



DAVIS JOINT UNIFIED SCHOOL DISTRICT

# Strategic Plan Overview

Davis, California  
July 2023



# Outline

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# Setting the Stage



# The Charge

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Develop the **strategic alignment plan**, in a way that:



1. Clarifies the **goals and measures** of student achievement;



2. Outlines the **roadmap** for accomplishing the goals;



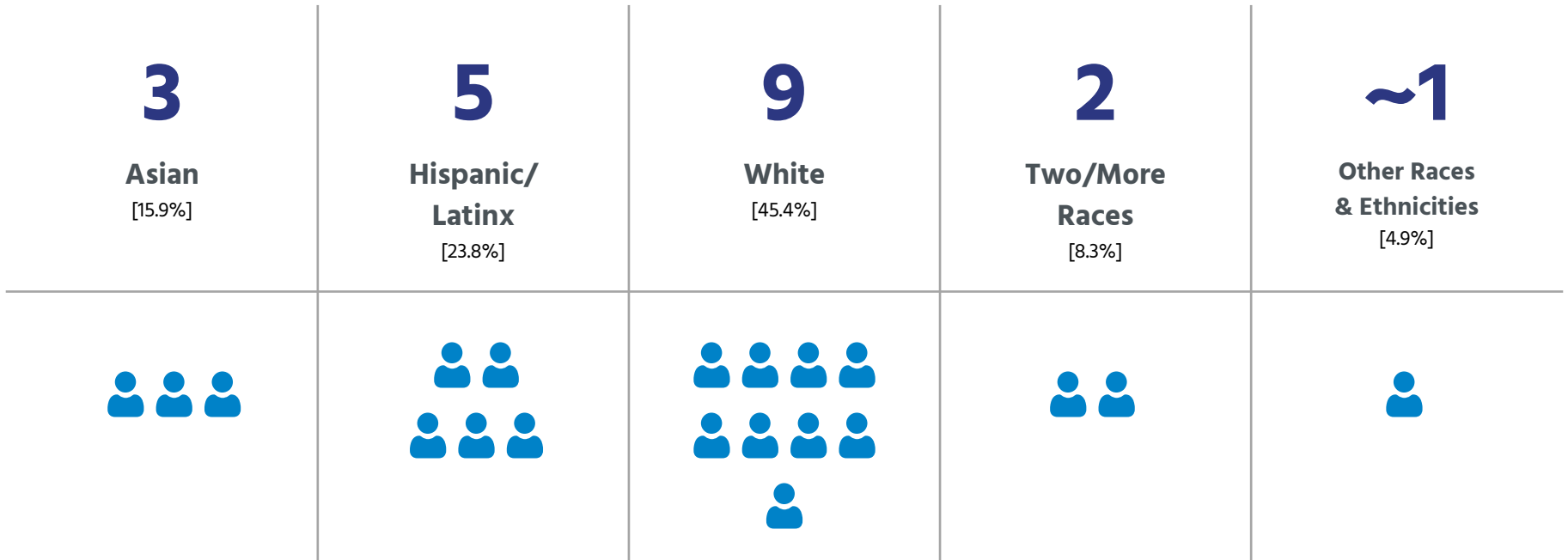
3. Embraces the **diverse voices** of all communities of interest;



4. Mobilizes **leadership** for courageous action at all levels.

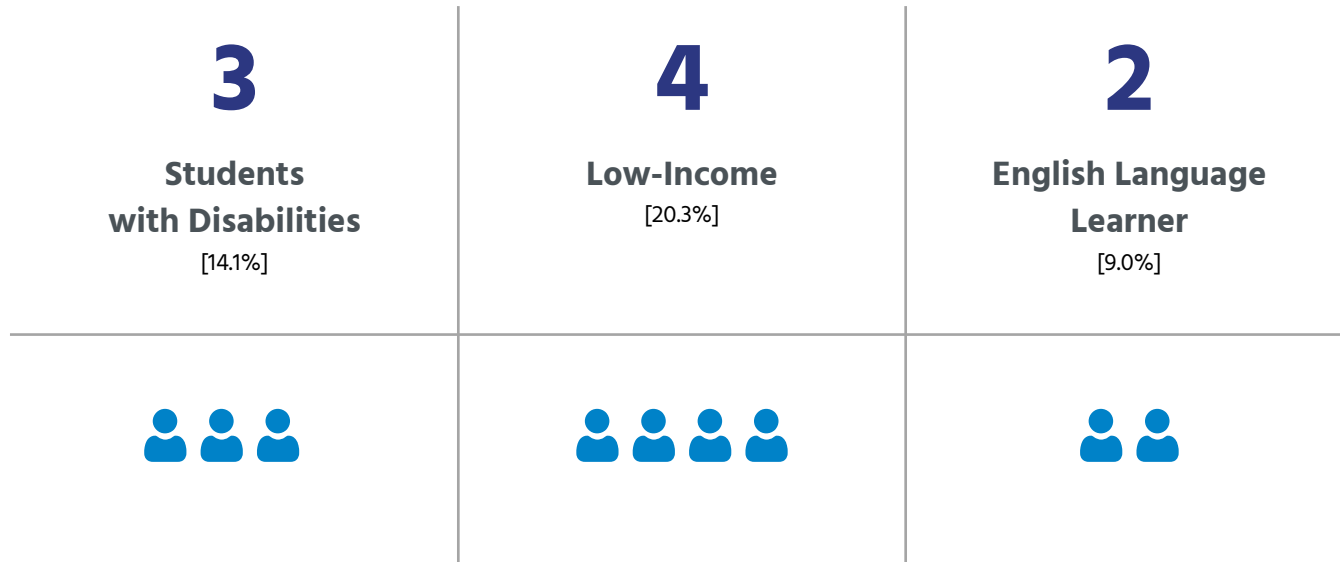
# Profile of Our Students

Out of every 20 students...



# Profile of Our Students

Out of every 20 students...



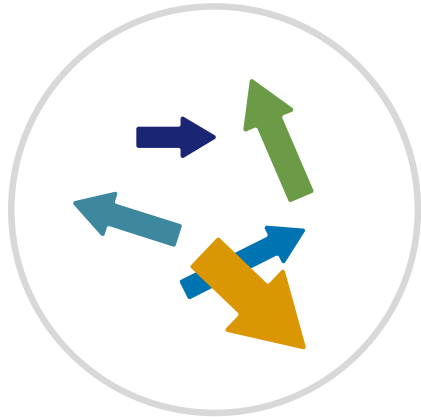
# Embracing Diverse Voices & Perspectives



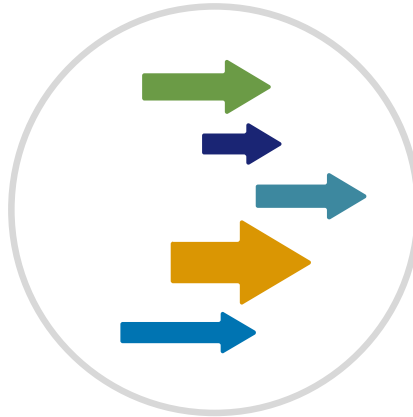
# The Power of Alignment

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## Misalignment



## Alignment



A primary aim of  
*planning*  
is unity of purpose, or  
**alignment**

**Alignment:** getting people, process, program and structure on the same page, going in the same direction.



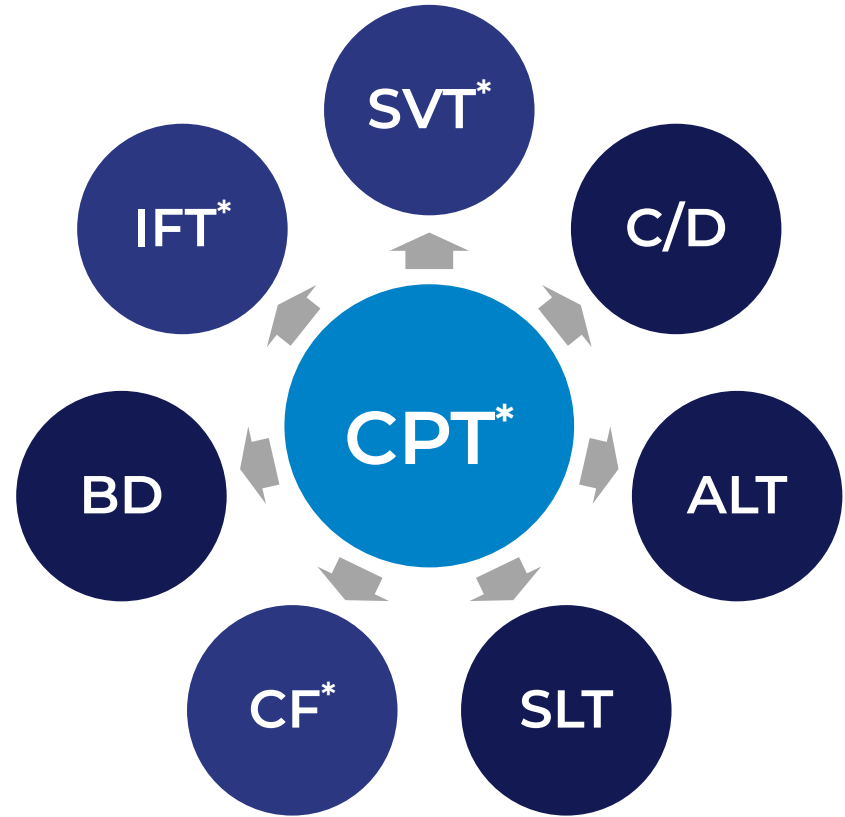
# Embracing Diverse Voices & Perspectives

Meaningful engagement  
strengthens understanding,  
appreciation and commitment.



