School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Da Vinci Charter Academy School
Address	1400 East Eighth St Davis, CA 95616
County-District-School (CDS) Code	57726780119578
Principal	Tyler Millsap
District Name	Davis Joint Unified School District
SPSA Revision Date	September 2020
Schoolsite Council (SSC) Approval Date	18 November 2020
Local Board Approval Date	3 December 2020

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Vision Statement

Da Vinci Charter Academy envisions a learning environment uniquely able to prepare students to excel in a diverse, technologically advanced society and to craft their own valued educational experience.

Mission Statement

Da Vinci Charter Academy seeks to engender and elicit in students the characteristics, skills, and dispositions embodied in the Da Vinci Graduate Profile in order to prepare them for college, career, and life, in the rapidly changing 21st Century.

Guiding Principles

When making decisions that affect individuals or groups within DVCA, we will ask, "Does this advance . . . .."

- Sense of community
- Concern and respect for others
- Trust
- Healthful living
- Autonomy
- Adaptability and resilience
- Problem-solving
- Personal integrity and ethical behavior
- Dynamic problem solving
- Lifelong learning
- Accountability

Methodologies

When making decisions about teaching and learning, the DVCA, staff will ask, "Does this action "

- Personalize learning
- Maximize students' future options
- Provide differentiated curriculum
- Promote original and creative outcomes
- Teach effective sequencing of tasks and time management
- Increase ability to collaborate
- Promote critical thinking
- Actively involve the student in decision-making
- Model skills and traits for success in college and career

Graduate Profile

As a New Tech School that utilizes School-wide Learner Outcomes, DVCA has, in a sense, always had a vision of the skills, dispositions and attitudes it hopes to instill in its students upon graduation; however, DVCA set about codifying this work in a formalized Graduate Profile which was created with input from students, staff and parents and made public in 2016-17. The DVCA Graduate Profile continues to serve as a guiding vision for curricular and program decisions. DJUSD undertook a similar endeavor and released its own Graduate Profile in 2018-19. The DVCA Graduate Profile and DJUSD Graduate Profiles are largely aligned in their vision for the ideal graduate and DVCA is often looked to as a place for innovating and developing the practices that promote graduate profile competencies. The DVCA Graduate Profile describes the following outcomes for students.

- Communication: Da Vinci students articulate well-developed, complex ideas clearly and with confidence both verbally and in writing. They are able to adapt their language to the context and task, with the poise to express themselves to a variety of audiences.
- Collaboration: Da Vinci students balance confident contributions with effective listening, compromise, and support. They are able to work with people of varying mindsets, skills, perspectives, and strengths in diverse circumstances. Da Vinci students seek both

individual and team success.

- Learning Mindset: Da Vinci students are motivated to seek challenge and are committed to lifelong learning. They embrace the idea that mistakes and setbacks present opportunities to develop and improve, and that knowledge and skill will grow through effort.
- Critical Thinking and Problem Solving: Da Vinci Students are creative, risk-taking innovators. They confidently apply knowledge and skills in unfamiliar contexts and across various domains, using a range of higher-order thinking skills to develop original solutions to

complex problems.

- Citizenship: Da Vinci students embrace the responsibility of being positive contributors to their communities. They exhibit self-awareness while seeking to understand the needs, experiences and backgrounds of others. They consider the implications of their actions

upon the broader community.
- Self-Management: Da Vinci students practice resourcefulness, perseverance, self-advocacy, and time-management in order to develop healthy habits that promote independence and support their progress towards their goals.
- Technological Literacy: Da Vinci students understand the integral role of technology in today's society. They access and ethically utilize a variety of technological tools to support their learning. They continually adapt the type and application of technological tools they

use in order to be prepared for the modern workforce and economy.

School Profile

CEEB Code: 051082

Current Enrollment 2020-2021
Class of 2020: 98
Class of 2021: 94
Class of 2022: 101
Grades 7-9: 290

Our Students
60% of our students identify as white/non-Hispanic, 12% Asian, 23% Hispanic/Latino, 2% African American, 1% Native American. Approximately 17% of our students are economically disadvantaged.

As a school of choice, a wide variety of students select DVCA for their education. There are no academic requirements for admission with the exception that students must not be credit deficient and must adhere to the attendance expectations of 96% or better.

DVCA students value the opportunity to express their voice and make choices about their learning. Year after year, through school culture surveys, students rank relationships with their peers and with DVCA staff far above similar schools. Most DVCA students go on to two or four-year colleges. The class of 2020 4-year destinations included UCLA, UC-Berkeley, UC-Santa Cruz, Santa Clara University, Barnard College, Wellesley College, Reed, Willamette, Puget Sound, and Cal Poly San Luis Obispo.

Faculty and Staff
DVCA employs 28 certificated teachers, 3 counselors, 2 full- time administrators and 1 part-time administrator. Approximately 30 classified staff members are employed in administrative support, internship coordination, special education, campus safety and technology support.

Our Story and Our Mission
Da Vinci High school opened in 2004 with a small- school grant from the Bill and Melinda Gates Foundation and was originally located on the Davis Senior High School campus (DSHS). As one of the earliest members of the New Tech Network, Da Vinci founded itself on the core principles of Project Based Learning (PBL), and creating a collaborative and inclusive school community. Today, DVCA serves approximately 600 students in grades 7-12 at the two sites and offers an A-G, WASC accredited, college- preparatory program.

Da Vinci remains a unique and progressive school that is committed to deeper learning. In addition to showing competency in course content areas, Da Vinci students demonstrate their learning through our school-wide learning outcomes which include: Oral Communication, Written Communication, Critical Thinking, Collaboration, Curricular Literacy, Professionalism, and Learning Mindset.

