



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------|-----------------------------------|--|---------------------------|
| Da Vinci Communications | 19768690131128 | 9/9/2020 | |

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The Da Vinci Communications (DVC) 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan (LCP) provide a pathway to support all students with a focus on our unduplicated pupil population (UPP). We use federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards, as reflected in our LCAP. The DVC LCAP is arranged by three overarching areas of influence established by the LCAP committee and approved by the Governing Board:

1. Ensure pupil outcomes that show continued academic growth in English Language Arts and Math for English Learners, socioeconomically disadvantaged students, homeless and students in foster care at levels commensurate with the overall student population;
2. Ensuring high quality distance learning including access to credentialed teachers and resources to support access and engagement of all students, with additional supports provided to English Learners, socioeconomically disadvantaged students, homeless and students in foster care;
3. Ensuring student academic and social-emotional support for an inclusive environment in which all students feel connected to the Da Vinci Communications community.

Federal Title dollars work in conjunction with state supplemental dollars to enhance the supplemental actions which are organized as a Multi-Tiered System of Support (MTSS) to provide strategic and intensive interventions in support of the needs of underperforming student groups (such as Low Socioeconomic Disadvantaged, English Learner, and Foster/Homeless). Student needs are identified using state and local standardized assessments using a multiple measures philosophy; then, students are linked with a variety of supports based on those needs. Key LCAP and LCP actions to support these areas are: maintain full-time counselors support at all students

(Goals 1 & 3), increase parent outreach and education and engagement (Goal 3), provide students with a college and career readiness through class periods and a senior year class (Goal 3), increase the number of academic coaches providing support in core courses, Mathematics, and Language Arts (Goals 1,2,3), increase teacher collaboration supports in designing instruction for targeted students (Goal 1), and targeted support services to address high need students through credit recovery, tutoring, intervention, and summer school (Goals 1, 2). The SPSA, LCAP, and LCP are intended to be a living and working document. The federal dollars are reviewed with the school's School Site Council and other stakeholder committees each year along with feedback shared through each school site's annual needs assessment and school-wide family surveys. DVC reports to the school board regarding the Consolidated Application for federal funds each school year. The purpose of this plan is to provide a description of use of federal funds to support the DVC Title I schoolwide program.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Da Vinci Communications aligned its Local Control Accountability Plan for 2019-20 (3-Year Plan) to the ESSA requirements for Federal funds, including the following ESSA areas for Title I Schoolwide funding programs:

Da Vinci Communications (DVC) offers a seamless implementation of the California State Standards, with appropriate instructional strategies, materials, and assessments. This includes a focus on student ownership of learning, student explanation of their meta-cognitive thought processes, student presentations of learning and the real-world application of learning, and student college and career exploration. Many techniques, strategies, effective student practices, modifications, and accommodations, as well as other interventions, are utilized to evaluate all students in the area of math and English proficiency. In all that DVC does to increase student achievement, the learning needs of each individual student are always taken into consideration. Low-income pupils, English Learners, Foster Youth and RFEP students are the most likely to be in need of intervention services which require consistent tracking of performance outcomes. DVC has prioritized the need to maintain a comprehensive and consistent system for disaggregating and accessing student data allowing for in-depth analysis of low income, English Learner, Foster Youth and Redesignated Fluent English Proficient student performance across the school. The data system is necessary to identify and support individual student needs for unduplicated pupils. These data allow teachers and administrators to group and track progress for these students and to engage with parents and parent groups regarding the progress of unduplicated count students. Data is accessible online at the student, teacher, site, and district levels. Our ongoing observations and experience suggest that the following actions contribute to increasing parent engagement for the families of unduplicated pupils: (Goal 3): Use of variety of technologies to increase parent communication, parent information, parent enrollment in parent courses. Our ongoing observations and experience using individual student data is effective in informing focused instructional supports addressing the needs of unduplicated pupils and engaging parents in supporting the specific needs of their low income, English learners, and Foster Youth.

