

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 DVCA Local Control and Accountability Plan (LCAP) maintains DVCA's focus on developing its mission, vision and the outcomes of the Graduate Profile for all students. DVCA's mission is to engender and elicit in all 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. DVCA's vision is to provide a learning environment uniquely able to prepare students in a diverse, technologically advanced society and craft their own educational experience. Finally, the DVCA Graduate Profile seeks to develop the following specific outcomes in students: communication, collaboration, a learning mindset, critical thinking, citizenship, self-management and technological literacy.

To achieve the above outcomes, the DVCA LCAP continues the following goals: 1) All DVCA students will experience 21st Century Teaching and Learning; 2) DVCA educators will close the Opportunity Gap; 3) DVCA classrooms and school communities will be safe and inclusive environments. While these instructional goals remain guiding principles, the work of achieving these goals continues to evolve with changing times and conditions and in response to the community. The work of achieving these goals is accomplished through evidence-based, structured collaboration, research-based effective instruction and innovation, as well as Social Emotional Learning practices guided by experts and implemented by DVCA staff.

To further the goal of providing 21st Century Teaching and Learning, DVCA will continue its mission of designing and facilitating learning experiences that promote development of the qualities, skills and characteristics of the Da Vinci Graduate profile in all students so that they are prepared for the rapidly changing 21st Century. To do this, all DVCA teachers require ongoing professional development to consistently implement the foundational components of project-based instruction and also to develop current, cutting edge practices within the field. To ensure that DVCA teachers are able to support students in realizing the essential skills of the DVCA Graduate Profile, DVCA will emphasize training and professional development that supports rigor and challenge for students at all levels and further articulation of Schoolwide Learning Outcomes (SLOs) so that essential skills are built sequentially across the DVCA program.

Additionally, to ensure that 21st Century teaching and learning at DVCA is aligned to current College and Career standards and high-demand career opportunities, DVCA will continue to develop its Career Technical Education (CTE) Pathways in Software and Systems Development (SSD) and in Digital Media Arts (DMA) through staff professional development, purchase of appropriate CTE curriculum and materials, and through recruitment and networking activities to develop industry partnerships.

DVCA will continue its commitment to a technology rich learning environment for its students by maintaining the commitment to 1:1 student to computer ratio and through providing onsite Instructional Technology support, access to industry standard software and tools and reliable, high speed Internet access for students and staff.

DVCA will also participate in the DJUSD-wide Schedule Review Committee, which is intended to support DVCA educators to rethink and redesign secondary school schedules that better support 21st Century teaching and learning, and more appropriately structure interventions and address social emotional wellbeing. The plan also includes professional development and support of Grading for Equity. At Da Vinci,

Grading for Equity will include staff collaboration time to work towards clearer understanding and consistency in the use of DVCA's SLOs and further articulation of those SLOs across the program to ensure that all students are supported in sequentially developing those SLOs throughout the program.

DVCA is evaluating the course offerings for grade 9 students and undertaking a grade realignment plan for implementation in 2022-23 in order to transition grade 9 students to Da Vinci High School. This change will allow DVCA to begin the preparation of its students for post-secondary planning at an earlier point in their academic experience and provide the opportunity for all 9th grade students to participate in high school courses, including the newly developed CTE pathways.

Finally, to emphasize the need for participation in a complex and diverse society, DVCA will further its work towards full integration of the Social Studies Curriculum Framework and the FAIR Act through adoption of a new, high-quality social studies curriculum, ongoing staff training and opportunities for students to earn the Civic and Cultural Awareness Seal of the State of California. The LCAP will also continue to provide staff professional development to build their understanding and implement the new History/Social Science adoptions and anticipate the Visual Performing Arts and World Language standards anticipated next year.

To further the work of closing the opportunity gap for students, particularly for DVCA's unduplicated students, DVCA continues to provide support through staffing, embedded and dedicated interventions, and coordinated case management services. DVCA teachers will be provided with professional development opportunities focused on effectiveness for literacy, language acquisition, and content knowledge in all subject areas in support of English Learners. Especially for our English Learners, DJUSD is providing English Learner Specialists and a Teacher on Special Assignment to develop and manage a system for English Learner progress monitoring and facilitate responsive professional development. A focus remains on how Long Term English Learners develop and achieve goals to acquire reclassification status. Two DVCA Staff members have been trained to help coordinate interpretation, translation and, most importantly, family and community outreach.

