



**DJUSD**

DAVIS JOINT UNIFIED  
SCHOOL DISTRICT

Winfred B. Roberson, Jr.  
Superintendent

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**Local Control Accountability Plan (LCAP)  
Community Forum**

North Davis Elementary School Multipurpose Room

Thursday, January 15  
6:00 – 8:00 pm

- I. Welcome and Introductions (10 minutes)
- II. Orientation and Goal for the Meeting (10 minutes)
- III. Passing Time (5 Minutes)
- IV. Break Out Sessions for Goal Areas (Session 1; 40 minutes)
  - a. How are we making progress towards our goals?
  - b. What activities or other ideas do you have that would help us make progress towards our goals?
  - c. How can these activities support our high leverage goals of professional growth, assessment, and climate?
  - d. How does this support all of our students and those identified by the state as high priority?
  - e. What may be some additional ways we can measure progress towards our goals?
  - f. We will gather your information and share it at our February 26 LCAP Community Forum.
- V. Passing time (5 minutes)
- VI. Break Out Sessions for Goal Areas (Repeat of Session 1; 40 minutes)
- VII. What is one thing
  - a. You learned?
  - b. That surprised you?
  - c. That you have questions about?
- VIII. Adjourn

Goal Session Titles and Presenters

- Professional Growth – Stephanie Gregson, Director, Curriculum and Instruction
- Technology Infrastructure – Marci Bernard, Director, Instructional Technology and Learning
- Assessment System – Clark Bryant, Associate Superintendent, Instructional Services
- Setting Student Goals - Laura Juanitas, Director Student Support Services
- English Learner Services – Mary Khan, English Learner Programs Coordinator
- School/District Climate – Jenn Mullin, School Climate Coordinator
- Parent Engagement – Kitty Hudson Cawley, Manager of Student Achievement
- Community of Respect – Jonathon Brunson, Director, Human Resources

**LCAP COMMUNITY MEETING**  
Thursday, January 15, 2015  
6:00 – 8:00 pm  
North Davis Elementary School

On January 15, members of the community including students, parents, teachers, administrators, and others met to discuss the Davis Joint Unified School District (DJUSD) Local Control Accountability Plan (LCAP). An overview of the document and goals was provided and attendees were shown resources for additional information on the DJUSD Website. Discussion groups were available for each goal and met twice for approximately forty minutes. Below are the notes from each goal meeting.

**Goal 1: We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.**

Input Notes:

- Math adoption training – multiple opportunities for teachers to attend training
- Principal training
- Equity training for all staff
- Sustainability
- Increase teacher & para-educator awareness and knowledge of how to best support a safe learning environment for those students with special needs beyond special education such as social emotional needs.
- New information on educational research
  - District study tours
  - School model tours
  - Online professional development opportunities
  - Instructional rounds
- Mid/end of year survey
- Increase relationship with UC Davis School of Education
- New teacher support – differentiated
- Student population support – differentiated

Classified para-educators training with the curriculum at the same time as the teachers

**Goal 2: We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.**

- Invest \$ towards new technology... wants her children to have instruction using the newest technology.
- Rather than needing to take turns, more access is better
- Before and after school access would be appreciated for students who may not have access at home

- Students can sign up at library for computer time but an hour is not enough
- Is there a plan to get SMART boards at every school?
- When projectors start to fail, who supports them?
- BYOD- What is the plan and policy to support, manage and advance this while addressing equity?
- How do we make sure that students who most need access to technology get that access?
- What about a bus with access points taken into communities who don't have connectivity?
- Climate- Easier messages to parents- clear communication- how can tech make it easier for teachers and principals to get messages out
- ELAC at MME trying texting
- Student: need something more technical – Gmail and other apps are locked down.. what is the process
- A virtual space via technology for staff can form communities, collaborate

**Goal 3 We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.**

During the breakout session for assessment, the group reviewed the DJUSD Assessment Matrix (DRAFT). The matrix shows the uses of a variety of kinds of assessments and has a list of examples of these assessments in DJUSD. The matrix can be used to determine where we have too many assessments or where we may need to provide additional support for teachers, parents, or policy makers. There was discussion about the different types of assessment (formative, interim, and summative). Members in attendance discussed the importance of a balanced system that does not take away from instructional time and the importance of providing assessments that can produce results quickly for teachers and students so they can adjust instruction and learning. There was an emphasis that people must think of assessment in a different way. It is not just “bubble tests”. The most useful assessment for learning is one that provides immediate feedback to teachers and students.