At 48%, socioeconomically disadvantaged students along with students in foster care face unique learning challenges. Da Vinci Communications has set LCAP goals specifically to close the achievement gap. DVC seeks to support these students by providing a caring and nurturing educational setting. At DVC, support programs identify students in need of additional supports, which are provided before, during and after school and during the summer. The results of the 2017 CAASPP assessment show that non-socioeconomically disadvantaged students scored 83% proficient in English Language Arts and 39% proficient in Math. Socioeconomically disadvantaged

students scored at 48% proficiency in ELA and at 15% in Math. Preliminary 2018 CAASPP assessment results show that socioeconomically disadvantaged students scored at 55% proficiency in ELA, outperforming their more advantaged peers by 3%, and have a proficiency rate of 12% in Math, which is 19% lower than their advantaged peers. DVC's greatest need was evident in mathematics and 2017-2018 DVC continued its shift from the ALEKS curriculum to CPM Mathematics. DVC will use the CAASPP interim assessment blocks to track on-going progress.

DVC met its 4-year cohort dropout rate goal of 1.4% (1 student). 97.5% of DVC students enrolled at the end of the 2016- 2017 school year returned to DVC for the 2017-18 school year. The adjusted 4-year cohort graduation rate for the class of 2017 was 98.6%, including those students eligible to graduate who elected to remain enrolled in our early college program, Da Vinci Extension. Our ongoing observations and experience suggest that the following actions will contribute to improved educational outcomes principally directed towards Low-income pupils, English Learners, Foster Youth and RFEP students: Provide Summer School, Academic Coaches, Intervention, Tutoring, Seminar (specifically addressing needs of English Learners) and credit recovery courses to address student learning gaps (Goal 2).

Da Vinci Communications provides a high-quality professional development program for classroom teachers, principals, school leaders, administrators, and other school personnel. Over 3 years, 100% of DVC teachers will participate in professional development on common core standards and NGSS. Teachers will participate in professional development activities both on and off site provided during the school year on career technical education and project based learning. Staff meetings at all sites contain a component of professional development that reinforces the district's annual PD plan. Regarding Educator Equity (ESSA SECTION 1112(b)(2), Da Vinci Communications does not have any disparities between that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The district has established policies and procedures in hiring practices that require all teachers be fully credentialed and working in their area of authorization.

Before, during and at the end of every school year, the effectiveness of our instructional strategies is measured through student results on state benchmark assessments, including SBAC and EAP ELA and EAP Mathematics, and local assessments, including Presentations of Learning. The DVC teams regularly review these data and determine our high priority needs for professional development to address our student outcomes. Based on these supplemental needs, Title I funding is utilized for increased English Language aide support. Instructional strategies for English Learners are reinforced throughout the year through continual PD and coaching. This process helps to ensure a positive and lasting impact on the teachers' performance in the classroom, and thus academic growth for our EL students. Da Vinci Communications provides all schools with student scores for the ELPAC and SBAC. These results are broken down with our data analysis system and disseminated both to administration and teaching staff. DVC has predefined goals and resources are provided to support DVC in reaching these goals. DVC has EL goals defined in their LEA/School Plan for Student Achievement. The LEA/School Site Plan defines actions planned by the site/staff to support EL students in gaining access to curriculum and meeting State academic standards including an EL Coordinator and EL supports in academic seminars.

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Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Da Vinci Communications has engaged in meaningful consultation with parents at every school through our School Site Councils (SSC), and through and Local Control Accountability Plan Committee (LCAP) and Learning Continuity and Attendance Plan (LCP) Committee. The SSC develops a needs assessment for their school that drives the development of DVC LEA/School Plans for Student Achievement (SPSA) in consultation with our site English Language Advisory Committees. These plans describe the methods and instructional strategies that strengthen each school's academic program, review intervention supports, and address the needs of all children to ultimately develop the budget for the site's Title I funding. Every year the DVC LEA/SPSA is evaluated by its respective site, and a new plan is developed and approved by the Board of Trustees. Through the LEA/SPSA, SSCs develop and implemented effective parent and family engagement strategies and programs focused on access to instruction (math, English-Language Arts, science), safety, and technology.

SSC/LCAP/LCP Committees work to ensure DVC is providing appropriate supports to students and a thoughtful and relevant parent engagement program. A portion of DVC Title I funds are used to assist with coordination and facilitation of activities related to these areas of focus. The board policies and administrative regulations ensure parent and family engagement is taking place at the school.

