



Board of Education

May 17, 2018

Local Control Accountability Plan

Review of Changes from current LCAP to 2018-2019

The LCAP Components

Component Parts to Goals, Actions, and Services

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

Expected Outcomes these are the student outcomes we anticipate with implementation of actions and services over time.

Actions and Services that promote the goal, identified specifics to include spending, and includes the spending source.

Considerations



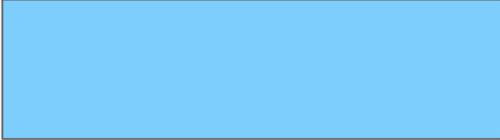
Greatest Progress

- 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.
- Address students in crisis and mental health.



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

Monetary changes in 2018-2019

- LCFF remains unchanged
 - No “set asides” for adoption(s)
- Supplemental increased \$400,000
 - Must address needs of unduplicated students
- No other federal or local sources

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 21st century.

WHAT (Goals)

21st 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**

Goal 1: 2018 - 2019



Revisions

- Professional Growth to support PLC's now states "through facilitation and paid release time to include new frameworks and standards."



Additions

- Professional Learning to support 21st Century Teaching and Learning and skills outlined in the Graduate Profile
- A CTE position funded through the CTEIG grant to support internships and community outreach
- After school robotics at every elementary site



Omissions

- DJUSD will continue to maintain a 24:1 ratio in TK-3, but deleted from LCAP

All students will experience 21st Century Teaching and Learning

Goal 2: 2018 - 2019



Revisions

- Support for Social Studies and NGSS will come from our existing PD budget, no LCFF for full purchase
- Support of Common Core to target EL strategies and standards.
- Implementation of ELA/ELD to include purchase of Special Education support materials
- Implementation of math adoption reduced



Additions

- English Learner TOSA and data monitoring system
- PD to target ELD standards and instruction in all content classes.
- King High school release time for WASC goals.



Omissions

- We are not hiring a .50 MTSS position (addressing through other roles/systems)
- We are no longer funding “Goal Setting” as sites, programs, and staff are doing this within context of their work

Davis Joint Unified will close the achievement gap.

Goal 3: 2018 - 2019



Revisions

- District counselor to oversee Mental Health Intern reduced to by .20 (and added to Crisis)
- Manager of EL and been revised to Director of EL, World Language, Immersion
- Restorative Practices training revised to include Equity, cultural bias training
- MME choral has been revised to general music instruction



Additions

- Crisis counseling adding .40 FTE (.20 from MHIP)
- Increase of elementary counseling of 4.0 FTE
- Increase DSHS VP by .40 FTE to supervise counseling and course access for unduplicated
- Increase nursing .50 to include instruction opportunities 10-12
- Support of student gatherings, access to mentors, etc. on campus



Omissions

Classrooms and communities will be safe and inclusive environments.



- Public review period of draft starts now
- Approval in June
- Feedback can be sent to Instructional Services at instservices@djud.net

Local Control Accountability Plan 2018-2019