

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

DVD 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)

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 for the 2016-2017 school year.</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 96% of teachers were properly assigned in 2016-2017, 1 of 28 teachers was teaching outside of their area of expertise.</p>	<p>100% of teachers were properly assigned in 2019-2020 (0 teachers were teaching outside of their area of expertise). GOAL MET</p>

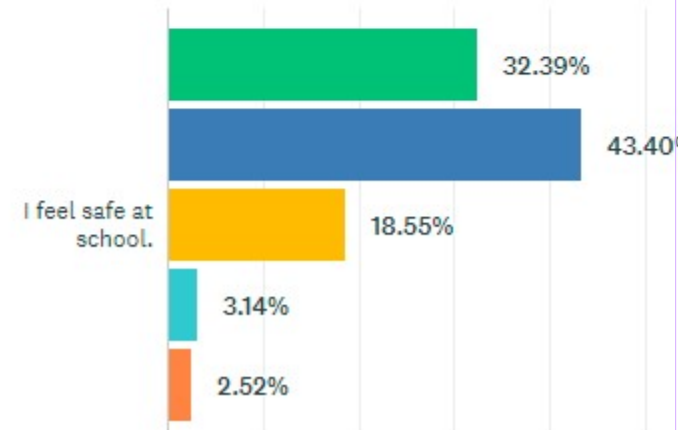
Expected	Actual																																			
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<p>Metric/Indicator Annual Facilities Inspection Student Survey Results Related to Safety</p> <p>19-20 Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.</p> <p>Baseline The school is safe, clean, and well maintained based on January 2017 campus inspection with a "Good" overall rating and 98% of students reporting feeling safe on campus, as well as outside of campus, in the Spring 2017 student survey.</p>	<p>The school is safe, clean and well maintained per January 2020 facilities inspection overall rating of 'Good' as well as 94% 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 be provided with appropriate course materials necessary to ensure access to the curriculum.</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>CPM curriculum: E-Book licenses and classroom text for math courses 5800: Professional/Consulting Services and Operating Expenditures Base 7000</p>	<p>E-Book licenses and classroom text for math courses 4000-4999: Books and Supplies Base 5255</p>
<p>Services for teachers to benefit all students: Hiring credentialed teachers and properly placing them. Providing support to intern credential holders or those from out of state in obtaining proper credentials</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>Teacher recruitment via hiring symposiums; assistance for teachers in gaining preliminary and clear credentials, as well as transferring credential info from out of state 5700-5799: Transfers Of Direct Costs Base 500</p>	<p>Teacher recruitment via hiring symposiums; assistance for teachers in gaining preliminary and clear credentials, as well as transferring credential info from out of state 5800: Professional/Consulting Services and Operating Expenditures Base 500</p>
<p>Teachers who have not cleared their credential are provided a program in order to do so and Da Vinci covers partial costs.</p>	<p>BTSA program partial cost coverage (\$2000 per participant) 5800: Professional/Consulting Services and Operating Expenditures Base 8000</p>	<p>BTSA program partial cost coverage (\$2000 per participant) 5800: Professional/Consulting Services and Operating Expenditures Base 8000</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>Hiring classified custodial and maintenance staff and properly placed them to ensure well maintained school grounds</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>Hiring expenses 5800: Professional/Consulting Services and Operating Expenditures Base 500</p>	<p>Hiring expenses 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. Teachers will vertically plan curriculum with their department teams to ensure Common Core Standards are being met.</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>Leadership, Teaching and Learning conferences (HTH PBL Academy, CAEA, Restorative Justice, etc.). Math team to attend Math conferences such as NCTM and CPM. Science teachers may attend CSTA, as well as NGSS specific sessions. Base 10,000</p>	<p>Leadership, Teaching and Learning conference 1000-1999: Certificated Personnel Salaries Title II 16154</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 material differences exist between budgeted expenditure and estimated actual expenditures. A slight difference in CPM curriculum spending was re-allocated to additional curriculum in other subject areas, and additional funds were allocated for professional development this year.

