

Introduction:

LEA: Davis Joint Unified School District **Contact (Name, Title, Email, Phone Number):** Dr. Clark Bryant, Associate Superintendent, cbryant@djUSD.net, (530)757-5300 x144
LCAP Year: 2014-15

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>LCAP Community Forum</p> <p>At the January LCAP Community Forum, members of the district and public came together to hear the goals and respond to specific questions about how we can make progress towards those goals. Through specific breakout groups, several ideas were generated including increased classified employee training; school site self-studies; the secondary and elementary counselors' role to help students establish goals; and actions to support the whole child through improvement in classroom and school climates.</p>	<p>Clear trends developed from the LCAP Forum discussions including Increased professional growth opportunities with focus on instructional strategies to support EL and low income students through socio-emotional knowledge, and differentiation. There was also consistent desire to create a climate which supports all students, particularly those who have historically been disadvantaged. There was significant energy around the need for elementary school counselors and EL specialists.</p>

At the February LCAP Community Forum, participants were asked to identify success of the implementation to date and provide suggestions and ideas to help us achieve our goals. Many of the suggestions centered on support for students through improved school climate, professional growth, and engagement strategies.

Two additional LCAP community meetings were held. One met at the Moore Street Apartment Complex, during which low income families added their voice to the LCAP conversation; and the second LCAP meeting took place at Marguerite Montgomery Elementary School, where many English Learner families and the District English Language Advisory Committee gave their input to the LCAP.

Strategic Planning Committee

Strategic Planning Committee held its first annual review of progress on the DJUSD Strategic Plan. Through this annual review, considerable progress was identified in professional growth, infra-structure and technology, and assessment. These actions from the strategic plan align with the goals in the LCAP. Although the Strategic Planning Committee acknowledged growth in the Goal 4 Student goal development area, it was identified as an area of need.

Student Interviews

Two parents from the LCAP Parent Advisory conducted 130 student interviews at Harper Junior High School, Holmes Junior High School and Davis Senior High School. In order to provide the LCAP Parent Advisory Committee with student perspectives, interviews focused on the following LCAP targeted student populations in multiple groups of 4-6 students:

- low income
- English learners
- foster youth
- students with disabilities
- predesignated-fluent English proficient
- African-American/Black
- Latino

Students were chosen by school staff. The experience of hearing directly from

As a result of the Moore Street Apartment LCAP meeting, consider culturally relevant pedagogy; improve attitudes towards low income families; school climate needs to be separate from site council; create parent support groups; validate students' training for teachers to be more inviting.

As a result of the Montgomery LCAP meeting, consider additional intervention to support struggling students, particularly those who are low income and English learners.

As a result of the Strategic Plan Annual Update, additional effort was focused on identifying ways to develop and track individual student academic and personal goals. Staff investigated a variety of programs and practices and identified several ways in which student goals are developed and monitored. It is also clear that there currently is not a district wide process to systematically develop and monitor individual students' goals.

Student voice is essential in the development of our LCAP. As a result of the student interviews, focus was maintained on creating equitable environments that support all students. This included specific assistance with homework, creating a welcoming environment for all students in the classroom, asking staff to show that they care about the students and to have teachers enforce rules and prevent bullying. Students also asked for more Chromebooks, more time to work in groups, and for teachers to check for understanding more often.

students was very positive. The interviewers worked with many of the groups for approximately 20-30 minutes each, asking only a few broad, open-ended questions such as: "What makes school successful or difficult?" and "What would help with the difficulties?" Students were informed that their responses would be identified only by grade level to protect student anonymity and to encourage open discussion. Responses were categorized as they applied to the LCAP goal areas.

LCAP Survey

District-developed LCAP survey was sent to parents, community members and district staff through multiple communications. 297 LCAP surveys were completed and responses analyzed.

DJUSD District English Learner Advisory Committee

DELAC met four times in 2014-15. In November DELAC reviewed Title III Improvement Plan, focusing on the alignment of the EL goals with Title III, LCAP and the DJUSD Strategic Plan. Academic progress data and demographic data were provided and explained. The data review gave the committee information needed to consider when discussing and developing recommendations to move forward English Learners' progress.

In January, the LCAP was an item on the DELAC agenda, as well as discussion about parent engagement, access to technology, professional growth, and the effort involved in reclassifying English learners within 5 years, prior to the students becoming long term English Learners. The DELAC representative to the LCAP advisory shared ideas and concerns from the LCAP Advisory meeting. In April the DELAC representative to the LCAP advisory gave an update about the ongoing work of the LCAP Advisory. DELAC generated advisory recommendations to take to LCAP Advisory.

State priorities that ranked highest in the survey responses include 1) better support of quality teachers, maintained facilities and availability of educational materials and technology, 2) maintain a positive school climate with safety, inclusion, respect, strong relationships and high expectations, and 3) increase student engagement with students enjoying school, participating in school activities, interested in classes and staff knowing student learning strengths and needs.

The issues and items that were especially important for DELAC were:

- Professional Development for staff and teachers is one way to support our students and part of the need
- We need to also educate and train the parents
 - o Parents are not literate in English and therefore can't help their students. We need to offer classes in the evening, with child care.
 - o Classes on how to support their students academically
 - o Training on parent rights and leadership
- Need for more translators in various languages.
 - o Suggestion to have small breakout sessions in the native language
 - o Increase the language list of interpreters to include more languages
 - o Need for a professional interpreter sometimes need (IEP's for example)
- Parent participation still needs to increase. We have seen an increase in district events and DELAC, but individual school sites participation needs to increase and be more consistent.
- Counseling allocation coming out of the supplemental funding is a concern
 - o If school sites do not have a multilingual counselor, how can we serve these student groups?

LCAP Parent Advisory

At the March LCAP Advisory participants heard an updates on the implementation of the LCAP, read through the meeting notes from the January and February Forums, and reviewed the results and comments from the DJUSD LCAP Community Survey

At the April LCAP Parent Advisory two parents shared themes from student interviews at district secondary schools. These included a desire for less homework, closer relationships with teachers, and.... The Advisory group then reviewed proposals and services that could address the areas of focus that have developed during the years. These recommendations came through the trends from the survey, community forums, and recommendations from principals and the administrative leadership team. The meeting participants were asked to categorize these services as essential, beneficial, or not necessary at this time. The committee members worked in small groups and carried their work from this meeting to the May LCAP Advisory meeting.

At the May LCAP Parent Advisory ranking recommendations were made for additional proposed services. These recommendations were reviewed with the Superintendent's Cabinet in to develop the Superintendent Roberson's recommendations to the Board of Education.

DJUSD Administrative Leadership Team

During the course of the year, topics related to the LCAP were discussed in the Administrative Leadership Team meetings. Specifically, on February 10 and April 14 ALT identified and discussed focus areas they view as both high leverage and priority work for 2015-16. The areas included assessment, climate and culture, and support for English Learners. These recommendations were reviewed with the Superintendent's Cabinet in to develop the Superintendent Roberson's recommendations to the Board of Education.

- o School populations fluctuate from year to year and needs will change, funding from supplemental would be very limit the services
- o How will we track the accountability of the counselors?
 - Equity is a concern. Can we reconsider the way the funding is distributed among the sites. One of the concerns is the availability of technology for English Learners.

As a result of these meetings, an increased focus is recommended for Goal 4: Student Goals; Goal 5: English Learner Language Proficiency; and Goals 6: Climate. Additional activities are recommended predominantly in each of these goal areas. On-going work based on our original LCAP will continue for the other goal areas.

The discussions and feedback from ALT meetings helped to structure discussions at the LCAP Advisory.

Superintendent Emails

DJUSD Superintendent's Cabinet

Initial recommendations from Superintendent Roberson's Cabinet were delivered to the Board of Education on May 21, 2015. The recommendations centered on actions and services to support students in the area of Student Goals, English Proficiency for English Learners, and Climate. On-going activities in the other goal areas will continue to roll out as planned in the initial LCAP.

LCAP emails to the Superintendent discussed 1) the use of LCFF- Supplemental funding to provide equitable services for English learners and low income students, 2) the importance of increasing "achievement gap" students' participation in extracurricular activities, such as athletics, performing arts, student government, yearbook, newspaper, robotics, cheerleading, etc, and 3) guiding ideas for the process for conducting student interviews.

As a result of the on-going community involvement, our LCAP annual review built upon the trends and activities already identified in our original LCAP.

Additional activities requested to support this work include:

1. Nursing Services
 2. Elementary Counseling
 3. Mental Health Intern Program
 4. Coordination of Climate Services
 5. Support for Foster Youth
 6. Reading Support Equity and Early Literacy
 7. English Learner Specialists Support
 8. Family Resource Center at Montgomery Elementary School
 9. Families in Transition Tutoring Program
 10. Advancement Via Individual Determinations (AVID)
 11. Coordination of Career Technical Education
 12. Campus Supervision for elementary schools with an enrollment over 600 students
 13. Increased Site Budgets for Site Priorities
 14. Cover Title I Site Budget Reductions
 15. Instructional Computer Support
 16. Chromebooks
- Instructional Materials and Implementation of the Common Core

Annual Update:

July 2014. DJUSD immediately began implementation of the Strategic Plan and the 2014-15 LCAP by addressing the goals of increasing communication, building a more robust professional growth program, and improving the technology infrastructure. Internal structures were put in place to monitor

Annual Update:

progress on specific actions within each goal area. During the first few months of the school year, there was a focus on building understanding of the LCAP document within the district and across the community. This included presentations to the Board of Education, Superintendent's Parent Advisory, and other advisory groups. Information was also distributed through the Instructional Services newsletter and by our public information officer.

October 2014. Superintendent Roberson began the process of forming the 2014-15 LCAP Parent Advisory Group, sending a letter of interest to the community through a variety of networks. Many community members expressed interest and the Committee was formed. Composition of the committee was reviewed to insure low income, English learner, and foster youth were represented. In the first round, English Learner parents were not represented, so the Superintendent's Office worked with the English Learners Coordinator to identify a parent from the District English Language Advisory group as an active LCAP Parent Advisory participant.

November 2014. DJUSD District English Learner Advisory Committee (DELAC) DELAC representatives serve as communicators between the sites and the district. They are responsible to report on interests from the site and to report back at their site ELAC about district interests. At the November DELAC meeting the Title III Improvement Plan was presented, focusing on the alignment of the EL goals with Title III, LCAP and the DJUSD Strategic Plan. Academic progress data and demographic data were provided and explained. The data review gave the committee information needed to consider when discussing and developing recommendations to move forward English Learners' progress.

December 2014. LCAP Parent Advisory convened. The advisory process for the annual update was described, including a focus on the purpose of the LCAP, an overview of data relative to the goals, the role of the advisory, and establishment of a timeline for approval in June 2015. The agenda, notes and presentation for the meeting, and other LCAP meetings, can be found on the DJUSD LCAP webpage. At the meeting, the LCAP Parent Advisory Committee also reviewed the state priorities for Conditions of Learning, Pupil Outcomes,

The first part of the year we spent time educating the community about the Local Control Accountability Plan and the DJUSD Strategic Plan and the actions within each plan. Considerable work was taken to align the plans. During our work to educate the community, employees, and other groups we were able to gauge their level of understanding of each action area.

Since the goals and actions of the Title III Improvement Plan are directly tied to Goal 5 of the LCAP, recommendations and actions from DELAC move into the LCAP. The addition of increased time for EL Specialists is one such example.

A wide range of data was provided for the advisory including discipline, attendance, a-g completion, graduation, English Learner proficiency, climate and much more. There is considerable evidence both from graduation rates and a-g completion rates that DJUSD must focus on providing opportunities for EL and low income students access and support for these students. A transcript review was conducted by the Instructional Services Leadership Team for each EL student at Davis Senior High School to identify course enrollment

and Engagement. Members of this group included representation from English learner, foster youth and low income families. Classified and certificated employees were also represented, along with secondary students, parents, and community members.

January 2015. LCAP Community Forum held to gather community input. Conversations were organized by goal areas; community members shared successes within the district, areas of concern, and ideas for improvement. Notes about specific recommendations were available on the DJUSD LCAP Webpage.

January 2015. LCAP was an item on the DELAC agenda, as well as discussion about parent engagement, access to technology, professional growth, and the effort involved in reclassifying English learners within 5 years, prior to the students becoming long term English Learners. DELAC and LCAP Advisory member Patricia Lara shared ideas and concerns from the January LCAP Advisory meeting.

February 2015. DJUSD Parent Engagement Night provided LCAP informational session for staff, parents and community members.

February 2015. Second LCAP Community Forum held to gather community input. Conversations were organized by state priority areas; community members shared successes within the district, areas of concern, and ideas for improvement. Notes about specific recommendations were available on the DJUSD LCAP Webpage.

February 2015. Strategic Planning Review Committee held the first annual review of the DJUSD Strategic Plan. Through this annual review, considerable progress was identified in professional growth, infra-structure and technology, and assessment. These actions from the strategic plan align with LCAP goals 1, 2 and 3. Although the Strategic Planning Committee acknowledged growth in

patterns. While EL students were enrolling in a-g courses, they were not experiencing success in the courses. This review was brought to secondary principals to review and share with staff.

Clear trends developed from the discussions including: Increased Professional Growth Opportunities with focus on instructional strategies to support EL and low income students through socio-emotional knowledge, and differentiation. There was also consistent desire to create a climate which supports all students, particularly those who have historically been disadvantaged. There was significant energy around the need for elementary school counselors and EL specialists.

Additional members of the community became aware of the LCAP priorities, process and goals.

Clear trends developed from the discussions including: Increased Professional Growth Opportunities with focus on instructional strategies to support EL and low income students through socio-emotional knowledge, and differentiation. There was also consistent desire to create a climate which supports all students, particularly those who have historically been disadvantaged. There was significant energy around the need for elementary school counselors and EL specialists.

As a result of the Strategic Plan Annual Update, additional effort was focused on identifying ways to develop and track individual student academic and personal goals. Staff investigated a variety of programs and practices and identified several ways in which student goals were developed and monitored. It is also clear that there is not a district wide approach to systematize this

the area of developing student goals, LCAP goal 4, it was also identified as an area of need.

February 2015. Two additional LCAP community meetings were held specifically for families of students included in the unduplicated count. One meeting met at the Moore Street Apartment Complex, during which low income families added their voice to the LCAP conversation; the second LCAP meeting took place at Marguerite Montgomery Elementary School, where many English Learner families and the District English Language Advisory Committee gave their input to the LCAP.

March 2015. District-developed LCAP survey was sent to parents, community members and district staff through multiple communications.

March 2015. At the LCAP Parent Advisory participants were updated on the implementation of the LCAP, read through the meeting notes from the January and February LCAP forums, and reviewed the results and comments from the DJUSD LCAP survey. Trends were identified from the feedback.

March & April 2015. Two members of the LCAP Parent Advisory conducted interviews of 130 secondary school students at Harper Junior High School, Holmes Junior High School and Davis High School.

April 2015. LCAP Advisory member gave DELAC an update about the ongoing work of the LCAP Advisory. DELAC also received a copy of Assoc. Supt. Bryant's

effort. Additional focus is predominantly recommended for Goal 4: Student Goals; Goal 5: English Learner Language Proficiency; and Goals 6: Climate. On-going work based on the original LCAP will continue for the other goal areas.

State priorities that ranked highest in the survey responses include 1) better support of quality teachers, maintained facilities and availability of educational materials and technology, 2) maintain a positive school climate with safety, inclusion, respect, strong relationships and high expectations, and 3) increase student engagement with students enjoying school, participating in school activities, interested in classes and staff knowing student learning strengths and needs.

Meeting participants were then asked to identify trends which aligned the state priorities and district goals. These included implementation of the common core, student achievement, climate, and student engagement.

Student voice is essential in the development of our LCAP. Themes from student interviews included creating equitable environments that support all students, such as specific assistance with homework, creating a welcoming environment for all students in the classroom, asking staff to show that they care about the students and to have teachers enforce rules and prevent bullying. Students also asked for more Chromebooks, more time to work in groups, and for teachers to check for understanding more often.

article, "Local Control Accountability Plan Update" in the DJUSD publication "Engage and Inspire" (April 2015). Discussion and ideas were expressed by DELAC to take back to LCAP Advisory.

April 2015. LCAP Parent Advisory reviewed "District Needs" and prioritized those needs based on the feedback from the Community Forums, interviews, and surveys. The Advisory also reviewed proposals for services and were asked to categorize these services as essential, beneficial, or not necessary at this time. The Advisory members worked in small groups and carried their work from this meeting to the May LCAP Advisory meeting.

May 2015. Another LCAP update was given at the final 2014-15 DELAC meeting, including an explanation of the final steps in the LCAP process and dates when the plan would go to the board.

Additional input was gathered throughout the year during regularly scheduled meetings of the DJUSD Administrative Leadership Team, Certificated Advisory, Classified Advisory, Instructional Services Advisory, Instructional Services Leadership Team and District Technology Advisory Committee.

May 2015. The Superintendent's Cabinet made initial recommendations that were delivered to the Board of Education on May 21, 2015. The recommendations centered on actions and services to support students in the area of Student Goals, English Proficiency for English Learners, and Climate. On-going activities in the other goal areas will continue to roll out as planned in the initial LCAP.

The DJUSD EL Coordinator and a representative from DELAC participated in the LCAP Advisory Meetings to share the ideas and concerns of DELAC. Their input helped to maintain focus on the needs of our EL students and to advance actions to support the English Learner population and their families. Goal 5 of our LCAP mirrors our Title III Plan, assuring that the actions within the LCAP stay relevant and connected to the needs of our English Learners.

As a result of the on-going community involvement, our LCAP Annual Review built upon the trends and activities already identified in our original LCAP.

