

Application #

Elementary and Secondary Education Act/No Child Left Behind Act of 2001

LOCAL EDUCATION AGENCY PLAN

mail original and two copies to:

California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814 - 5901

LEA Plan Information:

Local Educational Agency (LEA): Davis Joint Unified School District
County/District Code: 57-72678
Dates of Plan Duration: 2014-2019
(should be five - year plan)
Date of Local Governing Board Approval: 06/25/2015

LEA Information:

Superintendent: Winfred Roberson, Superintendent
Address: 526 B St.
City, State Zip: Davis, CA 95616, CA
Phone: (530) 757-5300
Fax: (530) 757-5423

Signatures (Signatures must be original. Please use blue ink.)

The superintendent and governing board of the LEA submitting the application sign on behalf of all participants included in the preparation of the plan.

Winfred Roberson, Superintendent

Printed or typed name of Superintendent

06/26/2015

Date

Signature of Superintendent

Alan Fernandes, Board President

Printed or typed name of Board President

06/26/2015

Date

Signature of Board President

**Local Education Agency Plan
Davis Joint Unified School District**

Table of Contents

Part I: Background and Overview

Background

Descriptions of the Consolidated Application, the Local Educational Agency Plan, the Single Plan for Student Achievement, and the Categorical Program Monitoring Process

Development Process for the LEA Plan

LEA Plan Planning Checklist

Federal and State Programs Checklist

District Budget for Federal and State Programs

Part II: The Plan

Needs Assessments

Academic Achievement

Professional Development and Hiring

School Safety

Descriptions: District Planning

District Profile

Local Measures of Student Performance

- Performance Goal 1
- Performance Goal 2
- Performance Goal 3
- Performance Goal 4
- Performance Goal 5

Additional Mandatory Title I Descriptions

Part III: Assurances and Attachments

Assurances

Signature Page

Appendices

- Appendix A: California's NCLB Performance Goals and Performance Indicators
- Appendix B: Links to Data Web sites
- Appendix C: Science-Based Programs
- Appendix D: Research-based Activities
- Appendix E: Promising or Favorable Programs
- Appendix F: District & Student Performance Data
 - Table 1: Academic Performance Index by Student Group
 - Table 2: Title III Accountability
 - Table 3: Adequate Yearly Progress (English-Language Arts)
 - Table 4: Adequate Yearly Progress (Mathematics)
 - Table 5: California English Language Development Data

Part I Background and Overview

Background

The No Child Left Behind (NCLB) Act of 2001 embodies four key principles:

- stronger accountability for results;
- greater flexibility and local control for states, school districts, and schools in the use of federal funds
- enhanced parental choice for parents of children from disadvantaged backgrounds, and
- a focus on what works, emphasizing teaching methods that have been demonstrated to be effective.

(Text of the legislation can be found at <http://www.cde.ca.gov/nclb/fr/>.)

In May 2002, California's State Board of Education (SBE) demonstrated the state's commitment to the development of an accountability system to achieve the goals of NCLB by adopting five **Performance Goals**:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.
2. All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
3. By 2005-2006, all students will be taught by highly qualified teachers.
4. All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
5. All students will graduate from high school.

In addition, 12 performance indicators linked to those goals were adopted (see Appendix A), as specified by the U.S. Department of Education (USDE). Performance targets, developed for each indicator, were adopted by the SBE in May 2003.

Collectively, NCLB's goals, along with the performance indicators and targets, constitute California's framework for ESEA accountability. This framework provides the basis for the state's improvement efforts, informing policy decisions by SBE, and implementation efforts by CDE to fully realize the system envisioned by NCLB. It also provides a basis for coordination with California's Legislature and the Governor's Office.

Since 1995, California has been building an educational system consisting of five major components:

- rigorous academic standards
- standards-aligned instructional materials
- standards-based professional development
- standards-aligned assessment
- an accountability structure that measures school effectiveness in light of student achievement.

As a result, California is well positioned to implement the tenets of NCLB.

State and federally funded initiatives aimed at improving student achievement must complement each other and work in tandem in order to have the greatest impact. In California, the state and federal consolidated applications, competitive grants, the state accountability system, the Categorical Program Monitoring process, **local educational agency plans**, professional development opportunities, and technical assistance all are moving toward a level of alignment and streamlining. The result of this consolidation will be to provide a cohesive, comprehensive, and focused effort for supporting and improving the state's lowest-performing schools and appropriate reporting mechanisms.

Descriptions of the Consolidated Application, the LEA Plan, and Categorical Program Monitoring

In order to meet legislative requirements for specific state and federal programs and funding, California currently employs four major processes: the Consolidated State Application, the Local Educational Agency Plan, the school-level Single Plan for Student Achievement, and Categorical Program Monitoring. **California is moving toward more closely coordinating and streamlining these processes to eliminate redundancies and make them less labor intensive for LEA's, while continuing to fulfill all requirements outlined in state and federal law.**

Below is a brief description of the ways in which these various processes currently are used in California.

The Consolidated Application (ConApp)

The Consolidated Application is the **fiscal** mechanism used by the California Department of Education to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, each LEA submits Part I of the Consolidated Application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Part II of the Consolidated Application is submitted in the fall of each year; it contains the district entitlements for each funded program. Out of each state and federal program entitlement, districts allocate funds for indirect costs of administration, for programs operated by the district office, and for programs operated at schools.

The Single Plan for Student Achievement (SPSA)

State law requires that school-level plans for programs funded through the Consolidated Application be consolidated in a Single Plan for Student Achievement (Education Code Section 64001), developed by schoolsite councils with the advice of any applicable school advisory committees. LEA's allocate NCLB funds to schools through the Consolidated Application for Title I, Part A, Title III (Limited English Proficient), and Title V (Innovative Programs/Parental Choice). LEA's may elect to allocate other funds to schools for inclusion in school plans. The content of the school plan includes school goals, activities, and expenditures for improving the academic performance of students to the proficient level and above. The plan delineates the actions that are required for program implementation and serves as the school's guide in evaluating progress toward meeting the goals.

The Local Educational Agency Plan (LEA Plan)

The approval of a Local Educational Agency Plan by the local school board and State Board of Education is a requirement for receiving federal funding subgrants for NCLB programs. The LEA Plan includes specific descriptions and assurances as outlined in the provisions included in NCLB. In essence, LEA Plans describe the actions that LEAs will take to ensure that they meet certain **programmatic** requirements, including student academic services designed to increase student achievement and performance, coordination of services, needs assessments, consultations, school choice, supplemental services, services to homeless students, and others as required. In addition, LEA Plans summarize assessment data, school goals and activities from the Single Plans for Student Achievement developed by the LEA's schools.