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

Da Vinci Design successfully implemented all of the actions and services as planned to achieve the goal. The hiring system, BambooHR, has improved and streamlined the hiring process. Da Vinci Design met the criteria for local indicator, State Priority #1. On the 2019-20 State of California Facilities Inspection Tool (FIT), Da Vinci Design had all Good inspection scores, and an Exemplary overall rating. Da Vinci Design moved into a state of the art facility in the 2017-18 school year. Students report feeling safe on campus, and all students had access to standard-aligned curriculum and materials for use at home and at school. Da Vinci Design successfully implemented all of the actions and services as planned to achieve the goal. Da Vinci Design met the criteria for local indicator, State Priority #1. On the 2019-20 State of California Facilities Inspection Tool (FIT), Da Vinci Design had all Good inspection scores, and an Exemplary overall rating. Da Vinci Design moved into a state of the art facility in the 2017-18 school year. All students had access to standard-aligned curriculum and materials for use at home and at school.

Goal 2

DVD 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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Cohort Graduation Rate</p> <p>19-20 Adjusted Cohort Graduation Rate will be at least 90%</p> <p>Baseline Da Vinci Design 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. State reported graduation rates have been adjusted to account for DVX students continuing on for 5th year college studies on campus. As an example, 26 students (22.2% of the 2015 cohort) elected to enroll in DVX, which if added to our 71.8% graduation rate provides a corrected graduation rate of 94%.</p> <p>2015 Cohort Graduation Rate (adjusted): 94% 2016 Cohort Graduation Rate (adjusted): 94%</p>	<p>Da Vinci Design 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. 20 students from the class of 2019 (16.9% of the cohort) elected to enroll in DVX, which if added to our 79.7% graduation rate provides a corrected graduation rate of 96.6%. All DVX students from this cohort are enrolled in college courses during the 2019-20 school year. GOAL MET</p>
<p>Metric/Indicator Average Daily Attendance Rate</p> <p>19-20</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 95.56%. GOAL NOT MET</p>

Expected	Actual
<p>Daily attendance will be at or above 96%</p> <p>Baseline 2016-2017 ADA (as of 5/31/17): 95.38%</p>	
<p>Metric/Indicator Cohort Dropout Rate</p> <p>19-20 The dropout rate will be less than 3.5%</p> <p>Baseline 2015 Cohort Drop-Out Rate: 0% 2016 Cohort Drop-Out Rate: 1.8%</p>	<p>The 4-year cohort dropout rate for the class of 2019 was .8% (1 student). GOAL MET</p>
<p>Metric/Indicator Academic Intervention Plan Implementation Rate</p> <p>19-20 85% of students identified as at risk based on their academic, language, health, or other needs have a support plan in place by mid-semester of their freshman year.</p> <p>Baseline 86% 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 in 2016-2017.</p>	<p>Support plan implementation: 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>
<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 one percent.</p> <p>Baseline Baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) for socioeconomically disadvantaged students in 2015 were 1% in ELA and non-</p>	<p>In 2019, the achievement gap for socioeconomically disadvantaged students increased to 12% in ELA (a 5% increase from 2018), and decreased to 6% in Math (a 8% decrease from 2018). GOAL NOT MET</p> <p>SBAC scores for English Learners were not reported by the state for Da Vinci Design due to a small population count (fewer than 10 students).</p>