Additional activities to support this work include:

Nursing Services (0.4 FTE BOE Approved)

Elementary Counseling (240 FTE Board Approved)

Mental Health Intern Program

Coordination of Climate Services

Support for Foster Youth

Reading Support Equity and Early Literacy

English Learner Specialists Support

Family Resource Center at Montgomery Elementary School

Families in Transition Tutoring Program

Advancement Via Individual Determinations (AVID)
Coordination of Career Technical Education
Campus Supervision for elementary schools with an enrollment over 600 students
Increased Site Budgets for Site Priorities
Cover Title I Site Budget Reductions
Instructional Computer Support
Chromebooks
Instructional Materials and Implementation of the Common Core

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Action/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL 1:	Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	Need * Increase the degree to which teachers are prepared to effectively teach Common Core State Standards Metrics 1.1 Williams Act Review of rate of teacher misassignment 1.2.a. Professional Growth participation records including Common Core State Standards, social emotional intelligence, differentiated instruction and inquiry based learning. 1.2.b. Grade level / subject area interim formative assessments 1.3 Professional Growth System Survey		
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups: All students		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	1.1. Decrease by 2 the number of teacher misassignments (from 8 misassignments to 6) 1.2.a. .At least 80% of teachers will have participated in CCSS professional growth 1.2.b. Increase by 50% the number of students scoring "adequate understanding of standards" as measured on district report cards (TK-6 grade) 1.3. 70% of staff will respond positively regarding district assistance in addressing professional growth needs		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Develop interactive professional growth website or resources to assist in addressing professional growth needs, including needs assessment, forum for sharing staff expertise and ideas, make resources available, opportunities for teachers to easily access web-based	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Professional growth interactive website or resources State Funding \$15,000

professional growth opportunities and collaborative forums, and on-going assessment of Professional Growth System (PGS).		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Create and maintain a system across sites that allows for staff to regularly share their expertise and collaborate through peer observations, co-lesson planning and lesson debriefing, ongoing dialogue, and collaboration opportunities on district-wide goals.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Collaboration grants, summer curriculum workshops State Funding \$150,000 Local Funding \$300,000
3. Create PGS that is aligned with California Standards for the Teaching Profession' effectively communicate with all key stakeholders about professional growth programs	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Services Advisory State Funding \$0
4. Ensure systematization of the PGS, including a coordinated, integrated approach across recruiting, hiring, induction, placement, professional learning and evaluation	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Beginning Teacher Support & Assessment program (BTSA) State Funding \$125,000 BTSA Support / Mentor Teachers Federal Funding \$100,000
5. Utilize partnerships to implement and evaluate professional growth system	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Training partnerships with SCOE, YCOE, Area 3 Writing Project, UCD Math project State Restricted Funding \$20,000

		(Specify)	
6. Develop capacity of teachers, administrators, and specialists to identify best practices in support of the implementation of Common Core and ELD standards	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training workshops, Secondary Articulation, Summer Curriculum workshops, Collaboration grants State Restricted Funding \$50,000
7. Support implementation of Next Generation Science Standards and STEM education, grades K-12	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Science Teacher on Special Assignment, .2 FTE State Funding \$20,000
8. Create a system where certificated and classified professional growth offerings are equitable and accessible to increase the effectiveness of instructional practices and creating a positive learning environment.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The equivalent of 4 professional growth days for all employees to be used during the 2015-17 school years. State Funding \$600,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	1.1. Decrease by 2 the number of teacher mis-assignments (from 6 misassignments to 4)			
	1.2.a. 100% of teachers will have participated in CCSS professional growth			
	1.2.b. Increase by 50% the number of students scoring "adequate understanding of standards" as measured on district report cards (TK-6 grade)			
	1.3. 80% of staff will respond positively regarding district assistance in addressing professional growth needs			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Develop interactive professional growth website or resources to assist in addressing professional growth needs, including needs assessment, forum for sharing staff expertise and ideas, make resources available, opportunities for teachers to easily access web-based professional growth opportunities and collaborative forums, and on-going assessment of Professional Growth System (PGS).		LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Professional growth interactive website or resources State Funding \$15,000
2. Create and maintain a system across sites that allows for staff to regularly share their expertise and collaborate through peer observations, co-lesson planning and lesson debriefing, ongoing dialogue, and collaboration opportunities on district-wide goals.		LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Collaboration grants, summer curriculum workshops State Funding \$150,000 Increased number of Math coaches State Funding \$440,000
3. Create PGS that is aligned with California Standards for the Teaching Profession' effectively communicate with all key stakeholders about professional growth programs		LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	Instructional Services Advisory State Funding \$0

		(Specify)	
4. Ensure systematization of the PGS, including a coordinated, integrated approach across recruiting, hiring, induction, placement, professional learning and evaluation	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Beginning Teacher Support & Assessment program (BTSA) State Funding \$125,000 BTSA Support / Mentor Teachers Federal Funding \$100,000
5. Utilize partnerships to implement and evaluate professional growth system	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training partnerships with SCOE, YCOE, Area 3 Writing Project, UCD Math project State Restricted Funding \$20,000
6. Develop capacity of teachers, administrators, and specialists to identify best practices in support of the implementation of Common Core and ELD standards	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training workshops, Secondary Articulation, Summer Curriculum workshops, Collaboration grants State Restricted Funding \$50,000
7. Support implementation of Next Generation Science Standards and STEM education, grades K-12	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continued support of Science Teacher on Special Assignment, .2 FTE determined by survey of science teachers State Funding \$20,000

8. Create a system where certificated and classified professional growth offerings are equitable and accessible to increase the effectiveness of instructional practices and creating a positive learning environment.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	The equivalent of 4 professional growth days for all employees to be used during the 2015-17 school years. State Funding \$600,000
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LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	1.1. Maintain the number of teacher misassignments at 4 or less misassignments 1.2.a. 100% of teachers will have participated in CCSS professional growth 1.2.b. Increase by 50% the number of students scoring "adequate understanding of standards" as measured on district report cards (TK-6 grade) 1.3. 90% of staff will respond positively regarding district assistance in addressing professional growth needs
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Develop interactive professional growth website or resources to assist in addressing professional growth needs, including needs assessment, forum for sharing staff expertise and ideas, make resources available, opportunities for teachers to easily access web-based professional growth opportunities and collaborative forums, and on-going assessment of Professional Growth System (PGS).	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Professional growth interactive website or resources State Funding \$15,000
2. Create and maintain a system across sites that allows for staff to regularly share their expertise and collaborate through peer observations, co-lesson planning and lesson debriefing, ongoing dialogue, and collaboration opportunities on district-wide goals.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Collaboration grants, summer curriculum workshops State Funding \$150,000 Math coaches State Funding \$440,000

3. Create PGS that is aligned with California Standards for the Teaching Profession' effectively communicate with all key stakeholders about professional growth programs	LEA-wide	<input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Instructional Services Advisory State Funding \$0
4. Ensure systematization of the PGS, including a coordinated, integrated approach across recruiting, hiring, induction, placement, professional learning and evaluation	LEA-wide	<input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Induction Program / Beginning Teacher Support & Assessment (BTSA) State Funding \$125,000 Induction Program / BTSA Support Teachers Federal Funding \$100,000
5. Utilize partnerships to implement and evaluate professional growth system	LEA-wide	<input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training partnerships with SCOE, YCOE, Area 3 Writing Project, UCD Math project State Restricted Funding \$20,000
6. Develop capacity of teachers, administrators, and specialists to identify best practices in support of the implementation of Common Core and ELD standards	LEA-wide	<input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training workshops, Secondary Articulation, Summer Curriculum workshops, Collaboration grants State Restricted Funding \$50,000
7. Support implementation of Next Generation Science	LEA-wide	<input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continued support of Science Teacher on Special

Standards and STEM education, grades K-12		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Assignment, .2 FTE determined by survey of science teachers State Funding \$20,000
8. Increase certificated staff contract days from current 2 days to 3 days for required professional growth; increase classified staff contract hours for required professional growth	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	I day added to teacher contract for teacher professional collaboration tie (3 days total), subject to collective bargaining, dependent on increase in state funding. State Funding \$250,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 2:	Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	* Increase the good repair of school facilities and access to technology tools for students and staff. Metrics 2.1 Williams Act Review of school facilities 2.2 Wireless installation completion report		
Goal Applies to:	Schools: All schools Applicable Pupil Subgroups:	All students	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	2.1. 100% of school buildings will obtain an overall rating of "Good" or "Exemplary" 2.2. Completion of junior high schools' wireless installation		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement wireless at all schools	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Wireless installation at Davis Senior High School completed in 2014-15 Supplemental \$0 Wireless installation in remainder of each junior high school State Funding \$400,000 Wireless installation in all elementary schools scheduled for 2016-17 State Funding \$600,000
2. Increase access to technology, maintain technology and provide technology training at sites.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth	Purchase two (2) Chromebook carts per elementary site, four (4) Chromebook charts per junior high, six (6) Chromebook carts at Davis High School, and five (5) Chromebooks per small school site. State Restricted Funding \$521,000 Site instructional computer technician at each elementary, .5

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	FTE per site (4.0 FTE) State Funding \$100,000 Provide train-the-trainer model for technology professional development at sites State Funding \$9,000
3. Implement the City of Davis recommendations for safe routes to schools	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to implement Safe Routes to Schools recommendations State Restricted Funding \$1,000
4. Fund Deferred Maintenance projects	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Complete deferred maintenance projects as planned Local Funding \$11,300,000
5. Establish a plan to address the following facilities needs: * classroom technology standards * classroom furniture needs * optimal classroom access to curriculum * specialty classroom needs, such as retrofitting science classrooms and libraries * development of interior meeting spaces * development of exterior spaces for instructional spaces * site entrances, signage, parking and storage	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Refine facility needs assessment (district staff time) State Funding \$0

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	2.1 Maintain 100% of school buildings with an overall rating of "Good" or "Exemplary"
	2.2 Completion of elementary schools wireless installation

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Implement wireless at all schools	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Wireless installation at Davis Senior High School completed in 2014-15 Supplemental \$0 Wireless installation in each junior high school completed in 2015-16 State Funding \$0 Wireless installation in all elementary schools State Funding \$600,000
2. Increase access to technology, maintain technology and provide technology training at sites.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to purchase Chromebook carts as planned and needed by sites. State Restricted Funding \$150,000 Site instructional computer technician at each elementary, .5 FTE per site (4.0 FTE) State Funding \$100,000 Provide train-the-trainer model for technology professional development at sites State Funding \$9,000
3. Implement the City of Davis recommendations for safe routes to schools	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue to implement Safe Routes to Schools recommendations State Restricted Funding \$1,000
4. Fund Deferred Maintenance projects	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Deferred maintenance projects as planned Local Funding \$11,300,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Establish a plan to address the following facilities needs: * classroom technology standards * classroom furniture needs * optimal classroom access to curriculum * specialty classroom needs, such as retrofitting science classrooms and libraries * development of interior meeting spaces * development of exterior spaces for instructional spaces * site entrances, signage, parking and storage	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Seek local funding source State Funding \$0
LCAP Year 3: 2017-18			
Expected Annual Measurable Outcomes:	2.1 Maintain 100% of school buildings with an overall rating of "Good" or "Exemplary" 2.2 Maintenance of all schools wireless installation		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to maintain support of wireless system	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Support of wireless system as needed State Restricted Funding \$0
2. Increase access to technology, maintain technology and provide technology training at sites.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	Continue to purchase Chromebook carts as planned and needed by sites . State Restricted Funding \$100,000 Site instructional computer technician at each elementary, .5 FTE per site (4.0 FTE) State Funding \$100,000 Provide train-the-trainer model for technology professional development at sites State Restricted Funding \$9,000

		_ Other Subgroups: (Specify)	
3. Implement the City of Davis recommendations for safe routes to schools	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Continue to implement Safe Routes to Schools recommendations State Restricted Funding \$1,000
4. Fund Deferred Maintenance projects	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Complete deferred maintenance projects as planned Local Funding \$10,000,000
5. Establish a plan to address the following facility needs: * classroom technology standards * classroom furniture needs * optimal classroom access to curriculum * specialty classroom needs, such as retrofitting science classrooms and libraries * development of interior meeting spaces * development of exterior spaces for instructional spaces * site entrances, signage, parking and storage	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Begin implementation of plan (dependent on available funding) Local Funding \$0

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 3:	Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify
Identified Need :	<p>Need</p> <ul style="list-style-type: none"> * Increase the implementation of Common Core State Standards * Increase pupil achievement * Improve other pupil outcomes * Increase pupil engagement * Increase parent engagement <p>Metrics</p> <ul style="list-style-type: none"> 3.1.a. Professional growth participation records 3.1.b. Williams Act standards-aligned instructional materials for all core classes 3.1.c. Instructional strategies observation tool 3.2.a. CST / SBAC proficiency rate in ELA and Math 3.2.b. Academic Performance Index 3.3. List of students with semester grade of D or F 3.4.a. Middle school dropout rates 3.4.b. High school dropout rates 3.4.c. High school graduation rates 3.5.a. Parent-teacher conference records 3.5.b. Records of parents' online access to student assignments and grades 		
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups:	All students	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	3.1.a. Participation by at least 80% of teachers in professional growth that addresses the use of assessments to improve student learning
	3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas.
	3.1.c. Increase by 20% observation of classroom instructional strategies supporting implementation of CCSS
	3.2.a. Increase by 10% proficiency on SBAC ELA and Math, targeted students by 15%
	3.2.b. Increase API by 30 or more points
	3.3. Decrease by 20% the number of students with semester grade of D or F
	3.4.a. Maintain a middle school dropout rate lower than .5%
	3.4.b. Maintain high school dropout rate at lower than 2.0%
	3.4.c. Maintain high school graduation rate of 96% or higher
	3.5.a. 80% of parents will attend parent-teacher conferences
	3.5.b. 80% of parents will utilize online access to student assignments and grades

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Develop understanding of the Common Core State Standards and assessment practices among all stakeholder groups	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff development for implementation of CCSS (See Goal 1) State Restricted Funding \$60,000
2. Incorporate the underlying concepts and assessment practices of the Common Core with other district and state standards, curricula, and course guides	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Teacher development of grade level and content area guides for English Language Arts & Math State Restricted Funding \$9,000 Implement CCSS report cards State Funding \$0 CCSS Math benchmarks State Restricted Funding \$3,000 Professional Growth and Materials for CCSS implementation

		_ Other Subgroups: (Specify)	and classroom practices including performance tasks, formative assessments, and increased text complexity State Restricted Funding \$84,000
3. Provide professional staff development related to curricular, instructional and assessment transition to the CCSS	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training workshops, Secondary Articulation, Summer Curriculum workshops, collaboration grants (See Goal 1) State Restricted Funding \$0
4. Implement revised curriculum in preschool through grade 12 classrooms	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional materials for implementation of the Common Core, including ELA/ELD adoption, Next Generation Science Standards and updating existing instructional materials (one time cost) State Restricted Funding \$500,000 SITE - instructional supplies Federal Funding \$15,000 SITE - instructional supplies State Funding \$15,000 SITE - support for school libraries State Funding \$19,000
5. Provide necessary infrastructure and resources for development of formative assessments aligned with curriculum and for the collection, analysis, communication, and use of data to improve instruction.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Data and Assessment system State Restricted Funding \$51,000
6. Create and implement teacher-developed formative assessment materials; support the use of formative assessment analysis to inform instruction	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	The equivalent of 4 professional development days for all employees to be used during the 2015-17 school years State Funding \$600,000 Implementation of Hapara Teacher Dashboard State Funding \$12,000 Academic conferencing / collaboration State Funding \$77,000 SITE - Professional growth conferences Federal Funding \$12,000

7. Implement interim assessments with subject areas and within grade levels	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provision of release time for on-going development and implementation of district and SBAC interim assessments (See Goal 1) State Restricted Funding \$0
8. Collaboratively review current practice and identify improvement in assessments	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provision of release time for teacher review of current practices and improvement in assessments (See Goal 1) State Restricted Funding \$0

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	3.1.a. Participation by 100% of teachers in professional growth that addresses the use of assessments to improve student learning
	3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas.
	3.1.c. Increase by 20% observation of classroom instructional strategies supporting implementation of CCSS
	3.2.a. Increase by 10% proficiency on SBAC ELA and Math, targeted students by 15%
	3.2.b. Increase API by 40 or more points
	3.3. Decrease by 20% the number of students with semester grade of D or F
	3.4.a. Maintain a middle school dropout rate lower than .5%
	3.4.b. Maintain high school dropout rate at lower than 2.0%
	3.4.c. Maintain high school graduation rate of 96% or higher
	3.5.a. 95% of parents in attendance at parent-teacher conferences
	3.5.b. 95% of parents will utilize online access to student assignments and grades

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Develop understanding of the Common Core State Standards and assessment practices among all stakeholder groups	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff development for implementation of CCSS (See Goal 1) State Restricted Funding \$60,000
2. Incorporate the underlying concepts and assessment practices of the CCSS with other district and state standards, curricula, and course guides	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent	Teacher development of grade level and content area guides for English Language Arts & Math State Restricted Funding \$9,000 Implement CCSS report cards State Funding \$0 CCSS Math benchmarks State Restricted Funding \$3,000

		English proficient _ Other Subgroups: (Specify)	Professional Growth and Materials for CCSS implementation and classroom practices including performance tasks, formative assessments, and increased text complexity State Restricted Funding \$84,000
3. Provide staff development related to curricular, instructional and assessment transition to the CCSS	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training workshops, Secondary Articulation, Summer Curriculum workshops, Collaboration grants (See Goal 1) State Restricted Funding \$0
4. Implement revised curriculum in preschool through grade 12 classrooms	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional materials for implementation of the Common Core, including ELA/ELD adoption, Next Generation Science Standards and updating existing instructional materials (one time cost) State Restricted Funding \$500,000 SITE - instructional supplies Federal Funding \$15,000 SITE - instructional supplies State Funding \$15,000 SITE - support for school libraries State Funding \$19,000
5. Provide necessary infrastructure and resources for development of formative assessments aligned with curriculum and for the collection, analysis, communication, and use of data to improve instruction.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Data and Assessment system State Restricted Funding \$51,000
6. Create and implement teacher-developed formative assessment materials; support the use of formative assessment analysis to inform instruction	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	The equivalent of 4 professional development days for all employees to be used during the 2015-17 school years State Funding \$600,000 Implementation of Hapara Teacher Dashboard State Funding \$12,000 Academic conferencing / collaboration Federal Funding \$77,000

		(Specify)	SITE - Professional growth conferences State Funding \$12,000
7. Implement interim assessments with subject areas and within grade levels	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provision of release time for on-going development and implementation of district and SBAC interim assessments (See Goal 1) State Restricted Funding \$0
8. Collaboratively review current practice and identify improvement in assessments	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provision of release time for teacher review of current practices and improvement in assessments (See Goal 1) State Restricted Funding \$0
	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	3.1.a. Participation by 100% of teachers in professional growth that addresses the use of assessments to improve student learning
	3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas.
	3.1.c. Increase by 20% observation of classroom instructional strategies supporting implementation of CCSS
	3.2.a. Increase by 10% proficiency on SBAC ELA and Math, targeted students by 15%
	3.2.b. Increase API by 40 or more points
	3.3. Decrease by 20% the number of students with semester grade of D or F
	3.4.a. Maintain a middle school dropout rate lower than .5%
	3.4.b. Maintain high school dropout rate at lower than 2.0%
	3.4.c. Maintain high school graduation rate of 96% or higher
	3.5.a. 95% of parents in attendance at parent-teacher conferences
	3.5.b. 95% of parents will utilize online access to student assignments and grades

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Develop understanding of the Common Core State Standards and assessment practices among all stakeholder groups	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Staff development for implementation of CCSS (See Goal 1) State Restricted Funding \$60,000
2. Incorporate the underlying concepts and assessment practices of the Common Core with other district and state standards, curricula, and course guides	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Teacher development of grade level and content area guides for English Language Arts & Math State Restricted Funding \$9,000 Implement CCSS report cards State Funding \$0 CCSS Math benchmarks State Restricted Funding \$3,000 Professional Growth and Materials for CCSS implementation

