

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.00%	\$3,401,829

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

1.1 a Grading for Equity

After assessing the needs, conditions, and circumstances of grades in secondary schools, we learned that a disproportionate number of unduplicated students are receiving Ds and Fs compared to all students. This impacts graduation eligibility, A-G eligibility, student trajectory through DJUSD programs, and also corresponds with low student ratings for connectedness and safety on our climate surveys.

In order to address this condition of our unduplicated students, we will develop and implement wide-scale professional development and action research into Grading for Equity.

These actions are being provided on an LEA-wide basis and we expect that all students will benefit from equitable practices. We expect that the passing grades (C or better) of unduplicated students will increase significantly more than the average 62% rate of all other students who average 80% over the past three years.

1.1 e. Expanded Learning and Graduate Profile Programming and Professional Development

1.3 c. After School Robotics, Elementary

A review of unduplicated students' positive rating of engagement and attendance on the Youth Truth assessment indicates a gap between DJUSD unduplicated students, especially homeless and foster, and all students. Stakeholder outreach and focus groups indicate a need for relevance, and school connectedness for students. In consideration of this performance gap, DJUSD decided to offer Quest Academy over summer 2021 and robotics after school. These actions are available to all students in order to promote an integrated program, only after the unduplicated student population were contacted through focused outreach and given priority enrollment. This action will be effective in meeting this goal for our unduplicated students because it will help improve results in engagement and connectedness as measured in Youth Truth annually as well as attendance as measured on the CDE dashboard.

- 2.1 a. Professional Development from the National Equity Project (NEP).
- 2.1 b. Professional Development and Texts from International Institute of Restorative Practices (IIRP)
- 2.1 cc. Ethnic Studies Programming Supports

After assessing the needs, conditions, and circumstances of unduplicated student discipline and attendance we learned that unduplicated students, except English Learners, are suspended in the red and yellow performance level while “all students” are at the green performance level.

In order to address this condition of our unduplicated students, we will develop and implement Professional Development from the National Equity Project, International Institute of Restorative Practices, and support Ethnic Studies programming.

These actions are being provided on an LEA-wide and school-wide basis and we expect that all students will benefit from staff and processes informed by this professional development and Ethnic Studies programming. We expect that 10% of our unduplicated students will decrease in suspension rates and move one level in performance according to the dashboard. We also expect to see indicators of connectedness, fairness, relationships, and relevance improve on Youth Truth.

- 2.3 a. Sobrato Early Academic Language (SEAL) Coaching Support
- 2.3 b. Sobrato Early Academic Language (SEAL) Contract
- 2.3 c. c. Marguerite Montgomery Interventions

A review of Montgomery Elementary (MME) unduplicated students CAASPP scores indicates a performance gap in ELA/Math between and all students. MME performs one performance level below DJUSD on the dashboard. DJUSD performs in the blue for ELA and Math, MME performs in the green, and our unduplicated students at MME perform in the yellow. In consideration of this performance gap, we decided to offer Sobrato Early Academic Language (SEAL), an additional Reading Specialist, an Academic Intervention Coordinator, and general music. These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for engagement, literacy, and mathematics and will help improve results in CDE dashboard outcomes measured annually.

- 2.3 g. Davis Senior High School World Civilization Para-educator
- 2.4 c. Davis Senior High School Academic Center Coordinator
- 2.4 d. Davis Senior High School Academic Center Coordinator
- 2.4 e. Davis Senior High School Work Study Tutors
- 2.4 f. Davis Senior High School Non Work Study Tutors
- 2.4 i. UCD Work Study Coordination (AVID and Bridge)

A review of Davis Senior High School (DSHS) unduplicated students transcripts indicates a performance gap in credit earning between the unduplicated and all students. Staff sees this data on the D/F list used for placement in summer school and DSHS MTSS teams noted significant disproportionality in World Civilization and English 10. In consideration of this performance gap, we decided to offer a bilingual paraeducator to support students in World Civilization, to support an Academic Center that offers support using trained tutors during the school day and outside of school hours. These actions are available to all students in order to promote an integrated program. We believe

this action will be effective in meeting the goal of closing this gap and increasing unduplicated student progress toward graduation and A-G eligibility as measured by MTSS teams and Summer School enrollment data annually.

