



# Board of Education

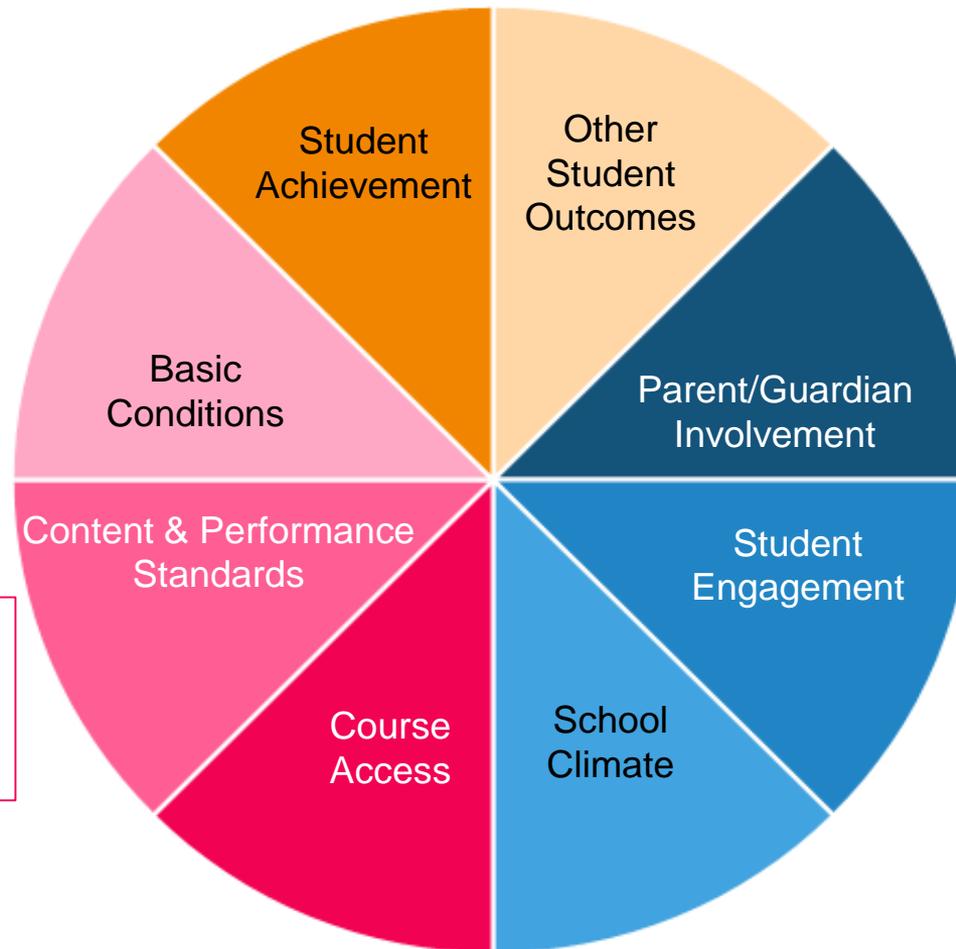
April 19, 2018

# Local Control Accountability Plan

1. Focus on Annual Update
2. Highlights of updates and findings
3. Probable revisions in 2018-2019

# Priorities and Purpose

## Student Outcomes



## Engagement

## Conditions of Learning

# The LCAP Components

## Component Parts to the Annual Update

**Goals** that align to State Priorities, put students at center, and serve those furthest from opportunity (unduplicated)

**Metrics** that give feedback of growth over time on student performance and implementation of actions and services

**Actions and Services** that promote the goal, identify specifics to include spending

# DJUSD Instructional Goals

## State Priorities

## 2017-2018 DJUSD Goals

Conditions of Learning



All students will engage in a high quality 21st century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.

Pupil Outcomes



All students will benefit from high quality 21st century instruction and engaging curriculum guided by staff collaboration focused on closing the achievement gap.

Engagement



All students will have equal opportunity to learn in a culturally responsive and inclusive environment that is physically and emotionally safe and informed by the relationships with parents community partners.

# 2017-2018

## 2017-2018 DJUSD Goals

All students will engage in a high quality 21st century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.