Expected	Actual
<p>existent in Math (socioeconomically disadvantaged students outperformed their more advantaged peers by 1%). In 2016, the achievement gap for socioeconomically disadvantaged students increased to 8% in ELA, and 7% in Math.</p> <p>SBAC scores for English Learners were not reported by the state for Da Vinci Design 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 English Learners and their English Only peers in 2015 were 42% in ELA and non-existent in Math (English Learners outperformed their more advantaged peers by 11%). In 2016, the achievement gap for English Learners decreased to 27% in ELA, and increased to 14% in Math.</p>	
<p>Metric/Indicator CELDT/ELPAC Proficiency Rates</p> <p>19-20 65% of ELLs will grow one level according to their overall CELDT/ELPAC score.</p> <p>Baseline English learners have shown steady progress over the last three years in meeting the CELDT criterion with an over 30% increase in proficiency in three years, moving from 56% in 2014-2015 to 87% in 2016-2017.</p>	<p>On the 2019 CA School Dashboard, 56.3% of DVD EL students made progress towards English Language Proficiency. GOAL NOT MET</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Attendance will be tracked and students will be put on “attendance contracts” with assistant principal. Teachers from each grade level will also work alongside Assistant Principal to organize attendance initiatives and engaging events on historically low attendance dates.</p>	<p>Partial Staff Costs: Attendance clerk 2000-2999: Classified Personnel Salaries Base 5923</p>	<p>Partial Staff Costs: Attendance clerk 2000-2999: Classified Personnel Salaries Base 5923</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>Partial Staff Costs: Assistant Principal 1000-1999: Certificated Personnel Salaries Base 10,043</p>	<p>Partial Staff Costs: Assistant Principal 1000-1999: Certificated Personnel Salaries Base 10043</p>
<p>Diagnostic tests in math and ELA will be given at the start of the year to identify present levels using the NWEA Map Growth system</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>NWEA Map Growth Testing licenses. 5800: Professional/Consulting Services and Operating Expenditures Base 6500.00</p>	<p>NWEA Map Growth Testing licenses. 4000-4999: Books and Supplies Base 6500</p>
<p>Students who are below skill level will be enrolled in an academic support seminar (English or math) or an academic intervention seminar.</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>Seminar teaching assignments. Approximately \$1,250 per seminar per semester, 4 sections (one per grade level). 5000-5999: Services and Other Operating Expenditures Base 9516.00</p>	<p>Seminar teaching assignments. Approximately \$1,250 per seminar per semester, 4 sections (one per grade level). 1000-1999: Certificated Personnel Salaries Base 10000</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>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>Ensure that low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils are provided diagnostic tests in math and ELA at the start of the year to identify present levels. Students who are below skill level will be enrolled in an academic support seminar (English or math) or an academic intervention seminar. Diagnostics tests will be used to scaffold and differentiate instruction in the classroom to meet the needs of all learners. Students will be placed in grade level and skill appropriate courses to ensure readiness for standardized testing. Teachers will analyze student data from standardized tests and mastery based grading to implement proper interventions as well as measure student growth.</p>	<p>Seminar teaching assignments. Approximately \$1,250 per seminar per semester. 5800: Professional/Consulting Services and Operating Expenditures Supplemental 4758</p> <p>Diagnostic tools and programs for seminar teacher use. 4000-4999: Books and Supplies Supplemental 5000</p>	<p>Seminar teaching assignments. Approximately \$1,250 per seminar per semester. 0001-0999: Unrestricted: Locally Defined Supplemental 5000</p> <p>Diagnostic tools and programs for seminar teacher use. 4000-4999: Books and Supplies Supplemental 5000</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>Provide low-income pupils, English learners, foster youth, and redesignated fluent English proficient pupils students with more math support and structures. Math academic coaches will provide specific in-class supports to these students, as well as use small group instruction to benefit students and minimize achievement gaps in mathematics.</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>Academic Coach Pay 2000-2999: Classified Personnel Salaries Supplemental 20000</p>	<p>Academic Coach Pay 2000-2999: Classified Personnel Salaries Supplemental 21140</p>
<p>Resources for EL students will be provided to track their progress and aid in their language acquisition and fluency.</p>	<p>Online and tangible resources used for EL Support seminar and Reading Intervention Seminar.</p>	<p>Online and tangible resources used for EL Support seminar and Reading Intervention Seminar.</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</p> <p>Scope of Services</p> <p>Locations</p>	<p>4000-4999: Books and Supplies Title I 1500</p> <p>EL Coordinator and Support Seminar Teacher 1000-1999: Certificated Personnel Salaries Title I 9000</p>	<p>4000-4999: Books and Supplies Title I 14511</p> <p>EL Coordinator and Support Seminar Teacher 1000-1999: Certificated Personnel Salaries Title I 9000</p>
<p>Support course support materials will be developed and implemented to support reading goals and literacy through the focus on an individual student's gaps in essential skills during the school year.</p> <p>Math support course support materials will be developed and implemented to support areas identified in cluster analysis and through the focus on an individual student's gaps in essential skills in math.</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)</p>	<p>Support course stipends for teachers instructing an additional section. 1000-1999: Certificated Personnel Salaries Title I 27,000</p> <p>Fringe benefits for support course teachers 3000-3999: Employee Benefits Title I 6000</p>	<p>Support course stipends for teachers instructing an additional section. 1000-1999: Certificated Personnel Salaries Title I 27000</p> <p>Fringe benefits for support course teachers 3000-3999: Employee Benefits Title I 10971</p>
<p>Summer School Courses for credit recovery will be offered to support students in closing skill gaps in the areas of math, science, ELA and history and recover course credit.</p>	<p>Summer school pay for teachers (fringe included) 1000-1999: Certificated Personnel Salaries Title I 27000</p>	<p>Summer school pay for teachers (fringe included) 1000-1999: Certificated Personnel Salaries Title I 12265</p>
<p>Student Success coaches will work with grade level cohorts in classrooms to address specific academic gaps for targeted students.</p>	<p>Hourly employee payment for math class student success coaches. 2000-2999: Classified Personnel Salaries Title I 9000</p>	<p>Hourly employee payment for math class student success coaches. 2000-2999: Classified Personnel Salaries Title I 16186</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.

