daily live interaction with the classroom teacher via Zoom video classes. In addition, all LdVCS students are provided physical education for 30 minutes per day, Spanish language classes for 30 minutes per day, and all special education services are provided daily as well. Classroom teachers also provide 120 instructional minutes in an asynchronous manner by using Google Classroom, Seesaw, or email. Assignments are posted in each place for students to access and complete throughout the day. The finished product is kept on file for the teacher to review and assess. The goal of Leonardo da Vinci Health Sciences Charter School is to implement a rigorous, multi-faceted assessment program to ensure that student performance levels are meeting and/or exceeding state and school academic standards. Students will be assessed regularly throughout the school year with monthly benchmarks set in place. The content mastery will be assessed using multiple measures that are based on an assessment program that improves learning and provides ample assurances of accountability and objectivity. LdVCS started the 2020-21 school year on July 20th with 260 students participating in daily instruction through distance learning that includes synchronous and asynchronous instruction. Distance Learning instruction is defined by CA Education Code 43500 as instruction in which the student and educators are in different locations and students are under the general supervision of a certificated teacher. Google Classroom and Seesaw are the Learning Platforms utilized by all students in conjunction with Zoom meetings for synchronous instruction. All students will participate in daily synchronous and asynchronous instruction in adherence to SB98. LdVCS students will engage in daily synchronous instruction and asynchronous learning including morning meetings that are designed to increase school connectedness and support students' social-emotional well-being. Students will receive instruction in all core subjects, and electives. Synchronous Instruction refers to live, scheduled, interactive classes with teachers and students in real-time. Students will engage in direct instruction lessons, teacher-supported work time, small group intervention and/or scheduled online assessments. Asynchronous instruction refers to self-paced instruction with intermittent teacher interaction. This will be in the form of pre-assigned work, standards-aligned practice on our online learning programs, or formative assessments, all posted in each student's Google Classroom.

For students eligible for Special Education, distance learning opportunities are available since March 16, 2020. At this time, we must consider everyone's safety and government mandates. We will continue to support our students and families during this time by providing all necessary and appropriate services to address student needs. During distance learning, services will be provided virtually via phone call, Zoom, Google Classroom, and/or Seesaw. Push-in services will be provided by special education staff by join classroom Zoom meetings and working individually in a break out room. Services may be amended in order to address adjusted school days. Individual services, small group sessions, parent consultation, or any combination of three, will be offered all throughout distance learning. Students will continue to

receive support from an education specialist, related service provider (i.e. occupational therapist, speech and language pathologist, and school psychologist), and paraprofessionals. Parents of students with disabilities indicated to LdVCS staff that distance learning can bring upon various challenges for most of our students and their families. Our special education department will continuously collaborate with our students and their families to minimize the impact of these challenges while schools are temporarily closed.

The goal of the Response To Intervention staff is to provide English Language Development (ELD) support for language production and interaction in meaningful ways as a method to guide English Learners toward English language fluency in reading, writing and speaking. These goals will be met through designated and integrated instruction with the use of both technology and live (Zoom) instruction. The Interventionist will provide push-ins academic support and/or small group instruction during synchronous instruction. Designated ELD will include small groups based on the student's grade level and ELPAC level. The Rtl Team will further provide 1:1 instruction for students with the greatest need for individualized instruction. The ELD Coordinator will collaborate with classroom teachers to identify and provide supplemental and increased services. To continue to develop English learner language skills, teachers will provide daily comprehensive English Language Development. Designated English Language Development will be provided through synchronous instruction via small groups differentiated by proficiency level. Asynchronous instruction will be in support of such instruction.

- Five-year charter renewal authorized by the Chula Vista Elementary School District Board of Trustees.
- Secured membership in the Desert Mountain Special Education Local Plan Area for the purpose of delivering special education services.
- Decreased suspensions by 12.5%. Use of Sanford Harmony social emotional activities and discussion resources.
- Western Association of Schools and Colleges accreditation.
- Response to Intervention program serving all students for an hour and a half per week in small groups.
- Effective use of Reading Plus, Illuminate DnA, Imagine Learning, Imagine Math Facts, Moby Max, Prodigy and SIPPS software to intervene on behalf of our most vulnerable students.
- Discipline expectations that lowered incidents of students out of the classroom during peak instructional times.
- Restorative Discipline Practices
- Sanford Harmony social/emotional learning program in all classrooms K-6.
- Increased parent engagement through the Parent Institute for Quality Education ELAC, and volunteer events and opportunities..
- Parent education classes conducted by our ELD Coordinator to help parent understand and effectively help their child with the new standards.
- Increase in the percentages of students meeting or exceeding the standards in English language arts and mathematics according to the 2018 CAASPP.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

During the 2020-2021 school year, LdVCS staff solicited the input of the community through various forms of communication. LdVCS administration met with parents via Zoom meetings on three different dates prior to the beginning of the school year. The purpose of the meetings were to inform parents about the process of selecting an instructional approach towards in-person learning, to inform the community about data in Chula Vista which guided our responses, and to check on the social and emotional needs of our families. To reach the maximum capacity of stakeholders, surveys were sent to email address on file for their opinion on many aspects of the school. The parent surveys conducted sought responses to the community's need for technology, food assistance, internet connectivity in the house, and any social or emotional need the family might need help connecting to during the COVID-19 pandemic.

