# Local Performance Indicator Self-Reflection

| Local Educational Agency (LEA) | Contact Name and Title | Email and Phone |
|---|---|---|
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# Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Below are the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

# Performance Standards

The performance standards for the local performance indicators are:

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

## Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

## Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Coordination of Services for Expelled Students-County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

## Coordination of Services for Foster Youth-COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

# Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

## Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

| Teachers | Number | Percent |
|---|---|---|
| Misassignments of Teachers of English Learners | 0 | 0% |
| Total Teacher Misassignments | 0 | 0% |
| Vacant Teacher Positions | 0 | 0% |

| Access to Instructional Materials | Number | Percent |
|---|---|---|
| Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home | 0 | 0% |

| Facility Conditions | Number |
|---|---|
| Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies) | 0 |

## Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

**OPTION 1: Narrative Summary (Limited to 3,000 characters)**
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA)-Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics-Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

**OPTION 2: Reflection Tool**

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | | 5 |

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | 4 | |
| History-Social Science | | | | 4 | |

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| ELA – Common Core State Standards for ELA | | | | | 5 |
| ELD (Aligned to ELA Standards) | | | | | 5 |
| Mathematics – Common Core State Standards for Mathematics | | | | | 5 |
| Next Generation Science Standards | | | | | 5 |
| History-Social Science | | | | | 5 |

**Recently Adopted Academic Standards and/or Curriculum Frameworks**

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Career Technical Education | | | | | 5 |
| Health Education Content Standards | | | | | 5 |
| Physical Education Model Content Standards | | | | | 5 |
| Visual and Performing Arts | | | | | 5 |
| World Language | | | | | 5 |

**Support for Teachers and Administrators**

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest) -
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

| Academic Standards | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| Identifying the professional learning needs of groups of teachers or staff as a whole | | | | | 5 |
| Identifying the professional learning needs of individual teachers | | | | 4 | |
| Providing support for teachers on the standards they have not yet mastered | | | | 4 | |

**Optional Narrative (Limited to 1,500 characters)**

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

## Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below -

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3.  Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):

    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

4.  Write a brief response to the prompts following each of the three sections.

5.  Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

## Building Relationships

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Building Relationships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1.  Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families. | | | | | 5 |
| 2.  Rate the LEA's progress in creating welcoming environments for all families in the community. | | | | 4 | |
| 3.  Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children. | | | | 4 | |
| 4.  Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families. | | | | | 5 |

**Dashboard Narrative Box (Limited to 3,000 characters)**
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Building Relationships is a core principle of Da Vinci Charter Academy and directly aligned to the school's mission of being an innovative, inclusive and collaborative learning community. DVCA has developed a number of programs that support the creation of strong relationships and open communication between school staff and the parent community. In addition to Back to School Nights and Open Houses, DVCA hosts several parent engagement nights at each site to invite parents directly into the school environment. These "flagship project nights" occur at all grade levels and allow parents to see the work of their students as they present products and projects that they have completed in their courses. DVCA also hosts informational evening events to provide instruction on use of the Learning Management system to track student progress in courses and grades and hosts an evening series on the use of Dialectical Behavior Therapy to support positive communication within families. DVCA was able to continue these practices in a virtual environment during the school closure year using a Zoom platform. While participation was lower, outreach efforts continued with the same diligence.

DVCA staff are easily accessible with every teacher's email for every course available in the school's learning management system and on the school's website. DVCA teachers are expected  to respond to parent inquiries within

24 hours and meet after school hours with families that express this need. DVCA administration and staff maintain ongoing, open communication through the school website and through periodic School Messenger communications, all for the purpose of ensuring families are aware of school activities and have opportunity to participate. DVCA has a Parent Booster Organization which promotes a welcoming environment for families. Families can learn about the Booster Organization during annual registration and orientation activities. The Boosters maintain a website and provide periodic communication to families about school and Booster events, including their monthly, open meetings and social engagement opportunities. While in-person opportunities for interaction were limited due to school closures, these same expectations remained and interactions were carried out using the Zoom platform.