**Goal 4: We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.**

- **Questions**
  - Would pre-meetings with counselors reduce students wanting to change courses?
  - Goal setting program
    - Individual student plan (for all students, not just those on IEPs)
  - Every child benefits from a personal connection with an adult
  - Professional development
    - Goal of 50% trained in goal setting curriculum
    - Lens from elementary counselor
      - Developing social/emotional skills that benefits academics
      - Pulling kids out to provide extra support

- How to write simple goals to get more complex as student ages
- High School
  - Hone in on neediness child and child who demand services (miss the middle students)
- College students who are “socially incompetent”
  - Haven’t learned relationships skills
- Developing leadership skills
  - Project based learning, FFA , HUB, Garden Programs
  - Leaders can be developed in all area of education
- Counseling- Have opportunities for students to connect
- Structures to form a positive identity “how do you see yourself” “more than a GPA” “opportunities to fail” “community services opportunities”
- As a district, we push academics
  - Give students other things to focus on
- Qualities “quality people” not all about academics
- Peer to peer helpers at Junior High
  - Would be good to start in elementary school
  - BL has done some of this with counselor but not enough hours
- Whole child not just academic
  - Personal and Social
  - Student connectedness: small learning communities
  - Parent connectedness: get more online
  - Parents need to know what students are being told
- Concerning that this feels like all on counselors
  - Need to be integrated with teachers
- Simple program online for students to start setting goals- app
- Needs to be done in school setting because not all students have goals discussed at home
- Needs to be taught in different ways since students learn differently
  - Connect to other students so that students know who may have similar goals  
i.e. I want to be a chef
- Students who are failing- how do you touch the kid that is failing? Setting and pursuing (LCAP is overly focused on achieving)
- Individual learning plans reviewed every year
  - Revised and added to
  - Kids believe in these goals
- Internships: to let students see different careers
  - Linking it back to academics and personal responsibility
- How do you reach students who want to pursue non-college paths. CTE Courses (broaden choices and advertise)
- Start immediately for all grades
- Focus groups from children about what they want “to set goals” Pilot 9<sup>th</sup> grade.

**Goal 5 Increase the percent of English Learners that make adequate yearly progress and are reclassified as Fluent English Proficient within five years.**

Recommendations

- EL Parent on Superintendent Advisory
- Math nights: Positive- Expand!
- Parent Involvement Nights at Sites
- Reach out to parents that normally do not attend
- Parent Resource Center Coffee Hour
- Learned more about the EL Program
- Surprised the # of ELs in Elementary
- What is the district doing to reach out to the E.L. Families?
- Inter-Cambio is not enough
- How do you form groups and pull outs?
- What do children of Spanish Speakers learn to read?
- If children are being pulled out in large # 15 lower the amount of students to 5-8 students
- Students should not be pulled out during other content instruction. When will that student learn what he/she missed
- How can we train parents? To help them help their students. Parent needs training in English. We need to build parent capacity

**Goal 6: Conduct a district-wide climate assessment to obtain base line climate data. The school culture/climate tool will have particular focus on cultural attributes that correlate to success of student groups identified in the LCAP.**

**What's Happening?**

- Full Inclusion students are accepted
- Positive Movements:
  - Restorative Practices
- Quality of Administration
- Recycle Program
- Awareness of culture/climate growing
  - Elementary counselors
  - Preventative measures
- RISE Farm to School
- Concerns
  - Kids not feeling valued/respected
  - Staff not educated about special population "those kids"
  - Need to debunk myths about "those kids"
  - Music program not accessible
  - Some schools not welcoming/nurturing

- Values and expectations communicated/explicit
- Restorative Practices creates community
- Thoughts/Ideas
  - Smaller Learning Communities-Strong relationships
  - Outreach to community – Special populations
    - LGBTQ Community Potluck
  - Education about healthy relationships
  - Sensitivity training – student struggling, ask them-exit interviews for students transitioning.
  - Topics relevant to current students
  - Adults need feedback about their impact on others
  - Performing arts as a vehicle
  - Never walk past a kid without saying hi/smiling
  - Sharing of best practices/educating others about student/issues
  - Opportunities for students to have a voice
    - Surveys, focus groups, etc.
  - “Magic Circle” from past trainings
  - Training for all-especially custodians
  - Safe space for kids to go when not okay
  - Changing how we communicate programs-don’t take flyers for granted
- Positives
  - Hiring Maria to take care of communication
  - Outdoor Ed funded
- Concerns
  - Reacting too quickly to complaints
  - Inequity of resources-parents with more resources go in to choice program schools-translates to tension between parents
  - Homework programs rely on parent volunteers
  - Separation of PTAs w/in the choice/non choice school-perpetuates separation
  - Reliance on PTAs heavily- inequity of schools-leads tension/strained relationships
  - Climate committees on each campus are not actively involved/meeting
  - Healthy Kids Survey doesn’t make sense for elementary schools
  - Kids eating lunch only w/same class
  - Everyone is fighting for limited resources
  - Lack of supplies for teachers/scarcity→strained relationships/lack of trust
- Thoughts/Ideas
  - Same events across classrooms- not AIM vs non AIM. Grade level fields trips, contributions are to grade
  - Put thought behind inclusiveness when planning every event/program
  - Parents between two schools put together to discuss/mediate climate
  - Mixing of lunches so kids can sit w/many different kids

