DJUSD 2021 - 2024
Local Control Accountability Plan (LCAP) & Learning Acceleration Update

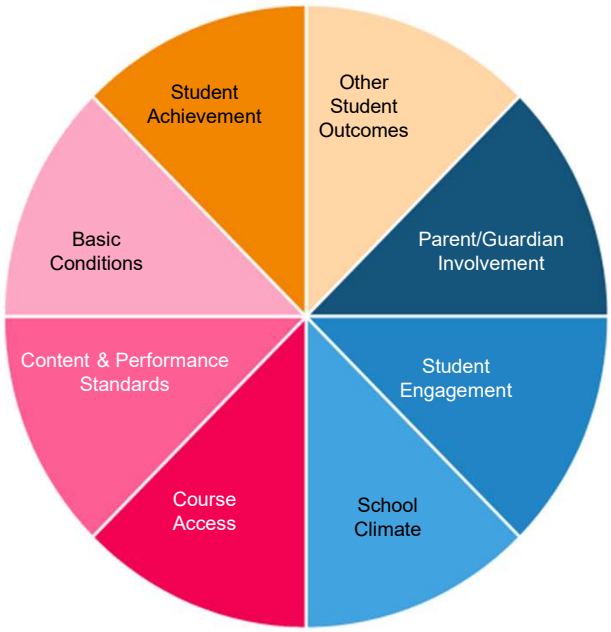
February 18, 2021

LCAP

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

State Priorities

- Student Outcomes
- Conditions of Learning
- Engagement



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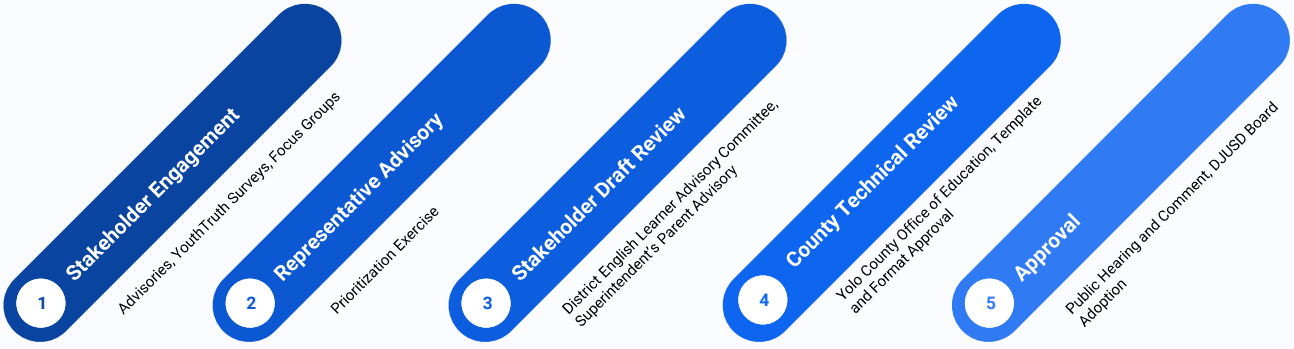
Development Process



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The LCAP Components

- Plan Summary: Description of LEA, Successes and Needs
- Stakeholder Engagement
- Annual Update
- Goals: That align to State Priorities
  - Metrics: To monitor student performance and implementation of actions and services
  - Actions and Services: To support each Goal and guide spending
- Budget Overview

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LCAP and the California School Dashboard

Guiding Instruction, Intervention, Coaching and Resources

- California Dashboard Indicators
  - ELA & Math CAASPP Scores
  - Graduation Rates
  - Suspensions
  - Chronic Absenteeism
  - College and Career Indicators
- Local Indicators (DJUSD and DVCA)

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Local Indicators

DJUSD and DaVinci Charter Academy

Parallel data points

Local Measures

Allows for broader and relevant choice of tools

Formative Data

Timely and Responsive

Priority 1: Basic Services	Williams Act report; Facilities Inspection Tool
Priority 2: Implementation of State Academic Standards	Curriculum Purchases; Professional Development Plan
Priority 3: Parent Engagement	Community Outreach; Surveys/Polling, Advisories; Events
Priority 6: School Climate	YouthTruth; California Healthy Kids
Priority 7: Access to Broad Course of Study	Course Enrollment Tool

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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 21st century.		
WHAT (Goals)		
21st Century Teaching and Learning	Close Opportunity and Achievement Gap	Safe and Inclusive Environment
HOW (Strategies)		
Professional Learning Communities	Effective Instruction	Social Emotional Learning

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DJUSD Goals

Conditions of Learning	21st Century Teaching and Learning for All Students	Robotics , CTE, Internships
Pupil Outcomes	Close the Opportunity and Achievement gap	English Learner Support, Summer School, MTSS
Engagement	Create Safe and Inclusive Environments	Counseling, Nursing, Equity Training

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Goal 1: 21st Century Teaching and Learning

2019-20	Considerations for 2021-22
• Professional Learning Communities • Technological Tools • Internship Coordination • Digital Citizenship & FAIR Act Resourcing	• Universal Use of Canvas • Team Canvas on each site • 1:1 Student/Computer Use • Access to Digital Resources

Goal 2: Close Opportunity and Achievement Gap

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2019-20	Considerations for 2021-22
• Monitoring Course Access and Student Progress • Building Capacity toward Academic Strand of MTSS • Common Core Resources • High Quality, Research-Based Intervention • Multi-Tiered System of Supports	• Phase II Small Cohorts • Special Education FTE • English Learner support and Staffing • Universal Staff Training on UDL and Culturally Responsive Pedagogy