Less money was spent than budgeted for summer school, however those funds were in turn spent on additional support sections, academic coaches, and math coaches.

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

Summer school and recovery courses continue to be offered to students who need both credit recovery and skill building to ensure that they are on track for graduation. Students have also been enrolled in academic intervention grade level seminars to receive more targeted support from their grade level teachers. Academic coaches for math and sciences has continued as well. We offer math tutoring every day in the morning and after school for any student interested. Students in credit recovery are on track for graduation. Summer school numbers are about the same as last school year as of current grades, although that may change. Grade-level specific academic intervention seminar has allowed for increased communication with families of struggling students and overall has increased support and academic success of these specific students as compared to their first semester grades.

Goal 3

DVD 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)

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 increase from 60% to 70% as measured by sign in logs and teacher feedback.</p> <p>Baseline Parent attendance at student events: 96% of families attending a student led conference in Fall 2019.</p>	<p>Overall parent attendance at student SLCs for Fall 2019 was XX%.</p>
<p>Metric/Indicator Parent Participation in Committees and Meetings</p> <p>19-20 Increase by 5% the parent participation in committees and meetings.</p> <p>Baseline Parent participation in committees and meetings: 3 of 4 parents on the School Site Council attended 100% of meetings in 2019-20.</p>	<p>Parent participation in committees and meetings was, on average, X parents per meeting in Fall 2019.</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 3%</p> <p>Baseline Parent Survey participation rates (based on enrollment for Fall and Spring surveys) increased 16% from 61% in 2015-2016 to 78% in 2016-2017.</p>	<p>Parent Survey participation rates (based on Spring survey participation) decreased 11% from 75% in 2018-2019 to 64% in 2019-2020, however the survey was given a month after school closures due to COVID 19. GOAL NOT MET</p>
<p>Metric/Indicator Suspension Rates</p> <p>19-20 Less than 15 suspensions</p> <p>Baseline 2014-2015 suspensions: 10 (1.8% rate per CDE) 2015-2016 suspensions: 12 2016-2017 suspensions: 4</p>	<p>In 2019-2020 Da Vinci Design had 6 students with a suspension, for a 1% overall rate. GOAL MET.</p>
<p>Metric/Indicator Annual 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 On the annual student survey question, "My relationships with teachers overall", 91% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey. 91% responded positively to the same question on the Spring 2017 survey (maintained %).</p>	<p>Due to COVID 19 closures, the Spring 2020 Student Survey was not fully administered. The most recent student survey prior to closure was the Spring 2019 student survey, where more than 90% of respondents choose 'good,' 'very good,' or 'excellent' on the annual student survey question, "My relationships with teachers overall." GOAL MET.</p>
<p>Metric/Indicator Annual Student Survey Responses</p> <p>19-20</p>	<p>Due to COVID 19 closures, the Spring 2020 Student Survey was not fully administered. The most recent student survey prior to closure was the Spring 2019 student survey, where more than 89% of respondents choose 'good,' 'very good,' or 'excellent' on</p>

Expected	Actual
<p>More than 80% 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 On the annual student survey question, "The degree to which the school creates a compassionate and caring learning community," 88% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey. 91% responded positively to the same question on the Spring 2017 survey (3% increase).</p>	<p>the annual student survey question, "The degree to which the school creates a compassionate and caring learning community." GOAL MET.</p>
<p>Metric/Indicator Annual Student Survey Responses</p> <p>19-20 More than 80% 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 On the annual student survey question, "How well the school creates an environment of high integrity, respect, and trust," 84% of students choose 'good', 'very good', or 'excellent' in the Spring 2016 survey. 88% responded positively to the same question on the Spring 2017 survey (3% increase).</p>	<p>Due to COVID 19 closures, the Spring 2020 Student Survey was not fully administered. The most recent student survey prior to closure was the Spring 2019 student survey, where more than 83% 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 MET.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Families are provided with a calendar of events at the start of the school year via mail; it will also be posted on the school website. The DVD blog also provides information regarding parent involvement opportunities, college counseling meetings and other parent-centric events.</p>	<p>Partial cost of Front office staff doing parent interaction and communication 2000-2999: Classified Personnel Salaries Base 3500</p>	<p>Partial cost of Front office staff doing parent interaction and communication 2000-2999: Classified Personnel Salaries Base 3500</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>Families take bi-annual survey at the same time as Student Led Conferences for easy access and convenience. Data is used to reflect and improve school programs.</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>	No cost	No cost 0
<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>		

