



# DaVinci Charter Academy

Innovative ♦ Inclusive ♦ Collaborative

## 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

All DVCA students will experience 21st Century Teaching and Learning

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1.1 Da Vinci teachers in their first or second year will create and implement at least one project per semester that is designed in accordance with the Buck Institute for Education's PBL Design Elements or the New Tech Network Guide for Project-Based Learning.</p> <p>1.2 Teachers that are new to Da Vinci will participate in Project-based Learning training during their first or second year.</p> <p>1.3 Teachers in their first or second year will participate in ongoing Project-based Learning training that will be facilitated by Da Vinci Admin and a Da Vinci Instructional Coach during semester one of the school year.</p> <p>1.4 Teachers that are new to Da Vinci will participate in a Restorative Practices training during their first or second year through either an internal training done by Da Vinci Restorative Practices Coordinators or externally through the International Institute for Restorative Practices.</p> <p>1.5 Teachers in their first or second year will participate in ongoing Restorative Practices training that will be facilitated by Da Vinci Restorative Practices Coordinator and a Da Vinci Counselor during semester two of the school year.</p> <p>1.6 Da Vinci Restorative Practices Coordinators will track and report the number of Formal Restorative Conferences conducted during semester 1 and semester 2.</p>	<p>2019-20</p> <p>1.1 All new DVCA teachers received PBL training and implemented one or more PBL project.</p> <p>1.2 All new DVCA teachers received project-based learning professional development</p> <p>1.3 All new DVCA teachers received ongoing project-based development through DVCA Staff Collaboration time and through the DVCA Instructional Coaches</p> <p>1.4 All new DVCA teachers received training in restorative practices through the International Institute for Restorative Practices, through DJUSD Prevention &amp; Wellness Trainings of through the DVCA Restorative Practices Coordinator</p> <p>1.5 All new DVCA teachers received ongoing restorative practices through the DVCA Restorative Practices Coordinator</p> <p>1.6 The DVCA Restorative Practices Coordinator was able to track restorative practices conferencing. Fifty-six restorative conferences were held in 2019-20, a decrease of 49 from 2018-19. Restorative practices conferencing was extremely limited in 2020-21 due to the Covid 19 Pandemic and school closures. Only 14 restorative conferences have been held as of March 2020-21.</p>

Expected	Actual
<p><b>19-20</b></p> <p>1.1 Da Vinci teachers in their first or second year will create and implement at least one project per semester that is designed in accordance with the Buck Institute for Education's PBL Design Elements or the New Tech Network Guide for Project-Based Learning.</p> <p>1.2 Teachers that are new to Da Vinci will participate in Project-based Learning training during their first or second year.</p> <p>1.3 The Restorative Practices Coordinator will survey all students who participate in formal restorative conferences to inform practices and asses impact of the program.</p> <p>1.4 Teachers that are new to Da Vinci will participate in a Restorative Practices training during their first or second year.</p> <p>1.5 Da Vinci Restorative Practices Coordinators will track and report the number of Formal Restorative Conferences conducted during semester 1 and semester 2.</p>	

Expected	Actual
<p><b>Baseline</b>            In 2016-17, four Da Vinci teachers (2 math, 1 science, 1 English) in their first year created and implemented one project during the year according to the Buck Institute for Education's PBL Design Elements. One Da Vinci teacher in his year created and implemented zero projects. Da Vinci anticipates having two teachers in their second year and three teachers in their first year for the 2017-18 school year.</p> <p>In 2016-17, Da Vinci implemented a "Newbie Cohort" led by administration and an Instructional Coach during semester one of 2016-17. All new teachers participated.</p> <p>In 2016-17, no new Da Vinci teachers were able to participate in a Restorative Practices training. One Da Vinci counselor was able to participate in a Restorative Practices training.</p> <p>In 2016-17, Da Vinci implemented a "Newbie Cohort" led by the Da Vinci Restorative Practices Coordinator and a Da Vinci Counselor.</p> <p>In 2016-17, No new teachers at the Junior High site were able to participate in a Project-Based Learning "Newbie Cohort" or a Restorative Practices "Newbie Cohort."</p> <p>1.6 Da Vinci Restorative Practices Coordinators will track and report the number of Formal Restorative Conferences conducted during semester 1 and semester 2.</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Da Vinci Charter Academy will support high-quality Project-Based Learning through effective classroom instruction and facilitation.	a. Da Vinci will maintain its affiliation with the NewTech	Da Vinci was able to maintain its affiliation with New Tech Network

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Network; access to learning management system, project library and access to network resources. 5000-5999: Services And Other Operating Expenditures Base \$18,700</p> <p>b. Da Vinci educators will attend professional development that promotes the systems, culture, and instructional approach for high-quality project-based instruction. 5000-5999: Services And Other Operating Expenditures Base 10,000</p> <p>c. Two Da Vinci Instructional Coaches will support staff in implementing high-quality project-based learning practices. 1000-1999: Certificated Personnel Salaries Base \$9,590</p>	<p>in order to utilize an LMS and other resources. Da Vinci also participated, at an increased cost, in the newly developed Continuation Community, accounting for the increased cost. 5000-5999: Services And Other Operating Expenditures Base \$20,242</p> <p>b. Because Da Vinci had few new teachers and due to the Covid school closure, Da Vinci did not hire or send staff to PBL professional development. Da Vinci staff did participate in limited district paid PBL trainings and PBL Professional Development opportunities through the DJUSD Performance Matters Platform; however, no expense was incurred for Da Vinci in 2019-20 for this action/service. 5000-5999: Services And Other Operating Expenditures Base \$0</p> <p>c. Da Vinci was only able to hire one certificated teacher on a VSA provide instructional coach support. The Instructional Coach at DVHS was out on maternity leave and that position remained open for the year. The DVHS position was not able to be filled in the 2020-21 school year. Coaching support was delivered through administration and colleagues at DVHS for the 2020-21 school year. The DVJH Instructional Coach continued with</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		regular support duties but only submitted time cards for a few hours. 1000-1999: Certificated Personnel Salaries Base \$417
Da Vinci students will experience a school environment that provides all students with access to 21st Century learning tools.	<p>a. Da Vinci will purchase 150 Chromebooks. 4000-4999: Books And Supplies Base \$60,310</p> <p>b. Da Vinci will utilize Quest Diagnostics to maintain a safe and effective wireless network. 5000-5999: Services And Other Operating Expenditures Base \$8,700</p> <p>c. Da Vinci will continue to purchase software and licensing agreements to support student projects. 5000-5999: Services And Other Operating Expenditures Base \$8,863</p> <p>d. Da Vinci will continue to purchase software and filtering services to meet Children's Internet Protection Act (CIPA). 5000-5999: Services And Other Operating Expenditures Base \$6,000</p> <p>e. Da Vinci will continue to pay for IT Staff to support maintenance and operations for technology use at both campuses. 2000-2999: Classified Personnel Salaries Base \$110,415</p>	<p>a. Da Vinci was able to purchase 100 student Chromebooks 4000-4999: Books And Supplies Other \$60,310</p> <p>b. Da Vinci did not need to utilize Quest Diagnostic services for maintenance or new installation to existing wireless network in the 2020-21 school year. 5000-5999: Services And Other Operating Expenditures \$0</p> <p>c. Da Vinci purchased WeVideo and The Adobe Suite to support student projects and CTE pathways. 5000-5999: Services And Other Operating Expenditures Base \$8,863</p> <p>d. Da Vinci switched to Cisco's Umbrella product for internet filtering services at a reduced annual cost than the previous OpenDNS product that was used. 5000-5999: Services And Other Operating Expenditures Base \$4,233.75</p> <p>e. Da Vinci hired a new IT Staff member with fewer years of service to support maintenance and operations for technology use at both campuses. 2000-2999: Classified Personnel Salaries Base \$100,672</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>f. Da Vinci will commence an E-rate agreement to provide students and staff with higher-speed Internet service at a reduced rate. 5000-5999: Services And Other Operating Expenditures Base \$7,072</p>	<p>f. Da Vinci secured an E-rate agreement with AT&amp;T to provide increased internet service speeds at a subsidized cost. 5000-5999: Services And Other Operating Expenditures Base \$8,243</p> <p>g. Da Vinci paid two existing employees to provide additional IT support to assist with tech check-out and Chromebook monitoring. 2000-2999: Classified Personnel Salaries Base \$14,947</p>
<p>Da Vinci will promote career and college options for all students.</p>	<p>a. Staff will engage in release time and professional development to develop a Computer Science Pathway in Software and Systems Development. 1000-1999: Certificated Personnel Salaries Base \$3,000</p> <p>b. Staff will engage in release time and professional development to develop an Arts Pathway. 1000-1999: Certificated Personnel Salaries Base \$5,000</p>	<p>The SSD CTE Teacher was given a VSA to complete curriculum development to shift existing art classes to a sequenced CTE Pathway. Significant PD opportunities ended up being provided through SCOEs CTE program through grants making the estimated expenditure less than the actual expense. This will continue to be a focus area in next year's LCAP. 1000-1999: Certificated Personnel Salaries Base \$842</p> <p>The DMA CTE Teacher was given a VSA to complete curriculum development to shift existing art classes to a sequenced CTE Pathway. Few opportunities for additional professional development were available due to school closures. This will be a focus area in next year's LCAP.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	c. Da Vinci will continue to employ an Internship Coordinator to support student internships in the local community. 2000-2999: Classified Personnel Salaries Base \$36,187	1000-1999: Certificated Personnel Salaries Base \$842 c. DVCA was not able to employ an Internship Coordinator due to school closures and Covid 19 restrictions. This position remains unfilled for 2020-21 and will return in the 2021-22 school year. 1000-1999: Certificated Personnel Salaries Base \$0
This action/service has been modified and moved to 2019-20 Goal 3. See annual update.		
This action/service has been moved to 2019-20 Goal 2. See annual update.	See annual update- not occurring in 2019-20.	
This action/service has been moved to 2019-20 Goal 3. See annual update.	See annual update- no occurring in 2019-20	
This action/service is eliminated from the 2019-20 LCAP. See annual update.	See annual update- not occurring in 2019-20.	
This action/service has been moved to 2019-20 Goal 3. See annual update.		