Categorical Program Monitoring (CPM)

State and federal law require CDE to monitor the implementation of categorical programs operated by local educational agencies. This state-level oversight is accomplished in part by conducting on-site reviews of eighteen such programs implemented by local schools and districts. Categorical Program Monitoring is conducted for each district once every four years by state staff and local administrators trained to review one or more of these programs. The purpose of the review is to verify **compliance** with requirements of each categorical program, and to ensure that program funds are spent to increase student achievement and performance.

Development Process for the LEA Plan

LEAs must develop a single, coordinated, and comprehensive Plan that describes the educational services for all students that can be used to guide implementation of federal and state-funded programs, the allocation of resources, and reporting requirements. The development of such a plan involves a continuous cycle of assessment, parent and community involvement, planning, implementation, monitoring, and evaluation. The duration of the Plan should be five years. The Plan should be periodically reviewed and updated as needed, but at least once each year.

In developing the Plan, the LEA will review its demographics, test results, performance, and resources. Given that the majority of such information is readily available in the School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the Academic Performance Index (API) results, and other data sources, the LEA will find the data easy to access via the Internet. (See Appendix B for links to each of the web sites containing student and staff demographic information, SARC, STAR, and API data.) **The LEA is expected to gather and review its own information from these resources and use it to inform the planning process.**

The LEA Plan can serve as a summary of all existing state and federal programs and establish a focus for raising the academic performance of all student groups to achieve state academic standards. In the context of this plan, improvements in instruction, professional development, course offerings, and counseling and prevention programs are means of achieving specific academic and support services goals for all groups of students, including identified under-performing student groups. **Federal law requires that school site administrators, teachers and parents from the LEA (which includes direct-funded charter schools) must be consulted in the planning, development, and revision of the LEA Plan.**

The LEA Plan can be completed using the following recommended steps for plan development:

Step One: Measure the Effectiveness of Current Improvement Strategies

Analyze Student Performance:

Conduct a comprehensive data analysis of student achievement, including multiple measures of student performance. Identify all relevant assessments and apply thoughtful analyses of current educational practices to establish benchmarks aimed at raising academic performance for all students, especially identified student groups.

Tables of data for your schools and district are available online:

- API Reports (<http://www.cde.ca.gov/ta/ac/ap>)
- Standardized Testing and Reporting (STAR) data (<http://www.cde.ca.gov/ta/tg/sr>)
- Title III Accountability Reports (AMAO 1, 2 & 3) for English learners (<http://www.cde.ca.gov/sp/el/t3/acct.asp>)
- AYP Reports (<http://www.cde.ca.gov/ta/ac/ay>)

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:

Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

Over the past several years, CDE has developed several self-assessment tools that schools and districts can use to evaluate these factors and others needed to support academic student achievement:

- The Academic Program Survey (APS) - school-level survey of status of implementation of the nine essential program components
- District Assistance Survey (DAS) - district-level survey of status of implementation of nine essential program components
- Least Restrictive Environment Assessment - to examine educational practices for students with disabilities
- English Learner Subgroup Self Assessment (ELSSA) - to improve outcomes for English Learners

These tools can be found in the Virtual Library on the CDE web site at <http://www.cde.ca.gov/ta/lp/vl/improvtools.asp>.

(See Part II, Needs Assessment, for further details.)

Step Two: Seek Input from Staff, Advisory Committees, and Community Members

Seek the input of teachers, administrators, councils, committees, and community members (e.g., school site council; school health council; committees for Limited English Proficient, state compensatory education, gifted and talented education, special education, etc.) The most effective plans are those supported by the entire LEA community. The integration of existing program plans, such as Immediate Intervention/Underperforming Schools Program, High Priority Schools Grant Program, Alternative Education Programs, Focus on Learning: Secondary School Accreditation, and others does not eliminate any program requirements. The combined process must include the requirements of every program involved.

Step Three: Develop or Revise Performance Goals

Using the five NCLB performance goals and indicators (see Appendix A), develop local performance targets that are: a) derived from school and student subgroup performance data and analysis of related, scientifically based educational practices; b) attainable in the period specified in this Plan and consistent with statewide targets for all students and subgroups; c) specific to the participants (i.e., students, teachers, administrators, paraprofessionals); and d) measurable.

Step Four: Revise Improvement Strategies and Expenditures

For **district-operated** programs, identify the participants, expected performance gains, and means of evaluating gains. Indicate specific improvements and practical monitoring of their implementation and effectiveness. For **school-operated programs**, summarize those same elements from approved Single Plans for Student Achievement.

Identify available resources. Aside from fiscal resources available through federal and state funding, programmatic resources are available on the CDE Web site at <http://www.cde.ca.gov>. The Consolidated Application provides funding for **district-operated programs** (including reservations from Title I for various purposes, Title II, Title IV, and Tobacco-Use Prevention) as well as for **school-operated programs** (including Title I, Parts A and D, Title III, Title V, School Improvement, Economic Impact Aid, and 10th Grade Counseling).

Step Five: Local Governing Board Approval

The LEA Plan must be approved by the local governing board prior to submittal to CDE. Ensure that all required signatures are affixed. All subsequent amendments should be approved by the local governing board and kept on file with the original LEA Plan.

Step Six: Monitor Implementation

To verify achievement of performance targets, monitor areas such as:

- a) assignment and training of highly qualified staff;
- b) identification of participants;
- c) implementation of services;
- d) provision of materials and equipment;
- e) initial and ongoing assessment of performance; and
- f) progress made toward establishing a safe learning environment.

The analysis of data (student, school-wide, support services, professional development) is part of the ongoing program monitoring and evaluation. When results are **not** as expected, it may be helpful to consider the following: a) How are performance targets and activities based on student performance and factual assessment of current educational practice? b) How educationally sound is the plan to help reach the targets? c) How timely and effectively is the plan being implemented? d) If the plan has not been implemented as written, what were the obstacles to implementation?

You may use the checklist on the next page to indicate planning steps as they are completed.

Federal Programs Checklist

Check all applicable programs operated by the LEA.
In the "other" category, list any additional programs that are reflected in this Plan.

