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

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

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

Goal 1

DVIA students will be provided with access to the facilities, teachers and materials necessary for learning.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator SBAC results. **19-20** Improve to 56% of students showing proficiency in Math and 67% of students showing proficiency in ELA on SBAC tests. **Baseline** SBAC test results show that 53% of students were proficient in math and 64% of students were proficient in English language arts.	2019 SBAC results show that 76% of students were proficient in English Language Arts, and 60% of students were proficient in Math. GOAL MET
Metric/Indicator Internal audit for curriculum access for all students. **19-20** Audit will find that 100% of students will have access to instructional materials in print or electronic formats. **Baseline**	In 2019-20 100% of students have access to instructional materials in print or electronic format. GOAL MET

Expected	Actual
100% of students have access to instructional materials in print or electronic format.	
Metric/Indicator Audit findings for teacher assignments. **19-20** Audit will find that 100% of teachers are properly assigned. **Baseline** 100% of teachers are properly assigned (0 teacher misassignments).	In 2019-20 95% of teachers are properly assigned (2 teacher misassignments). GOAL NOT MET
Metric/Indicator Annual facilities inspection and student and parent safety survey results. **19-20** Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained. **Baseline** The school is safe based on Fall 2016 and Spring 2017 student and parent survey responses where 98% of students and parents reported feeling safe on campus. Facilities are clean, and well maintained based on January 2017 campus inspection with a "Good" overall rating.	In the Spring 2019 student survey, 79% of students reported feeling safe "all of the time" and 21% reported feeling safe "most of the time." Additionally, facilities are clean and well maintained based on January 2020 campus inspection with an "Exemplary" overall rating. GOAL MET

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students will all have year-long access to online and print supplemental materials which will provide curriculum and assessment for students at their own individualized pace.	Curriculum for at-home learning for 435 students 4000-4999: Books and Supplies Base 42,000	Curriculum for at-home learning for 435 students 4000-4999: Books and Supplies Base 70,977

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

To meet the needs of targeted students, including low-income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils, students will have year-long access to math and Language Arts curriculum with supports in place to train parents in how to use said curriculum.
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	Curriculum for at-home learning 4000-4999: Books and Supplies Supplemental 3,000	Curriculum for at-home learning 4000-4999: Books and Supplies Supplemental 3,000

Properly trained, certified, and highly qualified classroom aides will be hired to support students with behavioral needs and learning disabilities.	Trained (based on individual student needs) classroom aides will be hired to accommodate student needs 1000-1999: Certificated Personnel Salaries Base 50,000	Trained (based on individual student needs) classroom aides will be hired to accommodate student needs 1000-1999: Certificated Personnel Salaries Base 50,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Preparing refurbished campus for use by K-8 students (previous tenants were high schoolers) will occur in 2019-2020. This will include purchasing/installing portable classroom-style bathrooms, new flooring and painting, upgraded air conditioning and electrical maintenance.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	plumbing, electrical, construction. 5000-5999: Services and Other Operating Expenditures Base 250,000
	
	plumbing, electrical, construction. 5000-5999: Services and Other Operating Expenditures Other 0
		plumbing, electrical, construction. 6000-6999: Capital Outlay Base 217,257
		
		plumbing, electrical, construction. 6000-6999: Capital Outlay Other 949,603

Teachers will participate in professional development activities both on and off campus to increase their ability to integrate Common Core Standards with 21st Century Skills.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Teacher PD 5800: Professional/Consulting Services and Operating Expenditures Base 1,000	Teacher PD 5800: Professional/Consulting Services and Operating Expenditures Title II 4805

Goal Analysis

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

All budgeted funds were used.

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

Curriculum for at-home learning was increased based on parent feedback. This enabled more targeted support for students with learning gaps. Academic coaches were used to provide academic support and intervention for individual and groups of students. Facility costs yielded an updated campus our students moved into in winter 2020, although those costs exceeded what we budgeted for.

