



## Local Control and Accountability Plan (LCAP): Executive Summary

Davis Joint Unified School District (DJUSD) has developed a Local Control and Accountability Plan (LCAP) vision committed to:

- *Creating an "equitable education system" that ensures high levels of success for ALL students.*
- *Unifying focus and clarifying responsibility to ensure that ALL students are equipped with the skills and knowledge necessary to be college and career ready.*
- *Expanding professional capacities; strategically aligning actions with desired outcomes; and appropriately allocating resources and support.*

The vision includes eight DJUSD goal areas: 1) Professional Growth, 2) Physical Space and Technology Infrastructure, 3) Assessment, 4) Student Goals, 5) English Learners' Proficiency, 5) School Climate, 6) Parent Engagement, and 8) Recognition of employees and all those who support student growth. These goal areas have set the framework for all efforts to improve student opportunities and outcomes and to prioritize resources in recent years. They are the very core of the work of Davis Joint Unified.

### Overview

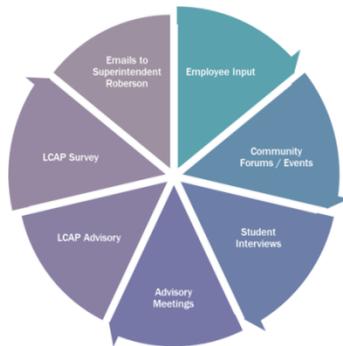
In 2013, California adopted a new formula for deciding how much money is allocated to each K-12 school district, called the Local Control Funding Formula (LCFF). This dramatic shift in education funding is occurring while schools tighten focus on providing equity and access for our traditionally underserved student groups. As such, the LCFF is designed to provide greater local control allowing districts to respond to the needs of its students and environment. It allocates dollars for each student enrolled as well as supplemental funding based on enrollment of "**unduplicated pupils**" defined as the number of English learners, foster youth, and low-income students. In order to drive student achievement, districts are required to tie their budgets to improvement goals by creating a Local Control and Accountability Plan (LCAP).

The LCAP is also an opportunity for school districts to engage parents, students, teachers, staff and community partners in a dialogue about school goals and resources. The LCAP is a three-year document that reflects state priorities, demonstrates how the district's budget will help achieve its goals, and evaluate how goals will be measured and monitored to improve outcomes and account for the anticipated LCFF expenditures. The LCAP is reviewed and revised annually to reflect changing needs and resources. Davis Joint Unified School District (DJUSD) developed its first LCAP in 2013-2014. That same year, DJUSD also saw the approval of the [DJUSD Strategic Plan](#) on March 6, 2014 which was a product of hundreds of hours of school and community participation. In order to align efforts, the DJUSD LCAP process assumed the actions and strategies of the Strategic Plan and incorporated additional valuable community input to establish the district's eight goals. The DJUSD LCAP was adopted by the Board of Education in June 2014 with final approval by the Yolo County Office of Education on August 29, 2014. DJUSD is currently in the second year of LCAP and will be submitting revisions for Board review and adoption in June 2015.

### DJUSD LCAP Summary

The DJUSD LCAP includes anticipated expenditures for LCFF Base funding as well as LCFF supplemental funding. DJUSD's LCAP is organized around the district's eight goals. These goals serve as the framework for targeted goals, actions, services, and expenditures that will improve outcomes for all

students and for specific subgroups of students (e.g., low-income, English learners, foster youth, students with disabilities, ethnic minorities, etc.). The state of California has also identified eight priorities that must be addressed in the LCAP. These priorities are addressed with both the Goals and Progress Indicators (Section 2) and Use of Supplemental funds and Proportionality (Section 3) of the LCAP.



**Section 1: Stakeholder Engagement (pp.4-13)**

The first section of the LCAP provides an overview of stakeholder engagement used to develop and review the LCAP. This graphic provides an overview for the type of LCAP stakeholder input.

**Section 2: Goals, Actions, Expenditures and Progress Indicators (pp 14-125)** The next section identifies DJUSD Goals and Progress Indicators the district will use to track and measure progress. These eight target DJUSD goals have been set to meet identified student needs and improve educational programs. Each goal is assigned progress indicators-- metrics that are either qualitative or quantitative. The progress indicators, many of which are state mandated, are used to monitor the success of the LCAP in meeting student needs. The LCAP is to be reviewed and revised annually to reflect changing needs and resources.

