

Goals and Actions

Goal

Goal #	Description
1	All Students will experience 21st Century teaching and learning.

An explanation of why the LEA has developed this goal.

The DJUSD Graduate Profile defines 21st Century Learning by specifying the outcomes that we, as a community, believe are important for student success in college, career, and beyond. After a seven-month campaign that engaged over a thousand stakeholders, the Board of Education adopted the Graduate Profile at their April 19, 2018 meeting. The Graduate Profile is an important guide post for reviewing, developing and enhancing school programs and practices. The competencies of the Graduate Profile include:

- Adaptability and Resilience
- Collaboration
- Communication
- Civic and Cultural Awareness
- Creativity and Innovation
- Critical Thinking and Problem Solving

Actions, services, and initiatives under this goal reinforce District values of innovation and deeper learning to engage students, access their strengths and interests, and provide relevant and impactful learning experiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching	1.1 99.5% compliance with teacher credentialing and teaching assignments, based on Human Resources data October, 2020.				1.1 100% compliance

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.2 Pupils in the school district have sufficient access to the standards- aligned instructional materials (LOCAL Indicator)	1.2 100% compliance with Williams Act requirements, reported October, 2020.				1.2 100% compliance
1.3 School facilities are maintained in good repair.	1.3 Average FIT score across district sites fall in "good" rating December, 2020				1.3 Maintain "good" rating

Actions

Action #	Title	Description	Total Funds	Contributing
1	1.1 Innovation of Systems and Instruction, a	a. Grading for Equity Professional Development and Support	\$60,000.00	Yes
2	1.1 Innovation of Systems and Instruction, b	b. Performance Assessments Professional Development and Support	\$20,000.00	No
3	1.1 Innovation of Systems and Instruction, c	c. Project Based Learning Professional Development for Graduate Profile Competencies	\$20,000.00	No
4	1.1 Innovation of Systems and Instruction, d	d. Innovation Summer Professional Development	\$10,000.00	No
5	1.1 Innovation of Systems and Instruction, e	e. Expanded Learning and Graduate Profile Programming and Professional Development	\$115,100.00	Yes
6	1.1 Innovation of Systems and Instruction, f	f. Secondary Schedule Review	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	1.1 Innovation of Systems and Instruction, g	g. NGSS TOSA & Differentiation TOSA	\$127,500.00	No
8	1.1 Innovation of Systems and Instruction, h	h. Reading Specialists and Instructional Coaches	\$1,325,171.00	No
9	1.1 Innovation of Systems and Instruction, i	i. Yolo-Solano Center Teacher Induction	\$90,000.00	No
10	1.1 Innovation of Systems and Instruction, j	j. Implementation of History Social-Science Adoption, Professional Development for New Standards	\$45,000.00	No
11	1.1 Innovation of Systems and Instruction, k	k. Implementation of Seal of Civic Engagement	\$15,000.00	No
12	1.1 Innovation of Systems and Instruction, l	l. Edgenuity Curriculum, Virtual Academy Support	\$130,000.00	No
13	1.2 Technological Tools, a	a. Instructional Technology Specialists	\$380,600.00	No
14	1.2 Technological Tools, b	b. Google Suite, Digital Citizenship, Digital Licenses	\$15,000.00	No
15	1.2 Technological Tools, c	c. Digital Communication and Annual Fees (School Messenger, PeachJar)	\$70,000.00	No
16	1.2 Technological Tools, d	d. Canvas	\$70,000.00	No
17	1.3 Career Technical Education, a	a. Internship Coordinator	\$18,000.00	No

Action #	Title	Description	Total Funds	Contributing
18	1.3 Career Technical Education, b	b. Career Technical Education Specialist	\$45,029.00	No
19	1.3 Career Technical Education, c	c. After School Robotics, Elementary	\$15,000.00	Yes
20	1.3 Career Technical Education, d	d. Career Technical Education TOSA	\$14,238.00	No
21	1.3 Career Technical Education, e	e. Career Technical Education Grant Writer	\$5,000.00	No
22	1.3 Career Technical Education, f	f. Career Technical Education Program Support	\$20,000.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Davis Joint Unified School District educators will close the opportunity gap.

