LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Da Vinci Connect

CDS Code: 19768690128728

School Year: 2021-22

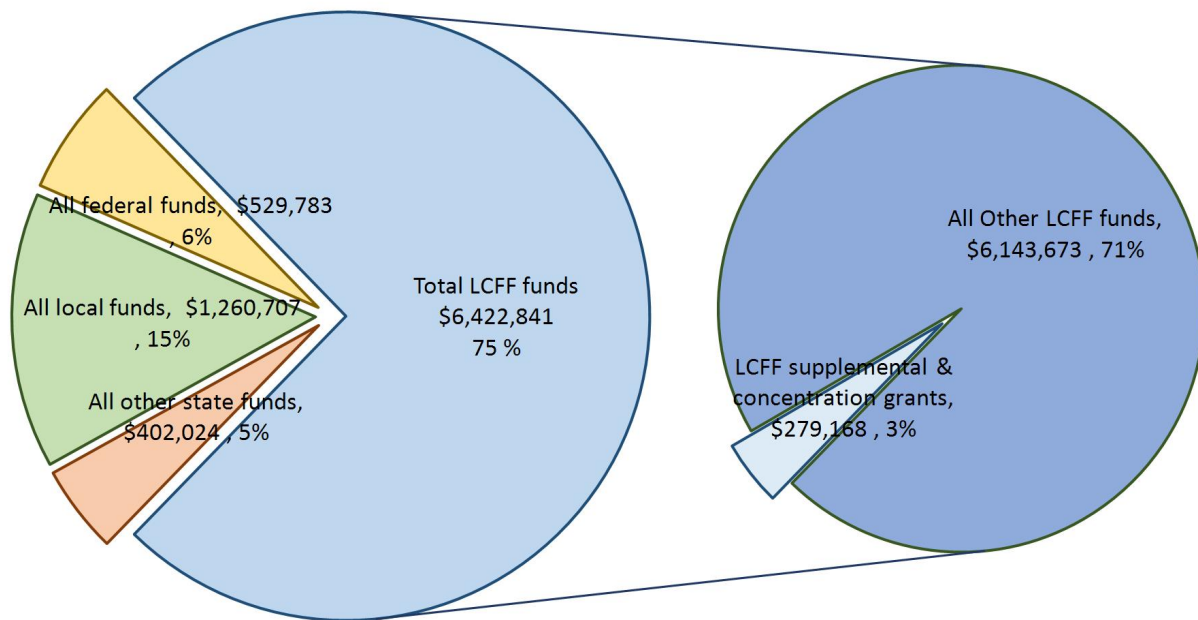LEA contact information:

Michelle Rainey

Principal

310-725-5800

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

- All federal funds, $529,783, 6%
- All local funds, $1,260,707, 15%
- All other state funds, $402,024, 5%
- Total LCFF funds $6,422,841 75 %
- All Other LCFF funds, $6,143,673, 71%
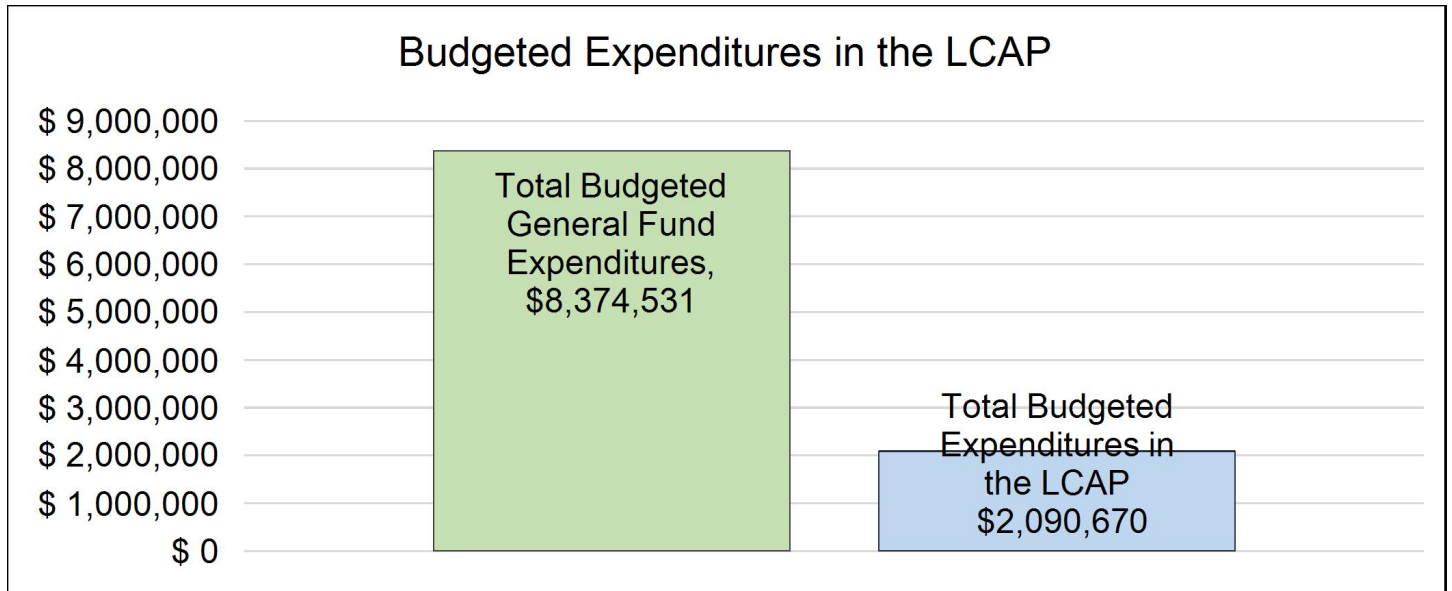- LCFF supplemental & concentration grants, $279,168, 3%

This chart shows the total general purpose revenue Da Vinci Connect expects to receive in the coming year from all sources.

The total revenue projected for Da Vinci Connect is $8,615,355, of which $6,422,841 is Local Control Funding Formula (LCFF), $402,024 is other state funds, $1,260,707 is local funds, and $529,783 is federal funds. Of the $6,422,841 in LCFF Funds, $279,168 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

$ 9,000,000	
$ 8,000,000	Total Budgeted General Fund Expenditures, $8,374,531
$ 7,000,000	
$ 6,000,000	
$ 5,000,000	
$ 4,000,000	
$ 3,000,000	Total Budgeted Expenditures in the LCAP $2,090,670
$ 2,000,000	
$ 1,000,000	
$ 0	