Students and families have continual access to course content and course progress through Canvas, our school's Learning Management System. Now in its 17th year, Da Vinci remains committed to its core mission of graduating students that are prepared for college or career in the 21st century.

Administration
Tyler Millsap-Principal
Scott Stephen Bell-High School Vice Principal
Annie Nelson-Junior High Vice Principal
Erika Strand-Head Counselor (HS)
Nicole Roper-Counselor, 504 Coordinator (HS)
Marla Bowen-Head Counselor (JH)

Academics

Grades: Letter grades of A, B, C, D, F are given with D the lowest passing grade. College preparatory courses show a "P" on the transcript. Honors and AP courses are given one extra point when calculating a weighted GPA.

Grade Point Averages: Three separate GPA's are computed on the transcript. "Total GPA" is based on all subjects taken in grades 9 – 12 and is weighted. "UC/CSU GPA" is based on college preparatory, a-g
(P) courses taken in grades 10 – 12 and is weighted. The "State GPA" is primarily used for Cal Grant purposes; it is an unweighted GPA based on courses from grades 10 – 12 excluding PE.
Class Rank: DVCA does not rank students.
Graduation Requirements English: 40 credits
Social Science: 35 credits
Math: 20 credits
Life Science: 10 credits Physical Science: 10 credits PE: 20 credits
Health: 5 credits
Elective Courses: 75 credits Visual/Performing Arts: 10 credits Practical Arts: 5 credits
Total credits required for graduation: 230 Mean SAT scores: Class of 2020
Total: 1247
ERW: 631
Math: 617
Post-Secondary Plans: Class of 2020
Four-Year Colleges: 53%
Two-Year Colleges: 35%
Work Force: 5%
Gap Year: 5%
Armed Forces: 1%

Honors and Advanced Placement Courses
AP Calculus AB
Spanish 4 Honors P
AP Statistics
American Lit Honors P
AP 2-D Art and Design
Physics Honors P
AP Computer Science Principles
AP Art History
AP Spanish 5

DVCA curriculum is not focused on AP courses because emphasis is placed on heterogeneous grouping and differentiated curriculum to support all students in reaching their potential.
Beyond those listed above and, depending on availability in their schedule, it is sometimes possible for a Da Vinci student to take additional Honors or AP courses through concurrent enrollment at Davis Senior High School. However, because the English/Social Studies core is the cornerstone of our Project Based Learning curriculum, AP courses in those areas are not available.

Concurrent Enrollment
Some Da Vinci Charter Academy students are concurrently enrolled in courses at our district's only comprehensive traditional high school, Davis Senior High School (DSHS). Concurrent students are involved in various language, music or science programs not offered at Da Vinci Charter Academy.
Dual Enrollment
Da Vinci has a supportive relationship with Sacramento City College and many students co-enroll for enrichment courses. Typically, Sac City offers at least one course on the Da Vinci campus each semester. This routine has been suspended this year, as the Los Rios Community College system is 100% online for the 20-21 academic year.

Internship
Students in grades 10, 11, and 12 are encouraged to gain career experience through an internship under the guidance of the Internship Coordinator. Students can advance their own interests with established partnerships to gain valuable, industry-based work experience. Da Vinci partners with a variety of local organizations. Students who fulfill the internship requirements earn 2.5 Practical Art/CTE credits.
Internship experiences strongly align with the Da Vinci mission of preparing graduates with the skills and experience to be successful in college and career in the 21st century. Due to the pandemic, the internship program is suspended for the fall semester.

Athletics
All Da Vinci students have full access to the DSHS athletic program, which has been repeatedly named the Sac-Joaquin School of the Year.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The DVCA Leadership Team, consisting of the Principal, Vice Principal and Part-time Teaching Vice Principal, conduct a variety of activities throughout the year school year to solicit input from a variety of stakeholders that is used to develop plans for the following school year.

The Student Body: An annual battery of surveys is administered each year, including the Youth Truth Survey, a series of New Tech Network Culture and Climate Surveys and the California Health Kids survey (every other year). The DVHS Student Council meets monthly and shares feedback through the Leadership Class. Student Focus Groups are held. Students representatives hold a junior high and high school representative seat on the DVCA Advisory Board. Each of these activities represents opportunity for feedback data to be shared with DVCA Leadership that is used in developing the site plan. Additionally, the two student Advisory Board Representatives take part in the meeting where the Site Plan is approved.

Parents & Guardians: An annual parent version of the Youth Truth Survey provides helpful data to inform the School Site Plan. The DVCA Leadership Team attends monthly DVCA Booster Parent meetings to receive input and field questions from the parent community. The DVCA Advisory Board which includes four parent representatives, meets monthly to address issues of ongoing school improvement, including review of data in the areas of attendance, student performance and student surveys. The DVCA Advisory Board functions as the oversite body that reviews and approves the School Site Plan.