Goal 2

Parents will be actively and authentically engaged in DVIA activities and decision-making processes.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                     Priority 5: Pupil Engagement (Engagement)
                     Priority 6: School Climate (Engagement)
                     Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Sign in sheets for Parent Educator Conferences and teacher workshops/meetings to support parent educators. Sign up sheets for POLs and SLCs; Exhibition attendance. **19-20** Goal: The number of parents attending student events will remain at 90% or higher as measured by sign-in logs and teacher reports of parent attendance. **Baseline** Percentage of parents attending mandatory student events in 2016-2017: 94%. 218 out of 220 families attended Exhibition and Presentations of Learning (99%).	The percentage of parents attending mandatory student events in 2019-20 averaged 95%. GOAL MET
Metric/Indicator Offerings of FAN meetings, LCAP meetings, Parent Educator Conference workshops, Parent Center and teacher workshops to support parent educators **19-20**	Parent participation data for 2019-20 was approximately 12 parents per meeting. We increased the variety of meetings including many more workshops to support parent educators and attendance at individual meetings remained consistent. Because we offer over 200 workshops and the topics represent a variety of topics and grade level range, attendance at each low but intentionally so. GOAL MET

Expected	Actual
Goal: Offer at least 50 meaningful parent participation opportunities including whole-community events, FAN meetings, LCAP meetings, parent educator conference days and individual workshops to support parent educators. **Baseline** Parent participation in committees and meetings increased by 6%. Parent participation in FAN meetings was 10 parents per meeting.	
Metric/Indicator Parent Survey Participation Rates **19-20** Goal: The percentage of parents completing twice-annual parent survey will increase from 50% to 51% **Baseline** Parent Survey participation rates (based on enrollment for Fall and Spring surveys) increased 3% from 41% in 2015-2016 to 44% in 2016-2017 (98 of 220 families participated).	The number of parents taking the Fall 2019 parent survey decreased to 127 (it was 150 in the Fall of 2018) and 94 in Spring 2019. Overall, 2019-20 parent survey participation rate is 56% and 20% (127 of 225 families and 44 out of 225 families). GOAL NOT MET

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

DV Connect will increase parent participation, input, and involvement through family activities workshops.
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	School Home Calling system, partial cost 5900: Communications Base 500
	
	Partial cost of website maintenance and learning management system 5900: Communications Base 2000
		School Home Calling system, partial cost 5800: Professional/Consulting Services and Operating Expenditures Base 500
		
		Partial cost of website maintenance and learning management system 5900: Communications Base 2000

DV Connect will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Staff will	Parenting and homeschool support workshops will be	Parenting and homeschool support workshops will be

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

reflect on parent needs, school mission and next steps to support parent educators and school community.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	provided to families (in person and online support). 1000-1999: Certificated Personnel Salaries Base 1000	provided to families (in person and online support). 1000-1999: Certificated Personnel Salaries Base 1000

DV Connect will continue to explore a variety of technologies to increase parent communication to all students. DV Connect will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home messages and reminders via the computerized school phone system. DV Connect will monitor efforts to increase parent engagement.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Partial cost of front office staff facilitating parent events and communication. 2000-2999: Classified Personnel Salaries Base 3000	Partial cost of front office staff facilitating parent events and communication 2000-2999: Classified Personnel Salaries Base 3000

DV Connect will offer 2-3 Parent Educator Conferences and 2-3 "Work Journal meetings" that engage parents in meaningful ways to support their homeschool experience.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Various costs of organizing a conference including facility rental, workshop presenters (consultants), materials and supplies and preparation materials. 5000-5999: Services and Other Operating Expenditures Base 3,500	Various costs of organizing a conference including facility rental, workshop presenters (consultants), materials and supplies and preparation materials. 5000-5999: Services and Other Operating Expenditures Base 3,500

Goal Analysis

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

All budgeted funds were used.

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

Constant Contact, website hosting for the K8 parent educator resource site and main Da Vinci Schools website plus web maintenance personnel costs, workshop materials for parent educators, front office staffing for communication all resulted in increased parent engagement. We even hosted our final Parent Educator Conference virtually when COVID hit. However, parent participation goals were not met as both the fall and spring survey response rates were lower than expected. This was particularly true during Spring 2020 and likely due to COVID. The staff remains proud of the fact that despite the challenges of 2020, we still held Celebrations of Learning, Student Led Conferences and a virtual Parent Educator Conference.

