Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Contact Name and Title	Email and Phone
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2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

DJUSD Service Areas and Facilities

The Davis Joint Unified School District covers the southeastern section of Yolo County and a small part of Solano County, stretching from the Yolo Causeway on the east to former DQ University on the west, from Road 29 on the north to Putah Creek and the boundaries of Yolo and Solano counties in the south. The District includes eight K-6 elementary schools, one rural K-3 elementary school, three junior high schools (grades 7-9), one comprehensive high school (grades 10-12), one continuation high school, a dependent charter (grades 7-12) and a school for independent study (grades K-12). Davis Adult and Community Education (DACE, formerly Davis Adult School) serves approximately 3,000 students in a broad range of courses, including coursework for earning a high school diploma. The District also operates the Children's Center (with state and for-fee preschool programs) and a special education preschool. Before and after school childcare is available on most elementary school campuses.

Student Demographic Data

According to data from the 2017-18 school year, total enrollment in Davis Joint Unified School District, excluding enrollment at Da Vinci Charter Academy, was 8035 students. Enrollment by ethnicity and race was: White, 50.4%; Hispanic, 21.2%; Asian, 17%; two or more races 6.4%; African American, 2.9%; Filipino, 1.3%; American Indian or Alaska Native, 0.3%; and Pacific Islander, 0.2%. The percent of District students considered socioeconomically disadvantaged was 22.4%, while 12.4% of enrolled students were receiving English Learner services.

The District projects a decline in mobility by about 80 students over the next several years. Enrollment is projected to remain constant at 7900 through inter-district enrollment. The District continues to work with the City of Davis, U.C. Davis, and others to determine potential increases in enrollment as a result of development. Actual approved development projects are low from slow growth policies.

Educational Program
The Davis Joint Unified School District offers a comprehensive educational program based on the California Common Core standards. The program provides sequentially developed course work in English/language arts, fine arts, foreign language, history and other social sciences, mathematics, music, physical and life sciences, physical education, and more. Davis Senior High School offers Advanced Placement (AP) courses in approximately twenty academic subject areas and a diversified career technical educational program, which includes biotechnology, auto shop, agriculture, and Computer Science, among other courses. The District's quality educational programs are supported by K-12 counseling, library, and extracurricular programs, including a robust interscholastic athletic program. The District spends times and resources to address student health and wellness, especially in the area of social-emotional growth and support.

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

The 2017–20 Davis Joint Unified School District (DJUSD) Local Control and Accountability Plan (LCAP) includes a focus on services and high quality instruction for English Language Learners, low income students, and Foster and Homeless youth to ensure they have the academic and social emotional supports for success in all schools across the District. This priority is addressed, and importantly, sustained through a systematic integration of a Multi-Tiered Systems of Support (MTSS), which is a framework to organize interventions consistently and effectively for all students.

The work of DJUSD is guided by goals outlined in a "Coherence Map," a visual representation of the district's mission, goals, and strategies. These goals include: 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 safe and inclusive environments. The work of achieving these goals is accomplished through evidence-based Professional Learning Communities, research-based effective instructional, and Social Emotional Learning practices.

To close the opportunity and achievement gap, particularly for English Learners, DJUSD is providing English Learner Specialists and a Teacher on Special Assignment to develop and manage a system for English Learner progress monitoring and facilitate responsive professional development. Additionally, opportunities are provided for focused professional development to increase educator effectiveness for literacy, language acquisition, and content knowledge in all subject areas in support of English Learners. A focus remains on how Long Term English Learners develop and achieve goals to acquire reclassification status. This includes an increase in staff of English Learner Specialists to coach teaching staff and manage student caseloads towards their graduation, reclassification, and access to all courses.

Through progress monitoring and cycles of continuous improvement, effective actions and services have been identified or enhanced for ongoing implementation in service of DJUSD's unduplicated student population. This includes further support of Sobrato Early Academic Language (SEAL) at Montgomery Elementary School and expansion of the SEAL program to the intermediate grades (4-6). Another example of sustained support includes interventions for English Learners and low income students at Davis Senior High School, including paraeducator support in World Civilization courses, an English Learner Mentor Program, and a Parent Liaison. Additional administrative time at Davis Senior High School will also be maintained to continue case-management of unduplicated

students for regular progress monitoring, ensuring access to rigorous coursework, and guidance on college and career opportunities.

DJUSD's LCAP includes important actions and services to support the social emotional wellbeing of students. In addition to counseling supports and SEL interventions, a programmatic example of this work includes the Wellness Center at Martin Luther King Junior Continuation High School, which provides a trauma sensitive school environment for all students, particularly low income students and English Learners.

The LCAP will also continue to provide staff professional development to build their understanding and use of the new History/Social Science framework and Next Generation Science Standards(NGSS). Trainings also support English Learner Specialists, classroom teachers, and site administrators to deepen their understanding and implementation of English Language Development standards and interventions.

Revisions and additions this year include use of Low Performing Student Block Grant funds (LPSBG). This will target Secondary Literacy through training of teachers and the rollout of a District-wide Multi-Tiered System of Support (MTSS) through training and the development of MTSS teams at each school. Each site is also supported to host its own site retreat to build understanding and a plan for MTSS implementation, including practices for first best instruction, using data, and developing systems to respond to student needs appropriately and effectively. Additionally, we have been able to add case management for our Homeless students and those in foster care in order to address their needs for resources and target attendance barriers. Revisions also include introduction of an English Learner (EL) coach at the Secondary sites and increase of EL Specialists across elementary sites for support of best first instruction and embedded ELD instruction.

The work to accomplish DJUSD's LCAP goals includes building an "equity lens" across the district, to ensure that all students are supported equitably, particularly those who are furthest from opportunity. We will continue to promote adult learning at every site for this effort, with particular emphasis on building the capacity of DJUSD's leaders. To that end, the District will continue its partnership and training with the National Equity Project.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

In review of the State indicators, the District has shown notable growth by several sub-groups. First, CAASPP English Language Arts Indicators increased for our Hispanic, English Learners, socioeconomically disadvantaged, and our students with disabilities. DJUSD Math scores demonstrate a second year of growth for Hispanic students, English Learners, and those who are socioeconomically disadvantaged. We also note growth in students with disabilities. Additional progress is seen in a third year of decreased suspensions overall. Specifically, there was a decrease in suspensions for Foster Youth, socioeconomically disadvantaged, and African American.

In the area of ELA, we believe that as teachers gain more experience with the newly adopted English Language Arts/English Language Development curriculum and standards, there has been an intentional increased rigor and decreased variability in instruction; we anticipate continued improvement in student ELA performance over time as we continue to promote use of the ELA/ELD curriculum and align Multi-Tiered Systems of Support (MTSS). This means our students receive intentional first best instruction and deliberate "just in time" interventions in the classroom. In addition, the professional development offered to English Learner Specialists has increased teacher capacity in scaffolding instruction, teaching academic language, and differentiating the core instruction.

In Math, we believe improvements can be attributed to the fact that the District has promoted the use of instructional coaches and has increased in the use of CAASPP interim assessments to inform instruction.

We will also continue to build healthy, inclusive, and safe climates through Social Emotional Learning supports, continued Restorative Practices, Positive Behavior Intervention and Supports (PBIS), and Equity training. This work enhances culture and climate, relationships, and belonging that will impact student outcomes like suspension rate, engagement as measured by attendance, and student learning outcomes. Sites that have seen growth in math have also benefited from effective use of instructional coaches and increase in the use of CAASPP interim assessments to inform instruction.

Referring to the California School Dashboard, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

DJUSD continues to focus ongoing supports for English Learners and low-income students, particularly those coming from a household with a parent education level of "high school graduate" or less. Students in these groups benefit from research-based, effective instructional strategies that provide access to the core curriculum, especially English Language Arts and mathematics. Programs such as the Sobrato Early Academic Language (SEAL) program and implementation of the English Language Development Standards will produce those strategies and continue to increase student success. Use of an MTSS system, where emphasis and organization includes best first instruction and clear understanding of "just in time" intervention, will further our ability to provide instruction in class and in the most timely and responsive way.

Paraeducators, student mentors, and teachers continue to need support for using effective instructional strategies for the students they serve. Counseling FTE, added in the 2018-19 LCAP, will be maintained and is intended to ensure equitable course access and progress monitoring for students who fall within our unduplicated count.

A consistent concern is the suspension rate of specific sub-groups. African American students, socioeconomically disadvantaged students, and students with disabilities are still suspended at high rates; we also note that our homeless students, foster youth, and American Indian students are being suspended at a very high rate. While some of these student groups are declining, the consistently high or very high rates are of concern.

Low performance on state indicators for homeless students, specifically Chronic Absenteeism, Suspension, and College and Career Readiness, qualified DJUSD for Differentiated Assistance; the California Department of Education establishes criteria for assistance and DJUSD is working closely with Yolo County Office of Education to more effectively address these outcomes for DJUSD homeless students.

Similarly, we have concern for Chronic Absenteeism outcomes for all DJUSD students. Student groups at very high absenteeism rates include our socioeconomically disadvantaged students, students with disabilities, African American, Hispanic, and American Indian students.

DJUSD continues to provide its site and District leadership with equity training to promote a greater sense of student belonging and improve student engagement and attendance.

Furthermore, DJUSD implementation of an MTSS system will also allow staff to identify barriers to attendance, and address root causes to behavior challenges. This work, in addition to supporting Positive Behavior Interventions and Supports (PBIS), will help reduce district-wide suspension rates.

Finally, DJUSD sees a need to review and revise Career Tech Education programming to better promote student engagement and College and Career Readiness. Data, including Youth Truth surveys, California Dashboard, and college persistence rates, suggests that DJUSD student would benefit from career-oriented learning opportunities, internships, and skills-based programs.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

DJUSD performance gaps persist, especially for students with disabilities, our foster youth, homeless, and Hispanic students. We see chronic absenteeism and suspension rates as areas of concern. We also note that in English Language Arts and Math the gap persists for students with disabilities, foster students, African American, and those living in poverty. Suspension rates for foster students, homeless students and students with disabilities as well as American Indian and Alaskan Native. In College Career Readiness Indicators we see a gap for our homeless students.

DJUSD is planning to 1) continue focus on first best instruction (MTSS), 2) increase teacher capacity in teaching strategies for English Learners through coaching and professional development, 3) maintain the increased counseling time to focus on MTSS interventions for social-emotional learning, course access, and services, 4) provide equity training for site and district leaders to address disproportionate academic and disciplinary rates by race, 5) establish an MTSS system where academics, social-emotional needs, and behavior receive intervention just in time, 6) train staff in literacy at the intermediate and secondary levels, and 7) promote 21st Century Teaching and Learning through CTE pathways and innovation pilots.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

No schools identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

No schools identified for CSI.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

No schools identified for CSI.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All Students will experience 21st Century teaching and learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1.1 Compliance with Williams Act requirements, teacher credentialing and teaching assignments (LOCAL Indicator) **18-19** 1.1 100% compliance with Williams Act requirements, teacher credentialing and teaching assignments **Baseline** 1.1 99.5% compliance with Williams Act requirements, teacher credentialing and teaching assignments	1.1 100% compliance with Williams Act requirements, teacher credentialing and teaching assignments.
Metric/Indicator 1.2 Compliance with Williams Act requirements, facilities (LOCAL Indicator) **18-19** 1.2 100% compliance with Williams Act requirements, facilities **Baseline** 1.2 100% compliance with Williams Act requirements, facilities	1.2 100% compliance with Williams Act requirements, facilities

	Expected	Actual
	Metric/Indicator 1.3 Compliance with Williams Act requirements, sufficient textbooks (LOCAL Indicator) **18-19** 1.3 100% compliance with Williams Act requirements, sufficient textbooks **Baseline** 1.3 100% compliance with Williams Act requirements, sufficient textbooks	1.3 100% compliance with Williams Act requirements, sufficient textbooks.
	Metric/Indicator 1.4 Professional Growth participation records (LOCAL Indicator self-reflection tool) **18-19** 1.4 100% of teachers participated in professional development for implementation of the California professional and instructional State Standards **Baseline** 1.4 81.5% of teachers participated during 2015-16 in professional development for implementation of the California professional and instructional State Standards	1.4 100% of teachers participated in professional development for implementation of the California professional and instructional State Standards.
	Metric/Indicator 1.5 Instructional strategies observation tool (LOCAL Indicator self-reflection tool) **18-19** 1.5 All Principals lead professional development specific to 21st Century teaching and learning with site. **Baseline** 1.5 All principals observed increased use of designated classroom instructional strategies that support the implementation of state standards; % classrooms using these strategies not measured	1.5 All Principals led professional development specific to 21st Century teaching and learning in relation to the Graduate Profile with sites
	Metric/Indicator 1.6 Retention of certificated and classified staff **18-19** 1.6 Retention rate increase by 1% for both certificated and classified staff, 94% certificated and 95% classified staff **Baseline** 1.6 92% certificated staff retention and 93% classified staff retention rate	94% certificated and 95% classified.
	Metric/Indicator 1.7 Student engagement and connectedness	Attendance rate is 96%

Expected	Actual
18-19 1.7 Attendance to enrollment is 95.7% for 2018-2019 **Baseline** 1.7 Attendance to enrollment is 95.7% for 2018-2019	

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.1 Implement Professional Learning Communities (PLC's) to target 21st Century Teaching and Learning	Implemented Professional Learning Communities (PLC's)	a. Professional growth to support Professional Learning Communities through facilitation and paid release time to include new frameworks and standards (PLC) 1000-5999 LCFF $22,000	PLC's were supported through release time to certificated staff. Additionally, elementary schools moved from grade level meetings to PLC's. 1000-5999 LCFF $15,289
		moved, see annual update Federal Funding $0	
		moved, see annual update Federal Funding $0	
		moved, see annual update LCFF $0	
		moved, see annual update Supplemental $0	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

1.2 Professional Development	DJUSD staff provided professional development opportunities to staff across the district.	a. Professional learning opportunities and innovation pilots to support instructional practices for 21st century skills outlined in the Graduate Profile 1000-5999
		  Federal Funding $6,000
			Innovation pilots were launched across the district using LCAP funds and grants awarded. All pilots focused on teaching and learning 21st Century Teaching and Learning and the competencies of the DJUSD Graduate Profile.
			1000-5999
			  Federal Funding $6,000

		b. Deeper Learning and training resources $5,000
		1000-5999
		  Federal Funding $5,000
			Staff was able to participate in Deeper Learning to include the Deeper Learning conference, fellowship work with the National Equity Project, and on-going training through the New Tech Network on Project Based Learning.
			1000-5999
			  Federal Funding $5,000

		moved, see annual update LCFF $0	
		moved, see annual update LCFF $0	
		moved, see annual update LCFF $0	
		LCFF	
		LCFF	
		Supplemental	

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.3 Access to and support for the use of technological tools to enable	Staff and students were given access to technological tools and	a. Instructional Technology Specialists at elementary schools,	Elementary Information Technology Specialists in place

21st Century teaching and Learning.	program to increase 21st Century teaching and learning.	.5 FTE per site (4.0 FTE) 2000-3999 LCFF $242,000	at each site. These techs assist with Chromebook, Google and Online Testing implementation as well as support staff and students with all educational technology needs. 2000-3999 LCFF $242,000

		b. Increase levels of instructional capacity and usage of Google Suite tools
		5000-5999
		  LCFF $2,000
			Innovation Summer offered a Google Bootcamp followed by collaboration grants to get teachers trained and certified in G-Suite.
			5000-5999
			  LCFF $2,000

		c. Increase consistency and quality of digital citizenship instruction and awareness for all students
		5000-5999
		  LCFF $2,000
			Digital Citizenship site plans in place, and several librarians supported the content and updating of the DJUSD Digital Citizenship Site.
			5000-5999
			  LCFF $2,000.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

1.4 Support Career Technical Education	CTE was supported with key staff, professional development, and concrete resources.	a. CTE grant coordinator FTE for student internships and community outreach. CTEIG funded
		1000-3999
		  State Funding $12,000
			Internship coordinator was hired to place students from King, Davis Senior High, DSIS. Internships were collaboratively built with Chamber of Commerce partners and community, including CTE aligned options.
			1000-3999
			  State Funding $11,000

		b. Career Technical Education Coordinator, .20 FTE	The position was filled and the position was used to coordinate teacher training, guide advisories,

| | | 1000-3999
  LCFF $24,000 | and support grant submissions.
1000-3999
  LCFF $24,000 |
| | | c. After school robotics and programming
1000-3999
  Supplemental $15,000 | Seven of eight elementary sites were able to host after school robotics programs, specifically hosting our unduplicated students. Funds were used to pay staff for coaching, and to purchase materials.
1000-3999
  Supplemental $15,000 |

Action 5

	This action was moved in a prior LCAP year.	moved, see annual update LCFF $0	
		moved, see annual update $0	
		moved, see annual update LCFF $0	
		moved, see annual update Supplemental $0	

Action 6

| | This action was moved in a prior LCAP year. | moved, see annual update Supplemental $0 | |

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1.7 Site-determined services aligned to district LCAP	This action was moved in a prior LCAP year.	moved, see annual update Supplemental $0	
		moved, see annual update Supplemental $0	
		moved, see annual update Supplemental $0	

		moved, see annual update Supplemental $0	

Action 8

	This action was moved in a prior LCAP year.	moved see annual update $0	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Staff successfully implemented all actions and services under this goal, much of which involved professional development for innovative teaching practices, use of technology, and student programming. Goal 1, which is further defined by DJUSD's Graduate Profile, involves the launch of multiple innovation pilots or professional learning opportunities for instruction that support the Graduate Profile outcomes. Implementation of these actions/services has, therefore, been an opportunity to develop new practices, inspire interest in pedagogical shifts, and create proof points of success for further dissemination. The challenges noted by staff and stakeholder groups is in clear identification what 21st Century Teaching and Learning looks like and how it is measured and implemented over time.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Significant gains were made in DJUSD's student internships with community businesses in addition to broader community interest to develop more robust Career Tech Education (CTE) programming at secondary school sites. Furthermore, several sites made notable progress in Goal 1 through instructional innovation pilots, which promote exploration and capacity building toward the implementation of the DJUSD Graduate Profile. Further effectiveness of the actions/services will be evident through systemic and broad implementation of practices that result in student growth of Graduate Profile learning outcomes. Overall, staff reports increasing engagement (of both teachers and students) as 21st century teaching and learning is promoted. We note high levels of interest and engagement with students in robotics and growing numbers of leaders and teachers surrounding innovative practices and equity work.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Less was spent on PLC's than budgeted. Prior to 2018-19, elementary teachers met once monthly as grade levels during the contract day; the grade level day was redesigned to be a PLC group that met five times during the course of the school year rather than meeting outside of contract hours voluntarily.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 1, Action 1 has been reduced to $15,500
Goal 1, Action 2 has been revised to say Building Capacity.
Goal 1, Action 1 a. will be changed to $20,000
Goal 1, Action 2 b. will be changed and moved to Goal 3, Action 3 b.
Goal 1, Action 2 b. will become Innovation Summer Professional Development.
Goal 1, Action 3 a. will be increased to $380,600 to reflect actual expense, (access to tech)
Goal 1, Action 3 b. and c. will be combined and increased to $10,000 to include FAIR Act resources, digital citizenship, and tools under guidance of Teacher Librarians.
Goal 1, Action 3 c. will now be access to School Loop and Messenger (formerly Goal 3, Action 5 g)
Goal 1, Action 4 a. will be revised to include an Internship Coordinator to place, supervise, and sustain internships as a mechanism to support students in career readiness.
Goal 1, Action 4 b. will be revised to be a CTE Coordinator and Grant Manager as a classified position as well as increase in spending to $45,000. The position will support and guide all CTE programming, coordinate with larger CTE community, and manage grant submission and spending.