Federal Programs	
X	Title I, Part A
	Title I, Part B, Even Start
	Title I, Part C, Migrant Education
	Title I, Part D, Neglected/Delinquent
X	Title II, Part A, Subpart 2, Improving Teacher Quality
	Title II, Part D, Enhancing Education Through Technology
X	Title III, Limited English Proficient
X	Title III, Immigrants
	Title IV, Part A, Safe and Drug - Free Schools and Communities
	Title V, Part A, Innovative Programs - Parental Choice
	Adult Education
	Career Technical Education
	McKinney - Vento Homeless Education
	Individuals with Disabilities Education Act (IDEA), Special Education
	21 st Century Community Learning Centers
	Other (describe):
	Other (describe):
	Other (describe):
	Other (describe):

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites (\$)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	\$177,347	\$610,124	\$490,775	80.45%
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality	\$13,592	\$187,680	\$176,010	93.7%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	\$14,847	\$80,034	\$78,433	98.0%
Title III Immigrants	\$17,600	\$33,520	\$25,168	74.9%
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				

Part II The Plan

Needs Assessment

The passage of NCLB imposes a number of significant new requirements on LEAs as conditions for funding provided at the state and local levels. Among these are reporting requirements designed to facilitate accountability for improving **student academic performance, teacher quality, and school safety**. As such, a needs assessment to determine strengths and weaknesses in these areas must be conducted.

In determining specific areas of need to be addressed in the Plan, the LEA should review its demographics, test results, and resources. The majority of such information is readily available on the LEA's School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. This data is easily accessible via the Internet (see Appendix B for links to each of the Web sites that contain student and staff demographic information, SARC, STAR, CELDT, and API data). The LEA is expected to gather and review its own information from these resources to determine strengths and needs and to shape the planning process.

Academic Performance

The needs assessment should include a focus on the academic areas highlighted in California's Performance Goals 1, 2, 3, and 5 (see Appendix A for a full listing of all of California's Performance Goals and Indicators), including:

- Statewide standards, assessment, and accountability
- Local assessments and accountability
- Coordination and integration of federal and state educational programs
- The LEA academic assessment plan

Teacher Quality

Another component of the needs assessment should examine local needs for professional development and hiring. LEA teachers and administrators should participate in this process to identify activities that will provide:

- teachers with the subject matter knowledge and teaching skills to provide all students the opportunity to meet challenging state academic achievement standards, and
- principals the instructional leadership skills to help teachers provide all students the opportunity to meet the state's academic achievement standards.

School Safety and Prevention

The LEA needs assessment also focuses on Performance Goal 4 (see Appendix A). It is based on an evaluation of objective data regarding the incidence of violence, alcohol, tobacco, and other illegal drug use in the elementary and secondary schools and the communities to be served. It includes the objective analysis of the current conditions and consequences regarding violence, alcohol, tobacco, and other illegal drug use, including delinquency and serious discipline problems, among students who attend such schools (including private school students who participate in the drug and violence prevention program). This analysis is based on ongoing local assessment or evaluation activities (Sec. 4115 (a)(1)(A). California's Healthy Kids Survey may also provide useful information in this area. The Survey is available at http://www.wested.org/pub/docs/chks_survey.html.

Descriptions - District Planning

Once local strengths and needs are identified as a result of examining and evaluating current district-level data, specific descriptions can be written of how program goals will be implemented to improve student academic achievement. **On the pages that follow, the LEA will provide descriptions and information about how it plans to address the requirements of NCLB based upon results of the needs assessment.** Collectively, these descriptions, along with the Assurances in Part III of this document, comprise the LEA Plan.

District Profile

In the space below, please provide a brief narrative description of your district. Include your district's vision/mission statement and any additional information about the make-up of your district, including grade levels and demographics of students served, in order to provide background and a rationale for the descriptions included in the LEA Plan.

Davis Joint Unified School District

Service Areas and Facilities

The Davis Joint Unified School covers the southeastern section of Yolo County and a small part of Solano County, stretching from the Yolo Causeway on the east to former DQ University on the west, from Road 29 on the north to Putah Creek and the boundaries of Yolo and Solano counties in the south. The district includes seven K-6 elementary schools, one K-6 Spanish immersion school and one rural K-3 elementary school (Fairfield Elementary houses 60 students). Emerson Junior High School, Harper Junior High School, Holmes Junior High School, DaVinci Charter Academy (a senior and junior high program) and Davis Senior High School comprise the five schools at the secondary level. The district's two alternative schools—King High School (grades 10-12) and the Davis School for Independent Study (grades 1-12)—provide unique educational opportunities for students and parents who choose those alternatives.

Davis Adult and Community Education (DACE, formerly Davis Adult School) serves approximately 3,000 students annually and offers courses in the areas of arts and crafts, computers, foreign languages, cooking, fitness, and other courses of interest. Additionally, DACE provides coursework for earning a high school diploma, learning English as a second language (ESL), and several Career Technical Education certificate programs including Pharmacy Technician and Clinical Medical Assisting. With the exception of the high school diploma classes, all other courses are partially or fully supported with a reasonable registration or tuition fee. In addition, DACE offers a K-12 Summer Enrichment Program which is funded by reasonable tuition and designed to provide enrichment activities that support academic growth.

The Davis Parent Nursery School operates two cooperative pre-K centers through the DACE. The district also operates the Children's Center (a state preschool) and a special education preschool. Before and after school childcare is provided on elementary school campuses.

Student Demographic Data

In 2014-15 8,626 students were enrolled in the Davis Joint Unified School District. Enrollment by ethnicity and race was: White, 54.8%; Hispanic, 19.3%; Asian, 15.9%; two or more races, 5.1%; African American, 2.6%; Filipino, 1.4%; American Indian or Alaska Native, .5%, and Pacific Islander, .4%. 21.8% of DJUSD students were socioeconomically disadvantaged, while 10.5% of DJUSD students were English Learners.

Enrollment

During the mid-90s to 2003 the district experienced significant enrollment growth. In 1993-94, the district had 6,758 students. Six years later, the district had grown by 23 percent, educating 8,336 students. The district's enrollment peaked in the 2002-2003 school year, with 8,827—an increase of 31 percent since 1993-94. To accommodate the rapid enrollment growth and development in south and east Davis, the district developed a master facilities plan, including two new elementary schools and one new junior high school. With the passage of Measure K in May 2000, the district had the finances to build Marguerite Montgomery Elementary School in south Davis. To help relieve crowded conditions at the junior high level, the district built and opened Harper Junior High School in August 2004. Korematsu Elementary was constructed and opened as a K-1 in 2006 in the Mace Ranch area. By 2007, the district's enrollment was declining and the decision was made to close Valley Oak Elementary beginning fall 2008. In fall 2008 Korematsu Elementary opened as a full K-6, while the students of Valley Oak Elementary transitioned to the other surrounding elementary schools.

The decline in the district's enrollment followed the statewide decline in birth rate. This drop in the birth rate resulted in lower enrollments in school districts around the state. Barring new residential construction in the Davis community, the district projects enrollment to stabilize over the next several years. Current enrollment is projected at 8,600, elementary 4,340 and 4,260 secondary.