DVCA Staff: The DVCA staff meets for two day prior to the start of the school year in an annual event known as "Pregame." Significant planning for the upcoming year is conducted during this time, including reviewing and revising data and developing areas of focus for the school year. DVCA staff meet every week during "Collaboration Time." Review of data such as CAASPP results, student performance data, attendance data and student survey results are embedded throughout the year-long meeting calendar. Important shifts, changes or goals are identified through this process and inform planning for the upcoming year.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.50%	0.17%	0%	3	1	0
African American	1.51%	1.53%	1.89%	9	9	11
Asian	6.05%	6.63%	7.23%	36	39	42
Filipino	1.68%	1.36%	1.03%	10	8	6
Hispanic/Latino	19.33%	18.2%	21%	115	107	122
Pacific Islander	0.84%	0.68%	0.52%	5	4	3
White	65.38%	66.33%	62.65%	389	390	364
Multiple/No Response	0.17%	%	4.99%	1		4
			Total Enrollment	595	588	581

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 7	98	99	91
Grade 8	99	100	100
Grade 9	99	97	93
Grade 10	106	107	104
Grade 11	105	97	105
Grade 12	88	88	88
Total Enrollment	595	588	581

Conclusions based on this data:

1. The DVCA student population has demonstrated a slow but steady increase in the diversity of students specifically with modest percentage increases in Asian and Latino students.
2. Similar to the overall DJUSD student population, the DVCA student population has shown a modest decrease in enrollment.
3. Overall, DVCA shows a reasonably stable enrollment over the past three years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	8	8	9	1.3%	1.4%	1.5%
Fluent English Proficient (FEP)	62	50	52	10.4%	8.5%	9.0%
Reclassified Fluent English Proficient (RFEP)	1	0	0	20.0%	0.0%	0.0%

Conclusions based on this data:

1. The population of EL students at DVCA has been static over the past three years with most EL students having been reclassified prior to enrollment at DVCA.
2. DVCA enrolls a low number of English Learners in comparison to the district average of 9%.
3. DVCA may need to continue to evaluate barriers to enrolling and supporting additional EL students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	93	97	97	87	92	91	87	92	91	93.5	94.8	93.8
Grade 8	98	99	97	87	92	92	87	92	92	88.8	92.9	94.8
Grade 11	93	99	92	89	94	88	89	94	88	95.7	94.9	95.7
All Grades	284	295	286	263	278	271	263	278	271	92.6	94.2	94.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2583.	2569.	2589.	21.84	17.39	29.67	51.72	43.48	37.36	13.79	20.65	24.18	12.64	18.48	8.79
Grade 8	2589.	2585.	2570.	19.54	15.22	14.13	45.98	52.17	46.74	22.99	16.30	22.83	11.49	16.30	16.30
Grade 11	2657.	2611.	2693.	37.08	30.85	59.09	46.07	30.85	30.68	12.36	22.34	7.95	4.49	15.96	2.27
All Grades	N/A	N/A	N/A	26.24	21.22	33.95	47.91	42.09	38.38	16.35	19.78	18.45	9.51	16.91	9.23

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	42.53	30.43	38.46	43.68	47.83	47.25	13.79	21.74	14.29
Grade 8	33.33	31.52	33.70	52.87	47.83	38.04	13.79	20.65	28.26
Grade 11	57.30	41.49	67.05	35.96	42.55	30.68	6.74	15.96	2.27
All Grades	44.49	34.53	46.13	44.11	46.04	38.75	11.41	19.42	15.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	29.89	41.30	32.97	55.17	43.48	59.34	14.94	15.22	7.69
Grade 8	29.89	21.74	19.57	54.02	63.04	54.35	16.09	15.22	26.09
Grade 11	46.07	36.17	61.36	44.94	40.43	35.23	8.99	23.40	3.41
All Grades	35.36	33.09	37.64	51.33	48.92	49.82	13.31	17.99	12.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	29.89	19.57	21.98	57.47	63.04	68.13	12.64	17.39	9.89
Grade 8	22.99	22.83	20.65	67.82	68.48	66.30	9.20	8.70	13.04
Grade 11	40.45	22.34	56.82	52.81	58.51	40.91	6.74	19.15	2.27
All Grades	31.18	21.58	32.84	59.32	63.31	58.67	9.51	15.11	8.49

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	34.48	35.87	39.56	52.87	44.57	49.45	12.64	19.57	10.99
Grade 8	31.03	30.43	28.26	58.62	51.09	50.00	10.34	18.48	21.74
Grade 11	43.82	38.30	63.64	52.81	50.00	34.09	3.37	11.70	2.27
All Grades	36.50	34.89	43.54	54.75	48.56	44.65	8.75	16.55	11.81

Conclusions based on this data:

1. DVCA's testing participation rates have been consistently high over the pas three years with 92% or higher testing across each grade level.
2. DVCA saw an overall decrease in student performance across all grade levels in the 2017-18 school year.
3. DVCA saw an overall increase in student performance across all grade levels in the 2018-19 school year, with significant increase from "at standard" to "above standard" for grade 11.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	93	97	97	87	92	91	87	92	91	93.5	94.8	93.8
Grade 8	98	99	97	87	93	92	87	93	92	88.8	93.9	94.8
Grade 11	93	99	92	89	96	89	89	96	89	95.7	97	96.7
All Grades	284	295	286	263	281	272	263	281	272	92.6	95.3	95.1

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	2580.	2582.	2596.	27.59	28.26	32.97	35.63	36.96	31.87	22.99	26.09	25.27	13.79	8.70	9.89
Grade 8	2587.	2606.	2585.	33.33	31.18	29.35	17.24	29.03	25.00	29.89	21.51	23.91	19.54	18.28	21.74
Grade 11	2634.	2630.	2662.	22.47	21.88	34.83	29.21	30.21	26.97	30.34	27.08	23.60	17.98	20.83	14.61
All Grades	N/A	N/A	N/A	27.76	27.05	32.35	27.38	32.03	27.94	27.76	24.91	24.26	17.11	16.01	15.44

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	41.38	40.22	41.76	39.08	42.39	36.26	19.54	17.39	21.98
Grade 8	37.21	43.01	33.70	30.23	37.63	34.78	32.56	19.35	31.52
Grade 11	38.20	37.50	42.70	38.20	32.29	30.34	23.60	30.21	26.97
All Grades	38.93	40.21	39.34	35.88	37.37	33.82	25.19	22.42	26.84