One of the most significant areas of progress comes from the work of the DVCA Counseling Department. The DVCA counselors now have a practice to hold Grade 10 Parent meetings during the Fall with every single incoming student and family. In these meetings, the counselors, students and parent/guardian(s) meet to discuss program planning for high school and post-secondary plans. These individualized face-to-face meetings offer a valuable opportunity for the counseling team to develop relationships and a supportive approach to developing student and family goals. The Counseling Department has also developed a Post-Secondary Information Night for Juniors and a Senior Information Night. These avenues of engagement have been impactful in creating partnerships with families to work collaboratively towards achieving student goals and in fostering connections between families and school staff and, most importantly, in promoting access for families that might not otherwise have access to crucial post-secondary information.Additionally, Da Vinci Junior High School Staff hosts a Parent Information Night in the spring for all incoming students and families. This event provides families with the opportunity to meet staff, learn about the Da Vinci Charter Academy instructional model, and ask specific questions about our program.

The Youth Truth Family Survey results over the last two years at both DVJH and DVHS demonstrate a high level of satisfaction with DVCA communication to parents and inclusion in the community but building strong relationships with families is a task that is never complete; it is something that requires intent and persistence. DVCA observes a lower level of engagement with its unduplicated families and intends to focus on increasing in-person communication and face-to-face time with these students and families in the coming year. While in-person opportunities for interaction were limited due to school closures, these same expectations remained and interactions were carried out using the Zoom platform.

**Building Partnerships for Student Outcomes**

Rating Scale (lowest to highest) -
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

| Building Partnerships | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families. | | | | 4 | |
| 2. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home. | | | | | 5 |
| 3. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes. | | | | 4 | |
| 4. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students. | | | | | 5 |

**Dashboard Narrative Box (Limited to 3,000 characters)**
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Building partnerships for student outcomes is key for success. An important tool for building partnerships with parents/guardians for student outcomes is the use Canvas, which is DVCA's online Learning Management System. DVCA staff are trained in the use of Canvas and it is established policy for teachers to publish their course agendas for the full week by Monday morning and to provide updates in the student gradebook.

Students receive training in the use of Canvas during an orientation at the start of each year. Additional, targeted support for identified students is provided through Study Skills and ACES courses. DVCA hosts two Parent/Guardian Canvas Nights to provide tutorials and guided support on the use of Canvas. Each parent/guardian receives a Parent-Observer account. Thus, all stakeholders – students, parents/guardians and staff - have ongoing, consistent access to the necessary tools to monitor performance and provide additional support at home.

DVCA Staff can be reached by email; email addresses are provided at Back to School Night and are always available to families through the website and listed within each course in Canvas. Additionally, DVCA teachers are provided professional development and mentoring from experienced staff in developing professional and timely email communications to parents/guardians when academic or social-emotional challenges arise. Students not meeting standards receive quarterly progress reports by mail and counseling staff follow up with families to schedule meetings with a support team when needed.

There are two areas of notable areas of ongoing development in building partnerships with families. DVCA has implemented a restorative approach to community building, conflict resolution and discipline which can be accessed through the DVCA Restorative Practices (RP) Referral System. Through orientation activities and parent engagement nights, DVCA educates students and parents about this system which can be accessed in or out of school to assist when challenges arise. DVCA intends to increase awareness of the RP Referral System to increase and broaden access for families. Additionally, DVCA Administration and support staff utilize two communication tools to support positive student outcomes. Using an updated website and School Messenger communications system, DVCA is able to provide timely information on school events, activities, policies, and opportunities for students and families.

