

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

DVS 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 Internal Audit of 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 have access to instructional materials in print or electronic formats.</p>	<p>100% of students had access to instructional materials in print or electronic formats in 2019-2020. GOAL MET</p>																																
<p>Metric/Indicator Internal Audit of Teacher Assignment</p> <p>19-20 Audit will find that 100% of teachers are properly assigned.</p> <p>Baseline 100% of teachers are properly assigned (0 teacher misassignments).</p>	<p>100% of teachers were properly assigned in 2019-2020 (0 teachers were teaching outside of their area of expertise). GOAL MET</p> <table border="1" data-bbox="1058 1089 1776 1252"> <thead> <tr> <th>Teacher Credentials for Da Vinci Science</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>With Full Credential</td> <td>26</td> <td>26</td> <td>25</td> </tr> <tr> <td>Without Full Credential</td> <td>0</td> <td>0</td> <td>0</td> </tr> <tr> <td>Teaching Outside Subject Area of Competence</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <table border="1" data-bbox="1058 1287 1776 1450"> <thead> <tr> <th>Teacher Credentials for Da Vinci Science High</th> <th>18-19</th> <th>19-20</th> <th>20-21</th> </tr> </thead> <tbody> <tr> <td>With Full Credential</td> <td>♦</td> <td>♦</td> <td>25</td> </tr> <tr> <td>Without Full Credential</td> <td>♦</td> <td>♦</td> <td>0</td> </tr> <tr> <td>Teaching Outside Subject Area of Competence</td> <td>♦</td> <td>♦</td> <td>0</td> </tr> </tbody> </table>	Teacher Credentials for Da Vinci Science	18-19	19-20	20-21	With Full Credential	26	26	25	Without Full Credential	0	0	0	Teaching Outside Subject Area of Competence	0	0	0	Teacher Credentials for Da Vinci Science High	18-19	19-20	20-21	With Full Credential	♦	♦	25	Without Full Credential	♦	♦	0	Teaching Outside Subject Area of Competence	♦	♦	0
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Expected

Metric/Indicator

Annual Facilities Inspection
Student Survey Results Related to Safety

19-20

Annual facilities inspection and student safety survey results will find that the school is safe, clean, and well maintained.

Baseline

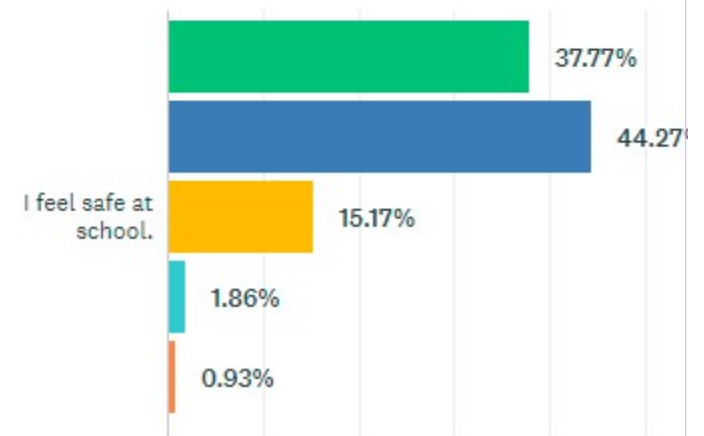
The school is safe based on Spring 2016 student survey responses where 98% of students reported feeling safe on campus, and 99% of students reported feeling safe outside of campus. Facilities are clean, and well maintained based on January 2017 campus inspection with a "Fair" overall rating.

Actual

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

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 yearlong access to online math software</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 Subscriptions 5800: Professional/Consulting Services and Operating Expenditures Base 5000</p>	<p>CPM Subscriptions 4000-4999: Books and Supplies Base 5255</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 5000</p>	<p>Staff Recruitment, Hiring 5800: Professional/Consulting Services and Operating Expenditures Base 5000</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>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. 1000-1999: Certificated Personnel Salaries Base 20,000</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. 1000-1999: Certificated Personnel Salaries Base 20000</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 description of the successes and challenges in implementing the actions/services to achieve the goal.

DVS purchased CPM math curriculum, as well as other online software, to provide students with the materials necessary for learning. All students had access to the materials and supplies necessary for learning.

