

Da Vinci Connect WASC Executive Summary



Logistics and Big Picture Details

- Da Vinci Connect's WASC Visit is **Sunday, May 5th-Wednesday, May 8th, 2024** (the initial Self-Study was May 2021 and Connect received a 3-year accreditation (maximum possible for an initial study)
- Connect's 2024 **WASC report** can be found [HERE](#), the **visitation schedule** [HERE](#) and the **Google Drive** with supporting documents [HERE](#)
- There is a [glossary](#) at the beginning of the report
- Connect's WASC evaluation is for both the TK-8 and HS programs

WASC Accreditation and Visit Purpose

The primary goals of accreditation, as stated by the Western Association of Schools and Colleges, is:

- Certification to the public that the school is a trustworthy institution of learning
- The improvement of the school's programs and operations to support student learning

The school's self-study and the visiting committee report should provide compelling evidence that:

- The school is substantially accomplishing its stated purposes and functions identified as appropriate for an institution of its type
- The school is meeting an acceptable level of quality in accordance with the criteria adopted by the Accrediting Commission for Schools

Summary of the Report

Introduction: ([pages 3-4](#))

- WASC requires the following topics: background of Connect; description of TK-8 and HS programs; DEI commitment and initiatives, how we collaborated together on the WASC self-study

Chapter 1: Progress Report ([pages 5-10](#)) *between the original 2021 self-study and now*

- **Significant Developments** (launch of Connect High School amid COVID-19; steady enrollment growth; the programs continue to reflect, revise and thrive)
- **Challenges** (Staffing turnover following COVID-19; changing student needs [mental health, absenteeism, community building]; evolution of HS instructional programming [college partners, CTE pathways]; math proficiency declined, spurring instructional changes [curriculum offering, PD for teachers])
- **Opportunities and Successes** (positive enrollment and attendance trends; dedicated and compassionate staff = supportive and engaged learning environment; active student and family engagement; strong community partnerships support opportunities for students; supportive governance from Da Vinci's Board of Trustees, Central Office staff, and authorizer, Wiseburn USD)
- **WASC + LCAP Alignment and Progress:** The 4 goals identified in 2021, which Connect has made progress towards in the past 3 years, include:
 - Goal 1: Examine student support systems for consistency and opportunities to improve
 - Goal 2: Improve assessment and feedback loop
 - Goal 3: Improve communication to students and families
 - Goal 4: Staff collaboration and calibration around curriculum, assessment, signature practices and communication with families

Chapter 2: School Profile and Supporting Data and Findings ([pages 11-16](#))

- We examined data across Enrollment and Attendance, Student Demographics, Student performance (by English Language Arts, Math, Students with IEPs, English Language Learners), College, Career and Life Preparation, High School Completion, School Climate, and TK-8 Support

and Engagement

- Major Preliminary Student Needs were identified as:
 - More consistent use of data to inform instruction and overall achievement
 - Further development and implementation of MTSS (Multi-Tier Systems of Support)
 - Math curriculum: consistent use at home and school, and within grade bands
 - Further engaging and supporting families

Chapter 3, Category A: Organization: Vision and Purpose, Governance, Leadership, Staff and Resources

- This section reflects on how Connect aligns with DV Schools and remains in compliance regarding vision/mission/aspirational values, handbooks, parent advisory committees, LCAP, signature practices (PBL, Real World Learning), governance, professional development (PD) for staff, central office support and oversight, and allocation of resources
- Areas of strength (p. 23) include robust PD, collaborative decision making and stakeholder input, and the benefits of being part of a thriving organization and educational community
- Areas of growth include enhanced data collection, refine MTSS, math proficiency