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	33.33	34.78	40.66	54.02	46.74	49.45	12.64	18.48	9.89
Grade 8	30.23	35.48	31.52	54.65	50.54	50.00	15.12	13.98	18.48
Grade 11	30.34	29.17	43.82	52.81	50.00	44.94	16.85	20.83	11.24
All Grades	31.30	33.10	38.60	53.82	49.11	48.16	14.89	17.79	13.24

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	28.74	27.17	40.66	58.62	60.87	51.65	12.64	11.96	7.69
Grade 8	30.23	35.48	32.61	47.67	47.31	52.17	22.09	17.20	15.22
Grade 11	28.09	30.21	41.57	57.30	55.21	44.94	14.61	14.58	13.48
All Grades	29.01	30.96	38.24	54.58	54.45	49.63	16.41	14.59	12.13

Conclusions based on this data:

1. DVCA has a low participation rate in 2016-17 but increased rates of over 95% in 2017-18 and 2018-19.
2. In the "overall" performance area, 7th grade and 11th grade has shown small but steady increased percentage of student achieving "above standard" and a decrease in students achieving "below standard"
3. DVCA scores for grade 8 have not shown improvement and, in some areas, have shown considerable decline.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 7	*	*	*	*	*	*	*	4
Grade 8	*	*	*	*	*	*	*	*
Grade 9	*	*	*	*	*	*	*	*
Grade 10		*		*		*		*
All Grades							*	8

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*		*	*	*

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*		*	*	*

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*		*	*	*

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*		*		*	*	*

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	*	*	*		*	*	*

Conclusions based on this data:

1. There is very limited data to draw conclusions for due to the low enrollment of English Learners at DVCA.
2. DVCA should continue to explore potential barriers and avenues for increased enrollment of English Learners.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
588	**16.3**	**1.4**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	8	1.4
Homeless	2	0.3
Socioeconomically Disadvantaged	96	16.3
Students with Disabilities	84	14.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.5
American Indian	1	0.2
Asian	39	6.6
Filipino	8	1.4
Hispanic	107	18.2
Two or More Races	30	5.1
Pacific Islander	4	0.7
White	390	66.3

Conclusions based on this data:

1. The ethnic composition of the DVCA student body is generally representative of the demographics of Davis.
2. DVCA has seen an increase in the population of "Hispanic/Latino" students in recent years, growing by about 6%.
3. The percentage of "Asian" and "African American" students continues to be a few percentage points lower than the population of Davis.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Graduation Rate** Blue	**Suspension Rate** Green
Mathematics Green	**Chronic Absenteeism** Green	
College/Career Yellow		

Conclusions based on this data:

1. A comparison of the the 2017-18 and the 2018-19 CAASPP results for both ELA and mathematics demonstrates the DVCA has either made improvements or remained at a high level of performance in both categories.
2. While DVCA maintains an overall low number of student suspensions, DVCA needs to continue working to create lower suspensions for "students with disabilities" and "socioeconomically disadvantaged students."
3. The DVCA College and Career indicator is low but in reality, DVCA's program takes many steps to promote college and career readiness. DVCA needs to work in ensuring that important college and career indicators such as internships and CTE course participation get properly counted in the College and Career metric. By doing so, the College and Career indicator is likely to be higher and more reflective of the strengths of the program.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	1	2	1

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
49.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students
Increased Significantly ++26.8 points	9	
271		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	12.2 points above standard	20.8 points below standard
1	Increased ++6.9 points	Increased Significantly ++25.8 points
	44	46

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color 0 Students	No Performance Color 93.7 points above standard Increased Significantly 17	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 16.3 points above standard Increased Significantly 43	No Performance Color 34.9 points above standard Increased ++12.6 points 13	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	Blue 57.1 points above standard Increased Significantly 187

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 4	52 points above standard Increased Significantly 251

Conclusions based on this data:

1. ELA CAASPP Results for 2018-19 demonstrate improvement overall and for each subgroup for which data is available.
2. "Hispanic/Latino" students demonstrated a significant increase of 33.3 points.
3. "Students with Disabilities" demonstrated a significant increase of 25.9 points.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	2	2	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	
21.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy	
Increased ++7.6 points	9	
272		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	19.4 points below standard	57.1 points below standard
1	Declined -5.7 points	Maintained ++1.2 points
	45	47

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4		 No Performance Color 105.3 points above standard Increased Significantly ++63.3 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 0.3 points below standard Increased Significantly ++21.2 points 43	 No Performance Color 7.8 points below standard Declined Significantly -29.9 points 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Green 21.5 points above standard Maintained ++1.7 points 188

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy 5	Less than 11 Students - Data Not Displayed for Privacy 4	23.8 points above standard Increased ++6.6 points 252

Conclusions based on this data:

1. DVCA made moderate improvement of 7.6 points for the "All Students" group
2. DVCA made moderate improvements of 1.2 points in the "Students with Disabilities" group
3. DVCA had a moderate decline of 5.7 points in the "Socioeconomically Disadvantaged" student group

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
making progress towards English language proficiency
Number of EL Students:
Performance Level: No Data

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**

Conclusions based on this data:

1. Due to a low enrollment of English Learners there is not enough data to draw conclusions about progress of English Learners at DVCA.
2. DVCA should continue to explore barriers to enrollment and possible avenues to increase enrollment of EL learners.