An explanation of why the LEA has developed this goal.

DJUSD has experienced, like much of the state and nation, a persistent and predictable gap in academic achievement based on race, income, language, and ability. It is DJUSD's moral imperative to address this opportunity gap, systemically, structurally, and programmatically, through the Local Control Accountability Plan. Actions, services, and initiatives in this goal is intended to increase opportunities for all students so that they have what they need when they need it to meet high academic and social emotional expectations.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Student proficiency rate in English Language Arts as measured by CAASPP (STATE Indicator)	2.1 Very high/blue as measured on the 2019 English Language Arts Indicator -- Schools Five-by-Five Placement				2.1 Maintain blue/very high status for all students.
2.2 Student proficiency rate in Math as measured by CAASPP(STATE Indicator)	2.2 Very high/blue as measured on the 2019 English Language Arts Indicator -- Schools Five-by-Five Placement				2.2 Maintain blue/very high status for all students.
2.3 English Learner Progress as measured by CAASPP ELA	2.3 No testing in 2020				2.3 Very high/65% higher making progress toward English language proficiency
2.4 Implementation of state board adopted	2.4 Content standards of ELA, ELD, Math,				2.4 Maintain content standards of ELA,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
academic content and performance standards for all students (Local Indicator)	NGSS, and History Social Science in fully implemented of fully implemented and sustainable (4 or 5)				ELD, Math, NGSS, and History Social Science in fully implemented of fully implemented and sustainable (4 or 5).
2.5 English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency	2.5 ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable.				2.5 Maintain ELD standards embedded in ELA and other content standards implementation at fully implemented and sustainable.
2.6 Pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements (i.e. % of students completing A-G requirements), or programs of study that align with state board approved career technical educational standards and frameworks.	2.6 62% Prepared, 94% through A-G, 63.6% Smarter Balanced, and 2.9% through CTE, on 2020 College/Career Measures Reports & Data				2.6 80% Prepared, 95% through A-G, 20% through CTE
2.7 English learner progress toward English proficiency as measured by the ELPAC	2.7 English Learner Progress Indicator (ELPI) from fall 2021.				2.7 Increase by 5% from original ELPI

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.8 English Learner reclassification rate	2.8 23.1% reclassification rate on 2020 English Learner (EL) Data from DataQuest.				2.8 35% reclassification rate
2.9 Pupils who have passed an advanced placement exam with a score of "3" or higher	2.9 62% Prepared, 54.1% through AP exam on 2020 College/Career Measures Reports & Data				2.9 80% Prepared, 60% prepared through AP exam
2.10 Pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness	2.10 42.4% Ready or Conditionally Ready on 2019, 11th grade proficiency report from DataQuest.				2.10 50% Ready or Conditionally Ready
2.11 Attendance rates (SIS)	2.11 Attendance rate disruption 2020-21				2.11
2.12 Chronic Absentee rate	2.12 5.9% chronic absenteeism rate on 2019 CDE dashboard.				2.12 5%
2.13 Middle school dropout rate	2.13 ADD when identified thru Calpads				2.13
2.14 High school dropout rate	2.14 .5% drop out rate (adjusted 9-12 grade) on 2019-20 four year cohort data from DataQuest.				2.14 0% drop our rate
2.15 High school graduation rate	2.15 93.8% graduation rate (4				2.15 95% graduation rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	year cohort) on 2019-20 four year cohort data from DataQuest.				
2.16 Career Technical Education pathway completion rate	2.16 62% prepared, 2.9% through CTE pathway completion and 17.3 % approaching, 12.1% through pathway completion				2.16 80% prepared, 10% prepared through pathway completion