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Davis Joint Unified School District educators will close the achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities:　　Priority 2: State Standards (Conditions of Learning)
　　　　　　　　　　Priority 4: Pupil Achievement (Pupil Outcomes)
　　　　　　　　　　Priority 7: Course Access (Conditions of Learning)
　　　　　　　　　　Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 2.1 CAASPP proficiency rate in English Language Arts and Math (STATE Indicator) **18-19** 2.1 ELA: increase by 7 points and move to Very High status Math: maintain Very High status **Baseline** 2.1 2015-16 English Language Arts: All Students status = High, 37 scaled score points above Level 3, and Change = increased 3 points 2015-16 Math: All Students status = High, 30 scaled score points above Level 3, and Change = increased 3 points	2.1 ELA: maintained High status; 44.3 points Math: maintained High status; 33.9 points

Expected	Actual
Metric/Indicator 2.2 List of secondary students with semester 2 grade of D or F (Local metric) **18-19** 2.2 ELA: percentage of secondary students with a D or F at Semester 2 will decrease by 1% to 6% Math: percentage of secondary students with a D or F at Semester 2 will decrease by 1% to 8% **Baseline** 2.2 In 2015-16 8% of secondary students had a Semester 2 grade of D or F in English (295/3670) In 2015-16 10% of secondary students had a Semester 2 grade of D or F in Math (373/3670)	2.2 In 2017-2018, 8% of secondary students had a Semester 2 grade of D or F in English (337/4470), decreased by 1% In 2017-2018, 13% of secondary students had a Semester 2 grade of D or F in Math (528/4170), increased by 2%
Metric/Indicator 2.3 Enrollment rate in Career Technical Education (CTE) courses (STATE Indicator) **18-19** 2.3 Maintain CTE enrollment rate **Baseline** 2.3 36% CTE enrollment rate in 2015-16	2.3 Increased CTE enrollment rate, 44% in 2017-2018
Metric/Indicator 2.4 Completion rate in Career Technical Education (CTE) pathways (STATE Indicator) **18-19** 2.4 Maintain CTE completion rate **Baseline** 2.4 4.5% CTE completion rate in 2015-16	2.4 Maintained 6.2% CTE completion rate in 2017-2018.
Metric/Indicator 2.5 A-G course completion rate by high school graduates (STATE Indicator) **18-19** 2.5 Increase A-G course completion rate by 2% to 76.2% **Baseline**	2.5 75.5% A-G course completion rate by all high school graduates in 2017-2018, decreased by .4%

Expected	Actual
2.5 72.2% A-G course completion rate by all high school graduates in 2015-16	
Metric/Indicator 2.6 Passage rate on Advanced Placement exams (STATE Indicator) **18-19** 2.6 Maintain AP exam passage rate; increase AP exam participation by 5 students to 475 **Baseline** 2.6 91% Advanced Placement exam passage rate in 2015-16; of the 465 10-12 grade students that took an AP test, 423 students scored 3 or higher on the AP test.	2.6 88% Advanced Placement exam passage rate in 2017-2018; of the 341 10-12 students that took an AP test, 301 students scores 3 or higher on the AP test
Metric/Indicator 2.7 Early Assessment Program (EAP) preparation rate (STATE Indicator) **18-19** 2.7 ELA: increase "Ready" rate by 3% to 58% Math: increase "Ready" rate by 3% to 47% **Baseline** 2.7 English Language Arts EAP preparation rate of 55% Ready / 28% Conditionally Ready in 2015-16 Math EAP preparation rate of 41% Ready / 27% Conditionally Ready in 2015-16	2.7 English Language Arts EAP preparation rate of 42% ready (decrease by 9%) & 23% conditionally ready (decrease by 8%) Math EAP preparation rate of 31% (decrease by 4%) & 22% conditionally ready (decrease by 10%)
Metric/Indicator 2.8 Youth Truth Climate Survey College and Career Readiness indicator, "Describe the degree to which students feel equipped to pursue college and careers" [LOCAL Indicator] **18-19** 2.8 10-12 grade students increase positive response rate by .02 on the Youth Truth College and Career Readiness summary measure: "Describe the degree to which students feel equipped to pursue college and careers", moving from 3.50 to 3.52 **Baseline** 2.8 In Fall 2016, 10-12 grade students scored 3.48 on the Youth Truth College and Career Readiness summary measure: "Describe the degree to which students feel equipped to pursue college and careers"	2.8 In Fall 2018, 10th-12th grade students scored 3.35 on the Youth Truth College and Career Readiness summary measure: "Describe the degree to which students feel equipped to pursue college and careers." This is an increase of .05.

Expected	Actual

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Metric/Indicator
2.9 English Learner Progress as measured by CAASPP ELA

18-19
2.9 Increase EL CAASPP ELA proficiency rate by 3% to 23%

Baseline
2.9 16% of English Learner test takers measured proficient on CAASPP ELA in 2015-16 (53/334 English Learner students)

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2.9 18% of English Learner test takers measured proficient on CAASPP ELA in 2017-18 (63/356 English Learner students); increased 6% from previous year

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Metric/Indicator
2.10 English Learner Progress as measured by reclassification rate

18-19
2.10 Increase EL students exiting EL status by 1% to 10.5%

Baseline
2.10 7.6% of EL students exited EL status through reclassification in 2015-16 (119 EL students were reclassified)

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2.10 7.62% of EL students exited EL status through reclassification in 2017-2018 (132/1007 students were reclassified). This is a decrease of 5.08%.

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Metric/Indicator
2.11 English Learner Progress as measured by decrease in EL students classified in Long Term English Learners status

18-19
2.11 Decrease by 10 the number of EL who are classified as LTEL

Baseline
2.11 78 of the EL students were classified as LTEL in 2015-16

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2.11 In 2017-18 our Long Term English Learner (LTEL) count was 99 students 6th -12th grade. The 2018-19 LTEL count is scheduled for release on June 2019.

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Metric/Indicator
2.12 Academic Performance Indicator (API)

18-19
2.12 API is no longer applicable

Baseline
2.12 API is no longer applicable

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2.12 API is no longer available

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</table>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

2.1 Monitoring course choices, access, and student progress	Course access and student progress was monitored by staff.	a. English Learner Monitoring and Data System to include FTE for TOSA to guide, provide professional development.
		$60,000 Supp
		1000-3999
		  Supplemental $60,000
			EL TOSA, Chelsea Le is supporting EL Dept. with new ELPAC changes, data, and development of teacher and para education.
			1000-3999
			  Supplemental $42,000

		b. Release time for grade 8-12 enrollment, access, prerequisites and math and science advisory committee to review
		1000-3999
		  LCFF $2,000
			Math and Science teachers participated in training and collaboration outside of their contract to include NGSS planning, NSTA conference, performance based grading, and identifying key standards for the development of common assessments.
			1000-3999
			  LCFF $2,000

		c. Ongoing Academic Conferencing & Collaboration Release time
		1000-5999
		  LCFF $82,000
			All sites use release time to collaborate in academic conferencing, identify students in need of intervention, looking at student work, and designing responsive instruction.
			1000-5999
			  LCFF $80,000

		d. Unduplicated Academic Conferencing & Collaboration Release time
		1000-5999
		  Supplemental $13,000
			Additional academic conferencing time was utilized to review performance, instruction, and assessments of unduplicated students.
			1000-5999
			  Supplemental $13,000

		moved, see annual update LCFF $0	
		moved, see annual update LCFF $0	

		moved, see annual update LCFF $0	
		moved, see annual update LCFF $0	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.2 Building capacity in educator practices	Educators continued learning through coach, professional development, and guided reflection.	a. Ongoing professional growth re. SEAL Instructional Model at Montgomery Elementary, including .50 FTE Site Instructional Coach; year 2 of 3 1000-3999 Supplemental 51,750	SEAL Coach at MME was retained and scheduled SEAL staff trainings, supported implementation of SEAL Unit Development and SEAL Strategies. 1000-3999 Supplemental $51,915
		b. Instructional Specialists (English Learner, Reading, Differentiation, and Math) to support general education staff, deliver professional development, and promote student access to standards: Support of NGSS implementation, Science Teacher on Special Assignment.2 FTE, Elementary EL Specialist Professional Development support of ELD standards, and Differentiation Specialist. 1000-3999 LCFF $127,000	NGSS trainings were coordinated and given at all instructional levels, with significant focus on identification of resources; Differentiation Specialist continues to work with instructional coaches and classes with AIM identified students to promote depth and complexity. All sites working to use Student Learner Profile. 1000-3999 LCFF $127,000
		c. Instructional Specialists (English Learner, Reading, Differentiation, and Math) to support general education staff, deliver professional development, and promote student access to standards: Reading Specialists	Reading Specialists at each Elementary site continue to support classes with students not meeting reading benchmarks, math and instructional coaches are liaisons to each elementary site and increasingly supporting

		and Math Coaches. 1000-3999 Local Funding $1,215,672	secondary sites in interim assessments, grading practices, differentiation through math and new ELA/ELD adopted materials. 1000-3999 Local Funding $1,179,895
		d. Elementary EL Specialists support 1000-3999 Supplemental $2,000	EL Specialists used extra hours in the spring to engage in professional learning about new ELPAC assessments and calibrate systems and student assessment. 1000-3999 Supplemental $2,000
		e. Collaboration grants and staff collaboration focusing on unduplicated population and instructional pedagogy to support targeted learning needs. 1000-5999 Supplemental $45,000	Collaboration grants were awarded in July and October. Grant applications were screened for direct impact on unduplicated students; some grants were funded through other LCAP sources (e.g. innovation and ELA adoption training budgets) and grants were awarded to teachers pre-school through Senior High School. 1000-5999 Supplemental $53,000
		f. Common Core Professional Development to target pedagogy and implementation of English Learner standards in all content areas: every site with key staff trained by TOSA in order to lead site and colleagues. 1000-5999 Federal Funding $15,000	All staff was trained so no training funds were utilized in 2018-19 1000-5999 Federal Funding $0
		g. King High School WASC recommended actions: use of	King High School staff used funding to participate in training

		standards based assessments, increase of rigor and in writing, cohesive grading and feedback systems.
		1000-5999
		  Supplemental $3,000
			and calibration of grading practices, design summative assessments, introducing standards based assessments to include SBAC interim assessments.
			1000-5999
			  Supplemental $3,000

		h. Support new teacher participation in Yolo-Solano Induction Program
		1000-3999
		  Federal Funding $100,000
			Teachers did participate in the Yolo-Solano Induction Program. This also includes stipends to support mentoring teachers.
			1000-3999
			  Federal Funding $82,000

		i. Professional growth to support differentiation
		1000-5999
		  LCFF $5,000
			Continue professional development for differentiation including personalized classroom instruction to meet the needs of all learners.
			1000-5999
			  LCFF $5,000

		j. site allocations for direct services for unduplicated population
		1000-5999
		  Supplemental $173,314
			Each School Plan for Student Achievement (SPSA) articulates how spending for unduplicated students was planned and implemented with the site and PTO.
			1000-5999
			  Supplemental $173,314

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2.3 Administer and drive instruction with common formative assessments	Sites worked to design and implement common formative assessments including those found using the SBAC.	a. Site alignment of curriculum, assessments and pedagogy to teacher-developed grade level and content area guides for ELA/ELD and Mathematics	Several sites at the Secondary level used this funding to align summative assessments and grading practices.

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

		1000-5999
		  LCFF $2,000
			1000-5999
			  LCFF $2,000

		b. Ongoing administration of Smarter Balanced Assessment Consortium (SBAC) interim assessments
		4000-4999
		  LCFF $2,000
			All sites participated in SBAC training, to include accessing interim assessments. Some secondary sites used the funding to support teacher work on using interim assessments as both common and formative assessments.
			4000-4999
			  LCFF $2,000

		moved, see annual update LCFF $0	
		moved, see annual update Supplemental $0	
		moved, see annual update Supplemental $0	
		moved, see annual update Supplemental $0	
		moved, see annual update LCFF $0	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

2.4 Targeted implementation of the California Common Core Standards	Professional growth and materials were provided toward implementation of the California Common Core.	a. Ongoing professional growth to support implementation of CCSS in Mathematics
		1000-5999
		  LCFF $5,000
			Each summer teaching staff is trained in partnership with CPM, teachers participated in the Saturday Series of the UCD Math Project, and several teachers participated in calibration across sites in key standards and assessments for Junior High.
			1000-5999
			  LCFF $5,000

		b. Professional growth to support implementation of CCSS through ELA/ELD, and purchases to support Social Studies and NGSS 1000-5999
		  LCFF $80,000
			Staff used funds to facilitate training (including materials) for NGSS and in contracting with UCD History Project; all secondary Social Science/History teachers and two from each elementary site trained. 1000-5999
			  LCFF $24,000

		c. Instructional materials for implementation of the California State Standards, including FAIR Education Act 4000-5999
		  State Funding $5,000
			Librarians purchased Overdrive, a digital platform, to approve titles in their collections that promote alignment to FAIR Education Act after audit of collections. 4000-5999
			  State Funding $5,000

		d. Implementation of English Language Arts / English language Development (ELA/ELD) adoption to purchase SpEd support materials 4000-5999
		  LCFF $20,000
			Benchmark Advance materials were purchased for Special Education staff at each elementary site. 4000-5999
			  LCFF $17,497

		e. Ongoing implementation of K-6 Envision and 7-12 CPM math adoption 5000-5999
		  LCFF $5,000
			Staff was supported in Envision and CPM through instructional coaches, release time, CPM training over summer. 5000-5999
			  LCFF $0

		f. Implementation of English Language Arts / English language Development (ELA/ELD) adoption 1000-5999
		  LCFF $10,000
			Elementary teaching staff, including Special Education staff, have participated in on-going training including work with instructional coaches. 1000-5999
			  LCFF $10,000

		moved, see annual update Supplemental $0	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

2.5 High quality, researched based intervention	Intervention was provided through diverse mechanisms, staffing, and program.	a. Continue additional Reading Specialist support at Montgomery Elementary to equitably addressing early literacy needs
		1000-3999
		  Supplemental $40,100
			The position was filled and Montgomery students benefited from additional resources.
			1000-3999
			  Supplemental $43,042

		b. Continue 3rd grade support for increased literacy aligned with Common Core, Paraeducator, 2.65 FTE
		1000-3999
		  Supplemental $91,558
			3rd grade reading support was funded and staff was hired at each site. Paraeducators worked with the training and oversite of reading specialists.
			1000-3999
			  Supplemental $91,558

		c. Junior High Reading Intervention program (.20 FTE at each school as determined by enrollment)
		1000-3999
		  Supplemental $42,000
			The sections ran at two junior high schools showing gains in reading assessments at both sites.
			1000-3999
			  Supplemental $38,473

		d. Davis High School Academic Center Coordinator, .40 FTE and Lead Tutor
		2000-3999
		  LCFF 22,000
			The position was filled and coordinated the academic center and tutors.
			2000-3999
			  LCFF $21,730

		e.Davis High School Academic Center Coordinator, .60 FTE 2000-3999 Supplemental $33,000	Under the EL mentoring Program: 24 tutors total, work study 18 tutors, bilingual science 2. Supporting 11 classes with one tutor in each of the classes, average 34 sessions logged and 6 classes a day receiving support

			from peer tutor. 2000-3999 Supplemental $31,509

		f. Davis High School Academic Center, UCD Work Study tutors
		2000-3999
		  Supplemental $20,000
			Work-study: 18 tutors
			2000-3999
			  Supplemental $20,288

		g. Davis High School Academic Center, UCD Non-Work Study tutors
		2000-3999
		  Supplemental $20,000
			Tutors were hired through Davis Senior High school Academic Center Coordinator and work collaboratively with UCD tutors and AVID tutors in service of our unduplicated students.
			2000-3999
			  Supplemental $20,000

		h. Elementary EL Specialists, Supplemental (3.0 FTE, assignment based on review of EL & RFEP enrollment by site)
		2000-3999
		  Supplemental $290,000
			EL Specialist were hired to support students and general education staff at all sites to identify English Learners, assess and provide ELD supports.
			2000-3999
			  Supplemental $261,887

		i. Elementary EL Specialists, Title III funding (1.2 FTE assignment based on review of EL & RFEP enrollment by site) Title III
		2000-3999
		  Federal Funding $108,000
			Positions were hired and filled; assigned based on English Learner needs by site.
			2000-3999
			  Federal Funding $93,410

		j. Long Term English Learners course (STEEL) teachers, 7-9 grade, .40 FTE
		2000-3999
		  Supplemental $40,000
			Each Junior High site maintains teaching staff for instruction of Long Term English Learners.
			2000-3999
			  Supplemental $40,000

		k. Bilingual paraeducator support in Davis High School World Civilization	Implementation is evidenced as a hire has been made who is serving at least 25 English Learners in US History, World

		2000-3999
		  Supplemental $25,000
			Civ, Econ, Government, and Ag Bio. Fewer D's/F's on English Learner list over the year.
			2000-3999
			  Supplemental $33,747

		l. Maintain lower staff-to-student ratio at Montgomery Elementary
		1000-3999
		  Supplemental $65,000
			This year, as a result of restructuring, MME did enjoy lower student to staff ratios in English Only strands.
			1000-3999
			  $0

		m. Site support of reading / math intervention services
		1000-5999
		  Supplemental $83,200
			School Plans for Student Achievement specify plans for spending and annual updates.
			1000-5999
			  Supplemental $83,000

		n. Site support of EL Para-educators
		1000-5999
		  Supplemental $139,000
			School Plans for Student Achievement specify plans for spending and annual updates.
			1000-5999
			  Supplemental $139,000

		o. Site support of additional FTE for Elementary EL Specialists and staff
		1000-3999
		  Supplemental $46,180
			School Plans for Student Achievement specify plans for spending and annual updates.
			1000-3999
			  Supplemental $46,180

		p. Site support of extended learning (field trips, extended day and year)
		5000-5999
		  Supplemental $18,000
			School Plans for Student Achievement specify plans for spending and annual updates. Actions include after school intervention, field trips.
			5000-5999
			  Supplemental $19,250

		q. Academic Coaching Empowering Students (ACES) support course at Davis High School, .60 FTE	Evidence of implementation includes three sections of ACES, a decision to implement 3D curriculum and some AVID

		1000-3999 Supplemental $62,000	strategies. Site leaders and teachers have begun and continue to progress monitor the efficacy comparing grades in core content classes over time. 1000-3999 Supplemental $62,000
		r. AVID program academic and mentoring, including district coordinator, site coordinator, membership fees, professional development, student recruitment, course materials, field trips (4 sites), UCD Work Study AVID Tutors Supp, 1000-5999 Supplemental $220,000	AVID Is being implemented in all three junior highs and at the high school. Harper: 2 sections (1-8th, 1-9th 58 students); Holmes: 1 section (8/9 combo 36 students); Emerson (1-8th, 1-9th 57 students); Davis HS (1-10th, 1-11/12 combo 72 students). 1000-5999 Supplemental $220,000
		s. District UCD Work Study Coordinator (AVID & Bridge), .75 FTE 2000-3999 Supplemental $50,000	Tutors are placed and work in both the AVID classes as tutors and through Bridge. 2000-3999 Supplemental $50,000
		t. Bridge Program at Montgomery Elementary and Harper Junior High, including Student Success staff 2.0 FTE, extended day teacher, tutor training, program supplies, parent engagement, UCD works study tutors. 1000-5999 Supplemental $190,000	Bridge began in October and is supporting students at both Harper and MME. 1000-5999 Supplemental $210,000

Action 6

		moved, see annual update Federal Funding $0	
		moved, see annual update Federal Funding $0	

Action 7

		moved, see annual update Supplemental $0	
		moved, see annual update Supplemental $0	
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Action 8

		moved, see annual update Supplemental $0	

Action 9

		moved, see annual update Supplemental $0	

Action 10

		moved, see annual update $0	

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Staff have implemented all actions and services as described under Goal 2 to address the needs of students in our opportunity and achievement gap. All sites used academic conferencing funding to review student performance data as well as designed instruction and interventions in response to these data. Furthermore, DJUSD Science teachers participated in NGSS training led by the District NGSS Teacher on Special Assignment (TOSA). Instructional coaches have worked with staff on using formative assessments, differentiation, and supporting academic language acquisition for English Learners. All specialists (English Learners and Reading) were hired and leveraged by site leaders to inform best first classroom instruction and intervention. All elementary and secondary sites have participating teachers attending the UC Davis History Project training on the History/Social Science Framework. Finally, the TOSA position supporting DJUSD's English Learner department has been instrumental in evaluation of English Learner progress, dissemination of data, and coordinating professional development for English Learner Specialists at all school sites.
Relevant challenges noted are that as we review reclassification and growth of English Learners, there has been inconsistent implementation and support of ELD supports and pedagogy. Furthermore, we continue to experience a persistent opportunity and achievement gap among our unduplicated student subgroups.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

DJUSD's investment in building staff capacity and providing appropriate staff supports to collaborate in the support of students is showing a positive impact on student outcomes, including gains in ELA/ELD and math scores. We also note a general decrease in "D and F" lists at secondary sites and higher rates of teacher participation in professional development for the history/social science trainings, NGSS, and differentiation. EL Specialists and paraeducators have worked to align support with new adoptions, Bridge continues to have high levels of attendance and engagement.
While we continue to make progress, not all subgroups are demonstrating gains at the same rate as our English Learners and Hispanic students. We note there is a need for an articulated, research based, integrated Multi-Tiered System of Support (MTSS) as sites have yet to use instructional coaches, specialists, academic conferencing, or resources in a calibrated or consistent manner.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2, Action 1 a. spent $18,000 less than anticipated as a result of part time FTE for the position rather than a full time TOSA.
Goal 2, Action 2 c. spent $35,000 less than anticipated as a result of an instructional coach leaving mid-year. The position has now been filled and we anticipate spending to be what was budgeted in 2019-20.
Goal 2, Action 4 b. was underspent by $56,000 as staff wanted critical mass of teaching staff trained in new frameworks prior to implementation and purchase of resources; monies will be invested into purchase of NGSS and History materials in 2019-20.

