

# 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 Design	19768690119636	9/9/20	9/30/2020

## 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

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.

The Da Vinci Design (DVD) 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 DVD 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 Design 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 advisory period (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. The DVD 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 Title I schoolwide programs.

Da Vinci Design 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 Design (DVD) 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 DVD does to increase student achievement, the learning needs of each individual student are always taken into consideration. At 52% Low-income pupils, along with English Learners, Foster Youth and RFP students are the most likely to be in need of intervention services which require consistent tracking of performance outcomes. DVD 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. Data systems are necessary to identify and support individual student needs for unduplicated pupils. These data allow teachers, administrators and counselors 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: Sustain diagnostics and data systems (Goal 2); Sustain Counselors to work with teachers and administrators on student information system, online assessments, to maintain an integrated system for data analysis (Goal 2 and 3). 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.

The 2017 4-year cohort dropout rate for DVD was 3.2% as compared to the statewide average of 9.1%. The 4-year cohort graduation rate for the class of 2017 was 96%, including those students eligible to graduate who elected to remain enrolled in our early college program, Da Vinci Extension. However, socioeconomically disadvantaged students and students in foster care face unique learning challenges. DVD seeks to support these students by providing a caring and nurturing educational setting. At DVD, support programs identify students in need of additional supports, which are provided before, during, and after school. The results of the 2017 CAASPP assessment show that the achievement gap in 2017 for SES students decreased to 1% in ELA decreased to 2% in mathematics. However, the achievement gap for our 3 EL students increased to 50% in ELA and

34% in Mathematics. Preliminary 2018 CAASPP assessment results show that the ELA achievement gap increased to 9% for socioeconomically disadvantaged students and 14% in Math. Preliminary 2018 CAASPP assessment results show that the ELA achievement gap decreased by 7% to 43% for Limited English Proficient students, and also decreased 7% to 27% in Math. 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, Student Success coaches and targeted supports to address student learning gaps and regression (Goal 2).

DVD met its 4-year cohort dropout rate goal of 1.4% (1 student). 97.5% of DVD students enrolled at the end of the 2016- 2017 school year returned to DVD 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 Design provides a high-quality, standards-based professional development program for classroom teachers, principals, school leaders, administrators, and other school personnel. Over 3 years, 100% of DVD 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 Design 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 DVD 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 Design 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. DVD has predefined goals and resources are provided to support DVD in reaching these goals. DVD 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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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

DVD administration monitors classrooms on a regular basis. This is accomplished through informal classroom visits, scheduled and unscheduled formal observations for evaluation purposes, scheduled walkthroughs with participation by site staff, and daily, informal visits by administration. Teachers also participate in instructional rounds. Combined with data collected by site administration during observations of weekly faculty collaboration, data from these observations has indicated a trend toward more consistent access to curriculum, and more compliance with site and state assessment protocols.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

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 DVD 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 Design 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.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Evidence-based educational practices to raise student achievement

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)



Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

### Fiscal support (EPC)

## **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 Design 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 DVD LEA/School Plans for Student Achievement (SPSA). 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 DVD 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 implement 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 DVD is providing appropriate supports to students and a thoughtful and relevant parent engagement program. A portion of DVD 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, DVD 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 Design 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 Design 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 DVDconnect 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	%	0.17%	0.17%		1	1
African American	15.37%	15.71%	13.86%	91	90	84
Asian	1.52%	0.87%	1.49%	9	5	9
Filipino	1.01%	0.7%	0.33%	6	4	2
Hispanic/Latino	65.71%	66.84%	65.68%	389	383	398
Pacific Islander	0.17%	0.52%	0.33%	1	3	2
White	8.78%	7.5%	9.41%	52	43	57
Multiple/No Response	3.89%	4.54%	4.13%	23	26	28
Total Enrollment				592	573	606

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	138	135	146
Grade 10	145	136	147
Grade 11	130	138	124
Grade 12	179	164	189
Total Enrollment	592	573	606

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		27	22		4.7%	3.6%
Fluent English Proficient (FEP)		197	201		34.4%	33.2%
Reclassified Fluent English Proficient (RFEP)		0	5		0.0%	18.5%

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
<b>Grade 11</b>	129	126	139	127	125	139	127	125	139	98.4	99.2	100
<b>All</b>	129	126	139	127	125	139	127	125	139	98.4	99.2	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
<b>Grade 11</b>	2644.	2637.	2640.	40.94	32.80	36.69	38.58	42.40	39.57	14.96	18.40	18.71	5.51	6.40	5.04
<b>All Grades</b>	N/A	N/A	N/A	40.94	32.80	36.69	38.58	42.40	39.57	14.96	18.40	18.71	5.51	6.40	5.04