This chart provides a quick summary of how much Da Vinci Connect plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Da Vinci Connect plans to spend $8,374,531 for the 2021-22 school year. Of that amount, $2,090,670 is tied to actions/services in the LCAP and $6,283,861 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
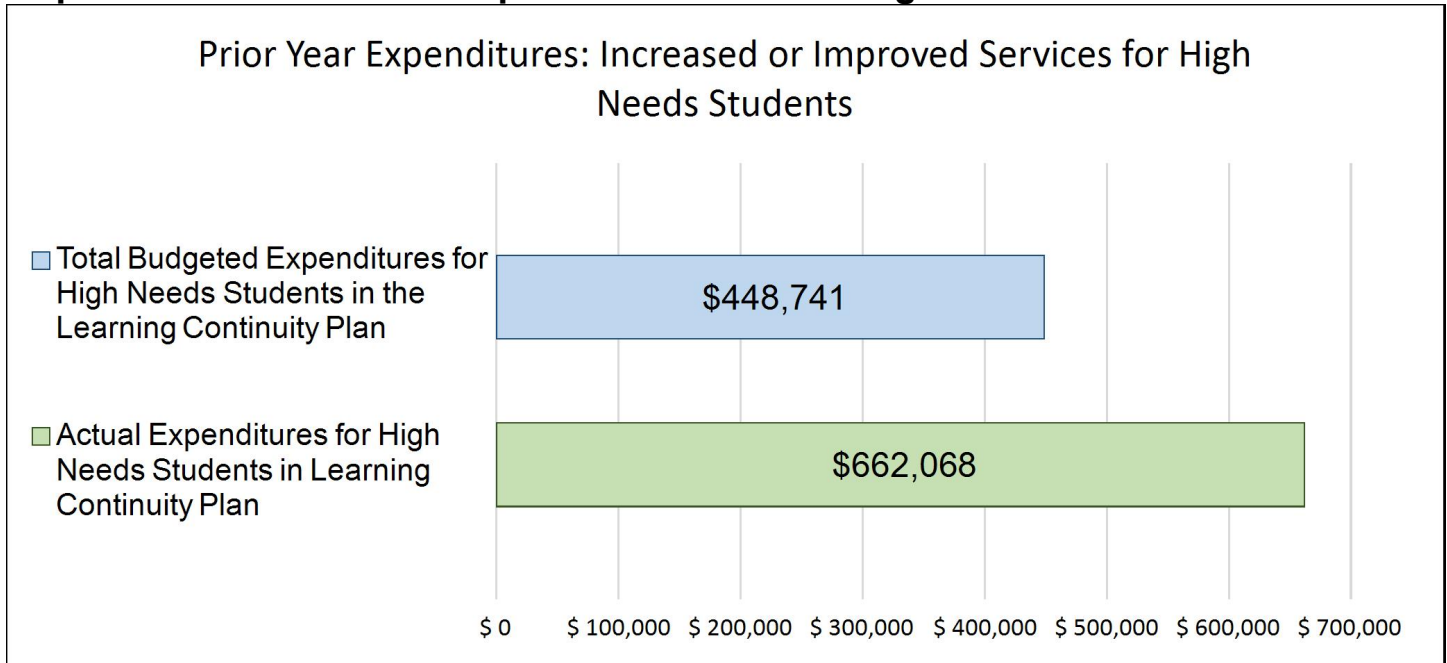
Administrative Personnel Costs. Back Office Support & CMO Fees. Operational, Facility & Other Administrative related expenses

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

In 2021-22, Da Vinci Connect is projecting it will receive $279,168 based on the enrollment of foster youth, English learner, and low-income students. Da Vinci Connect must describe how it intends to increase or improve services for high needs students in the LCAP. Da Vinci Connect plans to spend $1,250,520 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan
$448,741

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan
$662,068

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000

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

In 2020-21, Da Vinci Connect's Learning Continuity Plan budgeted $448741 for planned actions to increase or improve services for high needs students. Da Vinci Connect actually spent $662068 for actions to increase or improve services for high needs students in 2020-21.

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Da Vinci Connect	Michelle Rainey Principal	mrainey@davincischools.org 310-725-5800

Plan Summary [2021-22]

General Information

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

Da Vinci Connect is a public charter school serving K-12 students in the South Bay of Los Angeles and neighboring communities. The Da Vinci Connect offers families a new approach to K-12 education combining school-site instruction with home-based learning. The Da Vinci Connect partners with families to provide a unique learning model where students can discover their passions and talents in a flexible and personalized learning environment.

The Hybrid model includes 2 full days at school (Grades K-12): students participate in 2 days of project-based learning at school and three days of family facilitated off-site learning. Students attend school on either Mondays AND Thursdays OR Tuesdays AND Fridays. At-school learning is project-based. At-home learning (also called homeschooling or independent study) focuses on English Language Arts, math and extracurricular activities. Families are the primary educators on non-classroom days. A smaller group of students participate in the Collaborative Model and attend school one day per week (Wednesdays) and are invited to participate in weekly field trips. These students also engage in at-home learning and focus on English, math, social studies, science and extracurricular activities in which their parent educators are the primarily educators for non-classroom days.

Why Homeschool?

Our families choose DV Connect and homeschooling for many, many reasons. Here are a few they report:
* Homeschooling allows families to truly know how their children learn
* Homeschooling provides opportunities to explore passion projects
* DV Connect focuses on the learner as much as the learning
* Homeschooling enables the flexibility to participate in extracurricular learning that there is often little time for when students spend 35+ hours per week at school
* DC Connect has amazing, passionate and compassionate teachers! * Project-based learning is awesome!
* Traditional schools have too much bullying and "cliqueish" behavior

Program Highlights
* Home-School Partnership
* Project-Based Learning
* Personalized learning plans
* Rich, challenging and engaging content that accommodates diverse learning styles
* Multi-age grouping
* Small class sizes (16-20 in elementary, 20-26 in middle school)
* Compassionate communication
* Hands on, Minds-on Curriculum
* Learning-by-doing constructivist curriculum
* Opportunities for student voice and choice and personalization to reflect students' passions, interests and needs
* Curriculum preview meetings to address/discuss goals and ask questions
* Credentialed, experienced and dedicated teachers
* Distributive leadership
* Social Emotional curriculum that fosters community and personal development
* Building Habits of Heart and Mind
* Community of care and collaboration
* Public presentations of learning
* Mastery of "essential skills"
* 21st century learning and real-world problem solving

Memberships
* Coalition of Essential Schools
* California Charter Schools Association
* California Consortium for Independent Study
* Schools That Can

Reflections: Successes

The School Performance Overview Dashboard for Da Vinci Connect in 2019 indicates overall success with Blue and Green ratings in all areas. Students are performing in the "Blue" range, which is the highest band, in Chronic Absenteeism, Suspension, and English Language Arts. Students are performing in the "Green" range, which is the second to highest band, in Math. Based on these ratings, chronic absenteeism is not of concern and success with academic performance and attendance is due to our work with all students, using the supports indicated in the DV Connect LCAP, to ensure they have the academic supports that will enable them to perform at or above the green level, indicating all students perform at proficient and are increasing in proficiency. Due to very few students attending Connect with "English Learner" status, no performance color is indicated for that indicator. To keep our suspension rates low, we have focused on studying alternative punitive measures including restorative justice and in-school supports as alternatives to suspension. Standards were met for meeting basic needs (teacher credentialing, instructional materials, facilities), implementation of standard-based instruction, parent engagement, local climate survey and access to broad course of study. We continue to work towards robust supports for all families via homeschool curriculum and intervention systems and strategies when students are not being successful, particularly students regarded as "unduplicated" by the state.

Reflections: Identified Need

Using the "Student Group Report" on the 2019 CA Dashboard, state indicators that reflect a performance gap for 2019 included Chronic Absenteeism for African American students (Orange, or second lowest rating), and English Language Arts for Students with Disabilities (Yellow, middle rating). We have analyzed both of these areas of growth and in particular, we have increased supports for all students demonstrating chronic absenteeism. In an independent study program, sometimes absenteeism isn't known for a period of time if students are not attending on-campus learning regularly. This year, teachers have been given additional capacity to monitor and address these type of concerns as we focused more deeply on connecting with students during distance learning. Ultimately, our overall attendance rate for 2019-20 prior to COVID closure was is 98% so the number reflected is quite small but does stand out as being in the Orange range and thus something we are addressing. English Language Arts supports will also be an area of focus for our Special Education support staff moving forward to ensure that any gaps for students with disabilities are addressed.

