

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Data from the California Department of Education dashboard from 2019 is DVCA's most recent dashboard data as result of the COVID-19 school closures which suspended testing in the spring of 2020. This 2019 data indicates that DVCA remains in the high performance areas (blue) for All Students in the areas of English Language Arts and Graduation Rates. DVCA continues to be in the high performance area (green) in the areas of Mathematics, Suspension Rate and Chronic Absenteeism.

DVCA reviewed local data including overall Grade Point Averages (GPA), D and F grades, and Scholastic Reading Inventory (SRI) results, to analyze successes in the 2020-21 year which was operated in a distance learning model from August 26, 2020 through April 12, 2021, when DVCA re-opened for in-person learning.

GPA data showed that during the 2020-21 school year, the average GPA of 10th grade students was 3.23 (3.32 in 2019-2020), the average GPA of 11th grade students was 3.33 (3.30 in 2019-2020), and the average GPA of 12th grade students was 3.35 (3.33 in 2019-2020). During the 1st semester of 2020-2021, 45% of students in grades 10-12 earned a 3.5 GPA or higher during distance learning. Other than a small decline with sophomores, students performed at or above pre-school closure levels as measured by GPA.

During the 2020-2021 school year, there was a moderate increase in the number of D/F grades in grades 7 - 12 earned by students during the first semester (174) compared to the first semester of 2019 (139). During the past two academic school years, the majority of all D/F grades were earned by students in grades 10-12 (63% in 2019-2020 and 69% in 2020-2021).

The Scholastic Reading Inventory (SRI) was conducted with all grade 10 and grade 7 students at DVCA during the 2020-21 school year. After the second SRI administration 83% of DVCA grade 10 students performed at proficient or advanced lexile ranges, an increase of 8% from the first administration. After the second SRI administration school year, 85% of DVCA grade 7 students performed at proficient or advanced lexile ranges, an increase of 11% from the first administration.

DVCA also demonstrated success in maintaining the College/Career Ready performance level despite school closures. This was primarily achieved through a combination of student coursework, performance levels on the Smarter Balanced Assessments and fulfilling the requirements of the State Seal of Biliteracy. Additionally, DVCA was able to increase the number of students enrolled in CTE courses and Advanced Education courses (college and community college courses) in 2020-21. Da Vinci was able to increase enrollment in CTE courses from 73 in 2019-20 to 95 in 2021-22, an increase of 22 enrollments. For advanced Education courses, Da Vinci had 17 students enrolled in those courses in 2019-20 and 39 in 2020-2, an increase of 22 enrollments. Finally, Da Vinci continues to refine CalPads reporting to more accurately reflect metrics for the College and Career Indicator.

Despite the challenges of school closures, DVCA is able to identify several positive areas of progress, including that many students continued to perform at grade level or higher overall according to available data points.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

DVCA data from the 2019 California Department of Education dashboard indicates that DVCA has identified needs in the College/Career Readiness indicator (yellow). While DVCA maintained at the current performance level within the College and Career Preparedness indicator, this level falls short of DVCA's goal of preparing all students at a high level for college and career and, thus, remains an area for ongoing improvement. To that end, DVCA has refined the reporting mechanisms for reporting student enrollment in Advanced Education Courses (community college and college courses) to better reflect the substantial number of students that take these courses within dashboard metrics. Additionally, DVCA has expanded the number of CTE course offerings and continues to increase enrollment in those courses.

DVCA data from the 2019 dashboard also indicates two student subgroups within other Dashboard indicators that are in need of improvement. Under the Suspension Rate indicator, the subgroup Two or More Races was in the red performance level and showed an increase of 10% from the previous year. DVCA continues to implement restorative practices to build community and resolve conflict with the intention of reducing discipline incidents. Additionally, DVCA is utilizing in-school suspensions or alternatives to suspension, when appropriate, to provide counseling resources and academic support for students involved in discipline issues. Under the Chronic Absenteeism Indicator, the subgroup of Hispanic Students was in the orange performance level, which was the same performance level as the previous year. DVCA continues to conference with families as students reach identified levels of absenteeism and also works to provide resources to resolve the root causes of why the student is not meeting attendance expectations.

