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# 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



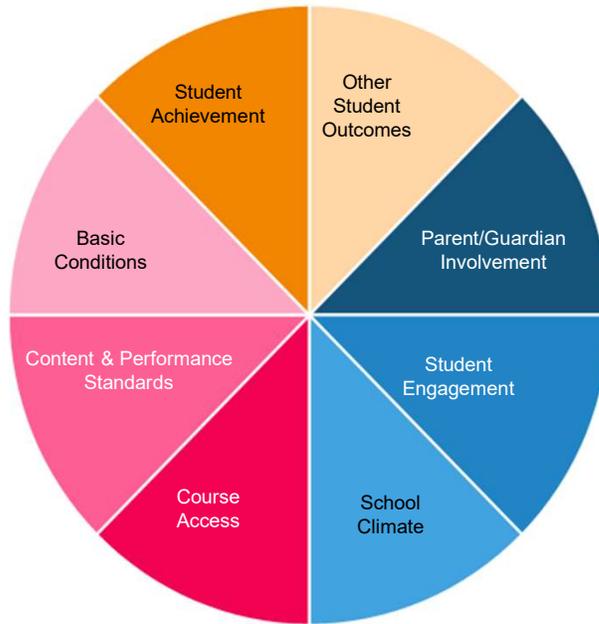
Goals,  
Actions,  
Services



## State Priorities

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- Student Outcomes
- Conditions of Learning
- Engagement



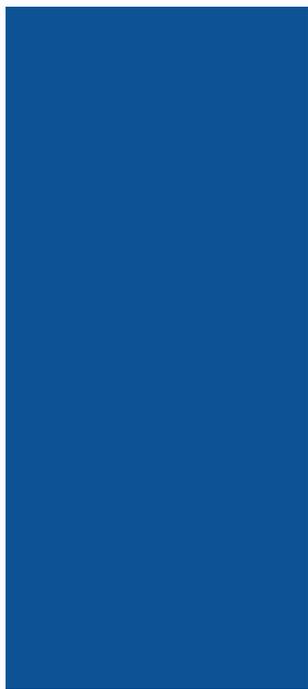
## Development Process

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## Process

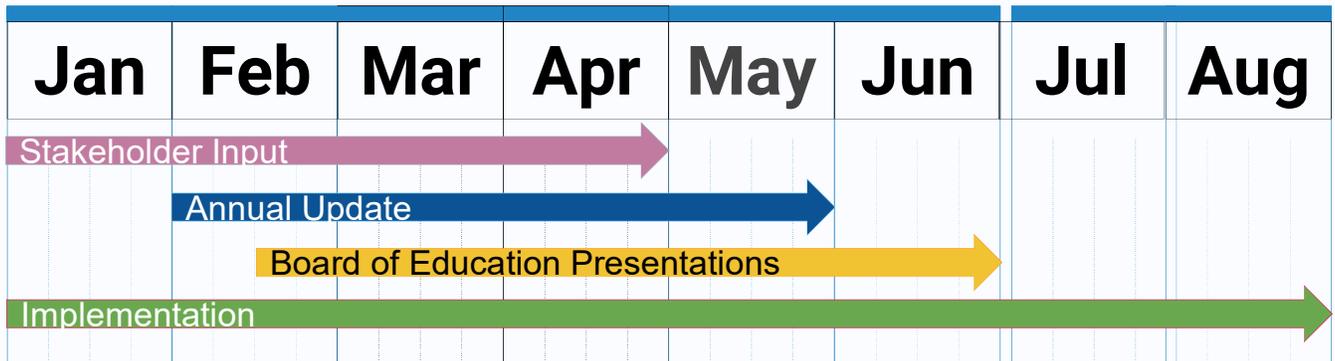
- Advisory
  - Understanding the 2019-20 LCAP
  - Feedback and Review
  - Priorities
- Special Education Consultation
- Representative Advisory
- Drafting of 2020-23 Plan
- Public Draft View
- Revisions and Adoption



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## Timeline

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# Implementation Strategy

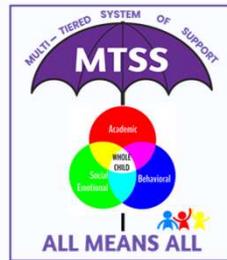
Through an Equity Lens



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

## LCAP Goals

21 <sup>st</sup> Century Teaching and Learning	Close Opportunity and Achievement Gap	Safe and Inclusive Environment
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## 2019-20 Focus Areas