# “Reality Check” Teams & Listening Sessions

<b>SVT</b>	Student Voice Team
<b>CPT</b>	Core Planning Team
<b>IFT</b>	Instructional Focus Team
<b>C/D</b>	Campus/Department Team
<b>ALT</b>	Alignment Team
<b>BD</b>	Board Review Team
<b>CF</b>	Community Forums
<b>SLT</b>	Superintendent’s Leadership Team



*\* Required*

# Strategic Planning Meetings

<b>Student Voice Team</b>	<b>2022:</b> Oct 3 - 7	<b>Board Review</b>	<b>2023:</b> Mar 2   June 15
<b>Core Planning Team</b>	<b>2022:</b> Oct 24 - 25   Nov 14   Dec 5	<b>Alignment Team</b>	<b>2022:</b> Oct 24   Nov 15   Dec 7
	<b>2023:</b> Jan 23   Feb 27   May 18   May 25		<b>2023:</b> Jan 11   May 24
<b>Instructional Focus Team</b>	<b>2022:</b> Nov 2 - 3   Dec 12	<b>Principals / Admin / Cabinet</b>	<b>2022:</b> Nov 8
	<b>2023:</b> Jan 26   May 16   May 25		<b>2023:</b> Feb 10   Mar 3   Mar 14   May 3   May 5   May 12
<b>Community Forum</b>	<b>2022:</b> Dec 7 - 8	<b>Campus / Department</b>	<b>2023:</b> Apr 14 - 17 window

# Core Planning Team

<b>Alisha Woo</b>	<i>Parent, Special Education Preschool</i>
<b>Amelia Hess</b>	<i>Principal, Montgomery Elementary School</i>
<b>Anna Lawrence</b>	<i>Parent, Birch Lane Elementary School</i>
<b>Anna Tian</b>	<i>Student, Holmes Jr. High School</i>
<b>Arielle Deem</b>	<i>Teacher, Da Vinci Charter Academy</i>
<b>Beau Runyan</b>	<i>Instructional Technology Specialist, District Office</i>
<b>Bindhu Millar</b>	<i>Parent</i>
<b>Blair Howard</b>	<i>Teacher, King High School</i>
<b>Brennan Hart</b>	<i>Student, Emerson Jr. High School</i>
<b>Bryce Geigle</b>	<i>Principal, Davis Senior High School</i>
<b>Chelsea Le</b>	<i>Teacher on Special Assignment, Multilingual Education-District Office</i>
<b>Chloe Price</b>	<i>Student, Davis Senior High School</i>

<b>Chrissy Rudell Hill</b>	<i>Teacher, King High School/Davis School for Independent Study</i>
<b>Christopher Fluetsch</b>	<i>Librarian, Willett Elementary School</i>
<b>Cindy Calvo</b>	<i>Paraeducator Coordinator, District Office</i>
<b>Deborah Garrity</b>	<i>Teacher, Willett Elementary School</i>
<b>Donna Weaver</b>	<i>Parent, Davis Senior High School</i>
<b>Elaine Cerveno</b>	<i>Parent, Davis Senior High School</i>
<b>Elena Fuchs</b>	<i>Parent, Patwin Elementary School</i>
<b>Eva Peterson</b>	<i>Parent, Holmes Jr. High School</i>
<b>Evrydiki Vougiouka</b>	<i>Student, Holmes Jr. High School</i>
<b>Helke Farin</b>	<i>Teacher, Davis Senior High School</i>
<b>Isabella Mendiola</b>	<i>Student, Holmes Jr. High School</i>

<b>James Cabbage</b>	<i>Parent, Davis School for Independent Study</i>
<b>Janell Campbell</b>	<i>Teacher, Pioneer Elementary School</i>
<b>Jared Hippler</b>	<i>Teacher</i>
<b>Jason Honig</b>	<i>Parent, Pioneer Elementary School</i>
<b>Jay Schumaker</b>	<i>Parent, Davis Senior High/Holmes Jr. High/Birch Lane Elementary</i>
<b>Jennifer Abbanat</b>	<i>Parent, Davis Senior High School/Davis School for Independent Study</i>
<b>Jolanda Blackwell</b>	<i>Teacher, King High School</i>
<b>Juli Chang</b>	<i>Teacher, Birch Lane Elementary School</i>
<b>Kaia Perkins</b>	<i>Student, Davis Senior High School</i>
<b>Kate Snow</b>	<i>Coordinator of School Climate, District Office</i>

## Core Planning Team (Continued)

<b>Kathy Roggenbuck</b>	<i>Reading Specialist, North Davis Elementary School</i>
<b>Katie DelaVaughn</b>	<i>Parent, Korematsu Elementary School</i>
<b>Kellie Sequeira</b>	<i>Teacher, Birch Lane Elementary School</i>
<b>Kim Yribarren</b>	<i>Parent, Willett Elementary School/Holmes Jr. High School</i>
<b>Laura Ghiron</b>	<i>Parent, Davis Senior High School</i>
<b>Marissa Weiss</b>	<i>Parent, Korematsu Elementary School</i>
<b>Martina Baeza</b>	<i>Student, Da Vinci Charter Academy</i>
<b>Maryam El-Mashad</b>	<i>Student, Davis Senior High School</i>
<b>Mattias Rowenbale</b>	<i>Student, Davis Senior High School</i>
<b>Patricia Mueller-Moule</b>	<i>Parent, Davis Senior High School/Birch Lane Elementary School</i>

<b>Peggy Enderle</b>	<i>Parent, Emerson Jr. High/Davis Senior High School</i>
<b>Quynh Cao</b>	<i>Parent, Emerson Jr. High/Davis Senior High School</i>
<b>Samantha King</b>	<i>Parent, Davis Senior High School/King High School</i>
<b>Sarah Roseen</b>	<i>Principal, North Davis Elementary School</i>
<b>Shabnam Singh</b>	<i>Parent, Harper Jr. High School</i>
<b>Sukhi Gill</b>	<i>Parent, Willett Elementary School</i>
<b>Tom Adams</b>	<i>Community Member/ Former Trustee - Board of Education</i>
<b>Tyler Millsap</b>	<i>Principal, Da Vinci Charter Academy</i>
<b>Val Gerriets</b>	<i>Parent, Patwin Elementary School</i>
<b>Yasmin Moule</b>	<i>Student, Davis Senior High School</i>
<b>Yilma Tilahun</b>	<i>Parent, Davis Senior High School</i>



# Alignment Team

<b>Andrea Gaytan</b>	<i>Dean, Sacramento City College - Davis Center</i>
<b>Bobbi Vaughn</b>	<i>Director, Davis Chamber of Commerce</i>
<b>David Taormino</b>	<i>Community Member</i>
<b>Emily Ault</b>	<i>Community Member</i>
<b>Eric Roe</b>	<i>Parent, Emerson Jr. High/Davis Senior High School</i>
<b>Garth Lewis</b>	<i>Superintendent, Yolo County Office Of Education</i>
<b>Kelly Stachowicz</b>	<i>Assistant City Manager, City of Davis</i>
<b>Meghan Russell</b>	<i>Executive Director/Parent, Davis Farm to School/Pioneer Elementary School</i>

<b>Sheila Allen</b>	<i>Board of Supervisors, Yolo County</i>
<b>Susan Lovenburg</b>	<i>Community Member</i>
<b>Will Arnold</b>	<i>Mayor, City of Davis</i>