DJUSD Goal	Related State Priorities	Sample Metrics
1. Professional Growth (PG)	Student Achievement, Parent Involvement, Course Access Student Outcomes, Basic Services, Common Core State Standards, Student Engagement, School Climate	# teacher misassignments, % PG participation, TK-6 student report card scores on "adequate understanding of standard,"% positive on PG need survey
2. Infra-structure and technology	Student Achievement, Course Access, Basic Services, Student Engagement	% of school buildings obtaining "Good" or "Exemplary" rating, % completion of phased Wi-fi Plan
3. Assessment	Student Achievement, Basic Services, Common Core State Standards, Student Engagement, School Climate	% teachers in Assessment PG, % text books and instructional materials per student in core, % observations of CC instructional strategies, SBAC proficiency rates, API, % 7-12 graders with >1 D/F, Dropout rates, middle school/High School, Graduation Rates, % Fall Elementary Conference Parent Attendance, % secondary households registered in School Loop and Echo
4. Student Goals	Student Achievement, Parental Involvement, Student Engagement, School Climate	% teachers in Differentiation PG, # students meeting personal goals, # students meeting academic goals, # risk assessments, % 5 <sup>th</sup> , 7 <sup>th</sup> and 9 <sup>th</sup> grade students who met 4 or more fitness tests, Elementary time for core subjects and academic intervention for target students, % secondary students with access to comprehensive course of study, % students in CTE courses, % students completed CTE pathway % DJUSD graduates with A-G reqs, % students enrolled in AP, % 11 <sup>th</sup> / 12 <sup>th</sup> graders taking AP test,% score 3 or higher on AP, EAP rate on CAASPP, Attendance rate, Chronic Absenteeism rate,
5. English Learners' Proficiency	Student Achievement, Parental Involvement, Course Access, Other Student Outcomes, Basic Services, Common Core State Standards	% sufficient ELD texts for each student, % teachers in CCSS/ELD standards PG, Observation of classroom ELD and SDAIE strategies on implementation, % students making annual progress in

		English proficiency, % student in cohort <5 years with English proficiency, SBAC proficiency rate. EL reclassification rate, API for EL subgroup, % EL students completing 1 AP class, % RFEF students completing 1 AP class, # EL students taking AP test, AP passing rate of RFEF students, % of 7-12 grade EL students with D/F, % of EL students with D/F in Math, Attendance rate for EL, Chronic Absenteeism rate for EL, EL middle school/high school dropout rate, EL graduation rate, # EL parents attending ELAC, DELAC or Migrant parent meeting
6. Climate	Student Achievement, Basic Services, Student Engagement, School Climate	home suspension rate, in-school suspension rate, expulsion rate, % reporting sense of connectedness with adult on campus (CA Healthy Kids)
7. Parent engagement	Student Achievement, Parental Involvement, Student Engagement, School Climate	# parents completed CHKS survey, # parents/staff at DJUSD Parent Engagement Night, #district events that support academic learning at home, # responses in LCAP survey
8. Recognition of employees and those who help student growth.	Student Achievement, Course Access, Other Student Outcomes, Basic Services, Common Core State Standards, Student Engagement, School Climate	% retention rate of staff (certificated and classified); # national, state county district and site level recognitions; # teachers requests for sub were filled by district subs, # recognitions of people who fostered for duration of service, # recognitions of people who fostered collaboration, PG or communication

### Section 3: Use of Supplemental funds and Proportionality

Section 3 of the LCAP describes the use of funds awarded to DJUSD based on the calculations of the LCFF. In Section 3A, there is a description of the use of the funds and justification for any funds used in a schoolwide, countywide or charterwide manner. In Section 3B, DJUSD identifies the percentage by which services for unduplicated pupils must be increased or improved when compared to all students. DJUSD demonstrates how this increase in services is in proportion to the increase in funds received. Actions and services outlined in Section 3B focus primarily on DJUSD Goals 4-6 (Student goals, English Learners' proficiency, and Climate). For fiscal year 2015-16, LCFF formula determines that DJUSD shall allocate approximately \$500,000 for services targeted to these subgroups.

### **Conclusion**

The Local Control Funding Formula and the Local Control and Accountability Plan offer an opportunity for DJUSD to have an honest dialogue with partners and stakeholders about fundamental values and needs. The LCFF is intended to be fully funded and implemented in the year 2020. The LCAP process allows our district to have the flexibility to concentrate resources in areas where identified student needs exist and to plan ahead with an understanding of the LCFF implementation, while offering a mechanism for transparency and accountability. Proper planning and data-driven decision making will make the best use of funding available. DJUSD is forging ahead together with its community partners tying resources to goals in order to create an equitable education system that will ensure success of ALL students.