

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

DVC 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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Access to Instructional Materials</p> <p>19-20 Audit will find that 100% of students will have access to instructional materials in print or electronic formats.</p> <p>Baseline 100% of students had access to instructional materials in print or electronic formats in 2016-2017.</p>	<p>100% of students had access to instructional materials in print or electronic formats in 2019-2020. GOAL MET</p>
<p>Metric/Indicator Appropriate Teacher Assignment</p> <p>19-20 Audit will find that 100% of teachers are properly assigned.</p> <p>Baseline 100% of teachers were properly assigned (0 teacher misassignments) in 2016-2017.</p>	<p>100% of teachers were properly assigned in 2019-2020 (0 teachers were teaching outside of their area of expertise). GOAL MET</p>

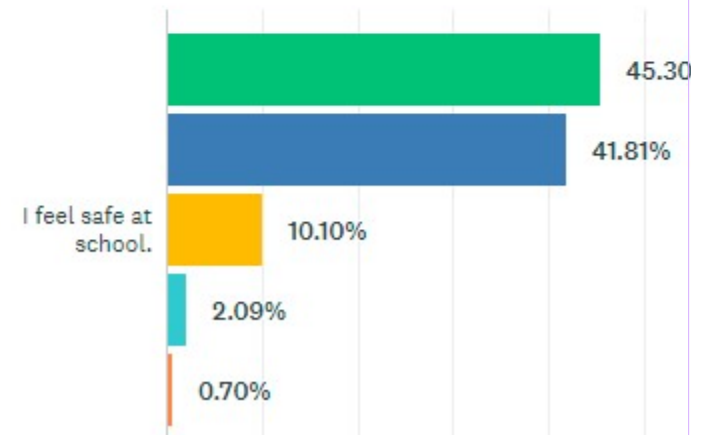
Expected	Actual																																			
	<table border="1"> <thead> <tr> <th data-bbox="1060 164 1539 207">Teacher Credentials for Da Vinci</th> <th data-bbox="1543 164 1619 207">18-19</th> <th data-bbox="1623 164 1698 207">19-20</th> <th data-bbox="1703 164 1778 207">20-21</th> </tr> </thead> <tbody> <tr> <td data-bbox="1060 211 1539 245">With Full Credential</td> <td data-bbox="1543 211 1619 245">21</td> <td data-bbox="1623 211 1698 245">26</td> <td data-bbox="1703 211 1778 245">27</td> </tr> <tr> <td data-bbox="1060 248 1539 282">Without Full Credential</td> <td data-bbox="1543 248 1619 282">2</td> <td data-bbox="1623 248 1698 282">0</td> <td data-bbox="1703 248 1778 282">0</td> </tr> <tr> <td data-bbox="1060 285 1539 319">Teaching Outside Subject Area of Competence</td> <td data-bbox="1543 285 1619 319">0</td> <td data-bbox="1623 285 1698 319">0</td> <td data-bbox="1703 285 1778 319">0</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th data-bbox="1060 362 1539 406">Teacher Credentials for Da Vinci</th> <th data-bbox="1543 362 1619 406">18-19</th> <th data-bbox="1623 362 1698 406">19-20</th> <th data-bbox="1703 362 1778 406">20-21</th> </tr> </thead> <tbody> <tr> <td data-bbox="1060 409 1539 443">With Full Credential</td> <td data-bbox="1543 409 1619 443">♦</td> <td data-bbox="1623 409 1698 443">♦</td> <td data-bbox="1703 409 1778 443">27</td> </tr> <tr> <td data-bbox="1060 446 1539 480">Without Full Credential</td> <td data-bbox="1543 446 1619 480">♦</td> <td data-bbox="1623 446 1698 480">♦</td> <td data-bbox="1703 446 1778 480">0</td> </tr> <tr> <td data-bbox="1060 483 1539 518">Teaching Outside Subject Area of Competence</td> <td data-bbox="1543 483 1619 518">♦</td> <td data-bbox="1623 483 1698 518">♦</td> <td data-bbox="1703 483 1778 518">0</td> </tr> </tbody> </table>				Teacher Credentials for Da Vinci	18-19	19-20	20-21	With Full Credential	21	26	27	Without Full Credential	2	0	0	Teaching Outside Subject Area of Competence	0	0	0	Teacher Credentials for Da Vinci	18-19	19-20	20-21	With Full Credential	♦	♦	27	Without Full Credential	♦	♦	0	Teaching Outside Subject Area of Competence	♦	♦	0
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<p>Metric/Indicator Annual Facilities Inspection Student Survey Results Related to Safety</p> <p>19-20 Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.</p> <p>Baseline The school is safe, clean, and well maintained per January 2017 facilities inspection overall rating of 'Good' as well as 95% positive student ratings on the 2015-2016 survey question 'Do you feel safe at school,' and 98% positive student responses to the question, 'Do you feel safe outside of school?'</p>	<p>The school is safe, clean and well maintained per January 2020 facilities inspection overall rating of 'Good' as well as 97% positive student ratings on the Fall 2020 survey question 'I feel safe at school.' GOAL MET</p>																																			

Expected

Actual

School Facility Good Repair Status (Most Recent Year)
 Year and month in which data were collected: January 2020

System Inspected	Repair Status	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
Overall Rating	Good	



Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Students will all have year-long access to online foreign language software that will provide curriculum and assessment for students at their own individualized pace.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Rosetta Stone Subscriptions: \$100 per student at 250 students 4000-4999: Books and Supplies Base 25,000</p>	<p>Rosetta Stone Subscriptions 4000-4999: Books and Supplies Lottery 11,385</p> <p>Rosetta Stone Subscriptions 4000-4999: Books and Supplies Title IV 10,000</p>
<p>Teacher recruitment and comprehensive interview process. Coordination of BTSA participation activities. Provide teacher assistance in transferring credential information.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Staff recruitment, hiring 5800: Professional/Consulting Services and Operating Expenditures Base 500</p>	<p>Staff recruitment, hiring 5800: Professional/Consulting Services and Operating Expenditures Base 500</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Professional development sessions involving industry trips for teachers, common core training and PBL training. 5800: Professional/Consulting Services and Operating Expenditures Base 14,000</p>	<p>Professional development sessions involving industry trips for teachers, common core training and PBL training. 5800: Professional/Consulting Services and Operating Expenditures Title II 3,050</p> <p>Professional development sessions involving industry trips for teachers, common core training and PBL training. 1000-</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teachers at DVC will be tasked with a lower total student load and be provided with double the preparation time as a teacher in a traditional 5 out of 6 period 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.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Partial cost of 6.5 Teachers at 60,000 average salary plus benefits 1000-1999: Certificated Personnel Salaries Supplemental \$271,725</p>	<p>1999: Certificated Personnel Salaries Base 9,400</p> <p>Partial cost of 6.5 Teachers at 60,000 average salary plus benefits 1000-1999: Certificated Personnel Salaries Supplemental 271,725</p>

Goal Analysis

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

Estimated actual expenditures closely matched budgeted expenditures, all Actions/Services were implemented with the funds budgeted. A slight difference in Rosetta Stone spending was re-allocated to additional curriculum in other subject areas.

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

Overall, expenses were largely personnel and materials driven. Our staffing model was executed as planned, and we purchased foreign language software as well as physics and engineering supplies for our transition to a deeper learning math teaching model. Our personalized model is designed to develop close teacher/student relationships, most beneficial to low income and at-risk students, specifically students who have fewer close adult relationships with professional mentors in their lives. With this model, we hire teachers above the average 30:1 staffing ratio with 5 of 6 periods teaching. This results in a personalized experience for our students, most benefiting students from low income backgrounds.

Goal 2

DVC students will be provided with the services necessary to support their learning and successful completion of high school.

State and/or Local Priorities addressed by this goal:

State Priorities: 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
<p>Metric/Indicator Cohort Graduation Rate</p> <p>19-20 Cohort graduation rate (including DVX students) of at least 97%.</p> <p>Baseline Cohort graduation for the class of 2017 not yet reported.</p>	<p>Da Vinci Communications students have the option to postpone earning their diploma and enroll in Da Vinci Extension (DVX), Da Vinci's 13th year early college program established in 2015. 2 students from the class of 2019 (3.1% of the cohort) elected to enroll in DVX, which if added to our 90.6% graduation rate provides a corrected graduation rate of 93.7%. All DVX students from this cohort are enrolled in college courses during the 2019-20 school year. GOAL NOT MET</p>
<p>Metric/Indicator Average Daily Attendance Rate</p> <p>19-20 Daily attendance will be at or above 96%</p>	<p>2019-2020 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 94.94%. GOAL NOT MET</p>

Expected	Actual
<p>Baseline 2015-2016 ADA: 98.88% 2016-2017 ADA: 95.03%</p>	
<p>Metric/Indicator Cohort Dropout Rate</p> <p>19-20 The dropout rate will be less than 2.75%</p> <p>Baseline Cohort dropout rate for the class of 2017 not yet reported.</p>	<p>The 4-year cohort dropout rate for the class of 2019 was 0% (0 students). GOAL MET</p>
<p>Metric/Indicator Campus Persistence Rate</p> <p>19-20 Over 90% of students (grades 9, 10 and 11) enrolled at Da Vinci Communications in October 2018 chose to stay at Da Vinci Communications for the following school year</p> <p>Baseline 96% of students enrolled in October 2015 returned for the 2016-2017 school year.</p>	<p>90% of students enrolled in fall of 2018-2019 returned for the 2019-2020 school year. GOAL MET</p>
<p>Metric/Indicator Support Plan Implementation Rate</p> <p>19-20 100% of students will be assessed and those identified as 'at risk' will be provided with appropriate support services by mid-semester of their freshman year.</p> <p>Baseline Support plan implementation: TBD</p>	<p>100% of students identified as at risk based on their academic, language, health, or other needs had a support plan in place by mid-semester of their freshman year. GOAL MET</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Counseling support DVC will continue to staff counselors at a ration significantly higher than the average high school in California in order to provide students with individual counseling and college guidance, both in individual settings as well as in group settings.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Partial cost of extra counselors 1000-1999: Certificated Personnel Salaries Supplemental \$40,000.00</p>	<p>Partial cost of extra counselors 1000-1999: Certificated Personnel Salaries Supplemental 40,000</p>
<p>DVC 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 decrease the dropout rate as students receive needed credits to be on a path toward graduation. Note that in 19-20 these teachers will have full teaching schedules and we will need to pay of the 'extra' sections again. DVC will utilize APEX online learning to allow students to recover courses that are not available in our smaller school's limited master schedule or summer school options.</p>	<p>Teacher stipends for extra sections 1000-1999: Certificated Personnel Salaries Title I 18,000 APEX online credit recovery courses 4000-4999: Books and Supplies Title I \$9,500</p>	<p>Teacher stipends for extra sections 1000-1999: Certificated Personnel Salaries Base 18,000 APEX online credit recovery courses 4000-4999: Books and Supplies Title I 5,400 APEX online credit recovery courses 4000-4999: Books and Supplies Base 7,500</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Summer school option for students who need to recover humanities and mathematics credits.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Cost to pay teachers to teach summer school 1000-1999: Certificated Personnel Salaries Supplemental 15,000</p>	<p>Cost to pay teachers to teach summer school 1000-1999: Certificated Personnel Salaries Supplemental 15,000</p>
<p>Intervention and support seminar program</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>Partial costs of seminar program costs, including stipends for teachers to teach additional seminars 1000-1999: Certificated Personnel Salaries Supplemental \$9,000</p> <p>Partial costs of seminar program costs, including stipends for teachers to teach additional seminars 1000-1999: Certificated Personnel Salaries Title I \$9,000</p> <p>Achieve 3000 online reading and writing intervention support curriculum for students below grade level in reading and ELL student support. 4000-4999: Books and Supplies Title I \$3,000</p>	<p>Partial costs of seminar program costs, including stipends for teachers to teach additional seminars 1000-1999: Certificated Personnel Salaries Supplemental 9,000</p> <p>Partial costs of seminar program costs, including stipends for teachers to teach additional seminars 1000-1999: Certificated Personnel Salaries Title I 9,000</p> <p>Achieve 3000 online reading and writing intervention support curriculum for students below grade level in reading and ELL student support. 4000-4999: Books and Supplies Lottery 2,455</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Tutoring support after and before school For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools	Tutoring support after and before school 5800: Professional/Consulting Services and Operating Expenditures Base 4,000	Tutoring support after and before school 5800: Professional/Consulting Services and Operating Expenditures Base 4,000