		_ Other Subgroups: (Specify)	and classroom practices including performance tasks, formative assessments, and increased text complexity State Restricted Funding \$84,000
3. Provide professional staff development related to curricular, instructional and assessment transition to the CCSS	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Training workshops, Secondary Articulation, Summer Curriculum workshops, collaboration grants (See Goal 1) State Restricted Funding \$0
4. Implement revised curriculum in preschool through grade 12 classrooms	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Instructional materials for implementation of the Common Core, including ELA/ELD adoption, Next Generation Science Standards and updating existing instructional materials (one time cost) State Restricted Funding \$500,000 <hr/> SITE - instructional supplies Federal Funding \$15,000 SITE - instructional supplies State Funding \$15,000 SITE - support for school libraries State Funding \$19,000
5. Provide necessary infrastructure and resources for development of formative assessments aligned with curriculum and for the collection, analysis, communication, and use of data to improve instruction.	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Data and Assessment system State Restricted Funding \$51,000
6. Create and implement teacher-developed formative assessment materials; support the use of formative assessment analysis to inform instruction	LEA-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Use of additional teacher professional growth day. [see Goal 1; subject to collective bargaining; dependent on increase in state funding] State Funding \$0 <hr/> Implementation of Hapara Teacher Dashboard State Funding \$12,000 <hr/> Academic conferencing / collaboration <hr/> Federal Funding \$77,000

			SITE - Professional growth conferences State Funding \$12,000
7. Implement interim assessments with subject areas and within grade levels	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provision of release time for on-going development and implementation of district and SBAC interim assessments (See Goal 1) State Restricted Funding \$0
8. Collaboratively review current practice and identify improvement in assessments	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Provision of release time for teacher review of current practices and improvement in assessments (See Goal 1) State Restricted Funding \$0

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Identified Need :	<p>Need</p> <ul style="list-style-type: none"> * Ensure pupil enrollment in a broad course of study that includes all of the subject areas * Increase pupil outcomes in a broad course of study that includes all of the subject areas * Increase pupil outcomes in physical fitness * Increase pupil achievement * Increase pupil engagement * Increase positive school climate * Increase parent engagement <p>Metrics</p> <ul style="list-style-type: none"> 4.1. Professional Growth participation records 4.2.a. Climate survey 4.2.b. Climate survey 4.2.c. Risk Assessment report 4.3.a. Physical Fitness Test results 4.3.b. Comprehensive course of study, elementary for use of time for core subjects and interventions for targeted students 4.3.c. Comprehensive course of study, secondary for use of time for core subjects and interventions for targeted students 4.4.a. Enrollment rate in Career Technical Education (CTE) courses 4.4.b. Completion rate in Career Technical Education (CTE) pathways 4.4.c. A-G course completion rate 4.4.d. Enrollment rate in Advanced Placement (AP) courses 4.4.e. Testing rate on Advanced Placement exams 4.4.f. Passage rate on Advanced Placement exams 	

	4.4.g. Early Assessment Program preparation rate 4.5.a. Annual attendance rate 4.5.b. Chronic absenteeism rate		
Goal Applies to:	Schools:	LEA-wide	
	Applicable Pupil Subgroups:	All students	

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	4.1. Participation by at least 80% of teachers in professional growth that addresses differentiation
	4.2.a. Increase by 5% the number of students meeting personal goals
	4.2.b. Increase by 5% the number of students meeting academic goals
	4.3.a. Increase by 5% the number of students meeting 4 or more fitness standards on the Physical Fitness Test
	4.3.b. Evidence of increased balance in elementary schools use of time for core subjects and academic interventions for targeted students
	4.3.c. Identify and address course access issues for targeted students and increase enrollment
	4.4.a. Maintain or increase enrollment in Career Technical Education (CTE) courses
	4.4.b. Maintain or increase completion rate in Career Technical Education (CTE) pathways
	4.4.c. Increase A-G course completion rate by 3%
	4.4.d. Maintain enrollment in AP courses
	4.4.e. Increase Advanced Placement test taking rate by 5%
	4.4.f. Increase Advanced Placement passage rate by 5%
	4.4.g. Increase EAP preparation rate by 2%
	4.5.a. Maintain annual attendance rate at 95% or higher
	4.5.b. Decrease by 1% chronic absenteeism rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Lower class size, grades K-3	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Classroom teachers, 14.0 FTE (ongoing cost) Supplemental \$1,092,000

		(Specify)	
2. Establish Student Support Services at sites	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Elementary counseling, .25 FTE per site based on school enrollment, (2.0 FTE) State Funding \$136,000 Elementary counseling, .25 FTE per site based on school demographics, (2.0 FTE) Supplemental \$136,000 District funded secondary school counselors, FTE variable by site State Funding \$1,017,000 Secondary Counselors utilized for programs that impact the well-being of students (Davis Schools Foundation) Local Funding \$50,000 School Nurses, total 4.4 FTE, including .4 FTE increase in support for student health needs State Funding \$297,000 Prevention and Crisis Manager, .50 FTE to develop, implement and supervise the Mental Health Intern program Supplemental \$45,000 Foster Youth Liaison, .2 FTE to provide Foster Youth liaison services between county, sites and students Supplemental \$9,200
3. Academic Support programs	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Elementary Reading support, addressing Equity and Early literacy, professional growth for improvement of instructional strategies to meet the needs of English Learners and low income students Supplemental \$48,000 Continue to provide 3rd grade reading support for increased text complexity of CCSS, Paraeducator, 2.2 FTE Supplemental \$55,000 Junior High Reading Intervention program, .60 FTE (.20 FTE at each school) Supplemental \$56,000 English Language Arts ACES support class at Davis High School, .60 FTE Supplemental \$56,000 SITE - reading / math intervention support Federal Funding \$233,000 SITE - reading / math intervention support State Funding \$178,000 SITE - reading / math intervention support Local Funding \$35,000
4. Support of college and career readiness and 21st century real world learning opportunities, and development of volunteer network	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Administrative Services Department collect and analyze feedback from DJUSD alumni existing staff) State Funding \$0

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Implement virtual volunteer system to manage, monitor and recognize district volunteers State Funding \$10,000 Career Technical Education Coordinator, .2 FTE State Funding \$10,000 Elementary STEM support teacher, 1.0 FTE State Funding \$70,000 SITE - Junior high STEM support instructional materials Federal Funding \$6,000
5. Explore Positive Behavioral Intervention and Supports program (PBIS)	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase PBIS training and materials Supplemental \$30,000
6. Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Support of students' goal setting program (existing staff) State Funding \$0
7. Professional growth for teachers to refine methods of differentiating students' educational experiences	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Differentiation professional growth State Restricted Funding \$25,000
8. Academic and mentoring support through AVID program	LEA-wide	X All OR: _ Low Income pupils	Site AVID Coordinators, .6 FTE junior highs & .4 FTE DHS Supplemental \$100,000 AVID materials and field trips for 5 class sections

		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Supplemental \$20,000 AVID student recruitment Supplemental \$2,000 AVID Summer Institute Supplemental \$16,000 District AVID Coordinator, .20 FTE, AVID coordination between state, district and sites Supplemental \$23,000 AVID membership fees Supplemental \$16,000
9. Provide extended learning opportunities	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Davis High School Academic Center Supplemental \$56,000 Davis High School Academic Center State Funding \$52,000 Families in Transition Tutoring Program, supporting homeless students Supplemental \$10,000 SITE - Extended Day support services Federal Funding \$6,000 SITE - Extended Day support services State Funding \$12,000 SITE - Extended Year support services, elementary State Funding \$4,000 SITE - Extended Year support services, junior high Federal Funding \$4,000
		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	4.1. Participation by 100% of teachers in professional growth that addresses differentiation
	4.2.a. Increase by 10% the number of students meeting personal goals
	4.2.b. Increase by 10% the number of students meeting academic goals
	4.3.a. Increase by 5% the number of students meeting 4 or more fitness standards on the Physical Fitness Test
	4.3.b. Evidence of increased balance in elementary schools use of time for core subjects and academic interventions for targeted students
	4.3.c. Identify and address access issues for targeted students and increase enrollment
	4.4.a. Maintain or increase enrollment in Career Technical Education (CTE) courses
	4.4.b. Maintain or increase completion rate in Career Technical Education (CTE) pathway
	4.4.c. Increase A-G course completion rate by 3%
	4.4.d. Maintain enrollment in AP courses
	4.4.e. Increase Advanced Placement test taking rate by 5%
	4.4.f. Increase Advanced Placement passage rate by 5%
	4.4.g. Increase EAP preparation rate by 2%
	4.5.a. Maintain annual attendance rate at 95% or higher
	4.5.b. Decrease by 1% chronic absenteeism rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Lower class size, grades K-3	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:	Classroom teachers, 14.0 FTE (ongoing cost) Supplemental \$1,092,000

		(Specify)	
2. Establish support services at schools	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Elementary counseling, .25 FTE per site based on school enrollment, (2.0 FTE) sf \$136,000 State Funding \$136,000 Elementary counseling, .25 FTE per site based on school demographics, (2.0 FTE) Supplemental \$136,000 District funded secondary school counselors, FTE variable by site State Funding \$1,017,000 Secondary Counselors utilized for programs that impact the well-being of students (Davis Schools Foundation) Local Funding \$50,000 School Nurses, total 4.4 FTE, including .4 FTE increase in support for student health needs State Funding \$297,000 Prevention and Crisis Manager, .50 FTE to develop, implement and supervise the Mental Health Intern program Supplemental \$45,000 Foster Youth Liaison, .2 FTE to provide Foster Youth liaison services between county, sites and students Supplemental \$9,200
3. Academic Support programs	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Elementary Reading support, addressing Equity and Early literacy, professional growth for improvement of instructional strategies to meet the needs of English Learners and low income Supplemental \$48,000 Continue to provide 3rd grade reading support for increased text complexity of CCSS, Paraeducator, 2.2 FTE Supplemental \$55,000 Junior High Reading Intervention program, .60 FTE (.20 FTE at each school) Supplemental \$56,000 Davis High School English Language Arts ACES support class, .60 FTE Supplemental \$56,000 SITE - reading / math intervention support Federal Funding \$233,000 SITE - reading / math intervention support State Funding \$178,000 SITE - reading / math intervention support Local Funding \$35,000
4. Support of college and career readiness and 21st century real world learning opportunities, and development of volunteer network	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Administrative Services Department collects and analyze feedback from DJUSD alumni (existing staff) State Funding \$0

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Implement virtual volunteer system to manage, monitor and recognize district volunteers State Funding \$10,000 Career Technical Education Coordinator, .2 FTE State Funding \$10,000 Elementary STEM support teacher, 1.0 FTE State Funding \$70,000 SITE - Junior high STEM support instructional materials Federal Funding \$6,000
5. Implement Positive Behavioral Intervention and Supports program (PBIS)	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase PBIS training and materials Supplemental \$30,000
6. Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Support of student goal setting program (existing staff) State Funding \$0
7. Professional growth for teachers to refine methods of differentiating students' educational experiences	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Differentiation professional growth State Restricted Funding \$25,000
8. Academic and mentoring support through AVID program	LEA-wide	X All OR: _ Low Income pupils	Site AVID Coordinators, .6 FTE junior highs & .4 FTE DHS Supplemental \$100,000 AVID materials and field trips for 5 class sections

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Supplemental \$20,000 AVID student recruitment Supplemental \$2,000 AVID Summer Institute Supplemental \$16,000 District AVID Coordinator, .20 FTE, AVID coordination between state, district and sites Supplemental \$23,000 Training for DJUSD AVID Coordinator Supplemental \$0 AVID membership fees Supplemental \$16,000
9. Provide extended learning opportunities	School	_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Davis High School Academic Center Supplemental \$56,000 Davis High School Academic Center State Funding \$52,000 Families in Transition Tutoring Program, supporting homeless students Supplemental \$10,000 SITE - Extended Day support services Federal Funding \$6,000 SITE - Extended Day support services State Funding \$12,000 SITE - Extended Year support services, elementary Federal Funding \$4,000 SITE - Extended Year support services, junior high Federal Funding \$4,000
	School	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	<p>4.1. Participation by 100% of teachers in professional growth that addresses differentiation</p> <p>4.2.a. Increase by 10% the number of students meeting personal goals</p> <p>4.2.b. Increase by 10% the number of students meeting academic goals</p> <p>4.3.a. Increase by 5% the number of students meeting 4 or more fitness standards on the Physical Fitness Test</p> <p>4.3.b. Evidence of increased balance in elementary schools use of time for core subjects and academic interventions for targeted students</p> <p>4.3.c. Identify and address access issues for targeted students and increase enrollment</p> <p>4.4.a. Maintain or increase enrollment in Career Technical Education (CTE) courses</p> <p>4.4.b. Maintain or increase completion rate in Career Technical Education (CTE) pathway</p> <p>4.4.c. Increase A-G course completion rate by 2%</p> <p>4.4.d. Maintain enrollment in AP courses</p> <p>4.4.e. Increase Advanced Placement test taking rate by 5%</p> <p>4.4.f. Increase Advanced Placement passage rate by 5%</p> <p>4.4.g. Increase EAP preparation rate by 2%</p> <p>4.5.a. Maintain annual attendance rate at 95% or higher</p> <p>4.5.b. Decrease by 1% chronic absenteeism rate</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Lower class size, grades K-3		<p>— All</p> <p>OR:</p> <p>— Low Income pupils</p> <p>— English Learners</p> <p>— Foster Youth</p> <p>— Redesignated fluent English proficient</p> <p>— Other Subgroups:</p>	Classroom teachers, 14.0 FTE (ongoing cost) Supplemental \$1,092,000

		(Specify)	
2. Establish Student Support Services at sites		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Elementary counseling, .25 FTE per site based on school enrollment, (2.0 FTE) State Funding \$136,000 Elementary counseling, .25 FTE per site based on school demographics, (2.0 FTE) Supplemental \$136,000 District funded secondary school counselors, FTE variable by site State Funding \$1,017,000 Secondary Counselors utilized for programs that impact the well-being of students (Davis Schools Foundation) Local Funding \$50,000 School Nurses, total 4.4 FTE, including .4 FTE increase in support for student health needs State Funding \$297,000 Prevention and Crisis Manager, .50 FTE to develop, implement and supervise the Mental Health Intern program Supplemental \$45,000 Foster Youth Liaison, .2 FTE to provide Foster Youth liaison services between county, sites and students Supplemental \$9,200
3. Academic Support programs		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Elementary Reading support, addressing Equity and Early literacy, professional growth for improvement of instructional strategies to meet the needs of English Learners and low income students Supplemental \$48,000 Continue to provide 3rd grade reading support for increased text complexity of CCSS, Paraeducator, 2.2 FTE \$55,000 Junior High Reading Intervention program, .60 FTE (.20 FTE at each school) Supplemental \$56,000 Davis High School English Language Arts ACES support class, .60 FTE Supplemental \$56,000 SITE - reading / math intervention support Federal Funding \$233,000 SITE - reading / math intervention support State Funding \$178,000 SITE - reading / math intervention support Local Funding \$35,000
4. Support of college and career readiness and 21st century real world learning opportunities, and development of volunteer network		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Administrative Services Department collects and analyze feedback from DJUSD alumni (existing staff) State Funding \$0 Implement virtual volunteer system to manage, monitor and

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	recognize district volunteers State Funding \$10,000 Career Technical Education Coordinator, .2 FTE State Funding \$10,000 Elementary STEM support teacher, 1.0 FTE State Funding \$70,000 SITE - Junior high STEM support instructional materials Federal Funding \$6,000
5. Explore Positive Behavioral Intervention and Supports program (PBIS)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase PBIS training and materials \$30,000
6. Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Support of students' goal setting program (existing staff) State Funding \$0
7. Professional growth for teachers to refine methods of differentiating students' educational experiences		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Differentiation professional growth State Restricted Funding \$25,000
8. Academic and mentoring support through AVID program (Advancement Via Individual Determination)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth	Site AVID Coordinators, .6 FTE junior highs & .4 FTE DHS \$100,000 AVID materials and field trips for 5 class sections Supplemental \$20,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	AVID student recruitment Supplemental \$2,000 AVID Summer Institute Supplemental \$16,000 Training for DJUSD AVID Coordinator Supplemental \$0 District AVID Coordinator, .20 FTE, AVID coordination between state, district and sites Supplemental \$23,000 AVID membership fees Supplemental \$16,000
9. Provide extended learning opportunities		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Davis High School Academic Center Supplemental \$56,000 Davis High School Academic Center State Funding \$52,000 Families in Transition Tutoring Program, supporting homeless students Supplemental \$10,000 SITE - Extended Day support services Federal Funding \$6,000 SITE - Extended Day support services State Funding \$12,000 SITE - Extended Year support services, elementary Federal Funding \$4,000 SITE - Extended Year support services, junior high Federal Funding \$4,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 5:	Increase the percent of English Learners that make adequate yearly progress and are reclassified as fluent English proficient within 5 years.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Identified Need :	<p>Needs</p> <ul style="list-style-type: none"> * Increase classroom embedded English Language Development (ELD) instruction * Increase delivery of ELD standards within English Language Arts Common Core Standards (ELA CCSS) * Increase EL pupil achievement * Increase EL pupil engagement * Increase EL parent engagement <p>Metrics</p> <ul style="list-style-type: none"> 5.1.a. Williams Act ELD instructional materials 5.1.b. Professional Growth participation records 5.1.c. Instructional strategies observation tool 5.2.a. California English Language Development Test (CELDT) 5.2.b. CELDT 5.2.c. CST / SBAC standardized tests in ELA and math 5.2.d. English Learner reclassification rate 5.3. Academic Performance index 5.4.a. Enrollment rate in Advanced Placement (AP) courses 5.4.b. Testing rate on Advanced Placement exams 5.4.c. Passage rate on Advanced Placement exams 5.5 List of students with semester grade of D or F 5.6.a. Annual attendance rate 	

	<p>5.6.b. Chronic absenteeism rate</p> <p>5.7.a. Middle school dropout rates</p> <p>5.7.b. High School dropout rates</p> <p>5.7.c. High School graduation rates</p> <p>5.8. Parent sign-in sheets at school / district meetings</p>				
Goal Applies to:	<table border="1"> <tr> <td data-bbox="317 440 436 483">Schools:</td><td data-bbox="436 440 2005 483">LEA-wide</td></tr> <tr> <td data-bbox="317 483 638 586">Applicable Pupil Subgroups:</td><td data-bbox="638 483 2005 586"> <p>English Learners</p> <p>Redesignated Fluent English Proficient</p> </td></tr> </table>	Schools:	LEA-wide	Applicable Pupil Subgroups:	<p>English Learners</p> <p>Redesignated Fluent English Proficient</p>
Schools:	LEA-wide				
Applicable Pupil Subgroups:	<p>English Learners</p> <p>Redesignated Fluent English Proficient</p>				

LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	5.1.a. Maintain adequate ELD materials in 100% of district classrooms
	5.1.b. At least 80% of teachers will have participated in CCSS / ELD standards professional growth
	5.1.c. Increase by 20% observation of classroom ELD and SDAIE instructional strategies implementation
	5.2.a. Increase annual rate of EL language acquisition by 1% (AMAO 1)
	5.2.b. Increase rate of EL cohorts language proficiency by 1% (AMAO 2)
	5.2.c. Increase number of EL subgroup proficient on SBAC ELA and Math by at least 5% (AMAO 3)
	5.2.d. Increase EL reclassification rate by 1%
	5.3. Increase EL API by 15 or more points
	5.4.a. Increase by 5% EL enrollment in AP courses
	5.4.b. Increase by 5% EL AP test taking rate
	5.4.c. Increase by 5% EL AP exam passage rate
	5.5. Decrease by 10% EL students with semester grade of D or F
	5.6.a. Increase EL annual attendance rate by 1%
	5.6.b. Decrease EL chronic absenteeism rate by 1%
	5.7.a. Maintain EL middle school dropout rate of less than 1%
	5.7.b. Maintain EL high school dropout rate of less than 1%
	5.7.c. Increase EL graduation rate by 2%
	5.8. Increase by 10% the annual participation rate of EL parents involved in school/district meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide training and support to implement CCSS English Language Arts / English Language Development standards	LEA-wide	_ All _____ OR: _ Low Income pupils _____	Purchase aligned supplementary instructional resource materials State Restricted Funding \$30,000 Professional development to implement CCSS & ELD

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(included in Goal 1) State Restricted Funding \$0 ELD trainers support to implement CCSS & (included in Goal 1) State Restricted Funding \$0 Implement ELD classroom observation tool (included in Goal 3) State Restricted Funding \$0
2. Support English Learners through EL staff services and instructional materials	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue funding Elementary EL Specialists, 1.6 FTE (.2 FTE 8 elementary sites) plus increased .20 FTE at Birch Lane, Patwin and Willett due to increase in number of EL students Supplemental \$138,000 Elementary EL Specialists, 1.5 FTE (3 Title I elementary sites) Federal Funding \$92,000 SITE - EL Paraeducators Supplemental \$137,000 SITE - EL staff for site determined support Supplemental \$16,000 English Language Development supplemental materials Supplemental \$1,000
3. Design and implement course for Long Term English Learners (LTELs)	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LTEL supplemental course materials Supplemental \$7,000 LTEL course teachers, 7-12 grade Supplemental \$70,000
4. Provide extended learning opportunities for English Learners	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Tutoring services through Davis High School Academic Center for English Learners, Redesignated Fully English Proficient (RFEP), and Low Income pupils (also included in Goal 4) Supplemental \$56,000 Bridge Program support at Montgomery Elementary and Harper Junior High Supplemental \$110,000 Purchase of supplemental reading books to support elementary LTEL students with Summer Independent Reading Supplemental \$1,000
5. Increase English Learner parent input in decision making	LEA-wide	<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Leadership training for DELAC and ELAC councils Supplemental \$5,000

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6. Provide services for immigrant students	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Annual licenses for supplemental language acquisition program Federal Funding \$30,000 Additional Chromebooks for immigrant students Federal Funding \$20,000 Counseling intern at secondary sites with high density of immigrant students Federal Funding \$3,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	5.1.a. Maintain adequate ELD materials in 100% of district classrooms
	5.1.b. At least 100% of teachers will have participated in CCSS / ELD standards professional growth
	5.1.c. Increase by 20% observation of classroom ELD and SDAIE instructional strategies implementation
	5.2.a. Increase annual rate of EL language acquisition by 1% (AMAO 1)
	5.2.b. Increase rate of EL cohorts language proficiency by 1% (AMAO 2)
	5.2.c. Increase number of EL subgroup proficient on SBAC ELA and Math by at least 5% (AMAO 3)
	5.2.d. Increase EL reclassification rate by 1%
	5.3. Increase EL API by 25 or more points
	5.4.a. Increase by 5% EL enrollment in AP courses
	5.4.b. Increase by 5% EL AP test taking rate
	5.4.c. Increase by 5% EL AP exam passage rate
	5.5. Decrease by 10% EL students with semester grade of D or F
	5.6.a. Increase EL annual attendance rate by 1%
	5.6.b. Decrease EL chronic absenteeism rate by 1%
	5.7.a. Maintain EL middle school dropout rate of less than 1%
	5.7.b. Maintain EL high school dropout rate of less than 1%
	5.7.c. Increase EL graduation rate by 2%
	5.8. Increase by 10% the annual participation rate of EL parents involved in school/district meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide training and support to implement CCSS English Language Arts / English Language Development standards	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Purchase aligned supplementary instructional resource materials State Restricted Funding \$30,000 Professional development to implement CCSS & ELD

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(included in Goal 1) State Restricted Funding \$0 ELD trainers support to implement CCSS & (included in Goal 1) State Restricted Funding \$0 Implement ELD classroom observation tool (included in Goal 3) State Restricted Funding \$0
2. Support English Learners through EL staff services and instructional materials	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue funding Elementary EL Specialists, 1.6 FTE (.2 FTE 8 elementary sites) plus increased .20 FTE at Birch Lane, Patwin and Willett due to increase in number of EL students Supplemental \$138,000 Elementary EL Specialists, 1.5 FTE (3 Title I elementary sites) Federal Funding \$92,000 SITE - EL Paraeducators Supplemental \$137,000 Sites - EL staff for site determined support Supplemental \$16,000 English Language Development supplemental materials Supplemental \$1,000
3. Design and implement course for Long Term English Learners (LTELs)	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LTEL course materials Supplemental \$7,000 LTEL course teachers, 7-12 grade Supplemental \$70,000
4. Provide extended learning opportunities for English Learners	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Tutoring services through Davis High School Academic Center for English Learners, Redesignated Fully English Proficient (RFEP), and Low Income pupils (also included in Goal 4) Supplemental \$56,000 Bridge Program support at Montgomery Elementary and Harper Junior High Supplemental \$110,000 Purchase of books to support elementary LTEL students with Summer Independent Reading Supplemental \$1,000
5. Increase English Learner parent input in decision making	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Leadership training for DELAC and ELAC councils Supplemental \$5,000

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6. Provide services for immigrant students	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Annual licenses for supplemental language acquisition program Federal Funding \$30,000 Additional Chromebooks for immigrant students Federal Funding \$20,000 Counseling intern at secondary sites with high density of immigrant students Federal Funding \$3,000
	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	5.1.a. Maintain adequate ELD materials in 100% of district classrooms
	5.1.b. At least 100% of teachers will have participated in CCSS / ELD standards professional growth
	5.1.c. Increase by 20% observation of classroom ELD and SDAIE instructional strategies implementation
	5.2.a. Increase annual rate of EL language acquisition by 1% (AMAO 1)
	5.2.b. Increase rate of EL cohorts language proficiency by 1% (AMAO 2)
	5.2.c. Increase number of EL subgroup proficient on SBAC ELA and Math by at least 5% (AMAO 3)
	5.2.d. Increase EL reclassification rate by 1%
	5.3. Increase EL API by 25 or more points
	5.4.a. Increase by 5% EL enrollment in AP courses
	5.4.b. Increase by 5% EL AP test taking rate
	5.4.c. Increase by 5% EL AP exam passage rate
	5.5. Decrease by 10% EL students with semester grade of D or F
	5.6.a. Increase EL annual attendance rate by 1%
	5.6.b. Decrease EL chronic absenteeism rate by 1%
	5.7.a. Maintain EL middle school dropout rate of less than 1%
	5.7.b. Maintain EL high school dropout rate of less than 1%
	5.7.c. Increase EL graduation rate by 2%
	5.8. Increase by 10% the annual participation rate of EL parents involved in school/district meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide training and support to implement CCSS English Language Arts / English Language Development standards		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Purchase aligned supplementary instructional resource materials State Restricted Funding \$30,000 Professional development to implement CCSS & ELD

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	(included in Goal 1) State Restricted Funding \$0 ELD trainers support to implement CCSS & (included in Goal 1) State Restricted Funding \$0 Implement ELD classroom observation tool (included in Goal 3) State Restricted Funding \$0
2. Support English Learners through EL staff services and instructional materials		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Continue funding Elementary EL Specialists, 1.6 FTE (.2 FTE 8 elementary sites) plus increased .20 FTE at Birch Lane, Patwin and Willett due to increase in number of EL students Supplemental \$138,000 Elementary EL Specialists, 1.5 FTE (3 Title I elementary sites) Federal Funding \$92,000 SITE - EL Paraeducators Supplemental \$137,000 SITE - EL staff for site determined support Supplemental \$16,000 English Language Development supplemental materials Supplemental \$1,000
3. Design and implement course for Long Term English Learners (LTELs)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	LTEL course materials Supplemental \$7,000 LTEL course teachers, 7-12 grade Supplemental \$70,000
4. Provide extended learning opportunities for English Learners		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Tutoring services through Davis High School Academic Center for English Learners, Redesignated Fully English Proficient (RFEP), and Low Income pupils (also included in Goal 4) Supplemental \$56,000 Bridge Program support at Montgomery Elementary and Harper Junior High Supplemental \$110,000 Purchase of supplemental reading books to support elementary LTEL students with Summer Independent Reading Supplemental \$1,000
5. Increase English Learner parent input in decision making		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Leadership training for DELAC and ELAC councils Supplemental \$5,000

		<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6. Provide services for immigrant students	LEA-wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Annual licenses for supplemental language acquisition program Federal Funding \$30,000 Additional Chromebooks for immigrant students Federal Funding \$20,000 Counseling intern at secondary sites with high density of immigrant students Federal Funding \$3,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 6:	Improve school climate		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify	
	Identified Need :	Improve school climate		
		Metrics		
		6.1.a. Student home suspension rates 6.1.b. Student in-school suspension rates 6.1.c. Student expulsion rates 6.2. California Healthy Kids Survey (CHKS)		
Goal Applies to:	Schools:	LEA-wide		
	Applicable Pupil Subgroups:	All students		
LCAP Year 1: 2015-16				
Expected Annual Measurable Outcomes:	6.1.a. Decrease home suspension rate to less than 2.5% for all students and all subgroups 6.1.b. Decrease in-school suspension rate to 2% for all students and all subgroups 6.1.c. Maintain expulsion rate of less than .05% 6.2. Increase by 10% the number of students reporting a sense of connectedness with an adult on campus			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
1. Assess school climate district-wide, formally and informally	LEA-wide	<u>X</u> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	No California Healthy Kids Survey conducted; administered in alternate years State Funding \$0 Implement district climate assessment "Youth Truth" State Funding \$15,000 Climate personnel to conduct informal site assessments (existing staff) State Funding \$0	

		_ Other Subgroups: (Specify)	
2. Build DJUSD capacity to analyze climate data / information and develop meaningful responses	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Increase Climate Coordinator position, from .80 FTE by .30 FTE Supplemental \$22,500</p> <p>Continue work with Climate Committees State Funding \$0</p> <p>The existing cadre of individuals and groups will be further developed to support positive school climate, and will focus on ensuring restorative, trauma-informed, pluralistic culture across all sites and departments. (existing staff) State Funding \$0</p> <p>Continue professional growth regarding the implementation of restorative practices and culturally responsive environments conducive to learning; training and development of restorative practices will be expanded to include awareness and skills in education that considers adverse childhood experiences and provides trauma-informed schools State Restricted Funding \$16,000</p>
3. Implement responses to climate data and information to support positive activities, improve negative ones	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	<p>Training of district leadership, staff, students and parents through a variety of environments and settings State Funding \$12,000</p> <p>Develop and lead a district-wide implementation plan for restorative approaches and practices (existing staff) State Funding \$0</p> <p>Lending library that will support effective implementation of Kelso's Choices, restorative practices, positive school climate and other materials as needed State Funding \$5,000</p> <p>School campus safety supervisors State Funding \$395,000</p> <p>Increased campus supervision for elementary sites with an enrollment over 600 students State Funding \$10,000</p> <p>Liaison for homeless students (ongoing services) Supplemental \$8,000</p> <p>SITE - Climate programs at secondary sites, as determined by each site Supplemental \$30,000</p> <p>Foster Youth liaison to provide services between county, sites and students for Foster Youth (also included in Goal 4) Supplemental \$0</p>
4. Assess district capacity to respond to climate needs	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	<p>Ongoing formal and informal assessments of the effectiveness of climate interventions, support and capacity-building (existing staff) State Funding \$0</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	6.1.a. Decrease home suspension rate to less than 2.5% for all students and all subgroups 6.1.b. Decrease in-school suspension rate to 2% for all students and all subgroups 6.1.c. Maintain expulsion rate of less than .05% 6.2. Increase by 10% the number of students reporting a sense of connectedness with an adult on campus		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Assess school climate district-wide, formally and informally	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Conduct California Healthy Kids Survey State Funding \$3,000 Implement district climate assessment "Youth Truth" State Funding \$15,000 Climate personnel to conduct informal site assessments (existing staff) State Funding \$0
2. Build DJUSD capacity to analyze climate data / information and develop meaningful responses	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Increase Climate Coordinator position, from .80 FTE by .30 FTE State Funding \$22,500 Continue work with Climate Committees State Funding \$0 The existing cadre of individuals and groups will be further developed to support positive school climate, and will focus on ensuring restorative, trauma-informed, pluralistic culture across all sites and departments. (existing staff) State Funding \$0 Continue professional growth regarding the implementation of restorative practices and culturally responsive environments conducive to learning; training and development of restorative practices will be expanded to include awareness and skills in

			education that considers adverse childhood experiences and provides trauma-informed schools State Restricted Funding \$16,000
3. Implement responses to climate data and information to support positive activities, improve negative ones	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Training of district leadership, staff, students and parents through a variety of environments and settings State Funding \$12,000 Develop and lead a district-wide implementation plan for restorative approaches and practices (existing staff) State Funding \$0 Lending library that will support effective implementation of Kelso's Choices, restorative practices, positive school climate and other materials as needed State Funding \$5,000 School campus safety supervisors State Funding \$395,000 Increased campus supervision for elementary sites with an enrollment over 600 students State Funding \$10,000 Liaison for homeless students (ongoing services) Supplemental \$8,000 SITE - Climate programs at secondary sites, as determined by each site Supplemental \$30,000 Foster Youth liaison to provide services between county, sites and students for Foster Youth (also included in Goal 4) Supplemental \$9,200
4. Assess district capacity to respond to climate needs	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Ongoing formal and informal assessments of the effectiveness of climate interventions, support and capacity-building (existing staff) State Funding \$0

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	6.1.a. Decrease home suspension rate to less than 2.5% for all students and all subgroups
	6.1.b. Decrease in-school suspension rate to 2% for all students and all subgroups
	6.1.c. Maintain expulsion rate of less than .05%
	6.2. Increase by 10% the number of students reporting a sense of connectedness with an adult on campus

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Assess school climate district-wide, formally and informally	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	No California Healthy Kids Survey conducted; administered in alternate years State Funding \$0 Implement district climate assessment "Youth Truth" State Funding \$15,000 Climate personnel to conduct informal site assessments (existing staff) State Funding \$0
2. Build DJUSD capacity to analyze climate data / information and develop meaningful responses	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Increase Climate Coordinator position, from .80 FTE by .30 FTE Supplemental \$22,500 Continue work with Climate Committees State Funding \$0 The existing cadre of individuals and groups will be further developed to support positive school climate, and will focus on ensuring restorative, trauma-informed, pluralistic culture across all sites and departments. (existing staff) State Funding \$0 Continue professional growth regarding the implementation of restorative practices and culturally responsive environments conducive to learning; training and development of restorative practices will be expanded to include awareness and skills in education that considers adverse childhood experiences and provides trauma-informed schools State Restricted Funding \$16,000
3. Implement responses to climate data and information to support positive activities, improve negative ones	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Training of district leadership, staff, students and parents through a variety of environments and settings State Funding \$12,000 Develop and lead a district-wide implementation plan for

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	restorative approaches and practices (existing staff) State Funding \$0 Lending library that will support effective implementation of Kelso's Choices, restorative practices, positive school climate and other materials as needed \$5,000 School campus safety supervisors State Funding \$395,000 Increased campus supervision for elementary sites with an enrollment over 600 students State Funding \$10,000 Liaison for homeless students (ongoing services) Supplemental \$8,000 SITE - Climate programs at secondary sites, as determined by each site Supplemental \$30,000 Foster Youth liaison to provide services between county, sites and students for Foster Youth (also included in Goal 4) Supplemental \$9,200
4. Assess district capacity to respond to climate needs	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Ongoing formal and informal assessments of the effectiveness of climate interventions, support and capacity-building (existing staff) State Funding \$0

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 7:	Increase parent engagement through effective two-way communication to communicate with families about school programs and student progress, foster involvement of families at school, and support academic learning at home, thereby including families as knowledgeable participants in school decisions.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Identified Need :	Increase parent engagement Metrics 7.1 .a. California Healthy Kids Survey / DJUSD Climate Survey 7.1 .b. California Healthy Kids Survey / DJUSD Climate Survey 7.2 Parent sign-in sheets at school/district meetings 7.3.a . List of district events supporting academic learning at home 7.4 LCAP Survey		
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups:	All students	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	7.1.a Increase by 25% the number of district climate surveys submitted by parents 7.1.b. Increase by 20% the number of district climate surveys submitted by parents with positive responses about district communication 7.2. Increase by 10% the annual participation rate of parents involved in school/district meetings 7.3. Increase events that support academic learning at home by one additional district wide event 7.4 Increase by 30% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Involve parents, including parents of children in the achievement gap, in the development of the Local Control Accountability Plan (LCAP) and Local	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Local Control Accountability Plan Advisory Group State Funding \$4,000

Educational Agency Plan (LEAP)		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
2. Annually review and revise the DJUSD Board of Education Parent Involvement Policy	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Engagement Group meeting expenses Federal Funding \$1,000
3. Provide staff development to assist site staff in utilizing parent contributions and building ties with parents	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent engagement professional growth Federal Funding \$10,000
4. Support parent-to-parent networking	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Support of parent involvement programs, such as PTA and Parent University events, ELAC events, Parent Support Networking events, InterCambio, school game nights, picnics, site reading nights, and sports recruitment opportunities State Funding \$10,000 Family Resource Center at Montgomery Elementary School, providing access for DJUSD families to county and district resources and maintaining an engaging center for community families Supplemental \$20,000 Continue Math Night program support at Title I elementary and junior high sites Federal Funding \$10,000 Child care expenses for meetings Supplemental \$5,000 Reasonable food expenses for after-school meetings Supplemental \$5,000

			Staff members hourly rate related to holding meetings at parent-centered times Supplemental \$5,000
5. Build the capacity of schools for strong parent involvement	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Implement virtual volunteer system to manage, monitor and recognize district volunteers (also included in Goal 4) State Funding \$10,000
6. Provide district wide events which foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	DJUSD Parent Engagement Night expenses Federal Funding \$3,000 DJUSD Site Governance Night expenses Federal Funding \$3,000
7. Consistently and effectively communicate with stakeholders information about district programs, opportunities and urgent public information updates in multiple languages.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Digital communication annual fees State Funding \$65,000 Translation and interpretation services for parents of English Learners Supplemental \$50,000 Public Information Officer, .60 FTE (continuing) State Funding \$60,000
8. Conduct outreach to low income families, including homeless and foster youth	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Homeless students support Federal Funding \$10,000 Recruitment of adults to serve as advocates for foster youth (existing staff) State Funding \$0 Integrated program of Home Visits and "Funds of Knowledge" professional development Federal Funding \$10,000