Goal 2, Action 4 e. spent $5,000 less than anticipated as all actions were funded through Instructional Services Professional Growth budget and Goal 2 Action 4 a.
Goal 2, Action 2 f. funds were not utilized as all staff were trained in years prior.
Goal 2, Action 5 i. under spent by $14,000 as a result of lower staffing costs than anticipated.
Goal 2, Action 5 l. under spent by $65,000 as a result of restructuring of MME and no need for the position.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 2, Action 1 b. is the same goal and language as Goal 2, Action 1 a, but funded with supplemental dollars (a) and Title funds (b)
Goal 2, Action 1 c. will be revised to Release Time and Support for Performance Based Grading Practices and increased to reflect teacher interest in aligning assessment practices and address the achievement gap.
Goal 2, Action 2 has been revised to say Provide professional development, support, and resources to build capacity in educator practices in the academic strand of MTSS.
Goal 2, Action 2 a. will be increased to a full 1.0 position next year to continue success in K-3 instruction and launch SEAL at the intermediate grades (4-6). Funding will be through supplemental funds, title funds, and discretionary.
Goal 2, Action 2 d. will be eliminated from the LCAP and should EL Specialists need additional time for ELPAC training or calibration this will be funded through the Instructional Services Professional Growth budget or Goal 2, Action 2 f in 2019-20 LCAP.
Goal 2, Action 2 e. has revised the purpose of the grants to focus on MTSS implementation and best first instruction.
Goal 2, Action 2 f. will be revised to say Professional Development opportunities for differentiation to include GATE Certification, English Learners, etc. and has been reduced to $5,000 based on expenses last year for outside professional development.
Goal 2, Action 2 g. will be omitted from the 2019-20 LCAP as King staff has been able to revise curriculum and participate in training; on-going reflection and revision will be part of staff collaboration and had a successful WASC visit.
Goal 2, Action 3 a. will be omitted from the 2019-20 LCAP and will be funded through the Instructional Services Professional Growth budget or Goal 2, Action 1 b.
Goal 2, Action 4 a. will be changed to include professional development for all common core adoptions (4 e and f will be omitted) and funded through the Instructional Services Professional Growth Budget.
Goal 2, Action 4 b. reduce to $45,000 to support piloting and evaluating resources for History Social Science and Next Generation Science Standards
Goal 2, Action 4 c. will be moved over to goal 1, action 3 c
Goal 2, Action 4 d. is omitted as the purchase was one time.
Goal 2, Action 4 l. will be omitted given structure changes at MME.
Goal 2, Action 5 a. will be reduced to a .1 FTE as a result of restructuring of Montgomery to Two-way bilingual in 2018-19 school year resulting in fewer English Only sections and shifting instructional needs. The increase in funding to $66,000 is a result of combining all MME supports to this action and service (reading, music, family resource center)

Goal 2, Action 5 c. will be increased to $60,000 to allow for each Junior High supplemental funds for FTE to teach intervention courses in flexible model (math skills, executive function, academic language, tutoring, in addition to reading skills).
Goal 2: New Action 6 titled MTSS is new and includes all new actions and services being funded with the Low Performing Student Block Grant.

Annual Update

LCAP Year Reviewed: 2018-19

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Classrooms and school communities will be safe and inclusive environments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 3.1 Chronic absenteeism rate (STATE Indicator) **18-19** 3.1 Decrease chronic absenteeism by 1%, from 7.4% to 6.4% **Baseline** 3.1 8.4% chronic absenteeism rate in 2015-16	3.1 5.9% chronic absenteeism rate in 2017-2018. This is an increase of .1%
Metric/Indicator 3.2 Middle school dropout rate (Local metric) **18-19** 3.2 Maintain or decrease the middle school dropout rate **Baseline** 3.2 .2% middle school dropout rate in 2015-16	3.2 Maintained 0% middle school dropout rate in 2017-18.

	Expected	Actual
	Metric/Indicator 3.3 High school dropout rate (Local metric) Needed? **18-19** 3.2 Maintain or decrease the high school dropout rate **Baseline** 3.3 .4% high school dropout rate in 2015-16	3.3 Maintained .7% high school dropout rate in 2017-2018.
	Metric/Indicator 3.4 High school graduation rate (STATE Indicator) **18-19** 3.4 Increase the high school graduation rate by 1% to 97.4% **Baseline** 3.4 95.4% high school graduation rate in 2014-15	3.4 93.2% high school graduation rate in 2017-2018; decreased by 4%
	Metric/Indicator 3.5 Student suspension rates (STATE Indicator) **18-19** 3.5 Decrease the suspension rate by .5% to 2.0% **Baseline** 3.5 3.0% suspension rate in 2015-16	3.5 2.1% suspension rate in 2017-2018; decreased by .4%
	Metric/Indicator 3.6 Student expulsion rates (Local metric) **18-19** 3.6 Maintain expulsion rate at <1% **Baseline** 3.6 0% expulsion rate in 2015-16	3.6 .02% expulsion rate in 2017-2018
	Metric/Indicator 3.7 Local Control Accountability Plan (LCAP) Survey results (Local metric) **18-19** 3.7 Increase the number of parent-submitted surveys by 20% **Baseline** 3.7 242 parents submitted LCAP surveys in 2016-17	3.7 847 parents with elementary school students submitted responses to LCAP related surveys in 2017-2018. 331 parents with junior high school students submitted responses to LCAP related surveys in 2017-2018. 439 parents with high school students submitted responses to LCAP related surveys in 2017-2018.
	Metric/Indicator 3.8 Parent attendance from DELAC and ELAC meetings (LOCAL Indicator) **18-19** 3.8 Increase the number of EL parents involved in DELAC and ELAC meetings by 60 to 475	3.8 396 EL parents were involved in DELAC and ELAC meetings in 2017-2018. This is a decrease of 9.

Expected	Actual
Baseline 3.8 355 EL parents were involved in DELAC and ELAC meetings in 2015-16	
Metric/Indicator 3.9 Events supporting students' academic learning at home (LOCAL metric) **18-19** 3.9 Maintain the number of district /site events that support students' academic learning at home. **Baseline** 3.9 One district Parent Engagement Night event and four elementary schools held Math Night and /or Literacy Night events that supported students' academic learning at home.	3.9 One Parent Engagement Night event and numerous elementary schools held Math Night and/or Literacy Night events that supported students' academic learning at home.
Metric/Indicator 3.10 Parent-teacher conference attendance (Local metric) **18-19** 3.10 Maintain parent attendance rate at fall trimester elementary school parent-teacher conferences **Baseline** 3.10 97.2% of parents attended Fall 2016 elementary school parent-teacher conferences	Fall 2018 elementary school parent-teacher conferences were not consistently measured.
Metric/Indicator 3.11 Youth Truth Climate Survey engagement indicator results (LOCAL Indicator) **18-19** 3.11 Positive student responses to the Youth Truth survey question "When I am feeling upset, stressed or having problems there is an adult who I can talk to," will increase by .05 for both high school and junior high school students, increasing from 3.61 to 3.66 and 3.35 to 3.60, respectively. **Baseline** 3.11 Responding to the Fall 2016 Youth Truth survey question "When I am feeling upset, stressed or having problems there is an adult who I can talk to," the overall high school score for this indicator is 3.56 and the overall middle school score for this indicator is 3.3.	3.11 Responding to the Fall 2018 Youth Truth survey question, "When I am feeling upset, stressed or having problems there is an adult who I can talk to," the overall high school score for this indicator is 3.46 and the overall middle school score for this indicator is 3.32. This is an increase of .06 for high school and .04 for junior high school.
Metric/Indicator 3.12 California Healthy Kids Survey results (CHKS) (LOCAL Indicator) **18-19**	3.12 The California Healthy Kids Survey was not administered in 2017-2018.

	Expected		Actual
	3.12 Students reporting a high level of overall school connectedness on the CHKS will increase by 3% at each grade level moving from 72% to 75% at 7th grade, 56% to 59% at 9th grade and 65% to 68% at 11th grade **Baseline** 3.12 In the 2014-15 CHKS 69% 7th grade students, 53% 9th grade students and 62% 11th grade students reported a high level of overall school connectedness		

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

3.1 Hiring and Retention to support diverse, highly qualified, staff to impact student achievement:	Staff focused on the hiring of the most highly qualified, diverse staff.	a. Expand recruitment and outreach efforts
		5000-5999
		  LCFF $0
			Human Resources expanded outreach efforts to colleges throughout the state and in coordination with Yolo-Solano Induction Center.
			5000-5999
			  LCFF $0

		b. Enhance and streamline the interview and job offer process
		5000-5999
		  LCFF $1,200
			Staff has implemented processes where background calls and screening work has been done prior to interviews. This allows for immediate offers after completed interview process and more fruitful interviews.
			5000-5999
			  LCFF $1,200

		c. Montgomery Academic Intervention Programs Coordinator, .50 FTE 1000-3999 Supplemental $35,000	Staff was hired to facilitate academic interventions and monitor progress for unduplicated students.

			1000-3999 Supplemental $49,688

		d. District Director of English Learners, Immersion, TWBI, and World Language, 1.0 FTE
		1000-3999
		  Supplemental $167,000
			The position was filled and Director continues to guide EL work, migrant program, World Language, Immersion and TWBI staff and leadership.
			1000-3999
			  Supplemental $167,000

		moved, see annual update LCFF $0	
		moved, see annual update Supplemental $0	
		moved, see annual update Supplemental $0	

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

3.2 Equity of Access to Concrete Resources	Staff was able to provide concrete resources to support students with higher need.	a. Ongoing staffing of Montgomery and Davis High School libraries to provide after-school wireless access to online services
		5000-5999
		  LCFF $21,000
			Staffing was provided at MME and DSHS after school three times weekly during the school year.
			5000-5999
			  LCFF $20, 2422

		b. Elementary STEM Differentiation Specialists at Montgomery, 1.0 FTE
		1000-3999
		  Supplemental $73,000
			Students had access to STEM instruction once weekly at MME.
			1000-3999
			  Supplemental $73,000

		c. Access to music programs by providing general music, choral or other culturally-relevant musical arts opportunities to unduplicated	The music program at MME successfully engaged over 40 students in chorus for the 2019-20 school year.

		students: Elementary music program at Montgomery Elementary
		1000-3999
		  Supplemental $14,000
			1000-3999
			  Supplemental $10,000

		d. 9th Grade PSAT Administration
		4000-5999
		  LCFF $15,000
			All 9th graders took the PSAT in October of 2018.
			4000-5999
			  LCFF $15,000

		e. Transportation for migrant students
		4000-5999
		  Supplemental $53,000
			Transportation for Migrant K-12 student was contracted for August-November.
			4000-5999
			  Supplemental $62,730

		f. Supervision of migrant student transportation
		2000-3999
		  Supplemental $6,500
			Bus attendant hired to supervise in the AM/PM K-12 Migrant students
			2000-3999
			  Supplemental $5,192

		g. Site support of students, parent engagement, translation, interpretation. and climate programs.
		1000-5999
		  Supplemental $28,000
			Sites were allocated funding to support climate committee, student engagement, and additional services for our unduplicated students; these can be accessed in individual School Plans for Student Achievement (SPSA).
			1000-5999
			  Supplemental $28,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.3 Increase Adult Learning and Capacity	Staff was able to increase capacity through professional development, guided reflection, and collaboration.	a. Yolo County Resolution Center (YCRC) contract for conflict resolution support service	YCRC has led a training on Restorative Practices, worked with counseling staff, and facilitated mediations for and with

		5000-5999
		  LCFF $10,000
			staff.
			5000-5999
			  LCFF $15,000

		b. District-wide learning and implementation of practices that demonstrate progress in creating a positive climate and equitable learning environments including activities such as examining bias, developing cultural humility, implementation of restorative practices, and other professional growth and materials.
		1000-5999
		  Supplemental $25,000
			Contract with National Equity Project to facilitate two-day training with leaders and support several staff in becoming NEP fellows.
			Additional work with: Counselors Leading for Equity year-long series and Pilot Teacher Equity Caucus. Monthly Racial Equity Learning Group for members of the ALT began in January. Sites have hosted Native Families Alliance to discuss curriculum and implications.
			5000-5999
			  Supplemental $25,000

		c. Continue development of lending library of climate and other materials
		4000-5999
		  Supplemental $1,000
			Print copies of materials were used, especially in work with Native Families Alliance. Fees for barcoding and purchases were done through instructional materials budgeting.
			4000-5999
			  Supplemental $0

		moved, see annual update Supplemental $0	

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3.4 Increase systems toward social emotional learning	PBIS was supported to increase Social Emotional Learning (SEL).	a. Ongoing Positive Behavioral Intervention and Supports (PBIS) program at Birch Lane and Montgomery	Birch Lane and MME continued training and implementation of PBIS to include a data system and personnel in support of data capturing, professional growth,

		1000-5999
		  LCFF $15,000
			and systems.
			1000-5999
			  LCFF $15,000

		moved, see annual update Supplemental $0	
		moved, see annual update Supplemental $0	
		moved, see annual update Supplemental $0	
		moved, see annual update Supplemental $0	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

3.5 Engagement/Partnership and communications with parents and community	Staff was able to engage with parents and community.	a. Continue site implementation of school volunteers check-in system (Raptor Systems, Digital Check in and Virtual Volunteer software)
		4000-5999
		  LCFF $10,000
			All sites are using Raptor and have staff trained in use for safety and tracking of all visitors.
			4000-5999
			  LCFF $8,7021

		b. District recognition events for staff, district educators, students, volunteers and community partners in district communication, and English Learners
		4000-5999
		  LCFF $7,000
			A ceremony is held where staff can celebrate the reclassification of English Learners with certificates and medals.
			4000-5999
			  LCFF $5,500

		c. Leadership training for DELAC and ELAC councils
		2000-4999
		  Supplemental $1,000
			All DELAC representatives were trained to support local ELACs at sites.
			2000-4999
			  $0

		d. District events that foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions
		1000-5999
		  LCFF $10,000
			Events like Parent Engagement Night and site specific events were held to include families as knowledgeable participants in school decisions.
			1000-5999
			  LCFF $6,500

		e. Workshops to assist families of English Learner, low socioeconomic and foster youth students navigate the educational system
		1000-4999
		  Supplemental $1,000
			Fall and spring events were hosted to support college and financial aid awareness through DSHS counseling and administrative staff.
			1000-4999
			  Supplemental $1,000

		f. Montgomery Family Resource Center
		1000-5999
		  Supplemental $18,000
			The Family Resource Center was staffed and supporting MME families all year.
			1000-5999
			  Supplemental $25,000

		g. Digital communication annual fees (School Loop, School Messenger)
		5000-5999
		  LCFF $65,000
			All sites were able to use School Loop and Messenger for websites, messaging families, and gradebooks (at secondary).
			5000-5999
			  LCFF $68,241

		h. Translation and interpretation services for families of English Learners
		5000-5999
		  Supplemental $10,000
			Translation and interpretation was anticipated and provided for through district and site printed materials and when hosting events.
			5000-5999
			  Supplemental $27,000

		i. Davis High School Parent Liaison to assist families of socioeconomic disadvantaged students better navigate Davis	Davis High Parent Liaison calls parents in Spanish before school start, prior to open house, to explain grading periods, how to

| | | High School
2000-3999
  Supplemental $9,000 | access the academic center, etc.
DJUSD also hosted interpretation
training for staff and local
resources.
2000-3999
  Supplemental $9,000 |
| | | j. MME Summer Lending Library
2000-3999
  Federal Funding $19,450 | The MME Summer Lending
Library continues to be
supported.
2000-3999
  Federal Funding $0 |

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

3.6 Curriculum and Program	Curriculum and specific program
	was supported in order to target
	the achievement gap.
		a. Summer School
		1000-5999
		  Supplemental $180,000
			Summer school ran with five
			programs at the elementary level,
			three jump starts for junior high,
			and a secondary summer school
			option.
			1000-5999
			  Supplemental $217,846

		b. Outdoor Education
		1000-5999
		  Supplemental $34,000
			Sites were given an allocation to
			support outdoor education based
			upon unduplicated student
			percentages.
			1000-5999
			  Supplemental $19,250

		c. Annual licenses for
		supplemental language
		acquisition program
		5000-5999
		  Federal Funding $31,500
			EL Specialists at elementary sites
			are used Imagine learning to
			support language development,
			particularly newcomer students.
			5000-5999
			  Federal Funding $31,500

		moved, see annual update Supplemental $0	

		Supplemental $0	
		Supplemental $0	
		Supplemental $0	
		LCFF $0	
		Supplemental $0	
		Supplemental $0	

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

3.7 Counseling and care	Counseling staff and nurses were hired to support student learning.	a. Continue elementary counselors, .25 FTE per site based on school enrollment, (2.0 FTE
		1000-3999
		  LCFF $160,000
			Evidence of implementation is all elementary sites are fully staffed with at least a 1.0 FTE counselor and all sites have dedicated physical space to see students.
			1000-3999
			  LCFF $147,275

		b. Continue elementary counselors, .25 FTE per site based on school demographics, (2.0 FTE)
		1000-3999
		  Supplemental 140,760
			Evidence of implementation is all elementary sites are fully staffed with at least a 1.0 FTE counselor and all sites have dedicated physical space to see students.
			1000-3999
			  Supplemental $140,760

		c. Site support of counselors, FTE variable by site
		1000-3999
		  Supplemental $34,700
			Each Junior High was able to increase counseling by .1 to serve unduplicated students and guide course access.
			1000-3999
			  Supplemental $34,700

		d. Increase elementary counseling by 4.0 to include MTSS and behavioral supports	Evidence of implementation is all elementary sites are fully staffed with at least a 1.0 FTE counselor and all sites have dedicated

		1000-3999
		  Supplemental $300,000
			physical space to see students.
			1000-3999
			  Supplemental $300,000

		e. Increase VP FTE at DSHS by .40 to supervise counseling and course access for unduplicated students,
		1000-3999
		  Supplemental $40,000
			Implementation includes development of a "case management" system and agreed upon data collections. Evidence of significant (100's) student visits and interventions coordinated.
			1000-3999
			  Supplemental $51,804

		f. Prevention and Crisis Manager: .30 FTE to develop, implement and supervise the Mental Health Intern program, care of Foster Youth, .20, and increase Crisis counseling .40
		1000-3999
		  Supplemental $118,163
			Evidence of implementation is that all foster youth are fully case managed which includes providing tutoring, transportation, and access to mental health resources when needed. Crisis managers are tracking service to unduplicated students. Mental Health Intern Program is now the Student Assistance Program (SAP).
			1000-3999
			  Supplemental $119,850

		g. Increase counseling at the three junior highs by .1 at each site 1000-3999
		  Supplemental $30,000
			Evidence of implementation is that all junior high counselors are creating system to track service to unduplicated students.
			1000-3999
			  Supplemental $30,000

		h. School Nurses (4.5 FTE) and Licensed Vocational Nurses (2.125 FTE) for support of student health needs
		1000-3999
		  LCFF $500,940
			Hiring of staff and retention is evidenced by increase in number of health plans written.
			1000-3999
			  LCFF $500,940

		i. Increase nursing FTE by .5 to include 10-12 instruction for sexual/reproductive health, consent, human trafficking, and healthy relationships.
		1000-3999
		  Supplemental $ 35,000
			Nursing staff has designed units of study in collaboration with community partners, JH health teachers, and pushed into English/History classes for lessons.
			1000-3999
			  Supplemental $35,000

		j. King High School Trauma Sensitive School health services and professional development
		1000-5999
		  Supplemental $30,000
			King High continues to train staff on trauma informed care and to contract with Communicare for health services.
			1000-5999
			  Supplemental $15,000

		k. Secondary school campus safety supervisors
		2000-3999
		  LCFF $350,000
			Campus supervisors hired to promote safety and student relationships.
			2000-3999
			  LCFF $298,879

		l. School Community Liaison and Ongoing increased campus supervision for elementary sites with an enrollment over 600 students
		2000-3999
		  Supplemental $100,000
			Community liaison continues to work with sites, campus safety supervisors, and to support staff in safety protocols. CCE Elementary also benefited from additional campus supervision.
			2000-3999
			  Supplemental $100,000

		m. Resources to support students who are homeless
		4000-5999
		  Federal Funding $10,000
			Materials for gas, food, school supplies.
			4000-5999
			  Federal Funding $10,000

		n. Meals, materials, and support to encourage unduplicated students to gather, create community, access adults and mentors	Lunch and snacks for student groups like climate, BSU, and for focus groups working in collaboration with staff and leadership.

| | | 4000-4999
  Supplemental $3,000 | 4000-5999
  Supplemental $3,000 |

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures

3.8 Accountability to creating safe and inclusive communities	Investing in staff and tools increased feedback and accountability toward inclusive communities.	a. Ongoing district self-reflection regarding the quality of engagement at school-related events
		1000-5999
		  Supplemental $1,000
			Support focus groups.
			1000-5999
			  Supplemental $0

		b. California Healthy Kids Survey
		5000-5999
		  Supplemental $2,000
			CHKS administered every other year to 5th, 7th, and 9th grade students.
			5000-5999
			  Supplemental $1,500

		c. Annually administer "Youth Truth" climate survey
		5000-5999
		  Supplemental $20,000
			Administration occurred in October to students and for the first time to include parent surveys. Analysis coordinated through data analyst and climate office.
			5000-5999
			  Supplemental $21,140

		d. Ongoing Climate Coordinator, 1.0 FTE
		2000-3999
		  Supplemental $125,000
			Climate coordinator continues to lead climate work at each site, analyze data points, and facilitate community conversations.
			2000-3999
			  Supplemental $127,989

		e. Climate internships
		2000-3999
		  Supplemental $2,000
			Climate interns took on data analysis work, specific to understanding trends in Youth Truth data.
			2000-3999
			  Supplemental $2,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

DJUSD has been successful in hiring a full time counselor at each elementary, in addition to an increase in nursing staff. Additionally, all leadership staff have been trained through the National Equity Project (NEP), and several teaching staff have been supported by the District to participate in an NEP Fellowship. Furthermore, a case management model was brought to Davis Senior High School, and as a result, there was a significant increase in student check-ins for our unduplicated student population. Summer school also provided increased student access to courses and A-G eligibility.
Challenges that exist are the student reported stress, anxiety, and inconsistent implementation of social-emotional supports.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

DJUSD staff believe the increase in counseling has improved a sense of belonging, connections with adults, and learning for students as indicated by stakeholder advisory groups. Staff notes the ability to teach proactively to students, work with groups, and guide students who are furthest from opportunity. Each counselor tracked the number of contact time with students, and the increase in access to academic guidance, conflict resolution, and wellness was measured by each site. We also see an increased ability to serve and case manage foster and homeless students through our crisis and intervention staff, including the formation of a distinct Foster Student Advisory Committee. Finally, summer programming has afforded rich learning supports for over 456 students in grades nine through twelve, 370 elementary students, and 71 students in Junior High Jump Start - all with an overall effect of increased literacy performance, credit recovery, and school connectedness.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3, Action 1 c. was an estimate on average personnel; the position was a staffed at .75 as planned, but was under budgeted by $14,000.
Goal 3, Action 2 e. was over budget by $10,000 as a result of an unexpected increase in service contract.
Goal 3, Action 3 c. was implemented but cost were incurred by general operation budget not included in DJUSD LCAP.
Goal 3, Action 5 h. was over spent by $17,000 as we increased efforts in interpreting and translating for all sites.
Goal 3, Action 5 c. was implemented but cost were incurred by general operation budget not included in DJUSD LCAP.
Goal 3, Action 5 f. spent over $7,000 more as a result of increased costs.
Goal 3, Action 5 j. under spent as this is a reimbursed cost so of no cost to DJUSD.
Goal 3, Action 6 a. was over spent by $19,000 as a result of expansion in program and increased student access.
Goal 3, Action 6 b. under spent by $14,000 as sites were able to fund raise or allocate site funds before needing district supplemental dollars.