# Instructional Focus Team

<b>Chandra Wengler</b>	<i>Vice Principal, Davis Senior High School</i>
<b>Helke Farin</b>	<i>CTE Program Lead, Health Science Med Tech Instructor</i>
<b>Ingrid Salim</b>	<i>Teacher, North Davis Elementary School</i>
<b>Jessica Spiropoulos</b>	<i>Speech Therapist</i>
<b>Jennifer Higley-Chapman</b>	<i>Paraeducator, Harper Jr. High School</i>
<b>Jolanda Blackwell</b>	<i>Teacher, King High School</i>
<b>Kaitlyn Sangster</b>	<i>Teacher, Da Vinci Charter Academy</i>
<b>Leonie Pickett</b>	<i>Teacher, Da Vinci Charter Academy</i>
<b>Matthew Tealdi</b>	<i>Teacher, Pioneer Elementary School</i>

<b>Mele Blackstone</b>	<i>Teacher, Emerson Jr. High School</i>
<b>Niki Reina-Guerra</b>	<i>Differentiation Specialist, Instructional Services</i>
<b>Sarah Dhah</b>	<i>Director, Special Education</i>
<b>Sarah Roseen</b>	<i>Principal, North Davis Elementary</i>
<b>Sovandara Chhin</b>	<i>Teacher, Birch Lane Elementary School</i>
<b>Sydney Santana</b>	<i>Teacher, Montgomery Elementary School</i>
<b>Tim McCormick</b>	<i>Teacher, Emerson Jr. High School</i>
<b>John Langer</b>	<i>Paraeducator, Emerson Jr. High School</i>
<b>Kelly Carlson</b>	<i>Teacher, Willett Elementary School</i>
<b>Victor Lagunes</b>	<i>Teacher/Davis Teachers Association President, Da Vinci Jr. High Charter Academy</i>



## Superintendent Leadership Team

<b>Matt Best</b>	<i>Superintendent</i>
<b>Julie Corona</b>	<i>Associate Superintendent of Administrative Services</i>
<b>Troy Allen</b>	<i>Associate Superintendent of Instructional Services</i>
<b>Laura Juanitas</b>	<i>Associate Superintendent of Student Support Services</i>
<b>Cara Messmore</b>	<i>Director of Student Support Services</i>
<b>Scott Thomsen</b>	<i>Director of Instructional Technology</i>
<b>Matt Duffy</b>	<i>Director of Elementary Education and Leadership</i>
<b>Ricardo Perez</b>	<i>Director of Multilingual Education</i>
<b>Kristin Conner</b>	<i>Public Information Officer</i>
<b>Amari Watkins</b>	<i>Associate Superintendent of Business Services</i>
<b>Sarah Dhah</b>	<i>Director of Special Education</i>

## Board of Education

<b>Lea Darrah</b>	<i>President</i>
<b>Betsy Hyder</b>	<i>Vice-President/Clerk</i>
<b>Elizabeth Moon</b>	<i>Trustee</i>
<b>Hiram Jackson</b>	<i>Trustee</i>
<b>Joe DiNunzio</b>	<i>Trustee</i>

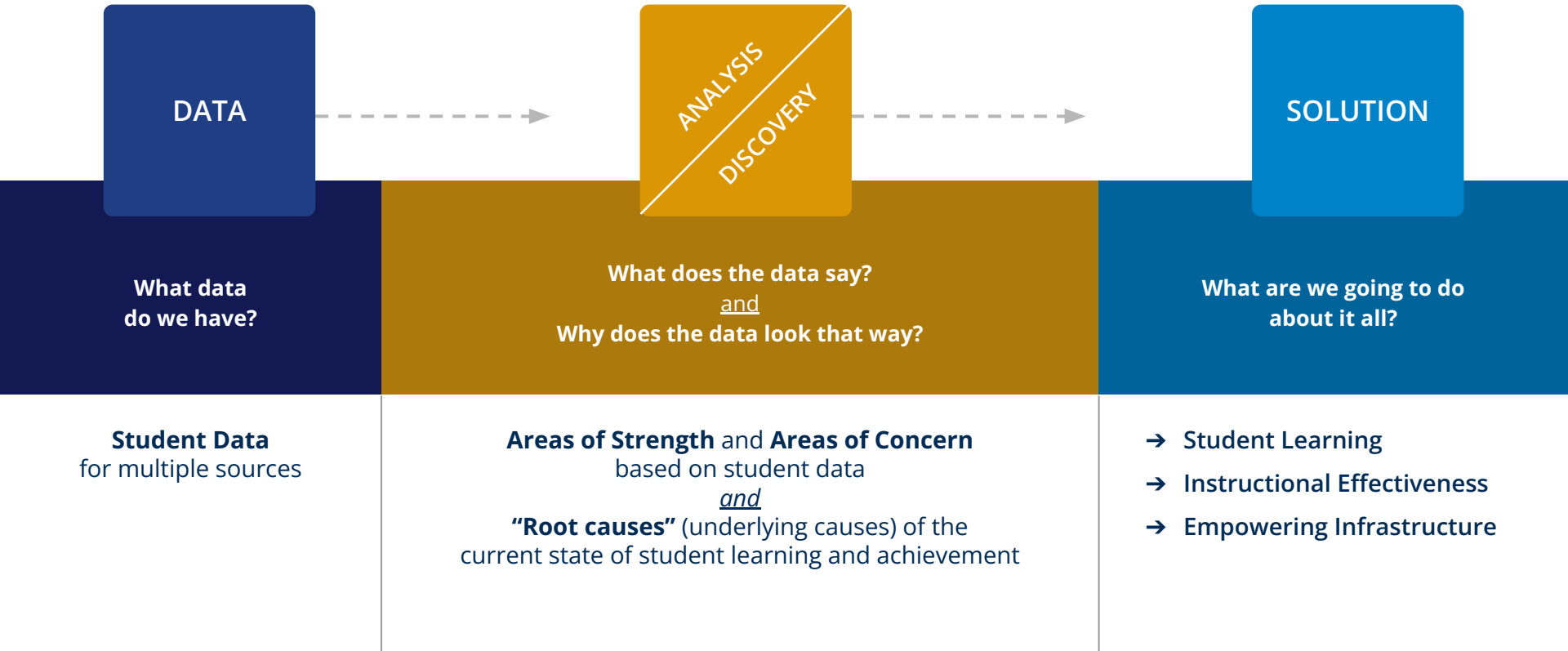




# Strategic Planning Framework

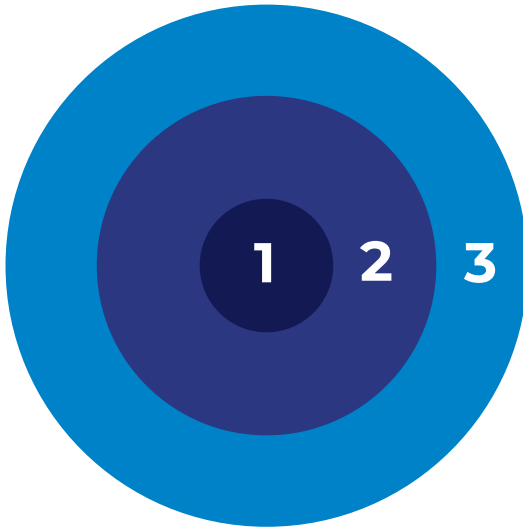


# A Data-driven, Equity-focused Planning Process



# Equity-Centered Strategic Planning

*"Keeping ends and means in proper sequence."*



## 1. Student Learning

- The DJUSD Mission
- Equity Policy
- Graduate Profile
- Goals & Measures of Student Progress
- Excellence Targets

## 2. Instructional Effectiveness

- "Four Pillars" (Building Blocks)
- Professional Practices for Effective Instruction

## 3. Empowering Infrastructure

- Strategy Map: Strategic Priorities & Key Actions
- Roadmap for Disciplined Implementation

# Highlights of Student Experiences, Growth & Achievement



## Highlights of Student Experiences, Growth and Achievement: INTRODUCTION

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The Davis Joint USD strategic planning process was informed by a comprehensive analysis of student data from multiple sources. The data sources included the following:

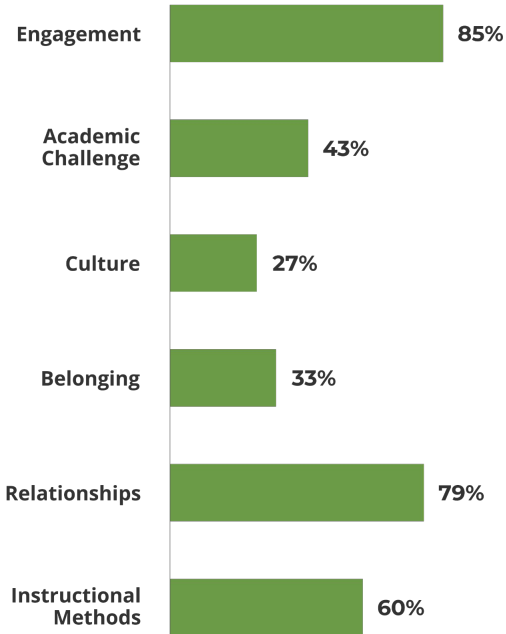
1. Student responses from the **Youth Truth survey** administered in 2020. The domains covered by that survey included *Relationship, Academic Challenge, Engagement, School Culture, Instructional Methods, and Belonging*.
2. **Student Voice** focus group discussions with representative sample of elementary, middle, and high school students. The discussions explored three areas: *Areas of Strengths, Areas of Need, and What Matters Most*.
3. **Student Outcomes** data, including chronic absenteeism; achievement in English language arts, math, and science; and 4-year and 5-year high school graduation rates.
4. **Student Access** data, including availability and enrollment in advanced courses.

The data were disaggregated to highlight relative experiences and performance by student characteristics, such as grade level, race/ethnicity, social-economic background, special education status, English language proficiency, and gender.

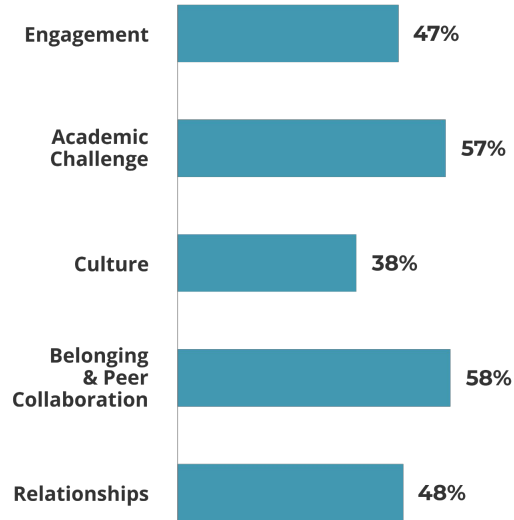
Summary highlights of the data are presented in this report. More complete analysis that informed the strategic DJUSD planning process can be found on the district website.

# 2022 Youth Survey: Summary Results

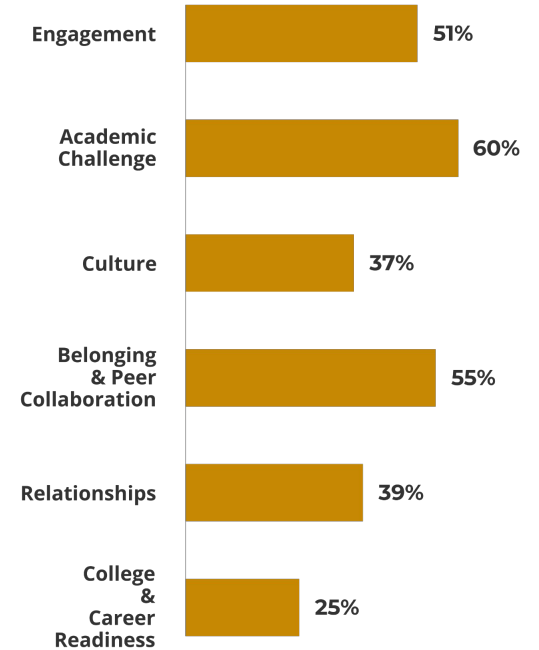
## Elementary: Grades 3-6



## Junior High: Grades 7-9



## High School: Grades 10-12



## Highlights of Youth Truth Survey Results: **ELEMENTARY**

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- Highest positive ratings for *Engagement* (85%) and *Relationships* (79%).
- Least positive ratings for *Belonging* (33%) and *Culture* (27%)

Some variation in relative ratings by certain student groups:

- Less positive responses by students who self-identified as “something other than boy or girl;” by Native Hawaiian/Pacific Islanders
- More positive responses by Middle Eastern/North African students

# 2022 Youth Truth Survey: ELEMENTARY COMPARISONS

	Average % Positive Rating	Grade Level				Gender Identity			English Learner Status		Economic Status	
		3rd Grade	4th Grade	5th Grade	6th Grade	Boy	Girl	Something other than a boy or girl	Non-English Learner	English Learner	Non-Socioeconomically Disadvantaged	Socioeconomically Disadvantaged
<b>Elementary (Grades 3-6) Summary Measures</b>	(Respondents who said: "Agree" i.e. Percent Positives)											
1 Engagement	85.0	-2.0	1.0	2.0	-1.0	-1.0	2.0	-9.0	1.0	-9.0	1.0	-4.0
2 Academic Challenge	43.0	4.0	4.0	-3.0	-5.0	-3.0	4.0	-10.0	-1.0	9.0	-1.0	5.0
3 Relationships	79.0	3.0	3.0	-2.0	-3.0	-1.0	2.0	-10.0	0.0	2.0	0.0	-1.0
4 Culture	27.0	4.0	5.0	-3.0	-4.0	3.0	-2.0	-9.0	0.0	2.0	0.0	-2.0
5 Instructional Methods	60.0	-7.0	-3.0	2.0	6.0	-4.0	3.0	-4.0	0.0	-4.0	0.0	0.0
6 Belonging	33.0	5.0	5.0	-4.0	-4.0	0.0	2.0	-14.0	0.0	2.0	0.0	-2.0



## Highlights of Youth Truth Survey Results: JUNIOR HIGH SCHOOL

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- Positive ratings lower than 60% for each domain; highest positive ratings for *Belonging & Peer Collaboration* (58%) and *Academic Challenge* (57%).
- Least positive ratings for *Engagement* (47%) and *Culture* (38%).
- In general, responses were significantly less positive for students who indicated gender preference other than boy/man or girl/woman, as well as for LGBTQ+ and English Learners.
- In general, 7<sup>th</sup> grade students expressed more positive responses than 8<sup>th</sup> and 9<sup>th</sup> graders.

## Highlights of Youth Truth Survey Results: HIGH SCHOOL

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Some variation in relative ratings by certain student groups:

- Positive ratings no higher than 60% for each domain; highest positive ratings for *Academic Challenge* (58%) and *Belonging & Peer Collaboration* (55%).
- Least positive ratings for *Culture* (37%) and *College & Career Readiness* (25%)
- In general, responses were significantly less positive for students who indicated gender preference other than boy/man or girl/woman; as well as for Black/African American students

# Highlights of Student Growth & Achievement

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## *Chronic Absenteeism*

- District-wide, the highest chronic absenteeism rates for African American (16%), American Indian/Alaskan Native (23%), Hispanic/Latino (11%), Low-income (15%), English Learners (10%), and Students with Disabilities (12%)
- At the school level, King High School reported the highest school-wide chronic absenteeism rate (73%), followed by Davis School for Independent Study (22%). Lowest school-level rates reported for Willett Elementary (1%), Chavez Elementary (2%), Da Vinci Charter Academy (2%), and Emerson Junior High School (3%).

## Achievements in English Language Arts (ELA)

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- Based on 2022 district-wide performance, approximately 14 out of every 20 students (70%) in Grades 3-8 and 11 met/exceeded standards on the statewide ELA tests
- For Asian, White, and Multiracial students, at least 75% passed the state tests, compared to fewer than half (50%) of African American, Hispanic, or American Indian/Alaskan Native students.
- 8 out of every 20 low-income students and 7 out of every 20 Students with Disabilities met/exceeded state standards.
- The relative performance of English Learners was the lowest among all student groups: approximately 2 out of every 20 EL students met/exceeded state standards.
- At the school level, Willett Elementary, Chavez Elementary, Pioneer Elementary, Emerson Junior High School, and Davis Senior High School each had at last 15 out of every 20 students meeting/exceeding state standards. Conversely, in most of the DJUSD schools, fewer than 4 out of every 20 students met or exceeded state standards.

# Achievements in English Language Arts: BY GRADE LEVEL

0 out of every 20 students Meeting/ Exceeding standards.

Heat map shading corresponds to # of students out of every 20 meeting/exceeding standards.