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	7.1.a Increase by 25% the number of district climate surveys submitted by parents
	7.1.b. Increase by 20% the number of district climate surveys submitted by parents with positive responses about district communication
	7.2. Increase by 10% the annual participation rate of parents involved in school/district meetings
	7.3. Increase events that support academic learning at home by one additional district wide event
	7.4 Increase by 30% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Involve parents, including parents of children in the achievement gap, in the development of the Local Control Accountability Plan (LCAP) and Local Educational Agency Plan (LEAP)	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Local Control Accountability Plan Advisory Group State Funding \$4,000
2. Annually review and revise the DJUSD Board of Education Parent Involvement Policy	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Engagement Group meeting expenses Federal Funding \$1,000
3. Provide staff development to assist site staff in utilizing parent contributions and building ties with parents	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent engagement professional growth Federal Funding \$10,000

		(Specify)	
4. Support parent-to-parent networking	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Support of parent involvement programs, such as PTA and Parent University events, ELAC events, Parent Support Networking events, InterCambio, school game nights, picnics, site reading nights, and sports recruitment opportunities State Funding \$10,000 Family Resource Center at Montgomery Elementary School, providing access for DJUSD families to county and district resources and maintaining an engaging center for community families Supplemental \$20,000 Continue Math Night program support at Title I elementary and junior high sites Federal Funding \$10,000 Child care expenses for meetings Supplemental \$5,000 Reasonable food expenses for after-school meetings Supplemental \$5,000 Staff members hourly rate related to holding meetings at parent-centered times Supplemental \$5,000
5. Build the capacity of schools for strong parent involvement	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Implement virtual volunteer system to manage, monitor and recognize district volunteers (also included in Goal 4) State Funding \$10,000
6. Provide district wide events which foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	DJUSD Parent Engagement Night expenses Federal Funding \$3,000 DJUSD Site Governance Night expenses Federal Funding \$3,000
7. Consistently and effectively communicate with stakeholders information about district programs, opportunities and urgent public information updates in	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Digital communication annual fees State Funding \$65,000 Translation and interpretation services for parents of English Learners Supplemental \$50,000

multiple languages.		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Public Information Officer, .60 FTE (continuing) State Funding \$60,000
8. Conduct outreach to low income families, including homeless and foster youth	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Homeless students support Federal Funding \$10,000 Recruitment of adults to serve as advocates for foster youth (existing staff) State Funding \$0 Integrated program of Home Visits and "Funds of Knowledge" professional development Federal Funding \$10,000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Child care expenses for meetings Supplemental \$5,000 Reasonable food expenses for after school meetings Supplemental \$5,000 Staff members hourly rate related to holding meetings at parent-centered times Supplemental \$5,000
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Translation and interpretation services for parents of English Learner Supplemental \$50,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	7.1.a Increase by 25% the number of district climate surveys submitted by parents
	7.1.b. Increase by 20% the number of district climate surveys submitted by parents with positive responses about district communication
	7.2. Increase by 10% the annual participation rate of parents involved in school/district meetings
	7.3. Increase events that support academic learning at home by one additional district wide event
	7.4 Increase by 30% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Involve parents, including parents of children in the achievement gap, in the development of the Local Control Accountability Plan (LCAP) and Local Educational Agency Plan (LEAP)	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Local Control Accountability Plan Advisory Group State Funding \$4,000
2. Annually review and revise the DJUSD Board of Education Parent Involvement Policy	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent Engagement Group meeting expenses Federal Funding \$1,000
3. Provide staff development to assist site staff in utilizing parent contributions and building ties with parents	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Parent engagement professional growth Federal Funding \$10,000

		(Specify)	
4. Support parent-to-parent networking	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Support of parent involvement programs, such as PTA and Parent University events, ELAC events, Parent Support Networking events, InterCambio, school game nights, picnics, site reading nights, and sports recruitment opportunities State Funding \$10,000 Family Resource Center at Montgomery Elementary School, providing access for DJUSD families to county and district resources and maintaining an engaging center for community families Supplemental \$20,000 Continue Math Night program support at Title I elementary and junior high sites Federal Funding \$10,000 Child care expenses for meetings Supplemental \$5,000 Reasonable food expenses for after-school meetings Supplemental \$5,000 Staff members hourly rate related to holding meetings at parent-centered times Supplemental \$5,000
5. Build the capacity of schools for strong parent involvement	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Implement virtual volunteer system to manage, monitor and recognize district volunteers (also included in Goal 4) State Funding \$10,000
6. Provide district wide events which foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	DJUSD Parent Engagement Night expenses Federal Funding \$3,000 DJUSD Site Governance Night expenses Federal Funding \$3,000
8. Consistently and effectively communicate with stakeholders information about district programs, opportunities and urgent public information updates in	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils	Digital communication annual fees State Funding \$65,000 Translation and interpretation services for parents of English Learners Supplemental \$50,000

multiple languages.		<input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Public Information Officer, .60 FTE (continuing) State Funding \$60,000
9. Conduct outreach to low income families, including homeless and foster youth	LEA-wide	<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Homeless students support Federal Funding \$10,000 Recruitment of adults to serve as advocates for foster youth (existing staff) State Funding \$0 Integrated program of Home Visits and "Funds of Knowledge" professional development Federal Funding \$10,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 8:	Value each person responsible for the education of our students by recognizing their work in promoting a community of respect, trust, and inquiry-based practice. Recognition will be embedded in collaborative practices, professional growth, and effective communication networks.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 <u>X</u> COE only: 9 _ 10 _ Local : Specify
Identified Need :	* Improve school climate Metrics 8.1. Teacher retention records 8.2. DJUSD Climate survey for staff 8.3.a. List of substitute employees 8.3.b. DJUSD Climate survey for substitute employees, volunteers and community partners 8.4. List of recognitions		
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups: All students		
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	8.1. Increase retention of highly qualified staff in district by 5% 8.2. Increase by 15% reported staff sense of recognition based on respect, trust and inquiry 8.3.a. Increase by 10% the number of available highly qualified substitutes to cover district substitute needs 8.3.b. Increase by 15% reported substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry 8.4. Increase by 15% recognitions embedded in collaborative practices, professional growth, and effective communication networks		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Support the recruitment and retention of highly qualified staff to positively impact student achievement.	LEA-wide	<u>X</u> All OR: _____	Salaries and benefits State Funding \$45,000,000

		<ul style="list-style-type: none"> _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	
2. Develop a system and criteria to recognize the work of certificated, classified and administrative employees based on respect, trust and inquiry.	LEA-wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Recognition system State Funding \$1,000
3. Develop a system and criteria to recognize the work of substitute employees, volunteers and community partners based on respect, trust and inquiry.	LEA-wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Recognition system State Funding \$1,000
4. Embed recognition of those responsible for the education of our students into collaborative practices, the professional growth system and district communications	LEA-wide	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) 	Recognition system State Funding \$1,000
5. Embed recognition of student achievement	Schools	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth 	SITE - Recognition system, as determined by sites State Funding \$3,000

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
LCAP Year 2: 2016-17			
Expected Annual Measurable Outcomes:	8.1. Increase retention of highly qualified staff in district by 5% 8.2. Increase by 15% reported staff sense of recognition based on respect, trust and inquiry 8.3.a. Increase by 10% the number of available highly qualified substitutes to cover district substitute needs 8.3.b. Increase by 15% reported substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry 8.4. Increase by 15% recognitions embedded in collaborative practices, professional growth, and effective communication networks		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Support the recruitment and retention of highly qualified staff to positively impact student achievement.	LEA-wide	<input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits State Funding \$45,000,000
2. Develop a system and criteria to recognize the work of certificated, classified and administrative employees based on respect, trust and inquiry.	LEA-wide	<input checked="" type="checkbox"/> All _____ OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition system State Funding \$1,000
3. Develop a system and criteria to recognize the work of substitute employees, volunteers and community	LEA-wide	<input checked="" type="checkbox"/> All _____ OR:	Recognition system State Funding \$1,000

partners based on respect, trust and inquiry.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4. Embed recognition of those responsible for the education of our students into collaborative practices, the professional growth system and district communications.	LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition system State Funding \$1,000
5. Embed recognition of student achievement	Schools	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition system, as determined by sites State Funding \$3,000

LCAP Year 3: 2017-18

Expected Annual Measurable Outcomes:	8.1. Increase retention of highly qualified staff in district by 5%			
	8.2. Increase by 15% reported staff sense of recognition based on respect, trust and inquiry			
	8.3.a. Increase by 10% the number of available highly qualified substitutes to cover district substitute needs			
	8.3.b. Increase by 15% reported substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry			
	8.4. Increase by 15% recognitions embedded in collaborative practices, professional growth, and effective communication networks			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Support the recruitment and retention of highly qualified staff to positively impact student achievement.		LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Salaries and benefits State Funding \$45,000,000
2. Develop a system and criteria to recognize the work of certificated, classified and administrative employees based on respect, trust and inquiry.		LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Recognition system State Funding \$1,000
3. Develop a system and criteria to recognize the work of substitute employees, volunteers and community partners based on respect, trust and inquiry.		LEA-wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Recognition system \$1,000

		_ Other Subgroups: (Specify)	
4. Embed recognition of those responsible for the education of our students into collaborative practices, the professional growth system and district communications	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Recognition system State Funding \$1,000
5. Embed recognition of student achievement	Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	SITE - Recognition system, as determined by sites State Funding \$3,000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: District			
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	1.1. Decrease by 2 the number of teacher misassignments (from 10 misassignments to 8) 1.2.a. At least 60% of teachers will have participated in CCSS professional growth 1.2.b. Establish baseline of percent of students scoring "adequate understanding of standards" as measured on district report cards (TK-6 grade) 1.3. 60% of staff will respond positively regarding district assistance in addressing professional growth needs		Actual Annual Measurable Outcomes:	1.1. Decreased by two the number of teacher misassignments from ten misassignments to eight. 1.2.a. 2014-15 Baseline: 66% of teachers participated in CCSS professional growth 1.2.b. 2014-15 Baseline: 63% students scored "adequate understanding of standards" as measured on district report cards (TK-6 grade) 1.3. 2014-15 Baseline: 70% of staff responded positively regarding district assistance in addressing professional growth needs
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Develop interactive professional growth website to assist in addressing professional growth needs, including needs assessment, forum for sharing staff expertise and ideas, making resources available, and on-going assessment of Professional Growth System (PGS)	enroll'd Professional Growth database State Funding \$1,200	Continued "enroll'd" subscription. Researched more advanced professional growth registration software.	Professional Growth registration subscription State Funding \$1,200	
Scope of Service	District	Scope of Service	District	

<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Establish Director of Curriculum, Assessment & Learning to implement PGS	Director, 1.0 FTE State Funding \$130,000	Hired Director of Curriculum, Assessment & Learning in June 2014	Director, 1.0 FTE State Funding \$131,500
Scope of Service District		Scope of Service District	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Create PGS that is aligned with California Standards for the Teaching Profession; effectively communicate with all key stakeholders about professional growth programs	Professional growth oversight committee, release time State Funding \$9,000	Formed Instructional Services Advisory Committee, no release time required	No expenses State Funding \$0
Scope of Service District		Scope of Service District	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Ensure systematization of the PGS,	Beginning Teacher Support &	DJUSD BTSA Induction program	53 DJUSD BTSA Induction teachers

including a coordinated, integrated approach across recruiting, hiring, induction, placement, professional learning, and evaluation.	Assessment program (BTSA) State Funding \$125,000 BTSA Support / Mentor Teachers Federal Funding \$100,000	supported 31 Year 1 teachers and 22 Year 2 teachers 42 BTSA Induction support teachers provided assistance to 53 first and second year BTSA teacher	State Funding \$127,200 42 BTSA Induction Support Teachers Federal Funding \$105,400
<div>Scope of Service</div> <div>District</div>		<div>Scope of Service</div> <div>District</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Utilize partnerships to implement and evaluate professional growth system	Training partnerships State Restricted Funding \$20,000	Partnered with Sacramento County Office of Education, Yolo County Office of Education and Key Data Systems on providing professional growth and begin evaluating the DJUSD professional growth system.	Professional Growth Training State Restricted Funding \$12,000
<div>Scope of Service</div> <div>District</div>		<div>Scope of Service</div> <div>District</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Develop capacity of teachers, administrators, and specialists to identify best practices in support of the implementation of Common Core and	Training workshops, Secondary Articulation, Summer Curriculum workshops State Restricted Funding \$50,000	Training workshops, Secondary Articulation, Summer Curriculum workshops, Common Core collaboration grants	Professional Development stipends State Restricted Funding \$70,000

ELD standards			
Scope of Service	District	Scope of Service	District
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)	
Support implementation of Next Generation Science Standards and STEM education, grades K-12	Science Teacher on Special Assignment, .2 FTE Federal Funding \$20,000	Science Teacher on Special Assignment, .2 FTE, provided monthly trainings on NGSS for elementary and science teachers	Science Teacher on Special Assignment, .2 FTE State Funding \$20,000
Scope of Service	District	Scope of Service	District
<input checked="" type="checkbox"/> All		<input checked="" type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth		<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient		<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> Other Subgroups: (Specify)	
Increase certificated staff contract days from current 2 days to 3 days, then 4 days for required professional growth ; increase classified staff contract hours for required professional growth	Collective bargaining regarding addition of professional collaboration days to teacher contract; dependent on increase in state funding State Funding \$0	DTA, CSEA and ALT/Confidential will all have the opportunities to receive the equivalent of four days of professional development paid at their daily rate	Collective bargaining agreement will begin in 2015-16. State Funding \$0
Scope of Service		Scope of Service	
<input type="checkbox"/> All		<input type="checkbox"/> All	
OR:		OR:	
<input type="checkbox"/> Low Income pupils		<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners		<input type="checkbox"/> English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Revise the planned action to read “Develop interactive professional growth website or resources to assist in addressing professional growth needs, including needs assessment, forum for sharing staff expertise and ideas, make resources available, opportunities for teachers to easily access web-based professional growth opportunities and collaborative forums, and on-going assessment of Professional Growth System (PGS).” This would align with the Strategic Plan Year 2 actions. 2. Remove hiring Director of Curriculum, Assessment and Learning as that position has already been filled. 3. Add: “Create and maintain a system across sites that allows for staff to regularly share their expertise and collaborate through peer observations, co-lesson planning and lesson debriefing, ongoing dialogue, and collaboration opportunities on district-wide goals.” This added action aligns with the Strategic Plan for Goal 1, Year 2 4. Add: “Create a system where certificated and classified professional growth offerings are equitable and accessible to increase the effectiveness of instructional practices and creating a positive learning environment.”		

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: District			
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	2.1. 93% of school buildings will obtain an overall rating of "Good" or "Exemplary" 2.2 Completion of DHS wireless installation		Actual Annual Measurable Outcomes:	2.1. 100% of school buildings obtained an overall rating of "Good" or "Exemplary" 2.2 Phase 1 of DJUSD wireless installation was completed in Summer 2014, including Davis High School, Children's Center and 1-2 wings at all junior high schools.
LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Implement wireless at all schools	Wireless installation at Davis High School Supplemental \$260,000 Wireless installation in 1-2 wings at each junior high school Supplemental \$140,000 Wireless installation in all elementary schools scheduled for 2016-17 Supplemental \$0	Phase 1 of DJUSD wireless installation completed in Summer 2014, including Davis High School, Children's Center and 1-2 wings at all junior high schools	Wireless installation at Davis High School Supplemental \$320,327 Wireless installation at 1-2 wings at three junior high schools Supplemental \$199,986 Wireless installation in all elementary schools scheduled for 2016-17 Supplemental \$0	
Scope of Service	District	Scope of Service	District	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Implement the City of Davis recommendations for safe routes to schools	Safe routes implementation costs State Restricted Funding \$10,000	Met with City of Davis to review Safe Routes to Schools recommendations. Prioritized bike racks and other adjustments to site fencing & signage. Installed signs at sites.	Installation of signs at sites State Restricted Funding \$1,000
<div>Scope of Service</div> <div>District</div>		<div>Scope of Service</div> <div>District</div>	
<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>		<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>	
Determine how to comply with Food Safety Modernization Action (FSMA) re. school gardens	Compliance costs State Restricted Funding \$15,000	District researched key Farm to Fork Food USDA safety requirements and made this available to all sites.	No expenses State Restricted Funding \$0
<div>Scope of Service</div> <div>District</div>		<div>Scope of Service</div> <div>District</div>	
<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>		<div><input checked="" type="checkbox"/> All</div> <div>OR:</div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div>	
Fund Deferred Maintenance projects	Deferred Maintenance projects Local Funding \$500,000	Seven contract actions taken by Board, with approximately \$10.5M of construction to take place Summer	No expenses at this time Local Funding \$0

			2015.	
Scope of Service	District		Scope of Service	District
<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<u>X All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Establish a plan to address the following facilities needs: * classroom technology standards * classroom furniture needs * optimal classroom access to curriculum * specialty classroom needs, such as retrofitting science classrooms and libraries * development of interior meeting spaces * development of exterior spaces for instructional spaces * site entrances, signage, parking and storage		Develop facility needs assessment (district staff) State Funding \$0	On-going facilities base matrix created and initial site visits made. 2009 Facilities Master Plan presented to site administrators for review and comment.	
Scope of Service			Scope of Service	
<u>_ All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)			<u>_ All</u> OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	No changes recommended
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 3 from prior year LCAP:	Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.		Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	District		
Expected Annual Measurable Outcomes:	3.1.a. Participation by at least 60% of teachers in professional growth that addresses the use of assessments to improve student learning 3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas. 3.1.c. Establish baseline observation of classroom instructional strategies supporting implementation of CCSS 3.2.a. CST ELA & Math proficiency rates: 75% & 68%, respectively; establish baseline SBAC proficiency rate for ELA and Math 3.2.b. Establish baseline API 3.3. Decrease by 20% the number of students with semester grade of D or F 3.4.a. Maintain a middle school dropout rate lower than .5% 3.4.b. Maintain high school dropout rate lower than 2.0%		Actual Annual Measurable Outcomes:	3.1.a. 2014-15 Baseline: 66% of teachers participated in professional growth that addressed the use of assessments to improve student learning 3.1.b. Maintained the provision of 100% sufficient textbooks and instructional materials for each student in core curriculum areas by 10/14/2014. 3.1.c. 2014-15 Baseline: 57% of site administrators made 6 or more classroom observations per month and provided teachers with specific feedback about the use of instructional strategies that support the implementation of the Common Core. 3.2.a. The Spring 2014 SBAC pilot test did not generate proficiency rates. It is anticipated that proficiency rates will be established with the release of Spring 2015 CAASPP results. 3.2.b. 2013 DJUSD API was 882. CDE is currently reformulating California's API; it is anticipated that districts will be notified of their new API baseline in Fall 2016. 3.3. 2013-14 Baseline: 7.1% of 7th-12th grade students had one or more Semester 2 grades of D and/or F, not inclusive of King High School students. 3.4.a. 2013-14 Baseline: .01% middle school dropout rate; met <.5% target.