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	0

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	No Performance Color	No Performance Color
59.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -8	0 Students	0 Students
87		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
0 Students	0 Students	0 Students

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 Students

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	**Class of 2018**	**Class of 2019**
67.8 **Prepared**	67.8 **Prepared**	59.8 **Prepared**
19.5 **Approaching Prepared**	19.5 **Approaching Prepared**	19.5 **Approaching Prepared**
12.6 **Not Prepared**	12.6 **Not Prepared**	20.7 **Not Prepared**

Conclusions based on this data:

1. DVCA shows a decline of 8 points in college/career preparedness from 2018 to 2019
2. DVCA college preparedness results would likely have been higher if dual-enrollment data was included in the data.
3. Despite the decline in overall college/career preparedness, DVCA has increased offerings for college/career by implementing two CTE Pathways.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	No Performance Color	No Performance Color
7.9	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -1	5	0
202		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	17.1	7.9
0	Declined -6.1	Declined -5.9
	35	38

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
3	0	9	4
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Green
10.5	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	6.6
Maintained 0	10	2	Declined -1.6
38			136

Conclusions based on this data:

1. DVCA shows an increase in Chronic Absenteeism in almost all student categories suggesting that this is an area of need
2. "Hispanic/Latino students" are the only subgroup that did not demonstrate an increase in Chronic Absenteeism
3. The subgroups "Students with Disabilities" and "Socioeconomically Disadvantaged Students" demonstrated the highest increase in Chronic Absenteeism with a 6.1 point increase and 5.9 point increase respectively. DVCA needs to continue exploring interventions to reduce Chronic Absenteeism for these two subgroups.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	0	1

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	No Performance Color	No Performance Color
96.6	0 Students	Less than 11 Students - Data Not Displayed for Privacy
Maintained 0		1
87		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	100	100
2	Maintained 0	Maintained 0
	20	17

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1		5	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color	Blue
94.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	98.2
Declined -5.3	6	1	Increased +3
19			54

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	**2019**
96.6	96.6

Conclusions based on this data:

1. Due to a relatively low cohort of graduates (typically between 85-95 in a given year) minor fluctuations can cause significant shifts in data.
2. Overall, DVCA has a strong graduation rate (in the blue color) and maintained a 96.6 graduation rate.
3. DVCA showed a decline of 5.3 points for "Hispanic students" in 2018-19, likely due to one senior from the cohort not graduating.

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	1	3	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	No Performance Color	No Performance Color
3.5	Less than 11 Students - Data Not	Less than 11 Students - Data Not
Declined -1.2	8	1
597		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not	2.8	7.3
3	Declined -2.1	Declined -1.8
	109	96

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data	Less than 11 Students - Data	0	Less than 11 Students - Data
9	2	Declined -2.8	8
		39	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Red	No Performance Color	Green
3.6	16.7	Less than 11 Students - Data	3
Declined -2.9	Increased +10	4	Declined -1.3
110	30		395

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	4.7	3.5

Conclusions based on this data:

1. Overall, DVCA showed a decline in Suspension Rate for "All Students" of 1.2 points for 2019-20 placing DVCA in the green color.
2. Four student subgroup categories "Socioeconomically Disadvantaged (-2.1)," "Students with Disabilities (-1.8)," "Asian (-2.8)" and "Hispanic (-2.9)" all showed moderate decline in suspension rate for 2019-20.
3. The student subgroup of "Two or More Races" had an increase in 2019-20 of 10 points, placing that subgroup in the red color.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

All DVCA students will experience 21st Century Teaching and Learning

Goal Statement

DVCA endeavors to ensure that all staff are trained in high-quality project-based learning and/or inquiry-based learning instructional practices in order to provide academic and social-emotional learning experiences that prepare them for the college and career demands of the rapidly changing 21st Century.

LCAP Goal

DVCA will work to ensure that all of its students experience 21st Century teaching and learning.

Basis for this Goal

Data used for this goal: LCFF Dashboard Data, CAASPP Data, course enrollment data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
To evaluate the effectiveness of DVCA's two emerging CTE Pathways (DMA & SSD) DVCA will monitor enrollment in CTE courses and the College and Career Indicator on the LCFF Dashboard.	In the 2019-20 school year, DVCA had 93 out of approximately 400 high school-level students enrolled in at least one CTE courses. Additionally, DVCA's College and Career Dashboard Indicator was in the yellow color for 2019-20, which was a 8 point decline from 2018-19.	With the increased offerings of CTE courses, DVCA expects to see in increase in the number of students completing a CTE pathway in future years; however, since the pathways are new, DVCA does not expect to see the increase in "completer" data until 2022-23. As DVCA and DJUSD refine the process for reporting completion of college courses in CalPads, DVCA expects to see an increase in the College and Career Readiness Indicator.
To evaluate ongoing improvement in counseling support for college and career readiness, DVCA will analyze student feedback on the annual Youth Truth Survey, specifically the questions that provide data on student perceptions of college and career readiness.	Da Vinci Junior High School does not survey College and Career Readiness in the Youth Truth Survey. Da Vinci High School has seen a moderate increase in College and Career Readiness scoring 3.45 on a 5 point Likert Scale and on the Youth Truth Survey. This was below the DJUSD mean and 63rd percentile when compared to all other participating schools.	As DVCA counselors continue to support students with accessing CTE courses, encouraging access to Internships and meeting more frequently with students and families for post-secondary planning, DVCA expects to see continued, positive and increasing results on the college and career questions in the Youth Truth Survey in the 2020-21 school year.
DVCA will assess teacher's progress in developing "high-quality project-based and/or inquiry-based learning" by analyzing student feedback on the annual Youth Truth Survey, specifically the questions that provide	DVHS students reported an average rating of 3.68 (on a 5 point Likert Scale) for the category of engagement. This was above the DJUSD mean and 65th percentile when compared to all other	With ongoing support from DVCA's Instructional Coaches and ongoing staff-led professional development, DVCA expects to see increased student perceptions of engagement and rigor on future Youth Truth