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>Paying for ninth grade sub group students who need scholarships. Ninth grade camp fosters student connection, school engagement and positive school culture. First generation college- going students benefit from attending camps that increase their connections to peers and staff and develop a connection to the school's culture of high achievement and college readiness.</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 PD and Materials Cost 4000-4999: Books and Supplies Base 2000</p>	<p>Advisory PD and Materials Cost 4000-4999: Books and Supplies Base 2000</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. Advisories will be grade-level based to cover topics relevant to the respective age group and grade.</p>	<p>Advisory PD and Materials Cost 4000-4999: Books and Supplies Base 2000</p>	<p>Advisory PD and Materials Cost 4000-4999: Books and Supplies Base 2000</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>Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils. Counselors will lead Student Support Team meetings, follow up on student success plans, and in general support students.</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 staff cost; 3 counselors 1000-1999: Certificated Personnel Salaries Supplemental 90000</p>	<p>Partial staff cost; 3 counselors 1000-1999: Certificated Personnel Salaries Supplemental 90000</p>
<p>To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways, including meeting with students and parents r.e. academics, attendance, and discipline issues.</p> <p>Counselors will lead Student Support Team meetings, follow up on student success plans, and in general support students.</p>	<p>Partial staff cost; Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental 40,614.96</p>	<p>Partial staff cost; Assistant Principal 1000-1999: Certificated Personnel Salaries Supplemental 40615</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>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>Provide low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils students with proper structures and interventions, including support seminars and credit recovery classes, to ensure progress toward graduation and acquisition of necessary post-high school skills and knowledge.</p>	<p>Seminar teaching assignments. Approximately \$1,250 per seminar per semester 1000-1999: Certificated Personnel Salaries Supplemental 15242</p>	<p>Seminar teaching assignments. Approximately \$1,250 per seminar per semester 0001-0999: Unrestricted: Locally Defined Supplemental 16250</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</p>		
<p>To ensure the academic and socioemotional success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, counselors and other key staff members will attend a Restorative Practices conference and provide PD to staff.</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</p>	<p>Conference cost for attendees 5000-5999: Services and Other Operating Expenditures Supplemental 10000</p>	<p>Conference cost for attendees 5000-5999: Services and Other Operating Expenditures Supplemental 10000</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 and estimated actual expenditures, and additional funds were allocated for support seminars this year.

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

Our Assistant Principal worked alongside a group of grade-level teachers to implement proactive measures around attendance and behavior. Counselors also supported in this initiative, as well as the SST process for struggling students. Our blog provides regular updates and information to families at least weekly, if not more often. Advisory and freshman experiences continued this year. Advisory and freshman overnigher/experience are areas of growth (plans listed in changes below). The initiative committee around attendance was very successful and we had far lower numbers on tardies and absences this year. More SST processes were initiated for at risk students, but we would like to do more to support at-risk students earlier in the year.

Goal 4

DVD graduates will demonstrate college & career readiness.

State and/or Local Priorities addressed by this goal:


State Priorities: 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
<p>Metric/Indicator College Course Pass Rate</p> <p>19-20 60% of seniors will have passed at least one college course.</p> <p>Baseline 71% of the class of 2016 took at least one college course prior to graduation.</p>	<p>52% of the class of 2020 took at least one college course prior to graduation. GOAL NOT MET</p>
<p>Metric/Indicator A-G Eligibility Rate</p> <p>19-20 93% of seniors will graduate meeting all A-G requirements.</p> <p>Baseline 100% of graduates from the class of 2016 were A-G eligible.</p>	<p>98% of graduates from the class of 2020 were A-G eligible. GOAL MET</p>
<p>Metric/Indicator ELA SBAC Proficiency Rate</p> <p>19-20 75% of juniors will score a "4" or "3" on the ELA SBAC.</p> <p>Baseline</p>	<p>Due to COVID 19, the 2020 SBAC was not administered. The most recent SBAC data for Da Vinci Design is from Spring 2019, where 37% of juniors scored 'College Ready' on the 2019 ELA EPT (4% increase from 2018), and 77% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (1% increase from 2018). GOAL MET</p>