	<p>3.4.c. Maintain high school graduation rate of 96% or higher</p> <p>3.5.a. Establish baseline for parent attendance at parent-teacher conferences</p> <p>3.5.b. Establish baseline for parents' use of online access to student assignments and grades</p>		<p>3.4.b. 2013-14 Baseline: .6% high school dropout rate, including King HS; .3% not including King HS; met <2.0% target.</p> <p>3.4.c. 2013-14 Baseline: 96.9% high school graduation rate; met >96% target.</p> <p>3.5.a. 2013-14 Baseline: 97% parent attendance at elementary parent-teacher conferences in Fall 2014.</p> <p>3.5.b. 2014-15 Baseline: 53% of secondary students' households are registered in School Loop and have online access to student assignments and grades.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Develop understanding of the Common Core State Standards and assessment practices among all stakeholder groups	Staff development for implementation of CCSS State Restricted Funding \$40,000	Teachers and outside experts presented professional growth for teachers on how to implement and understand the CCSS in grades K-12	Staff development for implementation of CCSS, teacher time and presenter time, collaboration grants State Restricted Funding \$70,000
<div>Scope of Service</div> <div>District</div> <hr/> <div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>District</div> <hr/> <div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
2. Incorporate the underlying concepts and assessment practices of the CCSS with other district and state standards, curricula, and course guides	<div>Teacher development of grade level and content area guides for English Language Arts & Math State Restricted Funding \$9,000</div> <div>Develop and pilot CCSS report cards State Restricted Funding \$10,000</div> <div>CCSS Math benchmarks State</div>	<div>Teachers worked in grade level groups to develop instructional guides of the Common Core State Standards to help teachers focus on priority standards within each trimester.</div> <div>Teachers worked in grade level groups to develop Common Core State Standards aligned report cards and</div>	<div>Teacher time for the development of instructional guides in ELA and Math. State Restricted Funding \$9,000</div> <div>Teacher time for developing the CCSS report cards. State Restricted Funding \$5,000</div> <div>Teacher time to develop the CCSS aligned benchmarks. State</div>

	<p>Restricted Funding \$3,000</p> <p>Site reading / math intervention support Federal Funding \$233,000</p> <p>Site reading / math intervention support State Funding \$178,000</p> <p>Site reading / math intervention support Local Funding \$35,000</p> <p>Professional growth and materials for CCSS implementation and classroom instructional practices State Restricted Funding \$16,000</p> <p>Professional growth re. common formative assessments State Restricted Funding \$40,000</p> <p>Professional growth and materials for performance tasks State Restricted Funding \$28,000</p> <p>Provide 3rd grade reading support for increased text complexity of the CCSS, Paraeducator 2.2 FTE Supplemental \$55,000</p>	<p>pilot them for the 14-15 school year.</p> <p>Math Specialists worked with grade level groups in developing Common Core aligned math benchmarks for each trimester in grades K-6.</p> <p>Reading & math support funded from site plans.</p> <p>Teachers and outside experts presented professional growth for teachers on how to implement and understand the CCSS in grades K-12.</p> <p>Each district-offered professional growth session incorporated formative assessment pieces.</p> <p>Teachers met and developed performance tasks during district grade level meetings to be implemented twice during the school year. Materials in K-2 were purchased for grade level specific performance tasks.</p> <p>Provided 3rd grade reading support for small group instruction that focused on text complexity and informational text aligned with the CCSS.</p>	<p>Restricted Funding \$1,500</p> <p>Site-supported reading / math intervention support Federal Funding \$134,000</p> <p>Site-supported reading / math intervention support State Funding \$85,371</p> <p>Site-supported reading / math intervention support Supplemental \$173,600</p> <p>Professional growth and materials for CCSS implementation and classroom instructional practices State Restricted Funding \$15,000</p> <p>Professional growth re. common formative assessments State Restricted Funding \$5,000</p> <p>Professional growth and materials re. performance tasks State Restricted Funding \$3,500</p> <p>Paraeducators 2.3 FTE Supplemental \$65,000</p>
<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

3. Provide staff development related to curricular, instructional and assessment transition to the CCSS	Staff development and materials provided as of 2015-16 State Restricted Funding \$0 Site - Technology (one time) Federal Funding \$20,000 Site - Technology (one time) State Funding \$3,000 Site - Instructional Computer Specialists / Technicians Federal Funding \$20,000 Site - Instructional Computer Specialists / Technicians State Funding \$58,000	Professional growth sessions were offered that focused on implementing the CCSS but will be more enhanced in the 2015-16 school year. Technology purchased for classes serving special needs students. Instructional Computer Specialists / Technicians funded through site plans	Planned for 2015-16 staff development and materials State Restricted Funding \$0 Site - Technology (one time) Federal Funding \$5,000 Site - Technology (one time) Supplemental \$1,200 Site - Instructional Computer Specialists / Technicians Federal Funding \$19,700 Site - Instructional Computer Specialists / Technicians State Funding \$53,000
Scope of Service District <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service District <hr/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
4. Implement revised curriculum in preschool and transitional kindergarten through grade 12 classrooms	Selection of instructional materials State Funding \$0 Site instructional supplies Federal Funding \$15,000 Site instructional supplies State Funding \$15,000 Site support for school libraries State Funding \$19,000	Selection of instructional materials based on State adoption planned for 2015-16 in the area of math. ELA process will begin in the 2015-16 school year. Site instructional supplies purchased to help supplement curriculum for the implementation of the CCSS. Site library materials purchased.	Selection of instructional materials based on State adoption planned for 2015-16 State Funding \$0 Site instructional supplies purchased Federal Funding \$15,000 Site instructional supplies purchased State Funding \$15,000 Site library materials purchased State Funding \$19,000
Scope of Service District <hr/> <input checked="" type="checkbox"/> All		Scope of Service District <hr/> <input checked="" type="checkbox"/> All	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
5. Provide necessary infrastructure and resources for development of formative assessments aligned with curriculum and for the collection, analysis, communication, and use of data to improve instruction.	Data and assessment system State Restricted Funding \$51,000	Data and assessment system purchased	Data and assessment system State Restricted Funding \$46,965
Scope of Service District		Scope of Service District	
X All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		X All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
6. Create and implement teacher-developed formative assessment materials; support the use of formative assessment analysis to inform instruction	Collective bargaining regarding addition of professional collaboration days to teacher contract; dependent on increase in state funding State Funding \$0 Academic conferencing / collaboration State Funding \$77,000 Site - Professional growth training Federal Funding \$12,000 Site - Professional growth training State Funding \$8,000	CSEA and ALT/Confidential will all have the opportunities to receive the equivalent of four days of professional development paid at their daily rate. Academic Conferencing: Site staff participated in Academic Conferencing /Collaboration meetings to review student achievement data, identify student needs, recommend interventions and review student progress. Sites were allocated \$6000 each for site-specific professional growth on the implementation of the CCSS. Sites chose to spend this allocation on either	The equivalent of 4 professional development days for all employees to be used during the 2015-17 school years. State Funding \$1,200,000 Academic conferencing / collaboration meetings State Funding \$66,280 Trainers for site-specific professional growth on the implementation of the CCSS Federal Funding \$5,200 Trainers for site-specific professional growth on the implementation of the CCSS State Funding \$20,000

		outsides experts/trainers, internal staff time to present and collaborate or to send teachers and grade level teams to specific trainings aligned with CCSS.	
<div>Scope of Service</div> <div>District</div>		<div>Scope of Service</div> <div>District</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
7. Implement interim assessments with subject areas and within grade levels	Provision of release time for implementation of interim assessments scheduled for 2016-17 State Restricted Funding \$0	The process began in the 2014-15 school year with piloting several interim benchmark assessments that were developed by grade level teams. Full implementation will begin in the 2015-16 school year.	Provision of release time for implementation of interim assessments scheduled for 2016-17 State Restricted Funding \$0
<div>Scope of Service</div> <div>District</div>		<div>Scope of Service</div> <div>District</div>	
<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
8. Collaboratively review current practice and identify improvements in assessments	Provision of release time for teacher review of current practices and improvement in assessments scheduled for 2016-17 State Restricted Funding \$0	The process began in the 2014-15 school year with piloting several interim benchmark assessments that were developed by grade level teams. Full implementation will begin in the 2015-16 school year.	Provision of release time for teacher review of current practices and improvement in assessments scheduled for 2016-17 State Restricted Funding \$0

Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service <hr/> _ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. Combine Professional Growth and Materials for CCSS implementation and classroom practices including performance tasks, formative assessments, and increased text complexity. \$84,000 2. Provide additional district-funded Computer Specialists, 0.5 FTE at each elementary site (State funding, \$100,000) to increase use of Chromebooks at sites, streamline instruction and provide increased access to technology for state testing 3. Move site instructional computer specialists to Goal 2: Technology Instructional Computer Specialists- 0.5 FTE at each elementary school State Funding, \$100,000.00 4. Under "Support the use of formative assessment analysis to inform instruction," include implementation of Hapara Teacher Dashboard		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 4 from prior year LCAP:	Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.		Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7 <u>X</u> 8 COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	District		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	4.1. Participation by at least 60% of teachers in professional growth that addresses differentiation 4.2.a. Establish baseline for number of students meeting personal goals 4.2.b. Establish baseline for students meeting academic goals 4.2.c. Decrease the number of students requiring risk assessment by 10% 4.3.a. Increase by 5% the number of students meeting 4 or more fitness standards on the Physical Fitness Test [Correction: "Healthy Fitness Range" PFT results are reported for students meeting 4 or more fitness standards] 4.3.b. Establish baseline for all elementary schools use of time for core subjects and academic interventions for targeted students		Actual Annual Measurable Outcomes:	4.1.2014-15 Baseline: 24% of teachers participated in professional growth addressing differentiation 4.2.a. Local metric: district identified programs in which students set goals; metric is still under development. 4.2.b. Local metric: district identified programs in which students set goals; metric is still under development. 4.2.c.2012-13 Baseline: 169 students required a risk assessment, 1.98% of DJUSD K-12 enrollment. 2013-14: 108 students required a risk assessment, 1.27% of DJUSD K-12 enrollment, a decrease of .71%. (2012-13 K-12: 169/8543 and 2013-14 K-12: 108/8502) 4.3.a. 2013-14 Baseline: 83% of all DJUSD 5th, 7th and 9th grade students met 4 or more fitness standards on the Physical Fitness Test. 4.3.b. 2014-15 Baseline: Elementary schools' use of time for core subjects and academic interventions for targeted students 2014-15 DJUSD Elementary Schools Baseline of Daily Scheduled Instructional Minutes Gr ELA Math Targeted Intervention K 80 45 15 1 120 60 20 2 120 60 30 3 120 60 30

		4 100 60 30 5 90 70 30 6 105 75 30
4.3.c. Establish baseline for all secondary schools for comprehensive course of study		4.3.c. 2014-15 Baseline: 99.5% of secondary students (7-12 grade) had scheduled access to a comprehensive course of study; 19 Special Education secondary students, in accordance with their IEPs, accessed courses leading to a DJUSD Certificate of Completion.
4.4.a. Establish baseline for enrollment in Career Technical Education (CTE) courses		4.4.a. 2013-14 Baseline: 21.2% of 10th-12th grade students at DHS, DSIS and King participated in Career Technical Education (CTE) courses. 2014-15: 12.6% of 10th-12th grade students at DHS, DSIS and King participated in Career Technical Education (CTE) courses.
4.4.b. Establish baseline for completion rate in Career Technical Education (CTE) pathways		4.4.b. 2013-14 Baseline: 5.5% of 11th & 12th grade students at DHS, DSIS and King completed a Career Technical Education (CTE) pathway.
4.4.c. Increase A-G course completion rate by 3%, for targeted students increase by 10%		4.4.c. 2013-14 Baseline: 76.1% of DJUSD Graduate Completers completed the UC/CSU a-g requirements (494/649).
4.4.d. Establish baseline for enrollment in AP courses		4.4.d. 2013-14 Baseline: 35.3% DJUSD enrolled in AP courses. (508/1439)
4.4.e. Increase Advanced Placement test taking rate by 10%		4.4.e. 2013-14 Baseline: 27.6% DJUSD 11th & 12th grade students took AP exams. (339/1230)
4.4.f. Increase Advanced Placement passage rate by 5%		4.4.f. 2013-14 Baseline: 92% Advanced Placement passage rate with a score of 3 or more. (698/754)
4.4.g. Establish baseline EAP preparation rate		4.4.g. 2014-15 Baseline EAP preparation rate will be established with the release of 11th grade CAASPP results.
4.5.a. Maintain annual attendance rate at 95% or higher		4.5.a. 2012-13 Baseline: 96.4316% total attendance; met >95% target. 2013-14: 96.4435% total attendance; met >95% target.
4.5.b. Decrease by 2% chronic absenteeism rate		4.5.b. 2012-13 Baseline: 8.8% chronic absenteeism rate 2013-14: 7.2% chronic absenteeism rate; decrease of 1.6% in chronic absenteeism

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Lower class size	Increase number of classroom teachers, 14.0 FTE Supplemental \$1,092,000	K-3 class sizes brought down to an average of 24 or fewer. 4-12 grade class size also lowered.	K-3 grade classroom teachers Supplemental \$225,299 4-12 grade classroom teachers Supplemental \$735,299
Scope of Service District		Scope of Service District	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify) <u>Black/African American, Latino, Students with Disabilities</u>		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Establish support services at schools	Elementary counseling, .64 FTE Local Funding \$50,000 District funded secondary school counselors, FTE variable by site State Funding \$1,017,000 Site funded elementary & junior high counselors, FTE variable as determined by site Federal Funding \$59,000 Site funded elementary & junior high counselors, FTE variable as determined by site State Funding \$57,000 Extended Day support services, as determined by site Federal Funding \$2,000 Extended Day support services, as determined by site State Funding \$12,000 Extended Year support services, as	Davis Schools Foundation supported elementary counselors, .125 FTE at 8 sites; no bilingual counselor hired at Chavez District funded secondary school counselors Birch Lane, Korematsu, Patwin, Emerson, Harper and Holmes provided after-school academic support . Harper held a summer program. Migrant bus transportation was provided for migrant students, July-August 2014 and June 2015. Reading intervention support was provided at Emerson, Harper and Holmes. Davis High School provided 3 sections	Elementary counseling, .56 FTE Local Funding \$65,000 District funded secondary school counselors, FTE variable by site State Funding \$ 970,000 Site funded elementary & junior high counselors (federal & local) Federal Funding \$133,000 Site funded elementary & junior high counselors State Funding \$42,000 Extended Day support services, as determined by site Federal Funding \$10,000 Extended Day support services, as determined by site State Funding \$11,580 Extended Year support services, as determined by junior high sites Federal Funding \$4,000

	<p>determined by junior high sites Federal Funding \$4,000</p> <p>Extended Year support services, as determined by elementary sites State Funding \$4,000</p> <p>Reading intervention program support, .6 FTE (.2 FTE at each junior high school Supplemental \$56,000</p> <p>English Language Arts ACES support class at DHS, .6 FTE Supplemental \$56,000</p>	of English Language Arts ACES support.	<p>Transportation Supplemental \$53,000</p> <p>Reading intervention program support, .6 FTE (.2 FTE at each junior high school) Supplemental \$55,000</p> <p>English Language Arts ACES support class at DHS, .6 FTE Supplemental \$49,000</p>
<p>Scope of Service</p> <p>District</p>		<p>Scope of Service</p> <p>District</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) <u>Black/African American, Latino,</u> <u>Students with Disabilities</u></p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
Develop & coordinate volunteer network	<p>Volunteer coordinator (existing staff) State Funding \$0</p>	<p>District is piloting a virtual volunteer system at five sites.</p> <p>District approved position Volunteer & Work Study Coordinator, 1.0 FTE</p>	<p>Raptor Systems, Digital Check in and Virtual Volunteer software. State Funding \$10,000</p>
<p>Scope of Service</p> <p>District</p>		<p>Scope of Service</p> <p>District</p>	
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

Collect and analyze feedback from DJUSD alumni on college and career readiness, support 21st century real world learning opportunities	DHS College & Career Specialist (existing staff) State Funding \$0 Elementary STEM support teacher, 1.0 FTE State Funding \$70,000 Junior high STEM support instructional materials Federal Funding \$6,000	LinkedIn DJUSD alumni account developed for collection of alumni feedback Montgomery STEM support teachers taught 1-3 grade science (2 teachers x .5 FTE) STEM instructional materials purchased for Harper STEM program	No expenses State Funding \$0 Elementary STEM support teacher, 1.0 FTE Supplemental \$83,000 Instructional materials Federal Funding \$5874
Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Explore Positive Behavioral Intervention and Supports (PBIS) program	Review PBIS training and materials Supplemental \$1,000	PBIS training and materials were piloted at Birch Lane and MME. The materials were derived from the school sites and training was provided by the district program specialist and behaviorists	No expenses Supplemental \$0
Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service District X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals	Determine process for supporting students' goal setting program State Funding \$0	Identified existing instructional programs in which students set goals. A district wide student goal setting system has not been established.	No expenses State Funding \$0
<div> <div>Scope of Service</div> <div>District</div> </div> <div> <div>X All</div> <div>-----</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>		<div> <div>Scope of Service</div> <div>District</div> </div> <div> <div>X All</div> <div>-----</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>	
Professional growth for teachers to refine methods of differentiating students' educational experience	Differentiation professional growth State Restricted Funding \$8,000	Throughout the school year over 10 professional growth sessions were offered to teachers on differentiated instruction.	Professional growth training for teachers and presenters. State Restricted Funding \$8,000
<div> <div>Scope of Service</div> <div>District</div> </div> <div> <div>X All</div> <div>-----</div> <div>OR:</div> <div> <div>X Low Income pupils</div> <div>X English Learners</div> <div>X Foster Youth</div> <div>X Redesignated fluent English proficient</div> <div>X Other Subgroups: (Specify)</div> <div>Black/African American, Latino students</div> </div> </div>		<div> <div>Scope of Service</div> <div>District</div> </div> <div> <div>X All</div> <div>-----</div> <div>OR:</div> <div> <div>X Low Income pupils</div> <div>X English Learners</div> <div>X Foster Youth</div> <div>X Redesignated fluent English proficient</div> <div>X Other Subgroups: (Specify)</div> <div>Black/African American, Latino</div> </div> </div>	
Academic and Mentoring support through AVID program at junior and senior high schools	<div>Site AVID Coordinators, .6 FTE junior highs & .2 FTE DHS Supplemental \$80,000</div> <div>AVID materials & field trips for 4 sections Supplemental \$8,000</div> <div>AVID student recruitment Supplemental \$2,000</div> <div>AVID Summer Institute</div>	<div>Site AVID Coordinators managed AVID programs at Emerson, Harper, Holmes and Davis High School.</div> <div>Field trips were taken by AVID students.</div> <div>Davis High School AVID coordinator held recruitment meeting for incoming</div>	<div>Site AVID Coordinators, .6 FTE junior highs & .2 FTE DHS Supplemental \$49,000</div> <div>Substitute teachers, transportation Supplemental \$8,000</div> <div>Substitute teachers, materials Supplemental \$1,000</div> <div>AVID Summer Institute registration</div>

	Supplemental \$16,000 No training required for DJUSD AVID Coordinator Supplemental \$0	sophomores. Teachers and administrators attended the AVID Summer Institute 2014 and AVID Summer Institute 2015. AVID Membership fee provided for district use of AVID curriculum and access to AVID professional development.	2014 & 2015 Supplemental \$22,000 AVID membership fee Supplemental \$13,540
Scope of Service District		Scope of Service District	
<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Families in Transition Support Program	Homeless family resource center and tutoring program Supplemental \$10,000	Provided after-school homework and counseling support to students in transitional living situations; referred families to local resources	Counselor hours, para-educator hours, access to technology Supplemental \$8,750
Scope of Service District		Scope of Service District	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) Homeless students		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide extended learning opportunities for 10-12 grade students	DHS Academic Center tutoring services for all students State	Academic Center tutoring provided at Davis High School, including	Davis High School Academic Center tutoring services State Funding

	Funding \$52,000 DHS Academic Center tutoring services for all students Supplemental \$56,000	coordination and tutors.	\$47,000 Davis High School Academic Center tutoring services Supplemental \$63,000
Scope of Service		Scope of Service	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Scope of Service	School	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Page 90, Goal 4: 1. Drop measure 4.2.c: risk assessments will likely increase as our number of counselors increase and decreasing risk assessments doesn't show that we are doing better at anything. 2. Elementary counseling increasing to .5 FTE (4.0 total) at each elementary site, will be ongoing and will not utilize DSF funding. 3. Secondary counseling will receive \$50000 from DSF for 2015-16 to be utilized for programs that impact the well-being of students 4. Under planned actions will need to add for 2015-2016 the following: a. .5 FTE prevention and crisis manager position to develop, implement, and supervise the Mental Health Intern Program which will utilize MFT interns to provide short-term therapy to students who are in LCAP target areas (EL, low income, foster youth). Part of therapy focus will be on goal-setting in personal, academic, and social goals) b. .2 FTE Climate position will provide liaison services between county, sites and students for foster youth population which has increased in the past year to over 30 students. c. .5 FTE addition of school nurse to provide increased support for student health needs.		