Goal 2

DVS students will be supported by high levels of parent engagement and participation.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Sign-Ins at School Events</p> <p>19-20 2000 parent sign-ins at school events - i.e. Exhibition Night, Presentations of Learning and Student Led Conferences.</p> <p>Baseline 2016-2017 parent sign-ins at school events: 2,477</p>	<p>Fall 2019 parent sign-ins at school events: 746. Goal not met.</p>
<p>Metric/Indicator Parent Attendance at Decision Making Groups</p> <p>19-20 6 parents regularly attend committee decision-making group meetings including School Site Council.</p> <p>Baseline Regular attendance at decision-making group meetings in 2016-2017: 7-12 parents per meeting</p>	<p>Regular attendance at decision-making group meetings in Fall 2019: There was an average of 6 parents at decision-making groups including the school site council. GOAL MET.</p>
<p>Metric/Indicator</p>	<p>256 parents/families responded to the Fall 2019 DVS Parent Survey. GOAL MET</p>

Expected	Actual
<p>Parent Survey Participation Rates</p> <p>19-20 150 parents completing twice-annual parent survey.</p> <p>Baseline Parent survey rates for all 2015-2016 and 2016-2017 surveys exceeded 200 responses.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Da Vinci Science will maintain high levels of parent participation, input, and involvement through 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 20000</p>	<p>School Home Calling system, partial cost 5900: Communications Base 500</p> <p>Partial cost of website maintenance 2000-2999: Classified Personnel Salaries Base 20000</p>
<p>Da Vinci Science seeks to maintain positive school climate, parent and student engagement. DVS 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>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>DVS will continue to explore a variety of technologies to more efficiently increase parent communication to all students. DVS 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. DVS 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>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 of staff running parent education classes or coordinating others running the classes 1000-1999: Certificated Personnel Salaries Base 2000</p>	<p>Cost of staff running parent education classes or coordinating others running the classes 1000-1999: Certificated Personnel Salaries Base 2000</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 description of the successes and challenges in implementing the actions/services to achieve the goal.

DVS significantly increased its parent engagement and participation by including them in multiple professional development activities alongside staff. Activities included design thinking seminars addressing issues of student workload and the DVS honors program. DVS discontinued the practice of requiring parent sign-ins at events due to parents' feedback that the sign-in process was frustrating and did not accurately represent their involvement.

Goal 3

At-risk students will be correctly identified and supported with appropriate intervention plans.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

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 Science 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, 9 students (7.6% of the 2016 cohort) elected to enroll in DVX, which if added to our 89.9% graduation rate provides a corrected graduation rate of 97.5%.</p> <p>2015 Cohort Graduation Rate (adjusted): 97% 2016 Cohort Graduation Rate (adjusted): 97.5%</p>	<p>Da Vinci Science 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. 8 Da Vinci Science students from the class of 2019 (6.3% of the cohort) elected to enroll in DVX, which if added to our 89.8% graduation rate provides a corrected 4-year cohort graduation rate of 96.1%. All DVX students from this cohort are enrolled in college courses during the 2019-20 school year. GOAL MET</p>
<p>Metric/Indicator Cohort Dropout Rate</p> <p>19-20 The dropout rate will be less than 3.75%</p>	<p>The 4-year cohort dropout rate for the class of 2019 was 2.5% (3 students). GOAL MET</p>

Expected	Actual
<p>Baseline 2015 Cohort Drop-Out Rate: 0% 2016 Cohort Drop-Out Rate: .8%</p>	
<p>Metric/Indicator Average Daily Attendance Rate</p> <p>19-20 Daily attendance will be at or above 96%</p> <p>Baseline 2015-2016 ADA: 98.5% 2016-2017 ADA: 97.08%</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 96.19%. GOAL MET</p>
<p>Metric/Indicator Academic Support Plan Implementation Rate</p> <p>19-20 95% of students identified as at risk based on their academic, language, health, or other needs that have a support plan in place by mid-semester of their freshman year.</p> <p>Baseline 100% of students identified as at risk based on their academic, language, health, or other needs that 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 Achievement Gap Analysis for socioeconomically disadvantaged students, foster youth, and English Language Learners</p> <p>19-20 The achievement gap for socioeconomically disadvantaged students, foster youth, and ELLs will be less than 5%.</p> <p>Baseline Baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) for socioeconomically</p>	<p>In 2019, the achievement gap for socioeconomically disadvantaged students decreased to 2% in ELA (1% decrease from 2018). GOAL MET</p> <p>The achievement gap for socioeconomically disadvantaged students in Math also decreased to 4% in Math (an 8% decrease from 2018). GOAL MET</p> <p>SBAC scores for English Learners were not reported by the state for Da Vinci Science due to a small population count (fewer than 10 students). Based on internal data, in 2019, the achievement</p>