There is an abundance of research supporting parent involvement in relation to positive student outcomes and, specifically, how such involvement acts as a predictor of early adolescents' school bonding and academic achievement. More specifically, several studies examine the ways in which immigrant parents' school involvement has been defined and implemented by schools, barriers to immigrant parents' involvement in schools, and the implications for the development and implementation of practices which promote immigrant parents' involvement in schools (Hajisoteriou, Christina, and Panayiotis Angelides. "Promoting immigrant parental involvement in culturally-diverse schools through a multiple perspectives approach." *International Journal of Pedagogies and Learning* 11.2 (2016): 145-162.). Based on research and input from school surveys, DVC has determined the need for the development of successful systems at all sites to increase low income and immigrant parent involvement at school/district events and as a part of stakeholder committee work via staff outreach in Spanish or other languages spoken by parents of English Learners and outreach via a parent engagement liaison. Our ongoing observations indicate that both outreach efforts are effective in connecting in increasing engagement of parents of low-income, English learners, and foster youth (Goal 3).

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Da Vinci Communications administration continues to monitor students whose families may be challenged by the COVID-19 pandemic along with pre-pandemic challenges related to access and resources. Da Vinci Communications provides students with laptops and other technology to support distance learning and to ensure engagement. Meal service is also assured for all students, with additional outreach provided to English Learner, Foster Youth, Homeless and Low-Income students and families. Meal service during distance learning includes breakfast and lunch as a “grab and go” from three sites in order to reach all students. We are serving from RISE-Hawthorne for the Wiseburn neighborhood student, also serving from DVConnect to service the Del Air neighborhood students and from New Earth. Meal pick up at all sites is from 11:30 to 1:30 pm Monday through Friday. Students are welcome to pick up meals from any site. We are not serving at the 201 N. Douglas campus. Students are expected to be present to pick up meals. However, a parent/guardian may pick up the meals if the student is unavailable. Person picking up must bring either a student ID card or student ID number. Masks are required, students and staff must keep 6 feet of physical distancing at all times. If a student is sick, a family member may come to collect the meal(s).

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | 0.23% | 0% | | 1 | 0 |
| African American | 22.13% | 20.41% | 20.97% | 81 | 89 | 104 |
| Asian | 1.91% | 3.44% | 3.63% | 7 | 15 | 18 |
| Filipino | 0.27% | 0.92% | 0.6% | 1 | 4 | 3 |
| Hispanic/Latino | 52.73% | 30.5% | 56.05% | 193 | 133 | 278 |
| Pacific Islander | 0.27% | 0.23% | 0% | 1 | 1 | 0 |
| White | 15.30% | 16.06% | 11.69% | 56 | 70 | 58 |
| Multiple/No Response | 3.55% | 23.85% | 3.43% | 13 | 104 | 18 |
| Total Enrollment | | | | 366 | 436 | 496 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 9 | 134 | 141 | 139 |
| Grade 10 | 75 | 129 | 140 |
| Grade 11 | 66 | 72 | 119 |
| Grade 12 | 91 | 94 | 98 |
| Total Enrollment | 366 | 436 | 496 |

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | 28 | 27 | | 6.4% | 5.4% |
| Fluent English Proficient (FEP) | | 107 | 126 | | 24.5% | 25.4% |
| Reclassified Fluent English Proficient (RFEP) | | 4 | 0 | | 20.0% | 0.0% |

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 61 | 64 | 70 | 58 | 62 | 70 | 57 | 62 | 70 | 95.1 | 96.9 | 100 |
| All | 61 | 64 | 70 | 58 | 62 | 70 | 57 | 62 | 70 | 95.1 | 96.9 | 100 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 2643. | 2596. | 2563. | 33.33 | 20.97 | 17.14 | 36.84 | 35.48 | 32.86 | 21.05 | 29.03 | 21.43 | 8.77 | 14.52 | 28.57 |
| All Grades | N/A | N/A | N/A | 33.33 | 20.97 | 17.14 | 36.84 | 35.48 | 32.86 | 21.05 | 29.03 | 21.43 | 8.77 | 14.52 | 28.57 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 45.61 | 24.19 | 25.71 | 40.35 | 56.45 | 40.00 | 14.04 | 19.35 | 34.29 |
| All Grades | 45.61 | 24.19 | 25.71 | 40.35 | 56.45 | 40.00 | 14.04 | 19.35 | 34.29 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 51.79 | 30.65 | 32.86 | 41.07 | 48.39 | 34.29 | 7.14 | 20.97 | 32.86 |
| All Grades | 51.79 | 30.65 | 32.86 | 41.07 | 48.39 | 34.29 | 7.14 | 20.97 | 32.86 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 33.33 | 22.58 | 14.29 | 61.40 | 62.90 | 70.00 | 5.26 | 14.52 | 15.71 |
| All Grades | 33.33 | 22.58 | 14.29 | 61.40 | 62.90 | 70.00 | 5.26 | 14.52 | 15.71 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 46.43 | 30.65 | 27.14 | 37.50 | 59.68 | 42.86 | 16.07 | 9.68 | 30.00 |
| All Grades | 46.43 | 30.65 | 27.14 | 37.50 | 59.68 | 42.86 | 16.07 | 9.68 | 30.00 |