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
<b>Grade 11</b>	37.80	36.00	36.69	52.76	53.60	48.92	9.45	10.40	14.39
<b>All Grades</b>	37.80	36.00	36.69	52.76	53.60	48.92	9.45	10.40	14.39

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
<b>Grade 11</b>	51.18	41.60	47.48	42.52	46.40	44.60	6.30	12.00	7.91
<b>All Grades</b>	51.18	41.60	47.48	42.52	46.40	44.60	6.30	12.00	7.91

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
<b>Grade 11</b>	25.98	28.80	26.62	69.29	64.00	66.19	4.72	7.20	7.19
<b>All Grades</b>	25.98	28.80	26.62	69.29	64.00	66.19	4.72	7.20	7.19

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
<b>Grade 11</b>	54.33	47.20	49.64	39.37	47.20	46.04	6.30	5.60	4.32
<b>All Grades</b>	54.33	47.20	49.64	39.37	47.20	46.04	6.30	5.60	4.32

**Conclusions based on this data:**

1. A majority of our 11th grade students (Class of 2016) are performing at or above the standard in ELA. This is an area of strength that we will continue to grow.

# 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	129	126	139	127	125	139	127	125	139	98.4	99.2	100
All	129	126	139	127	125	139	127	125	139	98.4	99.2	100

\* 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	2572.	2558.	2578.	8.66	5.60	7.19	23.62	20.00	32.37	25.20	28.00	20.14	42.52	46.40	40.29
All Grades	N/A	N/A	N/A	8.66	5.60	7.19	23.62	20.00	32.37	25.20	28.00	20.14	42.52	46.40	40.29

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	16.54	10.40	20.14	33.86	31.20	30.94	49.61	58.40	48.92
All Grades	16.54	10.40	20.14	33.86	31.20	30.94	49.61	58.40	48.92

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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
<b>Grade 11</b>	12.60	6.40	17.27	49.61	63.20	49.64	37.80	30.40	33.09
<b>All Grades</b>	12.60	6.40	17.27	49.61	63.20	49.64	37.80	30.40	33.09

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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
<b>Grade 11</b>	14.96	13.60	15.11	57.48	56.80	64.75	27.56	29.60	20.14
<b>All Grades</b>	14.96	13.60	15.11	57.48	56.80	64.75	27.56	29.60	20.14

**Conclusions based on this data:**

1. Math continues to be an area of growth for Da Vinci Design.
2. Math staff turnover may be negatively impacting the students.
3. Students coming into DVD have low SBAC 8th grade scores, therefore creating a larger gap to close by the time they get to 11th grade.



# 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	*	*	*	*	*	*	*	9
Grade 10	*	*	*	*	*	*	*	5
Grade 11	*	*	*	*	*	*	*	*
Grade 12	*	*	*	*	*	*	*	*
All Grades							19	18

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	*	*	*	*		*		*	*	*
12	*	*	*	*		*		*	*	*
All Grades	84.21	50.00	*	38.89		11.11		0.00	19	18

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
All Grades	100.00	77.78		22.22		0.00		0.00	19	18

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	*	*	*	*		*		*	*	*
10	*	*	*	*		*		*	*	*
11	*	*	*	*	*	*		*	*	*
12	*	*	*	*	*	*		*	*	*
All Grades	*	16.67	57.89	50.00	*	22.22		11.11	19	18

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
All Grades	78.95	5.56	*	94.44		0.00	19	18

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
All Grades	100.00	100.00		0.00		0.00	19	18

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
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	27.78	57.89	61.11	*	11.11	19	18

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
All Grades	68.42	27.78	*	66.67		5.56	19	18

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
573	52.0	4.7	This is the percent of students whose well-being is the responsibility of a court.
<p>This is the total number of students enrolled.</p> <p>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.</p> <p>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.</p>			

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	27	4.7
Socioeconomically Disadvantaged	298	52.0
Students with Disabilities	66	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	90	15.7
American Indian	1	0.2
Asian	5	0.9
Filipino	4	0.7
Hispanic	383	66.8
Two or More Races	18	3.1
Pacific Islander	3	0.5
White	43	7.5






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>Green</div>	<div>Graduation Rate</div> <div></div> <div>Orange</div>	<div>Suspension Rate</div> <div></div> <div>Yellow</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>College/Career</div> <div></div> <div>Green</div>		

Conclusions based on this data:

1.

