School Year: **2020-21**

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 Science	19768690119016		12/16/13

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)

X Schoolwide Program

In 2019-20, Da Vinci Science (DVS) High School received approximately $38,369.50 schoolwide Title I funds based on the enrollment of foster youth, English Learner, and low-income students. Da Vinci Science High School demonstrated the planned actions and services will increase or improve services for high-need students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In its 2019-20 LCAP, Da Vinci Science High School spent $38,369.6 on actions to meet this requirement. With the advent of the COVID-19 global health crises, additional consideration has been given to ensure appropriate instructional and intervention supports are provided for academic and social-emotional learning. Current research out of the Annenberg Institute indicates "projections in which students are likely to return in fall 2020 with approximately 63-68% of the learning gains in reading relative to a typical school year and with 37-50% of the learning gains in math." (Kuhfeld, Soland, Tarasawa, Johnson, Ruzek & Liu, 2020) https://www.edworkingpapers.com/sites/default/files/ai20-226-v2.pdf, suggesting a need for reconsideration of academic and social-emotional supports for targeted groups of students, including English Learners, Foster Youth, Homeless, and low-income. The purpose of this plan is to provide a description of use of federal funds to support the Da Vince Science Title I schoolwide program.

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

Da Vinci Science 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:

The Da Vinci Science (DVS) LCP provides 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 LCP. The DVS LCP is arranged by three overarching areas of influence established by the LCP committee and approved by the Governing Board: 1. Provide equitable conditions of learning to all students through safe and secure campuses, access to highly qualified, 2. teachers and required materials, and programs and courses that ensure students are college and career ready. 3. Ensure pupil outcomes that show continued academic growth in English Language Arts and Math for English Learners, socioeconomically disadvantaged students, and students in foster care at levels commensurate with the overall student population. 4. Increase parent and student engagement by growing parent participation in school activities and committees, lowering school suspension/expulsion rates and increasing overall student attendance levels particularly in the middle grades.

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 LCP actions to support these areas are: maintain low student: counselor ratio support all students (Goal 3), increase parent outreach and education (Goal 2), provide students with a college and career opportunities (Goals 3 and 5), increase teacher collaboration supports in designing instruction (Goal 3), and targeted support services to address high need students (Goal 4). The LCP is intended to be a living and working document. DVS reports to the school board regarding the Consolidated Application for federal funds each school year.

Da Vinci Science provides Title I services to Title 1 students. DVS is Schoolwide Title I, and per pupil allocations are utilized. Site expenditures are budgeted based on a comprehensive needs assessment conducted through the School Site Councils and defined in each school's LEA/School Plan For Student Achievement. Site funds have been primarily spent on intervention support for students in reading and math, parent involvement activities, professional development for teachers, and intervention technology. Each year the effectiveness of the Title I funded programs are evaluated and data on the effectiveness of the plan are utilized in the development of the next year's plan.

When enrolling a student in Da Vinci Science, parents are required to fill out a document regarding their primary residence. This document identifies students that are considered homeless based on their living arrangement. Once identified, the district identified Homeless Liaison coordinates activities with public and non-profit agencies to provide support as needed. Every child identified as homeless is immediately enrolled and provided full access to all district programs. The homeless status is kept confidential, and it is not available on the teacher user side of our student information system. Every site receives training on how to provide support for homeless students through the Homeless Liaison, and every school has certificated counselors that can provide site assistance for

homeless students. All staff members are informed of the process at their school to assist homeless students through the school counselor.

Every year Title I funds are reserved for homeless services. Comparable services for homeless students relative to other students including core programs, intervention, counseling, and all other educational programs are provided, and additional services are provided as needed.

Title I funding will be utilized for transition from middle school to Da Vinci Science. DVS hosts the Wiseburn middle school every spring to assist incoming 9th-grade students in preparation for high school. During the visit, students are given detailed information on the high schools and provided enrollment information for the coming year.

