DJUSD 2021-2024
Local Control Accountability Plan (LCAP)

May 20, 2021

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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	■	■	■	■	■

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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**

Overall Analysis: 2019-20 and 2020-21

▷ MTSS and Data
▷ Social Emotional Learning
▷ Community Outreach
▷ English Learner Services
▷ Grading for Equity
▷ Ethnic Studies
▷ Virtual Academy
▷ Secondary Schedule Review
▷ Career Tech Education
▷ Professional Collaboration

2021-24 LCAP Goals and Actions Outlined

Goal	Actions
21st Century Teaching and Learning	1. Innovation of Systems and Instruction 2. Technological Tools 3. Career Technical Education
Close the Opportunity Gap	1. Ethnic Studies and Culturally Responsive Practices 2. Data and Outcomes 3. English Learner Supports 4. Interventions 5. Multi-Tiered Systems of Support (Academic)
Safe and Inclusive Environments	1. Social Emotional Learning (SEL) and Safety 2. Climate and Access 3. Multi-Tiered Systems of Support (SEL)

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2021-24 LCAP "Services" Highlights

21st Century Teaching and Learning	Close the Opportunity Gap	Safe and Inclusive Environments
- Grading for Equity - Performance Assessments - Seal of Civic Engagement - Graduate Profile Professional Development - Expanded Learning - Secondary Schedule Review - Career Technical Education (CTE) - Internship Coordination	- National Equity Project - Restorative Practices - Ethnic Studies Programming - English Learner Supports - Embedded Interventions - Extended Day Programs - Multi-Tiered System of Supports (MTSS) - i-Ready K-12 - Summer Programming - Supplemental Site Allocations	- Counseling - Nursing - Community Liaison and Interpretation - Library Collections - Care Solace - Substance Use Counseling - SEL Screener - Outdoor Classroom Space - Native Family Supports - Positive Behavioral Interventions and Supports (PBIS)

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2021-24 LCAP Metrics

21st Century Teaching and Learning
- Teachers are appropriately credentialed in the subject area and for the pupils they are teaching
- Pupils have sufficient access to standards-aligned instructional materials (local)
- School facilities are in good repair

Close the Opportunity Gap
- Proficiency in ELA/Math and English Learner progress as measured by CAASPP
- English Learner progress toward reclassification as measured by ELPAC and reclassification rates
- Implementation of State Board adopted academic content and performance standards
- A-G requirement completion and CTE pathway completion rates
- Pupils who have passed an AP exam with a "3" or higher
- Pupils who participate in & demonstrate college preparedness pursuant to the Early Assessment Program
- Attendance rates, drop out rates, graduation rates as measured by the CDE School Dashboard

Safe and Inclusive Environments
- Parent/guardian participation in decision making through advisory opportunities
- Parent/participation in programs for unduplicated students and for exceptional needs
- Pupil suspension culture, and Engagement as measured by Youth Truth data
- Access to a broad course of study as measured by the Course Access Tools

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Local Indicator Data

Priority Area	State Indicator	Local Indicator
Basic Services or Basic Condition at schools (Priority 1)	*	Basics Conditions at School
Implementation of State Academic Standards (Priority 2)	*	Implementation of State Academic Standards
Parent Involvement and Family Engagement (Priority 3)	*	Parent Engagement
Student Achievement (Priority 4)	Academic Indicator English Learner Indicator	*
Student Engagement (Priority 5)	Chronic Absence Indicator Graduation Rate Indicator	*
School Climate (Priority 6)	Suspension Rate Indicator	Local Climate Survey
Access to a Broad Course of Study (Priority 7)	College/Career Indicator	Access to a Broad Course of Study
Outcomes in a Broad Course of Study (Priority 8)	College/Career Indicator	*
Coordination of Services for Expelled Students (Priority 9)	*	Coordination of Services for Expelled Students
Coordination of Services for Expelled Students (Priority 10)	*	Coordination of Services for Foster Youth

Youth Truth Survey

YouthTruth
— STUDENT SURVEY —
A NATIONAL NONPROFIT

Student Level	Engagement	Culture	Relationships
Elementary	89%	54%	87%
Junior High	49%	61%	63%
High School	50%	50%	50%

Course Access Tool

- What percentage of our students are enrolled in core classes?
- What percentage of our students are enrolled in CTE, World Language, or Visual and Performing Arts?
- How do those percentages compare when we look at our unduplicated students or special populations?
- What patterns can we identify and what barriers are there?

Increased or Improved Services

▷ Details increased apportionment based on enrollment of Foster Youth, English Learners, and Low-Income students

▷ Provides accountability for actions that are provided to entire school or across DJUSD:
  ○ Explanation of how the needs of Foster Youth, English Learners, and Low-Income students were considered first
  ○ Explanation of how these actions are effective in meeting the goals of these students
  ○ Determination of baseline data and metric(s) for monitoring annual student outcomes