Expected	Actual
<p>disadvantaged students in 2015 were 6% in ELA and 17% in Math. In 2016, the achievement gap for socioeconomically disadvantaged students in ELA was non-existent (socioeconomically disadvantaged students actually outperformed their more advantaged peers by 1%), and also decreased 16% to only 1% in Math.</p> <p>SBAC scores for English Learners were not reported by the state for Da Vinci Science due to a small population count (fewer than 10 students). Based on internal data, baseline achievement gaps as identified by SBAC proficiency (Met or Exceeded Standard) between Redesignated English Learners and their English Only peers in 2015 were 20% in ELA and 32% in Math. In 2016, the achievement gap for Redesignated English Learners decreased to 9% in ELA, and also decreased to 18% in Math.</p>	<p>gap for our 3 English Learner students as compared to their English Only Peers increased 8% to 59% in ELA, and decreased 2% to 64% in Math. GOAL NOT MET</p>
<p>Metric/Indicator CELDT/ELPAC Proficiency Rates</p> <p>19-20 60% of ELLs will grow one level according to their overall CELDT/ELPAC score.</p> <p>Baseline Due to small numbers, English Learners have had erratic results in meeting the CELDT criterion over the last three years, though half of English Learners demonstrated English proficiency on the CELDT in 2016-2017. Of the six students tested in 2016-2017, only two had tested the year prior and both maintained their CELDT level from the 2015-2016 school year.</p>	<p>The CA Dashboard English Learner Progress Indicator (ELPI) was not published for Da Vinci Science on the 2019 or 2020 CA Dashboards. GOAL IN PROGRESS</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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 Counselor Salary cost 1000-1999: Certificated Personnel Salaries Supplemental 69,648</p>	<p>Partial Counselor Salary cost 1000-1999: Certificated Personnel Salaries Supplemental 69648</p>
<p>DVS administration and grade-level teams will focus on small-group interventions for at-risk students, including the creation and monitoring of At Risk Students Support Plans.</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 Assistant Principal (costs accounted for in goal seven) 1000-1999: Certificated Personnel Salaries Supplemental 14,229</p>	<p>Partial Assistant Principal (costs accounted for in goal seven) 1000-1999: Certificated Personnel Salaries Supplemental 14229</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>DVS will hire a parent coordinator who will work to engage parents of ELLs and parents who speak only Spanish. DVS will hire academic coaches who will be available for support to ELLs.</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>Parent Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I 9000</p> <p>Academic coach support 1000-1999: Certificated Personnel Salaries Title I 10000</p>	<p>Parent Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I 9000</p> <p>Academic coach support 2000-2999: Classified Personnel Salaries Title I 10000</p>
<p>Extra support will be provided to struggling students through an academic coaching program. While the program will be available to all students, at risk students falling within the identified sub groups will be encouraged to attend and the tutoring program will be part of their support plans where appropriate.</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 2000-2999: Classified Personnel Salaries Base 0</p>	<p>No cost 2000-2999: Classified Personnel Salaries Base 0</p>
<p>Seminar support classes</p> <p>Seminar supports for students needing geometry or ELA support before college.</p> <p>Extra support will be provided to struggling students through support classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the seminar support classes will be part of their student support plans where appropriate.</p>	<p>Extra seminar assignments. Approximately \$1,250 per seminar per semester 1000-1999: Certificated Personnel Salaries Base 6,316</p> <p>Extra seminar assignments. Approximately \$1,250 per seminar per semester 1000-1999: Certificated Personnel Salaries Base 3,684</p>	<p>Extra seminar assignments. Approximately \$1,250 per seminar per semester 1000-1999: Certificated Personnel Salaries Base 6316</p> <p>Extra seminar assignments. Approximately \$1,250 per seminar per semester 1000-1999: Certificated Personnel Salaries Base 3684</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>Credit Recovery Sections Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the recovery sections will be part of their student support plans where appropriate.</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>Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections 1000-1999: Certificated Personnel Salaries Title I 72,000</p> <p>Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections 1000-1999: Certificated Personnel Salaries Base 0</p>	<p>Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections 1000-1999: Certificated Personnel Salaries Title I 50920</p> <p>Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections 1000-1999: Certificated Personnel Salaries Base 21080</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 description of the successes and challenges in implementing the actions/services to achieve the goal.