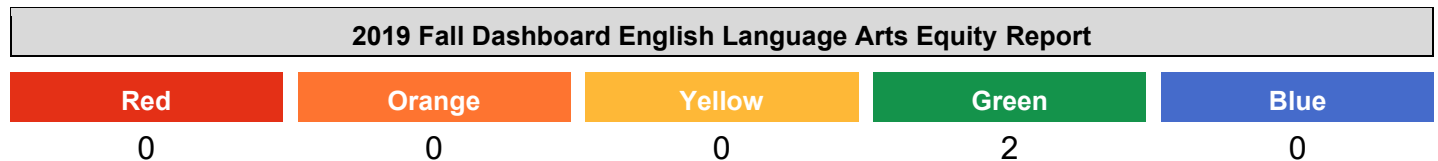
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 60.9 points above standard Increased ++5.3 points 136	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Green 55 points above standard Increased ++7.2 points 67	<b>Students with Disabilities</b>  No Performance Color 34.1 points below standard Declined Significantly -33 points 15

### 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 91.2 points above standard Increased Significantly ++20.7 points 22	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 45.3 points above standard Declined -3.7 points 85	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color 0 Students	 No Performance Color 67.5 points above standard Declined -12.5 points 12

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 2	Less than 11 Students - Data Not Displayed for Privacy 1	74.8 points above standard Increased ++12.1 points 85

#### Conclusions based on this data:

1.

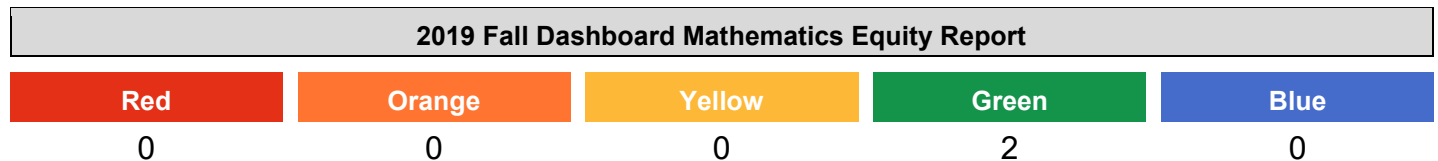
# School and Student Performance Data

## 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		
<b>All Students</b>  <p>Green</p> <p>46 points below standard</p> <p>Increased Significantly +22.7 points 136</p>	<b>English Learners</b>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p>	<b>Foster Youth</b>
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>  <p>Green</p> <p>47.5 points below standard</p> <p>Increased Significantly +27.4 points 67</p>	<b>Students with Disabilities</b>  <p>No Performance Color</p> <p>169.1 points below standard</p> <p>Declined Significantly -40.9 points</p> <p>15</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 23.4 points below standard Increased Significantly +127.1 points 22		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Hispanic	Two or More Races	Pacific Islander	White
 Green 54.3 points below standard Increased Significantly +126.6 points 85	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		 No Performance Color 36.4 points below standard Increased Significantly +119.7 points 12

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 2	Less than 11 Students - Data Not Displayed for Privacy 1	34 points below standard Increased Significantly +124.2 points 85

#### Conclusions based on this data:

1.

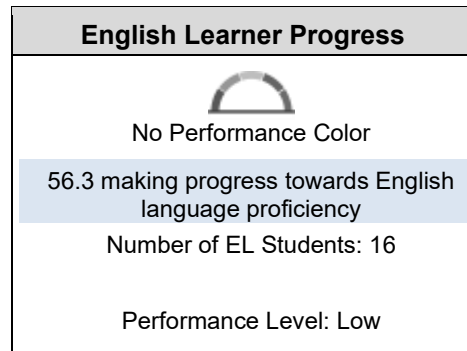


# School and Student Performance Data

## 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
	18.7		31.2

Conclusions based on this data:

1.