Goal 3

DVIA students will benefit from a school culture that is safe and supportive of their learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance rates. **19-20** Goal: Daily attendance for at-home and at-school learning will remain at or above 95.5% **Baseline** 2016-2017 daily attendance for at-home and at-school learning: 98.51%	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%. GOAL MET
Metric/Indicator Parent and student survey results. **19-20** Goal: On the annual student survey question concerning, "My relationships with teachers overall," more than 90% of respondents will choose 'good,' 'very good,' or 'excellent.' **Baseline** On the annual student survey question concerning, "My relationships with teachers overall," more than 98% of respondents choose 'good', 'very good', or 'excellent' on the Spring 2016 survey. In Spring 2017, the survey was not given to	On the Spring 2019 student survey, where more than 97% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "My relationships with teachers overall." GOAL MET

Expected	Actual
students but the parent survey reported that 94% of parents reported their children as having good, very good or excellent relationships with their teachers.	
Metric/Indicator Suspension and expulsion rates. **19-20** Goal: Da Vinci Connect will issue less than 4 out-of-school suspensions and 0 expulsions in the 2019-2020 school year. **Baseline** Da Vinci Innovation Academy issued 2 suspensions and no expulsions in the 2016-2017 school year.	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. GOAL MET

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Targeted: MTSS (Multi-Tier Systems of Support)
DV Connect will employ an experienced and qualified instructor who will focus on offering curriculum support to parents, model targeted intervention instruction to parents of at-risk students, and facilitate Student Success Team meetings as needed.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
	Partial RTI (response to intervention) compensation. 1000-1999: Certificated Personnel Salaries Supplemental 36,000	Partial RTI (response to intervention) compensation. 1000-1999: Certificated Personnel Salaries Supplemental 36,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
Student Engagement Plan. Creation of programs and events that support student's engagement and connection to other students and staff and supports their academic, behavioral, and high school readiness success. **For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:** **Students to be Served** All **Location(s)** All Schools	School events and staff professional development that encourages connectedness, engagement and academic/behavioral/social emotional success that will prepare students for high school and adult life. 5000-5999: Services and Other Operating Expenditures Base 1,000	School events and staff professional development that encourages connectedness, engagement and academic/behavioral/social emotional success that will prepare students for high school and adult life. 5000-5999: Services and Other Operating Expenditures Base 1,000
Counseling support DV Connect will employ a .75 FTE counselor to work with targeted students in one-on-one and small group settings to address the root causes of student behavioral problems in a pro-active way with the long term goal of creating habits and skills in students that enable them to self-regulate and manage their behavior.	Partial counselor salary 1000-1999: Certificated Personnel Salaries Supplemental 10,000	Partial counselor salary 1000-1999: Certificated Personnel Salaries Supplemental 10,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools		

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
	
	Students to be Served
	    English Learners
	    Foster Youth
	    Low Income
	
	Scope of Services
	    LEA-wide
	
	Locations
	    All Schools		

	Parent workshops will include topics appropriate and supportive for families supporting low-income pupils, English Learners, foster youth, and redesignated fluent English proficient pupils of all ages in developmentally appropriate ways to help create habits and skills in students that enable them to self-regulate and manage their behavior.
	
	For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
	
	Students to be Served
	    English Learners
	    Foster Youth
	    Low Income
	
	Scope of Services
	    LEA-wide
	
	Locations
	    All Schools
		Cost of guest speaker fees, curriculum acquisition and preparation, consultant fees and additional staffing to oversee events and support student learning while parents attend. 5000-5999: Services and Other Operating Expenditures Supplemental 1,000	Cost of guest speaker fees, curriculum acquisition and preparation, consultant fees and additional staffing to oversee events and support student learning while parents attend. 5000-5999: Services and Other Operating Expenditures Supplemental 1,000

Goal Analysis

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

All budgeted funds were used.

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

These funds were used to provide social emotional support for students via counseling services, parent workshops, professional development for staff, and support for parents and students via Connect's Parent Educator Support Specialist.