The LdVCS parent survey also was designed to offer the opportunity to provide feedback on the distance learning program from March of 2020 through June of 2020. Parents were asked to describe the biggest hurdles to the distance learning program from their perspective as well as the positive attributes of the program. The administration also held five separate Zoom parent information sessions that informed parents about current data regarding the pandemic and ways the school was preparing for in-person instruction, innovative ways to engage students during distance learning, and discussions regarding information from the California Department of Education, The Center for Disease Control, The San Diego County Office of Education and the Chula Vista Elementary School District. The director emailed a weekly update to all parents in both English and Spanish to communicate effectively with all stakeholders. There was also significant communication efforts through Facebook and the LdVCS website (www.davincicharter.org). The administration also used Google Surveys to solicit parent, staff and student input regarding the large scale changes at LdVCS. Some of those changes in 2019 were moving from a traditional school calendar to a year-round calendar. We were able to make an informed decision in regards to the annual calendar and what was most effective for our community.

During the recent school closures due to COVID-19 in March of 2020, we were able to gather input from parents on the type of learning model, in-person or distance learning, and created a committee to discuss and research the re-opening of schools. The committee met via Zoom and was able to prepare a safe school campus upon resuming in-person instruction. LdVCS staff engaged stakeholders (staff, teachers, parents, students, governing board) as part of the Local Control and Accountability Plan (LCAP) annual update and development process throughout the 2019-20 school year. With the transition to distance learning in mid-March as a result of the COVID-19 pandemic, engagement with stakeholders became more participatory, consistent and with high levels of participation among parents and staff. Efforts to solicit stakeholder feedback were essential in order to effectively transition to distance learning in March and ensure high levels of student participation and engagement.

During the 2018-2019 school year, LdVCS staff solicited the input of the community through various forms of communication. To reach the maximum capacity of stakeholders, surveys were sent to email address on file for their opinion on many aspects of the school. A timeline of events used to solicit feedback and information from our community is outlined below:

- * 9-week parent institute: Parent Institute for Quality Education (October – December)
- * Monthly ELAC meetings on campus.
- * Trimester parent meetings: Coffee with the principal.

- * Monthly staff meetings.
- * Parent Orientation: September 2017
- * Monthly Board of Trustee meetings open to the public. (August 2017-June 2018)
- * A variety of telephone conversations with stakeholder having specific LCAP related inquiries to the director. (August 2017- June2018)

LdVCS staff communicated importance of school attendance with parents through:

- * Parent Orientation Meetings
- * Parent Handbook
- * Director Updates
- * Teacher Communications via the website and email
- * Parent-teacher Meetings
- * Partnership & ELAC Meetings

April-June 2020: Monthly Principal Update Zoom meetings in which parents/guardians were asked for feedback regarding distance learning, supports needed, and Socio-emotional check-ins (i.e. How are things going? What is going well? What needs improvement? What support is needed?) Administrators also gave updates regarding CDE requirements for reopening schools, safety information regarding testing, and the administration sent weekly updates to parents to inform them of the changes and safety precautions being implemented in preparation for in-person instruction.

- * March – present) Frequent All-Staff meetings during which school reopening updates and distance learning plan updates were discussed.
- * April - present: (no July meeting) Monthly School Leadership Team (SLT) Meetings.
- * March - September 2020: Teacher and non-teaching staff, parents and board members met to discuss reopening plans, health policies and distance learning plan updates.
- * July - September 2020: Reopening and distance learning plans were discussed by LdVCS Board of Directors.
- * March and July and August: Needs Assessment surveys were administered by teachers and office staff at the end of the 19-20 school year and beginning of the 20-21 school year (technology, meals, preference in-person vs. DL)
- * March, June, and July: Drive through promotion ceremony for kindergarten and sixth grade, personal items exchange, multiple technology pickup days, and time to see teachers and connect with families. We were also able to disseminate important information and updates in-person. The drive through ceremonies were designed to connect families and staff who had not seen each other in person for months.

LdVCS continued to inform parents through a variety of committees and meetings:

- * Monthly ELAC meetings on campus.
- * Trimester parent meetings: Coffee with the principal.
- * Monthly staff meetings.
- * Parent Orientation

A summary of the feedback provided by specific stakeholder groups.

The LdVCS community reflected upon distance learning through a survey created by the administration to collect parent reflection data. The results suggested a large amount of stress with distance learning for parents who were working full-time, had multiple students in multiple grade levels, and fear of too much screen time dominated the responses. The feedback and input gathered from stakeholders beginning in March of 2020 informed and cultivated LdVCS's transition to distance learning and was instrumental in the development of the Learning Continuity and Attendance Plan. Our students will receive daily synchronous and asynchronous instruction and will participate in daily instruction that focuses on social- emotional well-being and school connectedness. Our teachers will provide daily office hours to provide students with additional one-on-one support and for parents to communicate with teachers. Parents also mentioned frustration with the complexity of keeping up with distance learning schedules for the different subject areas outside of the regular classroom meetings. PE, Spanish, and Rtl were mentioned as those other areas that were difficult to keep up with schedules. Parents mentioned that the schedule was too long and that some would like the day to be shorter. Many parents listed time as the most challenging factor to successfully navigating distance learning. Parents lack of resources for keeping their student engaged at home was also mentioned by parents. Finally, connection speed for home servers was also listed as a challenge. Parents expressed a great need to receive training on the various learning platforms and technology based apps such as Google Classroom, SeeSaw, Imagine Learning, Imagine Math and Eureka Math online portal. Parents commended the school's staff on their availability, flexibility and ongoing communication between school and home. Other concerns raised was the lack of internet service at home for some; and for others their child is under the supervision of a caregiver and internet access would not be available. Many of our student's parents are employed in the daytime and are unable to support the needs of their children. Parents also praised LdVCS staff for their high level of communication, complete distance learning program created rapidly and effectively, the time distribution of technology such as chrome books and internet hotspots and also the high level of teaching demonstrated by the staff during the school closures. Teachers would like additional professional development on strategies to engage students during distance learning, including research- based strategies for English Learners, Students with Disabilities and utilizing applications to increase and improve student engagement and participation. Our teachers and staff expressed Health and Safety concerns with returning to the school site; and on how they will be able to provide both in-person and virtual instruction simultaneously. Teachers were concerned with students who were disengaged and/or not participating regularly during our initial transition to distance learning in Spring 2020. Due to the recent implementation of SB98, student attendance and participation requirements, teachers expressed their concern with the expectations, lack of policy surrounding the requirements and vagueness in the requirements and documentation requirements placed in the responsibility of staff.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