Title I funding is not utilized for GATE services to students identified as gifted and talented, or for direct library services. However, DVS offers a 1:1 laptop environment in which students learn and grow in the area of digital literacy in classes and tech labs. Such access both enhances learning and improves student achievement in core academic content areas. Digital citizenship and safety are taught as part of the curriculum to reinforce both safety and access to learning via technology. Instructional practices are evaluated using state standardized testing results in which significant improvement is continually verified.

As a school with 39% poverty, Da Vinci Science has developed and implements initiatives to assist in recruiting, hiring and retaining effective teachers that include working with local universities to provide a large pool of recruits, keeping a small student-to-teacher ratio. We also provide new teacher training in-house and support teachers and administrators in clearing their preliminary credentials via membership in a teacher induction program locally. Title II funding will be utilized to provide professional development beyond our core PD programs to teachers and administrators in building a system of support for excellent teaching and leading.

DVS has prioritized the need to maintain a comprehensive and consistent system for disaggregating and accessing student data allowing for in-depth analysis of low income, English Learner, Foster Youth and Redesignated Fluent English Proficient student performance across the school. The data system is necessary to identify and support individual student needs for unduplicated pupils. These data allow teachers and administrators to group and track progress for these students and to engage with parents and parent groups regarding the progress of unduplicated count students. Data is accessible online at the student, teacher and site levels. These data are used by School Site Councils and ELAC to update activities annually.

DVS will partner with Cal Poly San Luis Obsipo to Incorporate real-world learning into its career pathways, particularly mechanical engineering and civil engineering. DVS teachers will collaborate with Cal Poly faculty in curriculum development, project design, and collaborative work between students at DVS and students at Cal Poly SLO. Funds used will go toward professional development of DVS teachers through time with Cal Poly faculty; with travel for DVS students and staff to Cal Poly's campus, and through supporting the materials and documentation of collaborative projects between DVS and Cal Poly SLO.

Table of Contents

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 Science maintained a positive school climate, parent and student engagement. DVS continued the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey were made public to parents. DVS continued to explore a variety of technologies to more efficiently increase parent communication to all students. DVS assigned staff to compile parent emails, maintain social media communications, and send home messages and reminders via the computerized school phone system. DVS used sign-in sheets from parent events, evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement.

Resource Inequities

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

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

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.18%	0.17%		1	1
African American	7.64%	7.41%	8.08%	41	42	47
Asian	5.40%	6.53%	4.64%	29	37	27
Filipino	1.49%	1.06%	1.03%	8	6	6
Hispanic/Latino	58.85%	59.08%	60.14%	316	335	350
Pacific Islander	0.19%	0.18%	0.34%	1	1	2
White	17.88%	15.87%	14.43%	96	90	84
Multiple/No Response	4.47%	5.47%	6.19%	24	31	29
			Total Enrollment	537	567	582

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 9	136	136	140
Grade 10	139	131	140
Grade 11	130	141	131
Grade 12	132	159	171
Total Enrollment	537	567	582

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		10	13		1.8%	2.2%
Fluent English Proficient (FEP)		210	197		37.0%	33.8%
Reclassified Fluent English Proficient (RFEP)		0	0		0.0%	0.0%

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	120	129	140	120	129	138	120	129	138	100	100	98.6
All	120	129	140	120	129	138	120	129	138	100	100	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	2679.	2656.	2672.	57.50	44.19	49.28	29.17	34.88	36.96	10.83	15.50	10.87	2.50	5.43	2.90
All Grades	N/A	N/A	N/A	57.50	44.19	49.28	29.17	34.88	36.96	10.83	15.50	10.87	2.50	5.43	2.90

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	55.83	47.29	45.65	40.00	41.86	45.65	4.17	10.85	8.70
All Grades	55.83	47.29	45.65	40.00	41.86	45.65	4.17	10.85	8.70

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	61.67	59.69	63.04	32.50	31.78	34.78	5.83	8.53	2.17
All Grades	61.67	59.69	63.04	32.50	31.78	34.78	5.83	8.53	2.17