As a dependent charter, DVCA holds a Memorandum of Understanding with DJUSD, which describes the many instances in which DVCA contracts for services through DJUSD, including Special Education and Student Support Services. DJUSD provides training in legal and policy requirements in these areas and provides oversight for employees. DVCA staff provides parents/guardians with notices of their rights and follows the processes for S.S.T., 504 and I.E.P meetings. All processes for complaints or conflict resolution are available on the DVCA and DJUSD websites and these processes and protocols are followed by DVCA.

DVCA observes that Special Education and socioeconomically disadvantaged students demonstrate disparities in student outcomes and will continue to focus on building relationships with these students and families going forward. One of the hopes in this area is to increase the efficiencies in delivering services to these families through the Multi-Tiered System of Support that is in development.

**Seeking Input for Decision Making**

    Rating Scale (lowest to highest) -
        1 - Exploration and Research Phase
        2 - Beginning Development
        3 - Initial Implementation
        4 - Full Implementation
        5 - Full Implementation and Sustainability

| Seeking Input | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. | | | | | 5 |
| 2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. | | | | 4 | |
| 3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. | | | | 4 | |
| 4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. | | | | | 5 |

**Dashboard Narrative Box (Limited to 3,000 characters)**
Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

As a dependent charter, DVCA benefits from the ability to learn from stakeholder input activities at the DJUSD level as well as program specific feedback through its own stakeholder input structures. At the district level, parents participate in the Superintendent's Advisory Committees which includes representation for DELAC, SPED, Site Council/Advisory and a PTO/Booster representative. At the DVCA site level, the DVCA Administration holds monthly Advisory Board meeting which are open to the public and include the following stakeholders: four elected, parent board members; two appointed students; one DVCA certificated staff member; one DVCA classified staff member; a staff member from the DJUSD Business Services office; and an appointed Davis community member. These stakeholders provide representation for the DVCA community and inform areas of ongoing school improvement. In the 2019-20 year, the Advisory Board page of the website was refreshed to include pictures and a contact email for all board members. Notably, the Advisory Board members exercise oversight for important decision-making activities such as the DVCA LCAP, the school safety plan, the charter renewal process and WASC accreditation. DVCA also includes stakeholders, including DVCA parent/guardians, in DJUSD School Governance Nights and the Parent Engagement Nights hosted by DJUSD.

DVCA also continually receives direct communication through a general email posted to the website or through direct communication with staff. Suggestions and feedback are welcomed and addressed formally or informally throughout the year. These practices are firmly in place and represent ongoing strengths for involving parent/guardians in the decision-making process.

An area of continued progress for involving parent/guardians in decision making is the use of surveys to solicit parent input on the progress and needs of the program. This is done using the Youth Truth Family Engagement Survey which asks for parent/guardian feedback on a range of areas including school climate, academics, and student safety. DVCA also partnered with DJUSD to survey parents on several occasions regarding developments for the return to campus. The feedback from surveys is analyzed annually by DVCA staff and the DVCA Advisory Board to determine areas for improvement. DVCA, along with DJUSD, has also strengthened its ability to involve underrepresented families in the decision-making process through a sustained effort to provide communication and outreach in multiple languages, especially Spanish. Surveys and communications from DVCA are done in multiple languages using a digital translation service and two DVCA employees have been formally trained on the process for translating in the educational setting.

While DVCA is proud of the strong record of parent/guardian participation in the decision-making process, it recognizes the need to continually diversify the population of parent/guardians who choose to participate. A focus area moving forward is to ensure that there is a wider range of participants and DVCA hopes to accomplish this by seeking a diverse group of Advisory Board members. DVCA would also like to achieve a larger and wider range of

parent/guardians participating in the Family Engagement Survey and is undertaking additional steps to advertise and encourage this outcome.