Increasing the 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 have increased the number of students who are passing their courses. Our academic coaching program was expanded to give additional support to students through seminars, after-school tutoring, and in class assistance.

Goal 4

Students will be supported academically and social-emotionally within a student-centered, inclusive and caring school culture.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Annual Student Survey Responses</p> <p>19-20 On the annual student survey question, “My relationships with teachers overall,” more than 80% of respondents choose ‘good,’ ‘very good,’ or ‘excellent.’</p> <p>Baseline On the annual student survey question, “My relationships with teachers overall,” 86% of students choose ‘good,’ ‘very good,’ or ‘excellent’ in the Spring 2016 survey.</p>	<p>On the Spring 2019 student survey, 87% 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 On the annual student survey question, “The degree to which the school creates a compassionate and caring learning community,” more than 80% of respondents choose ‘good,’ ‘very good,’ or ‘excellent.’</p> <p>Baseline</p>	<p>On the Spring 2019 student survey, 73% 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 NOT MET</p>

Expected	Actual
<p>On the annual student survey question, “The degree to which the school creates a compassionate and caring learning community,” 86% of students choose ‘good’, ‘very good’, or ‘excellent’ in the Spring 2016 survey.</p>	
<p>Metric/Indicator Annual Student Survey Responses</p> <p>19-20 On the annual student survey question, “How well the school creates an environment of high integrity, respect, and trust,” more than 80% of respondents choose ‘good,’ ‘very good,’ or ‘excellent.’</p> <p>Baseline On the annual student survey question, “How well the school creates an environment of high integrity, respect, and trust,” 82% of students choose ‘good’, ‘very good’, or ‘excellent’ in the Spring 2016 survey.</p>	<p>On the Spring 2019 student survey, 71% 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>
<p>Metric/Indicator Suspension Rates</p> <p>19-20 Fewer than 20 suspensions.</p> <p>Baseline 2014-2015 suspensions: 2 (.4% rate per CDE) 2015-2016 suspensions: 8 2016-2017 suspensions: 7</p>	<p>In 2019-2020 Da Vinci Science had 1 suspension, for a less than 0.18% overall rate. GOAL MET</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Support creation of student-led clubs and paying for transportation to field trips for those clubs to local colleges, industry partners, and events.</p>	<p>Transportation to colleges, industry partners, and events: 5000-5999: Services and Other</p>	<p>Transportation to colleges, industry partners, and events: 5000-5999: Services and Other</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>Operating Expenditures Base 7500</p>	<p>Operating Expenditures Base 7500</p>
<p>Paying for ninth grade for those 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>No cost-scholarships 5000-5999: Services and Other Operating Expenditures Base 0</p>	<p>No cost-scholarships 5000-5999: Services and Other Operating Expenditures Base 0</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>Partial cost of counselor salaries (accounted for in goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>Partial cost of counselor salaries (accounted for in goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</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>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 assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting 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 cost of Assistant Principal/Director salary (accounted for in Goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>Partial cost of Assistant Principal/Director salary (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,</p>	<p>Partial cost of Assistant Principal/Director salary (Costs</p>	<p>Partial cost of Assistant Principal/Director salary (Costs</p>

<p align="center">Planned Actions/Services</p>	<p align="center">Budgeted Expenditures</p>	<p align="center">Actual Expenditures</p>
<p>the Assistant Principal will provide support in a variety of ways, including assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting 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>already accounted for under goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>already accounted for under goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>
<p>Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of six 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-to-teacher ratio than at comparable large public high schools.</p>	<p>Partial cost of salaries of six classroom teachers 1000-1999: Certificated Personnel Salaries Supplemental 299819</p>	<p>Partial cost of salaries of six classroom teachers 1000-1999: Certificated Personnel Salaries Supplemental 299819</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>		

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

Most of the services were implemented as planned. However, SBAC results showed us that there were significant gaps in performance of sub groups last year, so an increase in academic coaches as supports for students in core classes was added this year to support teachers and students. With closures and the cancellation of SBAC testing the effectiveness of changes is hard to gauge for 2020.