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Goal 3: Create Safe and Inclusive Environments

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2019-20	Considerations for 2021-22
• Professional Development for Equity and Cultural Awareness • Curriculum and Programming • Counseling and Nursing Services • Homeless and Foster Case Management • Ethnic Studies Exploration and Research	• MTSS • SEL Signature Practices • Mindfulness Leaders • Mental Health First Aid for Teachers • SEL Guiding Coalition

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Reaching a Broader Stakeholder Group

All Advisories:

- Parents
- Students
- DELAC
- DTAC
- AIM
- Climate
- Certificated
- Classified
- Special Education
- Native American

Student and Parent Surveys

Site and District Leadership

Focus Group Feedback

Davis Teachers Association

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School Closures and Disruption

- CAASPP suspended
- ELPAC suspended Spring 2020
- LCAP suspended
- SB98
  - Learning Continuity Plan (LCP) statute for 2020-21
  - Instructional Guidance
- LCAP 2021-24
  - LCAP Annual update 2019-20 and budget
  - LCP Annual update and budget
  - Full three-year plan

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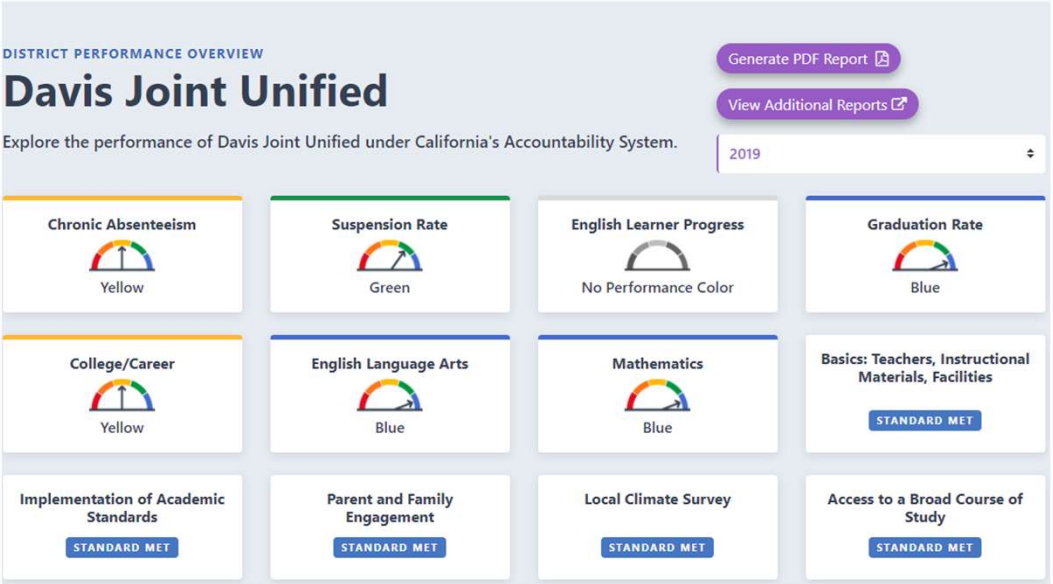
Learning Acceleration Data

2019 Dashboard



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Dashboard Data 2020-21

Reported

- Graduation Rate
- College/Career Indicator

Not Reported

- Academic Indicator (English Language Arts and Mathematics)
- English Learner Progress
- Chronic Absenteeism

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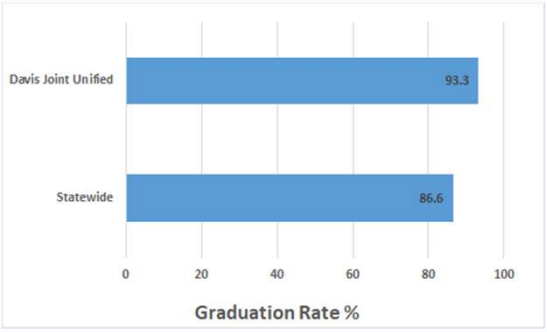
Dashboard Report: Graduation

Graduates by Subgroup

Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students	676	631	4	93.3%
English Learners	48	41	3	85.4%
Foster Youth	6	*	0	*
Homeless	15	11	1	73.3%
Socioeconomically Disadvantaged	184	160	4	87.0%
Students with Disabilities	86	64	1	74.4%
African American	18	14	0	77.8%
American Indian or Alaska Native	1	*	0	*
Asian	114	111	1	97.4%
Filipino	16	16	0	100.0%
Hispanic	147	128	2	87.1%
White	338	322	1	95.3%
Two or More Races	39	36	0	92.3%

DJUSD and California



College/Career Indicator: Percent Prepared

Students Prepared

Student Group - Prepared	Percent Prepared	# Students Prepared
African American	1.7%	7
American Indian or Alaska Native	*	*
Asian	21.8%	91
Filipino	2.2%	9
Hispanic	13.6%	57
Two or More Races	6.2%	26
Native Hawaiian or Pacific Islander	--	--
White	54.1%	226
English Learners	2.6%	11
Socioeconomically Disadvantaged	16.5%	69
Students with Disabilities	3.3%	14
Foster Youth	*	*
Homeless	1.0%	4
All Prepared Students	100.0%	418

62.2% of Students Met Prepared

- CTE Pathway Completion: 2.9% (12)
- Smarter Balanced Assessment: 63.6% (266)
- College Credit Course: 0.0% (0)
- Advanced Placement: 54.1 (226)
- a-g Completion: 94% (393)
- State Seal of Biliteracy: 43.5% (182)
- Transition to Classwork and Work-Based Learning Experiences: .5% (2)

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Youth Truth Climate Survey

- **Measures Social-Emotional Wellbeing of Students**
  - All students in grades 3-12 since 2016
  - Current survey open February 1-March 5
  - Data available mid-March
- **Key Social-Emotional Data Assessed**
  - Relationships and connections
  - Depression, suicidal ideation, safety
  - Allows monitoring of changes year to year
  - Engagement with teachers and curriculum
  - Differences in sub-group experiences
- **Questions Specific to 2020-21 Distance Learning**
  - Health indicators such as eating, sleep, exercise, time spent outside, and time seeing friends
  - Academic challenges with Distance Learning
  - Changes to post-high school plans due to COVID-19

Key is to identify the strengths and respond to the needs of each group of students.