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	47.50	32.56	36.23	50.83	62.02	59.42	1.67	5.43	4.35
All Grades	47.50	32.56	36.23	50.83	62.02	59.42	1.67	5.43	4.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	61.67	48.84	55.07	33.33	43.41	39.13	5.00	7.75	5.80
All Grades	61.67	48.84	55.07	33.33	43.41	39.13	5.00	7.75	5.80

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	120	129	140	120	129	139	120	129	139	100	100	99.3
All	120	129	140	120	129	139	120	129	139	100	100	99.3

* 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	2659.	2644.	2637.	33.33	24.03	25.90	30.83	34.88	30.22	19.17	22.48	22.30	16.67	18.60	21.58
All Grades	N/A	N/A	N/A	33.33	24.03	25.90	30.83	34.88	30.22	19.17	22.48	22.30	16.67	18.60	21.58

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	47.50	41.09	44.20	34.17	34.11	25.36	18.33	24.81	30.43
All Grades	47.50	41.09	44.20	34.17	34.11	25.36	18.33	24.81	30.43

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	36.67	36.43	29.71	47.50	44.96	54.35	15.83	18.60	15.94
All Grades	36.67	36.43	29.71	47.50	44.96	54.35	15.83	18.60	15.94

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 11	38.33	31.78	30.94	50.00	54.26	51.80	11.67	13.95	17.27
All Grades	38.33	31.78	30.94	50.00	54.26	51.80	11.67	13.95	17.27

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

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

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
All Grades	*	*		*		*		*	*	*

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	*	*		*		*		*	*	*

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
10	*	*	*	*		*		*	*	*
All Grades	*	*	*	*		*		*	*	*

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	*	*		*		*	*	*

	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	*	*		*		*	*	*

	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**
All Grades	*	*	*	*		*	*	*

	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	*	*	*	*		*	*	*

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**
567	**39.0**	**1.8**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	10	1.8
Homeless	4	0.7
Socioeconomically Disadvantaged	221	39.0
Students with Disabilities	65	11.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	42	7.4
American Indian	1	0.2
Asian	37	6.5
Filipino	6	1.1
Hispanic	335	59.1
Two or More Races	24	4.2
Pacific Islander	1	0.2
White	90	15.9

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
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Blue
Mathematics Green		
College/Career Blue		

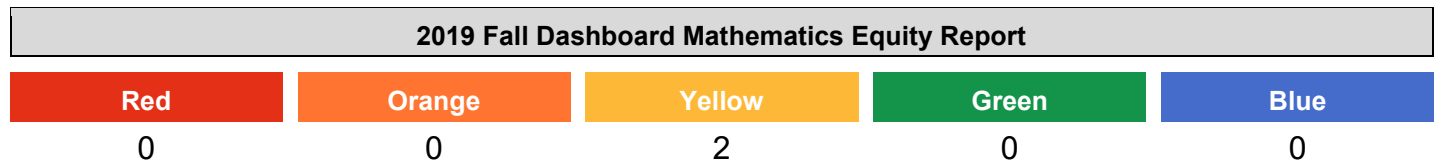**Conclusions based on this data:**

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	2

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
91.2 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++18.1 points	4	1
137		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	85.3 points above standard	17.9 points above standard
1	Increased Significantly ++25.5 points	Declined -11.1 points
	64	16

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	0 Students
6		5	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color	No Performance Color	No Performance Color
73.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	127 points above standard
Increased Significantly ++24.2 points	8		Increased Significantly ++24.4 points
84			24

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	Less than 11 Students - Data Not Displayed for Privacy	105.2 points above standard
3	1	Increased Significantly ++21.5 points
		82

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:

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

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
11.5 points above standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -4.6 points		
138	4	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	3.6 points below standard	86.1 points below standard
	Maintained ++1.8 points	Declined Significantly -68.8 points
1	64	16

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6		No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 17.2 points below standard Declined -6.8 points 84	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8		No Performance Color 41.6 points above standard Declined Significantly -30.5 points 25

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.