20 out of every 20 students Meeting/ Exceeding standards

**# of students out of every 20**  
**Districtwide - Proficient/Advanced on Statewide ELA Assessment BY GRADE LEVEL & SUBGROUP**

2022 CAASPP ELA	Districtwide	African American	American Indian / Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
Grade 3	13	6	*	16	*	8	*	13	14	3	6	8
Grade 4	14	10	*	17	*	9	*	15	15	3	7	8
Grade 5	14	8	*	16	*	9	*	16	16	1	7	6
Grade 6	14	6	*	17	*	8	*	17	15	2	6	7
Grade 7	14	8	*	17	*	10	*	14	14	1	8	5
Grade 8	13	7	*	15	*	9	*	17	14	1	8	5
Grade HS (11)	15	12	*	18	*	10	*	17	17	0	11	5
<b>Districtwide (All Grades)</b>	<b>14</b>	<b>8</b>	<b>7</b>	<b>16</b>	<b>16</b>	<b>9</b>	<b>16</b>	<b>16</b>	<b>15</b>	<b>2</b>	<b>8</b>	<b>7</b>

# Achievements in Mathematics

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- Based on 2022 data, student achievement patterns in Mathematics closely mirrored the patterns in ELA
- District-wide, approximately 12 out of every 20 students (60%) in Grades 3-8 and 11 met/exceeded standards on the statewide Math tests
- For Asian, White, and Multiracial students, at least 70% passed the state tests, compared to 6 out of every 20 (30%) of African American student; 7 out of every 20 (35%) Hispanic/Latino students, and 4 out of every 20 (20%) American Indian/Alaskan Native students.
- 5 out of every 20 low-income students (25%); 6 out of every 20 Students with Disabilities (30%); and 3 out of every 20 English Learners (15%) met/exceeded state standards.
- At the school level, Willett Elementary, Chavez Elementary, Pioneer Elementary, and Holmes Junior High School, each had at last 14 out of every 20 students (70%) meeting/exceeding state standards in Math.

# Achievements in Mathematics: BY SCHOOL

# of students out of every 20  
Proficient/Advanced on Statewide Math Assessment BY SCHOOL SITE & SUBGROUP (2022)

2022 CAASPP Math	Schoolwide	Black or African American	American Indian / Alaskan Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	Two or More Races	White	English Language Learners	Low-Income	Students with Disabilities
Birch Lane Elementary	11	*	*	16	*	5	*	12	12	5	4	5
Chavez Elementary	16	*	*	20	*	1	*	16	17	*	8	12
Fairfield Elementary	*	*	*	*	*	*	*	*	*	*	*	*
Korematsu Elementary	11	3	*	0	*	7	0	11	13	3	5	4
Montgomery Elementary	7	*	*	*	*	3	0	*	13	1	2	5
North Davis Elementary	13	5	*	16	*	9	0	13	15	8	8	9
Patwin Elementary	12	*	*	15	*	4	*	14	15	1	8	6
Pioneer Elementary	15	*	*	16	*	9	*	14	16	10	5	7
Willett Elementary	15	*	*	18	*	11	0	18	15	7	9	13
Emerson Junior High School	13	*	*	15	*	9	*	15	13	*	8	5
Harper Junior High School	10	1	*	15	*	4	*	12	12	2	3	2
Holmes Junior High School	14	*	*	17	*	7	*	15	15	3	7	6
Da Vinci Charter Academy (Grades 7-12)	10	*	*	15	*	7	*	12	11	*	7	5
Davis Senior High School	12	11	*	16	*	6	*	13	15	0	5	0
King High School	*	*	*	*	*	*	*	*	*	*	*	*
Davis School for Independent Study	11	*	*	11	*	1	*	15	13	*	4	*

## Achievements in Science

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- Based on 2022 district-wide data, student performance on the statewide Science tests for 5th, 8th and 11th graders was lower than in ELA or Math. Between 50%-60% of all students met/exceeded state standards.
- Asian, White and Multiracial students performed better than other racial/ethnic student-groups.
- The relative performance of English Learners (zero out of every 20 students met standards), low-income (zero out of every 20 students), and Students with Disabilities (3 out of every 20 students) were particularly low.
- At the school level, Chavez Elementary, Willett Elementary and Pioneer Elementary were strongest; each school had at least 14 out of every 20 students (70%) meeting/exceeding state standards in Science.



## High School Graduation Rates

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- In 2021-2022 school year, the 4-year Adjusted Cohort graduation rates were relatively high for all student-groups: 95% district-wide average; 100% for African American students; 98% for Asians; 88% for Hispanics; 91% for English Learners; 89% for low-income students; and 83% for Students with Disabilities.
- Davis Senior High School had the highest average graduation rate (98%). King High School had the lowest (62%).

## 2020-21: Advanced Placement Coursework

	Da Vinci Charter Academy	Davis Senior High School
<b>Percent of Students in AP Courses</b>	27.9	48.3

This table displays the number of AP courses offered at this school where there are student course enrollments of at least one student.

Subject	# AP courses offered	# AP courses offered
Computer Science	2	0
English	0	0
Fine and Performing Arts	1	11
Foreign Language	1	7
Mathematics	2	13
Science	0	10
Social Science	0	13
<b>Total AP Courses Offered</b>	<b>6</b>	<b>54</b>

# The Plan





CIRCLE #1

# Student Learning



- The DJUSD Mission
- Equity Policy
- Graduate Profile
- Goals & Measures of Student Progress
- Excellence Targets

# The DJUSD Mission



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.

Adopted by the Board of Education - March 6, 2014

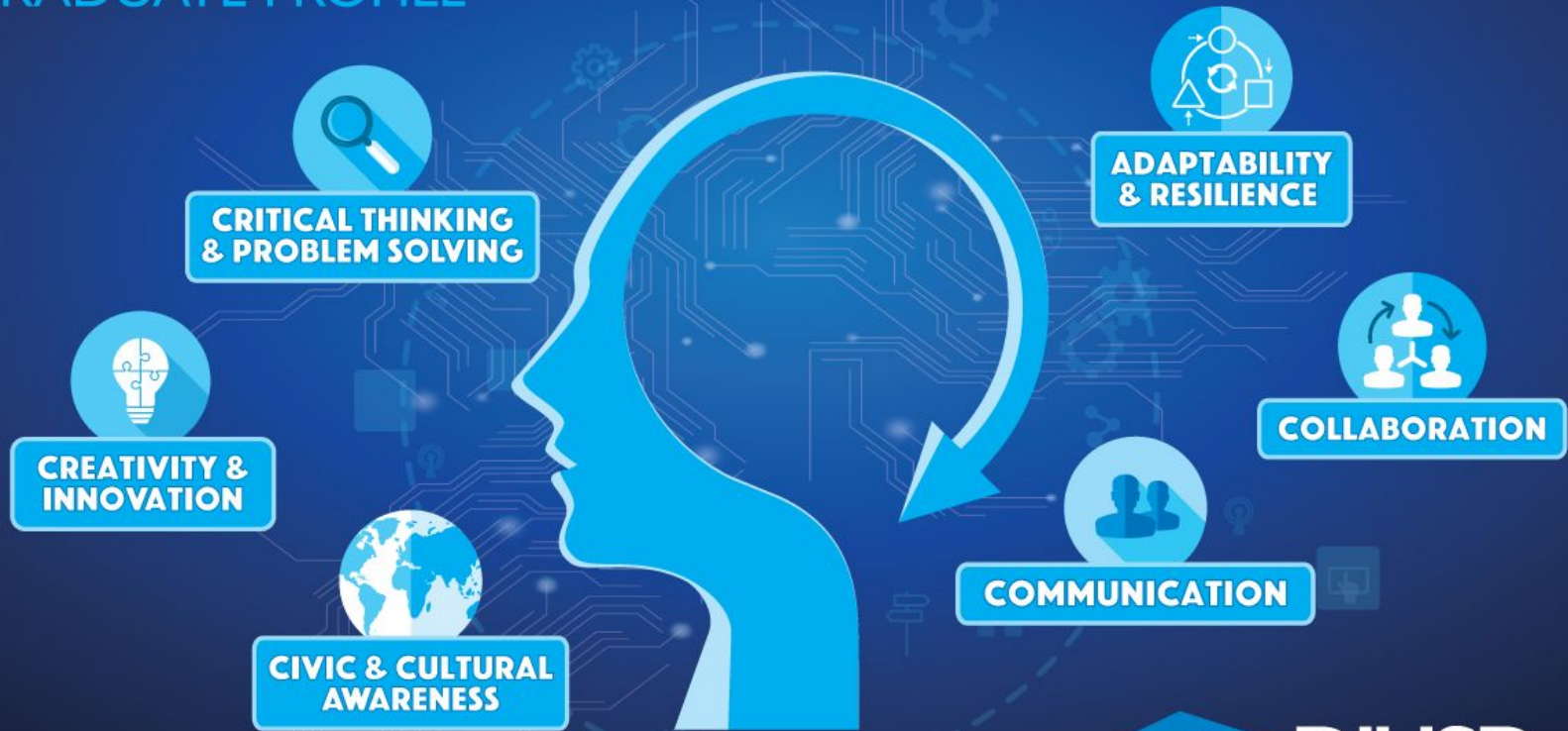
# Equity Policy

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The Governing Board believes that the diversity that exists among the district's community of students, staff, parents/guardians, and community members is integral to the district's vision, mission and goals. Addressing the needs of the most marginalized learners requires recognition of the inherent value of diversity and acknowledgement that educational excellence requires a commitment to equity in the opportunities provided to students and the resulting outcomes.