Much of the work in closing the opportunity gap lies in removing barriers and providing targeted supports for students. To that end, the further development of DVCA's Multi-Tiered System of Support (MTSS) is a central focus of Goal 2, which will begin with a needs analysis of the current system. DVCA will be implementing i-Ready assessments for math and literacy in grades 7-12 to inform MTSS teams, progress monitoring, and teaching scaffolding to increase accessibility of content. Additionally, DVCA will engage in professional development and ongoing coaching support to strengthen staff knowledge of MTSS, develop more robust screeners and interventions, and utilize data to provide efficient and efficacious outcomes.

To address students that are in need of credit recovery towards graduation or who need to remediate grades in order to be a-g eligible, DVCA will provide a Humanities Summer School credit recovery program for students in grades 9-12. Students that need to recover credits or remediate grades in other classes, will be supported by counseling staff in accessing the DJUSD Summer School Program. DVCA will also provide several expanded learning summer programs in partnership with DJUSD to focus on enrichment, SEL learning and development of the DVCA Graduate Profile competencies.

DVCA will continue to offer ACES, a general education support course, for students in grades 7-12 to support students with academic achievement, executive functioning, assignment completion, peer connections, and college readiness. ACES teachers will work collaboratively with teaching colleagues and counseling staff to case manage their students.

To ensure that DVCA students, particularly those furthest from opportunity, are supported in college and career exploration and the college admissions process, DVCA will be creating a scope and sequence for grades 7 through 12 to identify the key activities that will be implemented in the areas of college and career awareness. At Da Vinci Junior High, there will be a focus on career exploration. At Da Vinci High School, staff will be expanding the annual College Boot Camp, which is typically for students entering grade 12, but will now have specific workshops open to all students in grades 10-12. Additionally there will be a focus on resume writing and interview skill building as part of the expanded College Boot Camp so that it also encompasses career exploration. The DVHS counseling team is also planning to offer two college and career workshops per month throughout the upcoming school year, to allow for all students grades 10-12 to access this support in a more structured way.

To further the work of creating classrooms and school communities that are safe and inclusive, DVCA will emphasize the important areas of inclusivity, individualized support, and justice. To address inclusivity, the DVCA staff will engage in continued professional development on how to create gender inclusive environments for all students. DVCA will also continue to provide a high level of counseling support by maintaining a low counselor to student ratio so that students and families have access to counseling support and so that counselors can case-manage students effectively in their post-secondary planning. Finally, this work will be followed by the continued use of a Restorative Practices Coordinator and additional staff training on Restorative Practices. DVCA also seeks to further inform the DVCA community, including students and parents, about the opportunities to engage in a restorative approach to community building and conflict resolution.

Goal 3 is further addressed through the continued development of DVCA's MTSS. Specific to goal three is the implementation of an Social Emotional Learning (SEL) screener to implement within the SEL strand of the MTSS. This will allow for efficient identification of students in need of support resources to address their overall well-being. Additionally, DVCA counseling staff have been trained in the use of Care Solace, a counseling concierge service for students, staff, and families and will be building that service into the MTSS structure.

DVCA believes that safe and inclusive environments are furthered through relationships and peer mentoring. To continue building this into the program, DVCA teachers in Leadership Courses will receive professional development in programs and systems that support the transitions to junior high and high school. Outcomes include refining an orientation for incoming students at the start of the year and supportive peer mentoring systems throughout the year.

DVCA is committed to the introduction of Ethnic Studies Programming, planned to begin in DJUSD by 2022-23. DVCA will be working in parallel with DJUSD by dedicating resources to further research, collaboration, professional development and eventual implementation of an Ethnic Studies program. The goal of Ethnic Studies is to provide DVCA students with the opportunities to explore their own identities and the identities of others to support them in developing the critical thinking and citizenship components of the DVCA Graduate Profile.