

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

DJUSD Service Areas and Facilities

The Davis Joint Unified School District covers the southeastern section of Yolo County and a small part of Solano County, stretching from the Yolo Causeway on the east to former DQ University on the west, from Road 29 on the north to Putah Creek and the boundaries of Yolo and Solano counties in the south. The District includes eight K-6 elementary schools, one rural K-3 elementary school, three junior high schools (grades 7-9), one comprehensive high school (grades 10-12), one continuation high school, a dependent charter (grades 7-12) and a school for independent study (grades K-12). Davis Adult and Community Education (DACE, formerly Davis Adult School) serves approximately 3,000 students on average in a broad range of courses, including coursework for earning a high school diploma. The District also operates the Children's Center (with state and for-fee preschool programs) and a special education preschool. Before and after school childcare is available on most elementary school campuses.

Student Demographic Data

According to data from the 2019-20 school year, total enrollment in Davis Joint Unified School District was 7,964 students. Enrollment by ethnicity and race was: White, 49.6%; Hispanic, 22.2%; Asian, 15.9%; two or more races 7.2%; African American, 2.8%; Filipino, 1.1%; and American Indian or Alaska Native. The percent of District students considered socioeconomically disadvantaged was 20.7%, while 10.4% of enrolled students were receiving English Learner services.

The District projects a decline in mobility by about 80 students over the next several years. Enrollment is projected to remain constant at 8,300 through inter-district enrollment. The District continues to work with the City of Davis and others to determine potential increases in enrollment as a result of development. Actual approved development projects are low from slow growth policies.

Educational Program

The Davis Joint Unified School District offers a comprehensive educational program based on the California Common Core standards. The program provides sequentially developed course work in English/language arts, fine arts, foreign language, history and other social sciences, mathematics, music, physical and life sciences, physical education, and more. Davis Senior High School offers Advanced Placement (AP) courses in approximately twenty academic subject areas, and a diversified Career Technical Educational (CTE) program. Davis Joint Unified

School District (DJUSD) offers six (6) career technical education (CTE) pathways at Davis Senior High School including: 1) agriculture, 2) architecture & engineering, 3) digital media, 4) network & cyber security, 5) health science – patient care, and 6) transportation. Through the general fund, DJUSD invests \$1,044,501 annually to support CTE-credentialed teachers, high-quality sequenced CTE pathway courses, CTE counselors, and other student engagement activities such as work-based learning.

In addition, the local bond of \$226 million along with three (3) CTE Facilities Grants totaling \$900,000 are focused on new and updated facilities for agriculture, architecture & engineering,

The District's quality educational programs are supported by K-12 counseling, library, and extracurricular programs, including a robust interscholastic athletic program. The District also applies resources to address student health and wellness, especially in the area of social-emotional growth and support.

The District has prioritized equitable access to curriculum, instruction, and sense of belonging in all classrooms and communities. As an integral part of the DJUSD vision, a Graduate Profile has been developed to articulate the competencies of DJUSD graduates.

Reflections: Successes

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

DJUSD data from the California Department of Education dashboard from 2019 is our most current dashboard as a result of COVID-19, school closures, and suspended testing in the spring of 2020. District data, however, indicates that DJUSD remains in the high performing (blue) in the indicators for English Language Arts, Mathematics, and Graduation Rates. Additionally, there continues to be high performance (green) in Suspension Rate and English Learner Progress.

DJUSD reviewed local data to analyze success and progress for the 2020-21 school year. Local data showed small gains in Reading and Math for students receiving Special Education services at the Elementary level as measured by our standards based report card. DJUSD also launched a comprehensive diagnostic common assessment administration through the implementation of the i-Ready program in the Fall of 2020. This assessment will be administered twice in 2020-21 and three times a year in subsequent academic years. Another success is in maintaining College/Career Ready performance level, despite school closures. Most DJUSD Seniors achieved this through coursework (94%) and as evidenced by a positive trend in preparedness through Smarter Balanced Assessments and the State Seal of Biliteracy. In secondary schools, Grade Point Averages (GPAs) maintained despite distance learning (3.47 in 2020 and 3.47 for Spring Semester of 2019). DJUSD also saw an increase in proficiency (as demonstrated by grades) for at least one universal English course, suggesting student growth in negotiating text to access instruction. This was validated by significant growth of reading proficiency as demonstrated by the Scholastic Reading Inventory data from 2020-21 in comparison to 2019-20.

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.