LCAP Highlights

Da Vinci Connect's LCAP will support all students, and particularly English Language Learners, low-income pupils and foster youth, in a variety of ways. It is important to our mission to support homeschooling families to make independent study and personalized learning accessible to all students. The goals within Connect's LCAP reflect the tenets that our families and staff hold dear: rich, engaging academic instruction, support for parent educators, social emotional and academic support for all learners and a community of families committed to

project-based learning, compassionate communication and homeschool instruction. The resources and supports identified in Connect's LCAP achieve the goals outlined above by ensuring that every student has access to high-quality learning materials and instructors, engaging and qualified support staff (curriculum specialist teacher, counselor, classroom teachers, academic coaches) who receive professional development to support their needs, a safe and engaging campus environment and parents who are supported in their homeschooling in both academic and social emotional ways. Specific examples include curriculum specialist and counselor salaries, parent support events, clean and safe facilities, online and print curriculum, staff professional development, technology to keep parents informed and involved and meaningful parent involvement in activities and decisions.

Comprehensive Support and Improvement

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

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

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

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

Stakeholder Engagement

Da Vinci Connect has engaged in meaningful consultation with parents at our school through our School Site Council (SSC), and through and Learning Continuity and Attendance Plan (LCP) Committee. The SSC developed a needs assessment for their school that drives the development of the Connect LEA/School Plans for Student Achievement (SPSA) in consultation with our site English Language Advisory Committees. These plans describe the methods and instructional strategies that strengthen our 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 Connect LEA/SPSA is evaluated, and a new plan is developed and approved by the Board of Trustees. Through the LEA/SPSA, SSCs develop and implemented effective parent and family engagement strategies and programs focused on access to instruction (math, English-Language Arts, science), safety, and technology.

SSC/LCAP/LCP Committees that engage families, certificated, and classified staff, work to ensure that Connect is providing appropriate supports to students and a thoughtful and relevant parent engagement program. A portion of Conect 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, DV Connect has determined the need for the development of successful systems 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.

Additional stakeholder feedback was gathered in a variety of ways: Parent Surveys, Student Surveys, Staff Surveys, School Site Council Zoom meetings, Parent Meetings with Administration, School Staff Meetings, and Central Office Leadership Meetings.

School site council members, parents, and staff provided feedback on drafts of the document in multiple meetings leading up to finalization. Stakeholders provided individual comments on draft documents as well as participated in discussions that ranged from thoughts on the structure of metrics and outcomes within specific goals, as well as ways to ensure that the metrics and outcomes will be measured and

reflected on to fidelity. Attendees of multiple SSC and staff meetings reviewed our baseline data and provided key feedback that ensured the development of actions critical to the success of our unduplicated student populations. Specific changes were made to the document in each draft according to the feedback and recommendations provided along the way, and the advice of stakeholders was taken into account in the development of the expenditures within individual actions as well. Members of the Public had the opportunity to provide input regarding a complete draft of the plan and the actions and expenditures at the public hearing held on: June 14, 2021 before the final draft went to the Da Vinci Schools Board of Trustees.

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

With the goals identified, actions and expenditures were defined through a series of stakeholder meetings throughout the 2020-2021 school year via ZOOM, staff and community surveys, and consultation with school staff, and administrators. Based on extensive stakeholder feedback, multiple additions were made to the current LCAP actions that were not included in the original 2017-20 LCAP to increase access and decrease the achievement gap for unduplicated students, and ultimately ensure equity and the success of all students. Additional academic coaching support in Goal 1 will be critical to addressing the achievement gap by providing additional and more effective monitoring, supports, and tutoring opportunities for unduplicated students. Additional counseling and administrative staffing that were not present in the original LCAP are now key components in ensuring that our highest needs students have the individualized attention and socio-emotional and behavioral supports that they need to find success. They also provide key supports for our unduplicated students, whether in restorative justice programs and alternatives to suspension or to ensuring a that underrepresented students have additional supports in navigating the college application and enrollment process. Additionally in Goal 2 we've added new professional development opportunities in restorative practices, diversity/equity/inclusion, and culturally relevant instruction practices and based on stakeholder feedback are also spending Extended Learning Opportunity Program dollars on trauma informed professional development as well. Existing intervention and supports in Goals 3 and 4 are being bolstered by diagnostic and reading development software not included in the previous LCAP to help ensure that we catch struggling students earlier and are able to provide more relevant supports and interventions sooner. Multi-Tiered student supports have further been added to ensure that ongoing progress monitoring and response are part of our mid-year process to ensure that grade level progress monitoring continues to be a critical part of our quarterly practice to ensure that fewer students slip through the cracks as the year progresses. Finally, in Goal 5, stakeholders were clear that college and career success are at the foundation of our work, and that college and career readiness courses, career and college exploration and exposure, and supports throughout the college application process were critical to ensuring the success of all Da Vinci graduates, and particularly those from traditionally underserved backgrounds, as they navigate their next steps in life beyond high school.

Goals and Actions

Goal

Goal #	Description
1	Da Vinci Connect students will have access to the academic materials, instruction, interventions, and facilities necessary to produce excellence in their educational experience and academic outcomes. Courses will be taught by credentialed teachers engaged in the ongoing practice of instructional and curricular development, evaluation, and improvement. Students will learn in facilities that are clean, safe, and well maintained, and will have access to the instructional materials best suited to maximizing learning outcomes.

An explanation of why the LEA has developed this goal.