## Goal Analysis

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

Goal 1 was designed to provide tangible actions and services to promote 21st Century teaching and learning at Da Vinci and to prepare students for college and career opportunities. Those services include professional development for DVCA staff, access to technological tools and development of Career Technical Education (CTE) courses and internship opportunities. As a result of COVID 19 and school closures, the following actions were not fully implemented and were reallocated: professional development targeting 21st Century Teaching and learning and summer professional development and internships through the Internship Specialist position. These funds were reallocated to address professional development demands of moving to Distance Learning (DL) and implementation of a new Learning Management System, Canvas, and other digital tools for grades 7-12. This includes DVCA staff participation in

training modules in Spring of 2020 to prepare for Distance Learning, additional staffing to support the Canvas Learning System, WebEx and Zoom licensing and use, and additional virtual instructional learning tools at each site.

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

The successes in implementing actions and services to achieve Goal 1 include the training of all DVCA instructional staff in the use of a new Learning Management System, Canvas. Additionally, success in this goal included continued work toward CTE implementation, with two new CTE Pathways (Digital Media Arts and Software Systems and Development) coming to fruition at the start of the 2021-22 school year. This includes the purchase of materials and virtual tools to support CTE. It is notable that sudden shift to Distance Learning, while challenging, did bring about many innovations such as the use of Zoom breakout rooms, and digital tools like WeVideo, Padlet, Screencastify and others. Overall there were notable increases in critical thinking, creativity, collaboration, resilience, and persistence amongst staff.

The following actions were not implemented as a result of Covid 19: Professional Learning Communities (PLC's) were unable to gather, Innovation Summer (professional development) was not held in June as planned, placement of student internships were interrupted, and staff was unable to hold nearly all after school co-curricular and extra-curricular activities.

## Goal 2

Da Vinci Educators will work to close the Opportunity and Achievement Gap

State and/or Local Priorities addressed by this goal:

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

Local Priorities:     Board of Education Priority #2 – Close the Achievement Gap

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus.</p> <p>1.2 Da Vinci will continue to provide reliable and safe Internet access in every Da Vinci classroom so that every student and staff can access course content.</p> <p>1.3 Da Vinci will continue to provide every student with access to industry standard publishing, photo editing and video editing software that supports course specific content.</p> <p>1.4 Da Vinci will ensure that every student takes and passes, during their Da Vinci tenure, a Research &amp; Communications course that teaches students with the skills to be proficient in using software and technology for school success.</p>	<p>2019-20</p> <p>1.1 Da Vinci was able to continue providing a 1:1 student to computer ratio with Chromebooks for all DVJH students and laptops for DVHS students that choose to check one out. DVHS students are also offered the opportunity to utilize a personal device if that is preferred.</p> <p>1.2 Da Vinci continues to manage its own network at the DVHS Campus with a new E-rate contract for high speed Internet service and filtering and monitoring through Cisco Umbrella and Securly. No infrastructure upgrades were required in the 2019-20 school year.</p> <p>1.3. Da Vinci continues to provide students with industry standard software for digital media arts and classroom projects. This is primarily through the Adobe Creative Cloud Suite of tools and WeVideo.</p> <p>1.4 Da Vinci continues to allocate FTE to ensure that all DVJH students complete an introductory Research and Communications</p>

Expected	Actual
<p><b>19-20</b></p> <p>1.1 Da Vinci will maintain its 1:1 ratio of students to computers with Chromebooks used at the Junior High Campus and Laptops used at the High School Campus.</p> <p>1.2 Da Vinci will continue to provide reliable Internet access in every Da Vinci classroom so that every student and staff can access course content.</p> <p>1.3 Da Vinci will continue to provide every student with access to industry standard publishing, photo editing and video editing software that supports course specific content.</p> <p>1.4 Da Vinci will ensure that each student in the junior high program takes and passes a Research &amp; Communications course that teaches students the skills to be proficient in using software and technology for school success.</p>	<p>course to help prepare them for success in a technological and project-based learning environment.</p>