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

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.

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
- * Establish classroom routines that engage students to be on-time and ready to learn

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. 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 and enhanced for the 2017-2018 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, Imagine Learning 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 Rtl support staff who push into classrooms and offer students small group instruction. Each group is formed based on assessment data, teacher input, and ability.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

LdVCS strives to maintain a clear and consistent focus on student growth, instructional rigor, and innovative curriculum. One measurable outcome would be analyzing all state mandated testing. LdVCS staff uses the data to place students in learning opportunities that support and advocate for student growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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	40% of all students at grade level or above for writing				
At least 5% increase in CAASPP ELA and math results	39% ELA and 26% mathematics				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Summer Literacy through Imagine Learning Portal and Imagine Math Facts	Summer Intensive Literacy Program: Second Session held in the Summer of 2017 for a four week support course. The summer session was 3 hours a day for five days per week. The day was structured into two effective teaching sessions. One and a half hours of English	\$10,000	No

Action #	Title	Description	Total Funds	Contributing
		language arts and an hour and a half of mathematics. The class was managed by two credentialed teachers from our staff. Summer literacy was all online for the summer of 2018 due to site modernization and construction on campus. The construction zone did not allow us to meet on site. Therefore, the online option was necessary.		
2	After School Tutoring Program	After school tutoring takes place four days per week at all grade levels. After School Tutoring Program (Title I): K-6 teachers hold tutoring sessions after school for an hour at each grade level. Each classroom teacher invited students to stay for an extended period of time after school. Students were able to work one-on-one with their own classroom teacher during this extended day period.	\$89,764	No
3	Instructional Assistants to support RTI structure (Title funds)	There are three full time Instructional assistants supporting classrooms during the response to intervention time. Instructional Assistants to support RTI structure (Title I): A clearly structured Response to Intervention program where students receive an hour and a half of reading or mathematics intervention in small groups guided by Instructional Assistants trained in specific (Imagine Math, SIPPS and Reading Plus) techniques. Four Instructional Assistants were hired and trained to provide response to intervention help. The Rti team met daily to analyze data, adjust small groups for optimal lesson delivery, and received professional development from the ELD coordinator to align strategies, perceptions, and data to inform instruction.	\$158,459	Yes
4	Monitor and evaluate implementation of curriculum	Staff members meet weekly to discuss curriculum, software, analyze math and English language arts data, summative and formative assessment data, and local classroom student samples. Continue to monitor and evaluate implementation of curriculum and adjust as needed. Adjustments are made after careful review of data and teacher input. Our curriculum and assessment team met monthly to discuss curriculum, gauge it's effectiveness as a whole on our students, analyze data, discuss curriculum related issues and find solutions, as well as making curricular decisions for the school.	\$1,262,135	Yes

Action #	Title	Description	Total Funds	Contributing
5	Make adjustments to curriculum materials as needed	Make adjustments to curriculum materials as needed. Small purchases to replace lost materials, new resources for students arriving after the first day. Adjustments are made after careful review of data and teacher input. Our curriculum and assessment team met monthly to discuss curriculum, gauge it's effectiveness as a whole on our students, analyze data, discuss curriculum related issues and find solutions, as well as making curricular decisions for the school.	\$25,000	Yes
6	Provide professional development in reading instruction.	Staff attended a Structured Word Inquiry professional development opportunity beginning in September. Our work with Nueva School and Dr. Peter Bowers in particular have been instrumental in organizing our thoughts and strategies around language acquisition and reading. Provide professional development in reading instruction. Reading Plus and Imagine Learning trainings. We also held ELA training around structured work inquiry throughout the school year. Imagine Learning trainings happened frequently in order to provide optimal instruction using the platform. Also of note, the discussion about correct strategies, using data to inform instruction, having parent conferences, and the teacher dashboard. These topics of professional development were revisited during bi-monthly staff meetings as well. We also worked very closely with Dr. Peter Bowers from Nueva School in Canada. We were given three professional development sessions on the use and history of structured word inquiry. In 2019, LdVCS partnered with UCSD and San Diego Global Vision Academy to institute professional development activities for the entire 2019-2020 school year. LdVCS staff met on five different occasions to discuss number talks, mathematical strategy, math lessons and activities for the classroom, and analyzed interim assessment data to adjust for classroom instruction. In the 2020-2021 school year, LdVCS continued to engage in professional development with the San Diego Area Writing Project to support student achievement in English Language Arts and mathematics. LdVCS staff and administration met ten times during the school year to address writing, ELA strategies and math instruction.	\$20,000	No