## School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

DVCA utilizes the Youth Truth Student Survey to assess aspects of school culture and climate including but not limited to academic rigor, engagement, relationships, safety and college readiness. In 2021-22, DVCA will also include the bi-annual California Health Kids Survey data to further inform school climate decisions. The Youth Truth survey is administered annually to all DVCA students but is separated into a middle school survey for grades 7-9 and a high school survey for grades 10-12. The results are not aggregated between the two surveys, so that each site can utilize site-specific, developmentally appropriate climate data. The survey results are viewed annually by a small group of students, DVCA staff, the DVCA Advisory Board and DJUSD District Office Administrators. Results of the survey can be disaggregated into subgroups and allow for comparison against a range of other schools, including those in DJUSD. Results are used to inform changes and/or improvement in policy and practice at each site.

At Da Vinci High School, the 2021 Youth Truth Survey Results demonstrate above average ratings in the domains of Relationships, Belonging and Peer Collaboration, School Culture. Feedback in the domains of Academic Challenge and College and Career Readiness were about average compared to other schools surveyed. Feedback in the domain of Engagement was notably lower than in past year which is not surprising given that much of the school year was conducted in a distance learning format. Da Vinci High School continues to evaluate needs for ensuring that all students are challenged and engaged. Additionally, Youth Truth Survey feedback continues to affirm DVCA's decisions to develop two new CTE Pathways, increase opportunities for students and families to connect in-person with counseling staff and add additional parent engagement events to promote post-secondary planning for both juniors and seniors.

At DV Junior High, the 2021 Youth Truth Survey Results demonstrate above average ratings in the domains of Relationships, Belonging and Peer Collaboration, School Culture. In fact, ratings in those domains are among the highest percentile of all school participating in the survey. Da Vinci Junior High School will continue to maintain a strong school culture with our Where Everyone Belongs (WEB) orientation and transition program, Restorative Practices community building and response to student conflict, and ASB Leadership activities throughout the school year. Feedback in the domain of Engagement was typical of other schools surveyed and feedback in the domain of Academic Rigor was below other schools and Academic Challenges showed a notable decline which is not surprising given that much of the school year was conducted in a distance learning format. It is notable that DVJH's grade 9 students provided lower feedback across all domains when compared to grade 7 and 8 students. In response, DVCA will continue its work towards grade realignment to ensure that grade 9 students begin their college and career preparedness at an earlier point in their academic experience and have access to challenging and rigorous course options.

Overall, data shows that DVCA continues to have success in its goals of creating inclusive and welcoming schools and classrooms but challenging and engaging curriculum are areas for further growth.

## Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1.  Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

2.  Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

3.  Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

4.  In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

As a small school, Da Vinci provides course offerings to maximize the opportunities to meet graduation requirements, achieve A-G eligibility and engage in challenging and relevant coursework that is aligned to the Da Vinci Mission, Vision and Graduate Profile. To measure and track accessibility and enrollment in a broad course of study, Da Vinci utilizes a Broad Course of Study Tool which provides course enrollment data for all courses at each grade level and provides specific per course enrollment for Students with Disabilities and Unduplicated Students. This tool allows for DVCA staff to evaluate the extent to which All Students, Students with Disabilities and Unduplicated Students are enrolling in core courses for graduation requirement classes as well specialized and elective classes.

By using the Broad Course of Study Tool, DVCA can determine that all students are able to access a broad course of study. Through the inclusion model, all 88 of DVCA's Students with Disabilities are enrolled in general education core courses. Additionally, all 76 of DVCA's Students with Disabilities are enrolled in general education courses. In grades 7-8, students are required to take a specific prescription of courses which ensure they have access to a broad range of study and advance through the core requirements of the program. Da Vinci students in grades 7-9 have the opportunity to co-enroll in courses at Emerson Jr. High, and some limited opportunities to co-enroll at the local comprehensive high school, Davis Senior High. This arrangement allows students to access additional courses in music, art, and language that are not offered at Da Vinci Junior High. Furthermore, students in grades 10-12 can co-enroll in up to two courses at Davis Senior High School to access a wide breadth of courses. Currently, 28% of DVHS students are co-enrolled. Da Vinci students in grades 10-12 also can elect to take Advanced Education at nearby Sacramento City College or other institution. In 2020-21, 14% of DVHS students took one or more Advanced Education classes.