DVCA data indicates that Socioeconomically Disadvantaged Students and Students with Disabilities have demonstrated instances of moderate and significant gains across several Dashboard indicators but, overall, those subgroups continue to demonstrate lower achievement than the All Student group in most dashboard indicators. As such, these subgroups remain an area of focus going forward. All DVCA Special Education teachers received an increase of .2 FTE to ensure that those teachers were compensated for the extra time they spent supporting students during distance learning. DVCA continues to offer academic support for Socioeconomically Disadvantaged Students through our Academic Coaching Empowering Success (ACES) courses.

DVCA participated in the DJUSD initiative to review local data to analyze 2020-21 social-emotional well-being of its students. Suicide Risk Assessments and Mental Health Hospitalization data show an increased need to address the social emotional and mental health of students. At a district level, a general referral process and form were codified to allow stakeholders to report needs. Those requests were routed to DVCA staff when appropriate. DVCA teacher referrals for students in need of support as well as a weekly opportunity for students to request counselor check-ins were put in place. As a result of this data, a mental health concierge service was identified and implemented (Care Solace) which will be accessible to DVCA students and parents/guardians. Staff also implemented Collaborative for Academic and Social Emotional Learning (CASEL) signature practices across DVCA classrooms. Also, DVCA continues to support additional counseling FTE in

grades 10, 11, and 12 for student mental health support and continues to partner with a local mental health clinician for Tier III level supports for identified students.

While DVCA GPAs remained relatively static, there was an increase of 35 D or F grades when comparing Fall of 2020 to Spring of 2020. While only a moderate increase, this does highlight that there is an upward trend in students that may be behind in credits. DVCA administration and counseling continues to work with students and families to place them in credit recovery courses such as Davis Adult School. Additionally, DVCA will hold a Humanities Summer School Program and enroll its students in the DJUSD Comprehensive Summer School Program as appropriate.

DVCA continues to develop a Multi-Tiered System of Supports (MTSS), which will be in year 3 of implementation in 2021-22. The current emphasis is on implementing best, first instruction and tiered interventions which will further the ability to provide instruction in class and in the most timely and responsive way. Additionally, an effective MTSS system provides clear academic and social-emotional interventions to students identified as in need of support. DVCA intends to continue the work of systemizing best first instructional practices, particularly within subject areas, and to develop clear, robust tiered interventions that are accessible, effective and implemented by staff.

DVCA is in year five of its implementation of a Restorative Practices Referral System, which has included periodic staff training and ongoing employment of a Restorative Practices Coordinator. The DVCA community continues to access this system but not all students or parents are fully informed of the opportunity and, in some instances, there is a hesitancy to participate. DVCA intends to continue training staff, students and parents about Restorative Practices in order to broaden the positive impact on the community. This work will also help in reducing suspension rates, increasing attendance and promoting engagement.

DVCA observes that its grade 9 students report significantly lower ratings compared to grade 7 and grade 8 students in the areas of engagement and academic challenge on recent Youth Truth survey results. To address these areas of need, DVCA is evaluating the course offerings for grade 9 students and undertaking a grade realignment plan for implementation in 2022-23 to transition grade 9 students to Da Vinci High School. The goal of this change is to begin the preparation of grade 9 students for post-secondary planning at an earlier point in their academic experience and to ensure that high school course offerings, including CTE courses, are available to grade 9 students.

Finally, in evaluating data from Youth Truth Survey results, DVCA sees that one of the overall lower ratings is in academic rigor. While students report high levels of engagement, relevancy and collaboration, academic rigor is lower than expected. To address this, DVCA will continue to provide opportunities for staff to be trained in high-quality inquiry-based and project-based learning with an emphasis on outcomes that challenge students at all levels. This professional development will include the further development and articulation of Schoolwide Learning Outcomes (SLOs) across the DVCA program.