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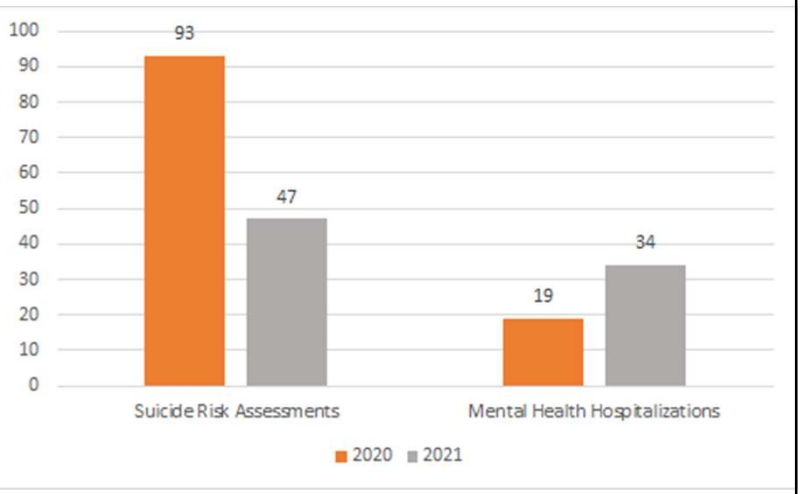
Risk Assessment Data

August 2019 - February 11, 2020:

- Suicide Risk Assessments: 93
  - 7 resulted in 5150 evaluation
- Mental Health Hospitalizations: 19

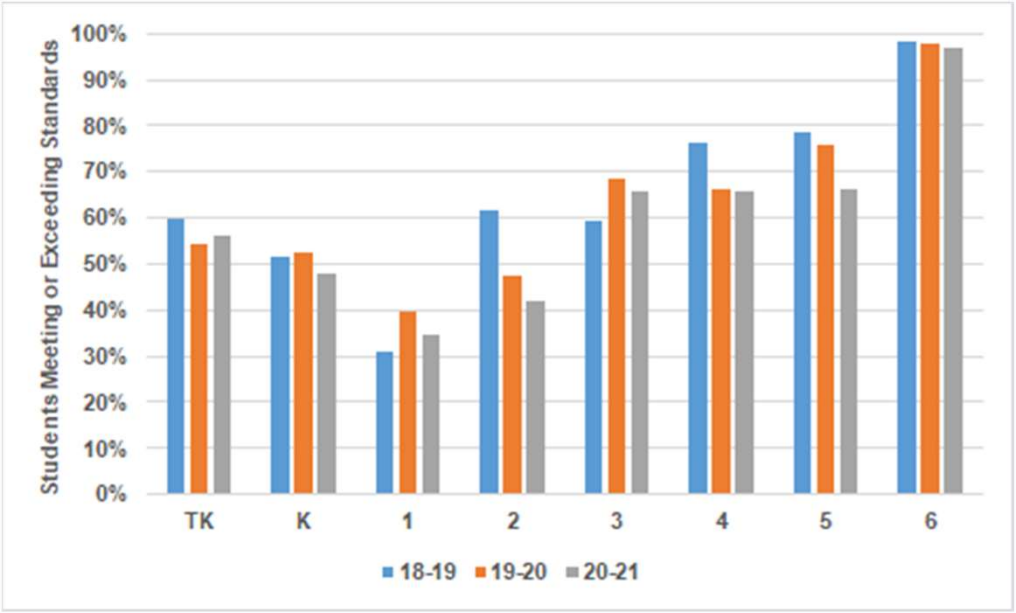
August 2020 - February 11, 2021:

- Suicide Risk Assessments: 47
  - 5 resulted in 5150 evaluation
- Mental Health Hospitalizations: 34



Grades TK - 6: Reading Proficiency by Grade Level

Elementary Standard Based Report Card * - Fall / Trimester 1



*Elementary standards are reported on an "end of year" scale with the goal of proficiency by the end of the school year

