



LCAP Federal Addendum

Davis Joint Unified School District
2019-20



LCAP Federal Addendum System

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Instructions, Strategy, and Alignment

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the Every Student Succeeds Act (ESSA).

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The LEA must address the Strategy and Alignment prompts provided below. Please describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Provide response:

The Davis Joint Unified School District (DJUSD) Local Control and Accountability Plan (LCAP) focuses on services and high quality instruction for English Language Learners and low income students and maintenance of support services to address the social emotional health of students who fall within our unduplicated count through multi-tiered systems of support (MTSS). The work of DJUSD is guided by goals outlined in our "Coherence Map," a visual representation of the district's mission, goals, and strategies. These goals include the following: 1) All students will experience 21st Century Teaching and Learning; 2) Davis Joint Unified School District educators will close the Opportunity and Achievement Gap; 3) Classrooms and school communities will be inclusive and safe environments.

Through needs assessments and progress monitoring DJUSD has identified actions and services proven to be effective that are supplemented with federal funds.

Title I funds support the Sobrato Early Academic Language (SEAL) model at Montgomery Elementary School K-3 and will expand into 4th-6th grades in 2019-20. Academic and social emotional supports for English Learners and low income students at our comprehensive High School are supported by paraeducator support and English Learner Mentor Program as well as additional time devoted to case-management of all unduplicated students struggling academically.

Title II funds target professional development for English Learner Specialists, classroom teachers, and site administrators to deepen understanding of best practices that result in the improvement of student achievement.

Title III funds supplement additional English Learner Coordinator time to provide additional tiered supports and interventions in and beyond the classroom in order for English Learners and immigrant students to acquire English and master grade level state standards as measured by annual growth on the English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP). English Learner Specialists closely monitor the academic progress of all English learners and immigrant students through case management practices and by responding to student needs by differentiating lessons based on language proficiency level. EL Specialists also support teachers with planning designated and integrated English Language Development lessons. Analysis in real-time of where English Learners have gaps in their language production also informs English Learner staff how these needs will be addressed through small group instruction.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Provide response:

The DJUSD Graduate Profile defines the 21st Century Learning by specifying the outcomes that we, as a community, believe are important for student success in college, career and beyond. The Graduate Profile is an important guide post for reviewing, developing and enhancing school programs and practices as well as district initiatives, facilities, and professional development. The Graduate Profile features specific cognitive, personal and interpersonal competencies that a student should have when they graduate high school in order to be successful in the 21st century. This is a clear visualization of priority goals for teaching and learning communicated to students, parents, faculty and staff to align our collective efforts. Our Graduate Profile consists of the following six competencies: Critical Thinking and Problem Solving, Creativity and Innovation, Civic and Cultural Awareness, Adaptability and Resilience, Collaboration, and Communication. District Administrators (Assistant Superintendent, Secondary Director, Elementary Director, and Director of English Learners, Immersion Programs and World Languages) communicate to site principals state, district priorities and goals at monthly meetings in order to ensure alignment with supporting all students and specifically students not meeting benchmarks. Each school's Single Plan for Student Achievement (SPSA) is reviewed by district administrators in conjunction with the Director and Manager of Fiscal Services to ensure that federal funds are appropriately used to support students who are at-risk and are aligned to district goals. All sites receiving federal funds conduct a needs assessment and bring grade level teams together for "Academic Conferencing" to review data and develop supports for students not meeting grade level standards. Both the Director of Fiscal Services and Manager work closely with Instructional Services Directors and Site Principals to ensure federal funds are appropriately used to support students-at risk of not meeting state standards.

LCAP Federal Addendum

Title I, Part A



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Title I, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Address the ESSA provision:

DJUSD holds events that foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions. Staff will develop workshops to assist families of English Learner, low socioeconomic and foster youth students navigate the educational system. Bilingual staff further support families by gathering parent feedback on community needs and making sure that parents are supported during teacher conferences, site meetings, and other school related events in order to ensure full participation of parents. Furthermore, our district-wide parent committees such as Parent University, Intercambio, District English Learner Advisory Committee (DELAC), and our school-led English Learner Advisory Committees (ELACs) support the development of strong family and school partnerships through trainings and by providing an inclusive environment for parent input. DJUSD also holds major parent and family events on an annual basis, including School Governance Night for parent site council members, and Parent Engagement Night for parent-oriented workshops for all district parents.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Address the ESSA provision:

All Title I funded schools at DJUSD receive no less than 1 percent of the district Title I allocation to support their efforts in promoting and increasing parent and family engagement strategies. The goal is to jointly develop best practices and systems that support parent involvement.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Address the ESSA provision:

DJUSD has a methodology for distributing funds in an equitable manner based on our district poverty rate. Currently we have identified two schools in our district that have a poverty rate of 40% or higher and qualify to run a School Wide Program. Through increased service and support from Title I services both of these schools conduct extensive needs assessments to determine student need and identify evidence based practices to address these needs in order to support all students meet rigorous state academic standards.