Action #	Title	Description	Total Funds	Contributing
7	Set new progress goals for all students and student groups.	The response to intervention team analyzes local assessment data to adjust the small flexible groups during intervention time each week. Set new progress goals for all students and student groups. Teachers analyze student work in formative and summative assessments, interim mathematics assessments, DRA scores, Words Their Way assessment data, SIPPS, and Reading Plus.	\$25,000	No
8	Set new progress goals for all students and student groups.	The response to intervention team analyzes local assessment data to adjust the small flexible groups during intervention time each week. Set new progress goals for all students and student groups. Teachers analyze student work in formative and summative assessments, interim mathematics assessments, DRA scores, Words Their Way assessment data, SIPPS, and Reading Plus.	\$25,000	No
9	Continue to analyze student work on a monthly basis vertically and in grade level groups.	Teachers meet in vertical team once per month. Discussion have included math analysis, assessment development via Illuminate Education assessment portal, and use the data analysis protocol. Continue to analyze student work on a monthly basis vertically and in grade level groups. Teachers analyze student work in formative and summative assessments, interim mathematics assessments, DRA scores, Words Their Way assessment data and more. LdVCS staff met monthly in data analysis groups to review data and make adjustments to classroom practice and lesson delivery.	\$30,000	No
10	Everyone's a Reader program	The EAR program continues to reach students on a daily basis. Everyone's a Reader program. Everyone's A Reader Program has been up and running since October of 2016. Volunteers come in weekly to dedicate their time to increasing the comprehension, fluency, and phonemic awareness to a group of readers in grades K-6. The volunteers practice with the students and increase their ability to access all information at their current grade level.	EAR IS COORDINATED THROUGH VOLUNTEERS	No
11	Consultants to provide Professional	Consultants to provide Professional Development in areas of ELD and ELA. Pete Bowers provided PD in ELL strategies for instruction and		

Action #	Title	Description	Total Funds	Contributing
	Development in areas of ELD, ELA, and mathematics	ELD standards. His structured word inquiry approach to teaching reading and vocabulary has been helpful. Dr. Jill Kerper Mora, professor at SDSU in ELD development, provided PD in ELL strategies for instruction and ELD standards. In 2019-2020, LdVCS partnered with UCSD and San Diego Global Vision Academy for math training, the Red Cross of America who provided certification for all LdVCS staff in first aid, CPR, and AED training. LdVCS also worked closely with the San Diego Office of Education in regards to restorative discipline practices and community circles.	COSTS FOR ITEM ACCOUNTED FOR IN PREVIOUS ACTION	N/A
12	Translate weekly updates	Weekly parent updates are translated into Spanish. All materials sent home for parents was translated into Spanish. This allows us to communicate information to ensure all parents have universal access to all information and updates. This is an essential piece of our communication.	\$74,917	No
13	Parent Workshops	Saturday parent workshops through ELAC allow us to give parents information about the ELPAC test, how it affects students in middle school, and how to prepare your child for the ELPAC assessment. Parent Workshops. Parent Institute for Quality Education provided parent workshops over a 9-week period. Parent meetings took place to inform families about the local control and accountability plan, finance items in the budget, monthly business and school information disseminated during the Board of Trustees meetings, and three different discussions. with the principal where educational information was discussed with the parent group. Other meetings included: <ul style="list-style-type: none"> • ELAC Meetings • ELPAC Informational Saturday's (2) • CAASPP Institute • (3) Coffee with the Principal events • Board of Trustees monthly meetings 	PERSONNEL COSTS ACCOUNTED FOR ABOVE	N/A

Action #	Title	Description	Total Funds	Contributing
14	Purchase licensing for online intervention program(s) such as Imagine Learning, Reading Plus and Zearn	All licensing has been updated and renewed. Purchase licensing for online intervention program(s) such as Imagine Learning, Imagine Math Facts, NewsELA, TCI science and social studies, Illuminate Education, Vocabulary Spelling City and Reading Plus. Licenses have been purchased for Imagine Learning, Imagine Mathematics and Reading Plus. All licensing is monitored by staff and the director. Monthly usage reports allow the director to monitor the effectiveness of the program and the fidelity in which classroom teachers are using the program as well. Teachers can also send home progress reports to parents to show the work the child has completed or to assist struggling students at home as well as at school.	\$50,000	No
15	Acquire, develop, and retain teachers.	Teacher retention remains steady from 2020 to 2021. This school year, we added two new teachers to our staff.	NO COSTS ASSOCIATED WITH THIS ITEM	N/A

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Consistent and organized data analysis assists LdVCS staff in creating and maintaining proper learning pathways for all students. LdVCS uses data analysis to drive instruction in the classroom, create small tier two learning groups, and help teachers individualize instruction for each student.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least 70% of all students will be at expected DRA level	50% of students are at expected DRA levels				
At least 70% of all students will be at grade level or above for writing	55% of students are at grade level in writing				
At least 5% increase in CAASPP ELA and math results	N/A: School Closures				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintain Illuminate database	Used Illuminate DnA to track CAASPP results, CELDT/ELPAC data, report cards, and DRA results. The database was used to create assessments, store student information easily accessible to staff, and to create visual tools to help discuss student progress with parents.	COSTS ACCOUNTED FOR ABOVE	N/A