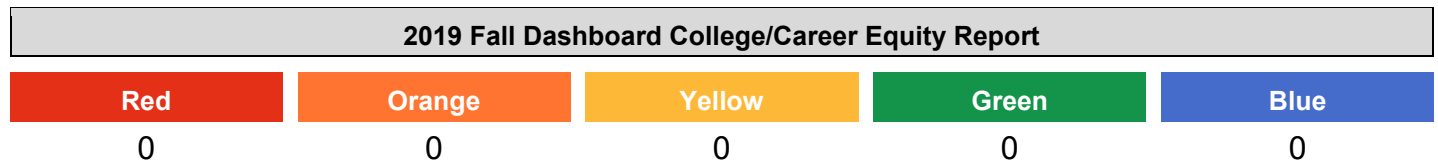| 2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 3	Less than 11 Students - Data Not Displayed for Privacy 1	32.8 points above standard Declined -4.7 points 83

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

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

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

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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	0

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue 76.7 Maintained +0.7 133	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
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
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

2019 Fall Dashboard College/Career by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students	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
75.6 **Prepared**	76 **Prepared**	76.7 **Prepared**
6.7 **Approaching Prepared**	6.6 **Approaching Prepared**	15.8 **Approaching Prepared**
17.6 **Not Prepared**	17.4 **Not Prepared**	7.5 **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

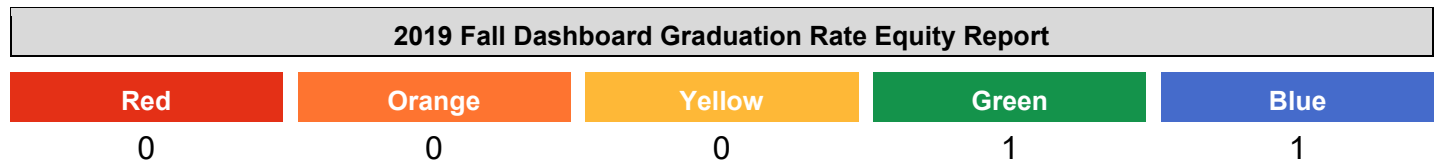| African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	1	1

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
96.4	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased +11.6	4	
138		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	No Performance Color
0 Students	95.5	89.5
	Increased +14.2	Increased +39.5
	89	19

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
90.9	0 Students	100	Less than 11 Students - Data Not Displayed for Privacy
Increased +15.9		11	6
11			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
94.9	Less than 11 Students - Data Not Displayed for Privacy	0 Students	100
Increased +6.9	2		Increased +14.8
79			27

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**
84.8	96.4

**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:

Lowest Performance   Red   Orange   Yellow   Green   Blue   Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	5
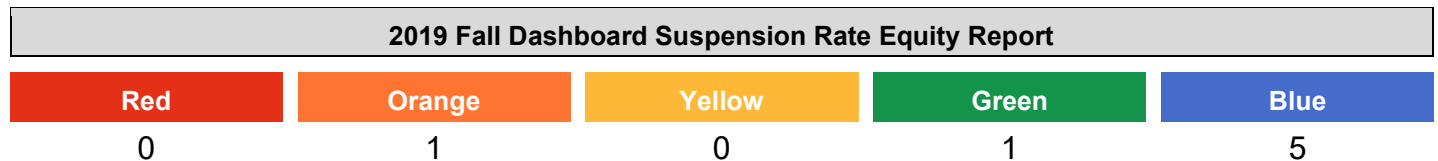
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	No Performance Color	No Performance Color
0.4	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Declined -0.3	10	1
570		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Blue
Less than 11 Students - Data Not	0.8	0
4	Declined -0.5	Maintained 0
	240	73