DJUSD data from the 2019 California Department of Education dashboard indicates that DJUSD has identified needs in the College/Career Readiness indicator (yellow) and within subgroups of other indicators. While DJUSD maintained within the College and Career Preparedness indicator, students were not being prepared through CTE pathway completion, or College Credit coursework in any significant numbers. Additionally, English Learners, Foster Youth, Socioeconomically Disadvantaged, Students with Disabilities, African American and Hispanic youth performed at low (yellow and/or orange) performance levels in English Language Arts and Mathematics in comparison to the data reflected by White, Asian, or All Students. We see a similar discrepancy in absenteeism and suspension rates for most subgroups. Of specific concern is the very low (red) performance of Foster Youth in Chronic Absenteeism and Suspension rate.

DJUSD worked to increase the digital resources and increased the FTE or hours as practicable for Special Education teachers (all receiving .2 additional FTE this year), Advancement Via Individual Determination (AVID) and EL Specialists to increase or maintain services. The additional EL Specialist FTE provides additional support services to EL and migrant students in the form of small group interventions and case management supports and wrap around services. Additionally, English Learner Specialists and other staff served as community liaisons, hot spots and laptops were purchased to enhance access to technology and overcome the digital divide, and staff used shared collaboration time to design instruction through a Universal Design lens.

DJUSD reviewed local data to analyze 2020-21 social-emotional well-being. Suicide Risk Assessments and Mental Health Hospitalization data indicate significant needs in addressing social emotional and mental health needs of students. During the year DJUSD a referral process and form was codified and a mental health concierge service was identified and implemented (Care Solace). Staff also implemented Collaborative for Academic and Social Emotional Learning (CASEL) signature practices across DJUSD in every classroom.

TK-6 reading proficiency data showed a consistent decline in the initial indicators of student literacy, with the largest drop in the 2nd grade. Review of the data shows this to be true for unduplicated students with a 10-20% difference in comparison to all students. Implementation and wide-spread use of iReady for personalized and targeted reading support was used to address reading concerns.

In Secondary Schools, we see that while GPAs remained consistent, there was an increase of Ds by 1% and F's by 2%. The increase highlights concern around grading strategies, student engagement, and mastery of content. Staff implemented varied and differentiated responses to these grades to include concurrent enrollment with Davis Adult School, cohorts targeting Seniors in danger of not graduating, use of Edgenuity, and change in policy to include the Class of 2021 Seniors in our summer plans for credit recovery. DJUSD also saw a drop in math proficiency when looking at universal math courses.

Continued investment in programs such as the Sobrato Early Academic Language (SEAL) program and implementation of the English Language Development (ELD) Standards will produce those strategies and continue to increase student success. Use of a Multi-Tiered System of Supports (MTSS) system, where emphasis and organization includes best first instruction and clear understanding of "just in time" intervention, will further our ability to provide instruction in class and in the most timely and responsive way.

Low performance on state indicators for homeless students, specifically Chronic Absenteeism, Suspension, and College and Career Readiness, qualified DJUSD for Differentiated Assistance; the California Department of Education establishes criteria for assistance and DJUSD is working closely with Yolo County Office of Education to more effectively address these outcomes for DJUSD homeless students. We will be exploring grading strategies that disproportionately impact students in the unduplicated population in partnership with other Yolo County School Districts and with YCOE support.

DJUSD continues to provide its site and District leadership with equity training to promote a greater sense of student belonging and improve student engagement and attendance. We anticipate plans for a wide-spread training for all DJUSD leaders in Restorative Practices through International Institute for Restorative Practices (IIRP) as well as National Equity Project.

Furthermore, DJUSD implementation of an MTSS system will allow staff to identify barriers to attendance and address root causes to behavior challenges. This work, in addition to supporting Positive Behavior Interventions and Supports (PBIS), will help reduce district-wide suspension rates.

Finally, DJUSD's revision to Career Technical Education programming and student internships is increasing engagement and pathway enrollment. Data, including Youth Truth surveys, California Dashboard, and college persistence rates, suggests that DJUSD students will continue to benefit from career-oriented learning opportunities, internships, and skills-based programs.

LCAP Highlights

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

The 2021-24 Davis Joint Unified School District (DJUSD) Local Control and Accountability Plan (LCAP) includes a focus on services and high quality instruction for English Language Learners, low income students, and Foster and Homeless youth to ensure they have the academic and social emotional supports for success in all schools across the District. This priority is addressed, and importantly, sustained through a systematic integration of a Multi-Tiered System of Supports (MTSS), which is a framework to organize interventions consistently and effectively for all students.