Actions

Action #	Title	Description	Total Funds	Contributing
1	2.1 Ethnic Studies and Culturally Responsive Practices, a	a. Professional Development from the National Equity Project (NEP).	\$25,100.00	Yes
2	2.1 Ethnic Studies and Culturally Responsive Practices, b	b. Professional Development and Texts from International Institute of Restorative Practices (IIRP)	\$30,100.00	Yes
3	2.1 Ethnic Studies and Culturally Responsive Practices, c	c. Ethnic Studies Programming Supports	\$50,000.00	No
4	2.2 Data and Outcomes, a	a. English Learner (EL) Teacher On Special Assignment (TOSA)	\$199,926.00	Yes
5	2.2 Data and Outcomes, b	b. English Learner (EL) Teacher On Special Assignment (TOSA)	\$77,217.00	Yes
6	2.2 Data and Outcomes, c	c. Multi-Tiered Systems of Support (MTSS) Conferencing	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
7	2.3 English Learner Supports, a	a. Sobrato Early Academic Language (SEAL) Coaching Support	\$95,000.00	Yes
8	2.3 English Learner Supports, b	b. Sobrato Early Academic Language (SEAL) Contract	\$35,000.00	Yes
9	2.3 English Learner Supports, c	c. Marguerite Montgomery Interventions	\$66,000.00	Yes
10	2.3 English Learner Supports, d	d. English Learner (EL) Specialists	\$358,775.00	Yes
11	2.3 English Learner Supports, e	e. English Learner (EL) Specialist	\$100,699.00	Yes
12	2.3 English Learner Supports, f	f. Structured English Enrichment Lab (STEEL)	\$40,000.00	Yes
13	2.3 English Learner Supports, g	g. Davis Senior High School World Civilization Para-educator	\$16,900.00	Yes
14	2.3 English Learner Supports, h	h. Site Support English Learner Para-educators	\$65,103.00	Yes
15	2.3 English Learner Supports, i	i. Secondary English Learner Para-educator for Assessment and Compliance	\$45,000.00	Yes
16	2.3 English Learner Supports, j	j. Director of English Learners, World Language, Immersion, and Two-Way Bilingual	\$167,000.00	Yes
17	2.3 English Learner Supports, k	k. English Learner Instructional Coach, Secondary	\$75,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
18	2.3 English Learner Supports, l	l. English Learner Annual Licenses	\$31,600.00	Yes
19	2.3 English Learner Supports, m	m. Transportation Migrant Students	\$63,500.00	Yes
20	2.3 English Learner Supports, n	n. Supervision for Migrant Transportation	\$6,500.00	Yes
21	2.4 Interventions, a	a. Elementary Reading Para-educators	\$172,186.00	Yes
22	2.4 Interventions, b	b. Junior High School Intervention Courses	\$53,308.00	Yes
23	2.4 Interventions, c	c. Davis Senior High School Academic Center Coordinator	\$22,000.00	Yes
24	2.4 Interventions, d	d. Davis Senior High School Academic Center Coordinator	\$33,000.00	Yes
25	2.4 Interventions, e	e. Davis Senior High School Work Study Tutors	\$28,000.00	Yes
26	2.4 Interventions, f	f. Davis Senior High School Non Work Study Tutors	\$20,000.00	Yes
27	2.4 Interventions, g	g. AVID Program	\$135,156.00	Yes
28	2.4 Interventions, h	h. Site Support for Extended Learning	\$18,000.00	Yes
29	2.4 Interventions, i	i. UCD Work Study Coordination (AVID and Bridge)	\$60,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
30	2.4 Interventions, j	j. Bridge Program	\$135,000.00	Yes
31	2.4 Interventions, k	k. Summer School, Academic Programming	\$390,390.00	Yes
32	2.4 Interventions, l	l. Summer School, Enrichment	\$120,100.00	Yes
34	2.5 Multi-Tiered System of Supports - Academic Strand, a	a. District Resources and Support	\$20,000.00	No
35	2.5 Multi-Tiered System of Supports - Academic Strand, b	b. CAASPP, PSAT (10th grade)	\$17,000.00	No
36	2.5 Multi-Tiered System of Supports - Academic Strand, c	c. i-Ready, 7-12 Grade Academic Assessments	\$75,000.00	No
37	2.5 Multi-Tiered System of Supports - Academic Strand, d	d. MTSS Team Capacity Building Grants	\$30,000.00	Yes
38	2.5 Multi-Tiered System of Supports - Academic Strand, e	e. Site allocations for RTI Coordination, PBIS Supplies, Social Emotional Learning Collaboration, and Student Leadership	\$275,000.00	No
39	2.5 Multi-Tiered System of Supports - Academic Strand, f	f. Site allocation for EL Interventions, Reading and Math Push-in Support, Mentoring, and Community Outreach	\$375,000.00	Yes