The enrollment for Davis Senior High School was originally projected to peak and stabilize at about 2,023 students. Currently, the high school has an enrollment of about 1,714 students. In addition, the district educates an additional 73 high school students in Davis School for Independent Study and 49 students at King High School, the district's continuation high school; and 336 senior high students at DaVinci Charter Academy, the district's technology and project-based learning school. In the fall of 2009 the DaVinci Charter Academy expanded its program to include a junior high component housed on the Emerson Junior High School campus.

The Davis City Council had previously decided to increase residential housing approvals at a rate of approximately up to 250 units per year, and the University of California, Davis broke ground on phase I (infrastructure) of its student/faculty residential project during the summer of 2009. The district is working with the city, U.C. Davis, and others to determine potential increases in enrollment as a result of development. (Historically, 100 single-family houses bring approximately 70 new students to the district: about 42 in grades K-6, 15 in grades 7-9 and 13 in grades 10-12.) New developments such as the approved Cannery Park project will also impact the enrollment.

Actual approved development projects have slowed down due to economics and city slow growth policies.

Comprehensive Educational Program

The Davis Joint Unified School District offers a comprehensive educational program based on a foundation of basic skills with an emphasis on academic achievement to meet the needs of all students. The program provides sequentially developed course work in English/language arts, fine arts, foreign language, history and other social sciences, mathematics, music, physical and life sciences, physical education, and a school-to-career program that includes vocational education courses. Davis High School offers Advanced Placement (AP) courses in approximately 25 academic subject areas and a diversified vocational educational program, which includes biotechnology, auto shop, home economics and drafting, among other courses.

The Davis Joint Unified School District's comprehensive educational programs are further supported through academic guidance from counselors; computer education in technology and other core curricular areas; performing arts; library programs; Regional Occupation Programs (ROP); and extracurricular programs, including a large interscholastic athletic program.

Davis students average test scores consistently rank in the top ten percent of schools in the state.

Local Measures of Student Performance

(other than State-level assessments)

Per NCLB Section 1112 regarding Local Educational Agency Plans, each LEA must provide the following descriptions in its Plan:

A description of high-quality student academic assessments, if any, that are in addition to the academic assessments described in the State Plan under section 1111(b) (3), that the local educational agency and schools served under this part will use to:

- a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;
- b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;
- c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and
- d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

If the LEA uses such assessments in addition to State Academic assessments, please provide a succinct description below, and indicate grade levels and students served with such assessments.

Also, please describe any other indicators that will be used in addition to the academic indicators described in Section 1111 for the uses described in that Section.

Local District Benchmarks and expectations are established for a variety of Assessments including:

Kindergarten

English Language Arts and Writing Rubrics, Letter Names and Letter Sounds, Concepts of Print, Sight Words, Phonemic Awareness, Leveled Text, Conventions of Standard English.

First Grade

Rubrics: English Language Arts Rubric, Writing Standard Rubric, Language Rubric

BEAR Primary Spelling Inventory, Phonemic Awareness, Letter Names and Sounds, Basic Phonics Skills Test III (BPST III), Word List, Irregular Word List, Leveled Text

Second Grade

Rubrics: English Language Arts Rubric, Writing Standard Rubric, Language Rubric

San Diego Quick Assessment (SDQA), QRI, Basic Phonics Skills Test III (BPST III), Irregular Words Test (IWT), Primary Spelling Inventory (BEAR)

Third Grade

Bear Spelling Test, Basic Phonics Skills Test III, Qualitative Reading Inventory, Gates-MacGinitie

Fourth Grade – Sixth Grade

Bear Spelling Test, San Diego Quick Assessment Word List SDQA, Qualitative Reading Inventory

Students in kindergarten through sixth grade participate in district-developed Math Benchmarks

Ninth and tenth grade writing assessment

State Seal of Biliteracy – Students meeting certain criteria are awarded the State Seal of Biliteracy

Performance Goal 1:**All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2015-2016.****Planned Improvement in Student Performance in Reading**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Incorporate the underlying concepts and assessment practices of the Common Core with other district and state standards, curricula, and course guides	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Release time for teachers Materials Presenters Registrations	\$9,000	State LCFF Funding
2. Use of standards-aligned instructional materials and strategies: Incorporate the underlying concepts and assessment practices of the Common Core with other district and state standards, curricula, and course guides	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Release time for teachers Materials Presenters Registrations Outreach to families	\$9,000	State LCFF Funding
Begin pilot process for ELA/ELD Instructional Materials	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Release time for teachers Materials Presenters Registrations	\$20,000	State LCFF Funding
3. Extended learning time: Elementary Summer Intervention Programs	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Coordination of Services Outreach to families Materials	\$50,000	State LCFF Funding
Secondary Summer School	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Coordination of services Outreach to families Materials	\$300,000	State LCFF Funding

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Davis Academic Center	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers; English Language Learner Coordinator	Coordination of Services Outreach to families Materials Training Tutors	\$56,000	State LCFF Funding
Families in Transition supporting Homeless Families	Director, Student Services; Site Principals	Outreach to families	\$10,000	State LCFF Funding
Bridge Program Support at Montgomery and Harper	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers; English Language Learner Coordinator	Outreach to families Coordination of services between sites Materials Training Tutors	\$110,000	State LCFF Funding
4. Increased access to technology: Wireless installation in remainder of junior high schools	Associate Superintendent, Instructional Services; Director, Instructional Technology	Coordination with contractors	\$400,000	LCFF State Funds
Purchase of additional Chromebooks as described in LCAP	Associate Superintendent, Instructional Services; Director, Instructional Technology	Equipment	\$521,000	LCFF State Funds
Site Instructional Computer Specialists at each elementary school	Associate Superintendent, Instructional Services; Director, Instructional Technology; Site Principals	Training for Specialists Coordination with principals	\$100,000	LCFF State Funds
5. Staff development and professional collaboration aligned with standards-based instructional materials: 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.	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers; English Language Learner Coordinator	Release time for teachers Materials Presenters Registrations	\$150,000	State LCFF Funding