Grades TK - 6: Reading Proficiency by Student Group

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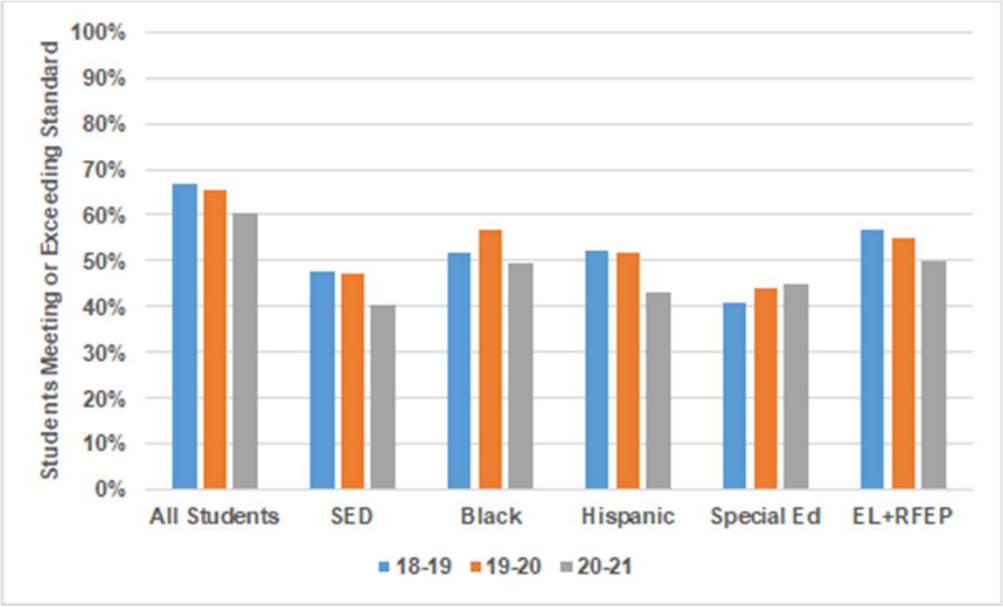
Elementary Standard Based Report Card * - Fall / Trimester 1



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Grades K-6: Math Proficiency by Grade Level

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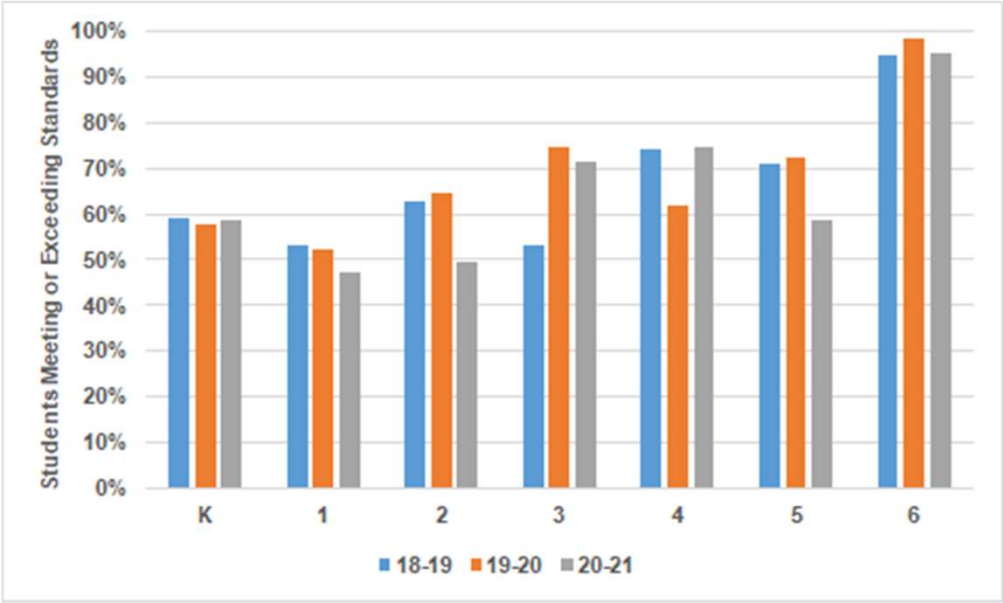
Elementary Standard Based Report Card * - Fall / Trimester 1



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Grades K-6: Math Proficiency by Student Group

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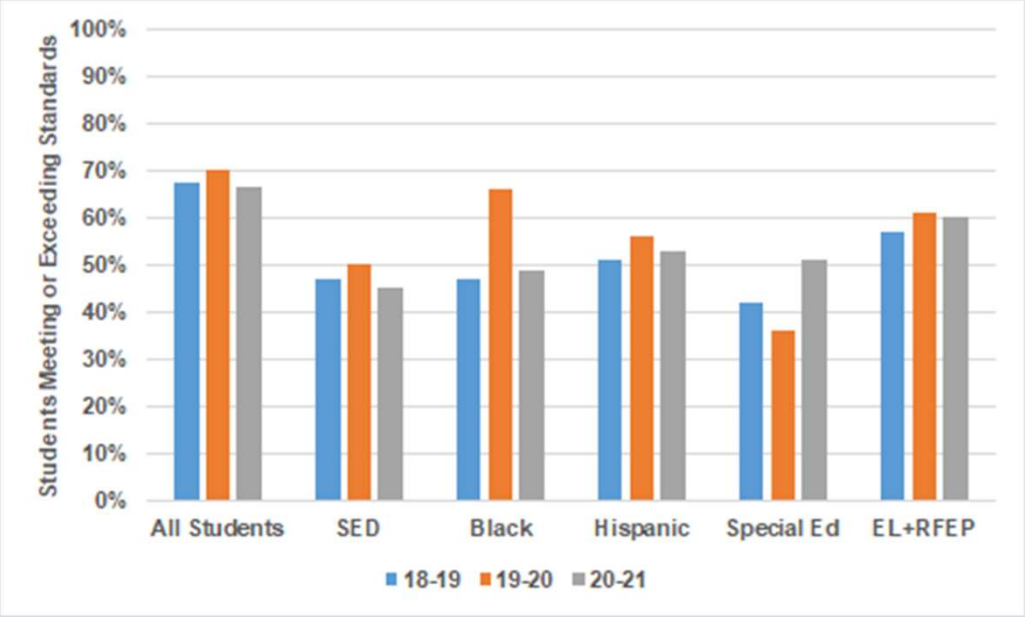

