

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

DVCA facilitated opportunities for reflection with stakeholders throughout the 2020-21 school. Several of these opportunities were formal, through scheduled meetings with student focus groups, the DVCA Advisory Board, the DVCA Parent Boosters, and embedded in weekly DVCA Staff meetings. Additional input was derived from evidence and data collected on student performance outcomes. Additional input was derived less formally through ongoing, daily communication amongst stakeholders. Stakeholder feedback was grounded in the following prompts: 1) What opportunities and supports have been working; 2) What are current areas of need?; 3) What new opportunities or supports should be considered for DVCA?; and 4) what supports are needed for DVCA's most vulnerable students? This stakeholder input provides guidance to staff for sustaining successful practices and for developing new actions and services to meet identified needs in the 2021-24 LCAP.

The shift to distance learning during 2019-20 and 2020-21 brought about the need for further development of different tools and metrics to assess student progress than in previous years. Data from tools such as Scholastic Reading Inventory (SRI) demonstrated that students across grades 7 - 12 continued their growth in literacy through improved lexile scores. This progress includes DVCA's Students with Disabilities and English Learners. The more robust implementation of SRI allowed for efficient identification of students' abilities and allowed for general education teachers and Special Education case managers to scaffold and support more effectively. The effective use of screeners informs DVCA's plan to further develop its Multi-Tiered System of Support (MTSS) and further utilize new, more robust screeners such as i-Ready to provide timely intervention in multiple subject areas.

As addressed in the 2020-21 LCP, DVCA continues to assess pupil learning loss and implement mitigation strategies. Local data informs the need for interventions and scaffolds, and the mitigation strategies involve a multi-pronged approach. At the classroom level, teachers will address identified loss using classroom formative and summative assessments such as i-Ready data. Special Education staff and paraeducators will provide further support to students individually and assist general education staff in planning. Teachers will also be provided with professional development in strategies to engage and differentiate for the expected variance in levels among students. The DVCA MTSS teams will continue to evaluate data to inform best, first teaching practices and interventions and supports for students that are identified for support. DVCA will offer a Humanities academic summer school for students in grades 9 through 12 and will partner with DJUSD's comprehensive summer school program for other subject areas. These academic programs identify students who need retake courses for A-G eligibility or for graduation requirements. Additionally, DVCA is participating in the DJUSD summer enrichment program to address the social emotional needs for students to reconnect with peers, engage in activities for creativity, develop critical thinking, engage with music, and experience outdoor learning.

DVCA students, staff, and families have expressed that the transition from the Echo Learning Management System (LMS) to Canvas, the new LMS, was effective based on student, parent, and staff feedback. DVCA will continue its use of Canvas in the 2021-24 LCAP.

DVCA Staff developed a customized Canvas agenda template to provide consistency for students, to support staff, and to ensure that the platform could support project-based learning instruction. For students, families, and support staff (paraeducators, administrators, and specialists), this utilization provided access to information, uniformity of experience, and clarity of expectations. A united strategy and approach to implementation had a tremendous and positive impact on DVCA students.

The consistent use of three signature CASEL Social Emotional Learning (SEL) practices provided a positive impact and clear expectation for the DVCA community. DVCA staff explicitly modeled the use of these practices in staff meetings, and provided ongoing resources. In turn, teaching staff was able to implement these practices to provide social-emotional support and a sense of community in DVCA classrooms. DVCA stakeholder input reflects that the attention to SEL strategies has had a positive impact over the past 18 months. The positive impact of these practices informs DVCA's plan to continue building social-emotional learning and strategies to create inclusive communities in the 2021-24 DVCA LCAP.

DVCA utilized two staff members trained in Spanish translation and a Spanish speaking Counselor to provide targeted outreach to Spanish speaking families during the pandemic. Communicating with families in their native language and accessing a broader cross section of the community has improved planning and has provided rich analysis of student and family experiences. Their insights and outreach have informed understanding of why students might not return to school in a hybrid model, what technological needs would support their engagement in both distance learning and upon in-person return, and how early outreach can be effective. The DVCA LCAP (and the 2021-22 Expanded Learning Grant Opportunities) includes small group tutoring, classes designed for intervention, development of a robust MTSS structure and support for interpretation.

The COVID-19 closures provided an opportunity to reflect on equity and consistency in grading practices. When DJUSD transitioned to distance learning, DVCA chose to go to a "pass/no pass" grading option driven by DVCA values of equity and inclusion. Issuing letter grades during school closures would disproportionately harm DVCA students who were furthest from opportunity. Grading structures are varied from class-to-class and teacher-to-teacher, yet they strongly influence the academic opportunities of students and impact their mindset as a learner. Additionally, as a result of distance learning, teachers prioritized their curriculum and student demonstration of learning. As a result, DVCA plans to invest in a site-wide exploration of current assessment of its SLOs to create equity through consistency and articulation of performance expectations to ensure that all students are supported in achieving the outcomes of the DVCA Graduate Profile.

Similarly, DVCA has known that its curriculum, pedagogy, and programs have an opportunity to grow and broaden the racial and ethnic perspectives that are reflected. DVCA continues to partner in the DJUSD Ethnic Studies initiative to involve the community in developing an Ethnic Studies program. DVCA stakeholders have provided input and will participate as possible in the DJUSD Advisory Team that is developing a program recommendation to bring before the Board of Education in the fall of 2021.

DVCA learned that the shift to a quarter block schedule made managing classes during distance learning more suited to the social-emotional and developmental needs of students, especially in light of the circumstances of the pandemic, by reducing the stress of having to manage 6 or 7 courses on a daily basis. The more focused attention on 3 or 4 courses over a quarter yielded some positive

academic and social-emotional benefits. As a result, DVCA will participate in the DJUSD-wide schedule review committee to explore secondary schedules and structures for a possible revision that would begin in the fall of the 2022-23 school year.

Prior to the pandemic, DVCA completed a comprehensive overhaul of Career Technical Education (CTE) programming. Despite school closures much work was accomplished by CTE teachers and school counselors to recruit and plan CTE pathways and curriculum. DVCA currently has an increased demand for its two CTE pathways in Digital Media Arts (DMA) and Software Systems and Development (SSD), and will continue to grow the program in enrollment and supplemental activities, such as internships, career exploration and developing relationships with industry partners.

Finally, many of DVCA's efforts to respond to the needs of students and staff during the pandemic were driven by DJUSD Action Teams that consisted of diverse DVCA and DJUSD staff. It was clear during school closures that a distributive leadership model, with collaboration for frequent calibration and alignment, led to the most thoughtful, well-designed, positive outcomes as possible, and deep staff investment in the choices that were made. This approach maintained trust, transparency, and wide-reaching change in a short amount of time.