Goal 4

DVIA students will be provided with the services necessary to support their learning, growth, and successful transition to High School

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator IEP, SST, 504 Plan and CELDT records. **19-20** Goal: 89% of students identified as at risk based on their academic, language, health, or other needs will have a support plan in place within the first two months of attendance at DV Connect. **Baseline** 100% of students identified as at risk based on their academic, language, health, or other needs had a support plan in place within the first two months of attendance at DVIA.	In 2019-20, 100% of students identified as at risk based on their academic, language, health, or other needs had a support plan in place within the first two months of attendance at DV Connect. GOAL MET
Metric/Indicator Enrichment program registration processes.	While the Wednesday ("extra day") enrichment was discontinued in the Fall of 2018 (as was announced to families in the Spring of

Expected	Actual
Baseline 100% of students had access to course offerings through Da Vinci Innovation Academy's Enrichment Program.	2018), teachers delivered multi-disciplinary projects that integrated the arts and makerspace opportunities. Additionally, our art and makerspace teachers provided workshops for students and families throughout the year and middle school teachers provided a rotation of art, technology and music. GOAL PARTIALLY MET
Metric/Indicator Achievement gap analysis of SBAC scores. **19-20** Goal: Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional one percent from the previous year. **Baseline** Baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) for socioeconomically disadvantaged students in 2015 were 47% in ELA and 31% in Math. In 2016, the achievement gap for socioeconomically disadvantaged students decreased to non-existent in ELA (socioeconomically disadvantaged students out-performed their more advantaged peers by 3%), and increased to 40% in Math. SBAC scores for English Learners were not reported by the state for DVIA due to a small population count (fewer than 10 students). Based on internal data, baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) between Redesignated and English Learners and their English Only peers in 2016 were non-existent in both ELA and Math (English Learners & RFEP students out-performed their more advantaged peers by 2% in ELA and 13% in Math).	In 2019, the achievement gap for socioeconomically disadvantaged students on the ELA CAASPP was 41.98%. No official 2018 test scores were available, but based on internal data this rate rose from the previous year. GOAL NOT MET In 2019, the achievement gap for socioeconomically disadvantaged students was 53.75%. No official 2018 test scores were available, but based on internal data this rate rose from the previous year. GOAL NOT MET SBAC scores for English Learners were also not reported by the state for DV Connect due to a small population count (fewer than 10 students). Based on internal data, in 2019, the ELA SBAC achievement gap for our EL students as compared to their English Only peers increased 6% from 71% in 2018 to 77% in 2019. GOAL NOT MET Based on internal data, in 2019, the Math SBAC achievement gap for our EL students as compared to their English Only peers increased 3% from 58% in 2018 to 61% in 2019. GOAL NOT MET
Metric/Indicator CELDT/ELPAC scores. **19-20**	ELPAC scores for English Learners were not reported by the state for DV Connect due to a small population count (fewer than 10 students). Based on internal data, 71% (5 of 7) English learners made annual progress in learning English as determined by their

Expected	Actual
Goal: 69% of ELLs will grow one level according to their overall CELDT/ELPAC score. **Baseline** English learners have remained stable over the last three years in meeting the CELDT criterion with a 50% proficiency rate in the last two years.	achievement of a score of Moderately or Well Developed (3-4) on the 2019 ELPAC. GOAL IN PROGRESS
Metric/Indicator Presentation of Learning pass rates. **19-20** Goal: 86% of students will pass their 'Presentation of Learning' on their first attempt. **Baseline** 99.6% of students passed their Presentation of Learning on their first attempt.	97% of students passed their Presentations of Learning on the first attempt and of those who did not, 99.6% (all but one student) re-presented to achieve proficiency. GOAL MET

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
MTSS (Multi-Tier Systems of Support) DV Connect will employ an experienced and qualified Parent Educator Support Specialist teacher who will support students (via their parent educators) with access to curriculum, instructional strategies and also facilitate the Student Success Team process as needed in order to ensure students receive the support they need both at home and at school.	Parent Educator Specialist salary. 1000-1999: Certificated Personnel Salaries Base 33,000	Parent Educator Specialist salary. 1000-1999: Certificated Personnel Salaries Base 33,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Within their time on campus, students will receive access to projects, classes and workshops that will address extracurricular interests, important learning skills and preparation for high school.
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    English Learners
    Foster Youth
    Low Income
 	