Funds are provided to five elementary sites with the highest percentage of students on free and reduced lunch but under the 40% threshold to run Targeted Assistance programs. These schools identify students who are most at risk of failing and who are not meeting grade level standards and develop supports after careful analysis of formative and summative assessments. Administrators, teachers and support staff conduct academic conferences at each grade level to review student work, analyze data and consider parent input to determine supplemental supports and interventions that take place during and after school in order to ensure students meet grade level standards.

Neglected and delinquent children are supported in a case management model. School site staff have been trained in the laws that allow Foster Youth to enroll without registration materials. Site staff immediately notify the Foster Youth Liaison so that students are assigned to the appropriate program in our student information system. All students are met by the Foster Youth Liaison at least once during the course of the school year to identify their needs and offer supports. Students are immediately certified for the National School Lunch Program. Based on the case managers assessment, students receive one on one tutoring, transportation, and/or supplies needed for school. Students receive ongoing contact with a school counselor. This year, there was an increase in tutoring requests as well as transportation.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

Address the ESSA provision:

DJUSD has a methodology for distributing funds in an equitable manner based on our district poverty rate. Funds are provided to five elementary sites with the highest percentage of students on free and reduced lunch. On an annual basis our Targeted Assistance Schools hold a meeting with parents and staff that serve students eligible for Title I services to inform them of the services and supports available as well as to gather parent input in order to make sure that programs are evidence based and meeting student needs.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

Address the ESSA provision:

Homeless children are been served in a case management model. School site staff are trained in the laws that allow a homeless family to enroll without registration materials. Upon enrollment or qualification, families are immediately contacted by the McKinney-Vento/Homeless Liaison to identify their needs and offer supports. Homeless youth are immediately certified for the National School Lunch Program. Some families experiencing homelessness arrive in DJUSD without personal belongings. The McKinney-Vento/Homeless Liaison accompanies and supports some families with the purchase of essentials that allow the student to attend school; this includes clothing and school supplies. Many families are also provided with transportation services. Since the case management model was implemented, the number of homeless youth identified and directly supported doubled from 41 to 81. While this need is in part an increase that happens throughout each year, we are confident the substantial increase is a result of the case management the youth are receiving.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Address the ESSA provision:

N/A

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- A. through coordination with institutions of higher education, employers, and other local partners; and
- B. through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

Address the ESSA provision:

Davis Joint Unified School District facilitates multiple opportunities to deliberately connect our students to higher education opportunities, exposure to professions, and plans for after high school. These include strategic internship placement, formal partnerships with our Chamber of Commerce, CTE opportunities, visits to surrounding Community Colleges, AVID, and College Nights that included FAFSA support and program planning for college or career readiness.

Our unduplicated students receive regular and frequent check-in's as part of our case management counseling system; these check-ins include program planning toward areas of career or college interest.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- A. assist schools in identifying and serving gifted and talented students; and
- B. assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

Address the ESSA provision:

DJUSD identifies and serves gifted and talented students by promoting, and supporting with extensive professional development, differentiated instruction strategies. This work is also supported by a designated Teacher on Special Assignment that serves as a Differentiation Specialist supporting teachers and grade level teams. For identification, DJUSD conducts annual universal screening of all 3rd grade students assessing for giftedness using the OLSAT-8 assessment tool. After scores are collected, an Assessment Team reviews all student scores and recommends students for rescreening. Factors for re-screening include standard error of measure and equity factors including family income, parent education level, special needs, and language status. Students identified as gifted have the choice to opt in to our Alternative Instruction Model (AIM) program which is housed at two elementary schools. Students who do not opt in to this program are served through differentiated instruction in their neighborhood classrooms.

All sites have credentialed librarians that support staff and students with developing Digital Citizenship. Teachers, technology support staff collaborate to develop lessons plans, Google training and supports for families in order to ensure that students with limited access to technology are keeping up with 21st century technology skills.

LCAP Federal Addendum

Title II, Part A



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Title II, Part A

Every Student Succeeds Act (ESSA) Provisions Not Addressed in the LCAP

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

Address the ESSA provision:

DJUSD supports professional growth and learning through multiple funding sources. Innovation grants and partnerships support our district goals of providing 21st century Teaching and Learning, Closing the Achievement Gap and creating an Inclusive Environment. All professional development opportunities offered to paraprofessionals, teachers and administrators are aligned to these goals and aimed at strengthening professional learning communities, promoting effective instruction and supporting social emotional learning. Collaborative grants developed by site teachers and administrators are funded by Title II funds. Title II also funds the participation of new teachers in our Intern program-The Yolo-Solano Center for Teacher Credentialing.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address the ESSA provision:

At the moment, no schools are implementing comprehensive support and improvement activities.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

Address the ESSA provision:

DJUSD uses benchmark assessments in core academic areas, needs assessments gathered from site staff as well as administrative leaders and parent committees as well as California School Dashboard Indicators to inform progress towards meeting state academic standards and on district instructional goals. Based on the results from local and state data and feedback from teachers, paraprofessionals, administrators and parents DJUSD will continue to develop professional learning opportunities.