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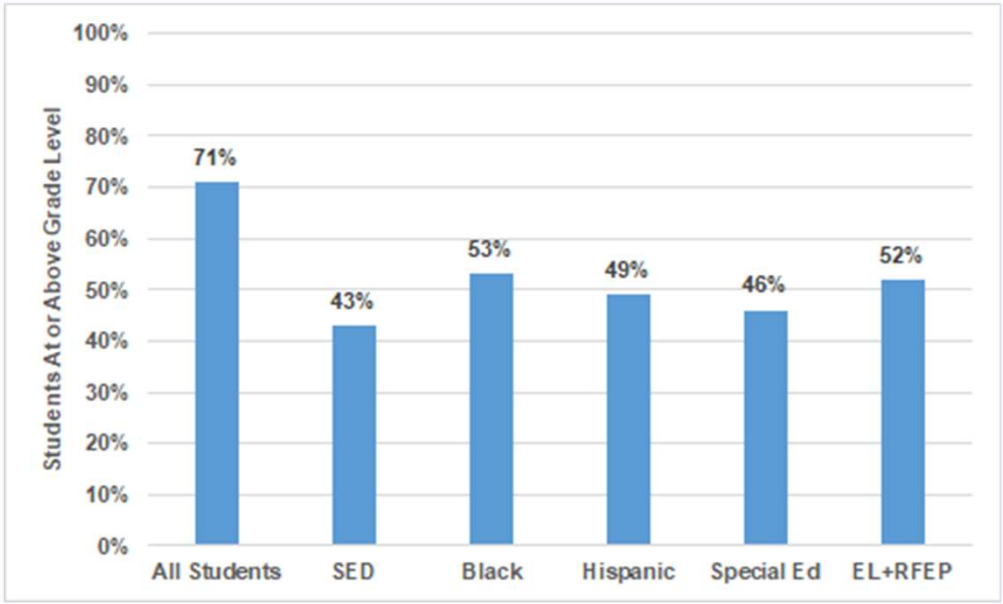
Grades K-6: Reading Proficiency by Student Group

i-Ready Diagnostic Screening Assessment - Winter 2020-21



Grades K-6: Math Proficiency by Student Group

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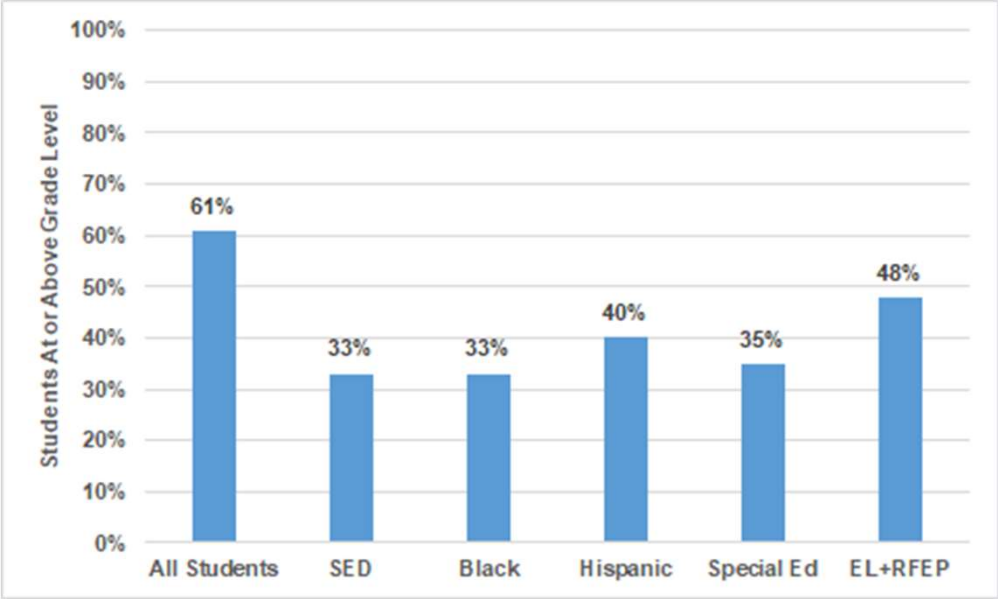
i-Ready Diagnostic Screening Assessment - Winter 2020-21



Grades 7-12: Distribution of Letter Grades

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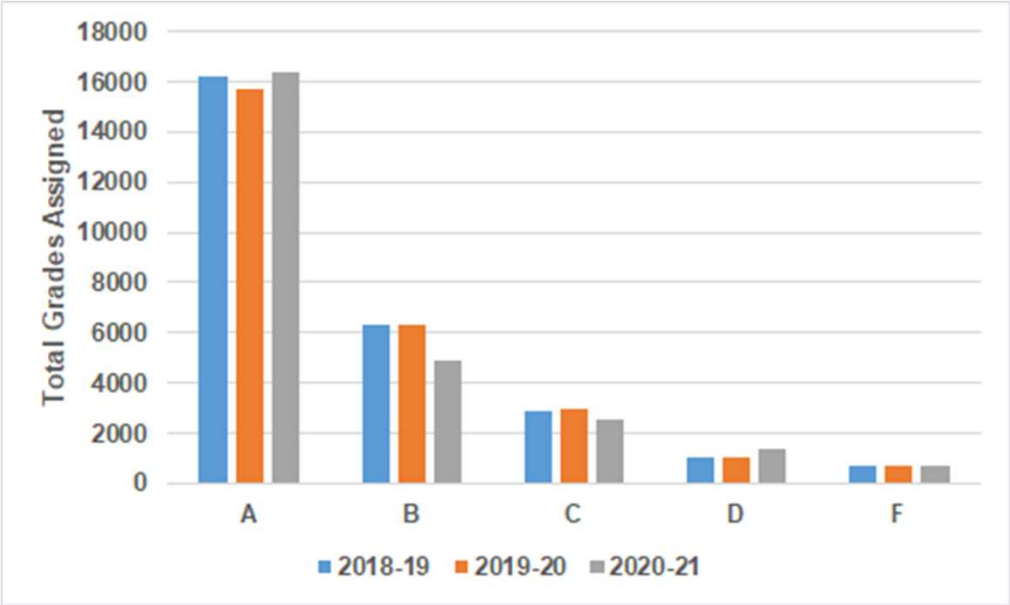
All Classes - Semester One