DV Connect stakeholders believe that the foundation to an excellent education starts with the basic building blocks of our school. In order for students to continue to grow as well as to remain at the top of their educational game, our school needs to provide students with the facilities, materials, curriculum, and instruction that they need in order to maintain outstanding outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
The school will provide all students access to instructional materials and resources in print or electronic formats.	100% of students had access to instructional materials and resources in print or electronic formats in 2020-21.				100% of students will have access to instructional materials and resources in print or electronic formats.
Teachers will be appropriately assigned to their courses and students based on the credentials that they hold.	DV Connect had 2 total teacher misassignments (9.5%) in 2020-21.				100% of teachers are properly assigned.
Teachers and administrators will identify and monitor	100% of teachers participated in a reflective evaluation				95% of teachers will participate in a reflective evaluation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the ongoing individualized learning needs of each teacher.	process in 19-20, and of those teachers, 95% earned a positive evaluation.				process and earn a positive evaluation.
Teachers will have the opportunity to engage in professional learning time that allows them to reflect, generate, interpret, and disseminate outstanding instructional practices.	On the 2020-21 staff survey, 100% of staff indicate that they Agree or Strongly Agree that, "Leaders ensure time for reflection, generation, interpretation, and dissemination."				On the staff survey, at least 90% of staff will indicate that they Agree or Strongly Agree that, "Leaders ensure time for reflection, generation, interpretation, and dissemination."
Students will demonstrate success in their academic curriculum as evidenced by GPAs at or above a 2.0 each term.	92% of students achieved a 2.0 or above unweighted GPA in Fall 2020.				85% of students will remain above a 2.0 unweighted GPA each semester.
Students in need of intervention will have plans in place to support their learning before the end of the first semester each year.	100% of students in need of intervention in Fall 2020 had academic supports in place before Spring 2021.				100% of students in need of intervention in the fall semester will have academic supports in place prior to the spring semester.
Specialized academic plans (IEPs/504s) for already eligible students will be in place and communicated to teachers within 30 days of enrollment.	100% of newly enrolled IEP students, and 100% of incoming 504 students had Connect specific plans in place within 30 days of enrollment.				100% of eligible IEP or 504 plan students will have a formal DVS plan in place and communicated to their teachers within 30 days of enrollment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.	The school is safe, clean and well maintained per January 2021 facilities inspection overall rating of 'Exemplary' as well as 100% positive student ratings on the Spring 2019 survey question 'Do you feel safe at school?'				Overall annual facilities inspection rating will remain Good or Exemplary. At least 95% of students will report feeling safe at school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Course materials	Students are provided with appropriate course materials necessary to ensure access to the curriculum.	$448,850.00	No
2	Teacher recruitment and credentialing support	Coordination of BTSA participation activities and mentors, teachers who have not cleared their credential are provided a BTSA program in order to do so and Da Vinci covers partial costs. Provide teacher assistance in transferring credential information. Providing support to intern credential holders or those from out of state in obtaining proper credentials. Hiring appropriately credentialed teachers and properly assigning them to courses and learners that they are qualified to teach.	$43,500.00	No
3	Teacher professional development	Teachers participated in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills, including math and equity conferences. Teachers will vertically plan curriculum with their grade level and/or department teams to ensure Common Core Standards	$172,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		are being met. Connect will provide CCSS-aligned instruction using integrated ELD and SDAIE instructional strategies, and will provide PD to teachers for examining achievement data and regularly reviewing progress. Support features are leveraged to support with language acquisition of EL students, appropriate modifications and accommodations for students with IEPs, and unduplicated student groups.		
4	Teacher preparation time	Teachers at Connect will be tasked with a lower total student load and be provided with more preparation time than a teacher in a traditional model. 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 extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in. Students will have access to before and access additional supports as needed to support their academic success. Unduplicated students will be intentionally reviewed and given priority in intervention and academic support opportunities.	$95,040.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Da Vinci Connect students and families will benefit from a school that is student-centered, inclusive, and caring. Connect is passionate about providing equity in our educational experience and involving parents in the development, progress monitoring, and reflection on their student's educational experience on campus.

An explanation of why the LEA has developed this goal.

DV Connect students will be most successful in a school where the diversity of their culture, experience, and interests are valued and celebrated. The stakeholders that support them need to be engaged in their goals, progress, and outcomes, as well as have voice in the decisions that impact the educational experience that their students receive.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Attendance at Student Led Conferences	The number of families attending SLCs in Fall 2019 was 99%.				The number of parents attending student led conferences will remain higher than 90% as measured by sign in logs and teacher feedback.
Parent Input in Decision Making	Spring 2019 parent surveys show that 85% of families believe that Connect is Good, Very Good, or Excellent at involving parents in decision-making processes.				At least 85% of families believe that DV Connect is Good, Very Good, or Excellent at involving parents in decision-making processes.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation in programs for unduplicated pupils	Fall 2020 parent survey responses to the question: 'I feel welcome to participate at this school' are 75% positive (Agree/Strongly Agree) for families whose primary language is other than English, and 90% positive for those who report being socio-economically disadvantaged.				At least 85% of families who are socio-economically disadvantaged and/or whose primary language is other than English, Agree or Strongly Agree that they feel welcome to participate at DV Connect.
ADA	2019-20 ADA was calculated from the first day of school until the last day of February due to COVID 19 closures. The 2019-2020 overall rate through the end of February 2020 was 98.38%.				DV Connect ADA will remain above 95%.
Chronic Absenteeism: DV Connect students will demonstrate low chronic absenteeism rates as an indicator of positive engagement in school.	On the 2019 CA Dashboard, 2% of students were chronically absent, a decrease of 2.4% from the previous year for a Blue color rating overall.				DV Connect will maintain a Blue or Green rating for the Chronic Absenteeism indicator on the CA School Dashboard.
Targeted Chronic Absenteeism:	On the 2019 CA Dashboard, 2.9% of				DV Connect will maintain a Blue or

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Socioeconomically disadvantaged and English Learners will have comparably low chronic absenteeism rates to their peers overall.	SED students were suspended at least once, a 2.3% decline from the previous year for a Green color rating for SED students. DV Connect had less than 11 EL students in 2018-19, which is not enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.				Green rating for both SED and EL student groups for the Chronic Absenteeism indicator on the CA School Dashboard.
Suspension Rate: DV Connect students will demonstrate low suspension rates as an indicator of positive engagement in school.	On the 2019 CA Dashboard, 0% of students were suspended at least once, a decrease of 1.2% from the previous year for a Blue color rating overall.				DV Connect will maintain a Blue or Green rating for the Suspension Rate indicator on the CA School Dashboard.
Targeted Suspension Rate: Socioeconomically disadvantaged and English Learners will have comparably low suspension rates to their peers overall.	On the 2019 CA Dashboard, 0% of SED students were suspended at least once, maintained from the previous year for a Blue color rating for SED students. DV Connect had less than 11 EL students in 2018-19, which is not				DV Connect will maintain a Blue or Green rating for both SED and EL student groups for the Suspension Rate indicator on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	enough students to have rates reported on the CA Dashboard for that year due to privacy concerns.				
Student Survey Responses: Diversity & Inclusion	Fall 2020 student surveys asked a new series of questions on diversity & inclusion. DV Connect students responded to these questions with a weighted average above 4 for all questions, where 4 represents frequently and 5 represents almost always.				Weighted averages for diversity & inclusion questions on the Fall student survey will remain above a 4 for all questions.
Student Survey Responses: Compassionate & Caring Learning Community	On the Spring 2019 student survey, where more than 98% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."				More than 85% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "The degree to which the school creates a compassionate and caring learning community."
Student Survey Responses: Environment of High	On the Spring 2019 student survey, where more than 92% of respondents choose				More than 85% of respondents choose 'good,' 'very good,' or 'excellent' on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Integrity, Respect, & Trust	'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."				annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent/ guardian engagement & communications	Da Vinci Connect will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post-secondary options. Families are provided with a calendar of events that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, college counseling meetings and other parent-centric events. Staff will continue to communicate via parent emails, and send home of messages and reminders via the computerized school phone system.	$95,115.00	Yes
2	Advisory & SEL curriculum	Creation and execution of an advisory curriculum that supports student's engagement and connection to other students and staff and supports their academic, behavioral, and college readiness success. Stipend will be paid for a teacher to plan and support advisory lessons, activities. Time will be dedicated to developing program needs, gathering lesson plans and activities for students, and disseminating curriculum to teachers.	$17,200.00	No
3	Counseling Staffing	Counselors, counseling interns, and social work interns will support students more effectively with a lower student to counselor ratio. DV	$120,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Connect will continue to staff at a lower student to counselor ratio in comparison to schools in California. DV Connect ensured a low student to counselor ratio on campus to increase overall student support, including for academics, socioemotional issues, and academic and behavioral support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.		
4	Extra-curricular activities	Students will have community dialogues that increase student morale. Extracurricular programs, athletics, and stipends or hourly wages for adults running programs will be offered.	$157,200.00	No
5	Assistant principal staffing	To ensure the academic success of low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents regarding academics, attendance, and discipline issues.	$155,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Da Vinci Connect will promote the achievement of all students in English Language Arts, particularly for low-income and English learner students, by working collaboratively with students, parents, teachers, and the community to review educational practices and research for the purpose of developing a more holistic definition of successful mastery and college readiness in this area, as well as identifying an evaluative approach that in future years will increase the readiness and opportunities available to our students upon graduation from high school.