Expected	Actual																		
<p>29% of juniors scored 'College Ready' on the 2016 ELA EPT (5% decrease from 2015), and 69% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (12% decrease from 2015).</p>	<table border="1"> <caption>SBAC - ELA/Literacy Overall Performance Data</caption> <thead> <tr> <th>Year</th> <th>College Ready (%)</th> <th>Total Ready (%)</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>37%</td> <td>51%</td> </tr> <tr> <td>2018</td> <td>33%</td> <td>41%</td> </tr> <tr> <td>2017</td> <td>41%</td> <td>52%</td> </tr> <tr> <td>2016</td> <td>29%</td> <td>37%</td> </tr> <tr> <td>2015</td> <td>34%</td> <td>41%</td> </tr> </tbody> </table>	Year	College Ready (%)	Total Ready (%)	2019	37%	51%	2018	33%	41%	2017	41%	52%	2016	29%	37%	2015	34%	41%
Year	College Ready (%)	Total Ready (%)																	
2019	37%	51%																	
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2015	34%	41%																	
<p>Metric/Indicator Math SBAC Proficiency Rate</p> <p>19-20 35% of juniors will score “college ready’ or ‘college ready conditional’ on the Math EAP test.</p> <p>Baseline 5% of juniors scored 'College Ready' on the 2016 Math EPT (2% increase from 2015), and 15% of juniors scored 'College Ready' or 'Conditionally Ready' in Math (3% increase from 2015).</p>	<p>Due to COVID 19, the 2020 SBAC was not administered. The most recent SBAC data for Da Vinci Design is from Spring 2019, where 7% of juniors scored 'College Ready' on the 2019 Math EPT (1% increase from 2018), and 39% of juniors scored 'College Ready' or 'Conditionally Ready' in Math (13% increase from 2018). GOAL MET</p>																		

Expected	Actual																														
	 <table border="1" data-bbox="1060 170 2001 698"> <thead> <tr> <th>Year</th> <th>College Ready (%)</th> <th>College Ready (Count)</th> <th>Conditionally Ready (%)</th> <th>Conditionally Ready (Count)</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>7%</td> <td>10</td> <td>32%</td> <td>45</td> </tr> <tr> <td>2018</td> <td>6%</td> <td>7</td> <td>20%</td> <td>25</td> </tr> <tr> <td>2017</td> <td>9%</td> <td>11</td> <td>24%</td> <td>30</td> </tr> <tr> <td>2016</td> <td>5%</td> <td>6</td> <td>10%</td> <td>13</td> </tr> <tr> <td>2015</td> <td>3%</td> <td>4</td> <td>9%</td> <td>11</td> </tr> </tbody> </table>	Year	College Ready (%)	College Ready (Count)	Conditionally Ready (%)	Conditionally Ready (Count)	2019	7%	10	32%	45	2018	6%	7	20%	25	2017	9%	11	24%	30	2016	5%	6	10%	13	2015	3%	4	9%	11
Year	College Ready (%)	College Ready (Count)	Conditionally Ready (%)	Conditionally Ready (Count)																											
2019	7%	10	32%	45																											
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2016	5%	6	10%	13																											
2015	3%	4	9%	11																											
<p>Metric/Indicator Design Pathway Course Completion Rate</p> <p>19-20 88% of seniors will have completed at least two Design CTE Pathway courses.</p> <p>Baseline 91% of 2016-2017 10th graders have completed two specific Design Pathway courses.</p>	<p>94% of the class of 2020 completed two specific Design Pathway courses. GOAL MET</p>																														
<p>Metric/Indicator Presentation of Learning Pass Rate</p> <p>19-20 63% of students will pass their end of year 'Presentation of Learning' on their first attempt.</p> <p>Baseline 2016-2017 Presentation of Learning pass rate: 93%</p>	<p>The Presentation of Learning pass rate for 2019-2020 was 96% (91% for Semester 1 and 100% for Semester 2). GOAL MET</p>																														