- Elementary school counselors
- All kids on same program/plan- Kelso's (same language/curriculum/knowledge)
- Counselors communicating to parents-expectations, program explanation, et
- Intentional plans w/funding for student services, programs, etc. moving forward
- Comprehensive counseling program k-12
- Measurements- Sports can be a vehicle to teach skills/strengthen relationships

**Goal 7: Increase parent engagement through effective two-way communication to communicate with families about school programs and student progress; foster involvement of families at school; support academic learning at home; and include families as knowledgeable participants in school decisions.**

- Parents get the word out to EL parents
  - Offer ride
  - Slow grow- parent buddies
- LCAP Meeting
  - Site at Drop off
  - Coffee with Principal/Speakers
  - Options day/night
  - Use Phone w/EL
- Montessori- have to enroll in person 9-3 w/Kinder enrollment paperwork
- Parent Engagement Night Pre Reg → PTA
- Data
- Child care- site auctions
  - Pay for pizza in child care
- Multi-Cultural Potluck w/ all school invited
- Secondary school- students responsible for letting their parents know their progress, even with school loop
- Support academic learning at home. CC is very hard to help kids with
- At staff trainings, can parents be included.... Seamless community ex. Restorative Practice training open to Parents or trained staff person training parents
  - Always ask self how many parents or spots can we open?
- Different perspective/Diversified group
- Family Visit-Can parents sign up?
- Nominating teachers to participate –honor those with a special skill set of connecting

**Goal 8: Value each person responsible for the education of our students by recognizing their work in promoting a community of respect, trust, and inquiry-based practice. Recognition will be embedded in collaborative practices, professional growth, and effective communication networks.**



- Volunteerism
- Recognition
- Teachers- leaving- better benefits-conditions= Do more counselors
- Students with Disabilities
  - Staff not connected/communication
  - w/each-know accommodations
  - teachers consistently following-BSP accommodations-being aware of accommodations and follow the IEP even ? IEP
- Respect to all student pathways
  - College
  - AP
  - Ivy League vs. St Schools
  - What about having fun?
- Climate
  - Feel a part of their school
  - Feel connected
  - People new to district
  - Not finding connections socially
  - Transferring to HS less connected to DHS-Welcoming
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- Career Pathways for students not going college (4 year) go from HS to community college – job
- Look at CDC models- Before/After School
- District toot their own horns- get word out to community – more than web/FB → Newsletters-Paper
- Wellness Festival- Get more parents to eat what student eating-get word out
- Address lunch hour → Longer
  - Union issue
  - Let's talk about what are our priorities
  - Students get to socialize so needs to be longer
  - Solution → play first then eat
    - Take time to talk
    - A time to eat (teachers waiting)
  - Waiting in line-Takes time- want to play, some throw food away
- Feedback→Parents packed more food students eating more
  - Socializing allowed less conflicts
  - MME Now 45 min lunch 20 min sit/eat/socialize
  - 1<sup>st</sup> eat first while 2<sup>nd</sup>/3<sup>rd</sup> play vice versa
  - 4/5 playground while 6<sup>th</sup> eating
  - Shorter lines
  - More time w/friends – food-play
- Respect

- Students being respectful to each other
  - The way they talk to each other so disrespectful
  - Name calling-sarcasm= hurt feelings
- Adult put child first
- All of us be vulnerable to honest communication two way communication
- K-12 improvement in communication
- Identify concerns – not getting it out
- Kinder to adults- parents feel powerless – funds for school students bring concerns to school
- Listening- not just talk at problems- listen to needs drilling down what students trying to say

Teach kids to articulate what they want and listen to- modeled and shared to improve communication