Source: [Equity Policy 0415](#)

# GRADUATE PROFILE



**DJUSD**

DAVIS JOINT UNIFIED  
SCHOOL DISTRICT

April 19, 2018

# Goals for Student Success



GOAL #1

**Student  
Well-being  
& Belonging**



GOAL #2

**Equitable  
Access  
&  
Opportunity**



GOAL #3

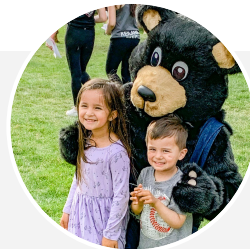
**Student  
Engagement  
& Continuous  
Academic  
Growth**



GOAL #4

**Confident  
Graduates,  
Prepared  
for Life**





## GOAL #1

# Student Well-being & Belonging

*Every student will experience a positive and inclusive school community, characterized by a climate of belonging that nurtures agency and social-emotional, physical and mental well-being.*

## MEASURES

- A. Student perception and experience of safety, inclusion and belonging
- B. Student progress toward social-emotional and mental health standards (SEL Standards)
- C. Student participation in at least one decision-making or leadership role at school or in the broader community each year



## GOAL #2

# Equitable Access & Opportunity

*Every student will have equitable access to inclusive, proactive, and flexible systems of support, experiences, and resources necessary to close opportunity gaps and attain academic and personal milestones.*

## MEASURES

- A. Student engagement in and out of school throughout the years in school
- B. Reduction of disproportionality in referral for special services and advanced coursework
- C. Student equitable access to timely academic interventions and social-emotional/behavioral supports

### GOAL #3

# Student Engagement & Continuous Academic Growth

*Every student will identify educational goals, acquire the foundational skills, and demonstrate continuous growth toward realizing their academic potential.*



## MEASURES

- A. Student academic progress based on a standards-based grading system, course grades or GPA
- B. Student demonstration of learning through presentations of academic progress, goals, and learning to teachers, families, or community members (e.g., formal portfolio, capstone presentation, student-led conferences)
- C. Student engagement in goal-setting, progress monitoring and personal development plan

### GOAL #4

# Confident Graduates, Prepared for Life

*Every graduate will transition confidently to post-secondary life, prepared by diverse learning experiences and their acquisition of the competencies in DJUSD's Graduate Profile.*



### MEASURES

- A. Student demonstration of growth toward the DJUSD Graduate Profile
- B. Student meeting graduation requirements
- C. Student completion of a High School and Beyond Plan aligned to their post-secondary interests
- D. Student post-graduation feedback regarding their readiness for and progress in life after high school completion

# Goals & Measures of Student Progress

## MEASURES

GOAL #1

### Student Well-being & Belonging

- A. Student perception and experience of safety, inclusion, and belonging
- B. Student progress toward social-emotional and mental health standards (SEL Standards)
- C. Student participation in at least one decision-making or leadership role at school or in the broader community each year

GOAL #2

### Equitable Access & Opportunity

- A. Student engagement in and out of school throughout the years in school
- B. Reduction of disproportionality in referral for special services and advanced coursework
- C. Student equitable access to timely academic interventions and social-emotional/behavioral supports

GOAL #3

### Student Engagement & Continuous Academic Growth

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GOAL #4

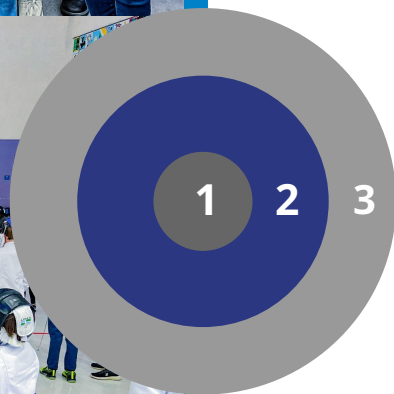
### Confident Graduates, Prepared for Life

- A. Student demonstration of growth toward the *DJUSD Graduate Profile*
- B. Student meeting graduation requirements
- C. Student completion of a *High School and Beyond Plan* aligned to their post-secondary interests
- D. Student post-graduation feedback regarding their readiness for and progress in life after high school completion



CIRCLE #2

# Instructional Effectiveness



- “Four Pillars” (Building Blocks)
- Professional Practices for Effective Instruction

# Four Pillars

## Building Blocks for Action

Our **Four Pillars** describe the capabilities we need to develop to accomplish our Goals for student success. They are the building blocks for action and decision-making, and provide a durable frame for organizing and focusing our work.



# Four Pillars

**PILLAR A**  
*“Teaching & Learning”*



**Culturally Responsive, Differentiated Teaching**

Implement aligned standards-based curriculum, instruction, equitable and consistent assessment practices, within inclusive classroom cultures centered on each learner’s unique profile, varied needs and individual interests.

**PILLAR B**  
*“Schools Can’t Do It Alone”*



**Vibrant Partnerships**

Foster mutually beneficial school, family, and community partnerships and work-based learning, and build an integrated community-wide network of care to nurture the whole student.

**PILLAR C**  
*“Investing in People”*



**Systematic & Effective Supports**

Attract and retain a diverse workforce, and systematically develop the knowledge and skills of teachers, leaders, and staff regarding effective instructional practices and mastery of professional standards at all levels.

**PILLAR D**  
*“Bringing It All Together”*



**Culture of Excellence & Accountability**

Sustain a culture that emphasizes evidence-based continuous improvement, and promotes internal and external accountability for strong outcomes for all students.



# Teaching Practices

PILLAR A <b>Culturally Responsive,                      Differentiated Teaching</b>	PILLAR B <b>Vibrant                      Partnerships</b>	PILLAR C <b>Systematic &amp; Effective                      Supports</b>	PILLAR D <b>Culture of Excellence                      &amp; Accountability</b>
<p><b>T1. Equity &amp; Alignment:</b> Educators calibrate and articulate the scope of instruction by mapping objectives and mastery-based outcomes that make learning flexible, relevant, and meaningful for all students.</p> <p><b>T2. Culturally Sustaining Pedagogy:</b> Educators include diverse student voices in the core learning, embrace all student identities, and provide multiple ways for students to engage and demonstrate understanding.</p>	<p><b>T3. Empowering Family Communication:</b> Educators communicate with families early and consistently about student expectations and progress, seeking family and student involvement in open, two-way dialog.</p> <p><b>T4. Fostering Community Partnerships:</b> Educators utilize authentic community partnerships that support learning and enable students to share learning results with connected audiences.</p>	<p><b>T5. Collaborative Planning:</b> Educators use common planning time and cycle of inquiry process to co-create shared lessons and assessments that are standards-aligned and integrate effective instructional strategies.</p> <p><b>T6. Continuous Professional Learning:</b> Educators identify sources of and participate in professional learning to increase their understanding of teaching and learning.</p>	<p><b>T7. Responsive Instruction:</b> Educator teams continuously reflect on formative and summative data to inform and adjust practices to support the social-emotional and academic learning of all students.</p> <p><b>T8. Shared Ownership of Learning:</b> Educators guide all students in setting and monitoring their own progress toward meeting academic, social-emotional and behavioral goals.</p>