Goal 3, Action 7 a. under spent by $12,000 as counseling was budgeted using averages and actuals were calculated using hired personnel.
Goal 3, Action 7 e. was over spent by $11,000 as a result of a change in projected salary of staff.
Goal 3, Action 7 j. is under spent by $15,000 as the Communicare contract was lower than anticipated and staff did not go to outside workshops on Trauma Informed Care in 2018-19.
Goal 3, Action 7 k. is a decrease of $51,000 as a result of a change in projected salary of staff.
Goal 3, Action 8 was implemented but cost were incurred by general operation budget not included in DJUSD LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Goal 3, Action 1 a. has been omitted as the work is done through process with now additional funding.
Goal 1, Action 1. a. was moved (Goal 3, Action 1 d.) and b. is a new addition.
Action 3 will be called building capacity
Goal 3, Action 1 c. will be reduced to a .25 and services will be moving to Goal 2, Action 5 a. - renamed to "additional Montgomery supports."
Goal 3, Action 1 d. will move to Goal 3, Action 2 (Director of EL/Immersion)
Goal 3, Action 2 b. will be omitted from the LCAP 2019-20 as restructuring of MME to phase out English Only strands eliminates need for STEM intervention that is embedded in SEAL, TWBI model.
Goal 3, Action 2 c. is moving to Goal 2, Action 5 a. (MME support)
Goal 3, Action 2 e. is going paid thru LCFF in lieu of supplemental funds
Goal 3, Action 3 will be changed to say Increase Adult Learning and Capacity for equity and cultural awareness.
Goal 3, Action 3 b. will change to specify work with National Equity Project and other work to promote district wide learning.
Goal 3, Action 3 c. will be omitted from the LCAP 2019-20 and materials will be funded through instructional materials and by use of our in-house publications for copies.
Goal 3, Action 3 c. has been added to provide release time and funding for the observation of other districts and DJUSD exploration of different implementation(s) of Ethnic Studies.
Goal 3, Action 4 PBIS and MTSS support a was moved to Goal 2, Action 6.
Goal 3, Action 5 d. revised to include Distinguished Speakers, Parent Engagement Night, and School Governance.
Goal 3, Action 5 e. removed and embedded in the work of our counseling and case management systems.
Goal 3, Action 5 f. moving to Goal 2, Action 5 a.
Goal 3, Action 5 g. moving to Goal 1, Action 3 d.
Goal 3, Action 5 h. will increase to $25,000 based on spending actuals.
Goal 5, Action 5 j. will be omitted
Goal 3, Action 7 will be changed to say Provide counseling and nursing services leadership to support sites in meeting the behavior and social emotional needs of students through MTSS.
Goal 3, Action 7 b., c., and d. will be included in Goal 3, Action 7 b: combining counseling for social emotional support, MTSS.
Goal 3, Action 7 d. includes Crisis Counseling that has been in place, but not articulated in LCAP (funded through LCFF)

Goal 3, Action 7 e. revises Crisis Counseling to include Student Assistance Program, MTSS leadership, and crisis.
Goal 3, Action 7 o. and p. are additions to include an Intervention Manager for foster and homeless: transportation, attendance, needs as well as Emergency resources for SED students.
Goal 3, Action 8 b. and c. were combined.
Goal 3, Action 7 was added to reflect our investment in Suicide Prevention hotline access in collaboration with Yolo County.
Goal 3, Action 4 was omitted; Goal 3, Action 4 a. was moved to Goal 2, Action 6, f.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

LCAP Outreach Strategy and Process

In previous years, the District had a standing LCAP Advisory Group with a membership of about 30, many of who persisted year after year. A large proportion of that advisory body was District staff, and the District struggled to recruit and sustain representation from a cross section of groups and all sites. This year, the District implemented a change in structure for stakeholder engagement. Through this new format, the District has involved more than 160 stakeholders in the LCAP outreach, including representation from all sites, all grade levels, and most stakeholder groups. The following groups listened to the District LCAP outreach presentation, participated in a specific protocol, and received a synopsis of what all other stakeholders were sharing in this outreach process. Through this LCAP outreach we will engage each group in a series of meetings with the purpose of creating a broader understanding of the LCAP and District vision and goals, while also taking the opportunity to gain a deeper understanding of student and community needs. LCAP Outreach continues to engage the following groups:
DELAC (District English Learner Advisory Committee)
Superintendent's Certificated Advisory Committee
Superintendent's Classified Advisory Committee
Superintendent's Parent Advisory Committee
Special Education Parent Advisory Committee
Foster Parent Advisory Committee
Librarians
District Climate Committee
Counselors
Large Cabinet (our District leadership)
Principals
Vice Principals

Additionally, students and parents participated in the Youth Truth Survey this year. DJUSD received responses back from 1,617 parents and 6,154 students. Those results were reviewed and shared at the district level, at the site level, with parents and staff. Staff reviewed areas of concern and created questions to better understand student responses. We contracted with Beacon Results who facilitated 27 different conversations across DJUSD sites with our students.

DJUSD staff also consulted with our Board of Education as part of the planning process for the LCAP/Annual Review and Analysis.

Board of Education Meeting Presentations and Discussion

District staff presented LCAP information to the Governing Board per the calendar below:
2018:
August 2 Ag Incentive Grant
September 6 Enrollment and Staffing
September 20 LCAP Technical Edits
October 4 Yolo County Office of Education, Alternative Program Update
November 1 CAASPP Results and Local Indicators, CTE
November 15 World Language Task Force
December 6 LCAP Update, Budget Update, Facilities, Measure M
December 20 California School Dashboard

2019:
January 17 Instructional Services Strategy Update
February 7 LCAP and Low Performing Student Block Grant Plan
February 21 CTE
March 7 Budget
March 21 Demographics, Budget

District Parent and Community Engagement Events

October, 29, 2018: School Governance Workshop
Principals invited representatives from site governance committees to attend the annual School Governance Workshop. Approximately 100 participants joined the conversation, including parents and staff members currently serving on School Site Councils, English Learner Advisory Committees, School Climate Committees and Parent-Teacher Associations. Breakout sessions covered a range of governance topics: Graduate Profile, Future Ready Schools, Math and Mindset, School Funding Overview, Equity and Restorative Practices, Differentiation in the Classroom, and review of the 2018-19 LCAP. Principals and site leaders took conversations back to sites for implementation and further conversation. Workshops were designed to build understanding of DJUSD goals, resources, and strategies.

February 26, 2019: Parent Engagement Night at Davis Senior High School
Participants at the DJUSD Parent Engagement Night had the opportunity to hear "Through Our Eyes: the Student Perspective" where over 10 students presented as our keynote speakers, reflecting on how they experience school and DJUSD. The keynote sessions were followed by breakout sessions on: Technology, Social Media and School Safety, Anxiety in Our Students, Current Budget and Fiscal Forecast, Mathematics Instruction, and the DJUSD Internship Program. Participants joined the staff and community members who were able to facilitate the evening's breakout sessions.

Labor Partner Meetings

Our Superintendent meets with DJUSD Bargaining Unit presidents from the Davis Teachers Association (DTA) and the California School Employees Association (CSEA) prior to each Board of Education meeting to review and discuss agenda items. Over the course of a school year, such agenda items will include our LCAP presentations and their component parts (e.g., budget, actions and services, student outcomes, and opportunity for engagement). DTA representation met with District staff in early May to review 2018-19 LCAP possibilities and asked questions for clarity.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Goal 2, Action 5 h.: Increase of English Learner specialists was a result of discussion with EL staff and DELAC feedback.
Goal 3, Action 3 c.: Release time and Professional Development toward implementation of Ethnic Studies was a result of direct communication to our leadership and trustees.
Goal 2, Action 6: MTSS was the result of data and systems review by site Principals, coaches, and the Instructional Leadership team.

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 1

All Students will experience 21st Century teaching and learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

DJUSD staff and community believe that all learning and outcomes are the direct result of engagement, relevance, and access. Actions and services identified in this goal will promote teacher collaboration, student access, increase relevance and innovation in instruction. These needs are demonstrated in the outcomes below.

English Language Arts (3-8) by School

District placement maintained High Status in 2018

Ten of thirteen schools in DJUSD demonstrated gains in ELA status

Marguerite Montgomery Elementary increased by 11.7 point

Pioneer increased by 14.7 points and Willett by 10.9 points, both moving to the Very High status

Opportunity for growth

- - Montgomery is the school with the largest gap from the District average with a 55 point difference. Despite the significant gain noted above, Montgomery remains in the Low status
- - Davis Senior High declined by 12.6 points: African American students declined by 48.7 points, low socioeconomic level by 38.9 points, and English Learners by 35.9 points.
- - Birch Lane declined by 3.7 points, students with low socioeconomic level declined by 10.5 points and Hispanic by 8.1 points. Birch Lane did show growth with English Learners by 20 points and students with disabilities by 6.9 points
- - Francis Harper Junior High declined by 2.4 points; Asian students declined by 21.2 points, African American students by 20.1 points and students of low socioeconomic level by 13.9 points

English Language Arts (3-8) by Student Group

After a decline of 19.2 points in 2017, DJUSD showed a gain with all students by 2.4 points in 2018

Gap of two levels persists between All Students and
- - African American students at low level, declining 2.7 points
- - English Learners at low level, increasing 9.6 points
- - Socioeconomically Disadvantaged student group at low level, increasing 4.4 points
- - Hispanic at low level, increasing by 5.2 points

Student groups showing the greatest decline: American Indian/Native Alaskan declining by 30.1 points and Foster youth declining by 31.8 points (in the very low status)

Mathematics (3-8) by School

The District Increased by 3.2 points overall and maintained a High Status placement of the All Students group. All schools are within one score level of the District overall with only Marguerite Montgomery in the Medium status.

Montgomery Elementary increased significantly by 16. 5 points to the Medium status

Cesar Chavez Elementary increased by 11.3 points and is in the High status

Mathematics (3-8) by Subgroup

A gap of two levels exists between All Students and
- - Socioeconomically Disadvantaged student group increased by 6.8 points and is in the low status
- - Hispanic students increased by 5.2 points and is in the low status
- - African American student group decreasing by 9.2 points (the third decrease) and is in the low status

- - Students with disabilities increased by 5.1 points and is in the low status

Student groups showing the greatest decline: American Indian/Native Alaskan declining by 25.7 points and Foster youth declining by 47.4 points (in the very low status)

English Learner Progress by School

45.6% of students are well developed and 29% are moderately developed

Graduation by School (9-12)

District Placement declined by .1% to 93.2% and maintained a high status

Davis School for Independent Study increased by 3.3 points and has a high status. Davis Senior High maintained very high status, despite a .3% decline

The District maintained high status placement of the All Students group
- - English Learners and African American students declined by 2.2% and 2.8% and are in the medium status
- - Students with disabilities increased by 5.3% and is in low status a 72.7% graduation rate
- - Hispanic students increased by 2% and are in the medium status
- - Socioeconomically Disadvantaged students increased by 2.1% and are in the medium status

Suspension Rate (K-12)
- - The district has a low suspension rate and declined for the third year in a row.
- - No school increased suspensions in 2017-2018
- - Davis Senior High, Holmes, Martin Luther King, Birch Lane, Cesar Chavez, and Patwin declined in suspensions
- - Fred Korematsu Elementary declined significantly in suspensions to a very low status.

Foster Youth declined by 5% and African American student suspension declined by 1.5 %, however both are in the high and very high status

Suspension of homeless students increased by 7.2% to very high status and American Indian/Native Alaskan student suspension increased by 12.6% to a very high status

College Career Indicator

DJUSD Declined by 4.7% in this indicator to a level of 66.8% of all students prepared

Student groups showing gain include:

- - English Learners with a 6.3% increase to 39.6% prepared
- - Students with disabilities with a 8.1% increase to 19.7% prepared

Student groups showing decline include:

- - Socioeconomically disadvantaged students with a 2% decline to 43.5% prepared
- - African American students with a 13.9% decline to 44.4% prepared
- - Homeless students with a 13.2% decline to 11.8% prepared

Of the 636 12th grade students, 66% (or 425) were deemed College/Career prepared through an academic indicator. Only 23 students met this criteria through career pathway

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1.1 Compliance with Williams Act requirements, teacher credentialing and teaching assignments (LOCAL Indicator)	1.1 99.5% compliance with Williams Act requirements, teacher credentialing and teaching assignments	1.1 100% compliance with Williams Act requirements, teacher credentialing and teaching assignments	1.1 100% compliance with Williams Act requirements, teacher credentialing and teaching assignments	1.1 100% compliance with Williams Act requirements, teacher credentialing and teaching assignments
1.2 Compliance with Williams Act requirements, facilities (LOCAL Indicator)	1.2 100% compliance with Williams Act requirements, facilities	1.2 100% compliance with Williams Act requirements, facilities	1.2 100% compliance with Williams Act requirements, facilities	1.2 100% compliance with Williams Act requirements, facilities
1.3 Compliance with Williams Act requirements, sufficient textbooks (LOCAL Indicator)	1.3 100% compliance with Williams Act requirements, sufficient textbooks	1.3 100% compliance with Williams Act requirements, sufficient textbooks	1.3 100% compliance with Williams Act requirements, sufficient textbooks	1.3 100% compliance with Williams Act requirements, sufficient textbooks
1.4 Professional Growth participation records (LOCAL Indicator self-reflection tool)	1.4 81.5% of teachers participated during 2015-16 in professional development for implementation of the California professional	1.4 100% of teachers participated in professional development for implementation of the California professional	1.4 100% of teachers participated in professional development for implementation of the California professional	1.4 100% of teachers participated in professional development for implementation of the California professional

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	and instructional State Standards	and instructional State Standards	and instructional State Standards	and instructional State Standards
1.5 Instructional strategies observation tool (LOCAL Indicator self-reflection tool)	1.5 All principals observed increased use of designated classroom instructional strategies that support the implementation of state standards; % classrooms using these strategies not measured	1.5 All principals observe in at least 90% of school classrooms increased use of designated instructional strategies that support the implementation of state standards	1.5 All Principals lead professional development specific to 21st Century teaching and learning with site.	1.5 All Principals lead professional development specific to 21st Century teaching and learning with site teams to ensure all students have access to a broad course of study.
1.6 Retention of certificated and classified staff	1.6 92% certificated staff retention and 93% classified staff retention rate	1.6 Retention rate increase by 1% for both certificated and classified staff, 93% certificated and 94% classified staff	1.6 Retention rate increase by 1% for both certificated and classified staff, 94% certificated and 95% classified staff	1.6 Retention rate increase by 1% for certificated and constant for classified staff.
1.7 Student engagement and connectedness	1.7 Attendance to enrollment is 95.7% for 2018-2019		1.7 Attendance to enrollment is 95.7% for 2018-2019	Moved to Goal 3

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| English Learners |
| Foster Youth |
| Low Income |

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| LEA-wide |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

| Modified Action |

Select from New, Modified, or Unchanged for 2018-19

| New Action |

Select from New, Modified, or Unchanged for 2019-20

| Unchanged Action |

2017-18 Actions/Services

| 1.1 Support the recruitment and retention of diverse, highly qualified staff to positively impact student achievement. |

2018-19 Actions/Services

| 1.1 Implement Professional Learning Communities (PLC's) to target 21st Century Teaching and Learning |

2019-20 Actions/Services

| 1.1 Implement Professional Learning Communities (PLC's) to target 21st Century Teaching and Learning |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,300	$22,000	$15,500
Source	LCFF	LCFF	LCFF
Budget Reference	a. Expand recruitment and outreach efforts 1XXX-5XXX	a. Professional growth to support Professional Learning Communities through facilitation and paid release time to include new frameworks and standards (PLC) 1000-5999	a. Professional growth to support Professional Learning Communities through facilitation and paid release time to include new frameworks and standards (PLC) 1000-5999

Amount	$5,000	$0	
Source	LCFF	Federal Funding	
Budget Reference	b. Enhance and streamline the interview and job offer process 1XXX-3XXX	moved, see annual update	
Amount	$100,000	$0	
Source	Federal Funding	Federal Funding	
Budget Reference	c. Support new teacher participation in Yolo-Solano Induction Program 1XXX-3XXX	moved, see annual update	
Amount	$1,128,832	$0	
Source	LCFF	LCFF	
Budget Reference	d. Continue classroom teacher staffing to maintain TK-3 class ratio of 24:1 1XXX-3XXX	moved, see annual update	
Amount	$65,000	$0	
Source	Supplemental	Supplemental	
Budget Reference	e. Maintain lower staff-to-student ratio at Montgomery Elementary 1XXX-3XXX	moved, see annual update	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

1.2. Maintain a professional development system that supports all elements of the California professional and instructional State Standards, including assessment practices

2018-19 Actions/Services

1.2 Professional Development

2019-20 Actions/Services

1.2 Building Capacity

Budgeted Expenditures

	Year 2017-18	2018-19	2019-20
Amount	$80,000	$6,000	$20,000
Source	LCFF	Federal Funding	LCFF
Budget Reference	a. Professional growth to support implementation of CCSS through ELA/ELD adoption 1XXX-5XXX	a. Professional learning opportunities and innovation pilots to support instructional practices for 21st century skills outlined in the Graduate Profile 1000-5999	a. Professional learning opportunities and innovation pilots to support instructional practices for 21st century skills outlined in the Graduate Profile 1000-5999
Amount	$5,000	$5,000	$18,000
Source	LCFF	Federal Funding	Local Funding
Budget Reference	b. Ongoing professional growth to support implementation of CCSS in Mathematics 1XXX-5XXX	b. Deeper Learning and training resources $5,000 1000-5999	b. Innovation Summer Professional Development to include Google Suite, Project Based Learning, Differentiation, and Social Emotional Supports in Instruction. 1000-1375
Amount	$30,000	$0	
Source	LCFF	LCFF	
Budget Reference	c. Professional growth to support Professional Learning Communities (PLC) 1XXX-5XXX	moved, see annual update	

Amount	$21,635	$0	
Source	LCFF	LCFF	
Budget Reference	d. Support of NGSS implementation, Science Teacher on Special Assignment, .2 FTE 1XXX-3XXX	moved, see annual update	
Amount	$2,000	$0	
Source	LCFF	LCFF	
Budget Reference	e. Site alignment of curriculum, assessments and pedagogy to teacher-developed grade level and content area guides for ELA/ELD and Mathematics 1XXX-5XXX	moved, see annual update	
Amount	$5,000		
Source	LCFF	LCFF	
Budget Reference	f. Elementary EL Specialists professional development support of ELD standards implementation 1XXX-3XXX		