Action #	Title	Description	Total Funds	Contributing
2	Train staff and teachers on Illuminate database use	Analyzed DRA data to form RTI groups, report card data, and health data. We also met with our field representative from Illuminate on six separate occasions to discuss grading, the implementation of grade book on Illuminate, to train on the implementation of report cards and how to properly fill them out, and a variety of tier one strategies for writing and sharing those writing pieces with the entire class. Teachers also had the opportunity to work one-on-one with our client success coordinator who would often enter classrooms to model effective strategies for teachers.	COSTS ACCOUNTED FOR ABOVE	N/A
3	Analyze DRA, writing and health data.	Analyzed DRA, report card, and health data. Used the data to form RTI groups providing targeted intervention support for students, and convey student progress to parents. Health data was used to make sure students were receiving the proper instruction during physical education.	\$139,717	No
4	Review and train new teachers on how to administer and score assessments (DRA, BPST, CAASPP interim, benchmarks)	Reviewed and trained new teachers on how to administer and score DRA reading assessments. Teachers placed DRA data on a spreadsheet to represent progress and monitoring of student progress as it pertains to the developmental reading assessment.	COSTS ACCOUNTED FOR ABOVE	N/A
5	Train teachers to administer and score school wide writing assessments	Analyzed ELPAC data. Sent our ELD coordinator to a training on properly scoring the ELPAC. She returned and gave our staff PD on the same topic.	COSTS ACCOUNTED FOR ABOVE	N/A
6	Create new assessment rubrics and protocols based on grade level standard and ESLR's for writing.	All teachers began to use Illuminate DnA to analyze assessments, give on the fly assessments, and support student growth in writing. These assessments allowed for more structured conversations along grade levels and the discussion about student progress.	COSTS ACCOUNTED FOR ABOVE	N/A

Action #	Title	Description	Total Funds	Contributing
7	Analyze ELPAC data.	Analyzed ELPAC data. This data was used to formulate groups for the purpose of RTI implementation, organize and adjust the groupings per grade level, and used to determine reclassification status for our student population.	COSTS ACCOUNTED FOR ABOVE	N/A

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Address and meet the needs of EL students, ensuring that we have the technological resources, instructional strategies, and interventions in place to meet their specific needs.

An explanation of why the LEA has developed this goal.

LdVCS strives to ensure all students have equal access to curriculum, technology, and supplemental resources that support student growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least 60% of EL students will increase by at least one English proficiency level	50% of EL students will increase by at least one English proficiency level				
Reclassify at least 17% of ELs as English proficient	5% of ELs were reclassified as English proficient				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Summer Intensive Literacy Program	Summer Intensive Literacy Program ran for five consecutive weeks for three hours a day. The first hour and a half was devoted to ELA and the second half of the morning was devoted to mathematics.	COSTS ACCOUNTED FOR ABOVE	N/A
2	After School Tutoring Program (Title Funds)	After School Tutoring Program was in place after school each day at each grade level. Grade level teachers kept the same grade level student. After School Tutoring Program (Title I): K-6 teachers hold tutoring sessions after school for an hour at each grade level. Each	COSTS ACCOUNTED FOR ABOVE	N/A

Action #	Title	Description	Total Funds	Contributing
		classroom teacher invited students to stay for an extended period of time after school. Students were able to work one-on-one with their own classroom teacher during this extended day period.		
3	Purchase licensing for online intervention program(s) such as Imagine Learning, Reading Plus, and Zearn.	Purchased licenses for Reading Plus, Imagine Learning, TCI, and Imagine Math Facts.	COSTS ACCOUNTED FOR ABOVE	N/A
4	Maintain 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	One and a half hours a week of intervention in the classroom structured and organized by the RTI team. Students received very concise instruction in areas needing improvement. The groups are organized based on assessment data and progress within their specific program.	COSTS ACCOUNTED FOR ABOVE	N/A
5	Instructional Assistants to support RTI structure (Title I)	Retained four instructional assistants to support the response to intervention team.	COSTS ACCOUNTED FOR ABOVE	N/A
6	Intervention/ELD teacher to monitor RTI program and provide push-in services	Our intervention/ELD teacher monitored data and made decisions for students based on the data. Students were adjusted to different groups based on the work completed during Rti.	COSTS ACCOUNTED FOR ABOVE	N/A
7	Ensure ELD / Intervention teacher is properly trained	ELD teacher attended professional development in the area of ELPAC testing, structured word inquiry, and ELD strategies in the beginning of 2018. ELD coordinator attended ELPAC professional development in 2018 as well as 2019.	COSTS ACCOUNTED FOR ABOVE	N/A

Action #	Title	Description	Total Funds	Contributing
8	Analyze school-wide assessments	School wide assessments generated from Illuminate were analyzed at the grade level during staff professional development.	COSTS ACCOUNTED FOR ABOVE	N/A
9	Identify professional development needs for assessments	Teachers identified areas of need in professional development such as structured word inquiry, Lucy Caulkins, positive discipline, and mathematics.	COSTS ACCOUNTED FOR ABOVE	N/A
10	Consultants to provide Professional Development in areas of ELD and ELA	Dr. Peter Bowers provided our staff with professional development in structured word inquiry on three different occasions. The process is supportive of tier one teaching strategies for our English language learners.LdVCS staff also completed work with the San Diego Area Writing Project in connection with mathematics and number talks in particular.	COSTS ACCOUNTED FOR ABOVE	N/A
11	Administer and analyze initial assessments from Illuminate Education.	Illuminate assessments were administered after training by Illuminate professionals. Initial assessments were given in September.Teachers continue to use the platform to create assessments in all subject areas and use the data to determine the right path of individual instruction for students.	COSTS ACCOUNTED FOR ABOVE	N/A
12	Re-administer assessments for baseline comparison	Assessments were re- administered in March and June to collect baseline data.	COSTS ACCOUNTED FOR ABOVE	N/A
13	Analyze student growth	Teachers analyze student growth during professional development twice per month. With our data analysis protocol, the staff review relevant strategies and outcomes, pathways moving forward with instruction, and share ideas amongst colleagues to solidify a culture of constant learning.	COSTS ACCOUNTED FOR ABOVE	N/A