Grades 9-12: Grade Point Average by Grade Level

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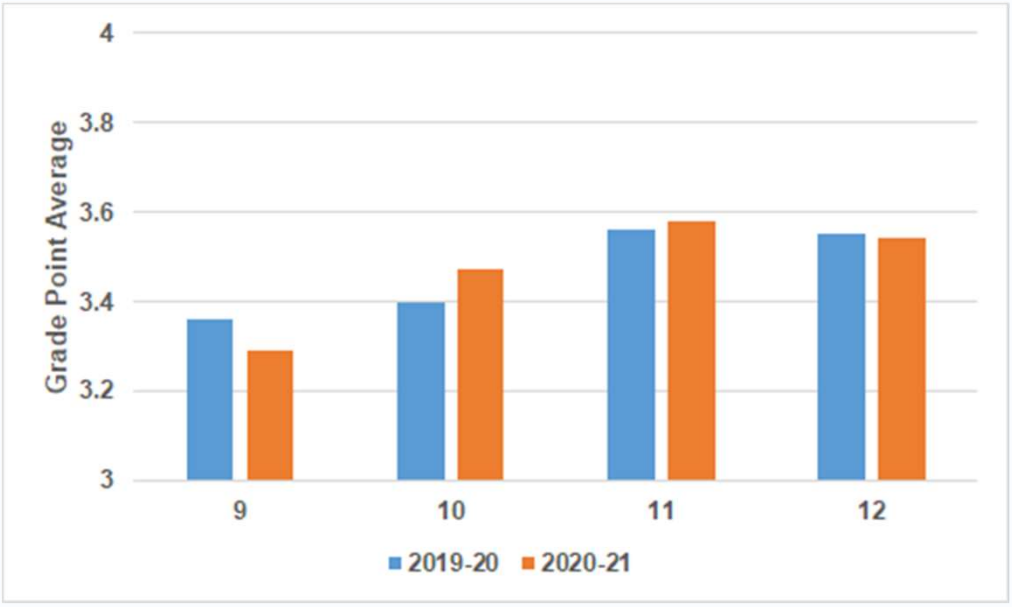
All Classes - Semester One



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Grades 7-12: Grades C or Better by Student Group

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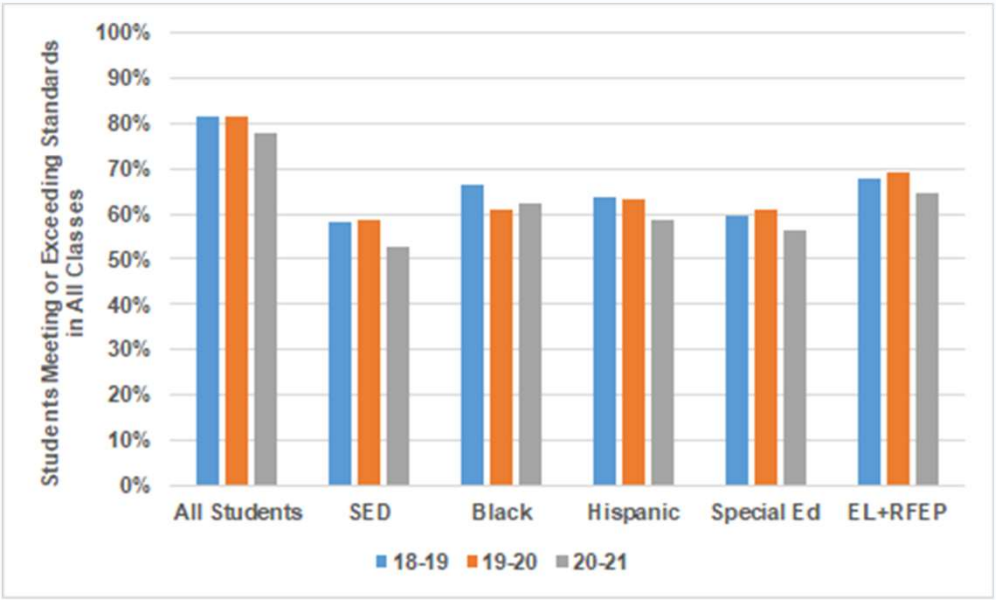
All Classes - Semester One



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Grades 8-11: Grades C or Better by Year