# Leadership Practices

PILLAR A <b>Culturally Responsive,                      Differentiated Teaching</b>	PILLAR B <b>Vibrant                      Partnerships</b>	PILLAR C <b>Systematic &amp; Effective                      Supports</b>	PILLAR D <b>Culture of Excellence                      &amp; Accountability</b>
<p><b>L1. Dedicated Collaborative Time:</b> Leadership Team provides dedicated and collaborative time for diversifying and mapping curriculum across interdisciplinary teams; and facilitates a school-wide dialogue that makes student learning visible.</p> <p><b>L2. Guidance &amp; Support:</b> Leadership Team provides guidance, resources, and opportunities for feedback to support teachers in developing culturally sustaining practices and adding multiple perspectives to the curriculum.</p>	<p><b>L3. Addressing Barriers:</b> Leadership Team addresses barriers that limit family and community partnership with our schools and engagement in student learning.</p> <p><b>L4. Involvement in Decision Making:</b> Leadership Team embraces the input of students, family, and community regarding key decisions, establishing goals and effective practices.</p>	<p><b>L5. Supporting Collaboration:</b> Leadership Team ensures that consistent and frequent time and resources are allocated for horizontal and vertical educator collaboration.</p> <p><b>L6. Facilitating Collaboration:</b> Leadership Team facilitates establishing norms, sets expectations for collaboration with all staff and provides feedback.</p>	<p><b>L7. Monitoring Our Impact:</b> Leadership Team provides time, vision and strategy for educators to meaningfully use data to address the social-emotional and academic needs of all students.</p> <p><b>L8. Effective instructional Leadership:</b> Leadership Team designs and/or facilitates regular professional development to support and grow the effectiveness of all educators.</p>

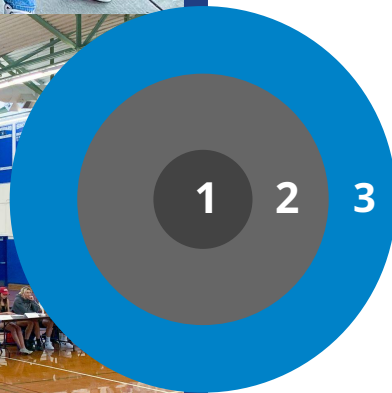
# Organizational Practices

<p>PILLAR A Culturally Responsive, Differentiated Teaching</p>	<p>PILLAR B Vibrant Partnerships</p>	<p>PILLAR C Systematic &amp; Effective Supports</p>	<p>PILLAR D Culture of Excellence &amp; Accountability</p>
<p><b>O1. Support of Learning:</b> District Leadership allocates time for training, collegial collaboration, and preparation of aligned curriculum, instruction and assessment practices.</p> <p><b>O2. Cross-School Connections:</b> District Leadership provides opportunities for virtual and in-person collaborative sharing and on-demand instructional planning support across schools.</p>	<p><b>O3. Building Connections:</b> District Leadership uses a variety of formal and informal communication to build connections and share information with school, families and the community.</p> <p><b>O4. Communication Systems:</b> District Leadership builds systems to promote two-way communication among educators, students, families, communities and leadership.</p>	<p><b>O5. Cohesive Collaboration:</b> District Leadership provides a variety of options and resources for ensuring time for educator collaboration.</p> <p><b>O6. Quality Educator Learning:</b> District Leadership invests and participates in educators’ continuous professional learning and growth by scaffolding for continuous improvement.</p>	<p><b>O7. Aligning Impact &amp; Response:</b> District Leadership focuses resources and provides structures to analyze, interpret, and align student outcomes, professional practices, and school data.</p> <p><b>O8. Growing the Team:</b> District Leadership implements a systematic, organization-wide cycle of feedback and support to nurture the continual growth of all educators.</p>



CIRCLE #3

# Empowering Infrastructure



- Strategy Map:  
Strategic Priorities & Key Actions
- Roadmap for Disciplined Implementation

# Strategy Map

## 12 Strategic Priorities

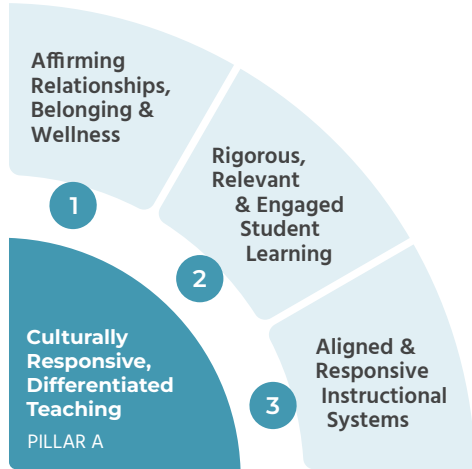
The **Strategy Priorities** and the **Key Actions** associated with them are the programs, targeted solutions, structures and processes that facilitate effective instruction and the accomplishment of the Goals for student success. Together, they constitute the **Strategy Map** – the blueprint for an empowering infrastructure, aligned to the Four Pillars.



# Strategy Map & Key Actions

## PILLAR A

### Culturally Responsive, Differentiated Teaching



#### SYSTEM-WIDE KEY ACTIONS

- A1. Commit to the development of systems that advance the foundational beliefs that all students are general education students first, and experience belonging and inclusion.
- A2. Infuse culturally sustaining pedagogy and Ethnic Studies into all grades and subject areas, which creates opportunities for student voice and choice; integration of students' knowledge, culture, and experiences; and exposure to real-world connections.
- A3. Provide teachers a K-12 Social-emotional Learning (SEL) curriculum, differentiated professional development, and ongoing support to facilitate integration of SEL in every classroom.
- A4. Teach aligned and calibrated DJUSD Graduate Profile competencies from Preschool to Grade 12.
- A5. Ensure students are engaged in regular goal-setting, progress monitoring, and the completion of a personal development plan.
- A6. Advance equitable grading practices through transparent, calibrated and explicit assessment of student learning aligned to the DJUSD Graduate Profile.

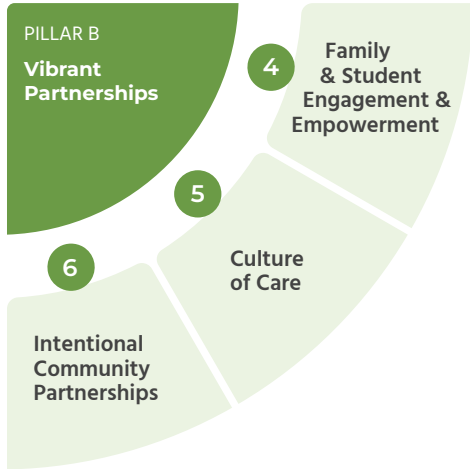
#### EQUITY-SPECIFIC KEY ACTIONS

- A6. Co-construct solutions to student concerns in order to amplify their voice and agency.
- A7. Ensure instruction is culturally responsive, identity-affirming and representative of traditionally underserved communities.
- A8. Identify and address barriers to providing two-way communication with students and families furthest from opportunity regarding the student's academic, social emotional, and behavioral progress.

# Strategy Map & Key Actions

## PILLAR B

### Vibrant Partnerships



#### SYSTEM-WIDE KEY ACTIONS

- B1. Cultivate a caring culture between students, students-staff, staff-staff and staff-parents.
- B2. Implement an array of opportunities for students, families, community members and organizations and the District/schools to partner in supporting student learning and well-being.
- B3. Create practices that allow families, students, and staff to engage in a two-way dialog with the District regarding what is happening and can happen across the district.
- B4. Identify high-leverage partnership opportunities for real-world experiences, internships, job shadowing opportunities and the development of our Graduate Profile competencies
- B5. Create and maintain a centralized database of community assets (individuals and organizations) which support DJUSD strategic plan goals, strategies and actions.
- B6. Create and maintain a systemic conduit between students, families, staff and community organizations and assets.

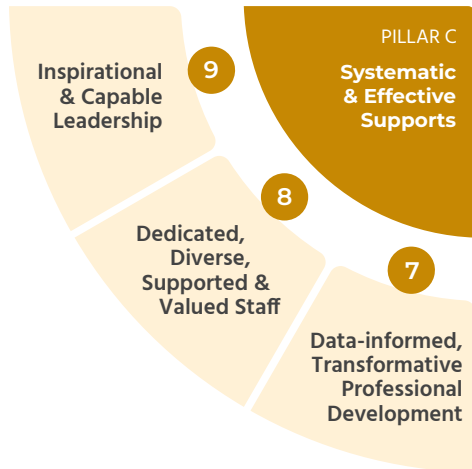
#### EQUITY-SPECIFIC KEY ACTIONS

- B7. Identify and assess areas where students/families who speak languages other than English and/or are new to DJUSD schools need support(s) in order to improve student success.
- B8. Tailor two-way communications processes to support and strengthen the relationships between families/students furthest from opportunity and the District.