Goal Analysis

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

Title I spending and after school/before school tutoring after school tutoring was difficult this year due to a lack of participation by students and lack of availability from academic coaches. Money not spent on tutoring went to extra academic coaches during the school day pushing into classes to support students and running credit recovery, math support, and foreign language seminars, all of which help students with graduation progress.

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

We staffed counselors above the state average. We provided for extra sessions during the school year for credit recovery as well as an extra math section and were able to have students working on credit recovery through an online a-g approved course system called APEX, saving us money. We implemented summer school as planned with a similar cost structure. We implemented extra seminars as planned with a similar cost structure. We were unable to provide consistent after school tutoring, due to a lack of available tutors at the rate we are allowed to pay Da Vinci academic coaches for their time (have to pay their normal rate, \$15-18 an hour - where they can make \$30-45 an hour after school doing private tutoring). Apex with credit recovery teachers and academic coaches facilitating the work has been effective this year at helping students recover credits in particular. After school tutoring was difficult this year due to a lack of participation by students and lack of availability from academic coaches. Hiring Academic Coaches in future years who have more availability after school will be a priority, as well as creating incentive's and encouraging students to utilize this resource better. An emphasis will be placed in the next LCAP on increasing students attendance to achieve the 96% ADA goal, as well as decrease chronic absenteeism.

Goal 3

DVC 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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Attendance at Student Events</p> <p>19-20 The number of parents attending student events will be remain higher than 90% as measured by sign in logs and teacher feedback.</p> <p>Baseline 96% of families attended student events in 2016-2017.</p>	<p>The number of families attending SLCs in Fall 2019 was 95%. GOAL MET</p>
<p>Metric/Indicator Parent Participation in Committees/Meetings</p> <p>19-20 At least 70% of parents will attend grade level college counseling or financial aid workshops</p> <p>Baseline An average of 8 families per meeting (with a total number of 40 families over the course of the year) attended school committees and meetings in 2016-2017.</p>	<p>The number of families who attended school committees and meetings in Fall 2019 was 5. GOAL NOT MET</p>

Expected	Actual
<p>Metric/Indicator Parent Survey Participation Rates</p> <p>19-20 The number of parents completing twice-annual parent survey will increase by 5%</p> <p>Baseline Parent Survey completion rates: 2015-2016: 79% (average of two administrations) 2016-2017: 71% (average of two administrations)</p>	<p>The Fall 2020 parent survey completion rate was 69%, a 36% increase from the Fall 2019 administration. GOAL MET.</p>
<p>Metric/Indicator Suspension Rates</p> <p>19-20 Less than 18 suspensions (statewide average for our population would be 22)</p> <p>Baseline Suspensions: 2015-2016: 5 2016-2017: 6</p>	<p>In 2019-2020 Da Vinci Communications had 5 suspensions, for a 1% overall rate. GOAL MET.</p>
<p>Metric/Indicator Student Survey Responses</p> <p>19-20 On the annual student survey question, “My relationships with teachers overall,” more than 85% of respondents choose ‘good’, ‘very good’, or ‘excellent.’</p> <p>Baseline % of student survey respondents who responded with 'good,' 'very good,' or 'excellent': “My relationships with teachers overall” 2014-2015: 90.6% 2015-2016: 87.51%</p>	<p>Due to COVID 19 closures, the Spring 2020 Student Survey was not administered. The most recent student survey prior to closure was the Spring 2019 student survey, where on the question, “My relationships with teachers overall,” more than 91% of respondents choose ‘good’, ‘very good’, or ‘excellent. GOAL MET.</p>