Assessment practices, professional growth, ELA/ELD curriculum, SEAL

All students will benefit from high quality 21st century instruction and engaging curriculum guided by staff collaboration focused on closing the achievement gap.



Coaching, Bridge, mentors, Academic Center, EL paras and coaches, Summer School

All students will have equal opportunity to learn in a culturally responsive and inclusive environment that is physically and emotionally safe and informed by the relationships with parents community partners.



Elementary counseling, crisis counseling, PBIS, translation and parent liaison, Restorative Practices.

# Annual Updates



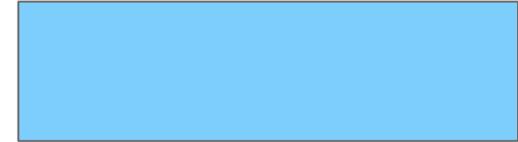
## Greatest Progress

- Math increases for English Learners, low socioeconomic students, and Hispanic students at many sites.
- Decrease in suspensions for most sub groups and very low suspension rate.
- English Learner progress



## Greatest Need

- English learners continue to show low performance in English Language Arts and in meeting A-G requirements.
- Hispanic and African American students decline in English Language Arts
- African American suspension rate increased and is very high.



## Performance Gaps

- English Learners in ELA
- Low socioeconomic, Hispanic, and African Americans in ELA
- Low socioeconomic, Hispanic, and African Americans in Math
- ▲ African American suspensions

# Implementation of Actions and Service

- Spending and implementation
- Budgeted vs. Actual
- Forecast for LCAP 2018-2019

# DJUSD Instructional Coherence Map

## WHY (Vision/Mission)

Ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive in the 21<sup>st</sup> century.

## WHAT (Goals)

21<sup>st</sup> Century Teaching and Learning

Close Achievement Gap

Inclusive Environment

## HOW (Strategies)

Professional Learning Communities

Effective Instruction

Social Emotional Learning

# DJUSD Instructional Goals

## State Priorities

## 2017-2018 DJUSD Goals

## 2018 - 2019 DJUSD Goals

### Conditions of Learning

*All students will engage in a high quality 21st century exemplary education supported by a rigorous curriculum, conducive learning environments and collaborative staff.*

All students will experience **21st Century Teaching and Learning**.

### Pupil Outcomes

*All students will benefit from high quality 21st century instruction and engaging curriculum guided by staff collaboration focused on closing the achievement gap.*

Davis Joint Unified educators will **close the achievement gap**.

### Engagement

*All students will have equal opportunity to learn in a culturally responsive and inclusive environment that is physically and emotionally safe and informed by the relationships with parents community partners.*

Classrooms and communities will be **inclusive and safe environments**



# Sample:

## WHAT (Goals)

Close Achievement Gap

## HOW (Strategies)

Effective Instruction

- Monitor course choices, access, and student progress
- Build capacity in educator practices
- Administer and drive instruction with common formative assessments
- Targeted implementation of the California Common Core Standards
- High quality, research based intervention

# 2018 - 2019 Possibilities



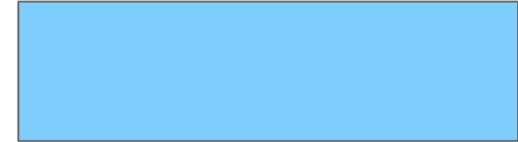
## Revisions

- Support for Social Studies and NGSS
- Common Core to target EL strategies and standards.
- ACEs course/STEEL with identified outcomes, audience, and pedagogy
- Restorative Practices to include equity and implicit bias training



## Additions

- All staff training on instruction for English learners, best 1st instruction
- 21st Century Learning as outlined in Grad Profile
- Reading instruction with secondary students
- Support for CTE pathways
- EL data system
- Counseling
- DSHS Vice Principal FTE



## Omissions

- ELA/ELD purchases
- MME Chorus
- MTSS position
- Goal setting



- LCAP as a Communication Tool
- Primary Equity Document
- Clear Instructional Goals
- Reflective of Community Need
- Dynamic

# Local Control Accountability Plan 2018-2019