Amount	$25,000		
Source	LCFF	LCFF	
Budget Reference	g. Professional growth to support differentiation 1XXX-5XXX		
Source	Supplemental	Supplemental	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.3 Continue ongoing evaluation and revision of curriculum to reflect implementation of the California State Standards	1.3 Access to and support for the use of technological tools to enable 21st Century teaching and Learning.	1.3 Access to and support for the use of technological tools to enable 21st Century teaching and Learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$242,000	$380,600
Source	LCFF	LCFF	LCFF
Budget Reference	a. Instructional materials for implementation of the California State Standards, including FAIR Education Act 4XXX-5XXX	a. Instructional Technology Specialists at elementary schools, .5 FTE per site (4.0 FTE) 2000-3999	a. Instructional Technology Specialists at elementary schools, .5 FTE per site (4.0 FTE) 2000-3999
Amount	$20,000	$2,000	$10,000
Source	LCFF	LCFF	LCFF
Budget Reference	b. Implementation of English Language Arts / English language Development (ELA/ELD) adoption 1XXX-4XXX	b. Increase levels of instructional capacity and usage of Google Suite tools 5000-5999	b. Increase levels of instructional capacity and usage of Google Suite tools, consistency of digital citizenship instruction, and increase resources in library collections targeting FAIR Education Act and alignment. 5000-5999
Amount	$11,000	$2,000	$70,000
Source	LCFF	LCFF	LCFF
Budget Reference	c. Ongoing implementation of K-6 Envision and 7-12 CPM math adoption 1XXX-4XXX	c. Increase consistency and quality of digital citizenship instruction and awareness for all students 5000-5999	c. Digital communication annual fees (School Loop, School Messenger) 5000-5999

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

1.4 Support the evaluation of course access in the areas of math and science, grades 8-12

2018-19 Actions/Services

1.4 Support Career Technical Education

2019-20 Actions/Services

1.4 Support Career Technical Education

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,000	$12,000	$10,000
Source	LCFF	State Funding	LCFF
Budget Reference	a. Release time for grade 8-12 math and science advisory committee 1XXX-3XXX	a. CTE grant coordinator FTE for student internships and community outreach. CTEIG funded 1000-3999	a. Student internship coordination and community outreach. 2910-5100

Amount		$24,000	$45,000
Source		LCFF	LCFF
Budget Reference		b. Career Technical Education Coordinator, .20 FTE 1000-3999	b. Career Technical Education Coordination and Grant management; .5 FTE (classified) 2910-5100
Amount		$15,000	$15,000
Source		Supplemental	Supplemental
Budget Reference		c. After school robotics and programming 1000-3999	c. After school robotics and programming 1000-3999

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.5 Increase access to technology		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$231,079	$0	
Source	LCFF	LCFF	
Budget Reference	a. Instructional Technology Specialists at elementary schools, .5 FTE per site (4.0 FTE) 2XXX-3XXX	moved, see annual update	
Amount	$2,000	$0	
Source	LCFF		
Budget Reference	b. Increase levels of instructional capacity and usage of Google Suite tools and Chromebooks 1XXX-5XXX	moved, see annual update	

Amount	$2,000		$0	
Source	LCFF		LCFF	
Budget Reference	c. Increase consistency and quality of digital citizenship instruction and awareness for all students 1XXX-5XXX		moved, see annual update	

Amount	$20,605		$0	
Source	Supplemental		Supplemental	
Budget Reference	d. Ongoing staffing of Montgomery and Davis High School libraries to provide after-school wireless access to online services 1XXX-3XXX		moved, see annual update	

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Specific Grade Spans: Transitional Kindergarten through Grade 9

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	Modified Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.6 Implementation of English Language Arts / English language Development (ELA/ELD) adoption		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$86,405	$0	
Source	Supplemental	Supplemental	
Budget Reference	a. Implementation of English Language Arts / English language Development (ELA/ELD) adoption 4XXX-5XXX	moved, see annual update	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners Foster Youth Low Income	LEA-wide	Specific Schools: Identified in Single Plans for Student Achievement by the following schools: Korematsu, Montgomery, North Davis, Patwin, Emerson, Harper, Holmes, Davis High School and King High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1.7 Site-determined services aligned to district LCAP	1.7 Site-determined services aligned to district LCAP	moved in prior LCAP year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$2,900	$0	
Source	Supplemental	Supplemental	
Budget Reference	a. Site purchases of instructional supplies 4XXX	moved, see annual update	
Amount	$7,400	$0	
Source	Supplemental	Supplemental	
Budget Reference	b. Site purchases of support for school library collections 4XXX	moved, see annual update	

Amount	$10,200	$0	
Source	Supplemental	Supplemental	
Budget Reference	c. Site purchases of technology 4XXX-5XXX	moved, see annual update	
Amount	$14,500	$0	
Source	Supplemental	Supplemental	
Budget Reference	d. Site purchase of professional development 1XXX-5XXX	moved, see annual update	

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners	Schoolwide	Specific Schools: Marguerite Montgomery Elementary School Specific Grade Spans: TK - 3

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

1.8 SEAL Implementation at Montgomery Elementary		Moved in prior LCAP year

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	78,334	$0	
Source	Supplemental		
Budget Reference	a. Ongoing professional growth re. SEAL Instructional Model at Montgomery Elementary, including .50 FTE Site Instructional Coach; year 2 of 3 1XXX-5XXX	moved see annual update	

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 2

Davis Joint Unified School District educators will close the opportunity and achievement gap.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

DJUSD staff and community believe that in order to promote a change in outcomes, we must also address opportunities. Actions and services identified in this goal will access to high quality instruction, intervention, and integrate systems and program to more effectively impact outcomes. This is most directly seen in the English Language Arts, Math, Graduation rate, and College Readiness indicators below:

English Language Arts (3-8) by School

District placement maintained High Status in 2018

Ten of thirteen schools in DJUSD demonstrated gains in ELA status

Marguerite Montgomery Elementary increased by 11.7 point

Pioneer increased by 14.7 points and Willett by 10.9 points, both moving to the Very High status

Opportunity for growth
- - Montgomery is the school with the largest gap from the District average with a 55 point difference. Despite the significant gain noted above, Montgomery remains in the Low status
- - Davis Senior High declined by 12.6 points: African American students declined by 48.7 points, low socioeconomic level by 38.9 points, and English Learners by 35.9 points.
- - Birch Lane declined by 3.7 points, students with low socioeconomic level declined by 10.5 points and Hispanic by 8.1 points. Birch Lane did show growth with English Learners by 20 points and students with disabilities by 6.9 points
- - Francis Harper Junior High declined by 2.4 points; Asian students declined by 21.2 points, African American students by 20.1 points and students of low socioeconomic level by 13.9 points

English Language Arts (3-8) by Student Group

After a decline of 19.2 points in 2017, DJUSD showed a gain with all students by 2.4 points in 2018

Gap of two levels persists between All Students and
- - African American students at low level, declining 2.7 points
- - English Learners at low level, increasing 9.6 points
- - Socioeconomically Disadvantaged student group at low level, increasing 4.4 points
- - Hispanic at low level, increasing by 5.2 points

Student groups showing the greatest decline: American Indian/Native Alaskan declining by 30.1 points and Foster youth declining by 31.8 points (in the very low status)

Mathematics (3-8) by School

The District Increased by 3.2 points overall and maintained a High Status placement of the All Students group. All schools are within one score level of the District overall with only Marguerite Montgomery in the Medium status.

Montgomery Elementary increased significantly by 16. 5 points to the Medium status

Cesar Chavez Elementary increased by 11.3 points and is in the High status

Mathematics (3-8) by Subgroup

A gap of two levels exists between All Students and
- - Socioeconomically Disadvantaged student group increased by 6.8 points and is in the low status
- - Hispanic students increased by 5.2 points and is in the low status

- - African American student group decreasing by 9.2 points (the third decrease) and is in the low status
- - Students with disabilities increased by 5.1 points and is in the low status

Student groups showing the greatest decline: American Indian/Native Alaskan declining by 25.7 points and Foster youth declining by 47.4 points (in the very low status)

English Learner Progress by School

45.6% of students are well developed and 29% are moderately developed

Graduation by School (9-12)

District Placement declined by .1% to 93.2% and maintained a high status

Davis School for Independent Study increased by 3.3 points and has a high status. Davis Senior High maintained very high status, despite a .3% decline

The District maintained high status placement of the All Students group
- - English Learners and African American students declined by 2.2% and 2.8% and are in the medium status
- - Students with disabilities increased by 5.3% and is in low status a 72.7% graduation rate
- - Hispanic students increased by 2% and are in the medium status
- - Socioeconomically Disadvantaged students increased by 2.1% and are in the medium status.

College Career Indicator

DJUSD Declined by 4.7% in this indicator to a level of 66.8% of all students prepared

Student groups showing gain include:
- - English Learners with a 6.3% increase to 39.6% prepared
- - Students with disabilities with a 8.1% increase to 19.7% prepared

Student groups showing decline include:
- - Socioeconomically disadvantaged students with a 2% decline to 43.5% prepared
- - African American students with a 13.9% decline to 44.4% prepared
- - Homeless students with a 13.2% decline to 11.8% prepared

Of the 636 12th grade students, 66% (or 425) were deemed College/Career prepared through an academic indicator. Only 23 students met this criteria through career pathway

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.1 CAASPP proficiency rate in English Language Arts and Math (STATE Indicator)	2.1 2015-16 English Language Arts: All Students status = High, 37 scaled score points above Level 3, and Change = increased 3 points 2015-16 Math: All Students status = High, 30 scaled score points above Level 3, and Change = increased 3 points	2.1 ELA: maintain High status Math: increase by 5 points and move to Very High status	2.1 ELA: increase by 7 points and move to Very High status Math: maintain Very High status	2.1 ELA: maintain High status Math: maintain High status
2.2 List of secondary students with semester 2 grade of D or F (Local metric)	2.2 In 2015-16 8% of secondary students had a Semester 2 grade of D or F in English (295/3670) In 2015-16 10% of secondary students had a Semester 2 grade of D or F in Math (373/3670)	2.2 ELA: percentage of secondary students with a D or F at Semester 2 will decrease by 1% to 7% Math: percentage of secondary students with a D or F at Semester 2 will decrease by 1% to 9%	2.2 ELA: percentage of secondary students with a D or F at Semester 2 will decrease by 1% to 6% Math: percentage of secondary students with a D or F at Semester 2 will decrease by 1% to 8%	2.2 ELA: percentage of secondary students with a D or F at Semester 2 will decrease by 1% Math: percentage of secondary students with a D or F at Semester 2 will decrease by 1%
2.3 Enrollment rate in Career Technical Education (CTE) courses (STATE Indicator)	2.3 36% CTE enrollment rate in 2015-16	2.3 Maintain CTE enrollment rate	2.3 Maintain CTE enrollment rate	2.3 Maintain CTE enrollment rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
2.4 Completion rate in Career Technical Education (CTE) pathways (STATE Indicator)	2.4 4.5% CTE completion rate in 2015-16	2.4 Maintain CTE completion rate	2.4 Maintain CTE completion rate	2.4 Maintain CTE completion rate
2.5 A-G course completion rate by high school graduates (STATE Indicator)	2.5 72.2% A-G course completion rate by all high school graduates in 2015-16	2.5 Increase A-G course completion rate by 2% to 74.2%	2.5 Increase A-G course completion rate by 2% to 76.2%	2.5 Increase A-G course completion rate by 2%
2.6 Passage rate on Advanced Placement exams (STATE Indicator)	2.6 91% Advanced Placement exam passage rate in 2015-16; of the 465 10-12 grade students that took an AP test, 423 students scored 3 or higher on the AP test.	2.6 Maintain AP exam passage rate; increase AP exam participation by 5 students to 470	2.6 Maintain AP exam passage rate; increase AP exam participation by 5 students to 475	2.6 Maintain AP exam passage rate; increase AP exam participation by 5 students
2.7 Early Assessment Program (EAP) preparation rate (STATE Indicator)	2.7 English Language Arts EAP preparation rate of 55% Ready / 28% Conditionally Ready in 2015-16 Math EAP preparation rate of 41% Ready / 27% Conditionally Ready in 2015-16	2.7 ELA: maintain ELA preparation rate Math: increase "Ready" by 3% to 44%	2.7 ELA: increase "Ready" rate by 3% to 58% Math: increase "Ready" rate by 3% to 47%	2.7 ELA: maintain ELA preparation rate Math: maintain Math preparation rate
2.8 Youth Truth Climate Survey College and Career Readiness indicator, "Describe the degree to which students feel equipped to pursue college and	2.8 In Fall 2016, 10-12 grade students scored 3.48 on the Youth Truth College and Career Readiness summary measure: "Describe the degree to which	2.8 10-12 grade students increase positive response rate by .02 on the Youth Truth College and Career Readiness summary measure:	2.8 10-12 grade students increase positive response rate by .02 on the Youth Truth College and Career Readiness summary measure:	2.8 10-12 grade students increase positive response rate by .02 on the Youth Truth College and Career Readiness summary measure:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
careers" [LOCAL Indicator]	students feel equipped to pursue college and careers"	"Describe the degree to which students feel equipped to pursue college and careers", moving from 3.48 to 3.50	"Describe the degree to which students feel equipped to pursue college and careers", moving from 3.50 to 3.52	"Describe the degree to which students feel equipped to pursue college and careers".
2.9 English Learner Progress as measured by CAASPP ELA	2.9 16% of English Learner test takers measured proficient on CAASPP ELA in 2015-16 (53/334 English Learner students)	2.9 Increase EL CAASPP ELA proficiency rate by 4% to 20%	2.9 Increase EL CAASPP ELA proficiency rate by 3% to 23%	2.9 Increase EL CAASPP ELA proficiency rate by 2%
2.10 English Learner Progress as measured by reclassification rate	2.10 7.6% of EL students exited EL status through reclassification in 2015-16 (119 EL students were reclassified)	2.10 Increase EL students exiting EL status to 9.5%	2.10 Increase EL students exiting EL status by 1% to 10.5%	2.10 Increase EL students exiting EL status by 1%
2.11 English Learner Progress as measured by decrease in EL students classified in Long Term English Learners status	2.11 78 of the EL students were classified as LTEL in 2015-16	2.11 Decrease by 8 the number of EL who are classified as LTEL	2.11 Decrease by 10 the number of EL who are classified as LTEL	2.11 Decrease by 10 the number of EL who are classified as LTEL
2.12 Academic Performance Indicator (API)	2.12 API is no longer applicable	2.12 API is no longer applicable	2.12 API is no longer applicable	2.12 API is no longer applicable

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

| [Add Students to be Served selection here] |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| [Add Location(s) selection here] |

OR

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

| English Learners |
| Foster Youth |
| Low Income |

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

| LEA-wide |

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

| All Schools |

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

| Modified Action |

Select from New, Modified, or Unchanged for 2018-19

| New Action |

Select from New, Modified, or Unchanged for 2019-20

| Modified Action |

2017-18 Actions/Services

| 2.1 Monitor student academic progress |

2018-19 Actions/Services

| 2.1 Monitoring course choices, access, and student progress |

2019-20 Actions/Services

| 2.1 Monitoring course choices, access, and student progress |

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$60,000	$78,705
Source	LCFF	Supplemental	Supplemental
Budget Reference	error in template	a. English Learner Monitoring and Data System to include FTE for TOSA to guide, provide professional development. $60,000 Supp 1000-3999	a. English Learner Monitoring and Data System to include FTE for TOSA to guide, provide professional development. 1000-3999

Amount	$36,600	$2,000	$31,700
Source	Supplemental	LCFF	Federal Funding
Budget Reference	b. Multi-Tiered System of Supports Specialist .50 FTE, for development of districtwide MTSS 1XXX-5XXX	b. Release time for grade 8-12 enrollment, access, prerequisites and math and science advisory committee to review 1000-3999	b. English Learner Monitoring and Data System to include FTE for TOSA to guide, provide professional development. 1000-3999
Amount	$327,361	$82,000	$5,000
Source	Local Funding	LCFF	LCFF
Budget Reference	c. Elementary mathematics coaches support Professional Learning Communities (PLC) work with general education staff focused on student outcomes 1XXX-3XXX	c. Ongoing Academic Conferencing & Collaboration Release time 1000-5999	c. Release Time for Performance Based Assessments 1000-4275
Amount	$681,681	$13,000	$82,000
Source	Local Funding	Supplemental	LCFF
Budget Reference	d. Elementary reading specialists support PLC work with general education staff focused on student outcomes. 1XXX-3XXX	d. Unduplicated Academic Conferencing & Collaboration Release time 1000-5999	d. Ongoing Academic Conferencing & Collaboration Release time 1000-5999

Amount	$2,000	$0	$13,000
Source	LCFF	LCFF	Supplemental
Budget Reference	e. Elementary English Learner Specialist Support of PLC work with general education staff focused on student outcomes	moved, see annual update	e. Unduplicated Academic Conferencing & Collaboration Release time 1000-5999
Amount	$2,000	$0	
Source	LCFF	LCFF	
Budget Reference	f. Ongoing administration of Smarter Balanced Assessment Consortium (SBAC) interim assessments 4XXX-5XXX	moved, see annual update	
Amount	$20,000	$0	
Source	LCFF	LCFF	
Budget Reference	g. Ongoing development of formative assessments to support student progress in ELA/ELD 1XXX-5XXX	moved, see annual update	
Amount	$77,000	$0	
Source	LCFF	LCFF	
Budget Reference	h. Ongoing Academic Conferencing & Collaboration Release time 1XXX-3XXX	moved, see annual update	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2.2 Provide academic support programs

2018-19 Actions/Services

2.2 Building capacity in educator practices

2019-20 Actions/Services

2.2 Provide professional development, support, and resources to build capacity in educator practices in the academic strand of MTSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$76,500	51,750	$95,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	a. Elementary STEM Differentiation Specialists at Montgomery, 1.0 FTE 1XXX-3XXX	a. Ongoing professional growth re. SEAL Instructional Model at Montgomery Elementary, including .50 FTE Site Instructional Coach; year 2 of 3 1000-3999	a. Ongoing professional growth for SEAL Instructional Model at Montgomery Elementary, including 1.0 FTE Site Instructional Coach; year 3 of 3 1000-3999
Amount	$36,000	$127,000	$127,500
Source	Supplemental	LCFF	LCFF
Budget Reference	b. Continue additional Reading Specialist support at Montgomery Elementary to equitably addressing early literacy needs 1XXX-3XXX	b. Instructional Specialists (English Learner, Reading, Differentiation, and Math) to support general education staff, deliver professional development, and promote student access to standards: Support of NGSS implementation, Science Teacher on Special Assignment.2 FTE, Elementary EL Specialist Professional Development support of ELD standards, and Differentiation Specialist. 1000-3999	b. Instructional Specialists (Differentiation and NGSS) to support general education staff, deliver professional development, and promote student access to standards: Support of NGSS implementation, Science Teacher on Special Assignment.2 FTE, and Differentiation Specialist. 1000-3999

Amount	$81,200	$1,215,672	$1,215,672
Source	Supplemental	Local Funding	Local Funding
Budget Reference	c. Continue 3rd grade support for increased literacy aligned with Common Core, Paraeducator, 2.65 FTE 2XXX-3XXX	c. Instructional Specialists (English Learner, Reading, Differentiation, and Math) to support general education staff, deliver professional development, and promote student access to standards: Reading Specialists and Math Coaches. 1000-3999	c. Instructional Specialists (Reading, and Math) to support general education staff, deliver professional development, and promote student access to standards: Reading Specialists and Math Coaches. 1000-3999
Amount	$40,000	$2,000	$45,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	d. Junior High Reading Intervention program, .60 FTE (.20 FTE at each school) 1XXX-5XXX	d. Elementary EL Specialists support 1000-3999	d. MTSS Capacity Building grants for staff collaboration focusing on unduplicated population and design of best first instruction. 1000-5999
Amount	$51,030	$45,000	$90,000
Source	Supplemental	Supplemental	Federal Funding
Budget Reference	e. Academic Coaching Empowering Students (ACES) support course at Davis High School, .60 FTE 1XXX-3XXX	e. Collaboration grants and staff collaboration focusing on unduplicated population and instructional pedagogy to support targeted learning needs. 1000-5999	e. Support new teacher participation in Yolo-Solano Induction Program 1000-3999

Amount	$139,609	$15,000	$ 5,000
Source	Supplemental	Federal Funding	LCFF
Budget Reference	f. AVID program academic and mentoring support, including district coordinator, site coordinators and AVID elective teacher FTE 1XXX-3XXX	f. Common Core Professional Development to target pedagogy and implementation of English Learner standards in all content areas: every site with key staff trained by TOSA in order to lead site and colleagues. 1000-5999	f. Professional growth to support differentiation 1000-5999
Amount	$50,000	$3,000	$173,314
Source	Supplemental	Supplemental	Supplemental
Budget Reference	g. AVID program academic and mentoring support, including AVID membership fees, professional development, student recruitment, course materials, field trips (4 sites) 1XXX-5XXX	g. King High School WASC recommended actions: use of standards based assessments, increase of rigor and in writing, cohesive grading and feedback systems. 1000-5999	g. Site allocations for direct services for unduplicated population 1000-5999
Amount	$20,000	$100,000	
Source	Supplemental	Federal Funding	
Budget Reference	h. AVID program academic and mentoring support, including UCD Work Study AVID Tutors 2XXX-3XXX	h. Support new teacher participation in Yolo-Solano Induction Program 1000-3999	