Expected	Actual
<p>Metric/Indicator Student Survey Responses</p> <p>19-20 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."</p> <p>Baseline % of student survey respondents who responded with 'good,' 'very good,' or 'excellent': "The degree to which the school creates a compassionate and caring learning community" 2014-2015: 88.89% 2015-2016: 88.89%</p>	<p>Due to COVID 19 closures, the Spring 2020 Student Survey was not administered. The most recent student survey prior to closure was the Spring 2019 student survey, where more than 91% 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." GOAL MET.</p>
<p>Metric/Indicator Student Survey Responses</p> <p>19-20 More than 85% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust."</p> <p>Baseline % of student survey respondents who responded with 'good,' 'very good,' or 'excellent': "How well the school creates an environment of high integrity, respect, and trust" 2014-2015: 83.75% 2015-2016: 85.95%</p>	<p>Due to COVID 19 closures, the Spring 2020 Student Survey was not administered. The most recent student survey prior to closure was the Spring 2019 student survey, where more than 81% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust." GOAL NOT MET.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Da Vinci Communication 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</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>School home calling system, partial cost 5900: Communications Base 500</p> <p>Partial cost of website maintenance 5900: Communications Base 2,000</p>	<p>School home calling system, partial cost 5000-5999: Services and Other Operating Expenditures Base 500</p> <p>Partial cost of website maintenance 5900: Communications Base 2,000</p>
<p>Da Vinci Communication seeks to maintain positive school climate, parent and student engagement. DVC will continue the use of the annual parent, staff, and student survey to measure school climate and student safety. Reports from the survey will be made public to parents.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Partial cost of Front office staff doing parent interaction and communication, specifically for families whose first language is not English and for families who do not regularly interact online. 2000-2999: Classified Personnel Salaries Base 2,000</p>	<p>Partial cost of Front office staff doing parent interaction and communication, specifically for families whose first language is not English and for families who do not regularly interact online. 2000-2999: Classified Personnel Salaries Base 2,000</p>
<p>DVC will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVC will assign staff to compile parent emails, maintain and write parent newsletters and social media communications, and send home of messages and reminders via the computerized school phone system. DVC will use sign-in sheets from parent events, evidence of parent emails, and enrollment in parent education classes to monitor efforts in increasing parent engagement.</p>	<p>Cost of staff time updating the blog, calling families, and holding after school group meetings regarding college and school events 2000-2999: Classified Personnel Salaries Base 1,000</p>	<p>Cost of staff time updating the blog, calling families, and holding after school group meetings regarding college and school events 2000-2999: Classified Personnel Salaries Base 1,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Advisory plan. Creation 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</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Resources for advisory lessons and development 4000-4999: Books and Supplies Base 500</p>	<p>Resources for advisory lessons and development 4000-4999: Books and Supplies Base 500</p>
<p>Counseling support DVC will continue to staff at a lower student:counselor ratio in comparison to schools in California. Cost already included in another goal and action in LCAP.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Portion of counseling salaries 0</p>	<p>Portion of counseling salaries 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Students will have community dialogues that increase student morale. Extracurricular program, including stipends or hourly wages for adults running program.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Teaching Stipend for Leadership Teacher 1000-1999: Certificated Personnel Salaries Base 2,500</p>	<p>Teaching Stipend for Leadership Teacher 1000-1999: Certificated Personnel Salaries Base 2,500</p>
<p>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.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Advisory curriculum 1000-1999: Certificated Personnel Salaries Base 2500</p>	<p>Advisory curriculum 1000-1999: Certificated Personnel Salaries Base 2,500</p>
<p>Overnighter trip is organized each year for freshmen. This trip is a foundation of the culture we hope to build each year with our students, and the trip is always referenced each year afterwards, including in senior speeches, for how it bonded the students together as a school early in their high school experience</p>	<p>Camp rental, buses 5000-5999: Services and Other Operating Expenditures Base 4,000</p>	<p>Camp rental, buses 5000-5999: Services and Other Operating Expenditures Base 4,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		

Goal Analysis

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

No significant material differences between Budgeted Expenditures and Estimated Actual Expenditures exist.

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

Implementation proceeded as planned, with materials and supplies purchased to support our culture building programs and activities in school, including materials for school assemblies (community dialogue, or CD) and advisory lessons. We also added more advisory support and training for a new key practice in advisories, and continue to use the 'Council' program in advisory. We ran our overnighter trip for all incoming freshmen as planned. We also maintained our parent communications systems, including email, online, text, voice and written and mailed communication. Parent communication systems improved with more messages being sent home to families, particularly using a blog/email system, and at the classroom level using text messaging through applications designed for educational use. We added Instagram this year. While we offered many opportunities for parents to come to school to interact in person, attendance was quite low for a variety of programs, from building updates to school site counseling meetings, coffee with the counselors, etc.. Parent involvement in some events was very high, including: Student Led Conferences (over 95% attendance, some grade levels had 100% attendance) Parent involvement in individual counseling was solid and was good in the 11th-grade group evening financial aid meeting. However, there was low overall parent attendance at meetings for college knowledge information, despite a variety of times and dates as options, and a lot of advertising by the counseling team for the events. Determining how to increase parent participation in these college nights and/or small group parent meetings is an important goal for DVC moving forward. Our parent participation in the fall survey was very low, and we know that was because we did not 'require' it of parents as part of the SLCs as we have done in the past. We will require it again next year. Student culture remains high and a point of celebration at DVC, in large part to the success of programs listed above, including advisory, community dialogue, and our freshman overnighter.