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Develop capacity of teachers, administrators, and specialists to identify best practices in support of the implementation of Common Core and ELD standards</p> <p>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.</p> <p>Ensure systematization of the PGS, including a coordinated, integrated approach across recruiting, hiring, induction, placement, professional learning and evaluation</p>	<p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers; English Language Learner Coordinator</p> <p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers</p> <p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers; BTSA Coordinator</p>	<p>Release time for teachers Materials Presenters Registrations</p> <p>Release time for teachers Materials Presenters Registrations</p> <p>Release time for teachers Materials Presenters Registrations</p>	<p>\$50,000</p> <p>\$600,000</p> <p>\$125,000</p>	<p>State LCFF Funding</p> <p>State LCFF Funding</p> <p>Title II Federal Funds</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</p> <p>Develop understanding of the Common Core State Standards and assessment practices among all stakeholder groups</p> <p>Create and implement teacher-developed formative assessment materials; support the use of formative assessment analysis to inform instruction</p>	<p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers</p> <p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers</p>	<p>Release time for teachers Materials Presenters Registrations Outreach to families</p> <p>Release time for teachers Materials Presenters Registrations</p>	<p>\$60,000</p> <p>\$50,000</p>	<p>State LCFF Funding</p> <p>State LCFF Funding</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school):</p> <p>District funded secondary school counselors, FTE variable by site</p>	<p>Director, Student Services; Site Principals</p>	<p>Release time for teachers Materials Outreach to families</p>	<p>\$1,017,000</p>	<p>State LCFF Funding</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Transition Meetings for families with students on a 504 or IEP, as determined by Special Education staff	Director, Student Services; Director, Special Education; Site Principal	Release time for teachers Materials Outreach to families	\$0	State LCFF Funding
<p>8. Monitoring program effectiveness: 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.</p> <p>Collaboratively review current practice and identify possible improvement</p>	<p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers</p> <p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers</p>	<p>Release time for teachers Materials Presenters Registrations</p> <p>Release time for teachers Materials Presenters Registrations</p>	<p>\$51,000</p> <p>\$0</p>	<p>State LCFF Funding</p> <p>State LCFF Funding</p>
<p>9. Targeting services and programs to lowest-performing student groups: Implement interim assessments in ELA and ELD withing subject areas and grade levels</p> <p>Academic Conferences</p> <p>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</p> <p>Continue to provide 3rd grade reading support for increased text complexity of CCSS, Paraeducator, 2.2 FTE</p>	<p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers; English Language Learner Coordinator</p> <p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers</p> <p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers</p> <p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers</p>	<p>Release time for teachers Materials</p> <p>Release time for teachers Materials</p> <p>Outreach to families</p> <p>Training for paraeducators Materials</p>	<p>Within professional growth allocations</p> <p>\$77,000</p> <p>\$48,000</p> <p>\$55,000</p>	<p>State LCFF Funding</p> <p>State LCFF Funding</p> <p>State LCFF Funding</p> <p>State LCFF Funding</p>

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Junior High Reading Intervention program, .60 FTE (.20 FTE at each school)	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Release time for teachers Materials Outreach to families	\$56,000	State LCFF Funding
English Language Arts ACES support class at Davis High School, .60 FTE	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Outreach to families Materials	\$56,000	State LCFF Funding
SITE - reading / math intervention support	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Outreach to families Materials	\$233,000	State LCFF Funding
10. Any additional services tied to student academic needs:				

Performance Goal 1 (continued):**All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2015-2016.****Planned Improvement in Student Performance in Mathematics**

(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Incorporate the underlying concepts and assessment practices of the Common Core with other district and state standards, curricula, and course guides	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Release time for teachers Materials Presenters Registration	\$9,000	State LCFF Funding
2. Use of standards-aligned instructional materials and strategies: Incorporate the underlying concepts and assessment practices of the Common Core with other district and state standards, curricula, and course guides Ongoing professional development for purchase of new common core aligned mathematics instructional materials	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Release time for teachers Materials Presenters Registrations Release time for teachers Materials Presenters Registrations	\$9,000 \$50,000	State LCFF Funding State LCFF Funding
3. Extended learning time: Elementary summer intervention programs	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Instructional materials Coordination of services Communication with families	\$50,000	State LCFF Funding
Secondary Summer School	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Instructional materials Coordination of services Interviews Release time for teachers Summer School Planning meetings	\$300,000	State LCFF Funding

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Davis Academic Center</p> <p>Families in Transition supporting Homeless Families</p> <p>Bridge Program Support at Montgomery and Harper</p>	<p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers; DSHS Administration</p> <p>Climate Coordinator</p> <p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers</p>	<p>Materials Information for families and outreach</p> <p>Materials Information to families and outreach</p> <p>Materials Training for tutors Facilitation of services Outreach to families Coordination between sites</p>	<p>\$56,000</p> <p>\$10,000</p> <p>\$110,000</p>	<p>State LCFF Funding</p> <p>State LCFF Funding</p> <p>State LCFF Funding</p>
<p>4. Increased access to technology:</p> <p>Wireless installation in the remainder of each junior high school</p> <p>Purchase of additional Chromebooks as described in the LCAP</p> <p>Site Instructional Computer Specialist in each elementary school</p>	<p>Director, Instructional Technology</p> <p>Director, Instructional Technology</p> <p>Director, Instructional Technology</p>	<p>Coordination with Contractors</p> <p>Securing Carts</p> <p>Coordination of Services Training for Specialists</p>	<p>\$400,000</p> <p>\$521,000</p> <p>\$100,000</p>	<p>LCFF State Funds</p> <p>LCFF State Funds</p> <p>LCFF State Funds</p>
<p>5. Staff development and professional collaboration aligned with standards-based instructional materials:</p> <p>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.</p>	<p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers; English Language Learners Coordinator</p>	<p>Release time for teachers</p> <p>Materials</p> <p>Presenters</p> <p>Registrations</p>	<p>\$150,000</p>	<p>LCFF State Funds</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Develop capacity of teachers, administrators, and specialists to identify best practices in support of the implementation of Common Core and ELD standards</p> <p>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.</p> <p>Ensure systematization of the PGS, including a coordinated, integrated approach across recruiting, hiring, induction, placement, professional learning and evaluation</p>	<p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers; English Language Learners Coordinator</p> <p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers; English Language Learners Coordinator</p> <p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers; BTSA Coordinator</p>	<p>Release time for teachers Materials Presenters Registrations</p> <p>Release time for teachers Materials Presenters Registrations</p> <p>Release time for teachers Materials</p>	<p>\$50,000</p> <p>\$600,000</p> <p>\$125,000</p>	<p>LCFF State Funds</p> <p>LCFF State Funds</p> <p>Federal Title II Funds</p>
<p>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Develop understanding of the Common Core State Standards and assessment practices among all stakeholder groups</p> <p>Create and implement teacher-developed formative assessment materials; support the use of formative assessment analysis to inform instruction</p>	<p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers</p> <p>Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers</p>	<p>Release time for teachers Materials Presenters Registrations Outreach to families</p> <p>Release time for teachers Materials Presenters Registrations</p>	<p>\$60,000</p> <p>\$50,000</p>	<p>LCFF State Funding</p> <p>State LCFF Funding</p>
<p>7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): District funded secondary school counselors, FTE variable by site</p>	<p>Director, Student Services</p>	<p>Release time for teachers Materials Outreach to families</p>	<p>\$1,017,000</p>	<p>State LCFF Funding</p>