Goal 5

DVS graduates will demonstrate college & career readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator A-G Eligibility Rates</p> <p>19-20 92% of seniors will graduate meeting all A-G requirements.</p> <p>Baseline 99% of the class of 2016 graduated A-G eligible.</p>	<p>100% of graduates from the class of 2019 were A-G eligible. GOAL MET</p>
<p>Metric/Indicator ELA EAP Proficiency Rates</p> <p>19-20 64% of juniors will score 'college ready' on the ELA EAP test.</p> <p>Baseline 57% of juniors scored 'College Ready' on the 2016 ELA EPT (7% increase from 2015), and 93% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (13% increase from 2015).</p>	<p>49% of juniors scored 'College Ready' on the 2019 ELA EPT (5% increase from 2018), and 86% of juniors scored 'College Ready' or 'Conditionally Ready' in ELA (7% increase from 2018). GOAL NOT MET</p>
<p>Metric/Indicator Math EAP Proficiency Rates</p> <p>19-20</p>	<p>26% of juniors scored 'College Ready' on the 2018 Math EPT (2% increase from 2018), and 56% of juniors scored 'College Ready' or 'Conditionally Ready' in Math (3% decrease from 2018). GOAL MET</p>

Expected	Actual
<p>50% of juniors will score “college ready’ or ‘college ready conditional’ on the Math EAP test.</p> <p>Baseline 38% of juniors scored 'College Ready' on the 2016 Math EPT (16% increase from 2015), and 77% of juniors scored 'College Ready' or 'Conditionally Ready' in Math (16% increase from 2015).</p>	
<p>Metric/Indicator PLTW Course Completion Rates</p> <p>19-20 85% of seniors will have completed at least two PLTW courses.</p> <p>Baseline 94% of the class of 2016 completed at least two PLTW courses prior to graduation.</p>	<p>91% of the class of 2020 completed at least two PLTW courses prior to graduation. GOAL MET</p>

Actions / Services

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>SAT/ACT Prep Teacher salary 1000-1999: Certificated Personnel Salaries Title I 5000</p>	<p>SAT/ACT Prep Teacher salary 1000-1999: Certificated Personnel Salaries Base 5000</p>
<p>Extra support will be provided to struggling students through an academic coaching program. While the program will be available to all students, at risk students falling within the identified sub groups will be encouraged to attend and the tutoring program will be part of their support plans where appropriate.</p>	<p>No cost 2000-2999: Classified Personnel Salaries Base 0</p>	<p>No cost 2000-2999: Classified Personnel Salaries Base 0</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>Seminar support classes Seminar supports for students needing geometry or ELA support before college. Extra support will be provided to struggling students through support classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the seminar support classes will be part of their student support plans where appropriate.</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>Extra seminar assignments. Approximately \$1,250 per seminar per semester. 1000-1999: Certificated Personnel Salaries Base 6,316</p> <p>Extra seminar assignments. Approximately \$1,250 per seminar per semester. 1000-1999: Certificated Personnel Salaries Base 3,684</p>	<p>Extra seminar assignments. Approximately \$1,250 per seminar per semester. 1000-1999: Certificated Personnel Salaries Base 6316</p> <p>Extra seminar assignments. Approximately \$1,250 per seminar per semester. 1000-1999: Certificated Personnel Salaries Base 3684</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>Partial Counselor Salaries (costs accounted for in goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>Partial Counselor Salaries (costs accounted for in goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</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>To ensure success for low-income pupils, English learners, foster youth, and re-designated fluent English proficient pupils, DVS will offer SAT/ACT prep courses free of charge to students on weekends and during summer.</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>SAT/ACT Prep Teacher salary 1000-1999: Certificated Personnel Salaries Title I 10,000</p>	<p>SAT/ACT Prep Teacher salary 1000-1999: Certificated Personnel Salaries Title IV 10000</p>
<p>Credit Recovery Sections Credit Recovery sections support students needing support to stay on track for graduation and college readiness. Extra support will be provided to struggling students through these recovery classes within the regular school day. While the program will be available to all students, at risk students falling within the identified sub groups will be actively monitored and have first priority to these courses when enrollment is impacted, and the recovery sections will be part of their student support plans where appropriate.</p>	<p>Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections (costs accounted for in goal 4) 1000-1999: Certificated Personnel Salaries Title I 0</p>	<p>Credit recovery section assignments. Approximately \$9,000 per year per section, 8 sections (costs accounted for in goal 4) 1000-1999: Certificated Personnel Salaries Title I 0</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>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 assessing students, meeting with students and parents r.e. academics, attendance, and discipline issues, leading Student Support Team meetings, following up on student success plans, and in general supporting 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</p> <p>Locations</p>	<p>Partial Assistant Principal Salary (costs accounted for in goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>Partial Assistant Principal Salary (costs accounted for in goal 3) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>
<p>Each grade-level team has 6 teachers, one per content area, so that each teacher teaches students from only one grade level, and teams of 6 teachers have greater ability to identify and support struggling students. This means that teachers have more prep time during the week and there is a lower schoolwide student-to-teacher ratio.</p>	<p>Partial staff costs, six full-time general education teachers (costs accounted for in goal 4) 1000-1999: Certificated Personnel Salaries Supplemental 0</p>	<p>Partial staff costs, six full-time general education teachers (costs accounted for in goal 4) 1000-1999: Certificated Personnel Salaries Supplemental 0</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>		