Data demonstrates that DVCA students have ample opportunities to access courses for graduation, A-G eligibility, and to satisfy a range of curricular interests. Among the 42 DVHS Students with Disabilities, 31% are enrolled in CTE courses, 36% are enrolled in World Language Courses and 53% are enrolled in VAPA courses. Among the 41 DVHS Unduplicated Students, 32% are enrolled in CTE course, 73% are enrolled in World Language Courses and 83% are enrolled in VAPA courses.
The opportunity to co-enroll along with access to DVCA's existing courses, provides rich opportunity for access to a wide variety of courses. Through utilizing the DVCA Broad Course of Study Tool, DVCA has identified that students in grades 7 - 9 do have limited opportunity to access elective courses, specifically Visual and Performing Arts

Courses. DVCA has also identified that there are limited opportunities for DVCA students to enroll in CTE courses. Finally, DVCA's Unduplicated and Students with Disabilities students demonstrate high level of enrollment in Visual and Performing Arts. While the overall enrollment for students in the above categories demonstrates access to a broad course of study, it is notable that in World Languages and VAPA courses, the enrollments decrease as students progress, likely due to having met a-g requirements. The further development of the Seal of Biliteracy and opportunities to be a CTE Completer may be helpful tools to reverse this pattern.

DVCA does note that students in grades 7-9 experience some barriers in access to a broad range of courses due to the requirement that all DVCA students take an introductory course titled Research and Communications. This situation limits the number of periods that can be utilized for elective courses. Additionally, some 7-9 Students with Disabilities are enrolled in a Study Skills course which further reduces the opportunity to take elective courses. DVCA also notes that students in grades 10-12 experience several barriers including the frequency that elective courses can be offered in a small school setting which creates scheduling challenges. An additional impediment to students accessing courses is the general scheduling limitation of having an interconnected schedule with Davis Senior High School which creates some instances of master scheduling constraints.

The Broad Course of Study data is monitored by the DVCA counseling and administrative team to determine whether students are on track to meet graduation requirements, A-G eligibility and to ensure that all student groups are accessing a broad course of study. In many cases, the most effective action to take is for counselors to encourage students to consider classes that they might not normally be drawn to. For example, discussion about the accessibility and opportunities for becoming a CTE Completer and to attain the Seal of Biliteracy are effective. Additionally, teaching staff actively recruits underrepresented groups to enroll in their elective courses.

DVCA has added course offerings for CTE pathways and streamlined the opportunity for students to enroll in Advanced Education courses. Through the IEP process, counselors meet with students during program planning each year to conduct transcript reviews with students and schedule meetings with families as needed to discuss course changes and modification to maximize opportunities for Students with Disabilities. Additionally, DVCA counselors case manage the Unduplicated Students with the intent of reaching a-g eligibility, which always includes discussion of elective and specialized courses. Finally, DVCA will participate in the DJUSD-wide committee to review the secondary schedule with the intent to increase access and choices for students.

## Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

**Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.**

Rating Scale (lowest to highest) -
  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including: | [No response required] | [No response required] | [No response required] | [No response required] | [No response required] |
| a. Review of required outcome data. | | | | | |
| b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to | | | | | |

| Coordinating Instruction | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| expelled pupils, and strategies for filling those service gaps. | | | | | |
| c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils. | | | | | |
| 2. Coordinating on development and implementation of triennial plan with all LEAs within the county. | | | | | |
| 3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students. | | | | | |
| 4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education. | | | | | |

## Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

**Assess the degree of implementation of coordinated service program components for foster youth in your county.**

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education). | | | | | |
| 2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth). | | | | | |
| 3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes. | | | | | |
| 4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding. | | | | | |
| 5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. | | | | | |
| 6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers. | | | | | |

| Coordinating Services | 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|---|
| 7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type. | | | | | |
| 8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth. | | | | | |