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Transition Meetings for families with students on a 504 or IEP as determined by Special Education staff	Director, Student Services; Director, Special Education; Site Principals	Release time for teachers Materials Outreach to families	\$0	State LCFF Funding
8. Monitoring program effectiveness: 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. Collaboratively review current practice and identify possible improvement	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Release time for teachers Materials Release time for teachers Materials Presenters Registrations	\$51,000 \$0	State LCFF Funding State LCFF Funding
9. Targeting services and programs to lowest-performing student groups: Implement interim assessments in mathematics withing subject areas and grade levels Academic Conferences Math Coaches Site Reading and Mathematics Intervention Support	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers	Release time for teachers Materials Outreach to families Release time for teachers Materials Release time for teachers Materials Presenters Registrations Materials	\$0 \$77,000 \$440,000 \$233,000	State LCFF Funding State LCFF Funding State LCFF and local funding State LCFF and local funding
10. Any additional services tied to student academic needs:				

Performance Goal 2:

All limited-English-proficient (LEP) students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Planned Improvement in Programs for LEP Students and Immigrants (Title III)

(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
<p>1. (Per Sec. 3116(b) of NCLB, this Plan must include the following:</p> <p>a. Describe the programs and activities to be developed, implemented, and administered under the subgrant;</p> <p>b. Describe how the LEA will use the subgrant funds to meet all annual measurable achievement objectives described in Section 3122;</p>	<p>#1 Implement Common Core and ELD Standards -- We can meet the challenges, and address the new rigorous shifts by assuring that teachers in every discipline , including librarians, specialist, para educators and school leaders all embrace responsibility for improving student literacy learning. The district will continue to provide training and support to implement CCSS ELA/ELD standards, provide standard aligned supplemental materials, and promote teacher collaboration as a central pillar of our shift to new standards.</p> <p>Actions:</p> <ul style="list-style-type: none">* Implement CCSS ELA & ELD Aligned Resources* Provide Training & Support to Implement CCSS & ELD* Implementation Observation Tool <p>#2 Implement LTEL Instruction -- About 60% of the English Learners have been identified as LTELs in grades 10, 11, and 12. Currently, EL students are not provided with specific instruction to meet their unique academic and language proficiency needs. A course that will meet the A-G requirements will be designed and implemented by the next academic year.</p> <p>Action:</p> <ul style="list-style-type: none">* Design and Implement New Course for LTELs <p>#3 Provide Extended Learning Opportunities 10-12 -- Funding will be provided for the Davis High Academic Center which provides tutorial services during and after school. These services are provided at the tutorial center or tutors are assigned to classes where there is a high concentration of EL students that need support.</p> <p>Actions:</p> <ul style="list-style-type: none">* Funding for Davis High School Tutors* Mentor Support at schools with a high density of English Learners <p>Grant funds will hire English Learner specialists for all elementary schools and EL Coordinators at all secondary schools, provide professional development in the Common Core ELA/ELD standards, identify and purchase supplemental materials aligned with the new standards, support tutoring through the Davis High School Academic Center, supporting newcomers with counseling services, and provides ELD software programs.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

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| <p>c. Describe how the LEA will hold elementary and secondary schools receiving funds under this subpart accountable for:</p> <ul style="list-style-type: none"> • meeting the annual measurable achievement objectives described in Section 3122; • making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B); • annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1); <p>d. Describe how the LEA will promote parental and community participation in LEP programs.</p> | <p>By June 2015, the percentage of teachers of English learners implementing the ELD Standards in tandem with the California Common Core State Standards will increase to 50% as measured by locally developed observation tools.</p> <p>The percent of teachers will increase by 25% each year until 100% of the teachers are implementing the CCSS ELA standards and ELD standards.</p> <p>DJUSD will continue to promote the involvement of parents and community members in the education of English Learners.</p> <p>By June 2015, DJUSD will improve and increase parent outreach strategies so that 75% of parents are active participants in the education of their children.</p> |
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Description of How the LEA is Meeting or Plans to Meet this Requirement

Required Activities

<p>2. Describe how the LEA will provide high quality language instruction based on scientifically based research (per Sec. 3115(c).</p> <p>The effectiveness of the LEP programs will be determined by the increase in:</p> <ul style="list-style-type: none"> English proficiency; and Academic achievement in the core academic subjects 	<p>DJUSD will provide high quality professional development in research based instructional strategies on language acquisition, academic language and student engagement. Teachers will also receive EL Specialist support and collaboration time.</p> <p>The effectiveness of the LEP programs will be determined by:</p> <p>AMAO 1: By June 2015, the percentage of English Learners learning English will increase from 65% to 68%, in order to continue meeting state defined growth expectations as measured by CELDT.</p> <p>AMAO 2: By June 2015, the percentage of English Learners in language instruction educational programs fewer than 5 years (cohort 1) attaining English language proficiency will increase from 28.2% to 32%, in order to continue meeting the state-defined expectations for meeting the CELDT criterion for English-language proficiency.</p> <p>By June 2015, the percentage of English Learners in language instruction educational programs 5 or more years (cohort 2) attaining English language proficiency will increase from 64.9% to 66%, in order continue meeting the state-defined expectations for meeting the CELDT criterion for English-language proficiency.</p> <p>AMAO 3 Mathematics: By June 2015, the percentage of English Learners in grades K-6 attaining proficiency in Mathematics will be 60% as measured by the local benchmark assessments.</p> <p>By June 2015, the percentage of teachers of English learners implementing the ELD Standards in tandem with the California Common Core State Standards will increase to 50% as measured by locally developed observation tools.</p> <p>The percent of teachers will increase by 25% each year until 100% of the teachers are implementing the CCSS math standards and ELD standards.</p> <p>AMAO 3 Reading/Language: By June 2015, the percentage of teachers of English Learners implementing the ELD Standards in tandem with the California Common Core State Standards will increase to 50% as measured by locally developed observation tools.</p> <p>The percent of teachers will increase by 25% each year until 100% of the teachers are implementing the CCSS ELA standards and ELD standards.</p>
<p>3. Provide high quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel.</p> <ol style="list-style-type: none"> designed to improve the instruction and assessment of LEP children; designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students; based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills; 	<p>By June 2015, 50% of teachers and administrators will participate in professional development focused on standards-based, standards-aligned instruction and materials, the implementation of the ELD Standards in tandem with the CCSS for ELA and Math as documented by locally developed tools.</p> <p>The percentage of teachers and administrators trained in the CCSS/ELD standards will increase annually by 25% until fully implemented.</p> <p>The district will develop and implement simultaneously the CCSS & ELD Standards Professional Development Plan for the districts with the overarching beliefs that the district will filter the overwhelming amount of information, build on the strengths of our teachers, and collaboration must be built into the PD system.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
d. long term effect will result in positive and lasting impact on teacher performance in the classroom.	The goals for the training involve teachers in the change process so that change is more likely to happen, teachers understand that the CCSS & ELD Standards is not a subtractive process-that we are building on our repertoire, give teachers targeted shifts in CCSS to practice and create a pathway with clearly defined increments of change.
4. Upgrade program objectives and effective instruction strategies.	<p>Check if Yes:</p> <p>If yes, describe:</p>