An explanation of why the LEA has developed this goal.

To better serve our students and community and to ensure that each and every student has an equitable opportunity to develop and demonstrate a broader set of competency in English Language Arts that will increase their opportunities for success in college and/or career, we will partner with stakeholders to develop a more holistic definition of student success that includes not only state mandated CAASPP testing, but also more formative college prep testing via the NWEA MAP leading up to that as well. English Learners will continue to be annually evaluated on their progress on the Summative ELPAC, and growth will continue to be reported until students are eligible to be redesignated. We believe that involving and informing stakeholders, including students, parents, teachers and staff, about college readiness growth on the NWEA MAP and ELPAC throughout the process will increase trust, buy-in and increased engagement in the adopted definition of student success in English Language Arts. We, as a school and a community, are no longer content with the status quo of evaluating student success in English Language Arts on a single exam and resolve to do our utmost to ensure increased opportunities for our students to demonstrate mastery and college readiness in multiple ways.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will demonstrate proficiency on CAASPP tests in English according to state standards.	On the 2019 CA School Dashboard, DV Connect students scored 53.3 points above standard in ELA, an increase of 14.1 points from the year before, for a Blue overall dashboard rating.				DV Connect will maintain a Blue or Green rating in English Language Arts on the CA School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Socioeconomically disadvantaged students and English Learners will demonstrate proficiency on CAASPP tests in English at rates comparable to the school as a whole.	On the 2019 CA School Dashboard, our 28 SEL students at DV Connect scored 16.3 points above standard in English, but did not receive a color rating as fewer than 30 students were included. 16.3 points above standard puts that group into a High level, where all color ratings are Green or Blue. DV Connect only had four EL students test in 2019, which is not enough students to have scores reported on the CA Dashboard for that year.				DV Connect will maintain Blue or Green ratings for unduplicated subgroups in English Language Arts on the CA School Dashboard.
DV Connect students will demonstrate college readiness in English as evidenced by NWEA MAP scores in Language Arts: Reading.	Winter 2020 overall performance scores in Reading were Average, High Average, or High for all grade levels were above 80%.				80% of students in all grade levels will score Average, High Average, or High on the Reading NWEA MAP.
DV Connect students will demonstrate growth towards college readiness as measured by school conditional growth	In looking at Winter 2020 to Winter 2021 NWEA MAP growth in Math, all grade levels met or exceeded their				All grade levels will meet Schoolwide Grade-Level Norm Projected Growth on the Reading NWEA MAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
target attainment on NWEA MAP scores in Language Arts: Reading.	projected growth index.				
DV Connect EL students will make progress towards English Language Proficiency or maintain the highest ELPI level until they are eligible for reclassification.	On the 2019 CA School Dashboard, DV Connect did not have ELPI scores reported. The EL population was less than the minimum 11 students in 2018, baseline data is TBD.				DV Connect will maintain Blue or Green ratings for English Learner Progress on the CA School Dashboard.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Reading & ELA support & intervention programs	Students in need of English interventions will have access to intervention and support courses. Maintain and/or increase academic coaches and hours as needed to support students in ELA courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$45,720.00	Yes
2	College level English & writing supports	All students needing additional support to accomplish college coursework receive targeted instruction from a credentialed teacher in a class called "College Support." Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$200,000.00	Yes
3	English Language Arts curriculum & programs	Da Vinci Connect students will be provided with the appropriate English Language Arts curriculum and course materials necessary to ensure growth and success in ELA. Connect will review alignment of instructional materials to course offerings, maintain an annual	$5,900.00	No

Action #	Title	Description	Total Funds	Contributing
		inventory of instructional materials, and ensure adequate budget for instructional materials is in place.		
4	English Learner Supports & Coordinator	A Coordinator for English Language Learners will be assigned to monitor current EL student progress, as well as the academic status of RFEP students who transitioned from EL services within the last four years. English language development seminars for EL students working to make progress in proficiency will also be funded.	$77,325.00	Yes
5	NWEA MAP reading tests	To ensure success and growth for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, students will be offered the opportunity to take the NWEA MAP in grades TK-12 to ensure growth towards proficiency and college readiness. Teachers analyze student data from NWEA MAP tests and mastery based grading to implement proper interventions as well as measure student growth. Connect will carefully examine NWEA MAP scores, and review progress towards targets with instructional staff.	$7,000.00	No
6	MTSS Supports & Data Monitoring Costs	Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. Da Vinci Schools Data & Accountability staff work to support data collection, analysis, and structures to help ensure that high needs students have the interventions and resources that they need to be successful.	$43,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Da Vinci Connect will promote the achievement of all students in Mathematics, particularly for low-income and English learner students, by working collaboratively with students, parents, teachers, and the community to review educational practices and research for the purpose of developing a more holistic definition of successful mastery and college readiness in this area, as well as identifying an evaluative approach that in future years will increase the readiness and opportunities available to our students upon graduation from high school.

An explanation of why the LEA has developed this goal.

To better serve our students and community and to ensure that each and every student has an equitable opportunity to develop and demonstrate a broader set of competency in Mathematics that will increase their opportunities for success in college and/or career, we will partner with stakeholders to develop a more holistic definition of student success that includes not only state mandated CAASPP testing, but also more formative college prep testing via the NWEA MAP leading up to that as well. We believe that involving and informing stakeholders, including students, parents, teachers and staff, about college readiness growth on the NWEA MAP throughout the process will increase trust, buy-in and increased engagement in the adopted definition of student success in Mathematics. We, as a school and a community, are no longer content with the status quo of evaluating student success in Mathematics on a single exam and resolve to do our utmost to ensure increased opportunities for our students to demonstrate mastery and college readiness in multiple ways.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All students will demonstrate proficiency on CAASPP tests in Mathematics according to state standards.	On the 2019 CA School Dashboard, DV Connect students scored 23.3 points above standard in Math, an increase of 11.4 points from the year before, for a Green overall dashboard rating.				DV Connect will maintain a Blue or Green rating in Mathematics on the CA School Dashboard.
Socioeconomically disadvantaged	On the 2019 CA School Dashboard,				DV Connect will annually improve

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students and English Learners will demonstrate proficiency on CAASPP tests in Mathematics at rates comparable to the school as a whole.	our 28 SEL students at DV Connect scored 6.5 points below standard in Math, but did not receive a color rating as fewer than 30 students were included. 6.5 points below standard puts that group into a Medium level, where all color ratings are Yellow or Green depending on change. DV Connect only had four EL students test in 2019, which is not enough students to have scores reported on the CA Dashboard for that year.				CAASPP distance from standard scores in Math to earn and maintain Blue or Green ratings for unduplicated subgroups on the CA School Dashboard.
DV Connect students will demonstrate college readiness in Math as evidenced by NWEA MAP scores in Math.	Winter 2020 overall performance scores in Math were Average, High Average, or High for all grade levels were above 80% except for 6th grade where 78% of students performed at Average or above.				80% of students in all grade levels will score Average, High Average, or High on the Mathematics NWEA MAP.
DV Connect students will demonstrate growth towards college readiness as	Winter 2020 to Winter 2021 NWEA MAP growth in Math shows all grade levels met or				All grade levels will meet Schoolwide Grade-Level Norm Projected Growth on