- Graduate Profile as our “North Star”
- Culture of *Equity and Innovation*
- English Learner, Foster Liaison
- Multi-Tiered System of Supports (MTSS)
- Social Emotional and Behavioral Strategies
- Capacity for “First Best Instruction”
- Proactive Professional Development Strategy



## DJUSD Instructional Goals

21st Century Teaching and Learning for All Students



Robotics at Elementary, CTE and Internship Supports

Close the Opportunity and Achievement Gap



English Learner Supports, Summer School, and Intervention Programs

Classrooms and school communities will be safe and inclusive environments



Counseling and Nursing, Foster Supports, Equity Training

## 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

## 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

## Plan Summary 2020-23 Design

2019-20

- The Story
- LCAP Highlights
- Review of Performance
  - Greatest Progress
  - Greatest Needs
  - Performance Gaps

2020-23

- General Information
- Reflections: Successes
- Reflections: Identified Need
- LCAP Highlights

### 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.

## 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)	

## State Priorities

<b>State Priorities</b> The LCAP must address all eight State Priorities	<b>Required Metrics/Outcomes</b>
	<input type="checkbox"/> Dashboard (Statewide) <input type="checkbox"/> Dashboard (Local) <input checked="" type="checkbox"/> DataQuest <input type="checkbox"/> Local Data
Conditions for Learning	
1. Basic	<input type="checkbox"/> Teachers: Fully Credentialed & Appropriately Assigned <input type="checkbox"/> Standards-aligned Instructional Materials for every student <input type="checkbox"/> School Facilities in "Good Repair" per CDE's Facility Inspection Tool (FIT)
2. Implementation of State Standards	<input type="checkbox"/> Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards
7. Course Access	<input type="checkbox"/> Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA, World Language)

## State Priorities

<b>State Priorities</b> The LCAP must address all eight State Priorities	<b>Required Metrics/Outcomes</b>
	<input type="checkbox"/> Dashboard (Statewide) <input type="checkbox"/> Dashboard (Local) <input checked="" type="checkbox"/> DataQuest <input type="checkbox"/> Local Data
Pupil Outcomes	
4. Pupil Achievement	<input type="checkbox"/> State CAASPP assessments (ELA, Math, CAA, Science-CST/CMA/CAPA) <input type="checkbox"/> % of pupils that have successfully completed A-G requirements or CTE pathways (Add'l Dashboard Reports) <input type="checkbox"/> % of ELs who progress in English proficiency (ELPAC) <input checked="" type="checkbox"/> EL reclassification rate <input type="checkbox"/> % of pupils that pass AP exams with a score of 3 or higher (Add'l Dashboard Reports) <input checked="" type="checkbox"/> Pupils prepared for college by the EAP (ELA/Math CAASPP Score of 3 or higher)
8. Other Pupil Outcomes	<input type="checkbox"/> If available, outcomes for subjects listed in course access

## State Priorities

<b>State Priorities</b> The LCAP must address all eight State Priorities	<b>Required Metrics/Outcomes</b>
	<input type="checkbox"/> Dashboard (Statewide) <input type="checkbox"/> Dashboard (Local) <input checked="" type="checkbox"/> DataQuest <input type="checkbox"/> Local Data
Engagement	
<b>3. Parent Involvement</b>	<input type="checkbox"/> Parent input in decision-making <input type="checkbox"/> Parental Participation in programs for Unduplicated Pupils (UPs)
<b>5. Pupil Engagement</b>	<input type="checkbox"/> Attendance rates <input checked="" type="checkbox"/> Chronic absenteeism (CA) rates <input checked="" type="checkbox"/> Middle school dropout rates <input checked="" type="checkbox"/> High school dropout rates <input checked="" type="checkbox"/> High school graduation rates
<b>6. School Climate</b>	<input checked="" type="checkbox"/> Suspension rates <input checked="" type="checkbox"/> Expulsion rates <input type="checkbox"/> Other local measures (Surveys re safety and school connectedness, ...)

## 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]					
Measuring and Reporting Results					
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]
Actions					
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

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### 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

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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: What's Going Well?



