
Local Control Accountability Plan (LCAP) 2020 - 2023

Process and Stakeholder Outreach Update

March 5, 2020



DJUSD
LCAP

A locally controlled 3-year plan that describes key goals, specific actions that serve all students, particularly those who are furthest from opportunity.



Local Control
Funding
Formula



Unduplicated
Student
Count



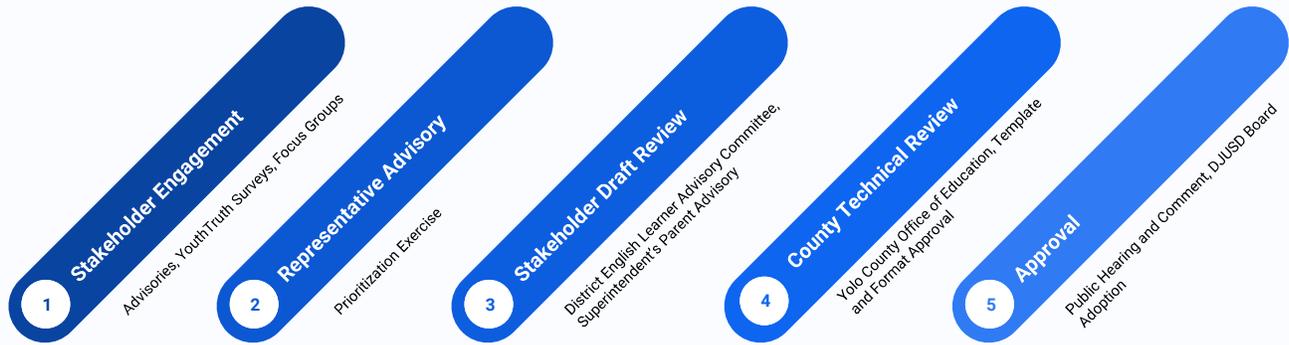
State Priorities



Goals,
Actions,
Services



Development Process



Implementation Strategy

Through an Equity Lens



- Graduate Profile (Why)
- ↓
- LCAP Goals (What)
- ↓
- MTSS (How)

LCAP Goals

21 st Century Teaching and Learning	Close Opportunity and Achievement Gap	Safe and Inclusive Environment
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Template Components

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- “Through-line”
- Introduction
- Annual Update Transition
- Plan Summary
- Stakeholder Engagement
- Goals
- Actions
- Expenditure tables
- Increased and Improved Services
- Budget Sufficiency

Through-Line

Your
Students

Greatest
Needs

Performance
Gaps

Stakeholder
Input

Goals and
Actions

Reflections: Successes

A description of successes and/or progress based on a review of the Dashboard and local data.

[Respond here]



Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

[Respond here]



LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

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DJUSD Successes



- Very High and Increased in English Language Arts
- Very High and Maintaining in Mathematics
- Low and Maintaining in Suspension Rate
- High College/Career Readiness

- African American Decline in Suspension Rates
- Homeless Student Decline in Chronic Absenteeism

Identified Need



- Mathematics: English Learners, SED, Students with Disabilities, Foster Youth, African American, and Hispanic
- English Language Arts: English Learners, SED, Students with Disabilities, Foster Youth, African American, and Hispanic
- Suspension Rate: Foster Youth
- Chronic Absenteeism: SED, Hispanic, Foster, Students with Disabilities, or Two or More Races

Demonstrating SELPA Consultation in the LCAP

Stakeholder Engagement

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

Special Education Consultation: The Special Education Director and Program Specialist continued to be involved with the LCAP development process to ensure alignment with special education monitoring processes. A Special Education Administrator participated in the February and March LCAP Development meetings, where data from the Mega Letter was shared with participants which included teachers, parents, and other district staff.

A summary of the feedback provided by specific stakeholder groups.

Special Education Consultation: Upon reviewing the Mega Letter data with stakeholders, discussion focused on the fact that students with disabilities were spending a greater amount of time in a more restrictive setting. Additionally, the ELA data demonstrated performance gaps for students with disabilities. Stakeholders suggested that the district look for a way to provide increased access to less restrictive settings and additional supports for students in a general education setting.

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

Special Education Consultation: After consultation with the Special Education Director, the district added Goal 1, Action 1.18, which pilots an ELA co-teaching model for middle school students with disabilities.