Goal 4

DVC graduates will demonstrate college & career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)



Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC Result Achievement Gap Analysis for socioeconomically disadvantaged students, foster youth, and English Learners.</p> <p>19-20 Decrease achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs by an additional five percent.</p> <p>Baseline Baseline SBAC results (2015-2016) reveal a 15% achievement gap for socio-economically disadvantaged students in ELA, and an 11% achievement gap in Math. For English Learner students (and RFEP students who were EL when SBAC tested), there is a 13% achievement gap for ELA and a 17% gap for Math.</p>	<p>In 2019, the achievement gap for socioeconomically disadvantaged students increased to 30% in ELA (32% increase from 2018). GOAL NOT MET</p> <p>The achievement gap for socioeconomically disadvantaged students in Math decreased to 9% in Math (a 10% decrease from 2018). GOAL MET</p> <p>SBAC scores for English Learners were not reported by the state for Da Vinci Communications due to a small population count (fewer than 10 students).</p>
<p>Metric/Indicator CELDT/ELPAC proficiency rates for English Learners</p> <p>19-20 65% of ELLs will grow one level according to their overall CELDT/ELPAC score.</p> <p>Baseline 53% of English Learners met the CELDT Criterion in 2016-2017. Of the 17 students tested, 18% (3 students) increased their</p>	<p>On the 2019 CA School Dashboard, 54.5% of DVC EL students made progress towards English Language Proficiency. GOAL NOT MET</p>

Expected	Actual
<p>CELDT Overall score one level. 29% (5 students) maintained the same score from the previous school year, and 18% (3 students) saw their CELDT Overall score fall one level. The remaining 35% (6 students) did not have a previous CELDT score to compare.</p>	
<p>Metric/Indicator EAP ELA Proficiency Rates</p> <p>19-20 Increase by 2% percent the number of juniors who score 'college ready' on the ELA SBAC test.</p> <p>Baseline 40% of juniors were 'college ready' on the ELA EPT exam in 2015-2016, and 71% of juniors were 'college ready' or 'conditionally ready.'</p>	<p>17% of juniors were 'college ready' on the ELA EPT exam in 2017-2018, a 4% decrease from 2018. 50% of juniors were 'college ready' or 'conditionally ready,' representing a 6% decrease from 2018. GOAL NOT MET</p>
<p>Metric/Indicator EAP Math Proficiency Rates</p> <p>19-20 Increase by 5% percent the number of juniors who score "college ready' or 'college ready conditional' on the Math SBAC</p> <p>Baseline 24% of juniors were 'college ready' or 'conditionally ready' on the Math EPT exam in 2015-2016. 2016-2017 EAP results are expected in summer 2017.</p>	<p>3% of juniors were 'college ready' on the Math EPT exam in 2019 (maintaining from 2018), and 18% of juniors scored 'college ready' or 'college ready conditional' in Math in 2019 (a 5% decrease from 2018). GOAL NOT MET</p>
<p>Metric/Indicator Presentation of Learning Pass Rates</p> <p>19-20 66% of students will pass their 'Presentation of Learning' on their first attempt.</p> <p>Baseline Students passing 'Presentation of Learning:' 2015-2016: 86% 2016-2017: 85%</p>	<p>The Presentation of Learning pass rate for 2019-2020 was 96% (94% for Semester 1 and 100% for Semester 2). GOAL MET</p>

Expected	Actual
<p>Metric/Indicator Community Service Hour Completion</p> <p>19-20 60% of students complete a minimum of 20 community service hours during the school year.</p> <p>Baseline Students completing a minimum of 20 community service hours during the 2016-2017 school year: 97%</p>	<p>Community service hours were not complete due to COVID 19 closures in 2019-20. As of the end of semester 1, 50% of students had completed half of their hours for the year, but no students had the opportunity to make up or complete their hours for the full year.</p>
<p>Metric/Indicator PSAT College Readiness Scores</p> <p>19-20 growth goal per cohort based on previous year's scores</p> <p>Baseline Baseline will be established in 2018-19</p>	<p>59.8% 56.7% of 2019-20 PSAT test takers met the PSAT College Readiness Benchmark in ELA, a 1% decrease from 2018-2019. 21.4% of 2018-19 PSAT test takers met the PSAT College Readiness Benchmark in Math, a 6.1% decrease from 2018-19. GOAL NOT MET</p>

Expected	Actual	
	 <p>PSAT ELA College Readiness Benchmark 2019-2020 <i>No school goal set</i></p> <p>59.8%</p> <p>0.9 percentage points from 2018-2019</p>	 <p>PSAT Math College Readiness Benchmark 2019-2020 <i>No school goal set</i></p> <p>21.1%</p> <p>6.1 percentage points from 2018-2019</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Seminar supports for students needing to build math or ELA skills support before college.	Extra seminar assignments, approximately \$1,250 per seminar per semester. Built into seminar budget on previous goal 1000-1999: Certificated Personnel Salaries Supplemental 0	Extra seminar assignments, approximately \$1,250 per seminar per semester. Built into seminar budget on previous goal 1000-1999: Certificated Personnel Salaries Special Education 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>College courses offered to as many students as possible. Textbook purchases for courses offered on campus by local Community Colleges.</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>	<p>College courses offered to as many students as possible. Textbook purchases for courses offered on campus by local Community Colleges. 4000-4999: Books and Supplies Supplemental \$3,000.00</p>	<p>College courses offered to as many students as possible. Textbook purchases for courses offered on campus by local Community Colleges. 4000-4999: Books and Supplies Supplemental 3,000</p>
<p>POL Green room supervision and support to support proper preparation for end of semester presentations.</p>	<p>POL Green Room supervision. \$60/room/day 5800: Professional/Consulting Services and Operating Expenditures Base 2,000</p>	<p>POL Green Room supervision. \$60/room/day 5800: Professional/Consulting Services and Operating Expenditures Base 2,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>		
<p>Supervision of community service projects and outreach and publication of service hour opportunities on blog.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Staff time, already included in salaries 1000-1999: Certificated Personnel Salaries Base 0</p>	<p>Staff time, already included in salaries 1000-1999: Certificated Personnel Salaries Base 0</p>
<p>Increase number of academic coaches and hours to support students in core courses, especially math and ELA, as well as academic coaches teaching a math support seminar was added as a service during the school year. This was not part of the LCAP plan last year, but was added after seeing SBAC results and realizing there would be limited college program costs.</p>	<p>Academic Coaches 2000-2999: Classified Personnel Salaries Supplemental 24768</p> <p>Academic Coaches 2000-2999: Classified Personnel Salaries Title I 20,500</p>	<p>Academic Coaches 2000-2999: Classified Personnel Salaries Supplemental 74,000</p> <p>Academic Coaches 2000-2999: Classified Personnel Salaries Title I 45,900</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services LEA-wide</p> <p>Locations All Schools</p>		
<p>PSAT and ACT Test Prep services provided after school, during seminars, and summer school as needed.</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools</p>	<p>Test Prep companies 5800: Professional/Consulting Services and Operating Expenditures Base \$10,000</p>	<p>Test Prep companies 5000-5999: Services and Other Operating Expenditures Base 10,000</p>