	5. .2 District AVID Coordinator
	6. Add volunteer network- implement virtual volunteer system to manage, monitor and recognize district volunteers (10K)

Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 5 from prior year LCAP:	Goal 5: Increase the percent of English Learners that make adequate yearly progress and are reclassified as fluent English proficient within 5 years.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	District		
	Applicable Pupil Subgroups:	English Learners Redesignated Fluent English Proficient		
Expected Annual Measurable Outcomes:	<p>5.1.a. Maintain adequate ELD materials in 100% of district classrooms</p> <p>5.1.b. At least 60% of teachers will have participated in CCSS / ELD standards professional growth</p> <p>5.1.c. Establish baseline observation of classroom ELD and SDAIE instructional strategies implementation</p> <p>5.2.a. Increase annual rate of EL language acquisition by 1% (AMAO 1)</p> <p>5.2.b. Increase rate of EL cohorts language proficiency by 1% (AMAO 2)</p> <p>5.2.c. EL subgroup CST ELA & Math proficiency rates: 48.7% & 58.6%, respectively (AMAO 3); establish baseline SBAC proficiency rate for ELA and Math</p> <p>5.2.d. Increase EL reclassification rate by 1%</p>		Actual Annual Measurable Outcomes:	<p>5.1.a. Maintained the provision of 100% sufficient ELD textbooks and instructional materials for each student by 10/14/2014.</p> <p>5.1.b. 2014-15 Baseline: 66% of teachers participated in CCSS / ELD standards professional growth.</p> <p>5.1.c. 2014-15 Baseline: Observation of classroom ELD and SDAIE instructional strategies implementation at 0% due to the need to allow teachers time to understand the new ELD standards and structure of integrated and designated ELD and to collaboratively build an observational tool that aligns with the new ELD standards and structure.</p> <p>5.2.a. 2013-14 Baseline: 67.1% of students made annual progress in English proficiency (AMAO 1); met 59.0% target</p> <p>5.2.b. 2013-14 Baseline: 29.1% of students in cohort <5 years attained English proficiency (AMAO 2); met 22.8% target. 2013-14 Baseline: 63.8% of students in cohort =5 years attained English proficiency (AMAO 2); met 49.0% target.</p> <p>5.2.c. The Spring 2014 SBAC pilot test did not generate proficiency rates. It is anticipated that EL subgroup proficiency rates will be established with the release of Spring 2015 CAASPP results.</p> <p>5.2.d. 2013-14 Baseline: 16.8% EL reclassification rate.</p>

<p>5.3. Establish baseline API for EL subgroup</p> <p>5.4.a. Establish baseline for EL enrollment in AP courses</p> <p>5.4.b. Establish baseline for EL AP test taking rate</p> <p>5.4.c. Establish baseline for EL AP exam passage rate</p> <p>5.5. Establish baseline for percentage of EL students with semester grade of D or F</p> <p>5.6.a. Establish baseline for EL annual attendance rate</p> <p>5.6.b. Establish baseline for EL chronic absenteeism rate</p> <p>5.7.a. Maintain EL middle school dropout rate of less than 1%</p> <p>5.7.b. Decrease High School EL dropout rate by 50%</p> <p>5.7.c. Increase EL graduation rate by 2%</p> <p>5.8. Establish baseline for the annual participation rate of EL parents involved in school/district meetings</p>	<p>5.3. 2013 DJUSD API for EL subgroup was 766. CDE is currently reformulating California's API; it is anticipated that districts will be notified of their new EL subgroup API baseline in Fall 2016.</p> <p>5.4.a. 2013-14 Baseline: 2.1% DJUSD 11th & 12th grade EL students completed at least 1 AP course (2/96). 2013-14 Baseline: 28.6% DJUSD 11th & 12th grade RFEP students completed at least 1 AP course (68/238).</p> <p>5.4.b. 2013-14 Baseline: No EL students took an AP test. 2013-14 Baseline: 70.5% RFEP students who were enrolled in an AP course took an AP test (48/68).</p> <p>5.4.c. 2013-14 Baseline: 93% passage rate of RFEP students on AP test with a score of 3 or more (122/131).</p> <p>5.5. 2013-14 Baseline: 17.5% of 7th-12th grade EL students had an ELA Semester 2 grade of D and/or F, not including King High School. 2013-14 Baseline: 18.0% of 7th-12th grade EL students had a Mathematics Semester 2 grade of D and/or F, not including King High School.</p> <p>5.6.a. 2012-13 Baseline: 95.8% annual attendance; met >95% target. 2013-14: 96.4435% annual attendance; met >95% target.</p> <p>5.6.b. 2013-14 Baseline: 7.0% chronic absenteeism rate.</p> <p>5.7.a. 2013-14 Baseline: 0% EL middle school dropout rate.</p> <p>5.7.b. 2012-13 Baseline: 3.5% EL high school dropout rate</p> <p>5.7.c. 2013-14 Baseline: 93.0% EL high school graduation rate.</p> <p>5.8. 2012-13 Baseline: 210 EL parents attended ELAC, DELAC or Migrant parent meeting. 2013-14: 320 EL parents attended ELAC, DELAC or Migrant parent meeting; increase of 110 parents, 52%.</p>
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide training and support to implement CCSS English Language Arts / English Language Development standards	Purchase aligned supplementary instructional resource materials State Restricted Funding \$30,000	<p>EL Specialists worked on reviewing and analyzing appropriate curriculum to support English Learners with the ELA/ELD CCSS. Purchased ELD supplemental instructional materials.</p> <p>Support for the Common Core training offered on 11/17, 12/1. & 12/2. Montgomery, Harper and Willett teams completed the training "Supporting Common Core: Understanding the Needs of Language Learners K-12". Professional growth offerings throughout the school year focused on CCSS/ELD standards.</p> <p>June and August CELDT Training 2014-15. In August, Developing Academic Language & Content (7-12) training was offered. EL & Reading Specialists combined meetings in October & Nov. to further knowledge on how to best support EL students. Multiple trainings focused on the CCSS in ELA/ELD were offered through the year.</p> <p>A research based observation tool still being researched. Observation tool was not used this school year as we focused on aligning instructional materials and training for implementing the ELA/ELD CCSS. Will focus on this in the upcoming school years as we build the knowledge of teachers and access more aligned instructional materials.</p>	Aligned supplementary instructional resource materials Supplemental \$32,500
	Training and support to implement CCSS & ELD, professional growth hours Federal Funding \$117,000		Training and support to implement CCSS & ELD, professional growth time for teachers. State Restricted Funding \$121,000
	Training and support to implement CCSS & ELD, trainers Federal Funding \$17,000		Training and support to implement CCSS & ELD, trainers, professional growth time for teachers. Federal Funding \$17,000
	Implement ELD observation tool State Restricted Funding \$36,000		No expenses State Funding \$0
Scope of Service	District	Scope of Service	District

<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Support English Learners through EL staff services and instructional materials	Elementary EL Specialists, 1.6 FTE (.2 FTE x 8 elementary sites) Supplemental \$98,000 Elementary EL Specialists, 1.5 FTE (Title I elementary sites) Federal Funding \$92,000 Sites - EL Paraeducators, as determined by sites Supplemental \$137,000 Sites - EL staff for site determined support Supplemental \$16,000 English Language Development materials Supplemental \$1,000	Hired and supported elementary EL Specialists, 1.6 FTE (.2 FTE x 8 elementary sites) Hired and supported elementary EL Specialists, 1.5 FTE Sites hired EL Paraeducators and EL staff through site funding. Research literature purchased for EL Leadership Committee.	Elementary EL Specialists, 1.6 FTE Supplemental \$97,000 Elementary EL Specialists, 1.5 FTE Federal Funding \$103,000 Sites - EL Paraeducators, as determined by sites Supplemental \$85,000 EL staff, as determined by site Supplemental \$18,500 Reading materials Supplemental \$1,000
Scope of Service District <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		Scope of Service District <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide assessment tool to measure EL reclassification criteria related to grade level ELA/Math proficiency	Purchase annual licenses for assessment of ELA / Math proficiency Supplemental \$3,000	EL committee determined that existing assessments were appropriate to use for reclassification of English Learners.	No expenses State Restricted Funding \$0

	student organizations Supplemental \$6,000 Bridge Program Support, Montgomery & Harper Junior High Supplemental \$110,000	provided at Montgomery & Harper, including coordination, UCD tutors and supplies.	
Scope of Service District		Scope of Service District	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase English Learner parent input in decision making	Leadership training for DELAC and ELACs Supplemental \$5,000	DELAC members attended California Association of Bilingual Educators (CABE)	Conference registration Federal Funding \$1,300
Scope of Service District		Scope of Service District	
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Provide services for immigrant students	Purchase annual licenses for language acquisition program Federal Funding \$50,000 Counseling intern at secondary sites with high density of immigrant students Federal Funding \$3,000	Purchase annual licenses for language acquisition program. Counseling intern at Davis High School and Harper paid 50% through Migrant Education and 50% DJUSD.	Program license fee Federal Funding \$30,000 Matching funds for counseling intern Federal Funding \$3,000
Scope of Service District		Scope of Service	

_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service School ----- _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service District ----- _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Scope of Service School ----- _ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

proficient _ Other Subgroups: (Specify)			
<div>Scope of Service</div> <div>School</div>		<div>All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
<div>Scope of Service</div> <div>District</div>		<div>All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	1. EL Specialists increase .2 FTE to each of three sites (Patwin, Willett and Birch) due to an increased number of EL students at the sites (.6 FT) 2. Under "Provide support services for Immigrants" add "provide additional use of electronic devices for immigrants." Planned 2014-15 expenses were lower than expected; DELAC approved the purchase of additional devices. 3. Delete the purchase of the assessments tool for the use of reclassification 4. Delete under "provide extended opportunities" Mentor support at DHS from Bridge or University.		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 6 from prior year LCAP:	Goal 6: Improve school climate		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	District		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	6.1.a. Decrease home suspension rate to less than 2.5% for all students and all subgroups 6.1.b. Decrease in-school suspension rate to 2% for all students and all subgroups 6.1.c. Maintain expulsion rate of less than .05% 6.2. Increase by 10% the number of students reporting a sense of connectedness with an adult on campus		Actual Annual Measurable Outcomes:	6.1.a. 2013-14 Baseline: 2.5% unduplicated home suspension rate for all students, 6.3% for Black/African American students, 4.1% for Hispanic students 6.1.b. 2013-14 Baseline: 2.0% in-school suspension rate for all students, 3.8% for Black/African American students, 4.9% for Hispanic students 6.1.c. 2012-13 Baseline: 0.0581% expulsion rate (5 of 8599 students). 2013-14 0.0234% expulsion rate, or 2 of 8539 students; met <.05% target. 6.2. 2012-13 Baseline: 70% of 5th grade students, 74% of 7th grade students, 54% of 9th grade students, 66% of 11th grade students reported a sense of connectedness with an adult on campus: 2014-15 California Healthy Kids Survey results expected during Summer 2015.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Assess school climate district wide, formally and informally	Conduct California Healthy Kids Survey State Funding \$3,000		CHKS conducted across elementary and secondary sites in Spring 2015. Task force of teachers, students, administration, and community	California Healthy Kids Survey expenses State Funding \$3,000
	Task force established for review and selection of new annual district-			Supplies State Funding \$25
				No expenses State Funding \$0

	<p>wide climate assessment, expenses State Funding \$1,000</p> <p>Climate personnel to conduct informal site assessments (existing staff) State Funding \$0</p>	<p>members created. Research-based goals and community-based criteria developed to review three and ultimately recommend Youth Truth.</p> <p>Climate personnel conducted site assessments on all campuses through scheduled and spontaneous visits both during and outside of class time, speaking and meeting with staff, students, parents and administrators.</p>	
<p>Scope of Service District</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District</p> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Build DJUSD capacity to analyze climate data / information and develop meaningful responses</p>	<p>Climate personnel to work with Climate Committees to analyze climate information, provide guidance and oversight of climate activities, and ensure site contributions are in alignment with district philosophies. (existing staff) State Funding \$0</p> <p>Identify and build the capacity of a cadre of individuals that are calibrated on the above subjects to deliver trainings, ideas and philosophies to foster a positive community on the above issues (existing staff) State Funding \$0</p> <p>Professional growth regarding the implementation of restorative practices and culturally responsive</p>	<p>Climate personnel reviewed CHKS and other climate data, relevant research and current expertise with site leaders, administrators, climate and other committees (Parent Education, Gender Inclusiveness, GSA and other) at group and individual meetings.</p> <p>Individuals identified throughout the year and supported to foster positive community through additional training, one on one and group meetings, committees and support groups. These individuals developed and delivered information and support in several topics, including overall school climate, gender inclusiveness, funds of knowledge, restorative practice, and student LCAP data.</p>	<p>No expenses State Funding \$0</p> <p>No expenses State Funding \$0</p> <p>Restorative practices training Supplemental \$20,000</p>

	environments conducive to learning Supplemental \$16,000	Identified and supported staff and administrators to attend RP trainings at county. Provided resource groups for ongoing restorative work for those already trained. Delivered training and information in various staff, DVHS RP Leadership, parent education, climate and administrative meetings. Developed and presented two-day training for 90 staff in June 2015. Sent several staff to local trainings.	
<div> <div>Scope of Service</div> <div>District</div> </div> <hr/> <div> <div><input checked="" type="checkbox"/> All</div> <div>-----</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div>		<div> <div>Scope of Service</div> <div>District</div> </div> <hr/> <div> <div><input checked="" type="checkbox"/> All</div> <div>-----</div> <div>OR:</div> <div> <div><input type="checkbox"/> Low Income pupils</div> <div><input type="checkbox"/> English Learners</div> <div><input type="checkbox"/> Foster Youth</div> <div><input type="checkbox"/> Redesignated fluent English proficient</div> <div><input type="checkbox"/> Other Subgroups: (Specify)</div> </div> </div>	
Implement responses to climate data and information to support positive activities, improve negative ones	<div>Training of district leadership, staff, students and parents through a variety of environments and settings State Funding \$12,000</div> <div>Develop and lead a district-wide implementation plan for restorative approaches and practices (existing staff) State Funding \$0</div> <div>Lending library that will support effective implementation of Kelso's Choices, restorative practices, positive school climate and other materials as needed State Funding \$5,000</div> <div>School campus safety supervisors State Funding \$395,000</div> <div>Liaison for homeless students</div>	<div>Worked with site leaders, administrators, school counselors, climate and other committees (Parent Education, Gender Inclusiveness, GSA and other) to develop and deliver trainings preschool year, at staff meetings, in evening parent presentations and elsewhere.</div> <div>District-wide plan drafted and in development.</div> <div>Books and other resources published and provided to staff.</div> <div>School Campus Safety Supervisors interacted with students at three junior high schools and DHS campuses.</div>	<div>Training services State Funding \$12,000</div> <div>No expenses State Funding \$0</div> <div>Books and publications State Funding \$2,500</div> <div>School campus safety supervisors hired, 7.5 FTE State Funding \$324,000</div> <div>Homeless Liaison stipend Supplemental \$3500</div> <div>Various site staff stipends, training, materials State Funding \$30,000</div>

	(ongoing services) Federal Funding \$8,000 Climate programs at secondary sites, as determined by each site Supplemental \$30,000	Services such as transportation support, school supplies and other support delivered on an ongoing basis throughout the year to students at all campuses. Supported school staff in their work with and support of students who are insufficiently housed. Provided support and guidance for site-led climate programs at various sites.	
Scope of Service District		Scope of Service District	
X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Assess district capacity to respond to climate needs	Ongoing formal and informal assessments of the effectiveness of climate interventions, support and capacity-building (existing staff) State Funding \$0	Provided information and recommendations to administration and site leaders regarding sufficiency and effectiveness of site and district-wide climate interventions and initiatives for both general and student-specific concerns.	No expenses State Funding \$0
Scope of Service		Scope of Service	
_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ol style="list-style-type: none"> 1. Additional hours will be dedicated specifically to supporting foster youth. 2. Training and development of restorative practices will be expanded to include awareness and skills in education that considers adverse childhood experiences and provides trauma-informed schools. 3. The existing cadre of individuals and groups will be further developed to support positive school climate, and will focus on ensuring restorative, trauma-informed, pluralistic culture across all sites and departments.
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 7 from prior year LCAP:	Goal 7: Increase parent engagement through effective two-way communication to communicate with families about school programs and student progress, foster involvement of families at school, and support academic learning at home, thereby including families as knowledgeable participants in school decisions.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to: Schools: District Applicable Pupil Subgroups: All students				
Expected Annual Measurable Outcomes:	7.1.a Increase by 25% the number of climate surveys submitted by parents 7.1.b. Establish baseline of climate surveys submitted by parents with positive responses about district communication 7.2. Establish baseline for the annual participation rate of parents involved in school/district meetings 7.3. Increase events that support academic learning at home by one additional district wide event 7.4. Increase by 50% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents		Actual Annual Measurable Outcomes:	7.1.a 2014-15 Baseline: 326 parents completed the CHKS climate survey. Parents also participated in school-based surveys. 7.1.b. 2014-15 Baseline: California Healthy Kids Survey results expected during Summer 2015. 7.2. 2013-14 Baseline: 103 parents/staff members participated in the DJUSD Parent Engagement Night. 2014-15: 212 parents/staff members participated in the DJUSD Parent Engagement Night; additionally, an average of 124 parents with 170 children participated at 6 Math Nights. 7.3. 2013-14 Baseline: 1 district event that supported academic learning at home, Parent Engagement Night. 2014-15: Increased events that support academic learning at home from 1 to 2 district wide events; Parent Engagement Night and Math Night series at several schools (6 Math Nights each at 3 schools). 7.4. 2013-14 Baseline: 124 Local Control Accountability Plan (LCAP) surveys submitted by parents, staff and community members. 2014-15: 296 LCAP surveys submitted, a 240% increase in the number of surveys submitted.