Metric/Indicator	Baseline	Expected Outcome
data on student perceptions of engagement and rigor of learning experiences.	participating schools. It was a moderate increase from the 2018-19 school year. DVHS students reported an average rating of 3.87 (on a 5 point Likert Scale) for the category of academic rigor. This was at the DJUSD mean and 61st percentile when compared to all other participating schools. Both of these metrics show moderate increases from the 2018-19 school year. DVJH students reported an average rating of 3.61 (on a 5 point Likert Scale) for the category of engagement. This was above the DJUSD mean and 70th percentile when compared to all other participating schools. DVHS students reported an average rating of 3.76 (on a 5 point Likert Scale) for the category of academic rigor. This was above the DJUSD mean and 57th percentile when compared to all other participating schools. Engagement showed a moderate increase from the 2018-19 school year while academic rigor showed a modest decline from the 2018-19 school year.	surveys. Staff will continue to focus on standards-based projects that promote the qualities of the DVCA graduate profile and use of engaging strategies the promote authentic learning experiences.
All students will have access to "good-condition" WiFi enabled devices for the entire 2020-21 school year. DVCA students will have access to industry-standard software for use on their projects.	In all prior years, DVCA provided Chromebooks to all 300 DVJH students for use onsite only. DVCA also offers its 300 DVHS students the opportunity to check out a school-issued laptop for use onsite and offsite. DVCA typically checks out approximately 180 of these laptops. In previous years, DVCA has provided industry-standard software to students in certain Art course and to staff members. Typically, this is about 60 students and 30 staff.	DVCA expects to check out Chromebooks to all DVJH students to use both onsite and offsite during the 2020-21 school year. This requires purchasing some additional Chromebooks. DVCA expects to check out a higher number of laptops as in previous years to meet the needs of all DVHS students. This requires purchasing some additional laptops. The purchases described in Activity 3 below will ensure that DVCA meets this metric/indicator. The software purchases in Activity 3 will increase access to industry-standard software and provide access for all students in CTE course.

Planned Strategies/Activities

Strategy/Activity 1

Increase career preparation for DVCA students through CTE Pathways (development of Digital Media Arts (DMA) and Software Systems and Development (SSD) Pathways) and support from College and Career Counseling and Internship Coordinator.

Students to be Served by this Strategy/Activity

All Students

Timeline

Beginning in Fall 2018 and ongoing through 2021-22 when full CTE Pathways in Digital Media Arts and Software Systems and Development will be fully operating.

Person(s) Responsible

School Site Principal, CTE Teachers, Internship Coordinator, DVCA Counselors

Proposed Expenditures for this Strategy/Activity

Amount	97,200
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Salary for .6 and 1.0 FTE of current CTE Teachers
Amount	50,800
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.47 of DVCA Counseling
Amount	41,000
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	DVCA Internship Coordinator
Amount	8,000
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	VSA for DSHS College and Career Counselor

Strategy/Activity 2

Ongoing support for Project-Based Learning and Inquiry-Based Instruction. DVCA Instructional Coaches provide direct support for DVCA teachers in developing and refining projects and assist with site Professional Development Planning.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20 and ongoing

Person(s) Responsible

Site Principal, JH Vice Principal, DVCA Instructional Coaches

Proposed Expenditures for this Strategy/Activity

Amount	9,950
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Variable Service Agreements for DVCA Instructional Coaches

Strategy/Activity 3

Providing technology for DVCA students and staff that promote 21st Century Learning. This includes insuring access to good-condition, WiFi enabled devices, securing and renewing licenses for industry-standard software, and providing IT infrastructure and personnel to manage and support DVCA's technology.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20 and ongoing

Person(s) Responsible

DVCA Administration, DVCA IT Specialist, DVCA Administrative Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	53,500
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salary and benefits for DVCA IT Specialist
Amount	75,630
Source	None Specified
Budget Reference	4000-4999: Books And Supplies
Description	Purchase of 200 new Chromebooks for DVJH (CARES Act)
Amount	5,800
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Software & filtering services - Adobe Creative Cloud licenses
Amount	19,000
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

Description	NTN Contract: DVCA will continue paying for its Continuation Community Contract with the New Tech Network which provides access to project-based resources for students and staff.
Amount	161,600
Source	None Specified
Budget Reference	4000-4999: Books And Supplies
Description	Technology Refresh: DVCA will add 140 new laptops to its current inventory to provide good-condition, WiFi enabled devices with industry-standard specifications for DVCA students and staff (CARES Act).
Amount	4,234
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	OpenDNS Web Filter from Cisco/OpenDNS to monitor student safety on computers onsite and offsite
Amount	9,101
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	AT&T High Speed Internet for Da Vinci High School Site

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Closing the Opportunity Gap

Goal Statement

DVCA will provide additional supports and opportunities for students that are furthest from opportunity, particularly those groups that have demonstrated patterns of low performance across multiple measures such as CAASPP, course performance, and attendance metrics.

LCAP Goal

DVCA staff will work to close the opportunity gap for all students.

