

**Davis Joint Unified School District**  
**2019-2020 Local Control and Accountability Plan (LCAP)**  
**Executive Summary**  
June 06, 2019

In 2013, California adopted a funding formula that localized control of district budgets, a model called the Local Control Funding Formula (LCFF), which was designed to empower communities to identify and respond to the local needs of its students. The LCFF allocates dollars for each enrolled student, in addition to supplemental funding based on enrollment of “unduplicated pupils,” which include student subgroups such as English Learners, Foster youth, Homeless and Socioeconomically Disadvantaged students.

The Local Control and Accountability Plan (LCAP) is a tool that Davis Joint Unified School District (DJUSD) uses to set goals, plan actions, and leverage its resources to meet those goals to improve student outcomes, particularly the outcomes of the unduplicated population. DJUSD’s LCAP is in the third year of a three-year plan and is aligned with state and local priorities.

The LCAP is visualized through an “Instructional Coherence Map,” which includes the District’s Mission and Board Goals, Instructional Goals, and overarching strategies to accomplish those goals. The Coherence Map functions as a communication tool to help stakeholders understand the vision of the District and help staff align programming accordingly. Furthermore, the LCAP is guided by DJUSD’s Graduate Profile, a set of six distinct skills that the community identified as important outcomes for student success in the 21st century for college, career, and beyond.

To realize DJUSD’s mission, the LCAP budget is prioritized to provide targeted services for unduplicated students, totaling over \$3.6 million in supplemental funding, which accounts for about 4% of the District’s total budget. The LCAP was developed over the course of the 2018-19 school year informed by broad stakeholder outreach, including input from parents, staff, students, community members, and over twelve District advisory groups.

## Instructional Coherence Map

WHY (Vision/Mission)		
Ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive in the 21 <sup>st</sup> century.		
WHAT (Goals)		
21 <sup>st</sup> Century Teaching and Learning	Close Opportunity and Achievement Gap	Safe and Inclusive Environment
HOW (Strategies)		
Professional Learning Communities	Effective Instruction	Social Emotional Learning



Highlights from this year’s LCAP include a focus on services and high quality instruction for English Learners, low income students, and Foster and Homeless youth. Much of this work is addressed, and importantly, sustained through a systematic integration of a Multi-Tiered Systems of Support (MTSS), which is a framework to organize interventions consistently and effectively for all students.

To close the opportunity and achievement gap, particularly for 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. Additionally, opportunities are provided for focused professional development to increase educator effectiveness for literacy, language acquisition, and content knowledge in all subject areas in support of English Learners. DJUSD has a particular focus on how Long-Term English Learners develop and achieve goals to acquire reclassification status. This work is supported by an increase in staff of English Learner Specialists to coach General Education teachers and staff and manage

student case loads to ensure access to courses, progress towards graduation, and reclassification.

Additional English Learner supports include ongoing support of Sobrato Early Academic Language (SEAL) at Montgomery Elementary School and expansion of the SEAL program to the intermediate grades (4-6). English Learners and low income students at Davis Senior High School are provided interventions, including paraeducator support in World Civilization courses, an English Learner Mentor Program, and a Parent Liaison. Additional administrative time at Davis Senior High School will also be maintained to continue case management of unduplicated students for regular progress monitoring, ensuring access to rigorous coursework, and guidance on college and career opportunities.

DJUSD's LCAP includes a variety of Social Emotional Learning (SEL) supports for students. In addition to counseling and SEL interventions, a programmatic example of this work includes the Wellness Center at Martin Luther King, Jr. Continuation High School, which provides a trauma sensitive school environment for all students, particularly low income students and English Learners.

The LCAP will also continue to provide staff professional development for teacher understanding and use of the new History/Social Science framework and Next Generation Science Standards (NGSS). Trainings are also provided to English Learner Specialists, classroom teachers, and site administrators to deepen their understanding and implementation of English Language Development standards and interventions.

Revisions and additions this year include use of Low Performing Student Block Grant funds (LPSBG). This will target Secondary Literacy through training of teachers and the rollout of a District-wide Multi-Tiered Systems of Support (MTSS) through training and the development of MTSS teams at each school. Each site is also supported to host its own site retreat to build understanding and a plan for MTSS implementation, including practices for first best instruction, using data, and developing systems to respond to student needs appropriately and effectively. Additionally, we have been able to add case management for our Homeless students and those in foster care in order to address their needs for resources and target attendance barriers. Revisions also include introduction of an English Learner (EL) coach at the secondary sites and increase of EL Specialists across elementary sites for support of best first instruction and embedded ELD instruction.

Throughout the work of revising DJUSD's LCAP for this third year of its implementation, decisions for programs and services were made through an "equity lens" to ensure that all students are served equitably, particularly those who are furthest from opportunity. DJUSD will continue to promote adult learning at every site to advance educational equity, with a particular emphasis on building the capacity of DJUSD's leaders. To that end, the District will continue its partnership and training with the National Equity Project.

The work of DJUSD's Local Control Accountability Plan is a highly inclusive process, which involved significantly more stakeholders than in previous years. Through broad outreach, diverse input, and explicit alignment with District goals and values, DJUSD students are better served to achieve the priorities outlined by the state and the Davis community.