Amount	$47,904	$5,000	
Source	Supplemental	LCFF	
Budget Reference	i. District UCD Work Study Coordinator (AVID & Bridge), .75 FTE 2XXX-3XXX	i. Professional growth to support differentiation 1000-5999	

Amount		$173,314	
Source		Supplemental	
Budget Reference		j. site allocations for direct services for unduplicated population 1000-5999	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

	Unchanged Action	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.3 Support of college and career readiness	2.3 Administer and drive instruction with common formative assessments	2.3 Administer and drive instruction with common formative assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$21,663	$2,000	$2,000
Source	LCFF	LCFF	LCFF
Budget Reference	a. Career Technical Education Coordinator, .20 FTE 1XXX-3XXX	a. Site alignment of curriculum, assessments and pedagogy to teacher-developed grade level and content area guides for ELA/ELD and Mathematics 1000-5999	a. Site alignment of curriculum, assessments and pedagogy to teacher-developed grade level and content area guides for ELA/ELD and Mathematics 1000-5999
Amount	$10,000	$2,000	$17,000
Source	LCFF	LCFF	LCFF
Budget Reference	b. Establish goal setting program by which TK-12 grade students take ownership of setting and pursuing personal, academic and social goals in support of college and career readiness 1XXX-4XXX	b. Ongoing administration of Smarter Balanced Assessment Consortium (SBAC) interim assessments 4000-4999	b. Ongoing administration of Smarter Balanced Assessment Consortium (SBAC) interim assessments and 9th Grade participation in the PSAT testing. 4000-4999

Amount	$27,419	$0	
Source	LCFF	LCFF	
Budget Reference	c. Davis High School Academic Center Coordinator, .50 FTE ($25,419) and Lead Tutor ($2,000) 2XXX-3XXX	moved, see annual update	
Amount	$25,419	$0	
Source	Supplemental	Supplemental	
Budget Reference	d. Davis High School Academic Center Coordinator, .50 FTE 2XXX-3XXX	moved, see annual update	
Amount	$24,500	$0	
Source	Supplemental	Supplemental	
Budget Reference	e. Davis High School Academic Center, UCD Work Study tutors 2XXX-3XXX	moved, see annual update	
Amount	$30,000	$0	
Source	Supplemental	Supplemental	
Budget Reference	f. Davis High School Academic Center, UCD Non-Work Study tutors 2XXX-3XXX	moved, see annual update	

Amount	$15,000	$0	
Source	LCFF	LCFF	
Budget Reference	g. 9th Grade PSAT Administration 5XXX	moved, see annual update	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.4 Support for English Learners	2.4 Targeted implementation of the California Common Core Standards	2.4 Targeted implementation of the California Common Core Standards

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$190,639	$5,000	$10,000
Source	Supplemental	LCFF	LCFF
Budget Reference	a. Elementary EL Specialists, Supplemental (3.0 FTE, assignment based on review of EL & RFEP enrollment by site) 1XXX-3XXX	a. Ongoing professional growth to support implementation of CCSS in Mathematics 1000-5999	a. Ongoing professional growth to support implementation of CCSS in all content areas. 1000-5999 1000-5999
Amount	$59,695	$80,000	$45,000
Source	Federal Funding	LCFF	LCFF
Budget Reference	b. Elementary EL Specialists, Title III funding (1.2 FTE assignment based on review of EL & RFEP enrollment by site) 1XXX-3XXX	b. Professional growth to support implementation of CCSS through ELA/ELD, and purchases to support Social Studies and NGSS 1000-5999	b. Professional growth to support implementation of CCSS through professional growth, piloting and purchases to support Social Studies and NGSS 1000-5999
Amount	$36,106	$5,000	
Source	Supplemental	State Funding	
Budget Reference	c. Long Term English Learners course (STEEL) teachers, 7-9 grade, .40 FTE 1XXX-3XXX	c. Instructional materials for implementation of the California State Standards, including FAIR Education Act 4000-5999	

Amount	$24,071	$20,000	
Source	Supplemental	LCFF	
Budget Reference	d. Bilingual paraeducator support in Davis High School World Civilization, 1.0 FTE 2XXX-3XXX	d. Implementation of English Language Arts / English language Development (ELA/ELD) adoption to purchase SpEd support materials 4000-5999	
Amount	$8,750	$5,000	
Source	Supplemental	LCFF	
Budget Reference	e. Davis High School Academic Center, UCD Work Study Mentor Program 2XXX-3XXX	e. Ongoing implementation of K-6 Envision and 7-12 CPM math adoption 5000-5999	
Amount	$53,000	$10,000	
Source	Supplemental	LCFF	
Budget Reference	f. Transportation for migrant students 5XXX	f. Implementation of English Language Arts / English language Development (ELA/ELD) adoption 1000-5999	
Amount	$131,907	$0	
Source	Supplemental	Supplemental	
Budget Reference	g. District Manager of EL Program, 1.0 FTE 1XXX-3XXX	moved, see annual update	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

2.5 Support extended learning opportunities

2018-19 Actions/Services

2.5 High quality, researched based intervention

2019-20 Actions/Services

2.5 High quality, researched based intervention

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$149,237	$40,100	$66,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	a. Bridge Program at Montgomery Elementary and Harper Junior High, including Student Success staff 2.0 FTE, extended day teacher, tutor training, program supplies & parent engagement 1XXX-5XXX	a. Continue additional Reading Specialist support at Montgomery Elementary to equitably addressing early literacy needs 1000-3999	a. Continue additional Reading Specialist support (.1), Academic Intervention Coordinator (.50), General Music Class (.20), and Family Resource Center at Montgomery Elementary to equitably addressing early literacy needs; 1000-3999
Amount	$20,000	$91,558	$91,558
Source	Supplemental	Supplemental	Supplemental
Budget Reference	b. Bridge Program UCD Work Study tutors 2XXX-3XXX	b. Continue 3rd grade support for increased literacy aligned with Common Core, Paraeducator, 2.65 FTE 1000-3999	b. Continue support for increased literacy aligned with Common Core (based on 3rd grade enrollment), Paraeducator, 2.75 FTE 1000-3999
Amount	$30,810	$42,000	$64,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	c. Montgomery Academic Intervention Programs Coordinator, .50 FTE 1XXX-3XXX	c. Junior High Reading Intervention program (.20 FTE at each school as determined by enrollment) 1000-3999	c. Junior High Intervention program (.20 FTE at each school as determined by enrollment and data through MTSS) 1000-3999

Amount	$10,000	22,000	$22,000
Source	Supplemental	LCFF	LCFF
Budget Reference	d. Families in Transition Tutoring Program 1XXX-5XXX	d. Davis High School Academic Center Coordinator, .40 FTE and Lead Tutor 2000-3999	d. Davis High School Academic Center Coordinator, .40 FTE and Lead Tutor 2000-3999
Amount	$34,000	$33,000	$33,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	e. Outdoor Education 1XXX-5XXX	e. Davis High School Academic Center Coordinator, .60 FTE 2000-3999	e. Davis High School Academic Center Coordinator, .60 FTE 2000-3999
Amount	$180,000	$20,000	$28,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	f. Summer School 1XXX-5XXX	f. Davis High School Academic Center, UCD Work Study tutors 2000-3999	f. Davis High School Academic Center, UCD Work Study tutor 2000-3999
Amount	$19,450	$20,000	$20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	g. Montgomery Summer Lending Library 1XXX-5XXX	g. Davis High School Academic Center, UCD Non-Work Study tutors 2000-3999	g. Davis High School Academic Center, UCD Non-Work Study tutors 2000-3999

Amount		$290,000	$395,000
Source		Supplemental	Supplemental
Budget Reference		h. Elementary EL Specialists, Supplemental (3.5 FTE, assignment based on review of EL & RFEP enrollment by site) 2000-3999	h. Elementary EL Specialists, Supplemental (4.1 FTE, assignment based on review of EL & RFEP enrollment by site) 2000-3999
Amount		$108,000	$108,000
Source		Federal Funding	Federal Funding
Budget Reference		i. Elementary EL Specialists, Title III funding (1.2 FTE assignment based on review of EL & RFEP enrollment by site) Title III 2000-3999	i. Elementary EL Specialists, Title III funding (1.2 FTE assignment based on review of EL & RFEP enrollment by site) Title III 2000-3999
Amount		$40,000	$40,000
Source		Supplemental	Supplemental
Budget Reference		j. Long Term English Learners course (STEEL) teachers, 7-9 grade, .40 FTE 2000-3999	j. Long Term English Learners course (STEEL) teachers, 7-9 grade, .40 FTE 2000-3999

Amount		$25,000	$25,000
Source		Supplemental	Supplemental
Budget Reference		k. Bilingual paraeducator support in Davis High School World Civilization 2000-3999	k. Bilingual paraeducator support in Davis High School World Civilization 2000-3999
Amount		$65,000	$83,200
Source		Supplemental	Supplemental
Budget Reference		l. Maintain lower staff-to-student ratio at Montgomery Elementary 1000-3999	l. Site support of reading / math intervention services 1000-5999
Amount		$83,200	$140,000
Source		Supplemental	Supplemental
Budget Reference		m. Site support of reading / math intervention services 1000-5999	m. Site support of EL Paraeducators 1000-5999
Amount		$139,000	$46,180
Source		Supplemental	Supplemental
Budget Reference		n. Site support of EL Para-educators 1000-5999	n. Site support of additional FTE for Elementary EL Specialists and staff 1000-3999

Amount		$46,180	$18,000
Source		Supplemental	Supplemental
Budget Reference		o. Site support of additional FTE for Elementary EL Specialists and staff 1000-3999	o. Site support of extended learning (field trips, extended day and year) 5000-5999
Amount		$18,000	$20,000
Source		Supplemental	Supplemental
Budget Reference		p. Site support of extended learning (field trips, extended day and year) 5000-5999	p. Academic Coaching Empowering Students (ACES) support course at Davis High School, .60 FTE 1000-3999
Amount		$62,000	$220,000
Source		Supplemental	Supplemental
Budget Reference		q. Academic Coaching Empowering Students (ACES) support course at Davis High School, .60 FTE 1000-3999	q. AVID program academic and mentoring, including district coordinator, site coordinator, membership fees, professional development, student recruitment, course materials, field trips (4 sites), UCD Work Study AVID Tutors Supp, 1000-5999

Amount	$220,000	$50,000
Source	Supplemental	Supplemental
Budget Reference	r. AVID program academic and mentoring, including district coordinator, site coordinator, membership fees, professional development, student recruitment, course materials, field trips (4 sites), UCD Work Study AVID Tutors Supp, 1000-5999	r. District UCD Work Study Coordinator (AVID & Bridge), .75 FTE 2000-3999
Amount	$50,000	$150,000
Source	Supplemental	Supplemental
Budget Reference	s. District UCD Work Study Coordinator (AVID & Bridge), .75 FTE 2000-3999	s. Bridge Program at Montgomery Elementary and Harper Junior High, including Student Success staff 2.0 FTE, extended day teacher, tutor training, program supplies, parent engagement, UCD works study tutors. 1000-5999

Amount	$190,000	$45,000
Source	Supplemental	Supplemental
Budget Reference	t. Bridge Program at Montgomery Elementary and Harper Junior High, including Student Success staff 2.0 FTE, extended day teacher, tutor training, program supplies, parent engagement, UCD works study tutors. 1000-5999	t. Secondary English Learner paraeducator (1.0) for student supports and interventions. 1000-5999

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action	New Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

2.6 Provide services for immigrant students		2.6 Create and Sustain an Integrated Multi-Tiered System of Support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$23,500	$0	$20,000
Source	Federal Funding	Federal Funding	Other
Budget Reference	a. Annual licenses for supplemental language acquisition program 5XXX	moved, see annual update	a. District contract with Placer County Office of Education and training in fundamentals of MTSS as well as best practices for implementation and sustainable practices. LPSBG funded 5810-5100
Amount	$6,500	$0	$125,000
Source	Federal Funding	Federal Funding	Other
Budget Reference	b. Supervision of migrant student transportation 2XXX-3XXX	moved, see annual update	b. Contract and teacher compensation for intensive summer training in the Reading Apprenticeship Program (West Ed) for Secondary content teachers and leaders. LPSBG funded 5810-5100

Amount		$15,000
Source		Other
Budget Reference		c. Contract for Scholastic Reading Inventory to assess and progress monitor reading levels of students in secondary schools. LPSBG funded 4210-5100
Amount		$15,000
Source		Other
Budget Reference		d. MTSS Leadership and Leadership for calibration and alignment district-wide. LPSBG funded 5810-5100
Amount		$150,000
Source		Other
Budget Reference		e. Site retreats (one day) for site specific roll-out and MTSS implementation; site MTSS team planning/release time during the school year. LPSBG funded 5810-5100

Amount			$15,000
Source			LCFF
Budget Reference			f. Continue support of PBIS practices and implementation at elementary sites. 5810-5100

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Identified in Single Plans for Student Achievement by the following schools: Birch Lane, Chavez, Fairfield, Korematsu, Montgomery, North Davis, Patwin, Pioneer, Willett, Emerson, Harper, Holmes and King High School

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.7. Site-determined services aligned to district LCAP		Moved in prior LCAP year

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$83,200	$0	
Source	Supplemental	Supplemental	
Budget Reference	a. Site support of reading / math intervention services 1XXX-5XXX	moved, see annual update	
Amount	$139,900	$0	
Source	Supplemental	Supplemental	
Budget Reference	b. Site support of EL Para-educators 2XXX-3XXX	moved, see annual update	
Amount	$42,000	$0	
Source	Supplemental	Supplemental	
Budget Reference	c. Site support of additional FTE for Elementary EL Specialists 1XXX-3XXX	moved, see annual update	
Amount	$2,500	$0	
Source	Supplemental	Supplemental	
Budget Reference	d. Site support of other EL staff 2XXX-3XXX	moved, see annual update	

Amount	$2,050	$0
Source	Supplemental	Supplemental
Budget Reference	e. Site support of field trips 1XXX-5XXX	moved, see annual update
Amount	$15,500	$0
Source	Supplemental	Supplemental
Budget Reference	f. Site support of extended day programs 1XXX-5XXX	moved, see annual update
Amount	0	$0
Source	Supplemental	Supplemental
Budget Reference	g. Site support of extended year programs 1XXX-5XXX	moved, see annual update
Amount	0	$0
Source	Supplemental	Supplemental
Budget Reference	h. Site support of student goal setting 1XXX-5XXX	moved, see annual update

Amount	$7,300	$0	
Source	Supplemental	Supplemental	
Budget Reference	i. Site support of monitoring academic progress 1XXX-5XXX	moved, see annual update	

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

Specific Schools: Determined by EL enrollment at sites
Specific Grade Spans: TK-6 grade

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
New Action	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2.8 Increased services for English Learners		Moved in prior LCAP year

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$40,000	$0	
Source	Supplemental	Supplemental	
Budget Reference	a. Additional Elementary EL Specialists, .60 FTE (site based on review of EL & RFEP enrollment) 1XXX-3XXX	moved, see annual update	

Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

a. Implementation of Professional Learning Communities (PLC) to support student learning, targeting students who are furthest from grade level (unduplicated). 1XXX-5XXX		Moved in prior LCAP year

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	45,000	$0	
Source	Supplemental	Supplemental	
Budget Reference		moved, see annual update	

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
e. Elementary English Learner specialists support PLC work with general education staff focused on student outcomes 1XXX-3XXX		Moved in prior LCAP year

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	$0	
Source	Supplemental		
Budget Reference	e. Elementary English Learner specialists support PLC work with general education staff focused on student outcomes 1XXX-3XXX	moved, see annual update	

Action 11

OR

Actions/Services

Budgeted Expenditures

Budget Reference			
Budget Reference			

Goals, Actions, & Services

Strategic Planning Details and Accountability
Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 3

Classrooms and school communities will be safe and inclusive environments.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Wellness and belonging directly impact student access to their own learning and the health of our community. Actions and services identified in this goal promote universal and targeted mechanisms toward wellness, belonging, and building of inclusive school communities. This is most directly seen in the suspension rates and other local metrics.

Suspension Rate (K-12)
- - The district has a low suspension rate and declined for the third year in a row.
- - No school increased suspensions in 2017-2018
- - Davis Senior High, Holmes, Martin Luther King, Birch Lane, Cesar Chavez, and Patwin declined in suspensions
- - Fred Korematsu Elementary declined significantly in suspensions to a very low status.

Foster Youth declined by 5% and African American student suspension declined by 1.5%, however both are in the high and very high status

Suspension of homeless students increased by 7.2% to very high status and American Indian/Native Alaskan student suspension increased by 12.6% to a very high status

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.1 Chronic absenteeism rate (STATE Indicator)	3.1 8.4% chronic absenteeism rate in 2015-16	3.1 Decrease chronic absenteeism by 1%, from 8.4% to 7.4%	3.1 Decrease chronic absenteeism by 1%, from 7.4% to 6.4%	3.1 Decrease chronic absenteeism by 1%,
3.2 Middle school dropout rate (Local metric)	3.2 .2% middle school dropout rate in 2015-16	3.2 Maintain or decrease the middle school dropout rate	3.2 Maintain or decrease the middle school dropout rate	3.2 Maintain or decrease the middle school dropout rate
3.3 High school dropout rate (Local metric) Needed?	3.3 .4% high school dropout rate in 2015-16	3.2 Maintain or decrease the high school dropout rate	3.2 Maintain or decrease the high school dropout rate	3.2 Maintain or decrease the high school dropout rate
3.4 High school graduation rate (STATE Indicator)	3.4 95.4% high school graduation rate in 2014-15	3.4 Increase the high school graduation rate by 1% to 96.4%	3.4 Increase the high school graduation rate by 1% to 97.4%	3.4 Increase the high school graduation rate by 1%
3.5 Student suspension rates (STATE Indicator)	3.5 3.0% suspension rate in 2015-16	3.5 Decrease the suspension rate by .5% to 2.5%	3.5 Decrease the suspension rate by .5% to 2.0%	3.5 Maintain the suspension rate
3.6 Student expulsion rates (Local metric)	3.6 0% expulsion rate in 2015-16	3.6 Maintain expulsion rate at <1%	3.6 Maintain expulsion rate at <1%	3.6 Maintain expulsion rate
3.7 Local Control Accountability Plan (LCAP) Survey results (Local metric)	3.7 242 parents submitted LCAP surveys in 2016-17	3.7 Increase the number of parent-submitted surveys by 20% 299 parents submitted surveys in 2017-2018.	3.7 Increase the number of parent-submitted surveys by 20%	3.7 Increase the number of parent-submitted surveys by 20%
3.8 Parent attendance from DELAC and ELAC meetings (LOCAL Indicator)	3.8 355 EL parents were involved in DELAC and ELAC meetings in 2015-16	3.8 Increase the number of EL parents involved in DELAC and ELAC meetings by 60 to 415	3.8 Increase the number of EL parents involved in DELAC and ELAC meetings by 60 to 475	3.8 Increase the number of EL parents involved in DELAC and ELAC meetings by 60

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
3.9 Events supporting students' academic learning at home (LOCAL metric)	3.9 One district Parent Engagement Night event and four elementary schools held Math Night and /or Literacy Night events that supported students' academic learning at home.	3.9 Maintain the number of district /site events that support students' academic learning at home.	3.9 Maintain the number of district /site events that support students' academic learning at home.	3.9 Maintain the number of district /site events that support students' academic learning at home.
3.10 Parent-teacher conference attendance (Local metric)	3.10 97.2% of parents attended Fall 2016 elementary school parent-teacher conferences	3.10 Maintain parent attendance rate at fall trimester elementary school parent-teacher conferences	3.10 Maintain parent attendance rate at fall trimester elementary school parent-teacher conferences	3.10 Maintain parent attendance rate at fall trimester elementary school parent-teacher conferences
3.11 Youth Truth Climate Survey engagement indicator results (LOCAL Indicator)	3.11 Responding to the Fall 2016 Youth Truth survey question "When I am feeling upset, stressed or having problems there is an adult who I can talk to," the overall high school score for this indicator is 3.56 and the overall middle school score for this indicator is 3.3.	3.11 Positive student responses to the Youth Truth survey question "When I am feeling upset, stressed or having problems there is an adult who I can talk to," will increase by .05 for both high school and junior high school students, increasing from 3.56 to 3.61 and 3.30 to 3.35, respectively.	3.11 Positive student responses to the Youth Truth survey question "When I am feeling upset, stressed or having problems there is an adult who I can talk to," will increase by .05 for both high school and junior high school students, increasing from 3.61 to 3.66 and 3.35 to 3.60, respectively.	3.11 Positive student responses to the Youth Truth survey question "When I am feeling upset, stressed or having problems there is an adult who I can talk to," will increase by .05 for both high school and junior high school students
3.12 California Healthy Kids Survey results (CHKS) (LOCAL Indicator)	3.12 In the 2014-15 CHKS 69% 7th grade students, 53% 9th grade students and 62% 11th grade students reported a high level of overall school connectedness	3.12 Students reporting a high level of overall school connectedness on the CHKS will increase by 3% at each grade level moving from 69% to 72% at 7th grade, 53% to 56% at	3.12 Students reporting a high level of overall school connectedness on the CHKS will increase by 3% at each grade level moving from 72% to 75% at 7th grade, 56% to 59% at	3.12 Students reporting a high level of overall school connectedness on the CHKS will increase by 3% at each grade level.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		9th grade and 62% to 65% at 11th grade	9th grade and 65% to 68% at 11th grade	
3.13 Attendance Rate	3.13 Attendance to enrollment is 95.7 for 2017-18			3.13 Attendance rate to maintain 96%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action
Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3.1 Provide Socio-Emotional Learning support services for all students	3.1 Hiring and Retention to support diverse, highly qualified, staff to impact student achievement:	3.1 Hiring and Retention to support diverse, highly qualified, staff to impact student achievement:

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$139,609	$0	$167,000
Source	LCFF	LCFF	Supplemental
Budget Reference	a. Continue elementary counselors, .25 FTE per site based on school enrollment, (2.0 FTE) 1XXX-3XXX	a. Expand recruitment and outreach efforts 5000-5999	a. District Director of English Learners, Immersion, TWBI, and World Language, 1.0 FTE 1000-3999
Amount	$139,609	$1,200	$75,000
Source	Supplemental	LCFF	Supplemental
Budget Reference	b. Continue elementary counselors, .25 FTE per site based on school demographics, (2.0 FTE) 1XXX-3XXX	b. Enhance and streamline the interview and job offer process 5000-5999	b. English Learner (EL) Coach for Secondary
Amount	$57,769	$35,000	
Source	Supplemental	Supplemental	
Budget Reference	c. Prevention and Crisis Manager, .50 FTE to develop, implement and supervise the Mental Health Intern program 1XXX-3XXX	c. Montgomery Academic Intervention Programs Coordinator, .50 FTE 1000-3999	

Amount	$339,878	$167,000	
Source	LCFF	Supplemental	
Budget Reference	d. School Nurses (4.5 FTE) and Licensed Vocational Nurses (2.125 FTE) for support of student health needs 1XXX-3XXX	d. District Director of English Learners, Immersion, TWBI, and World Language, 1.0 FTE 1000-3999	
Amount	$15,000	$0	
Source	LCFF	LCFF	
Budget Reference	e. Ongoing Positive Behavioral Intervention and Supports (PBIS) program at Birch Lane and Montgomery 1XXX-5XXX	moved, see annual update	
Amount	$30,000	$0	
Source	Supplemental	Supplemental	
Budget Reference	f. King High School Trauma Sensitive School health services and professional development 1XXX-5XXX	moved, see annual update	

Amount	$13,000	$0	
Source	Supplemental	Supplemental	
Budget Reference	g. Elementary choral music pilot program at Montgomery Elementary 1XXX-3XXX	moved, see annual update	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.2 Develop a culture of celebration to recognize positive efforts of district educators, students, volunteers and community partners.	3.2 Equity of Access to Concrete Resources	3.2 Equity of Access to Concrete Resources

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$21,000	$21,000
Source	LCFF	LCFF	LCFF
Budget Reference	a. Continue to embed recognition of district educators, students, volunteers and community partners in district communications 1XXX-5XXX	a. Ongoing staffing of Montgomery and Davis High School libraries to provide after-school wireless access to online services 5000-5999	a. Ongoing staffing of Montgomery and Davis High School libraries to provide after-school wireless access to online services 5000-5999
Amount	$10,000	$73,000	$63,500
Source	LCFF	Supplemental	LCFF
Budget Reference	b. Continue site implementation of school volunteers check-in system (Raptor Systems, Digital Check in and Virtual Volunteer software) 1XXX-5XXX	b. Elementary STEM Differentiation Specialists at Montgomery, 1.0 FTE 1000-3999	b. Transportation for migrant students 4000-5999
Amount	$5,000	$14,000	$6,500
Source	LCFF	Supplemental	Supplemental
Budget Reference	c. District recognition events for staff 1XXX-5XXX	c. Access to music programs by providing general music, choral or other culturally-relevant musical arts opportunities to unduplicated students: Elementary music program at Montgomery Elementary 1000-3999	c. Supervision of migrant student transportation 2000-3999

Amount	$1,000	$15,000	$28,000
Source	LCFF	LCFF	Supplemental
Budget Reference	d. District recognition events for English Learner students 1XXX-5XXX	d. 9th Grade PSAT Administration 4000-5999	d. Site support of students, parent engagement, translation, interpretation. and climate programs. 1000-5999
Amount	$20,000	$53,000	
Source	LCFF	Supplemental	
Budget Reference	e. Yolo County Resolution Center (YCRC) contract for conflict resolution support services 5XXX	e. Transportation for migrant students 4000-5999	
Amount		$6,500	
Source		Supplemental	
Budget Reference		f. Supervision of migrant student transportation 2000-3999	
Amount		$28,000	
Source		Supplemental	
Budget Reference		g. Site support of students, parent engagement, translation, interpretation. and climate programs. 1000-5999	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Modified Action

2017-18 Actions/Services

3.3 Increase parent input in decision-making

2018-19 Actions/Services

3.3 Increase Adult Learning and Capacity

2019-20 Actions/Services

3.3 Increase Adult Learning and Capacity for equity and cultural awareness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,000	$10,000	$15,000
Source	Supplemental	LCFF	LCFF
Budget Reference	a. Leadership training for DELAC and ELAC councils 1XXX-5XXX	a. Yolo County Resolution Center (YCRC) contract for conflict resolution support service 5000-5999	a. Yolo County Resolution Center (YCRC) contract for conflict resolution, teaching of Restorative Practices, and mediation support services. 5000-5999
Amount	$20,000	$25,000	$25,000
Source	Federal Funding	Supplemental	Supplemental
Budget Reference	b. District events that foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions 1XXX-5XXX	b. District-wide learning and implementation of practices that demonstrate progress in creating a positive climate and equitable learning environments including activities such as examining bias, developing cultural humility, implementation of restorative practices, and other professional growth and materials. 1000-5999	b. Contract with National Equity Project (NEP), NEP Fellows, and other learning to support practices that a more positive climate and equitable learning environments, including topics such as examining bias, developing cultural humility, making change in complex systems. 1000-5999
Amount	$20,000	$1,000	$5,000
Source	Supplemental	Supplemental	LCFF
Budget Reference	c. Montgomery Family Resource Center 1XXX-5XXX	c. Continue development of lending library of climate and other materials 4000-5999	c. Professional development funding, release time for observation of other districts, and exploration of Ethnic Studies curriculum implementation practices.

Amount	$5,000	$0	
Source	Supplemental	Supplemental	
Budget Reference	d. Child care and reasonable food expenses for meetings 1XXX-4XXX	moved, see annual update	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

Specific Student Groups: English Learners, Low Income
[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide
[Add Scope of Services selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

3.4 Support services that promote inclusion of all parents' participation in school communities at multiple venues	3.4 Increase systems toward social emotional learning	3.4 Increase systems toward social emotional learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$65,000	$15,000	
Source	LCFF	LCFF	
Budget Reference	a. Digital communication annual fees (School Loop, School Messenger) 5XXX	a. Ongoing Positive Behavioral Intervention and Supports (PBIS) program at Birch Lane and Montgomery 1000-5999	Moved, see annual update
Amount	$20,000	$0	
Source	Supplemental	Supplemental	
Budget Reference	b. Translation and interpretation services for families of English Learners 1XXX-5XXX	moved, see annual update	
Amount	$1,000	$0	
Source	Supplemental	Supplemental	
Budget Reference	c. Workshops to assist families of English Learner, low socioeconomic and foster youth students navigate the educational system. 1XXX-5XXX	moved, see annual update	

Amount	$9,000	$0		
Source	Supplemental	Supplemental		
Budget Reference	d. Davis High School Parent Liaison to assist families of socioeconomic disadvantaged students better navigate Davis High School 1XXX-3XXX	moved, see annual update		
Amount	$1,000	$0		
Source	Supplemental	Supplemental		
Budget Reference	e. Ongoing district self-reflection regarding the quality of engagement at school-related events 1XXX-5XXX	moved, see annual update		

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.5 Continue to assess school climate, analyze climate data and implement responses to climate data	3.5 Engagement/Partnership and communications with parents and community	3.5 Engagement/Partnership and communications with parents and community

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$0	$10,000	$10,000
Source	Supplemental	LCFF	LCFF
Budget Reference	a. California Healthy Kids Survey administered in alternate years (Spring 2017, Spring 2019) 4XXX	a. Continue site implementation of school volunteers check-in system (Raptor Systems, Digital Check in and Virtual Volunteer software) 4000-5999	a. Continue site implementation of school volunteers check-in system (Raptor Systems, Digital Check in and Virtual Volunteer software) 4000-5999
Amount	$24,000	$7,000	$7,000
Source	Supplemental	LCFF	LCFF
Budget Reference	b. Annually administer "Youth Truth" climate survey 4XXX-5XXX	b. District recognition events for staff, district educators, students, volunteers and community partners in district communication, and English Learners 4000-5999	b. District recognition events for staff, district educators, students, volunteers and community partners in district communication, and English Learners 4000-5999

Amount	$160,791	$1,000	$1,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	c. Ongoing Climate Coordinator, 1.10 FTE 1XXX-3XXX	c. Leadership training for DELAC and ELAC councils 2000-4999	c. Leadership training for DELAC and ELAC councils 2000-4999
Amount	$2,000	$10,000	$10,000
Source	Supplemental	LCFF	LCFF
Budget Reference	d. Climate internships 2XXX-3XXX	d. District events that foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions 1000-5999	d. District events that foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions. This includes School Governance Night, Parent Engagement Night, and our Distinguished Student Speakers. Parent focus groups. 1000-5999
Amount	$0	$1,000	$20,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	e. Develop and lead a district-wide implementation plan for restorative approaches and practices 1XXX-5XXX	e. Workshops to assist families of English Learner, low socioeconomic and foster youth students navigate the educational system 1000-4999	e. Translation and interpretation services for families of English Learners 5000-5999

Amount	$28,000	$18,000	$9,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	f. Professional growth in restorative practices and in the use of and potential responses to climate data 1XXX-5XXX	f. Montgomery Family Resource Center 1000-5999	f. Davis High School Parent Liaison to assist families of socioeconomic disadvantaged students better navigate Davis High School 2000-3999
Amount	$1,000	$65,000	
Source	Supplemental	LCFF	
Budget Reference	g. Provide Spanish-language restorative practices services 1XXX-5XXX	g. Digital communication annual fees (School Loop, School Messenger) 5000-5999	moved, see annual update
Amount	$5,000	$10,000	
Source	Supplemental	Supplemental	
Budget Reference	h. Continue development of lending library of climate and other materials 4XXX-5XXX	h. Translation and interpretation services for families of English Learners 5000-5999	moved, see annual update

Amount		$9,000	
Source		Supplemental	
Budget Reference		i. Davis High School Parent Liaison to assist families of socioeconomic disadvantaged students better navigate Davis High School 2000-3999	moved, see annual update
Amount		$19,450	
Source		Federal Funding	
Budget Reference		j. MME Summer Lending Library 2000-3999	moved, see annual update

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.6 Maintain school safety infrastructure and provide support for foster youth and homeless students	3.6 Curriculum and Program	3.6 Curriculum and Program

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$274,553	$180,000	$200,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	a. Ongoing School Community Liaison, 1.0 FTE, and secondary school campus safety supervisors 1XXX-3XXX	a. Summer School 1000-5999	a. Summer School 1000-5999
Amount	$11,554	$34,000	$34,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	b. Ongoing increased campus supervision for elementary sites with an enrollment over 600 students 1XXX-3XXX	b. Outdoor Education 1000-5999	b. Outdoor Education 1000-5999

Amount	$25,514	$31,500	$31,500
Source	LCFF	Federal Funding	Federal Funding
Budget Reference	c. Crisis Counselor to support students who are in foster care with continuity of school experience, .20 FTE 1XXX-3XXX	c. Annual licenses for supplemental language acquisition program 5000-5999	c. Annual licenses for supplemental language acquisition program 5000-5999
Amount	$10,000	$0	
Source	Federal Funding	Supplemental	
Budget Reference	d. Resources to support students who are homeless 1XXX-5XXX	moved, see annual update	
Amount		$0	
Source		Supplemental	
Amount		$0	
Source		Supplemental	
Amount		$0	
Source		Supplemental	
Amount		$0	
Source		LCFF	
Amount		$0	
Source		Supplemental	
Amount		$0	
Source		Supplemental	

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:
(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

LEA-wide

Location(s):
(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	New Action	Modified Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
3.7 Site-determined services aligned to district LCAP	3.7 Counseling and care	3.7 Provide counseling and nursing services leadership to support sites in meeting the behavioral and social emotional needs of students through MTSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$34,700	$160,000	$160,000
Source	Supplemental	LCFF	LCFF
Budget Reference	a. Site support of counselors, FTE variable by site 1XXX-3XXX	a. Continue elementary counselors, .25 FTE per site based on school enrollment, (2.0 FTE 1000-3999	a. Continue elementary counselors, .25 FTE per site based on school enrollment, (2.0 FTE 1000-3999
Amount	$100	140,760	$475,460
Source	Supplemental	Supplemental	Supplemental
Budget Reference	b. Site support of student recognitions 1XXX-5XXX	b. Continue elementary counselors, .25 FTE per site based on school demographics, (2.0 FTE) 1000-3999	b. Continue elementary counselors, .75 FTE per site based on school demographics, (2.0 FTE) 1000-3999
Amount	$3,100	$34,700	$40,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	c. Site support of parent engagement 1XXX-5XXX	c. Site support of counselors, FTE variable by site 1000-3999	c. Continue increased VP FTE at DSHS by .40 to supervise counseling and course access for unduplicated students, 1000-3999

Amount	$7,000	$300,000	$120,000
Source	Supplemental	Supplemental	LCFF
Budget Reference	d. Site support of translation services for parents of English Learners 1XXX-5XXX	d. Increase elementary counseling by 4.0 to include MTSS and behavioral supports 1000-3999	d. Crisis Counseling
Amount	$16,900	$40,000	$120,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	e. Site support of climate programs 1XXX-5XXX	e. Increase VP FTE at DSHS by .40 to supervise counseling and course access for unduplicated students, 1000-3999	e. Prevention and Crisis Manager on Special Assignment 1.0 FTE for MTSS leadership, Crisis, and Student Assistance Program (SAP). 1000-3999
Amount		$118,163	$3,000
Source		Supplemental	Supplemental
Budget Reference		f. Prevention and Crisis Manager: .30 FTE to develop, implement and supervise the Mental Health Intern program, care of Foster Youth, .20, and increase Crisis counseling .40 1000-3999	f. Continue increased counseling at the three junior highs by .1 at each site 1000-3999

Amount	$30,000	$500,940
Source	Supplemental	LCFF
Budget Reference	g. Increase counseling at the three junior highs by .1 at each site 1000-3999	g. School Nurses (4.5 FTE) and Licensed Vocational Nurses (2.125 FTE) for support of student health needs 1000-3999
Amount	$500,940	$35,000
Source	LCFF	Supplemental
Budget Reference	h. School Nurses (4.5 FTE) and Licensed Vocational Nurses (2.125 FTE) for support of student health needs 1000-3999	h. Continue increased nursing FTE by .5 to include 10-12 instruction for sexual/reproductive health, consent, human trafficking, and healthy relationships. 1000-3999
Amount	$ 35,000	$35,000
Source	Supplemental	Supplemental
Budget Reference	i. Increase nursing FTE by .5 to include 10-12 instruction for sexual/reproductive health, consent, human trafficking, and healthy relationships. 1000-3999	i. King High School Trauma Sensitive School health services and professional development 1000-5999

Amount		$30,000	$350,000
Source		Supplemental	LCFF
Budget Reference		j. King High School Trauma Sensitive School health services and professional development 1000-5999	j. Secondary school campus safety supervisors 2000-3999
Amount		$350,000	$100,000
Source		LCFF	Supplemental
Budget Reference		k. Secondary school campus safety supervisors 2000-3999	k. School Community Liasion and Ongoing increased campus supervision for elementary sites with an enrollment over 600 students 2000-3999
Amount		$100,000	$25,000
Source		Supplemental	Federal Funding
Budget Reference		l. School Community Liaison and Ongoing increased campus supervision for elementary sites with an enrollment over 600 students 2000-3999	l. Resources to support students who are homeless and in foster care. 4000-5999

Amount		$10,000	$3,000
Source		Federal Funding	Supplemental
Budget Reference		m. Resources to support students who are homeless 4000-5999	m. Meals, materials, and support to encourage unduplicated students to gather, create community, build student voice, and access adults and mentors
Amount		$3,000	$1,200
Source		Supplemental	LCFF
Budget Reference		n. Meals, materials, and support to encourage unduplicated students to gather, create community, access adults and mentors 4000-4999	n. Suicide Prevention Yolo County hotline
Amount			$110,000
Source			Supplemental
Budget Reference			o. Foster and Homeless Intervention Manager and Resourcing for transportation and other necessities.
Amount			$12,966
Source			Supplemental
Budget Reference			p. Emergency and welfare resources for Socioeconomically disadvantaged students.

Action 8

[Add Students to be Served selection here]	[Add Location(s) selection here]

OR

English Learners Foster Youth Low Income	LEA-wide	All Schools

Actions/Services

		Modified Action
	3.8 Accountability to creating safe and inclusive communities	3.8 Accountability to creating safe and inclusive communities

Budgeted Expenditures

Amount		$1,000	$22,500
Source		Supplemental	Supplemental
Budget Reference		a. Ongoing district self-reflection regarding the quality of engagement at school-related events 1000-5999	a. California Healthy Kids Survey and annually administer "Youth Truth" climate survey 5000-5999
Amount		$2,000	$125,000
Source		Supplemental	Supplemental
Budget Reference		b. California Healthy Kids Survey 5000-5999	b. Ongoing Climate Coordinator, 1.0 FTE 2000-3999

Amount	$20,000	$20,000
Source	Supplemental	LCFF
Budget Reference	c. Annually administer "Youth Truth" climate survey 5000-5999	c. Resources for projects to diversify, expand and enrich the role of stakeholder voice regarding policies, systems, programs, including traditionally marginalized groups such as Latinos, Native Americans, African Americans and others.
Amount	$125,000	
Source	Supplemental	
Budget Reference	d. Ongoing Climate Coordinator, 1.0 FTE 2000-3999	
Amount	$2,000	
Source	Supplemental	
Budget Reference	e. Climate internships 2000-3999	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,602,383	5.47%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

During DJUSD's 2018-19 LCAP stakeholder outreach, planning, and budgeting, priorities were organized within the three areas to target unduplicated students: These areas include, 1) 21st century teaching and learning to improve engagement and relevance of instruction; 2) Close the opportunity and achievement gap with research-based practices and professional growth opportunities for staff to access those practices; 3) Create inclusive and safe environments, especially for those who have historically been marginalized in our schools through adult learning and concrete resources. These focal areas are undergirded by research and evidence-based warrants of past district work, and more currently based on collaboration with districts who are experiencing success with similar goals (most notably, Sanger Unified School District). The following actions and services were designed to improve outcomes for unduplicated students. The services increase student ability to access first best instruction, get basic needs met, access staff for significant guidance and support, as well as partner with parents. The following actions and services were designed to target unduplicated student experience (to increase services or improve how students experience our schools).