Expected	Actual
<p><b>Baseline</b> Da Vinci currently provides 300 Chromebooks to its Junior High students.</p> <p>Da Vinci currently maintains approximately 200 laptops for its High School students.</p> <p>Da Vinci currently provides Internet access with active monitoring to comply with the Childrens' Internet Protection Act (CIPA) in all classrooms.</p> <p>Da Vinci currently provides "We Video" to its Junior High students through the purchase of 300 licenses.</p> <p>Da Vinci currently provides access to publishing, photo editing, and video editing software through the purchase of 250 Adobe Creative Suite licenses.</p> <p>Da Vinci 7th graders take a Research &amp; Communications class. New Da Vinci 10th graders take a Research &amp; Communications Class. Some students that join Da Vinci at levels other than 7th &amp; 10th grade take a Research &amp; Communications class.</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Da Vinci will provide high-quality project-based and/or inquiry-based professional development for Math &amp; English content courses.</p>	<p>a. Da Vinci math teachers will attend professional development for their course assignment to promote differentiated instruction that supports all students. 5000-5999: Services And Other Operating Expenditures Base 1,000</p>	<p>a. Da Vinci Math Teachers attended a Math Conference at Asilomar. One Da Vinci math teacher attended an AP Calculus training. 5000-5999: Services And Other Operating Expenditures Base \$2,450</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>b. Da Vinci teachers will attend professional development and implement programs that promote improved literacy instruction within their courses that supports all students (LPSBG). 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$4,500</p>	<p>b. Da Vinci ACES Teachers and Special Education Teachers attended iLit curriculum training (\$750). Several Da Vinci Teachers attended the Reading Apprenticeship PD. Da Vinci Humanities Teachers completed one training with the Area 3 Writing Project but this series was discontinued due to school closures. 5000-5999: Services And Other Operating Expenditures State Restricted Funding \$750</p>
<p>Da Vinci will provide summer school remediation courses to support students in achieving A-G college eligibility.</p>	<p>a. funds to compensate staff for planning and teaching summer school humanities courses. 1000-1999: Certificated Personnel Salaries Supplemental 13,100</p>	<p>a. Da Vinci was not able to provide a summer school program due to school closures. Da Vinci students in need of credit recovery attended the DJUSD summer program. These contributing costs are addressed in the LCP Update under Pupil Learning Loss. 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>
<p>Da Vinci will provide support for General Education students in their academic content courses.</p>	<p>a. ACES Support Courses 1000-1999: Certificated Personnel Salaries Supplemental \$33,839</p> <p>b. Staff compensation by VSA for Homework Club 2000-2999: Classified Personnel Salaries Supplemental \$8,000</p>	<p>a. Da Vinci ran three ACES Support Classes in 2019-20, one at DVJH and one at DVHS for a total of .6 FTE. 1000-1999: Certificated Personnel Salaries Supplemental \$33,839</p> <p>b. Da Vinci hired two certificated staff member to facilitate Homework Club at least two days per week for a total of 80 hours. 1000-1999: Certificated Personnel Salaries Supplemental \$7,341</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Da Vinci will provide supports to make college accessible and attainable.</p>	<p>a. Da Vinci will provide a summer College Boot Camp to begin the college admissions process. 4000-4999: Books And Supplies Supplemental \$500</p> <p>b. Da Vinci will purchase student licenses for Naviance, a web-based college and career preparation tool. 5000-5999: Services And Other Operating Expenditures Base \$1,250</p> <p>c. Da Vinci will provide preparation opportunities for its unduplicated students to participate in college admissions testing requirements and to cover fees for submitting college applications. 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000</p>	<p>a. Da Vinci offered a summer College Boot Camp for rising seniors. This was done by Da Vinci counselors on a time sheet. 1000-1999: Certificated Personnel Salaries Supplemental \$500</p> <p>b. Da Vinci continued to utilize Naviance as a post-secondary planning tool for students. 5000-5999: Services And Other Operating Expenditures Base \$1,250</p> <p>c. Da Vinci covered college admissions expense for some of its Unduplicated students. 5000-5999: Services And Other Operating Expenditures Supplemental \$350</p> <p>d. Da Vinci continued to pay for students to access the DJUSD College and Career Center through a VSA for Julie Clayton 1000-1999: Certificated Personnel Salaries Supplemental \$2,845</p>
<p>Da Vinci will compensate staff for the development and maintenance of a Multi-Tiered System of Support</p>	<p>a. Staff Professional Development for development of a Multi-Tiered System of Support 1000-1999: Certificated Personnel Salaries State Restricted Funding \$7,000</p> <p>b. Staff compensation for implementation and maintenance</p>	<p>a. Da Vinci held MTSS professional development for staff at the start of the 2019-20 school year. 1000-1999: Certificated Personnel Salaries State Restricted Funding \$7,000</p> <p>b. Da Vinci's MTSS Team conducted initial training and</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	of a Multi-Tiered System of Support. 1000-1999: Certificated Personnel Salaries State Restricted Funding \$5,000	continued to meet during the 2019-20 school year up until school closures. Staff were paid on VSAs at an hourly rate. 1000-1999: Certificated Personnel Salaries State Restricted Funding \$4,179.49
This action/service has been moved to 2019-20 Goal 1. See annual update.		
This action/service has been combined with another action/service and moved to 2019-20 Goal 1. See annual update.		
This action/service has been moved to 2019-20 Goal 1. See annual update.		

## Goal Analysis

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

Goal 2 was designed to provide actions and services that improve teaching and learning, increase and improve access to resources, and close the opportunity gap. These actions include monitoring student progress, professional development for district wide launch of a Multi Tiered System of Support (MTSS), implementation of the Common Core State Standards (CCSS), and interventions. As a result of COVID 19 and school closures, the following were not fully implemented: ongoing MTSS support team meetings, CAASPP/SBAC testing, the Reading Apprenticeship training, Area 3 Writing Project Training. These funds were reallocated to meet needs for interventions and services at school sites (e.g. cohorts, additional hours of instruction for English Learner Specialists, additional AVID instruction, additional digital access to language support curriculum, etc.).

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

There were several areas of success under Goal 2. Da Vinci counseling staff was able to monitor the progress and check in frequently on students, particularly with Da Vinci's unduplicated students. Da Vinci's Multi Tiered System of Support (MTSS) was able to continue although there were some limitations on the frequency of meetings due the shifts and adjustments from school closures. Some Da Vinci teachers were able to begin implementation of the iLit literacy curriculum in their Special Education classes and their General Education ACES Study Skills classes to support students not reading at grade level but this implementation was stalled due to school closures. While not specifically addressed in the Da Vinci LCAP, Da Vinci science teachers did participate in the evaluation and

adoption of high quality Next Generation Science Standards (NGSS) curriculum and accompanying professional development, and Da Vinci social studies teachers worked in collaboration with the UC Davis History Project in preparation for a History Social Science adoption. Da Vinci English teachers in grades 7, 9 and 10 were able to utilize the Scholastic Reading Inventory (SRI) to identify students in need of additional literacy supports and were able to adapt their instruction based on this data. Da Vinci staff moved to a Pass/No Pass grading system for Semester II to promote equitable outcomes during the crisis.

The following actions were not implemented as a result of COVID 19 and school closures: CAASPP/SBAC testing, administration of the PSAT to 9th graders, and culmination of Reading Apprenticeship and Area 3 Writing Project trainings. While limited to a few students and families, Internet access and reliable technology was a challenge for a few students. Da Vinci worked to be flexible and accommodating for families with language barriers, lack of technology access at home, and food and housing insecurity. While facilitation of services changed due to school closures, staff worked diligently and creatively to meet the needs of our students who are most vulnerable.

## Goal 3

Da Vinci Charter Academy classrooms and school communities will be safe and inclusive environments.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>3.1 Da Vinci will maintain or increase the percentage of students that enroll in two-year or four-year post-secondary education.</p> <p>3.2 Da Vinci will increase the number of students that graduate with A-G eligibility.</p> <p>3.3 Da Vinci will maintain or increase the status of 8th graders in the all All Students group on ELA and Mathematics SBAC Testing.</p> <p>3.4 Da Vinci will maintain or increase the status of 8th graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.</p> <p>3.5 Da Vinci will maintain or increase the number of students that take the PSAT in grades 9 and grade 10.</p> <p>3.6 Da Vinci will provide preparation courses for students to reach college ready levels of performance on English and Mathematics placement tests such as E.A.P. and Accuplacer.</p> <p>3.7 Da Vinci will maintain or increase the performance of graduating seniors on the College and Work Readiness Assessment by attaining a 52% or better growth rate from freshman to senior year.</p>	<p>3.1 Da Vinci was able to maintain the percentage of students that enrolled in two year or four year post-secondary education. The percent for 2019-20 was 84% which is exactly the same as the 2016 baseline. However, Da Vinci did see a moderate trend of more students selecting two year, community college programs. This is a logical outcome for several factors, including: increased college tuition; students not wanting to pay high tuition costs for distance learning during the pandemic and Da Vinci's increase partnership with Sacramento City College.</p> <p>3.2 Da Vinci did not meet this goal. Da Vinci had an A-G eligibility rate of 78% in 2019-20 which is a 10% drop from the baseline in 2015-16 of 88%. Despite efforts by Da Vinci counselors and staff to provide interventions, D/F grade monitoring and summer school remediation, this number has trended downward. It remains an area of focus moving forward.</p> <p>3.3 Math: Da Vinci made progress on the Math component of this goal in the 2017-18 school year, showing an increase of 11% of 8th graders achieving at or above the standard from the previous year. However, the following year, 2018-19, showed a decrease of 5% of student achieving at or above the standard. CAASPP assessment was not done in 2019-20 due to school closures so no data exists to evaluate progress. Math scores at Da Vinci and particularly in grade 8 will continue to be a focus for Da Vinci.</p> <p>English Language Arts (ELA): Da Vinci had a slight decrease in progress on the ELA component of this goal in the 2017-18 school year, showing an decrease of 1% of 8th graders achieving at or above the standard from the previous year. However, the following year, 2018-19, showed a further decrease of 6% of students achieving at or above the standard. CAASPP assessment was not done in 2019-20 due to school closures so no data exists to evaluate progress. Overall, ELA scores have been "good," at the</p>