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
measured by school conditional growth target attainment on NWEA MAP scores in Math.	exceeded their projected growth index except for 2nd grade, whose growth index was .46 below projected.				the Mathematics NWEA MAP.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mathematics support & intervention programs	Students in need of Mathematics interventions will have access to intervention and support courses. Maintain and/or increase academic coaches and hours as needed to support students in Math courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities.	$47,520.00	Yes
2	Math curriculum & programs	Da Vinci Connect students will be provided with the appropriate mathematics curriculum and course materials necessary to ensure growth and success in math. Connect will review alignment of instructional materials to course offerings, maintain an annual inventory of instructional materials, and ensure adequate budget for instructional materials is in place.	$33,000.00	No
3	NWEA MAP mathematics tests	To ensure success and growth for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, students will be offered the opportunity to take the NWEA MAP in grades TK-12 to ensure growth towards proficiency and college readiness. Teachers analyze student data from NWEA MAP tests and mastery based grading to implement proper interventions as well as measure student growth. Connect will carefully examine NWEA MAP scores, and review progress towards targets with instructional staff.	$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	MTSS Supports & Data Monitoring Costs	Through the use of a Multi-Tiered Systems of Support (MTSS) framework, students who are identified as needing academic and/or behavioral supports will be provided with interventions in appropriate tiers. Da Vinci Schools Data & Accountability staff work to support data collection, analysis, and structures to help ensure that high needs students have the interventions and resources that they need to be successful.	$43,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	Da Vinci Connect graduates will all have the opportunity to practice and develop the 21st century skills and habits of heart and mind necessary to be prepared for career and college opportunities after high school, graduate as life-long learners, and be passionate about their personal interests and successes as they leave Connect prepared for their college experiences and careers in their lives beyond graduation.

An explanation of why the LEA has developed this goal.

The state of California has only begun to establish standardized definitions of "student success" or "college and career readiness." As such, the metrics included in the CA School Dashboard and the UC/CSU A-G requirements have become the de facto definition of success. At Da Vinci Connect, these metrics are only the beginning of the definition. Stakeholder feedback has noted that, while necessary, these measures simply are not sufficient to describe the broad-reaching skills, competencies, qualities, and mindsets young people will need to be successful in college, career, and civic life. Students must also be able to demonstrate 21st century skills (critical thinking & problem solving, communication, initiative, leadership, use of academic language, use of technology), social-emotional skills & habits of mind (accountability, connection, collaboration, evidence, integrity, quality), career and real-world learning opportunities, civic engagement, and more in order to be truly ready for life beyond high school. College course completion in high school is also a critical component of our model, and it is our goal that all students leave high school with college credits earned at no cost to students or their families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Cohort graduation rate: DV Connect students will graduate within 4 years of starting high school.	DV Connect will graduate our first cohort of high school students in 2022, baseline data TBD.				Cohort graduation rate (including DVX students) will be Very High by state standards (at least 95%).
Cohort Dropout rate: DV Connect students will remain enrolled in school through graduation.	DV Connect will graduate our first cohort of high school students in 2022, baseline data TBD.				The dropout rate will remain less than 2%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
All DV Connect graduates will demonstrate college and career readiness.	DV Connect will graduate our first cohort of high school students in 2022, baseline data TBD.				DV Connect will maintain a Blue or Green rating on the College & Career indicator on the CA School Dashboard.
Socioeconomically disadvantaged students and English Learners will demonstrate college and career readiness at rates comparable to the school as a whole.	DV Connect will graduate our first cohort of high school students in 2022, baseline data TBD.				DV Connect will maintain a Blue or Green rating for unduplicated student groups on the College & Career indicator on the CA School Dashboard.
All DV Connect high school students will earn college credits prior to graduation.	DV Connect will graduate our first cohort of high school students in 2022, baseline data TBD.				100% of DV Connect students will earn college credit for at least one course prior to graduation.
All DV Connect high school students will have access to a broad course of study	DV Connect will graduate our first cohort of high school students in 2022, baseline data TBD.				DV Connect will maintain A-G course eligibility rates above 90%.
All DV Connect K-8 students will have access to a broad course of study	100% of K-8 students receive instruction in math, language arts, and project based social studies and science.				100% of K-8 students receive instruction in math, language arts, and project based social studies and science.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credit recovery/ Summer School	DV Connect will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at-risk students. These courses and sections should increase the graduation rate and decrease the dropout rate as students receive needed credits to be on a path toward graduation. Summer school courses will be made available in core content area courses as determined by student needs. Unduplicated students will be targeted for interventions and given priority on recovery opportunities.	$48,800.00	Yes
2	College courses & counseling	College courses will be offered to as many students as possible, and priority and focus will be given to unduplicated students who traditionally have lower college going and college success rates than their peers. College counselors will work with students to communicate college course opportunities and support college course enrollment. Textbook purchases for courses offered on campus by local Community Colleges.	$194,000.00	Yes
3	Career exploration	The real world learning programs at Da Vinci Schools bridge the gap between the classroom and the workplace in order to get students to and through college and into careers that they love. Real world learning (RWL) programs provide students with the skills needed in the workplace through industry partner-supported learning experiences such as project support, internships, mentorship, workshops, tours, and teacher professional development. Naviance is a college and career program that further connects student strengths and interests directly to career exploration tools that are in turn connected to college majors and specific colleges strong in those areas. Students are able to research, track, and save careers and colleges that interest them, as well as their college applications and scholarships.	$33,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
4.5%	279168

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

Required Descriptions

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

Teacher professional development/ Teacher preparation time: Based on baseline data, and despite blue/green ratings for unduplicated student groups, Connect acknowledges that achievement gaps in ELA and Math CAASPP scores between unduplicated students and all students exist as the distance from standard scores in both areas are lower for unduplicated groups than for all students. Teachers participated in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills, including math and equity conferences. Teachers will vertically plan curriculum with their grade level and/or department teams to ensure Common Core Standards are being met. Connect will provide CCSS-aligned instruction using integrated ELD and SDAIE instructional strategies, and will provide PD to teachers for examining achievement data and regularly reviewing progress. Support features are leveraged to support with language acquisition of EL students, appropriate modifications and accommodations for students with IEPs, and unduplicated student groups. Teachers at Connect will be tasked with a lower total student load and be provided with more preparation time than a teacher in a traditional model. 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 extra time will be spent developing real world project based, common core guided curriculum. This extra prep time and lower student load aligns with research showing that while class size has a very small effect on student performance, overall student load has a large effect. This system also imitates international systems such as Japan's, where teachers are given much more time to plan, reflect and work with job-alike peers to develop strong curriculum with professional and individual buy-in. Students will have access to before and access additional supports as needed to support their academic success. Unduplicated students will be intentionally reviewed and given priority in intervention and academic support opportunities. Based on the extensive work planned, we expect CAASPP achievement gaps to narrow as we move through the next three years.