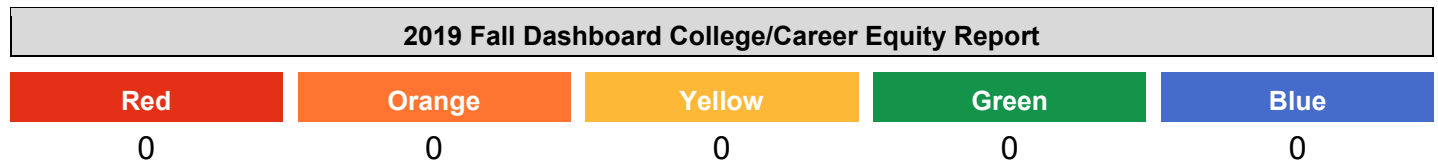
# School and Student Performance Data

## 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		
<b>All Students</b>  Green 63.1 Increased +11.2 122	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Foster Youth</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
<b>Homeless</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Socioeconomically Disadvantaged</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	<b>Students with Disabilities</b>  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
49.2 Prepared	51.9 Prepared	63.1 Prepared
31.5 Approaching Prepared	29.8 Approaching Prepared	17.2 Approaching Prepared
19.4 Not Prepared	18.3 Not Prepared	19.7 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.

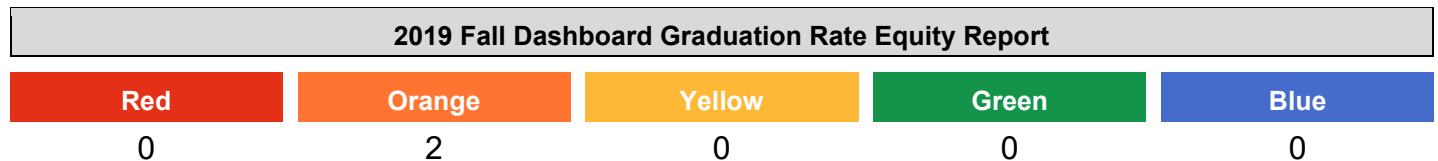
# School and Student Performance Data

## 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		
<b>All Students</b>  Orange 80.7 Declined -4.3 124	<b>English Learners</b>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b>  No Performance Color 0 Students	<b>Socioeconomically Disadvantaged</b>  Orange 79.4 Declined -5.4 92	<b>Students with Disabilities</b>  No Performance Color 66.7 Declined -15.2 21

### 2019 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 100 Increased +17.4 17	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 79.8 Declined -6.5 84	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 66.7 Declined -24.2 12

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
85	80.7

#### Conclusions based on this data:

1.

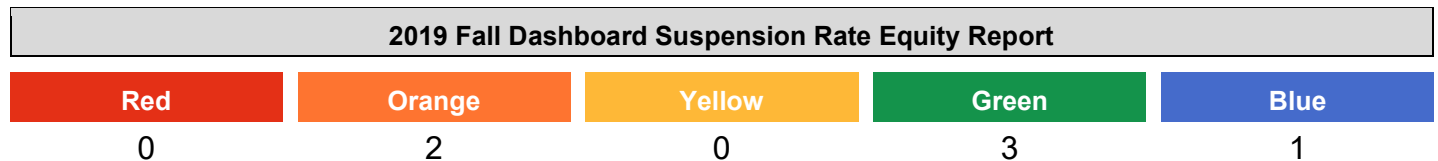
# School and Student Performance Data

## 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	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged
 Yellow 2.4 Maintained 0 581	 No Performance Color 3.7 Declined -4.6 27	 No Performance Color Less than 11 Students - Data Not 1		 Green 1.9 Declined -1.6 310
				 Green 1.5 Declined -1.9 67

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

<b>African American</b>  Blue 0 Declined -0.9 90	<b>American Indian</b>  No Performance Color Less than 11 Students - Data 1	<b>Asian</b>  No Performance Color Less than 11 Students - Data 5	<b>Filipino</b>  No Performance Color Less than 11 Students - Data 4
<b>Hispanic</b>  Green 2.8 Declined -0.5 389	<b>Two or More Races</b>  Orange 4.5 Increased +4.5 44	<b>Pacific Islander</b>  No Performance Color Less than 11 Students - Data 3	<b>White</b>  Orange 2.2 Increased +0.8 45

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.4	2.4

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

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

## LEA/LCAP Goal

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

## 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 9th-11th graders in IM1-IM3	89% passing rate for EL, Homeless and Low-income	3% increase in passing rate
Redesignation of EL Students	2019-20 rate of redesignation was 18.5% (DataQuest)	EL Students will be redesignated at a rate of 25%

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 Design has established communication plans that support English Learner, Foster Youth, Homeless and Low Income students through a variety of communication modes and languages. Da Vinci Design 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 Design 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.

