



# Board of Education

June 06, 2019

# Local Control Accountability Plan

- 1) All students will experience 21st Century Teaching and Learning.
- 2) Davis Joint Unified School District educators will close the opportunity and achievement gap.
- 3) Classrooms and school communities will be inclusive and safe environments.

# The LCAP Components

## Component Parts to Goals, Actions, and Services

**Goals** that align to State Priorities, put students at the center, and serve those furthest from opportunity (unduplicated).

**Metrics** that give feedback of growth over time on student performance and implementation of actions and services.

**Actions and Services** that promote the goal and identify specific supports and anticipated spending.

# Considerations



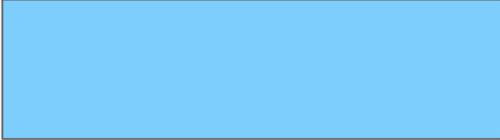
## Greatest Progress

- ELA gains for multiple sub groups
- Two year increases in math performance for many sub groups.
- Three year decline in suspensions for DJUSD students overall.



## Greatest Need

- English Learners continue to show low performance in English Language Arts, Math, and in meeting A-G requirements.
- Chronic absenteeism, suspension, and college/career for homeless and foster
- Integrated District-wide MTSS system
- Increased CTE and internship opportunities



## Performance Gaps

- Students with disabilities, Foster Youth, Homeless, and Hispanic students show performance gaps in ELA/Math and in Chronic Absenteeism.
- Suspension rates for Foster, Homeless, American Indian, and Socio-Economically Disadvantaged students

# 2019-20 Priority Areas

- Alignment of language for clarity and coherence
- Calling out *Equity* and *Innovation*
- Graduate Profile instructional supports
- Capacity for first best instruction
- Multi-Tiered Systems of Support (MTSS)

# DJUSD 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

# Goal 1:

## 21st Century Teaching and Learning



### Actions

- Implement Professional Learning Communities to target 21st century teaching and learning
- Building capacity
- Access to and support for the use of technological tools to enable 21st Century teaching and learning

### Revisions

- Internship Coordination
- Digital Citizenship and FAIR Act Resourcing

# Goal 2: Close Opportunity/Achievement Gap



## Actions

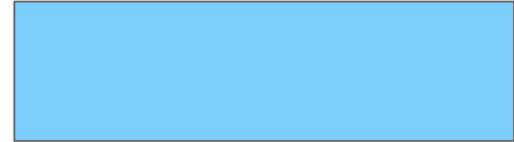
- Monitoring course choices, access, and student progress
- Build capacity in educator practices in the academic strand of MTSS
- Administer and drive instruction with common formative assessments
- Implementation for Common Core Standards
- High quality, research based intervention
- Multi-Tiered Systems of Support

## Revisions

- English Learner supports

# Goal 3:

## Promote Safe and Inclusive Environments



### Actions

- Hiring and retention to support diverse, highly qualified staff to impact student achievement
- Equity of access to concrete resources
- Increase adult learning and capacity for equity and cultural awareness
- Engagement, partnership, and communications with parents and community
- Curriculum and programming
- Counseling and nursing services meeting the behavioral and social emotional needs of students through MTSS

### Revisions

- Homeless and Foster Case Management
- Ethnic Studies Exploration and Research

# LCAP Finalization

- ▷ Overview to advisory groups:
  - Superintendent's Parent Advisory
  - District English Learner Advisory Committee (DELAC)
- ▷ Technical Review with YCOE
- ▷ Budget Overview for Parents

# LCAP 2019-20



- Final Presentation: June 6, 2019
- Final Approval: June 20, 2019

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