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 61 | 64 | 70 | 56 | 62 | 68 | 56 | 62 | 68 | 91.8 | 96.9 | 97.1 |
| All | 61 | 64 | 70 | 56 | 62 | 68 | 56 | 62 | 68 | 91.8 | 96.9 | 97.1 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 2579. | 2556. | 2529. | 10.71 | 3.23 | 2.94 | 19.64 | 19.35 | 14.71 | 26.79 | 33.87 | 32.35 | 42.86 | 43.55 | 50.00 |
| All Grades | N/A | N/A | N/A | 10.71 | 3.23 | 2.94 | 19.64 | 19.35 | 14.71 | 26.79 | 33.87 | 32.35 | 42.86 | 43.55 | 50.00 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 18.18 | 11.29 | 10.29 | 32.73 | 29.03 | 25.00 | 49.09 | 59.68 | 64.71 |
| All Grades | 18.18 | 11.29 | 10.29 | 32.73 | 29.03 | 25.00 | 49.09 | 59.68 | 64.71 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 14.55 | 9.68 | 5.88 | 56.36 | 51.61 | 55.88 | 29.09 | 38.71 | 38.24 |
| All Grades | 14.55 | 9.68 | 5.88 | 56.36 | 51.61 | 55.88 | 29.09 | 38.71 | 38.24 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 11 | 10.71 | 16.13 | 5.88 | 69.64 | 53.23 | 54.41 | 19.64 | 30.65 | 39.71 |
| All Grades | 10.71 | 16.13 | 5.88 | 69.64 | 53.23 | 54.41 | 19.64 | 30.65 | 39.71 |

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 9 | * | 1547.4 | * | 1550.3 | * | 1544.0 | * | 12 |
| Grade 10 | * | * | * | * | * | * | * | 10 |
| Grade 11 | * | * | * | * | * | * | * | 5 |
| Grade 12 | | * | | * | | * | | * |
| All Grades | | | | | | | 16 | 28 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | 25.00 | * | 25.00 | | 8.33 | * | 41.67 | * | 12 |
| 10 | * | * | * | * | | * | * | * | * | * |
| All Grades | * | 35.71 | * | 25.00 | | 14.29 | * | 25.00 | 16 | 28 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | 41.67 | * | 8.33 | * | 25.00 | | 25.00 | * | 12 |
| 10 | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | 53.57 | * | 7.14 | * | 21.43 | * | 17.86 | 16 | 28 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | 8.33 | * | 25.00 | * | 16.67 | * | 50.00 | * | 12 |
| 10 | * | * | * | * | * | * | * | * | * | * |
| All Grades | * | 14.29 | * | 32.14 | * | 21.43 | * | 32.14 | 16 | 28 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | 8.33 | * | 58.33 | | 33.33 | * | 12 |
| 10 | * | * | * | * | * | * | * | * |
| All Grades | * | 3.57 | * | 67.86 | * | 28.57 | 16 | 28 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | 58.33 | * | 25.00 | | 16.67 | * | 12 |
| 10 | * | * | * | * | * | * | * | * |
| All Grades | 68.75 | 75.00 | * | 10.71 | * | 14.29 | 16 | 28 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | 8.33 | * | 58.33 | * | 33.33 | * | 12 |
| 10 | * | * | * | * | * | * | * | * |
| All Grades | * | 21.43 | * | 46.43 | * | 32.14 | 16 | 28 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 9 | * | 0.00 | * | 58.33 | * | 41.67 | * | 12 |
| 10 | * | * | * | * | * | * | * | * |
| All Grades | * | 3.57 | * | 71.43 | * | 25.00 | 16 | 28 |