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	No Performance Color	Blue	No Performance Color
2.3	Less than 11 Students - Data 1	0	Less than 11 Students - Data 6
Increased +0.4		Maintained 0	
44		36	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Blue	No Performance Color	Blue
0.3	0	Less than 11 Students - Data 1	0
Declined -0.5	Maintained 0		Maintained 0
338	53		91

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

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.6	0.4

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

Student Achievement

LEA/LCAP Goal

Area 2: Instruction & Remote Learning

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
Student Attendance	4.2% chronic absence rate in 2019-2020	Decrease chronic absence rate to less than 2.8% in 2020-2021
Passage rates of low-income students	83.5% course passing rate for Low-income students	5% increase
Passage rates of English Language Learners	83.3% course passing rate for EL students	5% increase

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

1.1
Da Vinci Science has established communications plans that support English Learner, Foster Youth, Homeless and Low Income students through a variety of communication modes and languages. Da Vinci Science utilizes 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 are 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.
Additional supports for students come in the form of grade-level teams, which have 6 teachers and an academic coach, who work together regularly to support struggling students. Support is targeted to students who need additional support, including special education, foster youth, English Learner, and socio-economically disadvantaged students.
1.2
Da Vinci Science is developing a new Multi-Tiered Support System (MTSS) for students, particularly to benefit to English Learners, Foster Youth and Socioeconomically disadvantaged students. Led by the assistant principal, a team of teachers representing each core discipline constructs, communicates and adapts these systems to enable DVS staff to 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 modifying the MTSS system as needed.
In addition, DVS continues to use its website, blog and web portals (Google Classroom and PowerSchool). Da Vinci Science created specific grade level "trackers" for each grade level so that students (and parents) could easily identify due dates and resources. Google Suite and PowerSchool are in place for all students and families.

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)
16,753	Title I
2,500	Title IV Part A: Student Support and Academic Enrichment
12,000	Title I
2,500	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

Distance Learning Instruction

LEA/LCAP Goal

Area 2: Instruction & Remote Learning

Goal 2

Da Vinci Science 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 Science 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
Passage rates of low-income students	83.5% course passing rate for Low-income students	5% increase
Passage rates of English Language Learners	83.3% course passing rate for EL students	5% increase

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

2.1
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. DVS purchased or subscribed to software platforms and hardware that support content instruction and assessment in a remote learning environment. Professional development in the effective use of these tools will also be provided.

In order to ensure high quality instruction, teachers engaged in professional development to develop instructional activities that reflect best practices in distance learning, including a focus on

1. Providing rigor and joy in academic instruction with a focus on project-based learning, 2. Ensuring equity and access for all students, including supports for English Learners, Special Education, Foster Youth and FRLP students, 3. Maintaining social-emotional learning and community, 4. Ensuring Online Privacy and Safety. Best practices were developed through state and county-identified best practice resources including CCEE COVID-19 Distance Learning Technical Assistance Resources https://ccee-ca.org/distance-learning.asp and the CDE Resources That Support Distance Learning, https://www.cde.ca.gov/ls/he/hn/appendix1.asp, both of which provide toolkits for the priority areas above.
We have also focused on training and support for teachers utilizing these State and county office resources and toolkits.

2.2
DVS will transform its credit recovery program to a new model in which students needing to redeem credit from failed courses will do so through a tutoring model with the teacher of the failed course rather than by completing the course through a separate online platform. Rather than re-taking the entire course, students will work on an individual basis with the teacher of the course in order to identify the skills they need to learn and demonstrate mastery in. The model will be developed by a team of teachers and administrators, and will include additional support during the student success blocks of the weekly schedule by teachers and academic coaches. Additional software titles may be purchased to support this work.