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Goals and Actions

Goal

Goal #	Description
3	Classrooms and school communities will be safe and inclusive environments.

An explanation of why the LEA has developed this goal.

Students best learn and thrive when they feel connected and cared for in their community. This goal reflects DJUSD's commitment to a positive school climate and the social-emotional wellbeing of all our students. Actions, services, and initiatives in this goal provide programs and spaces that are responsive and inclusive for students in their learning environment. Resources under this goal also support our most vulnerable student populations, including foster and homeless youth, through personalized "wrap-around" services that address physical, academic, and counseling needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Parent/guardian participation in decision making through advisory opportunities. (Local Indicator)	1.1 Parent participation in decision making at Initial Implementation (3)				1.1 Parent participation in decision making at full implementation (4).
1.2 Parent/participation in programs for unduplicated students.	1.2 Six District English Learner Advisory Committee (DELAC) meetings held 2019-20.				1.2 Maintain number of DELAC meetings with representation from sites.
1.3 Parent/participation in programs for exceptional needs..	1.3 Eight Superintendent's Advisory Committee of Special Education (SACSE) meetings held in 2019-20.				1.3 Maintain number of SACSE meetings with representation from sites.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.4 Pupil suspension rate	1.4 2.2% Suspended at least once on the 2019 CDE Dashboard of Suspension rates.				1.4 Maintain 2% Suspension rate
1.5 Pupil expulsion rate	1.5 0.0% from 2019-20 Data Quest Expulsion Rate report				1.5 Maintain 0% expulsion rate
1.6 Youth Truth data (Local Indicator)	1.6 Positive percentages, Engagement: elementary 89%, Middle 49%, high school 50% Culture: elementary 54%, Middle 61%, high school 50%, and Relationships: elementary 87%, Middle 63%, and high school 50%				1.6 Positive percentages, Engagement: elementary 90%, Middle 60%, high school 650% Culture: elementary 60%, Middle 70%, high school 60%, and Relationships: elementary 90%, Middle 70%, and high school 60%
1.7 Student access to a broad course of study (Local Indicator)	1.7 Percentage participation in 12th grade CTE: 33% all students, 32 % unduplicated, 32% Special Education. 10th grade World Language: 77% all students, 70% unduplicated, 24% Special Education; 12th grade core (ELA) 96% all students, 96% unduplicated, 95% Special Education				1.7 Percentage participation in 12th grade CTE: 50% all students, unduplicated, and Special Education.. 10th grade World Language: maintain 77% all students, 75% unduplicated, 50% Special Education; 12th grade maintain core (ELA) 96 % all students, 96% unduplicated, 95% Special Education

Actions

Action #	Title	Description	Total Funds	Contributing
1	3.1 Social Emotional Learning and Safety, a	a. Elementary counseling	\$120,000.00	No
2	3.1 Social Emotional Learning and Safety, b	b. Elementary Counseling for MTSS	\$450,000.00	Yes
3	3.1 Social Emotional Learning and Safety, c	c. Vice Principal, Davis Senior High for Counseling, Course Access, and MTSS	\$40,000.00	Yes
4	3.1 Social Emotional Learning and Safety, d	d. Manager of Prevention and Wellness; SEL Strand of MTSS	\$120,000.00	No
5	3.1 Social Emotional Learning and Safety, e	e. Manager of Prevention and Wellness; SEL Strand of MTSS	\$120,000.00	No Yes
6	3.1 Social Emotional Learning and Safety, f	f. Counseling at Junior High Schools for MTSS	\$3,000.00	Yes
7	3.1 Social Emotional Learning and Safety, g	g. School Nurses, LVNs, and Health Aides	\$385,000.00	No
8	3.1 Social Emotional Learning and Safety, h	h. Nursing	\$35,000.00	No
9	3.1 Social Emotional Learning and Safety, i	i. King High School Health Care Center, Communicare Contract	\$25,922.00	Yes
10	3.1 Social Emotional Learning and Safety, j	j. Campus Supervision, Secondary Schools	\$3,500,000.00	No

