

# Local Control Accountability Plan

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 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 School District 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 school communities will be **inclusive and safe environments**

# Goal 1: 2018 - 2019



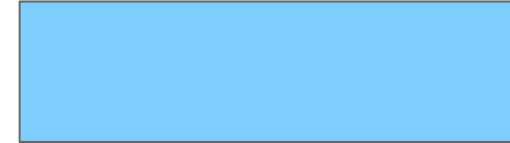
## Revisions

- 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



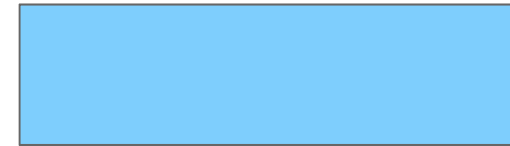
## Revisions

- 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



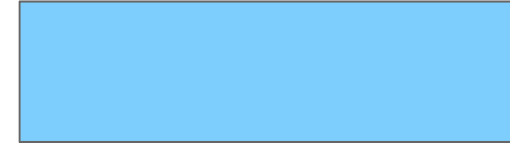
## Revisions

- 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.



- Draft Presentation, Public review: May 17, 2018
- Final Presentation: June 14, 2018
- Final Approval: June 21, 2017
- Implementation: July 1 --

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