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 436 | 48.4 | 6.4 | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 28 | 6.4 |
| Socioeconomically Disadvantaged | 211 | 48.4 |
| Students with Disabilities | 61 | 14.0 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 89 | 20.4 |
| American Indian | 1 | 0.2 |
| Asian | 15 | 3.4 |
| Filipino | 4 | 0.9 |
| Hispanic | 133 | 30.5 |
| Two or More Races | 19 | 4.4 |
| Pacific Islander | 1 | 0.2 |
| White | 70 | 16.1 |






Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|---|
| <div>English Language Arts</div> <div></div> <div>Orange</div> | <div>Graduation Rate</div> <div></div> <div>Green</div> | <div>Suspension Rate</div> <div></div> <div>Orange</div> |
| <div>Mathematics</div> <div></div> <div>Orange</div> | | |
| <div>College/Career</div> <div></div> <div>Blue</div> | | |

Conclusions based on this data:

1.

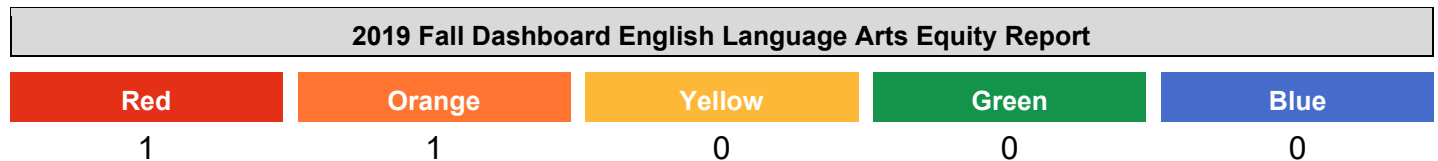
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|--|
| All Students  Orange 19.3 points below standard Declined Significantly -36.3 points 71 | English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | Foster Youth  No Performance Color 0 Students |
| Homeless  No Performance Color 0 Students | Socioeconomically Disadvantaged  Red 47.8 points below standard Declined Significantly -38.7 points 34 | Students with Disabilities  No Performance Color 84.6 points below standard 19 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color 71.5 points below standard Declined Significantly -86.7 points 11 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 27.6 points below standard Declined Significantly -24.4 points 44 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| Less than 11 Students - Data Not Displayed for Privacy 5 | Less than 11 Students - Data Not Displayed for Privacy 2 | 18.8 points below standard Declined Significantly -60.4 points 49 |

Conclusions based on this data:

1.

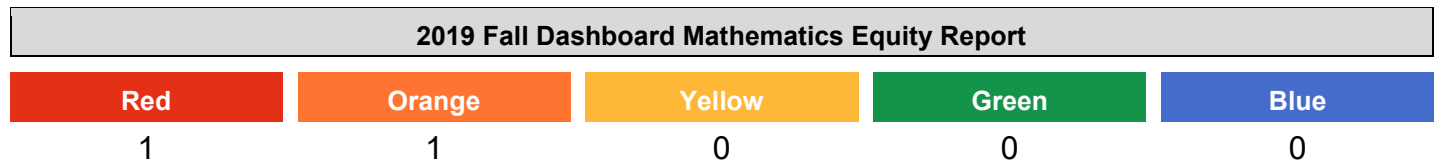
School and Student Performance Data

Academic Performance Mathematics





The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| All Students  <p>Orange</p> <p>94 points below standard</p> <p>Declined Significantly -21.3 points</p> <p>69</p> | English Learners  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p> | Foster Youth |
| Homeless | Socioeconomically Disadvantaged  <p>Red</p> <p>118.5 points below standard</p> <p>Declined -15 points</p> <p>34</p> | Students with Disabilities  <p>No Performance Color</p> <p>160.3 points below standard</p> <p>18</p> |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 107.5 points below standard Declined -9.7 points 44 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| Less than 11 Students - Data Not Displayed for Privacy 5 | Less than 11 Students - Data Not Displayed for Privacy 2 | 97.8 points below standard Declined Significantly -46.1 points 47 |

Conclusions based on this data:

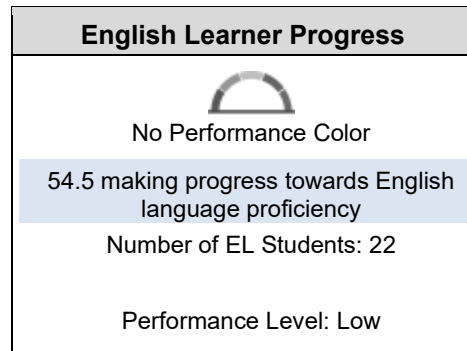
1.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 9.0 | 36.3 | 9.0 | 45.4 |

Conclusions based on this data:

1.