Scope of Services
    LEA-wide
 	
Locations
    All Schools
	Partial cost: Contracted instructors, academic coach salaries and partial teacher salary for seminar class offerings and other extracurricular/enriching class and workshop offerings. 5800: Professional/Consulting Services and Operating Expenditures Supplemental 15,000	Partial cost: Contracted instructors, academic coach salaries and partial teacher salary for seminar class offerings and other extracurricular/enriching class and workshop offerings. 2000-2999: Classified Personnel Salaries Supplemental 15,000

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
    All
 	
Location(s)
    All Schools		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Academic coach support to ensure more individualized attention to students preparing for "show what you know" experiences such as class presentations, Exhibition and Presentations of Learning.
 	
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   All
 	
Location(s)
   All Schools
 	
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
 	
Students to be Served
   English Learners
   Foster Youth
   Low Income
 	
Scope of Services
   LEA-wide
 	
Locations
   All Schools
	academic coach salary 2000-2999: Classified Personnel Salaries Supplemental 5,621	academic coach salary 2000-2999: Classified Personnel Salaries Supplemental 5,621

Goal Analysis

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

All budgeted funds were used.

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

These funds were used to ensure all parents received instructional support from Connect K8's Parent Educator Support Specialist, including general/universal supports, target supports and intensive supports (which also includes a Multi-Tier Systems of Support SST process). Academic Coaches were used support students with their learning and art and makerspace instruction provided extracurricular opportunities.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1.01 In person offerings will begin with students who need additional support, including special education, foster youth, English Learner, and socio-economically disadvantaged students. Actions include safety measures to ensure physical distancing and adherence to Los Angeles County Department of Public Health guidance. (LCFF S & C)	42573	42753	Yes
1.02 PPE, outdoor tents, dividers, signage/social distance markers and furniture (equipment) (LLM)	15186	31745	Yes
1.03 Additional staffing to monitor the health and safety of students (part time vocational nurses or health aides) (LLM)	15186	15186	Yes
1.04 Additional custodial staffing and supplies for cleaning and sanitizing (LLM)	31,985	31985	No
1.05 Personnel to coordinate in person (socially distanced or otherwise) academic and social events (coaches, activities coordinator, art classes) (LCFF Base)	22,800	22800	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The only substantive differences were the costs incurred by COVID in order to provide safety measures such as outdoor learning spaces, signage, social distance markers and a few furniture items.

Analysis of In-Person Instructional Offerings

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

Da Vinci Connect was able to offer in-person learning when safety levels allowed for it due to our use of funds to make the campus safe, provide outdoor learning spaces, hire additional staffing to ensure supervision and provide additional custodial support.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
2.01 Technology resources have been provided to teachers and students to ensure full participation in distance learning (LLM)	15,185	153,273	No
2.02 School Supplies and Headphones for every student (distribution mid-Sept) (LCFF Base)	18,000	44,816	No
2.03 Curriculum support and professional development for parent educators (LCFF Base)	39,120	39,120	No
2.04 Academic Coach support for Targeted Intervention Students (LCFF S & C)	7,790	7,790	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

We spent more money than anticipated ensuring that every student receives the necessary technology to effectively participate in remote learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Every student received a device in order to participate in remote learning. Every student who needed wifi assistance received that as well as headphones. Students also received basic school supplies for home use. While some students still didn't engage (particularly with cameras on during synchronous learning) to the extend that we wishes, teachers were able to make connections with all students/families and troubleshoot any problems. This also includes the student and parent tech support line that was established by the central office.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
3.01 Academic Coach support as Targeted Intervention (LCFF S & C)	7,790	7,790	Yes
3.02 Para-educator 1-on-1 or small group support (LCFF S&C)	54,546	86,284	Yes
3.03 Parent Educator Support Specialist training/workshops/1-on-1 support sessions (LCFF Base)	39,120	39,120	No
3.04 Required "Lighthouse" attendance to support and ensure work completion (LCFF Base)	30,000	30,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