Goal 1, Action 4 c. After school robotics for Elementary

Goal 2, Action 1 a. EL Data and TOSA FTE .8

Goal 2, Action 1 e. Academic Conferencing - Unduplicated

Goal 2, Action 2 a. SEAL Program Support; coaching positions

Goal 2, Action 2 d. MTSS Capacity Building Grants for first best instruction

Goal 2, Action 2 g. Site Supplemental - Unduplicated Direct Student Services

Goal 2, Action 5 a. MME Interventions/supports: Reading specialist, Academic Intervention Coordinator, general music class, and Family Resource Center

Goal 2, Action 5 b. 3rd grade reading paras, FTE 2.75

Goal 2, Action 5 c. JH Intervention FTE

Goal 2, Action 5 e. DSH Acad Ctr coordinator -.60

Goal 2, Action 5 f. DSH UCD work study tutors

Goal 2, Action 5 g. DSH UCD non work study tutors

Goal 2, Action 5 h. EL Specialists based on EL/site review

Goal 2, Action 5 j. STEEL teachers 7-9

Goal 2, Action 5 k. DSHS world civ para

Goal 2, Action 5 l. Site support reading/math

Goal 2, Action 5 m. Site support EL paras

Goal 2, Action 5 n. Site support FTE for Elem EL Specialists

Goal 2, Action 5 o. Site support Extended Learning (Field Trip, extended day, and year)

Goal 2, Action 5 p. ACES FTE

Goal 2, Action 5 q. AVID Program

Goal 2, Action 5 r. District UCD Work Study Coord (AVID, Bridge)

Goal 2, Action 5 s. Bridge Program at Harper and MME

Goal 2, Action 5 t. Secondary EL paraeducator (1.0) for assessment and compliance

Goal 3, Action 1 a. Director/Ricardo Perez

Goal 3, Action 1 b. EL Coach at Secondary

Goal 3, Action 2 c. Supervise migrant transport

Goal 3, Action 2 d. Site supports climate, recognition, parent engage, climate committees

Goal 3, Action 3 b. Restorative Practices, equity, and cultural bias PD

Goal 3, Action 5 c. Leadership DELAC & ELAC

Goal 3, Action 5 e. Interpretation and translation

Goal 3, Action 5 f. DSHS parent liaison

Goal 3, Action 6 a. Summer School

Goal 3, Action 6 b. Outdoor Education for low SED students by site

Goal 3, Action 7 b. Elem Counseling for MTSS (.75 each site)

Goal 3, Action 7 c. Continue VP FTE at DSHS, counseling, & course access=.40

Goal 3, Action 7 e. Crisis Counselor -.SAP and Crisis, SAP

Goal 3, Action 7 f. Continue increased counseling at JH (MTSS, undup)-.10

Goal 3, Action 7 h. Continue increased nursing FTE by .5

Goal 3, Action 7 i. King health/pd trauma informed

Goal 3, Action 7 k. Safety Liaison & Chavez Security

Goal 3, Action 7 m. EL meals, mentors for unduplicated

Goal 3, Action 7 o. Foster and Homeless Case Manager and Resourcing for Transportation

Goal 3, Action 7 p. Resourcing for SED, Crisis care

Goal 3, Action 8 a. California Healthy Kids Survey, CHKS; Youth Truth

Goal 3, Action 8 b. Climate coordination

The following actions and service are accessible school wide and are principally implemented in service of our unduplicated students. Our core belief is that additional support in literacy and numeracy, at the earliest possible time, is to the benefit of those who are furthest from opportunity (our unduplicated students). Additionally, we are sure that secondary coursework that gives students strategies for engaging in the rigor of A-G coursework and access to a college going system promotes their engagement and capacity. The more we learn about the impact of climate, trauma, lack of health care and education, the more driven we are to embed this in our educational systems; framed in the positive, we believe that if students feel safe, able to negotiate relationships and their own conflicts, believe they belong, and have foundation skills for reading and math they will thrive in 21st century learning environments. As we move forward with the work of MTSS, we learn that keeping students in the classrooms with best first instruction that includes behavior, social emotional support, and academics is the most responsive and effective mechanism to improve opportunities and outcomes. As we invest in the capacity of our educators, we change the experience of our students with research based practices, especially as our systems are pushed toward equitable access and outcomes.

These fundamental beliefs are evidenced in multiple sources. Creating structures of adult learning and support is linked to high levels of student achievement (Hammond, L., 2005; Leaning Forward, 2014). Multiple tiers of intervention focusing on literacy, numeracy and social emotional support through intentional and well taught, systematic, differentiated instruction for all students improves student achievement (Tomlinson, 2001). In addition, early academic intervention has led to improved learning outcomes as measured on state assessments (Brennan, 2015). The district's plan for both academic and socioemotional interventions leads to student gains in social-emotional skills, improved beliefs about self, others, and school, positive classroom behavior, and increased performance standardized achievement tests (Elias, 2014). DJUSD structures site communities and advisories in a highly engaged manner that includes parents on advisory with multiple opportunities to be involved with their children's education; this engagement practice is linked to overall positive student outcomes in school (Timar & Maxell-Jolly, 2012). We know from the extensive work of Dr. Anthony Muhammad and Dr. Pedro Noguera that critical characteristics of high achieving schools include a focus on equity and achievement; a focus on teaching and learning through a coherent instructional system; an equity-focused learning environment with high expectations and intellectual, social, physical, and emotional supports for all students, and a welcoming environment which creates strong parent-community-school ties in support of multiple forms of student success (Boykin & Noguera, 2011; Muhammad, 2015; Noguera & Blankenstein, 2015). We also know from the extensive school reform research upon which the Elementary and Secondary

Education Act is based that "by affecting the entire program of instruction, the overall education of children in the most impoverished schools can be improved" (www2.ed.gov).

Alternative plans that were considered include implementation of PBIS district-wide; this was not feasible given the financial implications of implementation and simultaneous work of MTSS.

Goal 1, Action 4 a. Internship Coordinator
Goal 1, Action 4 c. After school robotics for Elementary
Goal 2, Action 1 c. Performance Based Assessment
Goal 2, Action 1 a. EL Data and Monitoring System
Goal 2, Action 1 e. Academic Conferencing - Unduplicated
Goal 2, Action 2 a. SEAL Program Support; coaching positions
Goal 2, Action 2 d. MTSS Capacity Building Awards
Goal 2, Action 2 g. Site allocations for direct services for unduplicated population
Goal 2, Action 5 a. MME Interventions/supports: Reading specialist, Academic Intervention Coordinator, general music class, and Family Resource Center
Goal 2, Action 5 b. 3rd grade reading paras, FTE 2.75
Goal 2, Action 5 c. JH Intervention FTE
Goal 2, Action 5 d. DSH Acad Ctr coordinator -.4 FTE
Goal 2, Action 5 e. DSH Acad Ctr coordinator -.60
Goal 2, Action 5 f. DSH UCD work study tutors
Goal 2, Action 5 g. DSH UCD non work study tutors
Goal 2, Action 5 h. EL Specialists based on English Learners and site review
Goal 2, Action 5 j. STEEL teachers 7-9
Goal 2, Action 5 l. Site support for reading/math
Goal 2, Action 5 m. Site support for EL paras
Goal 2, Action 5 n. Site support for FTE for Elementary EL Specialists
Goal 2, Action 5 s. Bridge
Goal 2, Action 5 t. Secondary EL para educator support
Goal 2, Action 5 o. Site support Extended Learning (Field Trip, extended day, and year)
Goal 2, Action 5 p. ACES FTE
Goal 2, Action 5 q. AVID Program
Goal 2, Action 5 r. District UCD Work Study Coord (AVID, Bridge)
Goal 2, Action 6 b. Reading Apprenticeship Program
Goal 2, Action 6 c. SRI, Scholastic Reading Inventor
Goal 2, Action 6 e. Site Retreats and MTSS teams
Goal 2, Action 6 f. PBIS
Goal 3, Action 1 a. Director of English Learners, World Language, Two Way Bilingual

Goal 3, Action 1 b. EL Coach at Secondary
Goal 3, Action 2 c. Supervision of Migrant Transportation
Goal 3, Action 2 d. Site support climate
Goal 3, Action 3 b. RP, equity, and cultural bias PD
Goal 3, Action 5 c. Leadership Training ELAC and DELAC
Goal 3, Action 5 e. Interpretation and Translation
Goal 3, Action 5 f. DSHS Parent liaison
Goal 3, Action 6 a. Summer School
Goal 3, Action 6 b. Outdoor Education
Goal 3, Action 7 b. Elem Counseling for MTSS (.75 each site)
Goal 3, Action 7 c. Increase VP FTE at DSHS, counseling, & course access=.40
Goal 3, Action 7 e. Crisis Counselor -SAP and Crisis, SAP
Goal 3, Action 7 f. Increase counseling at JH (MTSS, undup)-.10
Goal 3, Action 7 h. increase nursing FTE by .5
Goal 3, Action 7 i. King health/pd trauma informed
Goal 3, Action 7 j. Secondary Campus supervision
Goal 3, Action 7 k. Marc Hicks & Chavez Security
Goal 3, Action 7 m. EL meals, mentors for unduplicated
Goal 3, Action 7 o. Foster and Homeless Intervention Specialist and resources
Goal 3, Action 7 p. Resources, SED and Crisis care
Goal 3, Action 8 a. California Healthy Kids Survey, CHKS; Youth Truth
Goal 3, Action 8 b. Climate coordinator
Goal 3, Action 8 c. Projects, Climate office for engagement and work with constituency groups to inform systems and curriculum

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$$3,460,211	5.40%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

During DJUSD's 2017-18 LCAP stakeholder outreach, planning, and budgeting, priorities were organized in three areas to target unduplicated students: These areas include, 1) 21st century teaching and learning to improve engagement and relevance of instruction; 2)Close the achievement gap with research-based practices and professional growth opportunities for staff to access those practices; 3) Create inclusive and safe environments, especially for those who have historically been marginalized in our schools. These focal areas are undergirded by research and evidence-based warrants of past district work, and more currently based on collaboration with districts who are experiencing success with similar goals (most notably, Sanger Unified School District). The following actions and services were designed to improve outcomes for unduplicated students.

Goal 1, Action 4 c. will promote robotics and engineering enrichment at all elementary sites across our district for our unduplicated students (increase).

Goal 2, Action 1 a. is the intentional creation of a teacher on special assignment to guide the creation of a progress monitoring system and the instruction facilitated by general education students to our English Learners (increase).

Goal 2, Action 1 d. creates the opportunity for each school site to use release time for teaching staff, coaches, and specialists to review student progress through data, look at student work, and design intervention as needed for our unduplicated students (improve).

Goal 2, Action 2 a. enables the Montgomery staff to engage in the research based SEAL program. Teaching staff receives professional development, time to create units of study, and this funds a coach to promote high quality instruction that targets language acquisition for English Learners (improve).

Goal 2, Action 2 d. is an additional funding source for EL Specialists to collaborate and plan outside of their contract day as well as develop materials for English Learners (increase).

Goal 2, Action 2 e. will fund teacher collaboration and projects specific to promoting access to learning and engagement for students in the unduplicated categories this year. (improve).

Goal 2, Action 2 g. will fund teacher collaboration for self study and implementation of WASC recommendations that serve unduplicated students at King High School (increase and improve).

Goal 2, Action 2 i. are funds allocated for each site; within site plans Principals and site councils designate funds for unduplicated students (improve and increase).

Goal 2, Action 5 a. allows Montgomery Elementary to retain a Reading Specialist who provides ongoing small group instruction and assessments based upon reading performance to enable the unduplicated students at Montgomery to access grade level curriculum (increase).

Goal 2, Action 5 b. and c. funds coaches, reading specialists, and NGSS coordinators; these staff members explicitly review our student outcomes, lead or coach for intervention, and improve quality of instruction (improve).

Goal 2, Action 5 d., e., f., and g. maintain the functioning of the Davis Senior High School Academic Center. Our most at risk students are referred, recruited, and supported through the Academic Center, their tutors, and the coordination with DSHS staff.(increase).

Goal 2, Action 5 h. provides English Learner Specialists to sites based upon the number of English Learners; these specialists provide designated English Learner support (increase).

Goal 2, Action 5 j. funds the STEEL class; a course with specific curriculum targeting reading comprehension and building of academic language with the intent of moving English Learners from being Long Term English Learners to re-designation of Fluent English Proficient (RFEP) (increase).

Goal 2, Action 5 k. funds a para educator in the Davis Senior High World Civilization class who is bilingual; this paraeducator serves English Learners as an identified challenge with accessing World Civ (and evidence of a high failure rate) was student need to understand content while building academic language (improve).

Goal 2, Action 5 l. lowers the student to staff ratio at Montgomery Elementary, where English Learners and high poverty are impacting student achievement dis proportionally (increase).

Goal 2, Action 5 m., n., and o. are funding sources to support math, EL paras and at each at each site to enable students access to designated EL instruction as well as support in general education setting (increase).

Goal 2, Action 5 a. and p. funds extended learning opportunities (field trips, extended day, outdoor education, and extended year); participants in these activities are a high concentration of our students living in poverty, not meeting grade level standards, and English Learners (increase).

Goal 2, Action 5 q., r., s., t. are funds designated to support AVID, Bridge, and the ACES courses at DSHS. These courses are where we see, again, a high concentration of our students who fall into the unduplicated category, often struggle to access course work, and/or are working to be first generation college going students and need support accessing the systems and curriculum. (increase and improve).

Goal 3, Action 1 c., and Action 2 b., c. provides a coordination of all academic interventions happening at Montgomery Elementary as well as addition instruction for STEM and Music to increase access to academics and arts (increase).

Goal 3, Action 1 d. funds a Director position to oversee program, staffing, and progress of our English Learners (improve and increase).

Goal 3, Action 2 e. and f. funds transportation of students and supervision of our migrant students to school (increase)

Goal 3, Action 2 g. funds the engagement of our families through climate committee, recognition, and parent nights to include translation and multiple venues (increase and improve)

Goal 3, Action 5 c. funds English Learner Advisory Committee training (improve).

Goal 3, Action 5 f. funds the Montgomery Family Resource Center (increase).

Goal 3, Action 5 e., h., and i. to increase parent access to school systems and personnel (translation, parent workshops, and DSHS parent liaison).

Goal 3, Action 6 a. funds summer school which represents our unduplicated population in concentration (increase).

Goal 3, Action 6 b. funds outdoor education so that all students, regardless of income, can participate (increase).

Goal 3, Action 7 b. through g. and i. are funding counseling and nursing with the targeted intention of building safe, healthy, and inclusive environments. We know our students who are unduplicated are most often in need or a guide for resources, front line health care, advocates. Our parents who are also living in poverty are the furthest from high quality crisis care. Counseling and nursing teams will be more present on campus to respond and will be taking on roles of creating proactive systems for self-care, self-regulation, healthy coping skills, and progress monitoring for A-G eligibility to increase college going students in the unduplicated ranks (improve).

Goal 3, Action 7 j. allows King High School to fund a health center and guide a trauma informed staff; their population represents a high concentration of those in the achievement gap, living in poverty, foster care (increase).

Goal 3, Action 8 b., c., d., and e. fund our resources and data for our Climate Coordinator and Intern; these roles are designed to work in consultation with sites, families, and leadership to promote inclusion and access for all students and families to equitable experiences and outcomes (increase).

The following actions and service are accessible school wide and are principally implemented in service of our unduplicated students. Our core belief is that additional support in literacy and numeracy, at the earliest possible time, is to the benefit of those who are furthest from opportunity (our unduplicated students). Additionally, we are sure that secondary coursework that gives students strategies for engaging in the rigor of A-G coursework and access to a college going system promotes their engagement and capacity. The more we learn about the impact of climate, trauma, lack of health care and education, the more driven we are to embed this in our educational systems; framed in the positive, we believe that if students feel safe, able to negotiate relationships and their own conflicts, believe they belong, and have foundation skills for reading and math they will thrive in 21st century learning environments.

Goal 2, Action 2 g. provides resources to King High School staff to focus on goals presented in their WASC review: increasing rigor, graduation completion, improved wrap around services, and CTE coursework.
Goal 2, Action 4 c. adds a reading class to each Junior High for students who are not reading at grade level. There is evidence that in our secondary school students who cannot read at grade level are at a terrible disadvantage in accessing content in all classes.
Goal 2, Action 4 m. supports reading and math intervention.
Goal 2, Action 4 q. and r. support our ACES and AVID classes; both exist to provide program for students who need the support to be successful in their secondary core classes and be college eligible.
Goal 2, Action 5 g., m., and o. to support academic tutors in Academic Center at Davis High as well as EL Specialists to improve access and support for English Learners at DSH and site support of English and Math achievement.

Goal 3, Action 2 b., c. e. and g. to support Montgomery students in access to technology, music, transportation, and engagement.
Goal 3, Action 3 a. gives site support for climate, parent engagement.
Goal 3, Action 3 b. and c. are deliberate investments in teaching and learning adults to think and engage with issues and systems around conflict, race, bias, and privilege.
Goal 3, Action 7 increase counseling at the elementary sites and junior highs.
Goal 3, Action 7 l. and n. to fund campus supervision and response to safety concerns.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
$3,030,602	5.04%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The Davis Joint Unified School District estimates Supplemental Grant funding for the district amount at $3,030,358 calculated on the basis of the number of unduplicated pupils, defined as the number of low income, foster youth and English learner pupils. DJUSD has a 26% enrollment of unduplicated pupils. Increased or improved services for unduplicated pupils will be provided in the following ways:

- Goal 1 Action 6 -- Districtwide implementation of the 2017-18 English Language Arts/ English Language Development adoption for all students, Transitional Kindergarten through 8th grade.

Davis Joint Unified School District has adopted curricular materials to serve English Language Arts (ELA) and English Language Development (ELD) programs provided by Benchmark Education. These materials support teaching to the Common Core State Standards (CCSS) in ELA and ELD, meeting all evaluation criteria established by the California Department of Education. Benchmark program materials ensure universal and equitable access to high-quality curriculum and instruction for all students so they can meet or

exceed the CA CCSS for ELA and, when appropriate, the CA ELD Standards. This will provide teachers with the necessary content and pedagogical tools to teach all students the CA CCSS for ELA and help all English learners to achieve proficiency with the CA ELD Standards. Benchmark instructional materials provide teachers with assistance in using assessments for planning instruction, determining effective flexible grouping strategies, implementing other strategies for meeting the instructional needs of students, and measuring the effectiveness of instruction through progress monitoring. ("Review Panel Advisory Recommendation, 2015 ELA/ELD Adoption of Instructional Materials," California Department of Education, August 17, 2015.)

- Goal 2 Action 8 -- Additional Elementary EL Specialists, .60 FTE to provide increased services at sites with a growing English language learner (ELL) population.

Increasing EL Specialist services at sites with a growing English language learner (ELL) population is critical in providing equitable service and support to positively impact the learning of ELLs. Research shows that high expectations in tandem with quality interactions focused on developing and amplifying language, results in academic gains for ELL students. By increasing EL specialist services there will be opportunity to increase planning and coaching support directly to general classroom teachers as well as increased and dedicated support to the development and enactment of quality instruction for English language learners. (A Pedagogy of Promise-Aida Walqui, WestEd)

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the actual actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the California School Dashboard, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.
>
> - Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
>
> - Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
>
> - Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
>
> - Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the California School Dashboard, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

> Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

>> **Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

> For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

> For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

> - If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."

> - If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".

> - If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

>> **For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

> Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the "Goals, Actions, and Services" section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the "Demonstration of Increased or Improved Services for Unduplicated Students" table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities**. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
   A. Pupil suspension rates;
   B. Pupil expulsion rates; and
   C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
   A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B. Programs and services developed and provided to unduplicated pupils; and
   C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
   A. Local priority goals; and
   B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) "Chronic absenteeism rate" shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) "High school dropout rate" shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(c) "High school graduation rate" shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(e) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?

2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?

3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?

4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?

5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?

6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?

2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?

5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?

6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

4) What are the LEA's goal(s) to address any locally-identified priorities?

5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?

7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?

8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

9) What information was considered/reviewed for individual school sites?

10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?

11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?

12) How do these actions/services link to identified goals and expected measurable outcomes?

13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Funding Sources	6,821,987.00	6,631,489.00	6,686,268.00	6,821,987.00	7,612,495.00	21,120,750.00
	0.00	0.00	0.00	0.00	0.00	0.00
Federal Funding	294,950.00	227,910.00	219,695.00	294,950.00	286,200.00	800,845.00
LCFF	1,819,140.00	1,742,072.00	2,379,929.00	1,819,140.00	2,165,240.00	6,364,309.00
Local Funding	1,215,672.00	1,179,895.00	1,009,042.00	1,215,672.00	1,233,672.00	3,458,386.00
Other	0.00	0.00	0.00	0.00	325,000.00	325,000.00
State Funding	17,000.00	16,000.00	0.00	17,000.00	0.00	17,000.00
Supplemental	3,475,225.00	3,465,612.00	3,077,602.00	3,475,225.00	3,602,383.00	10,155,210.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	6,821,987.00	6,631,489.00	6,686,268.00	6,821,987.00	7,612,495.00	21,120,750.00
	6,821,987.00	6,631,489.00	6,686,268.00	6,821,987.00	7,612,495.00	21,120,750.00

* Totals based on expenditure amounts in goal and annual update sections.

		Total Expenditures by Object Type and Funding Source					
Object Type	**Funding Source**	**2018-19 Annual Update Budgeted**	**2018-19 Annual Update Actual**	**2017-18**	**2018-19**	**2019-20**	**2017-18 through 2019-20 Total**
All Expenditure Types	All Funding Sources	6,821,987.00	6,631,489.00	6,686,268.00	6,821,987.00	7,612,495.00	21,120,750.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Federal Funding	294,950.00	227,910.00	219,695.00	294,950.00	286,200.00	800,845.00
	LCFF	1,819,140.00	1,742,072.00	2,379,929.00	1,819,140.00	2,165,240.00	6,364,309.00
	Local Funding	1,215,672.00	1,179,895.00	1,009,042.00	1,215,672.00	1,233,672.00	3,458,386.00
	Other	0.00	0.00	0.00	0.00	325,000.00	325,000.00
	State Funding	17,000.00	16,000.00	0.00	17,000.00	0.00	17,000.00
	Supplemental	3,475,225.00	3,465,612.00	3,077,602.00	3,475,225.00	3,602,383.00	10,155,210.00

* Totals based on expenditure amounts in goal and annual update sections.

	Total Expenditures by Goal					
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	330,000.00	322,289.00	1,968,190.00	330,000.00	584,100.00	2,882,290.00
Goal 2	3,628,774.00	3,404,695.00	3,200,001.00	3,628,774.00	4,040,829.00	10,869,604.00
Goal 3	2,863,213.00	2,904,505.00	1,518,077.00	2,863,213.00	2,987,566.00	7,368,856.00
Goal 4			0.00	0.00	0.00	0.00
Goal 5			0.00	0.00	0.00	0.00
Goal 6			0.00	0.00	0.00	0.00
Goal 7			0.00	0.00	0.00	0.00
Goal 8			0.00	0.00	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.