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

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 Actions/Services were implemented with the funds budgeted, and additional funds were allocated for Academic Coaches this year.

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

SBAC results showed us that there were significant gaps in the performance of subgroups last year, so an increase in academic coaches as supports for students in core classes was added this year to support teachers and students. The very small # of students in the last two cohorts or students tested and lack of any testing data for the students prior to their 11th grade year makes it very important to view the swings in success or challenges on the SBAC very carefully, as since the test is a one-time test it does not show growth overall. For this reason, we added PSAT testing in 9-11th grades to give us a more objective measure to use moving forward about student progress and growth, and we added IAB testing in English and Math to provide more objective tests both to measure growth as well as highlight students that will need more support moving forward, especially at the lower grade levels. This was very helpful this year, and we plan to continue to utilize the IAB testing next year and look forward to being able to compare IAB results with actual SBAC results and use the data more holistically to support students who are struggling moving forward. However, as noted above, because the scores do not show growth and we have no previous benchmark for this group of students, the scores will once again not tell us enough about our programs successes or failures, which is why we adding other assessments like the PSAT and IAB

testing this year. We will be adding a Student Success Coordinator next year whose job it will be to analyze IAB and PSAT data in relation to SBAC data to help us better track student progress and identify students who will need extra support.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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)	\$269,573	269,573	Yes
1.02 PPE, outdoor tents and furniture (equipment) (LLM)	81333	51766	No
1.03 Additional staffing to monitoring the health and safety of students (part time vocational nurses or health aides) (LLM)	40171	40,171	No
1.04 Additional custodial staffing for cleaning and sanitizing (LLM)	39000	39,000	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.

No significant material differences between Budgeted Expenditures and Estimated Actual Expenditures exist.

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 Schools developed a phased-in approach to ensure students' needs were met. In our July 2020 fall planning email message, we shared our 'Phased-In Hybrid' School Start Plan, which was followed on a slightly longer timeline than originally anticipated due to county health recommendations as the year progressed. All phases were offered if, and only if, it was safe to do so based on guidance from State and local public health officials. We began the school year with fully remote learning in Phase 1 as planned, and were able to offer extremely limited 1:1 essential on-campus services beginning in late fall. An expanded Phase 2 came later than hoped, but we were able to offer on campus activities to all students who were comfortable with in-person settings beginning in early April. During

that time, the school kept all core academic learning remote to ensure equity and access to academics for all students and focused the on campus time on socio-emotional wellness, grade level connections, and targeted academic supports. With newly updated county health recommendations, Phase 3 was finally implemented in early May when we were able to fully re-open the school to on campus academics in a hybrid model.

Throughout all of the various phases of this year, our faculty and staff have been planning together to ensure we keep our students engaged, learning and connected. A major focus of our professional development time together has been on implementing best practices in remote learning, student engagement, differentiation strategies, and use of technology. Our time together also has included re-examining our practices in our ongoing commitment to diversity, equity, inclusion and anti-racism.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
2.01 (LLM) Technology resources have been provided to teachers and students to ensure full participation in distance learning.	101015	132769	No

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.

No significant material differences between Budgeted Expenditures and Estimated Actual Expenditures exist.

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.

Throughout the last several months of distance learning implementation, Da Vinci Communications has offered high-quality learning opportunities. Academic offerings transitioned to asynchronous and synchronous modes of instruction, including daily live instruction that scheduled into blocks of time for students to work with their teachers, counselors and peers. Da Vinci Communications - specific practices, such as “Presentation of Learning” (POLs), were maintained, as well as time for student advisory, both individual and small group opportunities. In order to ensure high quality instruction, teachers engaged in over 20 professional development days to develop instructional activities that reflect best practices in distance learning, including a focus on:

1. Providing rigor and joy in academic instruction with a focus on project based learning,
2. Ensuring equity and access for all students, including supports for English Learners, Special Education, Foster Youth and FRLP students,
3. Maintaining social-emotional learning and community,
4. Ensuring a learning environment that champions diversity, equity, and inclusion, including best practices for anti-racism instruction.

Best practices were developed through state and county-identified best practice resources including CCEE COVID-19 Distance Learning Technical Assistance Resources <https://ccee-ca.org/distance-learning.asp> and the CDE Resources That Support Distance Learning, <https://www.cde.ca.gov/ls/he/hn/appendix1.asp>, both of which provide toolkits for the priority areas above. Additional resources will be provided in the areas of diversity, equity inclusion and antiracism through UCLA’s Center X.