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
16,000	Title I
3,000	Title II Part A: Improving Teacher Quality
2,500	Title IV Part A: Student Support and Academic Enrichment
10,000	Title I
3,000	Title II Part A: Improving Teacher Quality
2,500	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

Student Socioemotional support

LEA/LCAP Goal

Area 3: Socioemotional support

Goal 3

Da Vinci Science 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 Science students need additional supports to ensure a sense of connection to the Da Vinci Science school community. Da Vinci Science sees itself as a family, and supporting students to be part of this inclusive culture is an ongoing need.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Local Climate Survey Data	Per the 2018-2019 School Survey Data, 71.4% of students indicated that Da Vinci Science creates an environment of high integrity, respect, and trust.	Increase School Culture survey responses in all areas to 80% or above.
Local Climate Survey Data	Per the 2018-2019 School Survey Data, 73.1% of students indicated that Da Vinci Science creates a compassionate & caring learning community.	Increase School Culture survey responses in all areas to 80% or above.

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

3.1
A focus area for Da Vinci Schools is diversity, equity, inclusion, and anti-racism. Resources and professional development including consultants Teaching Tolerance, from UCLA Center X, and other professional development reading and training as appropriate.
3.2
Engaging students in the design and implementation of socioemotional learning and college-related activities and providing the funding for these activities is a way to engage students in the inclusive climate of Da Vinci Science. The support of student-led clubs and paying for fees for those clubs and associated costs, including college orientations, El Camino College classes, industry partnership mentoring, and other events, currently virtual and in-person once on-campus instruction resumes. First generation college- going students benefit from attending virtual college camps/orientations that increase their connections to peers and staff and develop a connection to the school's culture of high achievement and college readiness.
Providing a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils increasing students' sense of connection in the Da Vinci Science community. Counselors utilize a variety of resources, including the CASEL toolkit for support of students and families, along with staff professional development: https://schoolguide.casel.org/uploads/2018/12/CASEL_SEL-3-Signature-Practices-Playbook-V3.pdf, along with resources from the California Collaborative for Educational Excellence (CCEE) focused on trauma-informed instruction: https://k12playbook.ccee-ca.org/distance-learning/dl-details/#SEL.
3.3
In order to support the physical safety and health of students, DVS coordinates with a school nurse to provide professional development, resources, and support for specific student mental and physical health situations. In addition, DVS provides equipment and materials to support the physical health and safety for all 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)
6,000	Title I
6,130	Title II Part A: Improving Teacher Quality
1,000	Title I
7,000	Title I

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	$90,883.00q
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	$90,883.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
Title I	$68,753.00
Title II Part A: Improving Teacher Quality	$12,130.00
Title IV Part A: Student Support and Academic Enrichment	$10,000.00

Subtotal of additional federal funds included for this school: $90,883.00

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

State or Local Programs	Allocation ($)

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

Total of federal, state, and/or local funds for this school: $90,883.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
Title I	68,753.00
Title II Part A: Improving Teacher Quality	12,130.00
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	68,753.00
	Title II Part A: Improving Teacher Quality	12,130.00
	Title IV Part A: Student Support and Academic Enrichment	10,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	33,753.00
Goal 2	37,000.00
Goal 3	20,130.00

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

5 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

4 Secondary Students

Name of Members	Role
Steve Wallis	Principal
Grace Long	Other School Staff
Wendy Cha	Classroom Teacher
Julie Ichiroku	Classroom Teacher
Jeannine Liang	Classroom Teacher
Saya Wai	Classroom Teacher
Helen Chan	Parent or Community Member
Leslie Ponciano	Parent or Community Member
Felicia Villareal	Parent or Community Member
Trinity Cauton	Secondary Student
London Clark	Secondary Student
David Villalpando	Secondary Student
Kaelee Weller	Secondary Student

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:
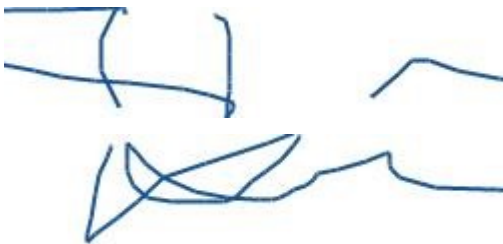
Signature	Committee or Advisory Group Name

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, Steve Wallis on 9/9/20
	SSC Chairperson, Helen Chan on 9/9/20