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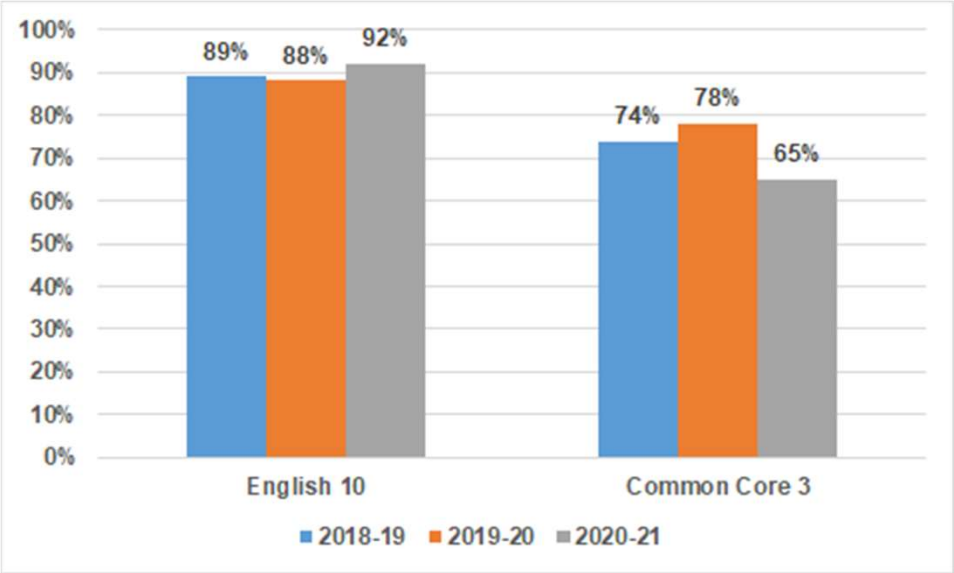
English 10 & Common Core 3 Math - Semester One



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Grades 7 & 9: Reading Proficiency by Grade

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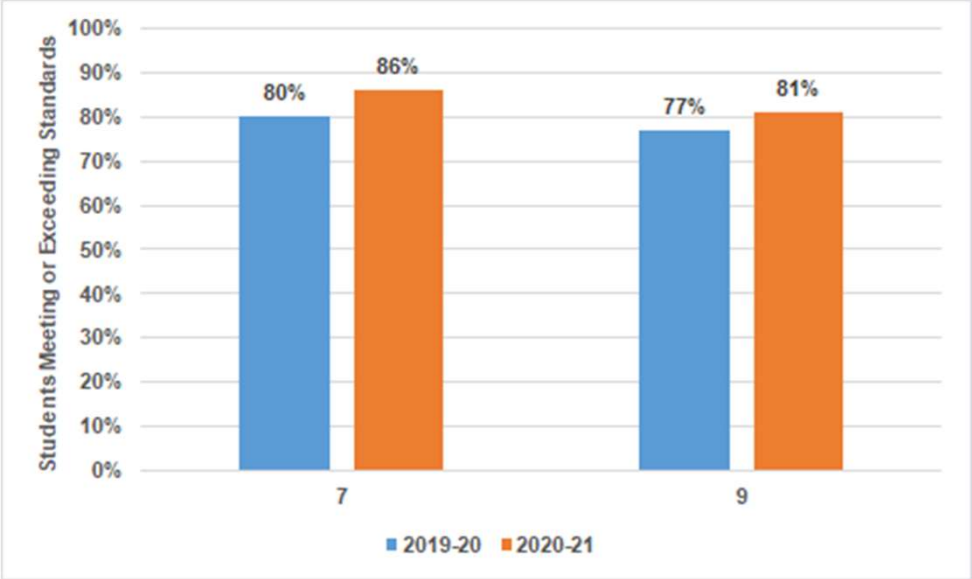
Scholastic Reading Inventory - Fall Assessment



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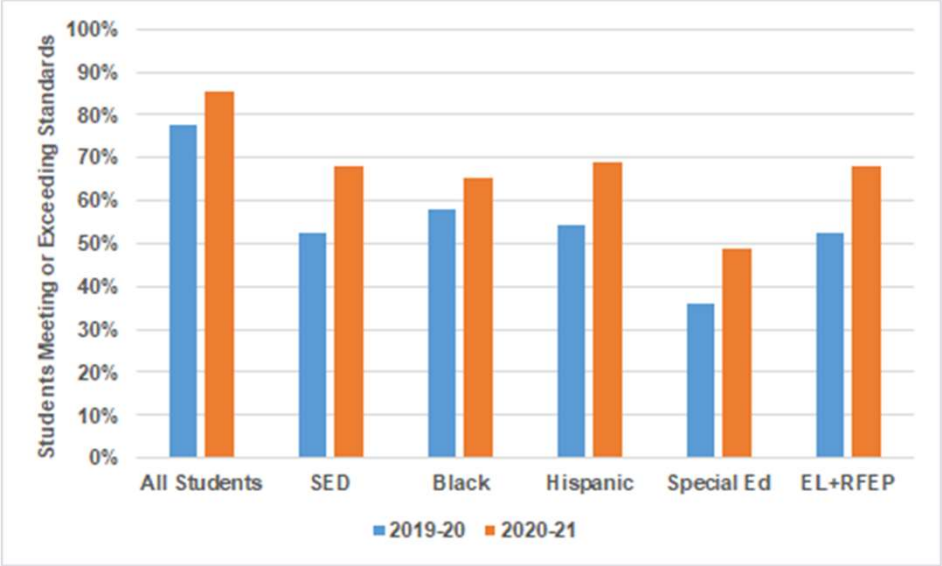
Grades 7 & 9: Reading Proficiency by Student Groups

Scholastic Reading Inventory - Fall Assessment



Special Education

Students with Individualized Education Programs (IEPs):
- Students with IEPs are general education students first
- Metrics used to collect data on all students include students with IEPs