Action #	Title	Description	Total Funds	Contributing
14	Involve parents through ELAC meetings	Parents attended ELAC meetings per sign in sheets collected at each meeting. Attendance varied. The meetings covered items such as the ELPAC test, CAASPP test, and the path towards the A-g requirements in future years.	COSTS ACCOUNTED FOR ABOVE	N/A
15	1:1 Student Technology Devices	Various technology devices	\$50,000	No
16	SPED and Mental Health	Contract with Futures Education for special education services. Provide mental guidance to students.	\$357,128	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

LdVCS strives each year to explain the importance of the connection between successful school relationships and attendance. LdVCS created this goal to assist our community with increasing days in the classroom and engaged in learning activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ADA of 95.5% or higher	ADA = 95.3%				
Truancy rate will drop to 30% or below.	Truancy rate = 62%				
Chronic absenteeism rate will drop to 4% or below	Chronic absenteeism rate = 4.3%				
Number of students who are chronically tardy will drop to 20% or below	Chronically tardy rate = 24.2%				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Communicate importance of school attendance with parents:	Communicate importance of school attendance with parents: Parent Orientation Meetings Parent Handbook Director Updates	COSTS ACCOUNTED FOR ABOVE	N/A

Action #	Title	Description	Total Funds	Contributing
		Teacher Communications Parent-teacher Meetings LdVIP & ELAC Meetings Chats with the Director		
2	Provide parent education on impact of attendance on student achievement levels	We provide parent attendance resources on our website. Information is shared that shows a direct correlation between attendance at school and grades.	COSTS ACCOUNTED FOR ABOVE	N/A
3	Recognize best monthly attendance by class	We did not recognize the best weekly attendance. For the 2019-2020 school year, LdVCS plans to recognize weekly attendance leaders and the classroom will display a banner recognizing their great work in arriving to school on-time and ready to learn.	COSTS ACCOUNTED FOR ABOVE	N/A
4	Public recognition of students with positive attendance	At various times, students are called up to the morning announcements to be recognized for positive attendance. This practice will continue in 2019-2020.	COSTS ACCOUNTED FOR ABOVE	N/A
5	Reflect on prior year attendance and truancy data	Director reflects on prior year attendance to plan for future school years. LdVCS staff recognize the importance of strong programs throughout the day, but in the morning hours in particular. Teachers create fun and educational activities such as STEM inquiry time first thing in the morning. The director also added to the announcements in the morning the importance and gratitude of arriving to school on-time. These reminders are also a part of the LdVCS weekly director updates given to parents via email.	COSTS ACCOUNTED FOR ABOVE	N/A
6	Establish an Attendance Panel through Board of Trustees	Our attendance panel is our Board of Trustees. If there are excessive absences, trancies, or tardies the student and their parent are invited to a board meeting to discuss in closed session.	COSTS ACCOUNTED FOR ABOVE	N/A

Action #	Title	Description	Total Funds	Contributing
7	Analyze the data to design positive attendance plan	LdVCS staff analyze student attendance data to inform students, teacher, and parents on the importance of regular on-time attendance. Parents may receive a letter outlining the number of absences and tardies accumulated by the student as a reminder of the importance of attending school each day.	COSTS ACCOUNTED FOR ABOVE	N/A

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

LdVCS strives to offer a safe, nurturing, and clean campus. LdVCS staff work with students using social-emotional activities designed to decrease negative behaviors and increase positive relationships among all stakeholders.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.	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?"				
5% decrease in office discipline referrals compared to 2015-2016 data.	5% decrease in office discipline referrals compared to 2015-2016 data.				
Suspension rate of 1.5% or less	Suspension rate of 1.5% or less				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Director and staff to monitor school wide discipline	Director monitored school wide discipline regularly and communicated areas of difficulty with staff, students, and parents. The director uses open communication and follow through to keep parents informed during any disciplinary actions and the process is explained thoroughly to each parent. School wide discipline continues to remain positive as teachers create safe and secure classroom experiences for the students through the Sanford Harmony social emotional growth programs, community circles for classroom issues and discussions, and counseling assistance if needed.	COSTS ACCOUNTED FOR ABOVE	N/A
2	Analyze effectiveness of discipline model	Increased counseling services by five days per week. Our counselor provided support to students who were recognized as needing additional support during the school day. Teachers, parents, and the director were able to assign students to the counselor based on requests.	COSTS ACCOUNTED FOR ABOVE	N/A
3	Create school wide discipline handbook for staff and teachers	LdVCS has a school wide discipline handbook that outlines steps to take when student behavior is not ideal..	COSTS ACCOUNTED FOR ABOVE	N/A
4	Implement RTI model to address disciplinary issues	The RTI model greatly reduces classroom discipline due to the organization and effectiveness of instruction. Our RTI support staff are very adept with their classroom management skills and provide organized, researched, and consistent instruction to their groups on a daily basis. This consistency also allows the RTI staff to create positive relationships with students that provide trust in the working process. There are also five teachers in the room conducting small group activities. This is a good student to teacher ratio in the classroom that allows for optimal supervision and lesson delivery.	COSTS ACCOUNTED FOR ABOVE	N/A
5	Train new teachers in Positive Discipline and LdVCS Discipline Plan	In the 2018-2019 school year, LdVCS trained and supported three new teachers during staff meetings and professional development throughout the year. Teachers, new and veteran, were encouraged to	COSTS ACCOUNTED FOR ABOVE	N/A