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teachers and counselors will analyze SAT scores for students who took the prep classes and measure growth, trends, etc. Counselors will have access to all data in Naviance and students have access to test prep. Seniors participate in senior projects at the culmination of their high school career where real world skills are needed to be successful; goal is to leave a “legacy” – a project that will last beyond their time here.</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>Naviance Cost 5000-5999: Services and Other Operating Expenditures Base 7500</p>	<p>Naviance Cost 4000-4999: Books and Supplies Base 7320</p>
<p>Ensure a low student to counselor ratio on campus to increase overall student support, whether for academics, socio-emotional issues, or college support for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils.</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 Staff Cost; 2 college counselors and 1 socioemotional counselor (already accounted for in Goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>Partial Staff Cost; 2 college counselors and 1 socioemotional counselor (already accounted for in Goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>
<p>To ensure the academic success of low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, the Assistant Principal will provide support in a variety of ways,</p>	<p>Partial Staff Cost; Assistant Principal (already seen/accounted for in Goal 3) 1000-1999:</p>	<p>Partial Staff Cost; Assistant Principal (already seen/accounted for in Goal 3) 1000-1999:</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>including meeting with students and parents r.e. academics, attendance, and discipline issues. Counselors will lead Student Support Team meetings, follow up on student success plans, and in general support students.</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>Certificated Personnel Salaries Supplemental 0</p>	<p>Certificated Personnel Salaries Supplemental 0</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>Each grade level team has 6 teachers 1 per content area, so that each teacher teaches students from only one grade level and teams of 6</p>	<p>Partial Staff Cost: 5 full time general education teachers +</p>	<p>Partial Staff Cost: 5 full time general education teachers +</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>teachers have greater ability to identify and support struggling students. This model is principally directed toward targeted unduplicated count students and also serves all students by reducing student load, and providing collaboration time that allows teachers to support targeted and other students through office hours and other individual supports. This means that teachers have more prep time during the week and there is a lower school-wide student:teacher ratio (about 20:1) as teachers have 4 sections instead of a traditional 5 sections.</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>benefits 1000-1999: Certificated Personnel Salaries Supplemental 261,790</p>	<p>benefits 1000-1999: Certificated Personnel Salaries Supplemental 261790</p>
<p>Students are all provided with prep materials and time one week prior. Students can receive feedback from teachers prior to presentation time to ensure quality and accuracy. Students have one week of class time to prepare using teacher made materials.</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>No cost 0</p>	<p>No cost 0</p>
<p>Offer college entrance exam preparatory courses (ELA and Math) to improve student performance and confidence.</p>	<p>Consultant payment for ACT/SAT classes and materials. 5000-5999:</p>	<p>Consultant payment for ACT/SAT classes and materials. 5800:</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)</p>	<p>Services and Other Operating Expenditures Title I 5500</p>	<p>Professional/Consulting Services and Operating Expenditures Title I 0</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.

SAT/ACT prep classes were cancelled, the funds allocated to that were spent to support distance learning initiatives.

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

SAT and ACT Prep courses were not offered this year due to COVID 19 school closures and the cancellation of both ACT and SAT testing. Students were provided multiple supports from counselors and the assistant principal with regard to attendance and behavior through structured processes, like SSTs, Virtual Support Plans, and structured systems of rewards and consequences. All DVD students had access to a variety of CTE courses and pathways - they were prioritized in our course sequence. Da Vinci Design was able to remain an ADA above the 95% district goal prior to the school closure in March 2020. Students are passing their POLs at high rates (90% or above), which is a testament to their preparation and engagement. Pathways have provided students with real-world project engagement and experiences, as well as paths toward college and career.

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)	\$294,910	294910	Yes
1.02 PPE, outdoor tents and furniture (equipment) (LLM)	\$97,333	51766	No
1.03 Additional staffing to monitoring the health and safety of students (part time vocational nurses or health aides) (LLM)	\$40,907	40171	No
1.04 Additional custodial staffing for cleaning and sanitizing (LLM)	\$56,000	39000	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 and estimated actual expenditures.

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 Technology resources have been provided to teachers and students to ensure full participation in distance learning. LLM	\$139,867	132769	No
2.02 Coordinator of DV Remote. (LCFF Base)	\$13,000	13000	No
2.03 5 Distance Learning Teachers and one clerical support staff member.(LCFF Base)	\$50,000		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 and estimated actual expenditures.