Planned Improvement in Programs for LEP Students and Immigrants (Title III)
(Summarize information from district-operated programs and approved school-level plans)

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
5. Provide: a. tutorials and academic or vocational education for LEP students; and b. intensified instruction.	<p>Check if Yes: X</p> <p>If yes, describe: Funding will be provided for the Bridge Program and the Davis High Academic Center which provide tutorial services during and after school. These services are provided at the tutorial center or tutors are assigned to classes where there is a high concentration of EL students that need support.</p>
6. Develop and implement programs that are coordinated with other relevant programs and services.	<p>Check if Yes:</p> <p>If yes, describe:</p>
7. Improve the English proficiency and academic achievement of LEP children.	<p>Check if Yes: X</p> <p>If yes, describe: DJUSD aligned the Common Core/ELD standards with existing district curriculum, and then identified and purchased supplemental materials that bridge the gap between the new standards and old English Language Arts standards.</p> <p>Additionally, about 60% of the English Learners have been identified as long term English Learners in grades 10, 11, and 12. DJUSD has developed and is implementing specific instruction to meet LTEL unique academic and language proficiency needs, as a course that has been submitted for approval to meet the California university system's A-G requirements.</p>
8. Provide community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families - <ul style="list-style-type: none"> To improve English language skills of LEP children; and To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. 	<p>Check if Yes: X</p> <p>If yes, describe: Through DELAC and ELAC training was provided that addressed how to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children. Family Math Nights were held to promote parents' understanding of Common Core mathematics, and English and math courses were provided for parents at the Montgomery Family Resource Center.</p>
9. Improve the instruction of LEP children by providing for - <ul style="list-style-type: none"> The acquisition or development of educational technology or instructional materials Access to, and participation in, electronic networks for materials, training, and communication; and Incorporation of the above resources into curricula and programs. 	<p>Check if Yes: X</p> <p>If yes, describe: By June 2015, technology based instructional opportunities are provided to English Learners at the beginning through intermediate CELDT levels. The resources assist students with individualized learning, extra-additional practice for oral language practice. Chromebooks were purchased to increase the availability of technological devices and provide increased access to English Learner applications.</p>

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
10. Other activities consistent with Title III.	<p>Check if Yes: X</p> <p>If yes, describe: DJUSD is more closely monitoring elementary age English Learners that are at risk of becoming long term English learners, and providing early intervention as needed.</p>

Performance Goal 2 (continued):
Plans to Notify and Involve Parents of Limited-English-Proficient Students

Parents of Limited-English-Proficient students must be notified:

The outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents.

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
1. LEA informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):	
a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program;	Parent notification letters are provided and a parent handbook is provided for parents. DJUSD will continue to provide 100% of parents of ELs with the information regarding their children's identification as EL, program placement options and program placement notification in a language parents can understand.
b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement;	DJUSD will continue to provide 100% of parents of ELs with information regarding their children's English language proficiency level, as determined by CELDT results and any local English Proficiency assessments used, and the status of the child's academic achievement in a language parents can understand.
c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction;	DJUSD will continue to provide 100% of parents of ELs with information about the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction regarding their child.
d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;	DJUSD will continue to provide 100% of parents of ELs with information regarding how the program in which their child is, or will be participating will meet the educational strengths and needs of their child, in a language parents can understand. DJUSD staff reviews the CELDT and primary language assessment results to help determine the appropriate program placement.
e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;	DJUSD will continue to provide 100% of parents of ELs with information regarding how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation. The EL Parent handbook specifically describes our English Learner education models.
f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools;	DJUSD will continue to provide 100% of parents of ELs with information regarding the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools. Reclassification requirements are included in parent-teacher conferences, the EL Parent handbook, annual notification letters, and reviewed in ELAC and DELAC meetings.
g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child;	DJUSD will continue to provide information to parents of a child with a disability how such program meets the objectives of the individualized education program (IEP) of the child. EL staff attend the IEP meetings of students that are identified in both Special Education and English Learner programs, help identify student language needs and provide support of the implementation of the IEP goals.
h. information pertaining to parental rights that includes written guidance detailing -	

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Required Activities	
i. the right that parents have to have their child immediately removed from such program upon their request; and	Parents are provided in the EL Parent handbook information about their right to have their child immediately removed from such program upon their request. This information is also provided in the annual notification letter and meetings with newcomer parents meetings.
ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available;	Parents are provided in the EL Parent handbook information about their to decline to enroll their child in such program or to choose another program or method of instruction, if available. This information is also provided in the annual notification letter and meetings with newcomer parents meetings.
iii. the LEA assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.	Parents are provided in the EL Parent handbook information that the district assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the district.. This information is also provided in the annual notification letter and meetings with newcomer parents meetings.

Note: Notifications must be provided to parents of students enrolled since the previous school year: not later than 30 days after the beginning of the schools year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.

LEA Parent Notification Failure to Make Progress

If the LEA fails to make progress on the annual measurable achievement objectives it will inform parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs.

If DJUSD fails to make progress on the annual measurable achievement objectives it informs parents of a child identified for participation in such program, or participation in such program, of such failure not later than 30 days after such failure occurs. The notification is done through a letter to parents.

**Performance Goal 2 (continued):
Plans to Provide Services for Immigrants**

If the LEA is receiving or planning to receive Title III Immigrant funding, complete this table (per Sec. 3115(e)).

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Allowable Activities	
1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children:	<p>Check if Yes: X</p> <p>If yes, describe: DJUSD EL staff and Bridge staff conduct parent outreach meetings and trainings to parents of immigrant students at the local migrant center. Staff also conducts home visits to assist parents in becoming active participants in the education of their children.</p>
2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth:	<p>Check if Yes: X</p> <p>If yes, describe: District EL staff attend monthly meetings with the DJUSD EL Coordinator for training to provide services to immigrant children and youth. Staff is also paid to attend Common Core/ELD professional development workshops and collaboration opportunities.</p>
3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;	<p>Check if Yes: X</p> <p>If yes, describe: DJUSD provides two counseling interns at the secondary level, Bridge tutoring kindergarten through 9th grade, and supports tutoring through the Davis High School Academic Center.</p>
4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds:	<p>Check if Yes: X</p> <p>If yes, describe: Newcomers in kindergarten through 6th grade are provided with ELD online software programs.</p>
5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services:	<p>Check if Yes:</p> <p>If yes, describe:</p>
6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education:	<p>Check if Yes:</p> <p>If yes, describe:</p>
7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services:	<p>Check if Yes:</p> <p>If yes, describe:</p>

Performance Goal 3:

By 2005 - 06, all students will be taught by highly qualified teachers.