Expected	Actual
<p><b>19-20</b></p> <p>3.1 Da Vinci will maintain or increase the percentage of students that enroll in two-year or four-year post-secondary education.</p> <p>3.2 Da Vinci will increase the number of students that graduate with A-G eligibility.</p> <p>3.3 Da Vinci will maintain or increase the status of 8th graders in the all All Students group on ELA and Mathematics SBAC Testing.</p> <p>3.4 Da Vinci will maintain or increase the status of 8th graders in the Socioeconomically Disadvantaged and Students with Disabilities groups on ELA and Mathematics SBAC Testing.</p> <p>3.5 Da Vinci will maintain or increase the number of students that take the PSAT in grades 9 and 10.</p> <p>3.6 Da Vinci will provide preparation assistance for students to reach college ready levels of performance on English and Mathematics placement tests such as E.A.P. and Accuplacer.</p>	<p>green performance level, but Da Vinci will continue focus on literacy for those students performing below grade level.</p> <p>3.4 The CA School Dashboard does not provide reporting by grade level. However, for mathematics, Da Vinci had a slight increase (2.5 points) in the Math Performance of Socioeconomically Disadvantaged Students from 2017 to 2018 and a slight decrease (5.7 points) from 2018 to 2019. This performance level is in the yellow level, suggesting that this should remain a focus for Da Vinci. For Students with Disabilities, data is not available for 2017 or 2018 but 2019 data shows a slight increase (1.2 points) with performance in the yellow level, suggesting that this should remain a focus for Da Vinci. Testing was not done in 2020 due to school closures. For ELA, data is not available for Students with Disabilities or Socioeconomically Disadvantaged Students in 2017. In 2018, Socioeconomically Disadvantaged students showed a slight increase (2.5 points) with performance in the yellow level and in 2019 Student with Disabilities showed a significant increase (25.8 points) with performance in the yellow level. Overall, both of these groups stayed in the yellow level suggesting that this should continue to be a focus for Da Vinci.</p> <p>3.5 Da Vinci now offers the PSAT to all grade 9 students. With the exception of few students who opted out, all 9th graders too the test. Participation by Da Vinci 10th graders has maintained a steady rate about 20% (20 students participating in 2019-20) but below desired levels. Da Vinci juniors continue to participate in PSAT at high levels with over 50% participating in 2019-20 (46 students). Participation remains relatively steady but remains an area of focus going forward.</p> <p>3.6 Da Vinci provided preparation courses in English and Mathematics that were taught by certificated staff members in the 2017-18 school year. With the results offering little indicators of success from those offerings and with the Accuplacer being</p>

Expected	Actual
<p><b>Baseline</b>            In 2015-16, 22% percent of students enrolled in 2-year post-secondary schools and 66% of students enrolled in 4-year post-secondary schools.</p> <p>In 2015-16, 88% of students attained A-G eligibility upon graduation.</p> <p>In 2015-16, Da Vinci 8th grades attained High, or 37.1 points (distance from Level 3) on the SBAC ELA assessment, an increase of 16. points. In math, Da Vinci 8th graders attained High 25.9% (distance from Level 3), an increase of 12.8 points.</p> <p>In 2016-16, Da Vinci's Socioeconomically Disadvantaged students 8th graders attained Low, or -5.7 points (distance from Level 3), an increase of 11.2 points. Students with Disabilities attained Low, or -26.6, an increase of 12.2 points.</p> <p>In 2015-16, Da Vinci's Socioeconomically Disadvantaged 8th graders attained Medium in Mathematics -23.5 points (distance from Level 3), an increase of 24.1 points. Students with Disabilities attained Low, or 26.2 points (distance from Level 3), an increase of 10.8 points.</p> <p>In 2015-16, PSAT 9/10 was available to all Da Vinci 9th graders and proctored during the school day. 24 sophomores took the PSAT but paid for it independently.</p> <p>Da Vinci ELA and Mathematics staff created and taught a one-day preparation course for the Accuplacer Placement Test.</p>	<p>eliminated as an admissions tool, Da Vinci discontinued this practice in 2018-19 and focused on continuing to provide college preparatory Mathematics and English courses and on emphasizing the importance of performance on the E.A.P embedded in the CAASPP assessment. This strategy has demonstrated success with improved scores, particularly in English on 11th grade CAASPP tests.</p> <p>3.7 The College and Work Readiness Assessment was discontinued in 2019-20 and is no longer considered a useful assessment tool. In its place, several state metrics help to inform College and Career Readiness. These are captured in the CA School Dashboard College/Career indicator. Da Vinci demonstrated static performance on this metric from 2018 to 2019. This data was not provided in 2020 due to school closures. Da Vinci has made significant steps to address the goal of college and career readiness through the development of two CTE Pathways and through improved data tracking of dual enrolled students. Both of these indicators are expected to demonstrate a higher level of performance in this domain when state reporting on this metric resumes.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Da Vinci will continue its work to promote the effective use of restorative practices to build positive culture, resolve conflict, and address disciplinary incidents on campus.</p>	<p>a. Da Vinci will employ a certificated staff member on a part-time basis as a Restorative Practices Coordinator. This duties of this position will require continued implementation of the school-wide Restorative Practices Referral System and ongoing staff professional development as needed. 1000-1999: Certificated Personnel Salaries Base \$18,388</p> <p>b. Da Vinci will provide professional development in Restorative Practices from the International Institute for Restorative Practices for new teachers and teachers that have not yet received restorative practices training. 5000-5999: Services And Other Operating Expenditures Base \$5,575</p>	<p>a. Da Vinci employed a certificated staff member as a Restorative Practices Coordinator in 2019-20 1000-1999: Certificated Personnel Salaries Base \$18,388</p> <p>c. Da Vinci did not contract with International Institute for Restorative Practices in the 2019-20 school year because there were very few new staff requiring training and because "in house" trainings were provided through DJUSD. This action/service will be revisited for the 2021-24 Da Vinci LCAP. 5000-5999: Services And Other Operating Expenditures Base \$0</p>
<p>Da Vinci will continue to support student leadership opportunities and an inclusive campus culture.</p>	<p>a. Da Vinci will continue to provide diversity training for incoming 7th grade students as part of orientation. 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000</p>	<p>a. Da Vinci continued to partner with Emerson Junior High to provide the 7th grade WEB Orientation Program 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>
<p>Da Vinci will provide additional social-emotional and behavioral supports for students that are identified through Da Vinci's Multi-Tiered System of Support (MTSS).</p>	<p>a. Da Vinci will continue to partner with local mental health and wellness clinicians to support identified students (Tandem Grant) 5800:</p>	<p>a. Da Vinci was able to contract with a local mental health and wellness clinician to provide support to Unduplicated Students and to student demonstrating</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Professional/Consulting Services And Operating Expenditures Local Funding \$2,340</p> <p>b. Da Vinci will employ a .2 FTE Administrative Vice Principal Position at the High School site to support identified students. 1000-1999: Certificated Personnel Salaries Supplemental \$27,212</p> <p>c. Da Vinci will continue to employ a second full-time counselor to provide social-emotional and behavioral supports for students as identified through Da Vinci's Multi-Tiered System of Support. 1000-1999: Certificated Personnel Salaries Supplemental \$87,192</p>	<p>acute social emotional needs. Funding was derived from several local sources (Cannabis tax, DVCA Boosters) 5800: Professional/Consulting Services And Operating Expenditures Local Funding \$???</p> <p>b. Da Vinci continued to employ a VP position at the high school site in 2019-20 1000-1999: Certificated Personnel Salaries Supplemental \$27,2112</p> <p>c. b. Da Vinci continued to employ a second full-time counselor to provide social-emotional and behavioral supports for students as identified through Da Vinci's Multi-Tiered System of Support. 1000-1999: Certificated Personnel Salaries Supplemental \$87,192</p>
<p>Maintained class size reduction in seventh grade and reduce English class sizes in 8th grade to support students who performed below the all student level of performance.</p>	<p>a. Da Vinci added will add English FTE to reduce class sizes and provide more support for grade 7 students. 1000-1999: Certificated Personnel Salaries Supplemental \$20,162</p>	<p>a. Da Vinci added an additional .2 English FTE to create smaller class sizes for grade 7 students. 1000-1999: Certificated Personnel Salaries Supplemental \$20,162</p>
<p>This action/service is eliminated from the 2019-20 LCAP. The grant funding source for this action/service has ended.</p>		
<p>This action/service has been moved to 2019-20 Goal 3, Action 3(b). See annual update.</p>		
<p>This action/service has been moved to 2019-20 Goal 2. See annual update.</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action/service has been moved to 2019-20 LCAP Goal 2. See annual update.		
This action/service will continue to be eliminated from the 2019-20 LCAP. The funding source has been moved BASE and it is now a regularly established administrative position.		
This action/service has been modified and is now under Goal 1, Action 3. See annual update.		
This action/service has been modified and moved to Goal 2, Action 3. See annual update.		
This action/service has been modified and moved to 2019-20 Goal 1, Action 3. See annual update.		