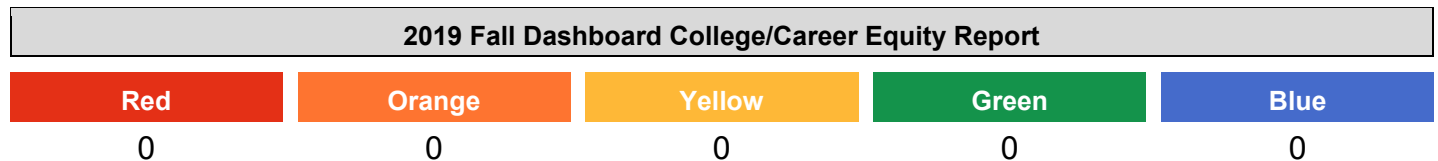
School and Student Performance Data

Academic Performance College/Career







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|--|---|
| All Students  Blue <div style="background-color: #d9e1f2; padding: 5px; text-align: center;">72.1</div> Increased +13.3 68 | English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |
| Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students | Socioeconomically Disadvantaged  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students | Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |

2019 Fall Dashboard College/Career by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance

| Class of 2017 | Class of 2018 | Class of 2019 |
|---------------------------|---------------------------|---------------------------|
| 55.9 Prepared | 58.7 Prepared | 72.1 Prepared |
| 25.4 Approaching Prepared | 23.8 Approaching Prepared | 17.6 Approaching Prepared |
| 18.6 Not Prepared | 17.5 Not Prepared | 10.3 Not Prepared |

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

| | | | | | | |
|-----------------------|-----|--------|--------|-------|------|------------------------|
| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|-----------------------|-----|--------|--------|-------|------|------------------------|

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.

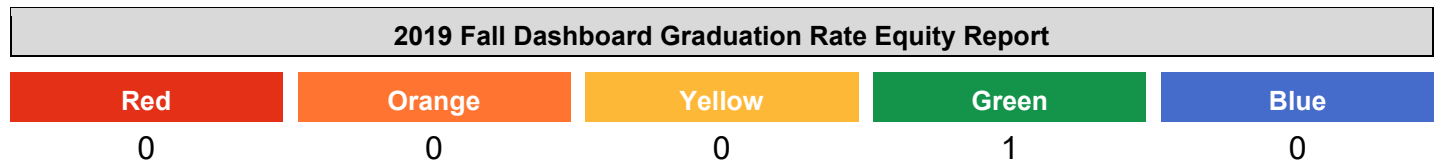
School and Student Performance Data

Academic Engagement Graduation Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group | | |
|---|---|--|
| All Students  Green 89.9 Increased +3.3 69 | English Learners  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 | Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Homeless  No Performance Color 0 Students | Socioeconomically Disadvantaged  Green 91.1 Increased +7.3 45 | Students with Disabilities  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color 93.8 Declined -1.7 16 |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  No Performance Color 87.2 Declined -1.3 39 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year

| 2018 | 2019 |
|------|------|
| 86.6 | 89.9 |

Conclusions based on this data:

1.

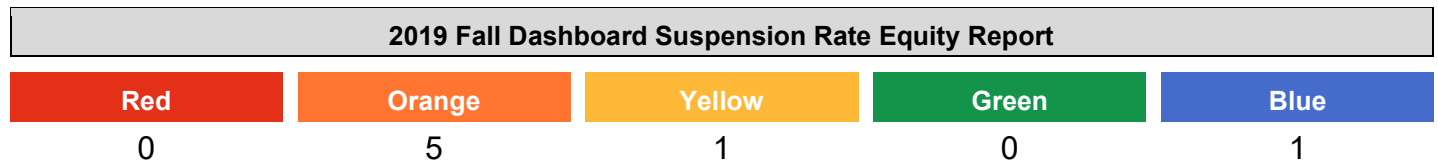
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| All Students  Orange 3.4 Increased +2.7 444 | English Learners  Orange 6.7 Increased +6.7 30 | Foster Youth  No Performance Color Less than 11 Students - Data Not 1 |
| Homeless  No Performance Color Less than 11 Students - Data Not 2 | Socioeconomically Disadvantaged  Orange 5 Increased Significantly +4.5 221 | Students with Disabilities  Orange 4.6 Increased +1.2 65 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| | | | |
|--|--|--|---|
| African American  Yellow 2.2 Maintained +0.2 89 | American Indian | Asian  No Performance Color 7.7 13 | Filipino  No Performance Color Less than 11 Students - Data 4 |
| Hispanic  Orange 4.3 Increased Significantly +4.3 253 | Two or More Races  Orange 3.3 Increased +3.3 30 | Pacific Islander  No Performance Color Less than 11 Students - Data 1 | White  Blue 0 Declined -1.5 54 |