# Strategy Map & Key Actions

## PILLAR C

### Systematic & Effective Supports



#### SYSTEM-WIDE KEY ACTIONS

- C1. Create and maintain a regionally competitive compensation and benefits model in order to attract and retain District staff.
- C2. Prioritize the recruitment, onboarding, support and sense of belonging amongst teachers, leaders and staff in order to improve staff retention and satisfaction.
- C3. Create a sense of shared purpose and vision across all levels of leadership (staff, teachers, students, parents, and administration), rooted in District values, which connects and inspires.
- C4. Develop an internal leadership pipeline and succession planning process to promote leadership from within and to motivate aspiring leaders.
- C5. Provide a research-based system of professional growth and training that ensures all students receive proactive, universally designed, standards-based instruction.
- C6. Create structures that provide for common planning time, collaboration, and professional development for staff at each level in order to align resources to address student needs.

#### EQUITY-SPECIFIC KEY ACTIONS

- C7. Utilize the Multi-Tiered System of Supports (MTSS) and professional learning processes to identify and address the needs (academic, social-emotional, behavioral) of underserved students in a timely manner.
- C8. Develop equity-based, anti-biased and culturally responsive professional learning that is responsive to the needs of unduplicated students and is tied to a data collection system.
- C9. Ensure diverse staff are recruited and retained by utilizing diverse hiring panels, and providing ongoing mentoring and support.
- C10. Prioritize scheduling for English Learners, students in Special Education, or tiered intervention supports.



# Strategy Map & Key Actions

## PILLAR D

### Culture of Excellence & Accountability



#### SYSTEM-WIDE KEY ACTIONS

- D1. Meaningfully celebrate and recognize students, staff, parents/guardians, schools, community partners, and district-level departments for their contributions to student progress, the strategic plan and graduate profile successes.
- D2. Ensure that each school and department develops a results-driven, equity-focused Annual Action Plan, with clear targets and implementation strategies that are aligned to the strategic plan.
- D3. Compile, analyze, and disseminate annual data-informed audits of school and district culture and climate, as well as student performance based on the Measures outlined in the Strategic Plan.
- D4. Define the standards of practice and key performance metrics for each school and district-department (e.g., payroll secretarial/administrative support, facilities, human resources, purchasing, special education), with input from each unit's key customers/clients.

#### EQUITY-SPECIFIC KEY ACTIONS

- D5. Allocate resources (i.e., people, time, and money) based on data-supported needs of students, staff and schools.
- D6. Create systems that will increase the effective use of data to drive decision making, particularly regarding matters of access, opportunity, and outcomes to close the opportunity gap.
- D7. Evaluate district programs in order to address and eliminate barriers to access for students.
- D8. Recognize and celebrate cultural contributions and identities within our school communities.

**Plan the Work, Work the Plan!**

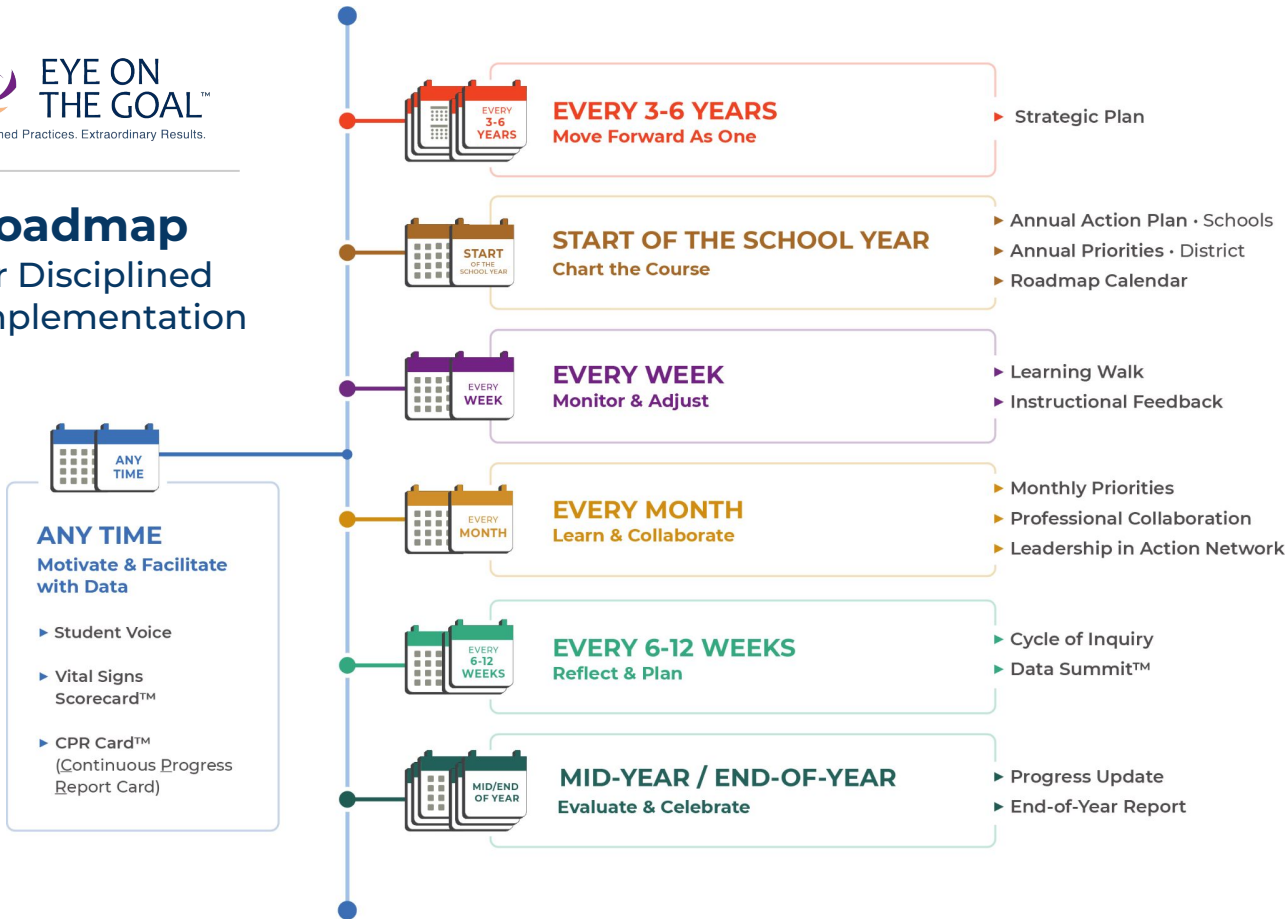
**Dreams don't work  
unless you do.**

# ROADMAP

## *for Disciplined Implementation*

- A results-focused plan is the first step toward realizing desired outcomes for student learning and achievement. However, without disciplined implementation, a plan flounders and may not live up to its promise. Therefore, after you “plan the work,” then, you must “work the plan” to achieve desired results.
- The Roadmap for Disciplined Implementation is a step-by-step process for implementing action plans. By dividing the work into discrete, calendar-driven chunks, leaders and practitioners can significantly reduce the “implementation gap” often associated with improvement plans.

# Roadmap for Disciplined Implementation



*After you  
“plan the work,”  
then, you must  
“work the plan”  
to achieve  
desired results.*

# Path Forward: Selected Implementation Priorities

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1. Share Strategic Plan with internal and external communities of interest
2. Set Excellence Targets and Performance Benchmarks for each Goal
3. Articulate the components of the *Roadmap for Disciplined Implementation*
4. Align school improvement and department annual plans to the Strategic Plan
5. Create the framework for the Vital Signs Scorecard (*Dashboard*)

# Facilitators

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**Mutiu O. Fagbayi**  
*President/CEO*

*"Moo-tee-oo Fa-gb-ayee"*



**Rose Wagner**  
*Senior Associate*

- ▶ **Valerie Balanon**, *Creative Specialist*
- ▶ **Kaye Jadrych**, *Executive Administrative Specialist*
- ▶ **Lauren Klaffky**, *Vice President/Chief Program Officer*
- ▶ **Amreet Waters**, *Director, Client Relations & Project Management*

A **facilitator** is a guide. A guide does not command or control.

However, a facilitator does direct, leaving it up to you to follow.

# Performance Fact Premise

## Cause & Effect

“All students will learn at high levels when instruction meets their needs. What a student has not learned well *yet*, is something she/he has **not** been taught well **yet**.”

Student learning, then, is an “*effect*” whose “*cause*” lies in the quality and effectiveness of educational **PRACTICES**.

If we want improved outcomes for students, the starting point must be the **continuous improvement of teaching practices, leadership practices and organizational practices**, because they are the precursors to student learning.”

Mutiu O. Fagbayi (2006)



**DJUSD**

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**Thank You!**