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 Design 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 Design - specific practices, such as “Presentation of Learning” (POLs), were maintained, as well as time for student advisory, both individual and small group opportunities. In order to ensure high quality instruction, teachers engaged in over 20 professional development days to develop instructional activities that reflect best practices in distance learning, including a focus on:

1. Providing rigor and engagement 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, “Coffee with the Principal and AP Meetings” 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 Academic Coaches (LCFF S&C)	\$206,299	218187	No
3.02 Extra Period Assignments (LCFF S&C)	\$36,000	81000	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 and estimated actual expenditures.

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 Design 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. DVD is required to use the funding only for any of these purposes. DVD 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. DVD 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 Design 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 Additional food services program costs for additional meals to ensure all families in need have access to breakfast and lunch, Monday through Friday. (LLM)	\$107,858	1956	Yes
Distance Learning Program (Access to Devices and Connectivity)	4.02 Additional technology for attendance tracking. (LLM)	\$1481	1481	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.

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 Design provided a number of evidence-based educational inventions that enable underperforming students to meet or exceed standards. DVD 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 Design. 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	605,386.96	617,423.00
	0.00	0.00
Base	72,982.00	61,541.00
Supplemental	447,404.96	449,795.00
Title I	85,000.00	89,933.00
Title II	0.00	16,154.00

* 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	605,386.96	617,423.00
	10,000.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	21,250.00
1000-1999: Certificated Personnel Salaries	480,689.96	476,867.00
2000-2999: Classified Personnel Salaries	38,423.00	46,749.00
3000-3999: Employee Benefits	6,000.00	10,971.00
4000-4999: Books and Supplies	10,500.00	42,586.00
5000-5999: Services and Other Operating Expenditures	32,516.00	10,000.00
5700-5799: Transfers Of Direct Costs	500.00	0.00
5800: Professional/Consulting Services and Operating Expenditures	26,758.00	9,000.00

* 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	605,386.96	617,423.00
		0.00	0.00
	Base	10,000.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	21,250.00
1000-1999: Certificated Personnel Salaries	Base	10,043.00	20,043.00
1000-1999: Certificated Personnel Salaries	Supplemental	407,646.96	392,405.00
1000-1999: Certificated Personnel Salaries	Title I	63,000.00	48,265.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	16,154.00
2000-2999: Classified Personnel Salaries	Base	9,423.00	9,423.00
2000-2999: Classified Personnel Salaries	Supplemental	20,000.00	21,140.00
2000-2999: Classified Personnel Salaries	Title I	9,000.00	16,186.00
3000-3999: Employee Benefits	Title I	6,000.00	10,971.00
4000-4999: Books and Supplies	Base	4,000.00	23,075.00
4000-4999: Books and Supplies	Supplemental	5,000.00	5,000.00
4000-4999: Books and Supplies	Title I	1,500.00	14,511.00
5000-5999: Services and Other Operating Expenditures	Base	17,016.00	0.00
5000-5999: Services and Other Operating Expenditures	Supplemental	10,000.00	10,000.00
5000-5999: Services and Other Operating Expenditures	Title I	5,500.00	0.00
5700-5799: Transfers Of Direct Costs	Base	500.00	0.00
5800: Professional/Consulting Services and Operating Expenditures	Base	22,000.00	9,000.00
5800: Professional/Consulting Services and Operating Expenditures	Supplemental	4,758.00	0.00
5800: Professional/Consulting Services and Operating Expenditures	Title I	0.00	0.00

* 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	26,000.00	30,409.00
Goal 2	141,240.00	153,539.00
Goal 3	163,356.96	164,365.00
Goal 4	274,790.00	269,110.00

* 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	\$489,150.00	\$425,847.00
Distance Learning Program	\$202,867.00	\$145,769.00
Pupil Learning Loss	\$242,299.00	\$299,187.00
Additional Actions and Plan Requirements	\$109,339.00	\$3,437.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,043,655.00	\$874,240.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$194,240.00	\$130,937.00
Distance Learning Program	\$202,867.00	\$145,769.00
Pupil Learning Loss	\$242,299.00	\$299,187.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$639,406.00	\$575,893.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$294,910.00	\$294,910.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$109,339.00	\$3,437.00
All Expenditures in Learning Continuity and Attendance Plan	\$404,249.00	\$298,347.00