## Goal Analysis

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

Goal 3 was designed to provide safe and inclusive environments on Da Vinci campuses and within classroom communities. Strategies include supporting the use of Restorative Practices, implementing peer mentoring through program such as Dino Pack and Student Leadership, ensuring equity of access to resources, increase of adult capacity in equity and cultural awareness, increase of Social Emotional Learning (SEL), implementation of MTSS interventions, increased counseling and administrative FTE. As a result of COVID 19 and school closures the following were not fully implemented: some Da Vinci parent and community events that occur throughout the year and in-person resolution of conflict through Restorative Practices. These funds were reallocated to nursing and counseling staff to build resources and systems to support families and students during school closures. These systems include outreach through counseling check-ins, follow up through the school nurse to promote health and safety, access to technology, and home visits to re-engage students in learning after school closures.

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

Successes within this goal include providing a sense of community through pre-planned Advisory activities to engage in social-emotional interactions; access to distance learning summer school through DJUSD to promote credit recovery; continued access to mental health supports through a virtual format; and the use of Securly online monitoring of student's online school activities to monitor for unsafe or self-harm warnings.

The following actions were not fully implemented as a result of COVID 19: school events such as signature projects that bring in parent and community members; a restorative practices training night for parent, the Da Vinci Compassion Project which provides free Dialogical Behavior Therapy for parents, and the celebratory end of year activities such as Grade 9 Promotion and Grade 12 Graduation.

## Goal 4

Community Engagement: Da Vinci will encourage family and community involvement through improved avenues of communication and opportunities for collaboration.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>4.1 Da Vinci will hold 4-6 Echo parent nights in order to attain attendance by 75% of the parent population.</p> <p>4.2 Da Vinci will hold 6-8 Restorative Practice Parent nights in order to educate the parent community about the opportunities for conflict resolution at Da Vinci.</p> <p><b>19-20</b></p> <p>4.1 Da Vinci will hold 2 Echo Parent Nights including both Junior High and High School parents/guardians and ensure all families have access and the opportunity to receive assistance with using Echo.</p> <p>4.2 Da Vinci will provide parents/guardians with monthly newsletters to inform parents of opportunities to engage in school activities including paneling for academic projects.</p> <p>4.3 Da Vinci will host one signature night event per grade level that is free and open to the public with advance invitation to all families.</p>	

Expected	Actual
<p><b>Baseline</b> Da Vinci held two Echo Parent Nights in 2016-17 with a total of 123 participants.</p> <p>Da Vinci held one Restorative Practice Parent Night in 2016-17 with a total of 26 participants.</p>	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This goal will continue to be implemented but eliminated from the 2019-20 LCAP because it requires no funding source.</p>		
	<p>This goal will continue to be implemented but eliminated from the 2019-20 LCAP because it requires no funding source.</p>	
<p>This goal will continue to be implemented but eliminated from the 2019-20 LCAP because it requires no funding source.</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.

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



# Goal 5

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)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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## Goal Analysis

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

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

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Acquisition of personal protective equipment.	150,000	105,748	No
Acquisition of additional sanitation supplies.	150,000	49,119	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.

In partnership with DJUSD, Da Vinci purchased all needed Personal Protective Equipment (PPE) for students and staff at both sites in preparation for Phase 2 (the DJUSD small cohort program) instruction and Phase 3 (hybrid in-person instruction). Additionally, custodial staff were provided all additional sanitation supplies needed for the 2020-21 year to carry out the additional cleaning measures necessary to comply with established health and safety measures. Da Vinci budgeted significantly more funds than what was actually spent for this purpose as original budgeting was in preparation for a potential earlier return to in-person instruction than what actually occurred.

### 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 experienced success in several areas including preparation for Distance Learning, implementation of Distance Learning and preparing for hybrid instruction. Beginning in Spring 2019, Da Vinci worked in partnership with DJUSD to facilitate and participate in Action Teams, with significant representation from Da Vinci staff, that built structures, professional development, and planned for fall 2020 implementation throughout the summer. The work of these Action Teams included development of:

- Secondary structures and schedules to support Distance Learning
- Health and Safety guidelines
- Social Emotional signature practices
- Learning and implementing Canvas, a new Learning Management System (LMS) and integration of the Echo Gradebook LTI, which allowed for continued assessment according to DVCA Schoolwide Learning Outcomes

- Equity and Access including Universal Design for Learning (UDL) to support English Learners and students receiving Special Education services

In the Fall and Winter of 2020-21, a similar model of using DJUSD Action Teams, including Da Vinci students, staff, and community members, were formed. These Action Teams used survey data on learning and safety to allow staff to create and implement a phased Return to Campus Plan. This plan included development of a hybrid instructional schedule that could be used at DVJH and DVHS and was also aligned to other DJUSD secondary schools. A strong partnership with DJUSD to promote systematic communication with staff and the community and positive relations with bargaining units were key factors in this design process success.

### Successes

**Students on campus:** A significant area of success was the ability to identify students with the most acute learning needs, through MTSS protocols and staff review, and to bring back or hire appropriate staff to open small-group cohorts on campus. Da Vinci opened one DVJH Cohort and one DVHS Cohort on the high school campus. These cohorts allowed students that had not been successfully accessing Distance Learning at home to come to campus and participate in distance learning instruction in a structured, supportive environment. Services for Special Education students, including assessments and in-person services also resumed this year, allowing a backlog of assessments to be addressed. In early 2021, Da Vinci began inviting students to return to campus, as safety allowed, through targeted extra curricular activities, such as the DVHS Black Student Union and students working on a senior mural project. These activities helped bridge the gap as we as Da Vinci worked toward the Phase 3 Hybrid Model in-person reopening program.

**Structures:** Da Vinci, along with all other DJUSD secondary sites, made a significant structural shift from a traditional semester system with 7 periods per day to a quarter-block schedule, which proved to have many successes and benefits. Student and staff feedback showed that managing the demands of three or four courses was more manageable than a full seven period schedule that was previously in place. Students reported lower stress and better ability to track their learning and their assignments. This structural shift also allowed for dedicated intervention and support periods in the afternoons.

**Special Education:** In-person Special Education assessments resumed the week of October 12, 2020, and in-person student support services began the following week. Several Da Vinci Special Education students were already accessing the on-campus cohorts, allowing for seamless integration of assessment and/or support services. Students who utilized Special Education services but were successfully accessing their services through Distance Learning continued in that format.