Action #	Title	Description	Total Funds	Contributing
11	3.1 Social Emotional Learning and Safety, k	k. DJUSD Safety Liaison	\$120,630.00	No
12	3.1 Social Emotional Learning and Safety, l	l. Interpretation and Translation, Coordination and Liaison	\$50,000.00	Yes
13	3.1 Social Emotional Learning and Safety, m	m. DJUSD Climate Coordinator	\$125,000.00	Yes
14	3.1 Social Emotional Learning and Safety, n	n. Outdoor Education Staffing	\$10,000.00	No
15	3.1 Social Emotional Learning and Safety, o	o. Raptor and Check-in Systems	\$10,000.00	No
16	3.1 Social Emotional Learning and Safety, p	p. Suicide Prevention in Yolo County	\$1,200.00	No
17	3.2 Climate and Access, a	a. Yolo Conflict Resolution Center	\$15,000.00	No
18	3.2 Climate and Access, b	b. District Recognition Events for English Learners	\$7,000.00	Yes
19	3.2 Climate and Access, c	c. Outdoor Education Camp	\$34,000.00	Yes
20	3.2 Climate and Access, d	d. Resources, Students Experiencing Homelessness and in Foster Care	\$14,108.00	Yes
21	3.2 Climate and Access, e	e. Meals and Mentorship	\$3,000.00	No
22	3.2 Climate and Access, f	f. Foster and Homeless Case Manager and Resourcing for Transportation	\$67,084.00	Yes

Action #	Title	Description	Total Funds	Contributing
23	3.2 Climate and Access, g	g. Library Collections	\$40,000.00	No
24	3.2 Climate and Access, h	h. Outdoor Classroom Spaces	\$7,500.00	No
25	3.3 Multi-Tiered Systems of Support (MTSS) -- SEL Strand, a	a. Positive Behavioral Intervention Systems (PBIS)	\$100,000.00	No
26	3.3 Multi-Tiered Systems of Support (MTSS) -- SEL Strand, b	b. Leadership for District English Learner Advisory and English Learner Advisory	\$1,000.00	Yes
27	3.3 Multi-Tiered Systems of Support (MTSS) -- SEL Strand, c	c. District and Community Engagement Events	\$10,000.00	No
28	3.3 Multi-Tiered Systems of Support (MTSS) -- SEL Strand, d	d. Resources for Low Income and Crisis Care	\$11,000.00	Yes
29	3.3 Multi-Tiered Systems of Support (MTSS) -- SEL Strand, e	e. Care Solace -- Mental Health Referral System	\$21,250.00	No
30	3.3 Multi-Tiered Systems of Support (MTSS) -- SEL Strand, f	f. Substance Use Counseling, Dialectical Behavioral Therapy	\$50,000.00	No
31	3.3 Multi-Tiered Systems of Support (MTSS) -- SEL Strand, g	g. California Healthy Kids Survey (CHKS) and Youth Truth (YT)	\$22,500.00	No

Action #	Title	Description	Total Funds	Contributing
32	3.3 Multi-Tiered Systems of Support (MTSS) -- SEL Strand, h	h. DESSA Tier 1 Practice: Social Emotional Learning Screener	\$34,850.00	No
33	3.3 Multi-Tiered Systems of Support (MTSS) -- SEL Strand, i	i. Matching Funds to Support Title VI	\$8,000.00	No

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