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

DVS continued its success of supporting students and families in setting and attaining goals for postsecondary options, including meeting its goals for college acceptances.

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)	265226	265226	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)	41642	41642	No
1.04 Additional custodial staffing for cleaning and sanitizing (LLM)	39000	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 material differences exist between budgeted expenditure 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 funds)	94695	95917	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 material differences exist between budgeted expenditure 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 Science 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 Science - 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 Academic Coaches (LCFF S&C funds)	100000	141984	Yes
3.02 Extra Period Assignments (LCFF S&C funds)	36000	58500	Yes

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 material differences exist between budgeted expenditure 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 Science 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. DVS is required to use the funding only for any of these purposes. DVS 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. DVS 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 Science 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)	107858	2025	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 Science provided a number of evidence-based educational inventions that enable underperforming students to meet or exceed standards. DVS 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 Science. 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	573,196.00	573,451.00
Base	83,500.00	109,835.00
Supplemental	383,696.00	383,696.00
Title I	106,000.00	69,920.00
Title IV	0.00	10,000.00
	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	573,196.00	573,451.00
1000-1999: Certificated Personnel Salaries	531,696.00	521,696.00
2000-2999: Classified Personnel Salaries	3,500.00	33,500.00
4000-4999: Books and Supplies	0.00	5,255.00
5000-5999: Services and Other Operating Expenditures	7,500.00	7,500.00
5800: Professional/Consulting Services and Operating Expenditures	10,000.00	5,000.00
5900: Communications	20,500.00	500.00
	20,500.00	500.00

* 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	573,196.00	573,451.00
1000-1999: Certificated Personnel Salaries	Base	42,000.00	68,080.00
1000-1999: Certificated Personnel Salaries	Supplemental	383,696.00	383,696.00
1000-1999: Certificated Personnel Salaries	Title I	106,000.00	59,920.00
1000-1999: Certificated Personnel Salaries	Title IV	0.00	10,000.00
2000-2999: Classified Personnel Salaries	Base	3,500.00	23,500.00
2000-2999: Classified Personnel Salaries	Title I	0.00	10,000.00
4000-4999: Books and Supplies	Base	0.00	5,255.00
5000-5999: Services and Other Operating Expenditures	Base	7,500.00	7,500.00
5800: Professional/Consulting Services and Operating Expenditures	Base	10,000.00	5,000.00
5900: Communications	Base	20,500.00	500.00
		10,000.00	5,000.00
		20,500.00	500.00
		20,500.00	500.00
		20,500.00	500.00

* 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	30,000.00	30,255.00
Goal 2	26,000.00	26,000.00
Goal 3	184,877.00	184,877.00
Goal 4	307,319.00	307,319.00
Goal 5	25,000.00	25,000.00

* 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	\$427,201.00	\$397,634.00
Distance Learning Program	\$94,695.00	\$95,917.00
Pupil Learning Loss	\$136,000.00	\$200,484.00
Additional Actions and Plan Requirements	\$109,339.00	\$3,506.00
All Expenditures in Learning Continuity and Attendance Plan	\$767,235.00	\$697,541.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$161,975.00	\$132,408.00
Distance Learning Program	\$94,695.00	\$95,917.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$256,670.00	\$228,325.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$265,226.00	\$265,226.00
Distance Learning Program		
Pupil Learning Loss	\$136,000.00	\$200,484.00
Additional Actions and Plan Requirements	\$109,339.00	\$3,506.00
All Expenditures in Learning Continuity and Attendance Plan	\$510,565.00	\$469,216.00