We used the amount of funds anticipated with the exception of additional paraeducator support required in order to support learners both at home and on campus, particularly during the hybrid phase of reopening.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Da Vinci Connect utilized academic coaches to provide targeted support to students at all grade levels. This included intervention math support at the K8 level, college readiness support for high school, specialized learning support for students with learning needs and an as-needed virtual "lighthouse" available to high school families needing "on demand" support or information when campus was closed due to COVID.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Connect offers a variety of counseling supports in order to ensure that mental health and social and emotional well-being is addressed. We have a K8 counselor, a high school academic counselor and a college and career counselor to ensure students' needs are met at all developmental levels. In addition, we have a school psychologist and various MFT interns to offer additional access to support as needed. Connect's Habits of Heart and Mind intentionally address equity, agency, collaboration and empathy. We offer students access to Inner Explorer for mindfulness support.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Connect hired an enrollment coordinator as an additional office manager in order to ensure increased accessibility to support and bilingual communication in the front office. We also ensured that the Parent Educator Support Specialist provides 1-on-1 support to parents as well as group workshops at the K8 level. All high school students are cohorted into Advisory groups in order to ensure they have a "home base" and an advocate looking out for their success. Additionally, we implemented an Activities Coordinator position to provide events such as virtual talent shows, parent evenings, movie nights, Esports team participation opportunities and more. We also have a Real World Learning Coordinator who ensures our students receive exposure and support with real world learning in 9th grade and up.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The initial plan for meal service during distance learning included breakfast and lunch as a "grab and go" from three sites in order to reach all students. We served from RISE-Hawthorne for the Wiseburn neighborhood student, also served from DV Connect to service the Del Air neighborhood students, and also served meals from the RISE New Earth campus. We did not serving at the 201 N. Douglas campus. Meal pick up at all sites was from 11:30 to 1:30 pm Monday through Friday. Students were welcome to pick up meals from any site. Students are expected to be present to pick up meals, however, a parent/guardian could pick up the meals if the student was unavailable. The person picking up must have brought either a student ID card or student ID number. Per health department guidance, masks were required, and students and staff kept 6 feet of physical distancing at all times. If a student was sick, a family member was able to come to collect the meal(s).

The State allowed for Da Vinci Schools to entered into an MOU with our charter authorizer Wiseburn Unified School District as of October 1, 2020 for the following reasons:

1. Both schools service the same families and neighborhoods. (Da Vinci is the High School of choice for WUSD who is only a K-8 district.)
2. Da Vinci is too far for students to walk to within the allotted lunch break were as WUSD are much closer to the neighborhood serviced.

To keep accountability with the State and be NSLP compliant Da Vinci agreed to let WUSD serve all students and for WUSD to be the only entity to submit reimbursement claims as of October 2020 and until students return to Da Vinci Schools. As of April 12, 2021 students returned to Da Vinci Schools and our MOU with the Wiseburn Unified School District ended. We are now servicing SSO to all our schools and have also opened up the Grab and Go service for students that may not be attending schools on certain days. The Grab and Go was served at our 201 N. Douglas campus through the end of the school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Pupil Participation and Progress)	4.01 School personnel implemented the Multi-Tier Systems of Support specifically to ensure that every child is considered when determining what we know about students, how we know it and what we do in response. The document developed in the 2019-2020 school year provides administrators with an "at a glance" look at every student school-wide. Teachers record every student as "universal," "targeted" or "intensive" based on academic and social emotional learning/behavioral needs. The system ensures that students who are "at promise," including foster youth, English Learners, and low-income students are identified, their progress is noted, multiple personnel (teacher, counselor, administrator) notice their needs and interventions are delivered when needed via the SST process or the targeted intervention academic coach support. Additionally, at the K-8 level, curriculum resources are allocated for intervention needs only and at the high school level, students have access to the "lighthouse" for just-in-time live/synchronous support between 8am and 5pm. At all grade levels, every teacher holds a minimum of 2 hours of Office Hours each week. (LCFF Base)	109,460	109,406	Yes

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

There were no substantive differences between the planned actions and budgeted expenditures.