Additional supports for student and families include outreach via various events, including: “Grade Level Gatherings” for students to get together socially, “Meetings with Administration” for parents to connect with the Principal and Assistant Principal, “Counselor College Planning Workshops” for college planning, and “Town Hall” meetings for all families. Moreover, ensuring social-emotional learning for our students has been prioritized, including the use of county resources such as Headspace <https://www.headspace.com/lacounty> for meditation, and We Rise 2020 with supports for mental health <https://werise.la/>.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
3.01 (LCFF S&C) Academic Coaches	143583	159606	No
3.02 (LCFF S&C) Extra Period Assignments	45000	45000	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.

No significant material differences between Budgeted Expenditures and Estimated Actual Expenditures exist.

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.

Pupil learning loss analysis has been ongoing during the 2020-21 school year and will be a focus for the 2021-22 school year. Course grade distribution and distance learning attendance and engagement data have been the ongoing focus for our staff this year, and 2021 CAASPP testing results will be analyzed as well. IEP goal achievement/educational benefit reviews and SST reviews are being held as needed. Students re-engagement/attendance, grades, and course credit attainment are critical to their success in staying on track for graduation and college and career preparedness.

Da Vinci Communications will be applying for the Expanded Learning Opportunities Program (ELOP) Grants. Governor Newsom signed AB 86 on March 5, 2021. EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below that may be supported with ELO Grant funds. DVC is required to use the funding only for any of these purposes. DVC is not required to implement each supplemental instruction and support strategy; rather, we can work collaboratively with our community partners to identify the supplemental instruction and support strategies that will be implemented, and we will be engaging, planning, and collaborating on program operations with community partners and expanded learning programs. DVC will also leverage existing behavioral health partnerships and investigate possible Medi-Cal billing options in designing and implementing the supplemental instruction and support strategies being provided. The seven supplemental instruction and support strategies being investigated are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersession instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports, including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training for both certificated and classified staff in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning, and
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

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.

Acknowledging that the COVID-19 pandemic has had a detrimental impact on students and family is an essential starting point. Da Vinci Communications provided a team approach to support students and families mental health along with social and emotional well-being. Counselors also engaged in the MTSS process using the following tiered supports:

Tier 1: Virtual Classroom Presentations, Check-Ins, School Wide supports.

Tier 2: Counseling Lesson, Family meetings, Student Success Team Meetings, and providing Community Resources

Tier 3: Development of Success Plan, Welfare Check-ins, Attendance check-ins, Attendance Meetings, Restorative Practices

Resources and professional development for staff were provided through such sources as <https://casel.org/covid-resources/> offering best practices for social-emotional learning the following focus areas: Distance Learning, SEL at Home, Self-Care Strategies, Supporting Staff and Virtual Teams, Actions for Equity, and Talking to Children about COVID-19.

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.

Attendance and engagement occurred using our MTSS process, which included tiered interventions, with truancy falling into tiers 2 and 3. A team approach that included teachers, counselors, the school nurse, tutors, and administration engaged in the following interventions for students an in collaboration with families:

Tier 1: School Messenger call home when absence is reported

Tier 2 interventions for reengagement included the following:

Parent Contact with 3+ absences in a week

Designated attendance coordinator assigned the task of contacting families

Documenting all Attendance contacts in Log Entries

Contacts addressed the following issues:

* Address access issues

- Parent contact (call, email, text, etc.)
- Student and parent meeting
- Schedule an organization session
- Counseling
- Weekly/daily check in/check out

- Before/ after school meetings
- Positive contact from teachers
- Match with a mentor
- Connect with needed resources

Tier 3 then included the following: Intensive Intervention due to loss of contact despite offering needed supports and intervention.

Parent Meeting/Interventions were held with the following questions in mind: Who will schedule & facilitate this meeting? Who will attend? What will the product of the meeting be? (Individual Support Plan?) Document all Attendance meetings/outcomes in Log Entries; Tracking Attendance Only is Not Enough; Attendance code are only measuring the most basic levels of engagement/participation; How is your site monitoring work completion/grades? What is your response to kids who are only minimally participating? SART when appropriate. May move student to in-person instruction when feasible. i.e. Intense contact with appropriate resources for the family were implemented.

Resources and professional development for staff were provided through such sources as Learning Acceleration Guide: Planning for Acceleration in the 2020- 2021 School Year: https://tntp.org/assets/covid-19-toolkit-resources/TNTP_Learning_Acceleration_Guide.pdf, and included the following focus areas:

1. Assembling a small, diverse acceleration planning team for a series of planning sessions.
2. Planning for several potential instructional delivery scenarios in the 2020-2021 school year.
3. Assembling an advisory committee that will offer the acceleration team student, teacher, leader, and family perspectives about the choices and decisions we made.
4. Prioritizing concrete planning to accelerate student learning across the course of the next school year.
5. Answering key questions needed to begin planning for reopening and supporting students and staff in the process.
6. Starting with information we already had to answer key questions.
7. Then, collecting any additional information needed, but that we didn't already have.
8. Identifying challenges and opportunities—three to five each—that the team addressed.

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 enter 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
School Nutrition	4.01 (LLM) Additional food services program costs for additional meals to ensure all families in need have access to breakfast and lunch, Monday through Friday.(95450	2256	Yes
Distance Learning Program (Access to Devices and Connectivity)	4.02 (LLM) Additional technology for attendance tracking	1481	1481	No

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.

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. 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 returned to Da Vinci Schools on April 12, 2021.