Parent/ guardian engagement & communications: Baseline parent survey data shows that only 75% of families who self-identify as speaking a language other than English believe that they feel welcome to participate at the school. While the rate is currently higher for socio-

economically disadvantaged students at 90%, DV Connect is still concerned that parent engagement and involvement for unduplicated families could improve until at least 85% of families from all groups feel positive about participating in the school. Da Vinci Connect will increase parent participation, input, and involvement through expanded activities including parent nights focused on academics, college preparatory advising, and access to post-secondary options. Families are provided with a calendar of events that is posted and updated on the school website. The school and Da Vinci Schools blogs also provide information regarding parent involvement opportunities, college counseling meetings and other parent-centric events. Staff will continue to communicate via parent emails, and send home of messages and reminders via the computerized school phone system. Based on this area of focus, we expect our positive survey results for families of unduplicated students to rise above the 85% mark.

Counseling Staffing/ Assistant principal staffing: While no current disparity exists between unduplicated student groups and their peers in suspension data, a small gap of .9% does appear in Chronic Absenteeism. DV Connect seeks to narrow that gap and ensure that the positive trends continue by focusing our attention on keeping unduplicated students engaged in positive ways. Counselors, counseling interns, and social work interns will support students more effectively with a lower student to counselor ratio. DV Connect will continue to staff at a lower student to counselor ratio in comparison to schools in California. DV Connect ensured a low student to counselor ratio on campus to increase overall student support, including for academics, socioemotional issues, and academic and behavioral support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils. To ensure the academic success of these same groups, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents regarding academics, attendance, and discipline issues. Based on the work of our counseling team, we expect that our suspension rates for unduplicated groups will remain equivalent to the overall rate, and that our attendance rates will remain high.

Reading & ELA support & intervention programs/ Mathematics support & intervention programs/ Credit recovery/ Summer School: Based on baseline data, and despite blue/green ratings for unduplicated student groups, Connect acknowledges that achievement gaps in ELA CAASPP scores between unduplicated students and all students exist as the distance from standard scores in that area is lower for unduplicated groups than for all students. Students in need of English interventions will have access to intervention and support courses. Maintain and/or increase academic coaches and hours as needed to support students in ELA courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities. Students in need of Mathematics interventions will have access to intervention and support courses. Maintain and/or increase academic coaches and hours as needed to support students in Math courses and outcomes. Unduplicated students will be intentionally reviewed and given priority in intervention opportunities. DV Connect will create and expand credit recovery courses within the school year as well as create additional sections for teachers (at the cost of a stipend) in order to differentiate and shrink some classes where we see the most need for our at-risk students. These courses and sections should increase the graduation rate and decrease the dropout rate as students receive needed credits to be on a path toward graduation. Summer school courses will be made available in core content area courses as determined by student needs. Unduplicated students will be targeted for interventions and given priority on recovery opportunities. Based on the extensive work planned, we expect CAASPP achievement gaps to narrow as we move through the next three years.

College level English & writing supports College courses & counseling: Based on baseline data, and despite blue/green ratings for unduplicated student groups, Connect acknowledges that achievement gaps in ELA and Math CAASPP scores between unduplicated students and all students exist as the distance from standard scores in both areas are lower for unduplicated groups than for all students which may impact their college readiness and access and that historically underserved student groups will likely need additional resources to ensure their college and career readiness. All students needing additional support to accomplish college coursework receive targeted instruction from a credentialed teacher in a class called "College Support." Unduplicated students will be intentionally reviewed and given

priority in intervention opportunities. College courses will be offered to as many students as possible, and priority and focus will be given to unduplicated students who traditionally have lower college going and college success rates than their peers. College counselors will work with students to communicate college course opportunities and support college course enrollment. Textbook purchases for courses offered on campus by local Community Colleges. Based on the extensive work planned, we expect CAASPP achievement gaps to narrow as we move through the next three years.

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

Low income, English Learners, and foster and homeless youth are some of the most vulnerable populations in the educational system today. This LCAP has taken into account the considerations and recommendations of our stakeholders, as well as taken a hard look at the inequities present in our baseline data, and seeks to find a multi-faceted solution to a complex set of challenges faced by students with diverse and individualized needs. In our review of previous services, actions, and results, we feel that critical changes needed to be made in the way that we assess and support our highest needs students. Based on our collaborative effort, we've added additional early diagnostic screeners and reading and math software to ensure that we catch struggling students sooner and close any educational gaps faster. This LCAP increases MTSS supports to help ensure ongoing progress monitoring throughout the school year to ensure that we are continuously aware and reflective on what's happening in our classrooms and able to be more responsive to immediate needs as they arise with additional academic coaches and paraprofessionals. This LCAP adds additional formative assessment opportunities to ensure that we're assessing academic progress in multiple ways in every grade level as well, rather than relying on a single CAASSP exam at the end of 11th grade to tell us how our students are doing. Our highest needs populations will also be better served behaviorally and socio-emotionally with additional counselors and administrative staff and professional learning opportunities for all staff that are focused on restorative practices, diversity/equity/inclusion, culturally relevant instructional practices and trauma informed care. Finally, we realize that the gaps that students face are not just in their high school experiences and not just limited to academics, so this LCAP has also added critical college and career exploration, experiences, and supports that will be most effective in serving our foster, homeless, English Learner, and low-income students who may not have the resources or social capital to access these opportunities without the additional supports that we provide. The increased and improved services outlined in this LCAP exceed the supplemental funds provided to us to serve our highest needs student populations, but because we prioritize their success and because these services are critical to that outcome, this LCAP allocates additional general funds, in addition to the designated supplemental funds, to these increased and improved actions as well.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$2,074,059.00			$16,611.00	$2,090,670.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,489,580.00	$601,090.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Course materials	$448,850.00				$448,850.00
1	2	All	Teacher recruitment and credentialing support	$43,500.00				$43,500.00
1	3	English Learners Foster Youth Low Income	Teacher professional development	$155,389.00			$16,611.00	$172,000.00
1	4	English Learners Foster Youth Low Income	Teacher preparation time	$95,040.00				$95,040.00
2	1	English Learners Foster Youth Low Income	Parent/ guardian engagement & communications	$95,115.00				$95,115.00
2	2	All	Advisory & SEL curriculum	$17,200.00				$17,200.00
2	3	English Learners Foster Youth Low Income	Counseling Staffing	$120,000.00				$120,000.00
2	4	All	Extra-curricular activities	$157,200.00				$157,200.00
2	5	English Learners Foster Youth Low Income	Assistant principal staffing	$155,000.00				$155,000.00
3	1	English Learners Foster Youth Low Income	Reading & ELA support & intervention programs	$45,720.00				$45,720.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	College level English & writing supports	$200,000.00				$200,000.00
3	3	All	English Language Arts curriculum & programs	$5,900.00				$5,900.00
3	4	English Learners	English Learner Supports & Coordinator	$77,325.00				$77,325.00
3	5	All	NWEA MAP reading tests	$7,000.00				$7,000.00
3	6	All	MTSS Supports & Data Monitoring Costs	$43,500.00				$43,500.00
4	1	English Learners Foster Youth Low Income	Mathematics support & intervention programs	$47,520.00				$47,520.00
4	2	All	Math curriculum & programs	$33,000.00				$33,000.00
4	3	All	NWEA MAP mathematics tests	$7,000.00				$7,000.00
4	4	All	MTSS Supports & Data Monitoring Costs	$43,500.00				$43,500.00
5	1	English Learners Foster Youth Low Income	Credit recovery/ Summer School	$48,800.00				$48,800.00
5	2	English Learners Foster Youth Low Income	College courses & counseling	$194,000.00				$194,000.00
5	3	All	Career exploration	$33,500.00				$33,500.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,233,909.00	$1,250,520.00
LEA-wide Total:	$1,156,584.00	$1,173,195.00
Limited Total:	$77,325.00	$77,325.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Teacher professional development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,389.00	$172,000.00
1	4	Teacher preparation time	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,040.00	$95,040.00
2	1	Parent/ guardian engagement & communications	LEA-wide	English Learners Foster Youth Low Income	All Schools	$95,115.00	$95,115.00
2	3	Counseling Staffing	LEA-wide	English Learners Foster Youth Low Income	All Schools	$120,000.00	$120,000.00
2	5	Assistant principal staffing	LEA-wide	English Learners Foster Youth Low Income	All Schools	$155,000.00	$155,000.00
3	1	Reading & ELA support & intervention programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$45,720.00	$45,720.00
3	2	College level English & writing supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$200,000.00	$200,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	4	English Learner Supports & Coordinator	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$77,325.00	$77,325.00
4	1	Mathematics support & intervention programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$47,520.00	$47,520.00
5	1	Credit recovery/ Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,800.00	$48,800.00
5	2	College courses & counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	$194,000.00	$194,000.00

