



DJUSD

Strategic Plan Update

Board of Education Meeting

June 10, 2024

Context AND CHARGE

Davis-specific Road Map

- Community-built and Equity-infused

Coherence Building

- Aligning our Systems and Processes



Summary

STRATEGIC PLAN 2023-2028

Teaching Differently:

Meeting the diverse needs of each learner.

Engaging Our Unique Community:

Facilitating partnerships and engagement across our school district.

Investing in Our Team:

Building a comprehensive support system through competitive compensation, recruitment, leadership development, equity-focused learning, and diverse staff retention.

Committing to Continuous Improvement:

Improving organizational effectiveness with data, resource allocation, program evaluation, and celebration.



DAVIS JOINT UNIFIED SCHOOL DISTRICT

Strategic Plan

2023-2028

Our 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



Goals for Student Success

STRATEGIC PLAN 2023-2028

Agenda

- Tentative 5-Year timeline
- Key Actions Recap
- Proposed Revisions for Year 2 Key Actions
- Measures and Tracking
- Engagement strategy



Overview

PILLARS AND KEY ACTIONS

A. Teaching Differently

(Culturally Responsive, Differentiated Teaching)

B. Engaging Our Unique Community

(Vibrant Partnerships)

C. Investing In Our Team

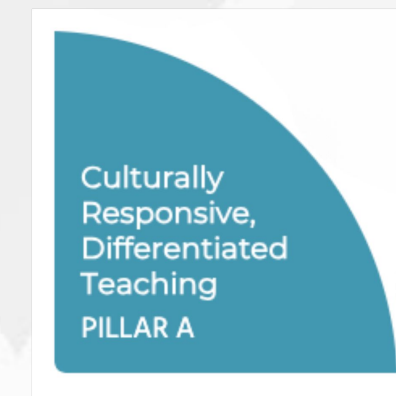
(Systematic and Effective Supports)

D. Committing to Continuous Improvement

(Culture of Excellence and Accountability)

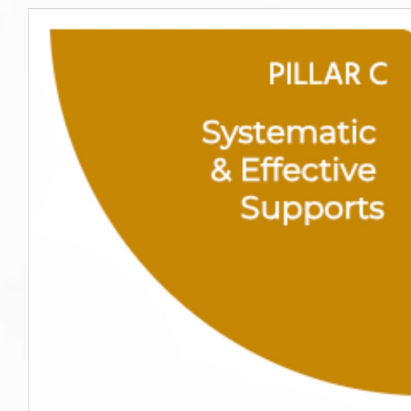
- D1
- D2
- D3
- D4
- D5
- D6
- D7
- D8

- A1
- A2
- A3
- A4
- A5
- A6
- A7
- A8
- A9



- C1
- C2
- C3
- C4
- C5
- C6
- C7
- C8
- C9
- C10

- B1
- B2
- B3
- B4
- B5
- B6
- B7
- B8



A. Teaching Differently

B. Engaging Our Unique Community

	A1	A2	A3	A4	A5	A6	A7	A8	A9	B1	B2	B3	B4	B5	B6	B7	B8	
Year 1 (23-24)																		Year 1 (23-24)
Year 2 (24-25)																		Year 2 (24-25)
Year 3 (25-26)																		Year 3 (25-26)
Year 4 (26-27)																		Year 4 (26-27)
Year 5 (27-28)																		Year 5 (27-28)

5-Year Timeline KEY ACTIONS LAUNCH

C. Investing in Our Team

D. Committing to Continuous Improvement

	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	D1	D2	D3	D4	D5	D6	D7	D8	
Year 1 (23-24)																			Year 1 (23-24)
Year 2 (24-25)																			Year 2 (24-25)
Year 3 (25-26)																			Year 3 (25-26)
Year 4 (26-27)																			Year 4 (26-27)
Year 5 (27-28)																			Year 5 (27-28)

Year 2 (2024-25) Key Actions

Teaching Differently:

(Culturally Responsive, Differentiated Teaching)

A.1 Commit to the development of systems that advance the foundational beliefs that all students are general education students first, and experience belonging and inclusion.

A.4 Teach aligned and calibrated to DJUSD Graduate Profile competencies from preschool to Grade 12.

Engaging Our Unique Community:

(Vibrant Partnerships)

B.7 Identify and assess areas where students/families who speak languages other than English and/or are new to DJUSD schools need support(s) to improve student success.

Committing to Continuous Improvement: *(Culture of Excellence and Accountability)*

D.1 Create Systems to meaningfully recognize and celebrate students, staff, parents/guardians, schools community partners, and district-level departments for their contributions to student progress, the strategic plan and Graduate Profile successes.

D.3 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.

D.5 Allocate resources (ie- people, time, and money) based on data-supported needs of students, staff and schools.