<b>Classified</b>	<ul style="list-style-type: none"> <li>PBIS</li> <li>Staff-student collaboration on culture</li> <li>Safety protocols</li> <li>Counseling</li> <li>Student Assistance Program</li> </ul>	<ul style="list-style-type: none"> <li>Free breakfast</li> <li>PTA support of teachers</li> <li>Professional collaboration</li> <li>Restorative Practices</li> </ul>
<b>Certificated</b>	<ul style="list-style-type: none"> <li>Counseling</li> <li>MTSS</li> <li>Mental health professional development</li> </ul>	<ul style="list-style-type: none"> <li>Tutoring</li> <li>No cut sports</li> <li>After school clubs</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>Crisis support</li> <li>Overall academic outcomes</li> <li>Equity focus</li> </ul>	<ul style="list-style-type: none"> <li>Foster and homeless liaison</li> <li>English Learner focus and support</li> </ul>



## Stakeholder Feedback: What's Going Well?



<b>Counseling</b>	<ul style="list-style-type: none"> <li>Counseling</li> <li>English Learner support</li> <li>Supplements to adopted texts</li> <li>Whole child focus</li> <li>PBIS</li> <li>Non college bound options</li> </ul>	<ul style="list-style-type: none"> <li>IEP process</li> <li>Nursing</li> <li>SEL work</li> <li>Special Education student progress</li> <li>Academic Center at DSHS</li> <li>Homework clubs after school</li> </ul>
<b>Campus Climate</b>	<ul style="list-style-type: none"> <li>Drug and alcohol counseling</li> <li>School Resource Officer and Youth Intervention Specialist</li> <li>Foster/homeless Liaison</li> <li>Attendance focus</li> </ul>	<ul style="list-style-type: none"> <li>Post-vention process and Crisis Support</li> <li>Restorative Practices support</li> <li>Equity focus</li> <li>CTE</li> <li>MTSS</li> </ul>



## Stakeholder Feedback: What's Going Well?



<b>Students</b>	High achieving district An adult that is trusted	Asking students what they think DVCA sense of community
<b>Principals</b>	Tutors Homework club MTSS Foster liaison Counselors AVID Budget process and support Crisis response	Communication thru websites Professional development Graduate Profile Coaches and Specialists MTSS support PBIS Robotics at elementary Attendance

## Stakeholder Feedback: What Needs a Closer Look?

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<b>Classified</b>	Vaping Mental health of students Universal free breakfast Consistency in teaching practices Collaborative time	Transitions to Junior High and High School Mental health services
<b>Certificated</b>	Common assessments Screeners Data system Nursing Tutoring increase More Para-Educator support Professional development for Special Education	Professional development on literacy Parent involvement Professional development on workshop model of instruction Career shadowing Special Education student support

## Stakeholder Feedback: What Needs a Closer Look?

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<b>Parent</b>	<p>Envision Math          Variability of site extended day activities          Limited substitute pool          SEL of teachers          More counseling and nursing staff          Transitions from 6th to 7th</p>	<p>English Learners pulled out          Data          DSHS stress and college focus          More parent involvement in secondary          Counseling support at DSHS          Translation and interpretation</p>
<b>Counseling</b>	<p>Identify those in poverty          More counseling for unduplicated          Parent involvement          Professional development on Restorative Practices          Transitions</p>	<p>EL supports          Professional development on sensitive students (foster, homeless, etc.)          Attendance          Social Workers or more support</p>



## Stakeholder Feedback: What Needs a Closer Look?

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<b>Campus Climate</b>	<p>Nursing          Interventions          Mental health resources          SEL resources          Year-Long Health course          Professional development in adult SEL</p>	<p>Parent education in SEL and CTE          Staff professional development on CTE          More consistency in teaching/discipline practices (MTSS)</p>
<b>Students</b>	<p>Parent education on college and other options          Identity based on GPA and academic profile          Clearer guidance on navigating life after high school</p>	<p>Need more counseling access          More information about mental health          Less focus on college          Climate: unkind and unwelcoming          Stereotypes about alternative education          Collaboration important, but adds stress</p>