2.4 a. Elementary Reading Para-educators

2.4 b. Junior High School Intervention Courses

2.4 g. AVID Program

2.4 h. Site Support for Extended Learning (real time intervention, site discretion)

2.4 j. Bridge Program

A review of English Learners and Migrant students not reading at grade level indicates a performance gap: 19% of English Learners and 28% of socioeconomically disadvantaged students are reading at grade level, compared with 71% of all students. In secondary schools we see an average of 62% of unduplicated students with passing grades (C or better) compared to all other students who average 80%. Families and teachers have shared that students need personalized support during and after school in small groups, skilled tutors and mentors as families may not have English skills, may need to be at work when students are doing homework, or may not be familiar with school systems and structures.

In consideration of this performance gap, we decided to offer the Bridge Program at Montgomery Elementary and Harper Junior High School, reading paraeducators at each elementary site, FTE toward intervention courses at each Junior High, AVID 7-12, and site funds to support extended learning opportunities after school, through field trips, etc. These actions are available to all students in order to promote an integrated program, though unduplicated lists are used first for recruitment. We believe this action will be effective in meeting this goal for closing reading and performance gaps because it will help improve results of unduplicated students in accessing instruction. Outcomes will be seen in i-Ready assessments and report card grades multiple times throughout each school year. AVID data, too, annually tracks students maintaining A-G eligibility and grade level math by demographic.

2.4 k. Summer School, Academic Programming

A review of unduplicated students graduation rates and College Career Readiness Indicator indicates a performance gap between unduplicated students and all students. 62.2% of all students are prepared, while on average only 30.4 of unduplicated students met the prepared requirements. Similarly, 93.3% of DJUSD students graduated in 2020, while 87.7% of unduplicated students graduated. We know, based on reading data at elementary schools this opportunity gap begins early in DJUSD. In consideration of this performance gap, we decided to offer Power Up (1st - 6th grade reading) and Secondary Summer school to increase reading skills and facilitate credit recovery. These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for increased reading, access and success in subsequent coursework, and in meeting graduation and A-G eligibility requirements. These outcomes will be reviewed annually using iReady, report cards, and in review of summer school enrollment.

2.4 l. Summer School, Enrichment

A review of stakeholder feedback reflected students' and families' strong desire to have students back on campus, in structured learning environments, engaged in learning, and with peers. Families of our unduplicated students and community advocates expressed limited access to opportunities. Additionally, staff believe that our unduplicated students would benefit most from developing positive relationships with peers, staff, and learning based on Youth Truth data.

In consideration of this opportunity gap, we are offering a robust set of K-12 offerings for a summer enrichment program. These offerings are focused on social emotional well-being activities, including opportunities to express creativity, critical thinking, and engage in music, art, and play. These actions are available to all students in order to promote an integrated program while being offered first to unduplicated students.

We believe this action will be effective in meeting this goal for unduplicated students and will be measured by student survey data at the culmination of each course.

2.5 d. MTSS Team Capacity Building Grants

Each DJUSD site MTSS team assessed the needs, conditions, and circumstances of unduplicated students using data for attendance, discipline, and academic performance. We learned that the experience and outcomes for unduplicated students is consistently less positive than the same data set for "all" students.

In order to address this condition of our unduplicated students, we will develop and implement MTSS Capacity Building grants allowing teachers and staff to design first best instruction and site based Tier II interventions.

These actions are being provided on an LEA-wide/school-wide basis and we expect that our unduplicated students will benefit from local responses to their academic and SEL needs. We expect that academic and attendance data for our unduplicated students will increase to mirror that of all students as measured by site MTSS teams.