Chapter 3, Category B: Curriculum

- This section reflects on how Connect offers a rigorous and relevant curriculum including standards and research-based instruction, college and career readiness, engagement with the community, equity and access to curriculum, integration of real world experiences, and student-parent-staff collaboration
- Areas of strength (p. 29) include K8 family involvement, integration of real world learning experiences and relevant curriculum
- Areas of growth include better HS family involvement, improving K8 curriculum access for all families and solidifying the HS 4-year plan as we get closer to full enrollment and staffing

Chapter 3, Category C: Learning and Teaching

- This section reflects on how Connect addresses student engagement in challenging and relevant learning experiences including equity centered learning, student understanding of learning expectations, instructional strategies and resources, developing student agency, and use of technology
- Areas of strength (p. 34) include use of PBL and social emotional learning (SEL) practices to create a supportive environments conducive to learning
- Areas of growth include math curriculum alignment within grade bands across TK-12 (at home and at school) and providing accessible scope and sequence for standards across subject areas

Chapter 3, Category D: Assessment and Accountability

- This section reflects on reporting and accountability (state and other assessments), how we reflect and improve based on assessment results, how we monitor student growth, teacher feedback to students, formative and summative assessments, and staff PD and evaluation
- Areas of strength (p. 39) include signature practices (SLCs, Exhibition, POLs) using PBL to allow students to demonstrate mastery through holistic and traditional assessments
- Areas of growth include using common formative assessments, using common math language, and monitoring student growth

Chapter 3, Category E: School Culture and Support for Student Personal, SEL and Academic Growth

- This section reflects on family and community involvement, school culture and environment, and academic, social emotional learning and Multi-Tier Systems of Support
- Areas of strength (p. 44) include use of culturally sensitive strategies to encourage family involvement, ensuring a safe, clean and orderly environment, supporting Da Vinci Schools' vision for student education, and robust support for students
- Areas of growth include assessing the success of family/community involvement strategies, strengthening MTSS supports, and enhancing student sense of self and belonging/connection

Chapter 4: Summary of Identified Student Learner Needs

- This chapter synthesizes the areas of strength and growth from each section of Chapter 3 above into a table. This was further synthesized (and vetted by the staff) to determine the prioritized areas of improvement for the Connect staff to focus on following this WASC accreditation.
- The four areas of improvement (and 2024 WASC goals) are:
 - **Enhance and Strengthen Multi-Tier Systems of Support (MTSS):** Develop clear and cohesive MTSS procedures driven by data outcomes to swiftly address students' academic and socio-emotional needs, ensuring compliance with independent study requirements and integrating support strategies seamlessly across academic, social-emotional, and behavioral domains.
 - **Enhance Mathematics Curriculum Alignment, Accessibility and Usage:** Address identified struggles in math achievement and align mathematics curriculum within grade bands (TK-2, 3-5, 6-8, 9-12) to ensure accessibility, usage accountability for in-class and at-home instruction and intervention when content is not mastered.
 - **Enhance Data Collection and Analysis:** Improve data collection methods to evaluate the effectiveness of targeted professional development on student academic progress. Implement data-driven systems to regularly monitor student outcomes and inform strategies for ongoing enhancement of teaching practices.
 - **Enhance Family and Community Involvement:** Assess the effectiveness of culturally relevant and supportive strategies to encourage family and community involvement, focusing on enhancing family engagement to create a more engaged school community and showcase student growth.

Chapter 5: Schoolwide Action Plan/SPSA

- Tables 1-4 outline the 2021 WASC goals, how they align with Connect's LCAP goals, and whether they were met or continue into the 2024 report. All goals reflect significant progress but will continue on in future WASC and LCAP goals
- The 2024 WASC goals have specific proposed action to reach the goals, as outlined on pages 48-49
 - [Goal 1](#) (MTSS): create a MTSS playbook with identified support/interventions
 - [Goal 2](#) (math curriculum): implement curriculum with embedded tracking of progress and usage; reteach concepts when needed
 - [Goal 3](#) (data collection): targeted PD based on student outcome data
 - [Goal 4](#) (family and community involvement): increased opportunities and family input including workshops