## Stakeholder Feedback: What Needs a Closer Look?

<b>Principals</b>	<ul style="list-style-type: none"> <li>More psychologists</li> <li>Special Education placement processes</li> <li>Instructional coaching at secondary</li> <li>Smaller counseling ratios</li> <li>Time for MTSS collaboration</li> <li>Wellness spaces</li> </ul>	<ul style="list-style-type: none"> <li>FTE to support Restorative Practices</li> <li>Diversity of staff</li> <li>Social workers</li> <li>Data access and use</li> </ul>
<b>DTAC</b>	<ul style="list-style-type: none"> <li>Approaching 1:1 computer to student ratio</li> <li>Elementary Instructional Technology</li> <li>Specialist support</li> </ul>	<ul style="list-style-type: none"> <li>Technology professional development</li> <li>Plan and expectations for technology education</li> <li>Professional development for digital citizenship</li> </ul>



## Youth Truth Family 2019

### Successes

#### All

- High quality education
- Respect for different backgrounds

#### Elementary

- Parent engagement with school

#### Secondary

- Relationships

### Identified Need

#### All

- Discipline

#### Elementary

- Safety from bullying

#### Secondary

- Resources

## Youth Truth Students 2019

### Successes

#### All

- Respect for different backgrounds

#### Elementary

- Relationships with teachers

#### Secondary

- High quality Education
- Most adults treat students with respect
- Most students friendly

### Identified Need

#### Elementary

- Academic Rigor (work that makes me think)

#### Secondary

- Lack of engagement
- Not feeling part of community
- Lack of readiness for college and career

## Stakeholder Feedback: Themes

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### What's Going Well?

- Multi-Tiered System of Supports (MTSS)
- Positive Behavioral Intervention Support (PBIS)
- Counseling
- Foster/Homeless support
- Staff collaboration
- Professional learning
- Focus on CTE, non-college options
- Restorative Practices
- English learner support
- Tutors (Bridge, AVID, Academic Center)
- Equity focus