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

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

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA Name
Da Vinci Connect

CDS Code:
19768690128728

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity 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 LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides 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 LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Da Vinci Connect (DV Connect) LCAP 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 LCAP. The DV Connect LCAP is arranged by three overarching areas of influence established by the LCAP 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 teachers and required materials, and programs and courses that ensure students are college and career ready.
2. 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.
3. 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.

Federal title dollars work in conjunction with state supplemental dollars to enhance the supplemental actions which are organized as Multi-Tier Systems 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 actions to support these areas are: homeschool curriculum and workshops to support students during at-home learning (Goals 1 and 2), increase parent outreach and education (Goal 2, 3 and 4), provide students with school culture that is safe and supports students learning (Goal 3) and maintain targeted support services to address high need students ELD, Mathematics, and Language Arts through diagnostic testing, small group instruction, summer school, preparation of supplementary materials, student success coaches, low teacher/pupil ratio (Goals 1, 3 and 4). The LCAP is intended to be a living and working document. The federal dollars are reviewed with the district's LCAP committee and staff each year along with feedback shared through each school site's annual needs assessment and school-wide family surveys. The district reports to the school board regarding the Consolidated Application for federal funds each school year.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

LCAP actions are determined by needs assessments and data analysis aimed at isolating causal factors for poor performance. Stakeholders review data and develop action plans to address those needs. Stakeholder groups include parents, students, community members, staff members, and employee groups. Formal stakeholder input and structure from high-risk groups is ensured through School Site Council. Monitoring metrics are found throughout the LCAP attached to each of the major goals. Once needs are identified, qualifying funding is assigned to carry out the action. Federal funding is placed alongside state funding to enhance various actions.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The percentage of Free and Reduced Priced Meals is used as the poverty criteria for Title I, Part A. Da Vinci Connect is a charter school that conducts a public lottery to determine attendance admissions.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities 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.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Da Vinci Connect noted a disparity between the general population of students and socioeconomically disadvantaged students in English Language Arts and Math state test scores in Spring 2019 (most recent results) and thus increased curriculum and supports for students during the 2019-20 school year. All students are taught by effective, experienced and highly qualified teachers. Additionally, a Parent Educator Support Specialist teacher is on staff to ensure parents receive support when they are unable (or challenged) to support their students during homeschool learning. We use Multi-Tier Systems of Support and a Student Success Team process. The district has established policies and procedures in hiring practices that require all teachers be fully credentialed and working in their area of authorization.

Parent and Family Engagement
ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Da Vinci Connect hired a bilingual enrollment coordinator in order to ensure that all families have access to bilingual services and communication. Additionally, the coordinator ensures that families inquiring about and registering for our program understand the supports/services we offer and that they have access to. Additionally, Connect's Parent Educator Support Specialist ensures that students receive robust homeschooling support from parents by offering individual and group supports.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Da Vinci Connect has engaged in meaningful consultation with parents at every school through our Local Control Accountability Plan Committee (LCAP). At each site, the SSC develops a needs assessment for their school that drives the development of DV Connect LEA/Single 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 DV Connect LEA/SPSA is evaluated by its respective site, and a new plan is developed and approved by the Board of Trustees. Through the LEA/SPSA, SSCs develop and implemented effective parent and family engagement strategies and programs focused on access to instruction (math, English-Language Arts, science), safety, and technology.

LCAP Plan committee (LCAP) to ensure the sites are providing appropriate supports to students and a thoughtful and relevant parent engagement program. A portion of DV Connect 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. As a homeschooling program that supports a diverse community of learners, we have focused our attention and funding on supporting students via their parents by offering robust homeschool curriculum and a network of supports including a multi-tier system of supports implemented school-wide, a Student Success Team process for intervention purposes, robust academic and social-emotional counseling and increased classroom aide supports.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Da Vinci Connect provides Title I services to Title 1 students. These services include targeted homeschool and at-school curriculum, tutoring by teachers when needed, a rigorous student success team process that works directly with parents to identify needs and services and remedial instruction when needed.

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

When enrolling a student in Da Vinci Connect, 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.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
  (A) coordination with institutions of higher education, employers, and other local partners; and
  (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I funding will be utilized to ensure all students successfully transition from their previous schools (whether traditional schools or homeschooling) to Connect and also from Connect to high school following their middle school experience. This includes workshops for parents and students, tours to the Da Vinci high schools and informational sessions to help parents and students understand the middle and high school experience and expectations.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

  (A) assist schools in identifying and serving gifted and talented students; and
  (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I funding is not utilized for GATE services to students identified as gifted and talented, or for direct library services. However, DV Connect offers increased access to technology and curriculum 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 and parent education meetings reinforce both safety and access to learning via technology. Instructional practices using digital learning are evaluated using state standardized testing results in which significant improvement is continually verified.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Da Vinci Connect does not participate in Title I Part D.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement
ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers are provided with 24 days of rigorous professional development annually. These days include curriculum development, identification of instructional needs, shared best practices and visits to schools where we can learn new strategies. DV Connect staff also works together to understand and implement effective curriculum to support students both at school and during homeschool.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Funding will be used to support rigorous homeschool and at-school learning via curriculum resources that include data tracking to ensure use at home and progress is made. Staff will undergo professional development directly from curriculum companies as well as based on best practices developed by staff.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The homeschool curriculum purchased to directly target this funding includes data on student usage and proficiency. Staff will learn how to analyze that data and provide targeted support to students (and their homeschooling parents) in order to maximize the effectiveness of the curriculum and target student areas of growth.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Da Vinci Connect does not participate in Title III Part A.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In accordance with ESEA section Section 4107; Da Vinci Connect will use funds to provide students with enriching curriculum options including makerspace and art as well as middle school electives such as rock band, technology/digital citizenship and art. Our philosophy reflects the important of a well-rounded curriculum and ensuring students have access to project-based learning that incorporates interdisciplinary curriculum including integration of enriching learning opportunities beyond the core curriculum is a significant part of student learning.