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Involve parents, including parents of children in the achievement gap, in the development of the Local Control Accountability Plan (LCAP) and Local Educational Area Plan (LEAP).	DJUSD Parent Engagement Group, outreach to parents through email, site newsletters, phone calls Federal Funding \$1,000	LCAP Advisory established; meetings held December – May. Community Forums in January- February. LEAP based on input.	Costs associated with outreach and meetings State Funding \$2,180
<div>Scope of Service</div> <div>District</div> <div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>District</div> <div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Annually review and revise the DJUSD Parent Involvement Policy	Parent Engagement Group meeting expenses Federal Funding \$1,000	District Parent Engagement Group reviewed the DJUSD parent involvement Board policy and administrative regulations. A revision of the administrative regulations was submitted to the Board of Education, and subsequently approved December 2014.	No expenses Federal Funding \$0
<div>Scope of Service</div> <div>District</div> <div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>		<div>Scope of Service</div> <div>District</div> <div>X All</div> <div>OR:</div> <div> <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </div>	
Provide staff development to assist	Parent engagement professional	DJUSD Parent Engagement Night	Parent engagement professional

site staff in utilizing parent contributions and building ties with parents	growth Federal Funding \$8,000	included 21 breakout sessions on parent-school engagement topics, 108 staff members earned professional growth stipends.	growth stipends Federal Funding \$15,700
<div> <div>Scope of Service</div> <div>District</div> </div> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		<div> <div>Scope of Service</div> <div>District</div> </div> <hr/> X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Support parent-to-parent networking, including support of school-to-sports networking	Parent involvement programs were ongoing at sites. Federal Funding \$13,000 Math Night pilot program at four highest poverty elementary sites. Federal Funding \$10,000 Child care expenses for district and site meetings Supplemental \$5,000 Reasonable food expenses for district and site after-school meetings Supplemental \$5,000 Site staff members hourly rate related to holding meetings at parent-centered times Supplemental \$5,000	Parent involvement programs were ongoing at sites. Parent Support Network started at Da Vinci JHS to provide networking evenings on topics of interest to parents. Math Night events were held at 3 Title I schools, 6 nights per school between October and May. Average attendance of parents plus children at Montgomery, Patwin & Birch Lane was 148, 98 & 45 respectively. Child care expenses for district and site meetings were not accessed by sites; poorly advertised. Reasonable food expenses for district and site after-school meetings were not accessed by sites; poorly advertised. Site staff members' hourly rate related to holding meetings at parent-centered times were not accessed by sites; poorly advertised.	Site expenses for parent involvement events, resource centers, translation services Federal Funding \$9,000 Math Night Coordinators' VSA and materials Federal Funding \$11,000 No expenses Supplemental \$0 No expenses Supplemental \$0 No expenses Supplemental \$0

<div> <div>Scope of Service</div> <div>District</div> </div>		<div> <div>Scope of Service</div> <div>District</div> </div>	
<div> <div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>		<div> <div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>	
Build the capacity of schools for strong parent involvement	<div>Volunteer coordinator (existing staff)</div> <div>State Funding \$0</div> <div>Opportunities to integrate families' varied cultures Federal Funding \$1,000</div>	<div>A pilot program utilizing the Raptor Virtual Volunteer system was implemented at five school sites.</div> <div>District Coordinator of School Climate worked with various projects, individuals, sites and teachers to build understanding and practice, such as home visit program, classroom curriculum and outreach and direct participation in parent-led educational activities.</div>	<div>Raptor Systems, Digital Check in and Virtual Volunteer software State Funding \$10,000</div> <div>No expenses Federal Funding \$0</div>
<div> <div>Scope of Service</div> <div>District</div> </div>		<div> <div>Scope of Service</div> <div>District</div> </div>	
<div> <div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>		<div> <div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div> </div>	
Provide an annual showcase of promising parent engagement practices, including discussion of how parents can effectively impact child's growth	<div>Parent Engagement Night expenses Federal Funding \$2,000</div>	212 parents /community members and staff members attended the DJUSD Parent Engagement Night, participating in breakout sessions and site discussions	<div>Parent Engagement Night expenses for translation, copying costs, child care and food Federal Funding \$4,000</div>

<div>Scope of Service</div> <div>District</div>		<div>Scope of Service</div> <div>District</div>	
<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>		<div>X All</div> <div>OR:</div> <div> <div>Low Income pupils</div> <div>English Learners</div> <div>Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>	
Consistently and effectively communicate with stakeholders information about district programs, opportunities and urgent public information updates in multiple languages.	<div>Digital communication annual fees State Funding \$65,000</div> <div>Public Information Officer, .6 FTE State Funding \$40,000</div> <div>Maintenance of district master calendar by Customer Service Desk (existing staff) State Funding \$0</div> <div>Translation and interpretation services for parents of English Learner Supplemental \$50,000</div>	<div>School Loop Contracts implemented. Ongoing training of secondary staff; 53% of secondary parents registered in School Loop.</div> <div>Public Information Officer expanded avenues of communication. Implemented district office crisis communication plan.</div> <div>No progress was made in establishing and maintaining a district master calendar</div> <div>Effort made to consistently provide translation in Spanish.</div>	<div>School Loop Contract State Funding \$38,689</div> <div>Public Information Officer, .6 FTE State Funding \$71,000</div> <div>No expenses State Funding \$0</div> <div>Translation and interpretation services for parents of English Learners State Funding \$19,020</div>
<div>Scope of Service</div> <div>District</div>		<div>Scope of Service</div> <div>District</div>	
<div>X All</div> <div>OR:</div> <div> <div>X Low Income pupils</div> <div>English Learners</div> <div>X Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>		<div>All</div> <div>OR:</div> <div> <div>X Low Income pupils</div> <div>English Learners</div> <div>X Foster Youth</div> <div>Redesignated fluent English proficient</div> <div>Other Subgroups: (Specify)</div> </div>	
Conduct outreach to low income families, including homeless and	Parent outreach expenses Federal	District Homeless Liaison worked with homeless students and families directly,	Support of homeless and foster youth

foster youth	<p>Funding \$10,000</p> <p>Volunteer coordinator, recruit adults to serve as advocates for foster youth (existing staff) State Funding \$0</p> <p>Home Visits pilot program, 10 teachers Federal Funding \$10,000</p>	<p>and provided significant support for staff to reach to parents and students effectively in delivering support and services to homeless students.</p> <p>Efforts to recruit adults to serve at advocates for foster youth were unsuccessful.</p> <p>Staff participation in the Home Visits program included 2 facilitators & 13 teachers from 7 district schools.</p>	<p>and families Federal Funding \$10,000</p> <p>No expenses Supplemental \$0</p> <p>Stipends for Home Visits pilot participants, meeting supplies Federal Funding \$9,000</p>
<p>Scope of Service</p> <p>____ All _____</p> <p>OR:</p> <p>____ Low Income pupils _____</p> <p>____ English Learners _____</p> <p>____ Foster Youth _____</p> <p>____ Redesignated fluent English proficient _____</p> <p>____ Other Subgroups: (Specify) _____</p>		<p>Scope of Service</p> <p>____ All _____</p> <p>OR:</p> <p>____ Low Income pupils _____</p> <p>____ English Learners _____</p> <p>____ Foster Youth _____</p> <p>____ Redesignated fluent English proficient _____</p> <p>____ Other Subgroups: (Specify) _____</p>	
<p>Scope of Service</p> <p>____ All _____</p> <p>OR:</p> <p>____ Low Income pupils _____</p> <p>____ English Learners _____</p> <p>____ Foster Youth _____</p> <p>____ Redesignated fluent English proficient _____</p> <p>____ Other Subgroups: (Specify) _____</p>		<p>Scope of Service</p> <p>____ All _____</p> <p>OR:</p> <p>____ Low Income pupils _____</p> <p>____ English Learners _____</p> <p>____ Foster Youth _____</p> <p>____ Redesignated fluent English proficient _____</p> <p>____ Other Subgroups: (Specify) _____</p>	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>1. Suggest revising goal to read: "Increase parent engagement through effective two-way communication about school programs and student progress, fostering involvement of families at school, and supporting academic learning at home.</p> <p>2. Add "Governance Night," Federal funding, \$3,000 expenses and \$5,000 parent engagement professional growth</p> <p>3. Add Parent Support Networking events, State Funding, \$0 (existing staff)</p> <p>4. Revise Math Night events Math Nights offered at interested elementary and junior high school sites as determined by</p>		

	<p>Director of Curriculum and Math Specialists team; funding through LCFF Supplemental, \$2,000 per site, including MS hourly stipend and materials, (\$16,000).</p> <p>5. Revise Home Visit program “Funds of Knowledge” professional growth and home visits, offered at Montgomery, Korematsu, Pioneer, Harper, North Davis, Birch Lane, Chavez and Holmes, Federal or LCFF Supplemental, \$15,000.</p> <p>6. Delete “establish and maintain a district calendar”</p> <p>7. Delete Public Information Officer .6 FTE if position remaining at .60 FTE. If increasing FTE, keep in LCAP.</p>
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Complete a copy of this table for each of the LEA’s goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 8 from prior year LCAP:	Goal 8: Value each person responsible for the education of our students by recognizing their work in promoting a community of respect, trust, and inquiry-based practice. Recognition will be embedded in collaborative practices, professional growth, and effective communication networks.		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify	
Goal Applies to:	Schools:	District		
	Applicable Pupil Subgroups:	All students		
Expected Annual Measurable Outcomes:	8.1. Establish baseline for retention of highly qualified staff in district 8.2. Establish baseline of staff sense of recognition based on respect, trust and inquiry 8.3.a. Establish baseline number of highly qualified substitutes to cover district substitute needs 8.3.b. Establish baseline of substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry 8.4. Establish baseline of recognitions embedded in collaborative practices, professional growth, and effective communication networks		Actual Annual Measurable Outcomes:	8.1. 2014-15 Baseline: 80% retention rate of highly qualified staff in district, including classified and certificated employees. 8.2. 2014-15 Baseline: The number of national, state, county, district and site level recognitions was used to measure staff sense of recognition based on respect, trust and inquiry. 8.3.a. 2014-15 Baseline: 85% of teachers' requests for a substitute were filled by district substitutes 8.3.b. 2014-15 Baseline: The number of recognitions for duration of service to the district, site, department or classroom was used to measure substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry. 8.4. 2014-15 Baseline: 151 staff members participated in Collaboration Grant professional growth groups, fostering, and/or championing collaboration, professional growth and better communication.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Support the recruitment and retention of highly qualified staff to positively impact student achievement.	Salaries and benefits State Funding \$45,000,000		Ongoing salaries of all staff with 4% one-time salary increase. Director of Personnel was hired in June	Salaries and benefits State Funding \$46,800,000
	Director of Personnel, 1.0 FTE			Director of Personnel, 1.0 FTE State

		State Funding \$112,000	2014.	Funding \$137,000
Scope of Service	District		Scope of Service	District
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR:			OR:	
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)	
Develop a system and criteria to recognize the work of certificated, classified and administrative employees based on respect trust and inquiry.		Recognition system State Funding \$1,000	End-of-year event to recognize the work of certificated, classified and administrative employees	Event expenses State Funding \$3,000
Scope of Service	District		Scope of Service	District
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR:			OR:	
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils	
<input type="checkbox"/> English Learners			<input type="checkbox"/> English Learners	
<input type="checkbox"/> Foster Youth			<input type="checkbox"/> Foster Youth	
<input type="checkbox"/> Redesignated fluent English proficient			<input type="checkbox"/> Redesignated fluent English proficient	
<input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> Other Subgroups: (Specify)	
Develop a system and criteria to recognize the work of substitute employees, volunteers and community partners based on respect trust and inquiry.		Recognition system State Funding \$1,000	Recognition system to recognize the work of substitute employees, volunteers and community partners not developed during 2014-15.	No expenses State Funding \$0
Scope of Service	District		Scope of Service	District
<input checked="" type="checkbox"/> All			<input checked="" type="checkbox"/> All	
OR:			OR:	
<input type="checkbox"/> Low Income pupils			<input type="checkbox"/> Low Income pupils	

<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Embed recognition of those responsible for the education of our students into collaborative practices, the professional growth system and district communications.	Recognition system State Funding \$1,000	151 staff members received stipends for involvement in professional growth collaborative grants.	Staff collaboration grant stipends (included in Goal 1) State Restricted Funding \$20,000
<div>Scope of Service</div> <div>School</div>		<div>Scope of Service</div> <div>School</div>	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Embed recognition of student achievement	Recognition system, as determined by sites State Funding \$3,000	Sites recognized student achievement and effort using site-based on criteria	Site recognition awards State Funding \$2,350
<div>Scope of Service</div> <div></div>		<div>Scope of Service</div> <div></div>	
<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	No changes recommended		

goals?	
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Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	<u>\$2,807,698</u>
<p>The Davis Joint Unified School District estimates Supplemental Grant funding for the district amounts to \$2,807,698 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 27% enrollment of unduplicated pupils. Part of the DJUSD supplemental funds will be used in a districtwide manner to build upon the following educational initiatives:</p> <ul style="list-style-type: none"> Increased elementary counseling services combined with focused services for targeted students. These new and increased services shall improve the Conditions of Learning and increase Student Engagement by creating a more focused learning environment for all elementary classrooms. Increased training and development of restorative practice. This effort shall expand awareness and skills in educational practices that consider adverse childhood experiences and provides trauma-informed responses to support children. In schools, the use of restorative practices has been shown to reliably reduce misbehavior, bullying, violence and crime among students and improve the overall climate for learning. Increased climate services. This boost to specific services will provide support and development of positive school climates and promote training and effective use of restorative practices. In addition, these funds will promote training and culture awareness for staff of a trauma-informed perspective as well as promoting promoting a positive, pluralistic culture across all sites and in all departments. Increased reading support by paraeducators in all third grade classes. Attention will be focused on strengthening the reading skills of struggling reads, students who most frequently are low income pupils, foster youth and/or English learners. Installation of WiFi at all junior high schools to provide access for all students. Through direction affirmed in the DJUSD strategic planning process, the Davis school district is implementing local policy to provide technological devices to all students to use as educational tools. To ensure that those devised can be effectively used by low income, foster youth and English learner, and redesignated fluent English proficient (RFEP) pupils, the district's technology infrastructure is being updated. Wireless access will be available for all students, but most importantly for students whose families do not have the resources to provide wireless access for their children. <p>Targeted Services – The majority of funds are used for targeted services:</p> <ul style="list-style-type: none"> Davis Bridge Program for English Learner and low income student support Migrant Program support for transportation for Migrant Students English Learner Specialists to provide direct services and professional growth Teacher and staff salaries for specific courses to support targeted students such as Long Term English Learners, AVID, and DSHS Academic Center Site allocations, used by School Site Councils, for site specific targeted services such as reading support, math support, and English Learner support. 	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.07	%
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Davis Joint Unified School District is committed to leveraging the Local Control Accountability Plan to provide services that meet the needs of our English Learners, Foster Youth, and low income students. For the 2015-16 year, particular focus will be on Goal 4, Student Goals; Goal 5, Support for English Learners; and Goal 6, School Climate. Actions and services listed below are identified to improve services for our targeted students.

- Increase elementary counseling services to create improved conditions of learning and more engagement for our targeted students.
- Provide additional funds so that secondary counseling can utilize programs that impact the well-being of students particularly our targeted students.
- Increase prevention and crisis manager services to develop, implement, and supervise the Mental Health Intern Program which will utilize Marriage and Family Therapy interns to provide short-term therapy to students who are in Local Control Accountability Plan target areas (EL, low income, foster youth). Therapy focus will include goal-setting in personal, academic, and social goals.
- Increase climate services in order to provide liaison services between county, sites and students for foster youth population and homeless students.
- Increase school nurse services to provide support for student health needs.
- Increase resources for AVID Program to build upon the success of the program and more effectively recruit targeted students.
- Increase English Learner Specialists services to each of three sites (Patwin, Willett and Birch) due to an increased number of EL students at the sites
- Provide additional use of electronic devices for immigrants.
- Increased training and development of restorative practices to expand awareness and skills in educational practices that consider adverse childhood experiences and provides trauma-informed responses to support children.
- Increased climate services to provide support and development of positive school climates and effective use of restorative practices.
- Increased climate service to develop a trauma-informed, pluralistic culture across all sites and in all departments.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	51,708,200.00	54,007,135.00	66,199,700.00	65,645,900.00	62,486,900.00	194,332,500.00
Federal Funding	834,000.00	650,174.00	568,000.00	637,000.00	637,000.00	1,842,000.00
Local Funding	585,000.00	65,000.00	11,685,000.00	11,385,000.00	10,085,000.00	33,155,000.00
State Funding	47,474,200.00	50,273,895.00	50,120,000.00	50,116,500.00	48,526,000.00	148,762,500.00
State Restricted Funding	366,000.00	387,965.00	1,370,000.00	999,000.00	958,000.00	3,327,000.00
Supplemental	2,449,000.00	2,630,101.00	2,456,700.00	2,508,400.00	2,280,900.00	7,246,000.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	45,559,200.00	2,180.00	0.00	0.00	0.00	0.00
	45,559,200.00	2,180.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	45,559,200.00	2,180.00	0.00	0.00	0.00	0.00
	Federal Funding	168,000.00	0.00	0.00	0.00	0.00	0.00
	State Funding	45,116,200.00	2,180.00	0.00	0.00	0.00	0.00
	State Restricted Funding	66,000.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	209,000.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (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).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “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).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] 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).

(e) "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).

(f) "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).