The work of DJUSD is guided by instructional goals outlined in a "Coherence Map," a visual representation of the district's mission, goals, and strategies. These goals include: 1) All students will experience 21st Century Teaching and Learning; 2) Davis Joint Unified School District educators will close the Opportunity Gap; 3) Classrooms and school communities will be safe and inclusive environments. While these instructional goals remain steady, the work of achieving these goals evolves through time and is responsive to each community. The work of achieving these goals is accomplished through evidence-based, structured collaboration, research-based effective instruction and innovation, as well as Social Emotional Learning practices guided by experts and implemented by DJUSD staff.

Cross-cutting themes elicited through data review and stakeholder outreach include a need to plan for social emotional wellness, educational equity, support of creativity and innovation, and deeper learning experiences for students. The plan also anticipates the needs discussed in the "Reflections: Identified Need" portion of this plan.

In order to bring the DJUSD Graduate Profile to realization, through our goal of 21st Century Teaching and Learning, programming, professional development, and assessment practices must align to the competencies described within the profile. As such, the plan designates resources for teacher collaboration and implementation of Performance Assessments in addition to curriculum design that emphasizes critical thinking and problem solving, creativity and innovation, civic and cultural awareness, adaptability and resilience, collaboration, and communication. The plan also includes a Schedule Review Committee, which is intended to support DJUSD educators to rethink and redesign secondary school schedules that better support 21st Century teaching and learning, and more appropriately structure interventions and address social emotional wellbeing. The plan also includes professional development and support of Grading for Equity. We see that student grades are disproportionately predictable based upon race, ethnicity, and socio-economic status. We seek to disrupt the predictability of these outcomes through assessment, feedback, and grading practices that align to our value of equitable education for all students.

To close the opportunity gap, particularly for our unduplicated students, DJUSD continues to provide support through staffing, embedded and dedicated interventions, and coordinated case management services. Especially for our English Learners, DJUSD is providing English Learner Specialists and a Teacher on Special Assignment to develop and manage a system for English Learner progress monitoring and facilitate responsive professional development. Additionally, opportunities are provided for focused professional development to increase educator effectiveness for literacy, language acquisition, and content knowledge in all subject areas in support of English Learners. A focus remains on how Long Term English Learners develop and achieve goals to acquire reclassification status. This includes staff of English Learner Specialists to coach teaching staff and manage student caseloads towards their reclassification, access to all courses and graduation. A position is also being developed to help coordinate interpretation, translation and, most importantly, family and community outreach.

Through progress monitoring and cycles of continuous improvement, effective actions and services have been identified or enhanced for ongoing implementation in service of DJUSD's unduplicated student population. This includes further support of the Sobrato Early Academic Language (SEAL) at Montgomery Elementary School and expansion of the SEAL program to the intermediate grades (4-6). Another example of sustained support includes interventions for English Learners and low income students at Davis Senior High School, including paraeducator support in World Civilization courses, an English Learner Mentor Program. Additional administrative time at Davis Senior High School will also be maintained to continue case-management of unduplicated students for regular progress monitoring, ensuring access to rigorous coursework, and guidance on college and career opportunities. DJUSD is investing in i-Ready assessments k-12 to inform MTSS teams, progress monitoring, and teaching scaffolding to increase accessibility of content. Additionally, sites receive an allocation of funding to design systems and responses within their small community aligned to DJUSD values. The plan includes summer programming toward learning acceleration K-12, credit recovery, and enrichment and expanded learning through community partners and vendors that increase engagement, Graduate Profile competencies, creativity, innovation, movement, and problem solving. The LCAP will also continue to provide staff professional development to build their understanding and implement the new History/Social Science adoptions and anticipate the Visual Performing Arts and World Language standards anticipated next year.

DJUSD is committed to the introduction of Ethnic Studies Programming, planned to begin in DJUSD by 2022-23. We are dedicating resources to further research, collaboration, professional development and implementation of the program. The work to accomplish DJUSD's LCAP goals includes building and sustaining an "equity lens" across the District, to ensure that all students are supported equitably, particularly those who are furthest from opportunity. We will continue to promote adult learning at every site for this effort, with particular

emphasis on building the capacity of DJUSD's leaders. To that end, the District will continue its partnership and training with the National Equity Project. Additionally, leadership will be trained in the International Institute of Restorative Practices (IIRP) to advance a collective ability to create relationships and community as well as facilitate resolution when conflict or challenges arise.

In order to create safe and inclusive environments, DJUSD's LCAP includes important actions and services to support the wellbeing of students. In addition to counseling support and SEL interventions, DJUSD invests in nurses, and a liaison for homeless and foster students. DJUSD has identified an SEL screener to implement within the SEL strand of our MTSS work and have subscribed to Care Solace, a counseling concierge service for students, staff, and families. A programmatic example of this work includes the Wellness Center at Martin Luther King Junior Continuation High School, which provides a trauma sensitive school environment for all students, particularly low income students and English Learners.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

No schools identified for CSI.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

No schools identified for CSI.

Stakeholder Engagement

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

DJUSD implemented a plan for stakeholder feedback in conjunction with existing community groups. The Superintendent's All Advisory is composed of members from the following advisories: parent, student, District English Learner Advisory Committee (DELAC), District Technology Advisory Committee (DTAC), , Climate, Certificated Personnel, Classified Personnel, Parent, Student, Special Education, Native American, AIM (GATE), Administrative Leadership Team,. In the winter of 2021, staff presented local data to advisories and facilitated discussion to illicit successes, needs, and vision from the group. Additionally, DJUSD had sites conduct focus groups, consulted with Davis Teachers Association, consulted with district and site leadership, and used the multiple student and parent surveys given over the course of the year to gather inputs.

The Superintendent's All-Advisory and the DELAC advisories gathered in April of 2021 to review high level plans for LCAP drafting and will see the draft document in May.

A summary of the feedback provided by specific stakeholder groups.

A review and synthesis of student, parent, and The Superintendent's All-Advisory feedback showed that students and parents believed that some of our successes this year include: supportive and flexible teachers, the staff facilitated community builders and clubs, support structures and communities, CTE and student internships, sports and outdoor play, Canvas Learning Management System, and the Quarter Block Schedule. And, for the first year in many years, students did not identify stress and competition as characteristics of school. DJUSD stakeholders also noted innovations and creativity in systems as well as structures for teaching and learning were successes. Our students and parents did articulate a need for more social opportunities and to get guidance for college and career choices after high school. They also noted a need for continued small group support structures, more flexible grading practices, SEL learning, and targeted academic support in math and literacy.

Together they expressed a vision for DJUSD schools that prioritized Social Emotional Learning (SEL), humanize communities, embed support structures, broadcast post K-12 opportunities, implement innovative, equitable grading practices, as well as benefit from and implement strategies from high quality professional development. They envision schools where academic supports, culturally responsive learning, and transitions are skillfully implemented and want DJUSD to promote Social Emotional Learning, community connectedness, and structures that promote balance and depth of learning.

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

The DJUSD 2021-24 LCAP includes actions and services in direct response to the feedback of students, staff, families, leaders, and partners. As a result of stakeholder feedback regarding CTE, college and career guidance and innovation, DJUSD plans continue CTE

support, staff for coordination of pathways 7-12, and promote internships. Feedback specifically identifies a need for innovation, creativity, which resulted in the actions and services that promote professional development time toward Performance Assessments and curriculum design. Additionally, stakeholder groups frequently shared a need for more culturally responsive pedagogy and an Ethnic Studies program. We will focus on the training of staff and the implementation of Ethnic Studies through an advisory.

Additionally, students, families, teachers, and leaders requested flexible grading and more equitable practices for grading, which is the rationale for a District-wide focus on equitable grading strategies. Across advisories, we also heard that the secondary quarter block schedule was a success for deeper learning, focused student attention, and stress levels during 2020-21. As a result, DJUSD will explore scheduling structures that align to our values and shared vision for students.

Students, staff, and families noted in stakeholder outreach that DJUSD schools were in need of academic support for students, opportunities for students to find joy in learning, accelerate learning, and for data about their performance and progress. DJUSD will purchase iReady as a diagnostic tool to identify student skills, needs, and progress. Additionally, our LCAP includes summer program plans that are designed for engagement and practice of the Graduate Profile competencies.

Our stakeholders all identified the social emotional health of our students as a priority to support learning and community. As a result, an SEL screener was purchased, a contract was completed for Care Solace (a mental health concierge service), and counselors and nurses have been staffed at each site. The need for all families to understand District supports and structures has resulted in the creation of a position to coordinate family and community outreach.