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.7 | 3.4 |

Conclusions based on this data:

1.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 1

English Learner, Foster Youth, Homeless and Low-Income will achieve at comparable rates to other groups.

Identified Need

English Learner, Foster Youth, Homeless and Low-Income may need additional supports to ensure comparable achievement to other groups.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------------|---|--|
| Passage rates of low-income students | 72% passage rate (data taken from S1 2019-2020 school year) | 5% increase in course passage rate for low-income students |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students to be Served by this Strategy/Activity: English Learner, Foster Youth, Homeless, and Low Income

Strategy/Activity

Da Vinci Communications has established communications plans that support English Learner, Foster Youth, Homeless and Low Income students through a variety of communication modes and languages. Da Vinci Communications utilized traditional methods as well as social media to contact students not reached during initial attempts. Administrative and student support teams have identified students/families who need additional communication outreach based on lack of student participation in online classes. Parents were updated several times each week on the instructional program, and on what resources are available and where to get help when needed, including local and state resources such as the CDE Parent Newsletter:

<https://www.cde.ca.gov/sp/el/er/elnewsletters.asp>. Da Vinci Communications developed orientation videos for all stakeholders and sent them out through their communication channels. Additional supports for students come in the form of grade-level teams, which have 6 teachers, one per

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

Da Vinci Communications has also leveraged existing resources and infrastructure for specific benefit to English Learners, Foster Youth and Socioeconomically disadvantaged students. Da Vinci Communications continues to use its website, blog and web portals (Google Classroom and PowerSchool). Da Vinci Communications created specific grade level portals for each grade level so that students (and parents) could easily identify due dates and resources. Google Suite and PowerSchool are in place for all students and families. In addition, the Dean of Student Achievement will provide support in a variety of ways, including assessing students, meeting with students and parents regarding academics and attendance, leading Student Support Team meetings, following up on student success plans, and in general supporting students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| 30,000 | Title I |
| 3,333 | Title IV Part A: Student Support and Academic Enrichment |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 2

Da Vinci Communications will deliver High-Quality Distance Learning Instruction to ensure academic progress for all students.

Identified Need

Throughout the last six months of distance learning implementation, Da Vinci Communications has learned from students and families what students need to access and succeed in distance learning instruction, with additional supports provided to English Learners, socioeconomically disadvantaged students, homeless and students in foster care.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|------------------|
| Attendance trend monitoring in PowerSchool and Schoolzilla | 14% of students were chronically absent in 2019-2020 | Decrease by 5% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Academic offerings transitioned to asynchronous and synchronous modes of instruction that scheduled into blocks of time for students to work with their teachers, counselor and peers. Da Vinci Communications - specific practices, such as "Presentation of Learning" (POLs), were maintained, as well as time for student advisory, both individual and small group opportunities. In order to ensure high quality instruction, teachers engaged in 4 professional development days to develop instructional activities that reflect best practices in distance learning, including a focus on 1. Providing rigor and joy in academic instruction with a focus on project-based learning, 2. Ensuring equity and access for all students, including supports for English Learners, Special Education, Foster Youth and FRLP students, 3. Maintaining social-emotional learning and community, 4. Ensuring Online Privacy and Safety. Best practices were developed through state

and county-identified best practice resources including CCEE COVID-19 Distance Learning Technical Assistance Resources <https://ccee-ca.org/distance-learning.asp> and the CDE Resources That Support Distance Learning, <https://www.cde.ca.gov/ls/he/hn/appendix1.asp>, both of which provide toolkits for the priority areas above.