LCAP Federal Addendum

Title III, Part A



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Title III, Part A

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To address these provisions, provide a narrative addressing each provision in the appropriate field below:

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Address the ESSA provision:

Data gathered from local benchmarks, needs assessments, and triangulated with California School Dashboard Indicators help inform professional development opportunities for teachers, administrators and support staff. English Learner Specialists and English paraprofessionals assigned at sites provide training to staff on English learner typologies and English Language Proficiency Assessments for California (ELPAC) proficiency levels in order to understand the specific and individual needs of English Learners. Furthermore, the English Learner Teacher on Special Assignment (EL TOSA) develops evidence-based professional development modules on the California English Roadmap and CA English Language Development Standards in order to better support teachers and principals in ensuring that English learners develop English proficiency (reclassification status) and are able to master the California Common Core Standards.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Address the ESSA provision:

Given the large diversity of immigrant children within DJUSD the English Learner Director and Teacher on Special Assignment focus on making sure that all immigrant children's language proficiency and academic needs are identified in order to support site English Learner Specialists develop additional supplementary services to support newcomers. Counseling services, supports and interventions as well as English Language Development software programs are used in order to support immigrant youth develop English proficiency (reclassification status) and master grade level standards.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Address the ESSA provision:

English Learner Specialists and classroom teachers provide integrated and designated English Language Development (ELD). English Learner Specialists support the site in ensuring all English Learners have leveled ELD and access to core curriculum. Title III funds allow us to provide teachers with English Learner Specialists' support and collaboration time in implementing research based instructional strategies on language acquisition, academic language, and student engagement. Furthermore, English Learner Specialists provide peer coaching professional development to teachers on how to include English Learner strategies within all core subjects. They also partner with administrators to monitor ELD programs across schools in order to implement best practices and timely interventions that promote English Language proficiency and help English Learners meet state academic standards.

English Proficiency and Academic Achievement

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- A. achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- B. meeting the challenging State academic standards.

Address the ESSA provision:

DJUSD has a TK-12th grade comprehensive English Learner plan to serve and support all English Learners. All new students identified as speaking another language on the home language survey and who have not previously been identified as English Learners are administered the Initial English Language Proficiency Assessments for California (ELPAC). Once students are identified as English Learners they are provided at the elementary and secondary level with instruction that integrates reading, writing, listening and speaking through strategic teacher scaffolding in order for students to actively engage in high level thinking and language production. We are providing all content area teachers with training, materials and supports for integrated ELD in all content subjects K-12 as well as designated ELD. At the Elementary level teachers are developing thematic units using Guided Language Acquisition Design (GLAD) instructional model and strategies. The focus and work is to support all English Learners at all proficiency levels acquire English and meet the rigorous academic standards. Language Proficiency at Elementary and Secondary is measured locally through the use of curriculum embedded assessments and annually using the Summative ELPAC. After analyzing the data provided by these formative and summative assessments teachers and English Learner Specialists collaborate to develop lessons and differentiated interventions for English Learners. First best instruction and timely interventions are a key focus and will become more systemic as we roll out our Multi-Tiered Systems of Support (MTSS) framework this coming year. We also encourage and support our English Learners to become multilingual. Our Two-Way Bilingual Immersion program at Marguerite Montgomery Elementary and Spanish Immersion Program at our Junior Highs provide our English learners the opportunity to develop biliteracy/bilingualism including cross-cultural competencies. At the secondary level we are expanding our Spanish Immersion program to include a section for Heritage speakers in order to support the biliteracy of our English Learners at secondary. Furthermore, we are on our third year of implementation of the Sobrato Early Academic Language (SEAL) model which is bearing great results with our English Learners TK-3rd and are expanding SEAL 4th-6th grade this coming year.

LCAP Federal Addendum

Title IV, Part A



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Title IV, Part A

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Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- A. any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- B. if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- C. if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- D. if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- E. the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

Address the ESSA provision:

A portion of the Title IV resource will support the development of well rounded education programs for underserved students in DJUSD. Data gathered from our needs assessment indicates that Latino students take an average one World Language course, while other subgroups take 2-3 courses. We plan to improve access and equity in World Language course-taking by adding a Spanish Immersion Heritage Speaker pathway at our Junior High School with the largest English learner population as well as providing World Language teachers professional development that reflect 21st century practices. An after school theatre program will be developed at one of our elementary schools in support of our unduplicated students. Funds will also be utilized to research and begin the development of an Ethnic studies course at our High School. Title IV activities will also include supplementing professional development and resources for developing our Multi-Tiered System Supports (MTSS) as part of supporting safe and healthy students. Another portion of our Title IV funds will be used for the integration of technology and to support unduplicated students with the cost of AP exams.

Questions: Local Agency Systems Support Office | LCAPAddendum@cde.ca.gov | [916-323-5233](tel:916-323-5233)

California Department of Education

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