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.

Student supports and individualized interventions have been a critical component to our distance learning and in-person learning successes in 2020-21. Key to the 2021-24 LCAP are element that were essential to engaging students and maintaining outstanding and rigorous academics despite the challenges faced within the context of a pandemic. Important areas of the LCP that will continue into the LCAP are the intervention and support practices, Academic Coaching staff, and a clear focus on socio-emotional development and supports provided by our counseling staff. Also key to the success of our students is a focus on data driven practices and MTSS supports that will also continue into the 2021-24 LCAP to ensure that data reflection and response to intervention continue in an ongoing process throughout the school year. The success of students in distance learning settings was in large part because of the preparation and flexibility of our teaching staff, and the professional development that we provided prior to and during periods of closure will continue to enable them to provide outstanding instruction in any setting. Continuing engagement of students and families in the learning process will also continue into the new LCAP, and we will continue to implement a tiered approach to engaging students who need additional support.

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 Communications provided a number of evidence-based educational inventions that enable underperforming students to meet or exceed standards. DVC administration and grade-level teams will focus on small-group interventions for at-risk students, including the creation and monitoring of at promise student plans, using a multi-tiered support system (MTSS). Additional supports are provided by a reading intervention coach, an English Learner coordinator, academic coaches who pushed in and provided instructional support for students in core courses. Special education students have a case carrier, a designated teacher and paraeducators who provide support in small numbers according to the least restrictive environment. Our homeless liaison is also connected to every family who enrolls and needs McKinney Vento Act supports. Finally, students are provided with an exceptionally low student: counselor ratio to ensure social emotional and academic guidance support, with special attention provided to students with unique needs: homeless, foster youth, English Learners and other students who may have access or learning difficulties. A Coordinator of Remote instruction has also been hired along with teachers to provide remote instruction to students who opt for all-remote rather than hybrid instruction.

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 were no 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 that requirement.

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.

Student outcomes are consistently at the center of the reflective process at Da Vinci Communications. Student outcomes in the last two years have exceeded expectations in the face of the challenges of engaging and educating students during a pandemic. Reflections of stakeholders in various settings including staff meetings, grade level and content area teams, School Site Council, regular and multiple special Da Vinci Schools Board meetings, as well as individual conversations with students and families, all provided critical spaces for reflection on the last two years and consideration of the outcomes that we've seen. Actions and expenditures for the 2021-24 LCAP 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 reflection and 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 post-pandemic. Additional academic coaching support and training for academic coaches and paraeducators 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 were added pre-pandemic but played a critical roll in the last two years and 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're continuing 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 support classes 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 our work continues beyond the pandemic.

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,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- 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	493,993.00	566,315.00
	0.00	0.00
Base	70,500.00	66,400.00
Lottery	0.00	13,840.00
Special Education	0.00	0.00
Supplemental	363,493.00	412,725.00
Title I	60,000.00	60,300.00
Title II	0.00	3,050.00
Title IV	0.00	10,000.00

* 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	493,993.00	566,315.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	367,725.00	377,125.00
2000-2999: Classified Personnel Salaries	48,268.00	122,900.00
4000-4999: Books and Supplies	41,000.00	40,240.00
5000-5999: Services and Other Operating Expenditures	4,000.00	14,500.00
5800: Professional/Consulting Services and Operating Expenditures	30,500.00	9,550.00
5900: Communications	2,500.00	2,000.00

* 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	493,993.00	566,315.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	5,000.00	32,400.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	335,725.00	335,725.00
1000-1999: Certificated Personnel Salaries	Title I	27,000.00	9,000.00
2000-2999: Classified Personnel Salaries	Base	3,000.00	3,000.00
2000-2999: Classified Personnel Salaries	Supplemental	24,768.00	74,000.00
2000-2999: Classified Personnel Salaries	Title I	20,500.00	45,900.00
4000-4999: Books and Supplies	Base	25,500.00	8,000.00
4000-4999: Books and Supplies	Lottery	0.00	13,840.00
4000-4999: Books and Supplies	Supplemental	3,000.00	3,000.00
4000-4999: Books and Supplies	Title I	12,500.00	5,400.00
4000-4999: Books and Supplies	Title IV	0.00	10,000.00
5000-5999: Services and Other Operating Expenditures	Base	4,000.00	14,500.00
5800: Professional/Consulting Services and Operating Expenditures	Base	30,500.00	6,500.00
5800: Professional/Consulting Services and Operating Expenditures	Title II	0.00	3,050.00
5900: Communications	Base	2,500.00	2,000.00

* 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	311,225.00	306,060.00
Goal 2	107,500.00	110,355.00
Goal 3	15,000.00	15,000.00
Goal 4	60,268.00	134,900.00

* 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	\$430,077.00	\$400,510.00
Distance Learning Program	\$101,015.00	\$132,769.00
Pupil Learning Loss	\$188,583.00	\$204,606.00
Additional Actions and Plan Requirements	\$96,931.00	\$3,737.00
All Expenditures in Learning Continuity and Attendance Plan	\$816,606.00	\$741,622.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$160,504.00	\$130,937.00
Distance Learning Program	\$101,015.00	\$132,769.00
Pupil Learning Loss	\$188,583.00	\$204,606.00
Additional Actions and Plan Requirements	\$1,481.00	\$1,481.00
All Expenditures in Learning Continuity and Attendance Plan	\$451,583.00	\$469,793.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$269,573.00	\$269,573.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$95,450.00	\$2,256.00
All Expenditures in Learning Continuity and Attendance Plan	\$365,023.00	\$271,829.00