## Stakeholder Feedback: Themes

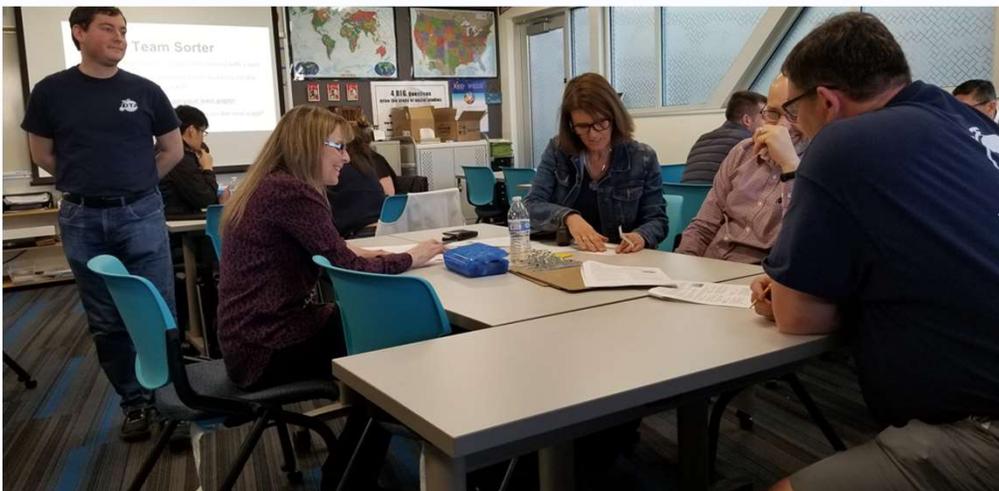
35

### Needs a Closer Look?

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

## LCAP Prioritization Process

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### LCAP Priorities

Academic Intervention and Support

Facilities and Learning Spaces

Social Emotional Learning

After School Enrichment

Family and Community Involvement

Special Education Support

Equity, Culture, and Climate

Foster and Homeless Support

Technology

College and Career Readiness

Health and Safety

Curricular Resources

English Learner Support

Professional Learning

Other



## Priorities Tally Sheet & Services Brainstorm

Group/site: \_\_\_\_\_

Date: \_\_\_\_\_

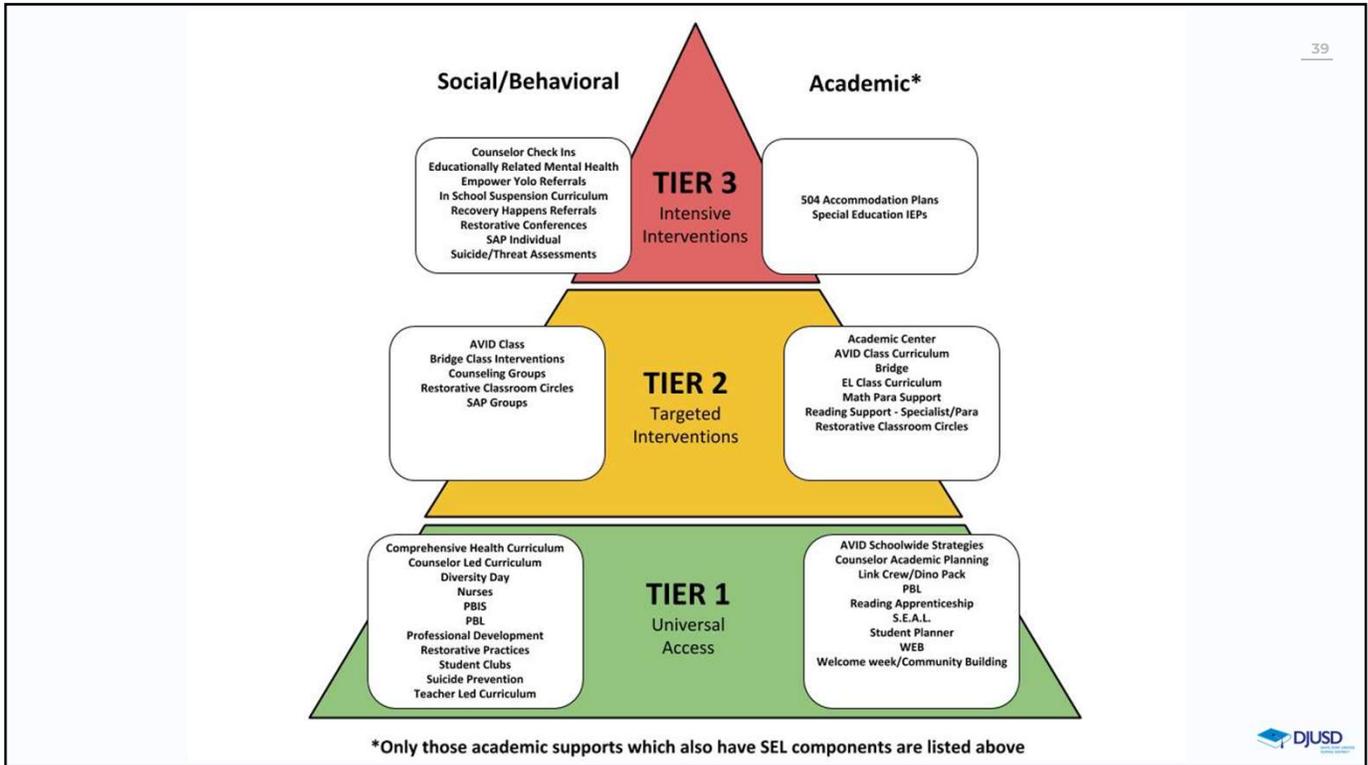
Academic Intervention and Support	After School Enrichment	Equity, Culture, and Climate	College and Career Readiness	English Learner Support	Facilities and Learning Spaces	Family and Community Involvement	Foster and Homeless Support	Health and Safety	Professional Learning	Social Emotional Learning	Special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



**LCAP Priority Areas  
Specific Ideas**

LCAP Priority Area	Specific Idea on this Topic
Academic Intervention and Support	
After School Enrichment	
Equity, Culture, and Climate	
College and Career Readiness	
English Learner Support	
Facilities and Learning Spaces	
Family and Community Involvement	
Foster and Homeless Support	
Health and Safety	





- 40
- LCAP as a Communication Tool
  - Primary Equity Document
  - Clear Instructional Goals
  - Reflective of Community Need
  - Method to Evaluate Programming
  - Dynamic and Evolving
- Local Control Accountability Plan  
2020-23**
- DJUSD