Action #	Title	Description	Total Funds	Contributing
		seek professional development opportunities at various county entities as well.		
6	Continue to provide teachers and staff with professional development on implementing Positive Discipline and Restorative Discipline strategies	Teachers, new and veteran, were encouraged to seek professional development opportunities at various county entities as well. LdVCS has on-site professional development as well as attending opportunities across California to learn of innovative ideas and concepts.	COSTS ACCOUNTED FOR ABOVE	N/A
7	Continue to provide parents with information and workshops on Positive Discipline	Parents continue to receive information from LdVCS through weekly parent updates, the website, ELAC meeting held monthly, three coffee with the principal meeting during the school year as well as parent teacher conferences where student behavior is often discussed.	COSTS ACCOUNTED FOR ABOVE	N/A
8	Analyze office discipline referrals, suspensions, and other discipline data on a monthly and yearly basis	Director analyzes and adjusts based on discipline data from the current and past school years. Each month, office referrals are reviewed and appropriate actions and steps forward in a positive direction are implemented.	COSTS ACCOUNTED FOR ABOVE	N/A

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
14.83%	\$332,498

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

LdVCS has formed an English Learner Advisory Committee (ELAC). All families have the opportunity to participate on the school's ELAC to advise the Director and staff on programs and services for English Learners; advise school leadership on the development of the Single Plan for Student Achievement (SPSA); develop the school's needs assessment; implement the school's annual language census; and help make parents aware of the importance of regular school attendance. If students are not making sufficient academic progress as indicated through ELPAC results and the above data, the ELAC will make recommendations as to how to modify the EL program as needed. LdVCS organized and informed parents during the following events: Areas of responsibility include, but are not limited to, CAASPP coordination and support, tier three small group interventions daily across all grade levels, support and resources regarding structured word inquiry approach to teaching ELD, after-school support to parents of English language learners through professional development, informational classes, and adult acquisition of the English language. The ELD Coordinator supports students after school providing tutoring using the structured word inquiry approach as well as supportive mathematics resources. The ELD Coordinator is also an active member and participant in the English Language Advisory Committee (ELAC).

The ELD Coordinator gives a report to the ELAC members updating information and making members aware of important initiatives pertaining to English language development. The board of trustees also review information from the ELAC committee. To assist our Long Term English Learners (LTEL), they are given a thirty-minute structured word inquiry lesson after school with the English language development coordinator. This intervention gives our students an added 2 hours of vocabulary inquiry that we believe has a positive effect on our student's ability to comprehend what they read. During an English Language Support Team meeting, the individual English Learner's English and/or academic needs are examined. Based on the results of the needs assessment (including language and academic history), a Personal Language Plan (PLP) is developed specifying the intervention programs/services and personnel used to assist the individual student in meeting his/her goals. Such intervention may include in-class and/or extended day programs and services. The identified English Learner is provided with the intervention programs and services as specified in the PLP, and his/her progress is carefully monitored

throughout the school year. Adjustments and modifications to the PLP are made when necessary. All records on the student's progress are kept in their cum files for monitoring purposes. The program for EL students is continually assessed to ensure: EL students are making strong academic progress as measured by school-based assessments, EL students are classified as proficient in English in five to seven years, or less, EL students are proficient in English Language Arts as evidenced by proficiency on state and other standardized exams and EL students are meeting promotion standards to advance from grade level to grade level, evidencing mastery of foundational skills and core subjects on par with native English-speaking students. LdVCS evaluates the effectiveness of its education program for ELs by monitoring teacher qualifications and the use of appropriate instructional strategies based on program design, monitoring student identification and placement, monitoring availability of adequate resources and monitoring distance from met data year-over-year on the CAASPP for 3rd through 5th grade ELs.

We identify students who are socioeconomically disadvantaged/low income through National School Lunch Program applications. We annually survey economically disadvantaged parents for their feedback on our program, what informational topics they might find to be helpful, and how supported they feel. These results help us better understand how to implement stronger supports. With respect to academic needs, economically disadvantaged students are offered the same interventions and strategies that are employed school-wide. In addition, for those whom are underperforming, they are offered supplemental education services in the form of after school tutoring. Our community makes strong efforts to provide support by fundraising so that the school can continue to offer discounts or scholarships for enrichment activities or goods (e.g. yearbook, field trips, book fair). This support is provided in a way that protects the students whom are participating in the National School Lunch Program.