Basis for this Goal

Data used for this goal: LCFF Dashboard Data, CAASPP Data, D/F lists, and attendance data, data gathered from MTSS interventions.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ACES - To evaluate the effectiveness ACES courses, DVCA will analyze the number of D/F grades in all courses with the goal of reducing the number of students earning D/F grades over time.	In the 2019-20 school year, DVCA had 73 students earning D/F grades at the conclusion of semester 1 and 18 students earning D/F grades at the conclusion of semester 2. DVCA notes that the data for semester 2 of 2019-20 was impacted by the COVID-19 school closure and DVCA's transition to a pass/no pass grading system during distance learning.	As of 2019-20, DVCA has implemented two ACES support classes at DVHS and one ACES support class at DVJH. With this structure in place, DVCA expects to see a continued reduction in students earning D/F grades in future years.
Counseling - To evaluate the effectiveness of increased counseling support, DVCA will analyze student data on Chronic Absenteeism, graduation rate, A-G eligibility.	In the 2019-20 school year, DVCA's Chronic Absenteeism rate maintained at 10.5 points in the orange color for "Hispanic students." Chronic Absenteeism declined for "Students with Disabilities" and "Socioeconomically Disadvantaged." Other student subgroups did not have sufficient data to report on the School Dashboard. In the 2019-20 school year, DVCA's overall Graduation Rate was 96.6 in the blue color and was 100 points for "Students with Disabilities" and "Socioeconomically Disadvantaged Students"; however, DVCA's graduation rate for "Hispanic Students" was 94.7, which was a decline of 5.3 points from the previous year. In the 2019-20 school	DVCA continues to provide increased levels of counseling support. DVCA expects that with increased counseling support, Chronic Absenteeism, particularly for "Hispanic" students will be reduced in order to move out of the orange performance level. With increased levels of counseling support focused on "Hispanic Students," DVCA expects to see an increase in graduation rates for this subgroup. Increased levels of counseling support are expected to result in an increased percentage of students graduating with A-G eligibility.

Metric/Indicator	Baseline	Expected Outcome
	year, DVCA's A-G eligibility rate was 78%.	
MTSS - To evaluate the effectiveness of its Multi-Tiered Systems of Support (MTSS), DVCA will analyze the number of students achieving at "standard not met" or "standard nearly met" with the goal of reducing the number of students in each of those categories in future CAASPP assessments.	In 2019-20, DVCA's percentage of students in the "standard not met" and "standard nearly met" for all grades assessed (grades 7, 9 & 11) in CAASPP ELA was 27.68%. In 2019-20, DVCA's percentage of students in the "standard not met" and "standard nearly met" for all grades assessed (grades 7, 9 & 11) in CAASPP Mathematics was 39.7%.	As of 2019-20, DVCA is in its second year of implementing MTSS systems at DVJH and DVHS. As the MTSS structure continues to grow and be refined over time, DVCA expects that the use of screening tools and targeted interventions will result in an overall reduction in students performing in the "standard not met" and "standards nearly met" categories in future CAASPP assessments.

Planned Strategies/Activities

Strategy/Activity 1

Academic Coaching Empowering Success (ACES) Support Classes: provide general education support classes for students that are identified as needing academic and social emotional support. These classes will focus on positive study habits, assignment tracking, and positive relationships amongst students and staff.

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged, English Learners, Hispanic, African American,

Timeline

2019-20 and ongoing

Person(s) Responsible

DVCA Administration, DVCA Counseling, DVCA ACES teachers

Proposed Expenditures for this Strategy/Activity

Amount	44,700
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Funds used to pay for general education teachers to teach .6 FTE ACES courses.

Strategy/Activity 2

Additional Counseling: DVCA will provide additional counseling FTE using Supplemental dollars to support academic and social-emotional needs for DVCA's unduplicated students.

Students to be Served by this Strategy/Activity

Socioeconomically Disadvantaged Students, Foster Students, Homeless Students, and English Learners

Timeline

2019-20 and ongoing

Person(s) Responsible

DVCA Administration, DVCA Counselors

Proposed Expenditures for this Strategy/Activity

Amount	80,100
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	DVCA will use supplemental funds to pay for approximately 1.0 FTE of a counseling position to provide additional support DVCA's Unduplicated Student Population

Strategy/Activity 3

MTSS: DVCA will continue to develop Multi--Tiered Systems of Support at DVHS and DVJH to support struggling students and those students furthest from opportunity.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20 and ongoing

Person(s) Responsible

MTSS Teams at DVJH and DVHS

Proposed Expenditures for this Strategy/Activity

Amount	8,258
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	DVCA will use Supplemental Funds to compensate staff for continued development of the MTSS system and appropriate interventions at each site.
Amount	11,742
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	DVCA will provide additional general fund dollars towards continued development of the MTSS system and appropriate interventions at each site.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

DVCA Classrooms will be Safe and Inclusive Environments

Goal Statement

Through the development of social-emotional supports and through ongoing staff training and support, DVCA will work to ensure that the school environment is a safe and inclusive environment for all students.

LCAP Goal

DVCA classrooms will be safe and inclusive environments

Basis for this Goal

Data used for this goal: LCFF Dashboard Data, Youth Truth Survey data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
DVCA employs a Restorative Practices Coordinator to support healthy conflict resolution and DVCA trains staff in the use of pro-active restorative practices in the classroom setting. To evaluate this strategy's support in creating a safe and inclusive environment, DVCA will analyze suspension rates and Youth Truth data on student relationships, school culture, belonging and peer collaboration.	In the 2019-20 school year, DVCA's overall Suspension Rate declined by 1.2 points for "All Students." Additionally, the student subgroups of "Socioeconomically Disadvantaged Students," "Students with Disabilities," "Hispanic Students" all declined. The student subgroup "Two or More Races" showed an increase of increased by 10 points. Youth Truth data for DVJH from the 2019-20 school year showed that student relationships maintained in the 92nd percentile, school culture improved and was in the 92nd percentile, and belonging and peer collaboration maintained and was in the 99th percentile. Youth Truth data for DVHS from the 2019-20 school year showed that students relationships maintained and was in the 79th percentile, school culture improved and was in the 84th percentile, and belonging and peer collaboration maintained in the 97th percentile.	DVCA expects that the continued use of Restorative Practices as a foundational component of building community and resolving conflict (along with other programs and supports) will support a continued decline in the use of suspension rates and continued strong results on Youth Truth data that indicates safe and inclusive environments.
DVCA uses Supplemental funds to employ a .2 additional Vice Principal position to support with positive school culture and discipline matters. To measure the effectiveness of this	In the 2019-20 school year, DVCA students reported an increase in their perception of fairness in the application of discipline policies,	DVCA expects that the continued strategy of employing a .2 additional Vice Principal will help maintain fairness in the application of discipline policies.