3.1 b. Elementary Counseling for MTSS

3.1 c. Vice Principal, Davis Senior High for Counseling, Course Access, and MTSS

3.1 e. Manager of Prevention and Wellness; SEL Strand of MTSS

3.1 f. Counseling at Junior High Schools for MTSS

After assessing the needs, conditions, and circumstances of unduplicated students using Youth Truth we learned that depression has increased from a historic 20-25% to 34% district-wide. Care Solace has reported that over 50% of referrals are for depression and anxiety. Especially alarming is the increase in depression for unduplicated student groups. For example, 79% of homeless students report feeling so sad for two weeks that they stopped doing usual activities. Parents of English Learners report similar concerns to staff. Additionally, our unduplicated students are not meeting A-G requirements as demonstrated by College and Career Preparedness data. Overall 56% of high school students feel they are prepared for college compared with 45% of English learners and 37% of homeless students. 62.2% of all students are prepared, while on average only 30% of unduplicated students met the prepared requirements.

- In order to address this condition of our unduplicated students, we will develop and implement a systematic counseling and SEL response to students through elementary and junior high school counseling, administrative leadership at Davis Senior High School, and District leadership for creating and sustaining MTSS systems.

These actions are being provided on an LEA-wide/school-wide basis and we expect that our unduplicated students will benefit. We expect that the Youth Truth data, feedback from Care Solace, A-G completion rate, and anecdotal feedback of our unduplicated students will increase significantly more than the average rate of all other students.

3.1 i. King High School Health Care Center, CommuniCare Contract

A review of unduplicated students academic history at King High school indicates credit deficits, attendance concern, and mental health concern in comparison to 10th-12th grade students district wide. Additionally, staff believe that many King students are engaged in risk-taking behaviors and that students who are socioeconomically disadvantaged experience barriers to consistent health and mental health services.

In consideration of this opportunity gap, we decided to offer CommuniCare services on the King campus. These actions are available to all students in order to promote an integrated program and normalize student use of services. We believe this action will be effective in meeting this goal for unduplicated students because it will help improve results overall health, mentoring for safe choices, and referrals to mental health. Outcomes will be measured annually by CommuniCare to identify rate of use, rate of repeat visits, and type of visits.

3.1 l. Interpretation and Translation, Coordination and Liaison

3.1 m. DJUSD Climate Coordinator

2.3 j Director of English Learners, World Language, Immersion, and Two-Way Bilingual

A review of parent participation indicates a gap when comparing parents of unduplicated students and parents of other student groups, this is particularly true of parents who speak a language other than English. Leaders from our District English Learner Advisory have expressed interest in the use of a community liaison and a high regard for the relationships built through site staff. In consideration of this gap, we decided to offer support a position to coordinate interpretation and translation, a Climate Coordinator, and a Director of English Learners, World Language, Immersion, and Two-Way Bilingual. These actions are available to all students in order to promote an integrated program. We believe this action will be effective in meeting this goal for parent and community partnership because it will allow us to obtain the information through our climate surveys to measure results of all of our actions, including parent partnership, and allows us to continue to pilot and support culturally responsive innovations for partnering with parents improve and enrich their access to school systems and informing the decisions of DJUSD staff. We expect annual measurable outcomes in the local indicator for the amount and character of parent partnership, improved relationships, and we are seeking input to improve as measured annually.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

DJUSD LCAP plans to increase and improve student services by the percentage required using supplemental (LCFF) funds. The plan also includes actions and service design principally toward our unduplicated students and necessitate other funding sources. As noted, DJUSD

plans to spend \$3,401,829 in order to meet the 5% threshold. The 2021-24 plan contributes an additional \$680,000 toward the increased and improved education of foster youth, English learners, and low-income students.

Our plan includes school-wide and LEA-wide actions as described above.

Additionally, the plan includes English Learner Teachers (3.0) on Special Assignments, English Learner Specialists (5.4), Structured English Enrichment Lab (STEEL) courses for long-term English Learners, English Learner Paraeducator support on each campus, an English Learner Instructional Coach, licensing for English Learner curriculum, Migrant Education transportation and supervision, and site support for extended learning needs, EL interventions, mentoring, and push-in support of unduplicated students.

DJUSD also increases and improves services through recognition events for the State Seal of Biliteracy (SSB), support of outdoor education camp, providing resources like clothing, school supplies, and bus passes for students experiencing homelessness and living in foster care and for students in need of resources due to low income or crisis. Funds support a liaison for our homeless and foster students as well as leadership training for District English Learner Parent Advisory.