

**Davis Joint Unified School District
Local Control and Accountability Plan
2017-18 Executive Summary
June 12, 2017**

The Local Control and Accountability Plan (LCAP) is central to the development of how the DJUSD will utilize the funding they receive from the State of California. 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, homeless and low-income students. In order to drive student achievement, DJUSD and the other 1,000-plus districts in California are required to tie their budgets to improvement goals by creating a Local Control and Accountability Plan.

The Local Control and Accountability Plan (LCAP) is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for school districts to share their stories of how, what, and why programs and services are selected to meet their local needs, especially with regard to closing the Achievement Gap.

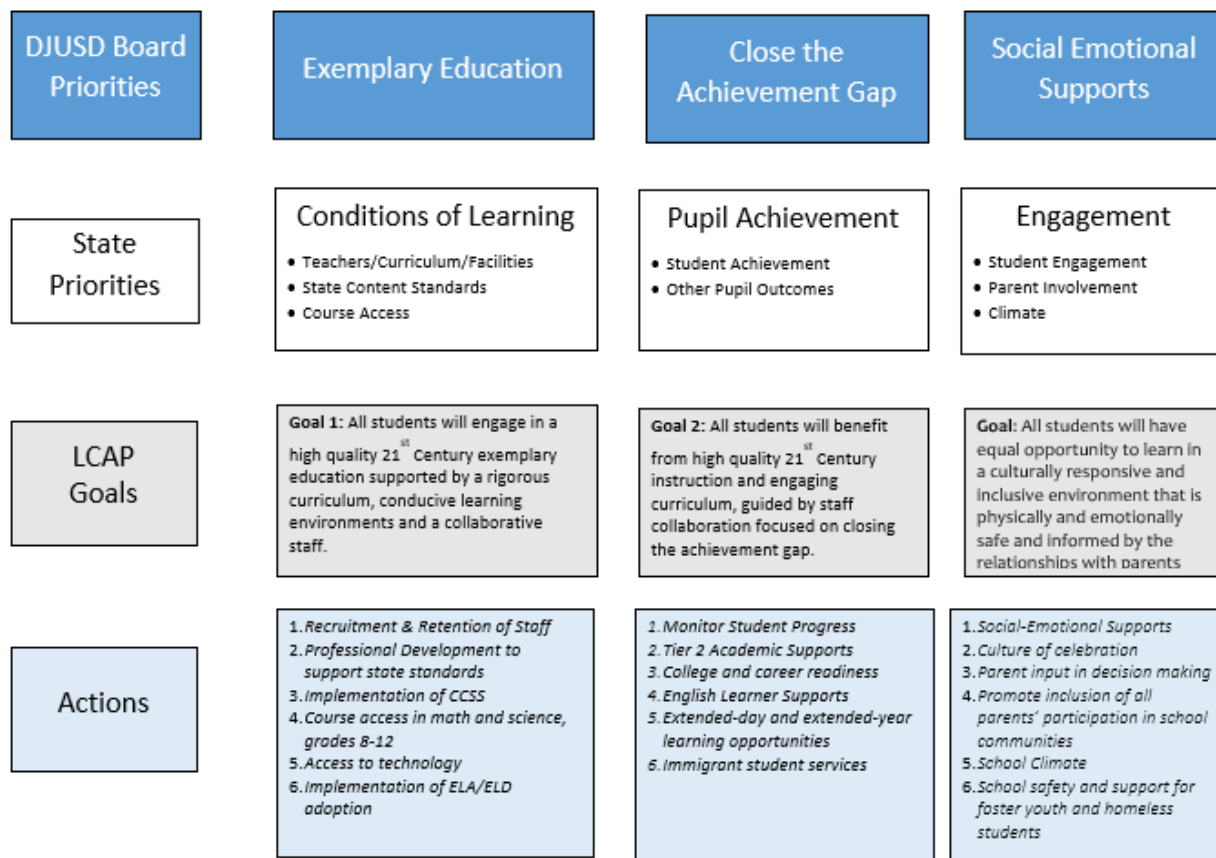
The Achievement Gap has persisted in Davis, throughout California and across our country. Just what is the Achievement Gap? It means that, over time, when we examine the indicators like student test scores, graduation rates or social-emotional data like attendance and discipline, we consistently see a gap between dominant culture and traditionally marginalized groups, whether looked at in terms of parent education level, English Learner status, socio-economic level, race, nationality, or other factors.

In the Davis Joint Unified School District, we believe that our public schools are entrusted with developing in all our students the knowledge, skills, character, values of discipline, responsibility, effort, honesty, fairness, and a desire for lifelong learning, all of which are needed to manage one's life and to serve society's best interests.

The mission of Davis Joint Unified School District, a leading center of educational innovation, is to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world, through a system characterized by 1) optimal conditions and environments for all students to learn; 2) a team of talented, resourceful, and caring staff; 3) transforming teaching, learning, and operations in our continuing pursuit of excellence; 4) resourceful, transparent, and responsible fiscal planning, and 5) a diverse and inclusive culture.

Our 2016-17 Board Goals have guided our work in developing our 2017-18 LCAP. Those priority goals areas include: 1) ensuring the social and emotional health of all students; 2) closing the Achievement Gap; 3) providing excellent programs for all students, all provided via 21st century instruction and learning environments for our students.

In the following table you will see how our Board Priorities (described above) are aligned with the three State LCAP areas (Conditions of Learning, Pupil Outcomes and Engagement), which encompass eight (8) State LCAP Priorities, and for the first time consistently align with our Board priorities.



In Davis, we have spent considerable time researching, examining data, identifying the problems, reviewing our instructional strategies and determining how to address this long-standing challenge. In March 2017, staff presented a **Three Pillar Approach to Closing the Achievement Gap** to the Board of Education, briefly described as 1) implementing a *Professional Learning Community (PLC)* model, 2) ensuring teachers hold *High Expectations* for their students, and 3) evaluating progress through the consistent use of *Formative Assessments*. Formative Assessments provide teachers feedback on the effectiveness of their instruction; Professional Learning Communities are deliberate, action-oriented, working groups centered on data that impact instruction with immediacy; and High Expectations are part and parcel to our belief that growth mindset will lead to better teaching and learning for all our students. These research-based strategies to close the achievement gap here in Davis will be a focus of our work in the coming school year and beyond.

In order to realize our mission, the LCAP budget is prioritized to provide targeted services for our unduplicated students, totaling just over \$3 million in supplemental funding, which accounts for 3.5% of our district's total budget of \$85 million.

Our Local Control and Accountability Plan was developed over the course of the 2016-17 school year during a series of meetings and community forums that included the input of parents, students, community members, advisory groups, teachers, classified employees, and administrators. As we look ahead to the 2017-18 school year, we will follow a similar process and look forward to continued high levels of engagement from the Davis community.