Metric/Indicator	Baseline	Expected Outcome
strategy, DVCA will analyze Youth Truth data on student perceptions of discipline.	which resulted in DVHS scoring in the 84th percentile.	

Planned Strategies/Activities

Strategy/Activity 1

Continued implementation of Restorative Practices by hiring and paying for a trained Restorative Practices Coordinator that will conduct restorative conferencing with DVCA students and staff, and lead ongoing professional development for DVCA staff.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20 and ongoing

Person(s) Responsible

DVCA Administration, DVCA Restorative Practices Coordinator

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	.2 FTE of one DVCA Teacher's salary will be allocated to filling the Restorative Practices Coordinator Position.

Strategy/Activity 2

Continue to provide a Da Vinci High School .2 FTE Vice Principal Position to support a safe and inclusive environment.

Students to be Served by this Strategy/Activity

All Students

Timeline

2019-20 and ongoing

Person(s) Responsible

DVCA Administration

Proposed Expenditures for this Strategy/Activity

Amount	24,300
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Description	DVCA will continue to pay for a .2 FTE Vice Principal position using Supplemental Funds.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

All DVCA students will experience 21st Century Teaching and Learning

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 1

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

DVCA does not do an annual SPSA. As a single dependent charter school that is also its own LEA, DVCA completes the annual LCAP Process; however, because of changes determined by the California Department Education due to the COVID Pandemic, schools were asked to complete the Learning Continuity and Attendance Plan (LCP) in place of the full LCAP. As such, DVCA along with DJUSD, its chartering authority, did not do an LCAP update for the 2020-21 year as part of the 2018 - 2021 LCAP Cycle. DVCA, along with DJUSD, will re-engage in the LCAP process towards the latter half of the 2020-21 school year to develop a new, three-year LCAP for the years 2021- 2024. This context is provided so that it is clearly understood that DVCA is doing its first and only SPSA during the 2020-21 school year and, as such, there are not metrics/indicators established in previous SPSAs to use for an annual review and update. For an analysis of recent progress on LCAP goals, stakeholders can see the most recent 2019-20 LCAP on the Da Vinci Charter Academy website.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

DVCA does not do an annual SPSA. As a single dependent charter school that is also its own LEA, DVCA completes the annual LCAP Process; however, because of changes determined by the California Department Education due to the COVID Pandemic, schools were asked to complete the Learning Continuity and Attendance Plan (LCP) in place of the full LCAP. As such, DVCA along with DJUSD, its chartering authority, did not do an LCAP update for the 2020-21 year as part of the 2018 - 2021 LCAP Cycle. DVCA, along with DJUSD, will re-engage in the LCAP process towards the latter half of the 2020-21 school year to develop a new, three-year LCAP for the years 2021- 2024. This context is provided so that it is clearly understood that DVCA is doing its first and only SPSA during the 2020-21 school year and, as such, there are not metrics/indicators established in previous SPSAs to use for an annual review and update. For an analysis of recent progress on LCAP goals, stakeholders can see the most recent 2019-20 LCAP on the Da Vinci Charter Academy website.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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of recent progress on LCAP goals, stakeholders can see the most recent 2019-20 LCAP on the Da Vinci Charter Academy website.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

DVCA staff will work to close the Opportunity Gap.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 2

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

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Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

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Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

DVCA classrooms will be safe and inclusive environments.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

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Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

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Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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of recent progress on LCAP goals, stakeholders can see the most recent 2019-20 LCAP on the Da Vinci Charter Academy website.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 7

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 7

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 8

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 8

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	719,915.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	157,358.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	325,327.00
LCFF - Supplemental	157,358.00
None Specified	237,230.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	342,050.00
2000-2999: Classified Personnel Salaries	102,500.00
4000-4999: Books And Supplies	243,030.00
5000-5999: Services And Other Operating Expenditures	32,335.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	184,692.00
2000-2999: Classified Personnel Salaries	LCFF - Base	102,500.00
4000-4999: Books And Supplies	LCFF - Base	5,800.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	32,335.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	157,358.00
4000-4999: Books And Supplies	None Specified	237,230.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

1 Classroom Teachers

3 Other School Staff

5 Parent or Community Members

2 Secondary Students

Name of Members	Role
Tyler Millsap	Principal
Annie Nelson	Other School Staff
Scott Bell	Classroom Teacher
Adela Johnson	Other School Staff
Mallory Arevalos	Other School Staff
John Dolan	Parent or Community Member
Martha Diepenbrock	Parent or Community Member
Amy Haug	Parent or Community Member
Rachel Nervo	Parent or Community Member
Andew Truman Kim	Parent or Community Member
Coleman Brown	Secondary Student
Coen King	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	Departmental Advisory Committee
	Other: DVCA Booster President

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 11-18-2020.

Attested:

	Principal, Tyler Millsap on 11-18-2020
	SSC Chairperson, John Dolan on 11-18-2020

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program