

# DJUSD 2021-2024 Local Control Accountability Plan (LCAP)

March 18, 2021



## 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	■	■	■	■	■



## The LCAP Components

- Plan Summary: Description of LEA, Success 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



## 2019-20 LCAP Annual Update

### Successes

- CTE and internships
- Instructional technology
- Launch of MTSS
- NGSS and History - Social Science professional development
- Grading practices revised to equitable outcomes and inclusion of Graduate Profile
- Case management from EL Specialists, counselors, nurses
- Ethnic Studies exploration

### Challenges

- Spring and summer innovation pilots, professional development
- Elementary robotics clubs
- Interruption in professional development plans
- Connectivity for some families and students
- Community events: parent nights, math nights, open houses, etc.



# Reaching a Broader Stakeholder Group

## All Advisories

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

Site and District Leadership

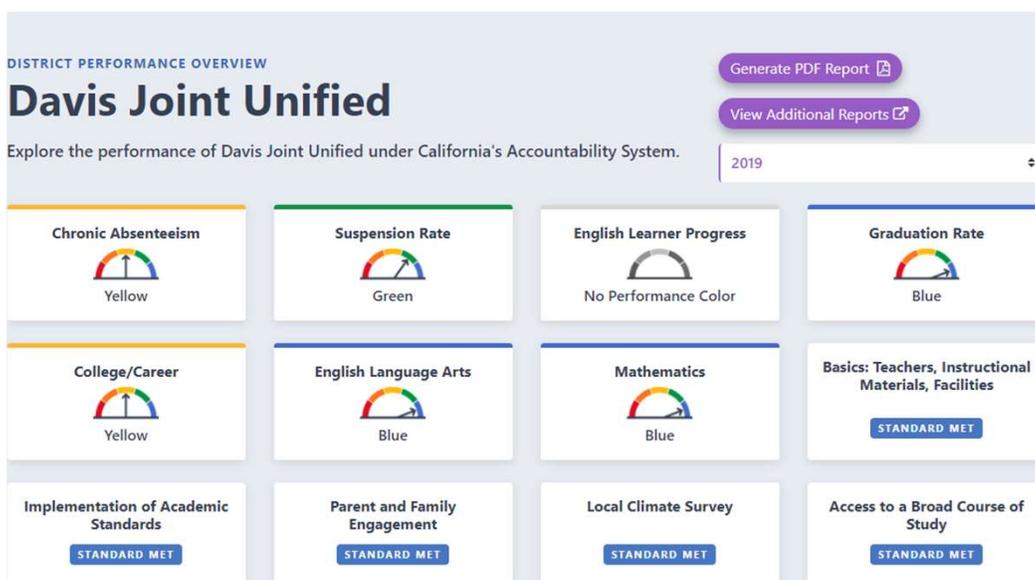
Focus Group Feedback

Davis Teachers Association

Student and Parent Surveys

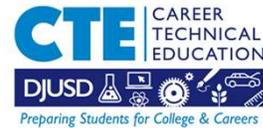


# 2019 Dashboard



## Student Focus Groups: Identified Successes

- Supportive and flexible teachers
- Community builders and clubs
- Support structures and communities
- CTE and internships
- Sports, outdoor play, movement
- Canvas
- Quarter block schedule



## Student Focus Groups: Identified Needs

- More opportunities to make and be with friends
- Information on choices after K-12
- Continued small groups support structures
- More flexible grading practices
- Outdoors and movement



## Parent Focus Groups: Identified Successes

- Supportive, flexible, responsive teachers
- Focus on SEL and community building
- Support structures and communities
- CTE and internships
- Sports
- Canvas
- Quarter block schedule

## Parent Focus Groups: Identified Needs

- SEL and community building
- Academic support
- Guidance on college and career
- Small groups support structures
- Continued flexibility from staff
- Outdoor play and movement
- Professional Development

## Students and Parents: Vision



DJUSD schools:

- Prioritize Social Emotional Learning (SEL)
- Humanize communities
- Embed support structures
- Broadcast post K-12 opportunities
- Implement innovative, equitable grading practices
- Benefit from and implement strategies from high quality professional development



## Advisory Group Feedback: Identified Successes

- Hard work from parents, students, and staff
- Canvas
- Small group interventions and support
- Flexibility
- Responsive staff
- Resilience of students and staff
- Innovations and creativity



## Advisory Group Feedback: Identified Needs

- Academic support, Math
- Academic support, Reading
- Academic support, Science
- Culturally Responsive Teaching (CRT)
- Social Emotional Support (SEL)
- Supportive transitions
- Innovation and creativity



## Advisory Group: Vision



DJUSD schools:

- Are culturally responsive and promote equity for all students
- Are innovative and promote creative thinking
- Integrate and make explicit Social Emotional Learning and community connectedness
- Use time and structures to promote balance and depth of learning
- Integrate technology and tools predictably and often

## Cross-Cutting Themes

- Social Emotional Wellness
- Educational Equity
- Creativity and Innovation
- Deeper Learning



How do we reflect these themes in our systems, structures, and programs?



## GRADUATE PROFILE