**English Learners:** Da Vinci has a relatively low population of English Learners but special attention was paid to ensure that those students had access to a school issue laptop and a WiFi hotspot if needed. Additionally, the Da Vinci counseling team conducted frequent check-ins with EL students and families (as well as other vulnerable student groups).

**Professional Development and Instructional Support:** An additional success was the consistent, timely and focused level of professional development implemented this year. By working closely to address the needs between DVJH and DVHS, and through working collaboratively with staff across DJUSD, a more standardized set of expectations and consistent facilitation of adult learning

that was specifically targeted at effective Distance Learning Instruction was achieved. Da Vinci was also able to strengthen and deepen the collaboration with the DJUSD Instructional Technology staff in order to share best practices, communicate with students and families and to support changes in structures. Da Vinci IT staff and administration worked closely with DJUSD IT Staff for technical support of Canvas, particularly the integration of the Echo Gradebook LTI gradebook to support project-based learning, and for effective Zoom implementation.

**Intervention:** The intervention block in the afternoon provided several opportunities for supporting struggling students or those with special education service needs. Special Education Case Managers were able to provide continuity of support by scheduling students on their caseload in the afternoons during the "off quarters" when they did not have a regularly scheduled support classes. Service Providers, such as Speech Therapists, ERMHS Clinicians, and School Psychologists, were able to schedule meetings to provide services. General Education Classroom teachers were able to schedule one-to-one or small group sessions with students that were not progressing in the course. DVJH Staff used portions of their Wednesday Staff Meetings to collaboratively determine students that needed to attend afternoon small groups sessions and communicated with students and families to encourage them to access the intervention block periods.

**Assessments:** Student grades in courses served as the primary way to assess progress. Teacher and counselors closely monitored performance and conducted outreach to students and families that were not making progress. An active "D/F" list was maintained and families received progress reporting at least every five weeks, but often this was much more frequent. Da Vinci continued to assess students in their courses in alignment with the Da Vinci school wide learning outcomes in the Da Vinci Graduate Profile. Additionally, English/Language Arts Teachers utilized Scholastic Reading Inventory (SRI) to assess progress in Lexile level during the year and to target specific students for additional support.

**Social Emotional Support:** Da Vinci Staff consistently implemented the CASEL 3 SEL Signature Practices to benefit the social emotional learning of students and staff alike. The Da Vinci counseling and MTSS Teams at each site developed unique wellness surveys that were administered to students weekly and reviewed to identify students in need of academic or social-emotional support. Those students then received check-ins with their counselor. Students that demonstrated an ongoing or more acute level of mental or emotional support were provided with support services from a local therapist. The DJUSD SEL Guiding Coalition participates in a Community of Practice with Yolo and neighboring counties where they explore Tier 1 SEL practices and work towards alignment of SEL delivery throughout TK-12. The DJUSD Mental Health Collaborative identified mental health interventions for Tier 2 and Tier 3 and will enhance school-based mental health services along with the implementation of the Mental Health Student Services Act School-County Partnership Grant.

**Foster Youth and McKinney-Vento/Homeless Students:** The full-time DJUSD Liaison works closely with Da Vinci administrators, counselors, and other site staff to case manage all Foster/McKinney-Vento youth and, if barriers to accessing their learning are identified, assistance is coordinated, often through the Da Vinci counselor. This can include help with transportation, tutoring, technology, or other supplies needed for school. The Liaison has provided items such as clothing and school supplies as well as designed some professional growth opportunities using the Education for Homeless Children Youth (EHCY) funds. The Liaison

collaborates with county partners to learn about best practices and provides training to staff on relevant legislation and policies designed to protect these youth.

A challenge for Da Vinci was the delay in bringing all students back to campus for a form of in-person instruction. Yolo County remained in the Purple Tier until mid-February and this prevented DJUSD and Da Vinci from providing in-person instruction beyond small cohorts. Also challenging was implementing math, World Language, or Music support during “off” quarters of the quarter-block schedule. Students, staff and parents expressed a concern about lack of continuity and learning loss in these subject areas. This is born out through a drop in enrollment in some music programming as well as art last fall. Students noted “Zoom fatigue” and a lack of engagement compared to in-person. Additionally, Da Vinci staff found it challenging to identify students struggling or in crisis without personal interactions and staff spent much of this year worried about the impact of isolation on student and staff mental health. It was also a challenge to provide effective interventions and supports without being in-person.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development - DVCA teaching and classified staff	\$150,000	\$55,059	Yes
Dell laptops for DVCA High School Students	\$75,000	\$37,369	Yes
Student curriculum - online licenses and subscriptions (i.e., Amplify) Student supplies and kits for sending home (Shared with DJUSD)	\$575,084	\$321,086	Yes
Special Education supplies - document cameras & additional online curriculum resources to support staff/ students (Shared with DJUSD)	\$80,000	\$32,000	No
Physical Health and Safety Measures- PPE, hand washing stations, cleaning and sanitizing supplies, new air filters for district	\$25,000	\$0	Yes
Migrant Summer Scholar Program (MOU Partnership between DJUSD and Butte County Region 2) (Shared with DJUSD)	\$43,962	\$0	Yes

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

The items budgeted related to Distance Learning were estimates made over the summer of 2020. The estimated actual expenditures show that estimates changed between summer and actual implementation and purchases. Da Vinci Professional Development, for example, was lower than estimated since some aspects of professional development were embedded in the contract days as a result of ongoing planning and bargaining with labor units. Additionally, Da Vinci had existing capacity for 1:1 technology so the need for purchasing additional laptops and Chromebooks was less than expected. Internet hot spots, and additional contracted services to support DJUSD technology infrastructure were provided through the DJUSD IT Department. We note that we spent less than anticipated on General Education curriculum and materials as well as curriculum resources for Special Education. This was for several reasons: several of the most expensive purchases for Career Technical Education (CTE) were covered through grant funds, some digital licenses were provided free for at least part of the year, and not all teachers requested document cameras and other instructional tools. Additionally, the amount estimated for physical health and safety measures was lower than expected while still being able to meet all physical health and safety needs. The Migrant Summer Scholar Program did not happen as a result of COVID-19 and so incurred no costs.

## 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.

### Continuity of Instruction

**Success:** For Da Vinci, the quarter block system created a manageable teaching and learning expectation for both staff and students during distance learning. This new block schedule also facilitated vital intervention, Special Education, and independent student work time. The ability to purchase or access free versions virtual programs for music and CTE was also a success. Additionally, the use of the new Advisory period provided an opportunity for communication with students about schedules changes, deadlines and future course planning, as well as a place for some increased sense of community building. Core project-based academic curriculum was maintained and substantial digital resources were added. When confronted with the drastic impacts of distance learning on project-based leaning, Da Vinci staff were creative and steadfast in adhering to core instructional values of collaboration, public demonstration of work and oral communication. The utilization of Zoom breakout rooms was effective for collaboration and small group management. Teachers also continued to hold modified version of signature events by holding student demonstrations of work for the public on Zoom platforms. Staff have engaged in creative and personalized responses to students in danger of not graduating, impacting student credit recovery in early spring.

**Challenge:** At the start of 2020-21 school year, Yolo County was in the Purple/Widespread Tier, which prevented Da Vinci from reopening both sites. Guidance required that the County must move into the Red Tier, and remained there for 14 consecutive days to allow for opening. Although DJUSD and Da Vinci were unable to reopen immediately at that time, collaboration with Yolo County Public Health officials allowed ongoing preparations for reopening upon moving into and remaining in the Red Tier. This included implementing health and safety measures such as providing staff with personal protective equipment (PPE), implementing physical distancing guidelines, increasing sanitation measures in occupied spaces, and developing contact tracing and quarantine protocols for all school sites. This also include re-evaluating structures for learning and accounting for student and family preference upon a return to campus. Eventually, through a clear and phased approach, the DJUSD Board of Education was able to set a reopening date of April 12, 2021, which was later than hoped. Staff and students reported several challenges in continuity, including the challenges of doing project-based learning without being able to collaborate in-person and reap the rewards of completing a challenging project as they had experienced in the past. As with DJUSD broadly, Da Vinci has also seen an uptick in D/F grades and a need to address Seniors in danger not graduating.