We have also focused on training and support for teachers utilizing the State and county office resources and toolkits.

Additional supports for student and families for high quality distance learning include outreach via various online events, including: “Grade Level Gatherings” for students to get together socially, “Meetings with Administration” for parents to connect with the Principal and Assistant Principal, “11th Grade Planning Workshop” for college planning, and “Town Hall” meetings for all families. Moreover, ensuring social-emotional learning for our students has been prioritized, including the use of county resources such as Headspace <https://www.headspace.com/lacounty> for meditation, We Rise 2020 with supports for mental health <https://werise.la/>, and for our Seniors, the XQSuperSchool Graduate Together 2020 <https://xqsuperschool.org/rethinktogether/> to engage our graduates in acknowledging the loss of last year’s senior activities alongside the possibilities for the future for this year’s graduating class.

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| 24,500 | Title I |
| 3,333 | Title IV Part A: Student Support and Academic Enrichment |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 3

Da Vinci Communications will provide academic and social-emotional support within a student-centered, inclusive and caring school culture

Identified Need

Based on student and family input on surveys and in meetings, Da Vinci Communications students need additional supports to ensure a sense of connection to the Da Vinci Communications school community. Da Vinci Communications sees itself as a family, and supporting students to be part of this inclusive culture is an ongoing need.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------|---|------------------|
| Local Climate Survey Data | Per the 2018-2019 student school survey, 82% of students indicated that DVC creates an environment of high integrity, respect, and trust. | Increase by 5% |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Engaging students in the design and implementation of extra-curricular activities and providing the funding for these activities is a way to engage students in the inclusive climate of Da Vinci Communications. The support for the creation of student-led clubs and paying for fees for those clubs and associated costs, including college orientations, El Camino College classes, industry partnership mentoring, and other events, currently virtual and in-person once on-campus instruction resumes. First generation college- going students benefit from attending virtual college camps/orientations that increase their connections to peers and staff and develop a connection to the school's culture of high achievement and college readiness.

Providing a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils increasing students' sense of connection in the Da Vinci Communications community. Counselors utilize a variety of resources, including the CASEL toolkit for support of students and families, along with staff professional development: https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf, along with resources from the California Collaborative for Educational Excellence (CCEE) focused on trauma-informed instruction: <https://k12playbook.ccee-ca.org/distance-learning/dl-details/#SEL>.

Finally, an additional focus area for Da Vinci Schools is diversity, equity and inclusion, and resources and professional development from UCLA Center X, along with other resources from the Aspen Institute will be utilized this year: Equity Tool: SEL through a race equity lens: Five strategies for system leader to take action from The Aspen Institute: https://assets.aspeninstitute.org/content/uploads/2018/07/Taking-Action-on-the-Call-to-Action-FINAL.pdf?_ga=2.113778240.651870366.1590850904-1197781885.1590850904

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
|-----------|--|
| 13,738 | Title I |
| 11,936 | Title II Part A: Improving Teacher Quality |
| 3,333 | Title IV Part A: Student Support and Academic Enrichment |

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$90,173.00 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|--|-----------------|
| Title I | \$68,238.00 |
| Title II Part A: Improving Teacher Quality | \$11,936.00 |
| Title IV Part A: Student Support and Academic Enrichment | \$9,999.00 |

Subtotal of additional federal funds included for this school: \$90,173.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
|-------------------------|-----------------|

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$90,173.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

| | |
|--|-----------|
| Title I | 68,238.00 |
| Title II Part A: Improving Teacher Quality | 11,936.00 |
| Title IV Part A: Student Support and Academic Enrichment | 9,999.00 |

Expenditures by Budget Reference

Budget Reference

Amount

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

| | | |
|--|--|-----------|
| | Title I | 68,238.00 |
| | Title II Part A: Improving Teacher Quality | 11,936.00 |
| | Title IV Part A: Student Support and Academic Enrichment | 9,999.00 |

Expenditures by Goal

Goal Number

Total Expenditures

| | |
|--------|-----------|
| Goal 1 | 33,333.00 |
| Goal 2 | 27,833.00 |
| Goal 3 | 29,007.00 |

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

| Name of Members | Role |
|-----------------|------|
|-----------------|------|

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

| Signature | Committee or Advisory Group Name |
|---|----------------------------------|
| The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan. | |

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested: