

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[California School Dashboard](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Davis Joint Unified School District

Contact Name and Title

Dr. Rody Boonchouy
Associate Superintendent

Email and Phone

rboonchouy@djud.net
(530)757-5300 x144

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

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 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 2017-18 school year, total enrollment in Davis Joint Unified School District, excluding enrollment at Da Vinci Charter Academy, was 8035 students. Enrollment by ethnicity and race was: White, 50.4%; Hispanic, 21.2%; Asian, 17%; two or more races 6.4%; African American, 2.9%; Filipino, 1.3%; American Indian or Alaska Native, 0.3%; and Pacific Islander, 0.2%. The percent of District students considered socioeconomically disadvantaged was 22.4%, while 12.4% 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 7900 through inter-district enrollment. The District continues to work with the City of Davis, U.C. 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 program, which includes biotechnology, auto shop, agriculture, and Computer Science, among other courses. The District's quality educational programs are supported by K-12 counseling, library, and extracurricular programs, including a robust interscholastic athletic program. The District spends times and resources to address student health and wellness, especially in the area of social-emotional growth and support.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

In review of the State indicators, the District has shown notable growth by several sub-groups. First, CAASPP English Language Arts Indicators increased for our Hispanic, English Learners, socioeconomically disadvantaged, and our students with disabilities. DJUSD Math scores demonstrate a second year of growth for Hispanic students, English Learners, and those who are socioeconomically disadvantaged. We also note growth in students with disabilities. Additional progress is seen in a third year of decreased suspensions overall. Specifically, there was a decrease in suspensions for Foster Youth, socioeconomically disadvantaged, and African American.

In the area of ELA, we believe that as teachers gain more experience with the newly adopted English Language Arts/English Language Development curriculum and standards, there has been an intentional increased rigor and decreased variability in instruction; we anticipate continued improvement in student ELA performance over time as we continue to promote use of the ELA/ELD curriculum and align Multi Tiered Systems of Support (MTSS). This means our students receive intentional first best instruction and deliberate "just in time" interventions in the classroom. In addition, the professional development offered to English Learner Specialists has increased teacher capacity in scaffolding instruction, teaching academic language, and differentiating the core instruction.

In Math, we believe improvements can be attributed to the fact that the District has promoted the use of instructional coaches and has increased in the use of CAASPP interim assessments to inform instruction.

We will also continue to build healthy, inclusive, and safe climates through Social Emotional Learning supports, continued Restorative Practices, Positive Behavior Intervention and Supports (PBIS), and Equity training. This work enhances culture and climate, relationships, and belonging that will impact student outcomes like suspension rate, engagement as measured by attendance, and student learning outcomes. Sites that have seen growth in math have also benefited from effective use of instructional coaches and increase in the use of CAASPP interim assessments to inform instruction.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

DJUSD continues to focus ongoing supports for English Learners and low-income students, particularly those coming from a household with a parent education level of “high school graduate” or less. Students in these groups benefit from research-based, effective instructional strategies that provide access to the core curriculum, especially English Language Arts and mathematics. Programs such as the Sobrato Early Academic Language (SEAL) program and implementation of the English Language Development Standards will produce those strategies and continue to increase student success. Use of an 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.

Paraeducators, student mentors, and teachers continue to need support for using effective instructional strategies for the students they serve. Counseling FTE, added in the 2018-19 LCAP, will be maintained and is intended to ensure equitable course access and progress monitoring for students who fall within our unduplicated count.

A consistent concern is the suspension rate of specific sub-groups. African American students, socioeconomically disadvantaged students, and students with disabilities are still suspended at high rates; we also note that our homeless students, foster youth, and American Indian students are being suspended at a very high rate. While some of these student groups are declining, the consistently high or very high rates are of concern.

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.

Similarly, we have concern for Chronic Absenteeism outcomes for all DJUSD students. Student groups at very high absenteeism rates include our socioeconomically disadvantaged students, students with disabilities, African American, Hispanic, and American Indian students.

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.

Furthermore, DJUSD implementation of an MTSS system will also 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 sees a need to review and revise Career Tech Education programming to better promote student engagement and College and Career Readiness. Data, including Youth Truth surveys, California Dashboard, and college persistence rates, suggests that DJUSD student would benefit from career-oriented learning opportunities, internships, and skills-based programs.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

DJUSD performance gaps persist, especially for students with disabilities, our foster youth, homeless, and Hispanic students. We see chronic absenteeism and suspension rates as areas of concern. We also note that in English Language Arts and Math the gap persists for students with disabilities, African American students in ELA, foster students and those living in poverty.

DJUSD is planning to 1) continue focus on first best instruction (MTSS), 2) increase teacher capacity in teaching strategies for English Learners through coaching and professional development, 3) maintain the increased counseling time to focus on MTSS interventions for social emotional learning, course access, and services, 4) provide equity training for site and district leaders to address disproportionate academic and disciplinary rates by race, 5) establish an MTSS system where academics, social emotional needs, and behavior receive intervention just in time, 6) train staff in literacy at the intermediate and secondary levels, and 7) promote 21st Century Teaching and Learning through CTE pathways and innovation pilots.

Stakeholder Engagement

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

LCAP Outreach Strategy and Process

In previous years, the District had a standing LCAP Advisory Group with a membership of about 30, many of who persisted year after year. A large proportion of that advisory body was District staff, and the District struggled to recruit and sustain representation from a cross section of groups and all sites. This year, the District implemented a change in structure for stakeholder engagement. Through this new format, the District has involved more than 160 stakeholders in the LCAP outreach, including representation from all sites, all grade levels, and most stakeholder groups. The following groups listened to the District LCAP outreach presentation, participated in a specific protocol, and received a synopsis of what all other stakeholders were sharing in this outreach process. Through this LCAP outreach we will engage each group in a series of meetings with the purpose of creating a broader understanding of the LCAP and District vision and goals, while also taking the opportunity to gain a deeper understanding of student and community needs. LCAP Outreach continues to engage the following groups:

DELAC (District English Learner Advisory Committee)

Superintendent's Certificated Advisory Committee

Superintendent's Classified Advisory Committee

Superintendent's Parent Advisory Committee

Special Education Parent Advisory Committee

Foster Parent Advisory Committee

Librarians

District Climate Committee

Counselors

Large Cabinet (our District leadership)

Principals

Vice Principals

Additionally, students and parents participated in the Youth Truth Survey this year. DJUSD received responses back from 1,617 parents and 6,154 students. Those results were reviewed and shared at the district level, at the site level, with parents and staff. Staff reviewed areas of concern and created questions to better understand student responses. We contracted with Beacon Results who facilitated 27 different conversations across DJUSD sites with our students.

DJUSD staff also consulted with our Board of Education as part of the planning process for the LCAP/Annual Review and Analysis.

Board of Education Meeting Presentations and Discussion

District staff presented LCAP information to the Governing Board per the calendar below:

2018:

August 2 Ag Incentive Grant

September 6 Enrollment and Staffing

September 20 LCAP Technical Edits

October 4 Yolo County Office of Education, Alternative Program Update

November 1 CAASPP Results and Local Indicators, CTE

November 15 World Language Task Force

December 6 LCAP Update, Budget Update, Facilities, Measure M

December 20 California School Dashboard

2019:

January 17 Instructional Services Strategy Update

February 7 LCAP and Low Performing Student Block Grant Plan

February 21 CTE

March 7 Budget

March 21 Demographics, Budget

District Parent and Community Engagement Events

October, 29, 2018: School Governance Workshop

Principals invited representatives from site governance committees to attend the annual School Governance Workshop.

Approximately 100 participants joined the conversation, including parents and staff members currently serving on School Site Councils, English Learner Advisory Committees, School Climate Committees and Parent-Teacher Associations. Breakout sessions covered a range of governance topics: Graduate Profile, Future Ready Schools, Math and Mindset, School Funding Overview, Equity and Restorative Practices, Differentiation in the Classroom, and review of the 2018-19 LCAP. Principals and site leaders took conversations back to sites for implementation and further conversation. Workshops were designed to build understanding of DJUSD goals, resources, and strategies.

February 26, 2019: Parent Engagement Night at Davis Senior High School

Participants at the DJUSD Parent Engagement Night had the opportunity to hear “Through Our Eyes: the Student Perspective” where over 10 students presented as our keynote speakers, reflecting on how they experience school and DJUSD. The keynote sessions were followed by break out sessions on: Technology, Social Media and School Safety, Anxiety in Our Students, Current Budget and Fiscal Forecast, Mathematics Instruction, and the DJUSD Internship Program. Participants joined the staff and community members who were able to facilitate the evening's breakout sessions.

Labor Partner Meetings

Our Superintendent meets with DJUSD Bargaining Unit presidents from the Davis Teachers Association (DTA) and the California School Employees Association (CSEA) prior to each Board of Education meeting to review and discuss agenda items. Over the course of a school year, such agenda items will include our LCAP presentations and their component parts (e.g., budget, actions and services, student outcomes, and opportunity for engagement). DTA representation met with District staff in early May to review 2018-19 LCAP possibilities and asked questions for clarity.