### **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)

## **Strategy/Activity 2**

### **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 Design has also leveraged existing resources and infrastructure for specific benefit to English Learners, Foster Youth and Socioeconomically disadvantaged students. Da Vinci Design continues to use its website, blog and web portals (Google Classroom and PowerSchool). Da Vinci Design created specific grade level “trackers” for each grade level so that students (and parents) could easily identify due dates and resources. Da Vinci Design teachers already had access to Laptops and other hardware. Google Suite and PowerSchool are in place for all students and families. In addition, the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents regarding academics, attendance, and discipline issues, 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)

29,559

Title I Part A: Disadvantaged Students

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

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

## LEA/LCAP Goal

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

## Goal 2

Da Vinci Design 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 Design 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
Grades	89% of 9th-11th grade students earning grades of C or better in Math courses for semester 1, 2019	92% of 9th-11th grade students earning grades of C or better in Math courses for semester 1, 2020
Attendance trend monitoring in PowerSchool and Schoolzilla	16% Chronic Absenteeism Rate in June 2020	Decrease the number of chronically absent students by 6% by the end of the 20-21 school year.

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 Design - 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 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.

**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)
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**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

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/> .

High quality distance learning will also be evident through the implementation of Seminar support classes. 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)
17,958	Title I Part A: Disadvantaged Students
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

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

## LEA/LCAP Goal

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

## Goal 3

Da Vinci Design 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 Design students need additional supports to ensure a sense of connection to the Da Vinci Design school community. Da Vinci Design 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 2018-19 School Survey Data, 84% of students indicated that Da Vinci Design creates an environment of high integrity, respect, and trust.	Increase School Culture survey responses in all areas to 90% or above
Suspension Rate on California Dashboard	Suspension rate for the 2018-19 school year is 2.4%	Reduce suspension rate by 1% by the end of the 20-21 school year.

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 Design. 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.

**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)
-----------	-----------

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

All Students

**Strategy/Activity**

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 Design 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](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](https://assets.aspeninstitute.org/content/uploads/2018/07/Taking-Action-on-the-Call-to-Action-FINAL.pdf?_ga=2.113778240.651870366.1590850904-1197781885.1590850904)

### 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)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

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)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

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

All Students

#### Strategy/Activity

Implement Restorative Practices and Culturally Responsive Teaching Practices in classrooms to engage students and reduce the number of suspensions. Teachers will receive training and professional development in the areas of Restorative Justice and Culturally Responsive Pedagogy.

### 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)

39241

Title I Part A: Disadvantaged Students

14277

Title II Part A: Improving Teacher Quality

3334

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	\$111,035.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$111,035.00

## 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 Part A: Disadvantaged Students	\$86,758.00
Title II Part A: Improving Teacher Quality	\$14,277.00

Subtotal of additional federal funds included for this school: \$101,035.00

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 (\$)
Title IV Part A: Student Support and Academic Enrichment	\$10,000.00

Subtotal of state or local funds included for this school: \$10,000.00

Total of federal, state, and/or local funds for this school: \$111,035.00

# 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 Part A: Disadvantaged Students	86,758.00
Title II Part A: Improving Teacher Quality	14,277.00
Title IV Part A: Student Support and Academic Enrichment	10,000.00

## Expenditures by Budget Reference

Budget Reference

Amount

## Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

	Title I Part A: Disadvantaged Students	86,758.00
	Title II Part A: Improving Teacher Quality	14,277.00
	Title IV Part A: Student Support and Academic Enrichment	10,000.00

## Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	32,892.00
Goal 2	21,291.00
Goal 3	56,852.00

# 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
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Veronica Rodriguez	Principal
April Strawn	Classroom Teacher
Korey Hlaudy	Classroom Teacher
Pam Baker	Classroom Teacher
Russell Stoll	Other School Staff
Dareymi Montoya	Parent or Community Member
Anthony Sanchez	Parent or Community Member
SaMiah Washington	Parent or Community Member
Dyamond Daniel	Parent or Community Member
Tiffany Small-McKelvin	Parent or Community Member
Dylan Farris	Parent or Community Member
Evangeline Flores	Parent or Community Member

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 9/9/20.

Attested:



Principal, Veronica Rodriguez on 9/9/20
SSC Chairperson, Dr. Dylan Farris on 9/13/20

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### Purpose

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

### Description

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

## Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **Specific**, **Measurable**, **Achievable**, **Realistic**, and **Time-bound**. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceusesinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019