### Access to Devices and Connectivity

**Success:** Da Vinci was able to ensure access to devices and connectivity for all students. An established fleet of laptops and Chromebooks provide a head start for getting devices to all students. Additionally, the purchase of additional laptops and Chromebooks allowed for addressing challenges like broken devices or providing certain students with multiple devices as needed.

The Da Vinci counseling department and IT Specialist worked closely with DJUSD IT Department to identify students that needed hotspots which were checked out centrally from the DJUSD District Office or delivered by Da Vinci staff when needed.

Challenges: Da Vinci experienced minimal challenges in providing access to devices and connectivity. One challenge, early in the stages of distance learning, was access to enough hotspots due to high demand and the ability to efficiently deliver them to students in need; however, these issues were able to be redressed over time. Da Vinci did make a significant transition from the Echo LMS to the Canvas LMS. This required extensive training for staff and ongoing adjustments. Additionally, Da Vinci utilized an Echo Gradebook LTI within Canvas that provided ongoing technical troubleshooting. While not inherently tied to access or connectivity, it is noted that these were frustration points for staff that were exacerbated by the distance learning format. It also required significant, ongoing communication with students and families to develop a level of literacy with these new platforms, which was also exacerbated from being in a distance learning format.

### Pupil Participation and Progress

Success: Da Vinci made student attendance and engagement an area of focus during Distance Learning. A consistent outreach system was developed to connect with students and families beginning with teachers making email or phone contact to students demonstrating absenteeism. If not successful, this was elevated to counseling and admin teams for additional outreach. Often, utilizing the opportunity for students to attend the onsite cohorts was a helpful option for these students. In some cases, home visits were utilized. A weekly social emotional survey was also administered. This included self-reported data regarding engagement which counselors used to prioritize students for high frequency check-ins by phone or Zoom. Da Vinci considered any level of participation in During Distance as positive attendance to account for at home challenges. While the conditions for evaluating attendance rates were different between pre-school closure and distance learning, Da Vinci's attendance rates through grades 7 - 12 were equivalent and in some cases, higher than traditional years. Chronic Absenteeism rates from pre-distance learning in January of 2020 was 9.75%. During Distance Learning in January 2021 Chronic Absenteeism was 1.25%, an 8.5% reduction. The lowered chronic absence rate shows that most students are accessing distance learning at minimal level; however, it does not provide data quality of that engagement during distance learning. Another success has been the active outreach to families of students who are not participating in Distance Learning.

Challenge: A challenge of Distance Learning has been understanding the quality of student engagement. As discussed above attendance and participation rates are high, but this data only shows if a student accessed Distance Learning at the minimal level. Another significant challenge is the lack of engagement through video. Despite strong efforts by staff to promote the use of cameras during Zoom meetings, which increases the level of connection and engagement, students preferred to keep their cameras off. This is more difficult to quantify, but staff have concerns about how much students are truly engaging with that learning. Another challenge in measuring progress was due to the significant changes in curriculum due to both distance learning and the new modified quarter block schedule. Teachers were forced to condense and modify curriculum that would normally be developed over a semester (approximately 20 weeks) and teach it over a quarter block (approximately 10 weeks). Additionally, grade reporting periods happened quickly, in just four to five weeks' worth of content. So, tracking progress had to happen over shorter durations, which was a challenge.

## Distance Learning Professional Development

Success: Da Vinci staff were involved in the professional development designed to prepare teachers and sites for a Distance Learning prior to the start to the 2020-21 school year. In June, an orientation to fall planning was hosted for Da Vinci and DJUSD staff. Over 200 staff members participated to inform the Professional Development needs for the year. In response to this input, Action Teams were developed to develop and refine professional development modules for the six domains below:

1. Canvas (use of LMS)
2. Structures and Instruction
3. Social Emotional Learning
4. Equity and Access
5. Engagement, Feedback, and Assessment
6. Health and Safety

All Da Vinci instructional staff participated in the above training modules prior to commencing Distance Learning. Da Vinci Junior High and Da Vinci High School continued to meet for professional development every Wednesday afternoon for the entirety of 2020-21 school year. Each meeting included a review of "Nuts & Bolts" to address upcoming events, technological challenges or new general information. These meetings also included preparation for each weekly Advisory Block period. The members of the Advisory Team would use this opportunity to preview lessons, activities and new technological tools that they would then implement during Advisory on the following Wednesday morning. Finally, these weekly meetings included time for teacher-driven needs. This frequently included sharing newly learned Distance Learning strategies and discussion of strategies to address students that were not demonstrating progress during distance learning.

Challenge: Da Vinci staff were challenged by with finding resources, techniques and strategies to address issues of quality engagement in distance learning. While data shows that students were accessing distance learning, the majority of students participated without their cameras on, limiting engagement and connection. Da Vinci staff were also challenged with addressing students that were most acutely underperforming in distance learning or were in levels of crisis. Despite staff's ongoing efforts, the inability to be present physically to observe and connect was a limiting factor. Finally, the Da Vinci staff were challenged by the fatigue that set in during Distance Learning. After an adjustment period for students and staff and conditions had normalized, the effectiveness of distance learning reached a plateau. Without the rewards and engagement that comes from learning in a social environment, many students and staff felt fatigued.

## Staff Roles and Responsibilities

Success: Da Vinci received great benefit when the Associate Superintendent of Student Support Services began acting as the DJUSD COVID Coordinator. This administrator was a liaison with Yolo County Health Department, as well as the leadership of nurses in providing COVID-19 symptoms training and support to staff and aids Yolo County Health Department in contact tracing and creating training modules for each introduction of a new Return to Campus phase. Additionally, staff participation in the Mental Health

Collaborative was a supportive mechanism to Da Vinci MTSS teams, professional development, and sharing best practices. The majority of staff continued in their normal roles with some taking on additional responsibility. The DVHS Vice Principal took on an additional technology support role to assist staff with challenges in adapting a new learning management system and gradebook. One of the DVJH Special Education teachers took on a similar support role for the DVJH Team. Da Vinci also benefitted from being able to quickly identify and hire new staff into the role of cohort facilitators. These new classified staff positions have provided continuity in operating the cohorts for each site.

Challenge: Some staff initially struggled with adapting their former roles and responsibilities under the constraints of distance learning. Campus Supervisors initially struggled without the ability to perform their roles but were re-engaged when cohorts began. Additionally, without the ability for students to be assigned to community-based internships, the Da Vinci Intern Specialist was left without clear tasks. The employee in this role eventually decided to resign to take another position. That position has remained vacant for 2020-21.

### Support for Pupils with Unique Needs

#### Special Education

Success: Support providers demonstrated adaptability and innovation during distance learning by developing opportunities to continue services virtually and, in some cases, providing them in-person. Secondary students who receive Special Education services continue to graduate with diplomas at a rate higher than the state average.

Challenge: Collaboration time between General Education and Special Education teachers and incorporation of the Universal Design for Learning (UDL) principals in lessons to allow all students to access curriculum is a continued area for growth and improvement.

#### English Learners

Success: The use of Scholastic Reading Inventory was useful for staff to get a clearer picture of the progress of English Learners. While Da Vinci has a relatively low population of English Learners, those students demonstrated adequate progress.

Challenge: In Spring of 2020, DJUSD completed the DJUSD English Learner Master Plan modeled after the California English Learner Roadmap Policy principles. Da Vinci staff were schedule to be part of the plan and accompanying professional development; however, planning for Distance learning and responding to the acute needs of English learner families and students took priority in 2020-21.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Power-up Summer School 2020 (Shared with DJUSD)	\$261,500	\$182,073	No
Student curriculum - iReady, Imagine Learning, Edgenuity (Shared with DJUSD)	\$187,694	\$187,694	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.