Progress on IEP goals:
- Individualized conversation in each IEP meeting
- Progress Reports at each grading period

Additional Data:
- Graduation Rates
- Summer School Invitations

English Learner

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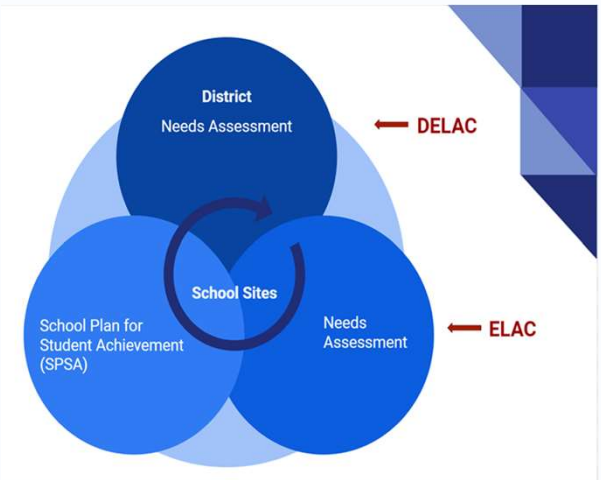
Site and District-Wide Needs Assessment:

- Attendance and Engagement
- Reclassification Data
- Summative ELPAC
- Parent Surveys
- Student Surveys
- Staff Surveys



Research and Context

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- Learning Loss in ELA and Math; equity impact among low-income and EL (PACE, 2021)
- Reading gains stable, 5-10 percentile decline in math (Northwest Evaluation Association, 2020)
- Greater decline in math than reading (Curriculum Associates, 2020)
- Parent concerns about math (Understanding Coronavirus in America Survey, 2020)
- Increased teacher expectations and support (YouthTruth, 2020)
- Varying declines in progress by state (Center for Research on Educational Outcomes, 2020)

Elementary Report Card: Graduate Profile

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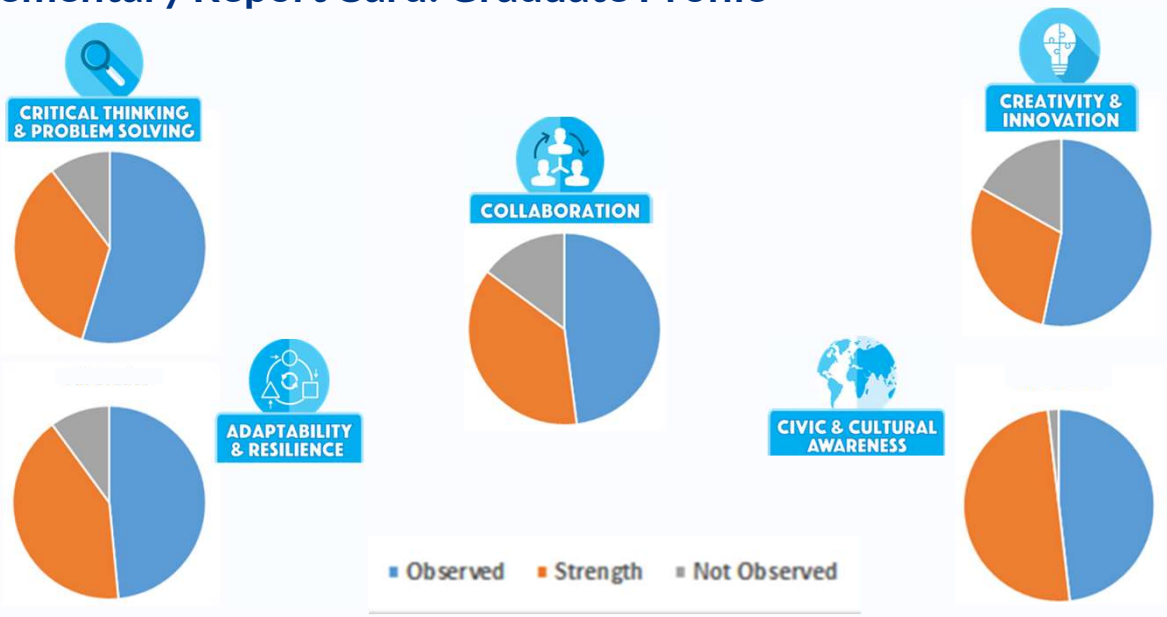

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Looking Ahead

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LCAP Timeline

	Feb	Mar	Apr	May	Jun
YouthTruth	■				
Site Focus Groups	■				
Draft Annual Update(s): Budget and Narrative	■	■			
Data Analysis with Site Leaders	■	■			
SELPA Consultation		■			
Drafting of 2021-24 LCAP			■		
Review with Superintendent Advisories			■		
Revisions (as necessary)				■	
Technical Review with YCOE				■	
Public Hearing of LCAP 2021-24					■
Adoption of LCAP 2021-24					■
DJUSD Board Updates	■	■	■	■	■

Re-Imagining Education

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- Technology and Digital Innovations
- Deeper Learning (Focused Concepts, Relevance, Personalization)
- Making Schools More Human (SEL, Stress, Relationships, Justice)
- Aligned Culture and Structure of Schools
- Outcomes and Assessments that Matter

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GRADUATE PROFILE
41
CRITICAL THINKING & PROBLEM SOLVING
ADAPTABILITY & RESILIENCE
CREATIVITY & INNOVATION
COLLABORATION
COMMUNICATION
CIVIC & CULTURAL AWARENESS
DJUSD
DAVIS JOINT UNIFIED SCHOOL DISTRICT
DJUSD