Foster youth and their family members received information on the homeless liaison for LdVCS. Our families received information on who to contact in case of an emergency or to speak with an individual at the school in a confidential manner. For our foster youth and low-income families, LdVCS administration created a partnership with the Chula Vista Community Collaborative. CVCC allows LdVCS to submit referrals for our families to receive assistance and help in the following areas: Family support and advocacy, parenting resources and support, health insurance enrollment assistance, employment assistance, emergency food items, CalFresh application assistance, housing advocacy and navigation, a community closet for emergency clothing assistance, information or referrals to another department for assistance, applications for SDG&E CARE program, referrals for mental health counseling, adult education classes, health and safety information and volunteer and community opportunities. Our ELD coordinator also provided classes in English language development designed to assist families in providing academic support at home during distance learning.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Leonardo da Vinci Health Sciences Charter School uses a program called Imagine Learning to provide resources in English language development, English language arts mathematics. The resources provided on this digital platform are designed to supplement the curricular work that teachers provide in a robust mathematics curriculum called Eureka mathematics. LdVCS staff have found value in Imagine Learning resources in ELA and mathematics for support, intervention, enrichment and diagnostics. Imagine Learning offers staff a benchmark assessment in English language arts and mathematics at each grade level. The assessment results give teachers specific and timely data that allow for planning of individual student growth, support for struggling students, and data for teacher to plan and implement lessons that engage the areas of need for all students in the classroom. Alternative Assessments - promote high-level performance, empower

students to become responsible learners, and raise the bar for student achievement. Selected activities engage students, demand excellence, and measure student growth in meaningful ways. Alternative assessments include: performance assessment, writing, portfolios, student generated rubrics, student-led conferences, and presentation protocol. When in-person learning resumes, LdVCS will continue to implement and serve our most vulnerable students during the response to intervention support time that is imbedded into each grade level. The response to intervention team uses Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) at the K-3 level as a researched-based foundational support program that is proven to help both new and struggling students build skills and confidence for fluent and independent reading. LdVCS staff feel this approach will help our students better understand what is being read by them to also increase their understanding of the literature. LdVCS staff feel strongly that this will lead to better comprehension, writing, and expression of ideas and opinions. Our response to intervention cycles run in conjunction with our trimester report card periods. At the end of each trimester, or sooner depending on ongoing data and assessment, response to intervention groups are realigned to offer maximum support to student Rtl groups based on need and subject area. The goal is to address learning gaps that students may display based on the data and feedback from the classroom teacher. The response to intervention is an extra 30 minutes of support outside of the general education classroom. Classroom teachers and the English language development coordinator meet regularly to ensure the same focus, strategies and goals occur in both the response to intervention room and the general education classroom. LdVCS staff has determined that it will use a variety of measures to address, analyze, and enact changes to instructional data gleaned from the learning loss benchmark results. LdVCS staff has decided to use Imagine Literacy and Imagine Math online platforms to deliver benchmark assessments in English language arts and mathematics. LdVCS staff will use the data in three different ways to provide support to students based on the results of the data collected. One, LdVCS staff will use the data to determine small learning groups who will receive extra support from the LdVCS Rtl team. This groups provides 30 minutes of daily small group instruction based on lessons and activities from SIPPS and Reading Plus. Two, LdVCS staff will use the data to determine individual support needed for students during designated and integrated ELA lessons given at each grade level. Daily lessons in grammar, phonics, and comprehension can be individualized for each student group based on results from the benchmark data. Three, LdVCS staff will use a variety of local measures to provide a deeper dive into the support that each student needs to progress. Local data can include, but is not limited to, DRA, formative assessments, exit tickets, analytical reading inventories and other measures researched by staff.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

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

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

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

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

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This

description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,786,794	\$149,764	\$172,442	\$208,120	\$2,317,120

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,782,348	\$534,772

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Summer Literacy through Imagine Learning Portal and Imagine Math Facts		\$10,000			\$10,000
1	2	All	After School Tutoring Program (Title I)		\$89,764			\$89,764
1	3	All	Instructional Assistants to support RTI structure (Title I)	\$82,739			\$75,720	\$158,459
1	4	All	Monitor and evaluate implementation of curriculum	\$1,199,735			\$62,400	\$1,262,135
1	5	All	Make adjustments to curriculum materials as needed	\$5,000			\$20,000	\$25,000
1	6	All	Provide professional development in reading instruction.		\$20,000			\$20,000
1	7	All	Set new progress goals for all students and student groups.	\$25,000				\$25,000
1	8	All	Set new progress goals for all students and student groups.	\$25,000				\$25,000
1	9	All	Continue to analyze student work on a monthly basis vertically and in grade level groups.		\$30,000			\$30,000
1	10	All	Everyone's a Reader program					\$0
1	11	EL	Consultants to provide Professional Development in areas of ELD, ELA, and mathematics					\$0
1	12	All	Translate weekly updates	\$74,917				\$74,917

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	15	All	1:1 Student Technology Devices				\$50,000	\$50,000
3	16	SPED	Contract with Futures Education for special education services	\$184,686		\$172,442		\$357,128

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Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,472,160	\$1,802,722
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,472,160	\$1,802,722

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Instructional Assistants to support RTI structure (Title I)	Schoolwide	Low Income, English Learners, Foster	LDV	\$82,739	\$158,459
1	4	Monitor and evaluate implementation of curriculum	Schoolwide	Low Income, English Learners, Foster	LDV	\$1,199,735	\$1,262,135
1	5	Make adjustments to curriculum materials as needed	Schoolwide	Low Income, English	LDV	\$5,000	\$25,000
3	16	SPED and Mental Health	Schoolwide	Low Income, English Learners, Foster Youth	LDV	\$184,686	\$357,128

