

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

DVCA works in parallel with DJUSD systems for ongoing stakeholder feedback while simultaneously soliciting specific feedback from its own stakeholder groups. At the DJUSD level, stakeholder feedback was gathered through community groups. The Superintendent's All Advisory is composed of members from the following advisories: parent, student, District English Learner Advisory Committee (DELAC), District Technology Advisory Committee (DTAC), Climate, Certificated Personnel, Classified Personnel, Parent, Student, Special Education, Native American, AIM (GATE), Administrative Leadership Team. DVCA stakeholders participate in most of the identified groups above.

At the site level, feedback opportunities were provided and encouraged with each group at various points in the LCAP cycle.

Parents and Guardians are invited to participate in the DVCA Booster Parent Group, which meets monthly, to provide input and feedback on school improvement. Additionally, four elected parent representatives serve on the DVCA Advisory Board, which meets monthly, and provides representation for the parent community. DVCA administration met with both groups in September of 2020 to solicit feedback on the Learning Continuity Plan. Areas of success and areas for growth were identified. DVCA Administration met again with both groups above in February of 2021. In these meetings, local data on student performance and social-emotional learning was presented and four questions were asked for LCAP Planning. Those questions were: (1) What opportunities and supports have been working for your child or other students and families you know?; (2) What are the current needs you see for yourself and your student(s)?; (3) What opportunities or supports should we be considering as a community or as a school?; and, (4) What should we be doing for our most vulnerable students (e.g., living in poverty, English Learners, foster or homeless youth, students learning below grade level). Feedback was gathered for analysis utilized in LCAP planning. In addition to the formalized opportunities for direct feedback, DVCA administration receives ongoing communications from parents via email which are considered for future planning. Finally, DVCA administered the Family Youth Truth Survey which provides an opportunity for feedback and input on families' experiences at DVCA.

Student voice is essential to the DVCA community and as such, DVCA administration met with student focus groups on two occasions during the school year. First, focus groups were held at each site (DVJH and DVHS) to solicit input on the Learning and Continuity Plan, with a focus on what was going well with the start of the school year and what could be improved upon going forward. A second round of student focus groups was held at the start of March. In these focus groups, the same four questions listed above were presented to students and feedback was gathered for analysis and future planning. Finally, DVCA administered the Student Youth Truth Survey to all students and the results were analyzed by DVCA staff.

DVHS Staff at each site participate in a weekly professional development meeting. Through these weekly meetings, DVCA administration provides updates and solicits feedback on ongoing issues of school improvement. Because the DVCA staff is comparatively small, it is through these routine but less formal meetings that the DVCA staff is in a constant feedback cycle. More formally, the DVCA administration presented the DVCA Learning and Continuity Plan in September of 2020. DVCA staff was able to discuss areas of success and areas for improvement going forward. Additionally, DVCA Administration reviewed the LCAP with DVCA staff on May 12, 2021 for final feedback prior to submission.

A summary of the feedback provided by specific stakeholder groups.

An analysis of stakeholder feedback demonstrated the following areas of success: effective use of technology, clarity in teacher agendas and assignments, supportive and flexible DVCA teachers, efforts to facilitate community builders and clubs, attendance follow up, transition to Canvas Learning Management System, highly supportive counseling staff, reduced stress from the Quarter Block Schedule, continued emphasis on collaboration and community amongst staff, and developing opportunities for collaborative student work.

Stakeholders identified several areas for improvement as follows: more opportunities for students to have social interactions, additional opportunities for individualized academic supports for students, additional, ongoing professional development for staff in social-emotional learning, additional support for staff in project-based learning, additional instruction on career skills such as Photoshop and Indesign, additional rigorous courses such as AP and honors courses, staff compensation to facilitate clubs, additional guidance and resources for college and career exploration, after school learning opportunities, additional training for staff in inclusive environments, professional development for staff to address learning loss due to school closures.

A synthesis of stakeholder feedback suggests that DVCA is doing well in providing a high level of support to students, providing essential technology for learning, continuing to promote community and connectedness, and organizing courses and tasks in ways that are accessible to students and families.

A synthesis of stakeholder feedback also suggests that DVCA needs to expand opportunities for social interaction both in the school day and outside of the school day, prioritization of staff training in further development of social-emotional learning strategies, additional professional development in strategies to engage students and accelerate learning for all students, continued efforts to prepare students for their post-secondary experience.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The DVCA 2021-24 LCAP includes actions and services in direct response to stakeholder feedback. A primary investment that extends through all of DVCA's goals is professional development and ongoing coaching to further develop DVCA's MTSS system. The MTSS system will provide targeted supports and interventions for identified students across the academic, social-emotional and college and career domains. Students, staff, and families noted in stakeholder outreach that DVCA is in need of academic support for students, opportunities for students to engage in rigorous learning, and continued opportunities for peer collaboration. Actions and services for the MTSS domains will be present across all three LCAP goals.

To address a desire for additional social interactions and social-emotional supports for students, DVCA will implement actions and services within goal 3. These include professional development for leadership teachers to provide more robust on campus social opportunities, streamlined process for creating and maintaining ASB clubs and more robust peer mentorship programs. DVCA will continue to provide low

student-to-counselor ratios to allow for case social-emotional supports and family connections. DVCA will also engage in ongoing professional development on inclusive school environments and environments that resolve conflict and build community.

To address the identified needs for rigorous and engaging learning and post-secondary guidance and support, DVCA will implement actions and services under Goal 1. These include professional development to consistently implement the foundational components of project-based instruction, support rigor and challenge for students at all levels, examine current grading practices to ensure equity in grading practices, and further the articulation of DVCA Schoolwide Learning Outcomes (SLOs). DVCA will continue to develop its Career Technical Education (CTE) Pathways through staff professional development, purchase of appropriate CTE curriculum and materials, and through recruitment and networking activities to develop industry partnerships.