Overall Analysis

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

Staff implemented a Multi-Tier Systems of Support including a shared document that all staff use to track student engagement and success. Students were categorized as needing "universal," "targeted" or "intensive" supports and those supports were adjusted as needed. Student Success Team meetings were held with a facilitator, administrator, teacher(s) and parent (and students when appropriate) to gather information and create action plans when needed. All teachers offered synchronous Zoom teaching to engage students and technology was used to increase participation.

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

Da Vinci Connect uses NWEA's MAP assessment at all grades TK-12 in order to determine student levels in math and reading. Teachers also use formative assessments and in the high school teachers implement mastery based grading. Teachers at all levels examine student "learning logs" and work samples as part of the independent study nature of the program. Academic coaches will be used for intervention purposes in order to support student learning, including learning loss.

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

There are no substantive differences between the actions and services identified and the outcomes for students. Almost all students passed classes and remained engaged even during remote learning.

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

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

Da Vinci Connect stakeholders met during School Site Council meetings throughout the year in order to reflect on LCAP goals, SPSA and LCP goals and the 2021-2022 through 2023-2024 LCAP. Stakeholders supported targeting social emotional learning, English Language Arts and mathematics in separate goals.

Instructions: Introduction

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

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

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

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

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

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	457,621.00	1,407,263.00
Base	387,000.00	382,234.00
Other	0.00	949,603.00
Supplemental	70,621.00	70,621.00
Title II	0.00	4,805.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	457,621.00	1,407,263.00
1000-1999: Certificated Personnel Salaries	130,000.00	130,000.00
2000-2999: Classified Personnel Salaries	8,621.00	23,621.00
4000-4999: Books and Supplies	45,000.00	73,977.00
5000-5999: Services and Other Operating Expenditures	255,500.00	5,500.00
5800: Professional/Consulting Services and Operating Expenditures	16,000.00	5,305.00
5900: Communications	2,500.00	2,000.00
6000-6999: Capital Outlay	0.00	1,166,860.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	457,621.00	1,407,263.00
1000-1999: Certificated Personnel Salaries	Base	84,000.00	84,000.00
1000-1999: Certificated Personnel Salaries	Supplemental	46,000.00	46,000.00
2000-2999: Classified Personnel Salaries	Base	3,000.00	3,000.00
2000-2999: Classified Personnel Salaries	Supplemental	5,621.00	20,621.00
4000-4999: Books and Supplies	Base	42,000.00	70,977.00
4000-4999: Books and Supplies	Supplemental	3,000.00	3,000.00
5000-5999: Services and Other Operating Expenditures	Base	254,500.00	4,500.00
5000-5999: Services and Other Operating Expenditures	Other	0.00	0.00
5000-5999: Services and Other Operating Expenditures	Supplemental	1,000.00	1,000.00
5800: Professional/Consulting Services and Operating Expenditures	Base	1,000.00	500.00
5800: Professional/Consulting Services and Operating Expenditures	Supplemental	15,000.00	0.00
5800: Professional/Consulting Services and Operating Expenditures	Title II	0.00	4,805.00
5900: Communications	Base	2,500.00	2,000.00
6000-6999: Capital Outlay	Base	0.00	217,257.00
6000-6999: Capital Outlay	Other	0.00	949,603.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	346,000.00	1,295,642.00
Goal 2	10,000.00	10,000.00
Goal 3	48,000.00	48,000.00
Goal 4	53,621.00	53,621.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$127,730.00	$144,469.00
Distance Learning Program	$80,095.00	$244,999.00
Pupil Learning Loss	$131,456.00	$163,194.00
Additional Actions and Plan Requirements	$109,460.00	$109,406.00
All Expenditures in Learning Continuity and Attendance Plan	$448,741.00	$662,068.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$54,785.00	$54,785.00
Distance Learning Program	$72,305.00	$237,209.00
Pupil Learning Loss	$69,120.00	$69,120.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$196,210.00	$361,114.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$72,945.00	$89,684.00
Distance Learning Program	$7,790.00	$7,790.00
Pupil Learning Loss	$62,336.00	$94,074.00
Additional Actions and Plan Requirements	$109,460.00	$109,406.00
All Expenditures in Learning Continuity and Attendance Plan	$252,531.00	$300,954.00