D.6 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

D.8 Recognize and celebrate the cultural contributions and identities within our school communities.

Investing in Our Team: *(Systemic and Effective Supports)*

C.1 Create and maintain a regionally competitive compensation and benefits model in order to attract and retain District staff.

C.2 Prioritize the recruitment, onboarding support and sense of belonging amongst teachers, leaders and staff in order to improve staff retention and satisfaction.

C.3 Create a sense of shared purpose and vision across all levels of leadership (staff, teachers, students, parent and administration), rooted in District values, which connects and inspires.

C.5 Provide a research-based system of professional growth and training that ensures all students receive proactive, universally designed, standards-based instruction.

C.7 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.

C.8 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.

***C.10** Prioritize scheduling for English Learners, students in Special Education, or tiered intervention supports. (*New addition)



Year 2 Key Action REVISIONS



Broaden Language in C1

C.1 Create and maintain a regionally competitive compensation and benefits model in order to attract and retain District staff.

C.1 Proposed Revision- Develop strategies to attract and retain District staff, including creating and maintaining a regionally competitive compensation and benefit model, and exploring ways to address housing affordability challenges and employee satisfaction.

Add C10 as Key Action for Year 2

C.10 Prioritize scheduling for English Learners, students in Special Education, or tiered interventions

Sample TARGETS AND INDICATORS



Teaching Differently

A.1 Commit to the development of systems that advance the foundational beliefs that all students are general education students first, and experience belonging and inclusion.

A1 T1: Increase understanding of UDL

A1 T2: Standardize use of DJUSD prereferral process at all sites

A1 T3: Implement UDL instructional rounds at all schools

(Indicator E.g.: Number of trainings, percentage use of prereferral process, number of sites with UDL instructional rounds)

Engaging Our Unique Community

B.7 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

B7 T1: Establish a needs and assets assessment for families that speak language other than English

B7 T2: Pilot needs assessment with 100% of those newly enrolled families that speak language other than English.

(Indicator E.g.: Percentage of newly enrolled families who speak a language other than English who complete the needs assessment)

Investing in Our Team

C.7 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.

C7 T1: 100% of all Coordinated Service Teams (CST) trained on team roles and meeting expectations by October 1, 2024

C7 T2: CSTs will train 100% of site certificated staff on DJUSD Request for Assistance (RFA) form by December 1, 2024

(Indicator E.g.: number of sites trained and certificated staff trained)

Committing to Continuous Improvement

D.5 Allocate resources (i.e.- people time, and money) based on data-supported needs of students, staff and schools.

D5 T1: Conduct an audit of site and dept budgets to determine if they are allocated based on data-supported needs of students, staff and school

D5 T2: Allocate Special Ed para staffing based on IEP need

D5 T3: Allocate EL Specialists Time based on Student Need

D5 T4: Conduct an audit on number minutes designated to students of different EL levels

(Indicator E.g.: percent of budget audits completed, number of paras in relation to the designated need by IEPs, number of EL specialist FTE by Site based on number of EL students)

Tracking MEASURES AND OUTCOMES



Gather data

- Set a strategy cadence
- Automate updates

Monitor progress

- Measure health of the overall plan
- Analyze performance details
- Maintain an audit trail of all changes and progress
- Review plan status

Share the story

- Use data to report strategy progress

System Alignment

COHERENCE



Coherence of Plans

Strategic Plan Implementation

District Systems Alignment

Our PROGRESS



**Year 1
Year-End Report**

**Board of Education
Meeting
April 4, 2024**

**Year 1 Implementation
July 1, 2023-June 30, 2024**



**Year 2
Mid Year Review**

**Board of Education
Meeting
Winter 2024**

**Year 2 Implementation
July 1, 2024-June 30, 2025**



**Year 2
Year End Report/
Year 3 Planning**

**Board of Education
Meeting
Late Spring 2025**

**Year 3 Implementation
July 1, 2025-June 30, 2026**

Learn More

STRATEGIC PLAN 2023-2028

DJUSD
DAVIS JOINT UNIFIED
SCHOOL DISTRICT

Home About Schools Enroll Instruction Departments Bond Strategic Plan Help

DJUSD STRATEGIC PLAN 2023-2028

Prepared for Life!

Throughout the 2022-23 school year, DJUSD engaged in a comprehensive equity-driven strategic planning process in partnership with our community. The DJUSD 2023-2028 Strategic Plan acts as a roadmap for our school district and is designed align our organization's actions to advance our Goals for Student Success and DJUSD's long tradition of excellence, inclusion and belonging.

Our Mission

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.

[Download the DJUSD Strategic Plan Strategic Plan Overview](#)

DJUSD Graduates Exhibit...

Critical Thinking and Problem Solving



www.djUSD.net/StrategicPlan



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