Under normal operating conditions, Da Vinci operates two summer school programs to address remediation. These are a Humanities credit recovery program for students in grades 9-12 and a Power Up Summer School to support students in grades 7 and 8 that require additional math support to access their grade level math courses. Da Vinci had initially planned to operate these programs in the Summer of 2021, however, due to school closures, this was not possible. As a result, Da Vinci students in need of credit recovery participated in the DJUSD-wide distance learning summer school program. The actual expenditures above represent Da Vinci's expected contribution for staffing and curriculum versus the actual expenditures. The volume of enrollment and staff for the DJUSD distance learning summer school program was less than anticipated, resulting in a lower contribution.

## 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.

**Success:** Of the 45 Da Vinci students in grades 9 – 12 that participated in the DJUSD Secondary Summer School Distance Learning Program, 44 students were able credit recovery constituting a passage rate of 98% increasing graduation and a-g eligibility. Some Da Vinci students were also able to participate in Extended School Year (ESY) virtually for qualifying Special Education students. Another success in addressing pupil learning loss was the allocation of additional Special Education Instruction through a bargained agreement for DJUSD to provide a .2 FTE increase to all secondary Special Education Teachers. This allowed for Special Education teachers to track and address the needs of students with IEPs during the "off quarters" of the quarter block schedule.

**Challenge:** One challenge to addressing pupil learning loss in spring was in the inability to provide instruction in summer or early fall in and in-person model. Many students, staff, and families relayed that engagement and intervention were difficult without in person opportunities.

Analysis to Date: DJUSD Instructional Services, Student Support Services, and Special Education departments worked to analyze data that inform the effectiveness of practices over summer and fall to impact learning loss and maintain effective instruction during the 2020-21 school year. These data reviews include the disaggregation of Special Education Students, English Learners, and by race and ethnicity. Da Vinci students were included in this data which was collected and analyzed for the following at the secondary level:

- Mental Health data specific to risk assessments and historical Youth Truth information
- Secondary proficiency data using grades and Grade Point Average (GP)
- Secondary literacy data using the Scholastic Reading Inventory (SRI)
- Dashboard data on graduation rates and College/Career Readiness

Students GPAs and course grades were relatively consistent to previous years, with the largest fluctuation as occurring in the A and F categories. While the number of students earning F grades at Da Vinci doubled from 2019-20 to 2020-21 from 1% to 2%, the number of students earning A grades saw a 1% increase. The number of F grades were more prevalent in grades 9 – 12 which creates an urgency to ensure that credit recovery and remediation opportunities are provided for Da Vinci High School students to ensure students are on track for graduation and can be A-G eligible.

The most recent 2019 CA School Dashboard shows that Da Vinci made gains or continued performance at a high level in all areas with the exception of College and Career Readiness. This continues to be an area of focus for Da Vinci moving forward.

## 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.

**Success:** All Da Vinci Staff utilized CASEL's Three Signature Practices in their classes during Distance Learning. Students reported having greater access to their teachers this year through email and the Canvas Learning Management System. MTSS teams at Da Vinci focused on students demonstrating the highest level of social and emotional need. This resulted in outreach to students and families by staff to encourage attendance at afternoon small group sessions where a higher level of support could be offered. Counselors at each site created Wellness Surveys that were administered weekly during Advisory sessions. This data was used to target phone calls or Zoom check-ins with the students experiencing the most acute needs. Da Vinci counselors continued using a tiered emails to provide input to classroom teachers about the unique needs of particular students. Da Vinci continued its contract with a local therapist for the highest level of intervention for a small number of students.

**Challenges:** The most significant challenge to promoting social and emotional well-being was not having the opportunity for in person interactions. As a result, many social and emotional struggles may not have been known to staff. Some students' struggles were directly tied to the lack of engagement in Distance Learning and by bringing some students back to campus beginning in November as part of small cohorts, many of those students showed improvement. A final challenge was the lack of interventions available in a distance learning environment. Even when the social and emotional challenges were known, the appropriate interventions such as small group counseling or socialization were not able to be implemented.

## 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.

**Successes:** Da Vinci placed a high emphasis on pupil and family engagement knowing that this would be a challenge in a distance learning environment. Da Vinci administrators consolidated communications across all grade levels to ensure that messaging was consistent and timely. Da Vinci also re-messaged all DJUSD communications throughout the year and added site appropriate context to ensure that families were engaging with important district-wide updates. School Messenger remained the primary messaging tool but this was supplemented with website updates, robo calls, social media updates and messaging inside of Canvas, the school's LMS. Youth Truth Survey results provide data that show overall favorable ratings for outreach to families. The Advisory periods were an impactful place for student-specific messaging. Each Wednesday's Advisory periods included a built-in agenda that referenced important updates for students that were delivered online through Dino Den or through the bi-weekly Leadership Class announcements. Counselors at Da Vinci were highly vigilant in reaching out to students and families that showed a lack of engagement through teacher reports or through the engagement tracker in the Student Information System.

**Challenges:** Not all students or families were consistent with checking email only notifications. This required that staff often follow up via phone calls or Zoom check-ins with particular students and families. Additionally, families were not always able to communicate

their particular needs due to housing issues, food insecurity, safety concerns. A high level of flexibility was necessary in these situations.

## **Analysis of School Nutrition**

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

Da Vinci contracts with DJUSD Student Nutrition Services (SNS). As such, Da Vinci students benefitted from the program developed by SNS during the initial emergency closure and the distance learning program for 2020-21. School Nutrition Services experienced a significant drop in daily program participation through the loss of à la carte sales and local revenues derived from student sales. For DJUSD the total revenues dropped from previous school years by over 35% to 40%, resulting in budgetary short falls. Da Vinci students were most likely a proportional contributing factor in that decrease for DJUSD SNS.

With the closure of cafeterias district-wide, the traditional menu and production models used during NSLP service were transitioned from bulk prepared hot meals to individually wrapped meals, designed, and packaged for Grab-n-Go service. Distribution of Grab-n-Go meals occurred throughout the year and during school holiday breaks. These opportunities were made available to Da Vinci students and families but since the Da Vinci site was not a distribution location, only a minimal number of Da Vinci families took advantage of these programs. Da Vinci students participating in the cohort program did have access to pre-packaged breakfast, snack, and lunch onsite every school day.

DJUSD reports that staffing was a challenge during the school closure. While labor costs remained unchanged, the of availability of SNS staff members needed to produce Grab-n-Go meal service declined due to COVID-19 related health concerns of higher risk team members.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

To be determined

## 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.

To be determined

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

To be determined

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.

To be determined

# 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.

To be determined

## 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](mailto: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		
	0.00	0.00
	313,050.00	184,389.75
	2,340.00	0.00
	0.00	60,310.00
	16,500.00	11,929.49
	192,005.00	424,341.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types		
	229,483.00	455,659.49
	154,602.00	115,619.00
	60,810.00	60,310.00
	73,660.00	49,381.75
	5,340.00	0.00
	5,340.00	0.00
	5,340.00	0.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources		
		35,978.00	20,489.00
		12,000.00	11,179.49
		181,505.00	423,991.00
		146,602.00	115,619.00
		8,000.00	0.00
		60,310.00	0.00
		0.00	60,310.00
		500.00	0.00
		0.00	0.00
		67,160.00	48,281.75
		4,500.00	750.00
		2,000.00	350.00
		3,000.00	0.00
		2,340.00	0.00
		2,340.00	0.00
		2,340.00	0.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	283,837.00	219,611.75
<b>Goal 2</b>	76,189.00	60,504.49
<b>Goal 3</b>	163,869.00	400,854.00

\* 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	\$300,000.00	\$154,867.00
Distance Learning Program	\$949,046.00	\$445,514.00
Pupil Learning Loss	\$449,194.00	\$369,767.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,698,240.00</b>	<b>\$970,148.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$300,000.00	\$154,867.00
Distance Learning Program	\$80,000.00	\$32,000.00
Pupil Learning Loss	\$261,500.00	\$182,073.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$641,500.00</b>	<b>\$368,940.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$869,046.00	\$413,514.00
Pupil Learning Loss	\$187,694.00	\$187,694.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$1,056,740.00</b>	<b>\$601,208.00</b>