Measuring and Reporting Results

LCFF Priorities		State Indicator	Local Indicator
1	Basic Services		Basics: Teachers, Instructional Materials, Facilities
2	Implementation of Standards		Implementation of Academic Standards
3	Parent Engagement		Parent Engagement
4	Pupil Achievement	Academic Indicator (Gr. 3-8, 11) English Learner Progress Indicator	
5	Pupil Engagement	Chronic Absence Indicator (K-8) Graduation Rate Indicator (HS)	
6	School Climate	Suspension Rate Indicator	Local Climate Survey
7	Course Access		Access to a Broad Course of Study
8	Other pupil outcomes	College/Career Indicator (HS)	

Actions Section of Template

Goal #	Description
[Goal #]	[A description of what the LEA plans to accomplish.]
An explanation of why the LEA has developed this goal.	
[Respond here]	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2022-23
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]
[Respond here]	[Respond here]	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	[Respond here]

Action #	Title	Description	Total Funds	Contributing
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]
[Action #]	[A short title for the action; this will appear in the expenditure tables]	[A description of what the action is; may include a description of how the action contributes to increasing or improving services]	[\$ 0.00]	[Y/N]

Supplemental Services and Spending

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
[Insert percentage here]%	[Insert dollar amount here]

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Excel Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were first considered, and (2) how these actions are effective in meeting the goals for these students.

[Provide description here]

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

[Provide description here]

Reaching a Broader Stakeholder Group

Superintendent's
Advisories

Student and Parent
Surveys

Student Advisory

Librarians



Representative
Advisory

Site Leaders and Staff

Counseling and
Nursing

Principals and Vice
Principals

Stakeholder Feedback: Themes

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What's Going Well?

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Multi-Tiered System of Supports (MTSS) ● Positive Behavioral Intervention Support (PBIS) ● Counseling ● Foster/Homeless support ● Staff collaboration | <ul style="list-style-type: none"> ● Professional learning ● Focus on CTE, non-college options ● Restorative Practices ● English learner support ● Tutors (Bridge, AVID, Academic Center) ● Equity focus |
|---|--|

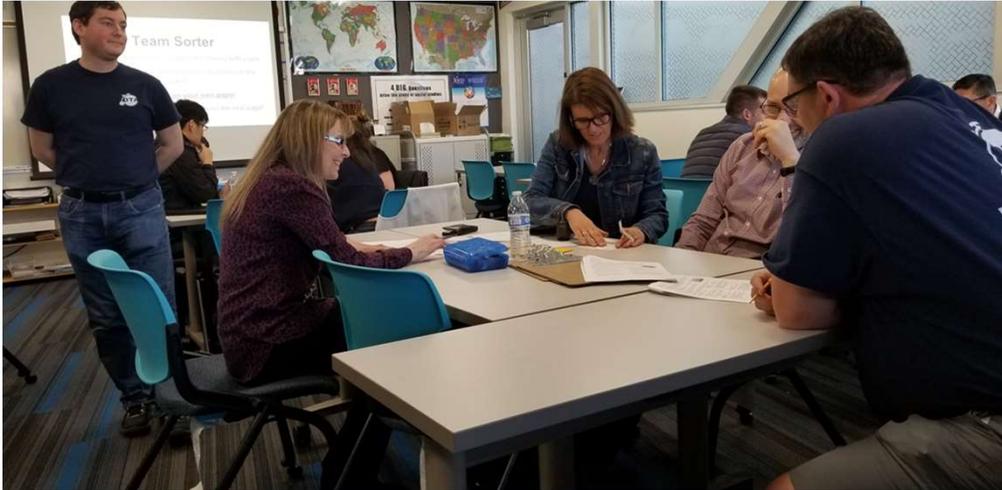
Stakeholder Feedback: Themes

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Needs a Closer Look?

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Student Social Emotional needs (stress and trauma) ● School culture and climate ● Transitions to Junior High and High School ● More career exploration ● Parent involvement | <ul style="list-style-type: none"> ● Data systems and use ● Variability in teaching and assessment practices ● More counseling, nursing, social workers |
|---|--|

LCAP Prioritization Process



LCAP Priorities

Academic Intervention and Support				English Learner Support
	After School Enrichment	Equity, Culture, and Climate	College and Career Readiness	
Facilities and Learning Spaces				
	Family and Community Involvement	Foster and Homeless Support	Health and Safety	Professional Learning
Social Emotional Learning				
	Special Education Support	Technology	Curricular Resources	Other