Summary of Needs and Strengths for Professional Development

Based on a needs assessment of teacher data for your district, include a narrative that describes areas of needed professional development and areas where adequate professional development opportunities exist.

[Description of activities under Title II, Part A, Subpart 1, Grants to LEA]

Strengths	Needs
<p>The DJUSD professional development program strengths were identified through a needs assessment of teacher input and data. Identified strengths include:</p> <ul style="list-style-type: none">* communication with staff* variety of opportunities* amount of opportunities* collaboration grants* Restorative Practices* Common Core State Standards-focused professional development* site-based professional development* Home Visit pilot program* Academic Vocabulary Toolkit* teacher-led /peer-led professional development	<p>The DJUSD professional development program needs were identified through a needs assessment of teacher input and data. Identified needs include:</p> <ul style="list-style-type: none">* training in writing across the district* more differentiated instruction training with a focus on Common Core State Standards implementation* content area specific professional development activities for secondary departments* the ability to provide district-wide training for all teachers, since training are not mandatory <p>The needs assessment also found that the district needs to continue providing and enhancing what has been provided in professional development, along with adding new offerings that meet the above needs.</p>

Performance Goal 3:**By 2005-06, all students will be taught by highly qualified teachers.****Planned Improvements for Professional Development (Title II)**

(Summarize information from district-operated programs and approved school-level plans)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards:</p> <p>The DJUSD professional development activities are designed around the expectations, instructional shifts and rigor of the Common Core State Standards in English Language Arts and mathematics, the the California Standards for the Teaching profession and the Smarter Balance Assessment Consortium assessment system. The professional development activities incorporate collaboration, instructional coaching, peer-led and content expert-led sessions that include follow through the the site and classroom level.</p>	<p>Director of Curriculum Teachers Principals</p> <p>July 2015-June 2016</p>	<p>Presenters time Collaboration time Training materials Teacher time Substitutes Travel expenses Registration costs Instructional Coaches BTSA Induction program</p>	\$1,080,000	Title II State Funding
<p>2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement:</p> <p>All DJUSD professional development activities are designed around the research based effective elements of professional development as denoted by prominent researchers such as Killion and Guskey. The effective elements include professional development activities that are meaningful, relevant, embedded within job context, aligned with district and state goals, include opportunities for collaboration and have follow through.</p>	<p>Director of Curriculum Teachers Principals</p> <p>July 2015-June 2016</p>	<p>Presenters time Collaboration time Training materials Teacher time Substitutes Travel expenses Registration costs Instructional Coaches BTSA Induction program</p>	See #1	See #1
<p>3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:</p>				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
DJUSD professional development activities will emphasize creating positive, safe learning environments, differentiated instruction, inquiry based learning, formative assessment and increased use of academic vocabulary for all students. By emphasizing these pedagogies during all professional development activities we are increasing the knowledge and ability level for teachers to meet the needs of all students, but specifically low-income and minority students.	Director of Curriculum Teachers Principals July 2015-June 2016	Presenters time Collaboration time Training materials Teacher time Substitutes Travel expenses Registration costs Instructional Coaches BTSA Induction program	See #1	See #1
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: DJUSD professional development activities will align with the Local Control Accountability Plan and the DJUSD Strategic Plan goals that are aligned with the State priorities.	Director of Curriculum Teachers Principals July 2015-June 2016	Presenters time Collaboration time Training materials Teacher time Substitutes Travel expenses Registration costs Instructional Coaches BTSA Induction program	See #1	See #1
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: An input and feedback system has been established to ensure that the needs of teachers and administrators are being met. The system includes beginning, middle and end of year surveys to certificated and classified staff on professional development. Feedback is also collected after each professional development activity through a professional development registration software program.	Director of Curriculum Teachers Principals July 2015-June 2016	Surveys Professional Development registration system	\$1,500	State funding
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Professional development activities regarding the integration of technology in curricula and instruction to improve teaching, learning, and technology literacy are delivered at sites using a train the trainer model. Recent technology training has focused on the integration of Chromebooks into classroom projects, the use of Illuminate Education's online assessment system, and the use of School Loop as a communication tool.	Director of Curriculum Director of Technology Teachers Principals July 2015-June 2016	Presenters time Collaboration time Training materials Teacher time	\$120,000	State Funding
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): DJUSD has implemented district-wide use of Chromebooks and Google Apps for Educators. Each teacher, administrator and librarian also has a district issue laptop for their professional use. To ensure all teachers are receiving training, the district has implemented a TOT model for Chromebook and GAFE training. Each site has a trainer that provides whole staff and small group training in the area of technology.	Director of Curriculum Director of Technology Chromebook managers GAFE trainers	Trainers' stipends Teacher time Materials/Supplies	\$40,000	Federal funding State funding
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: DJUSD has several committees that collaborate and plan professional development activities for all staff. These committees include the Instructional Services Advisory Committee, the LCAP Advisory committee, and the DTA and CSEA negotiation teams. DJUSD also utilizes survey data to plan and collaborate on professional development activities.	Director of Curriculum Instructional Services Advisory Committee Instructional Services Leadership Team LCAP Advisory Teachers Principals	Meeting supplies Teacher time	See #1	See #1

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>9. How the LEA will provide training to enable teachers to:</p> <ul style="list-style-type: none"> • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. <p>DJUSD will provide training to teachers that focus on differentiated instruction, implementing the Common Core State Standards, increased use of academic vocabulary, creating safe learning environments, social-emotional aspects, inquiry based learning to address the needs of students with different learning styles, special learning needs, disabilities, and English learner students.</p> <p>* Restorative Practices, Kelso's Choices, Rtl and PBIS are district-wide initiatives and training to improve student behaviors and provide early identification of student needs.</p> <p>* Parent Engagement Nights focused on CCSS Math, helping train teachers on how to involve parents in their child's education.</p> <p>* Each school site is engaged in academic conferences that use common interim assessments and formative assessments to use data to inform instructional decisions and practices. Each professional development activity within the district incorporates formative assessment to help teachers understand how to use data to inform their instruction.</p>	<p>Director of Curriculum Teachers Principals Instructional Coaches</p> <p>July 2015-June 2016</p>	<p>Presenters time Collaboration time Training materials Teacher time Substitutes Travel expenses Registration costs Instructional Coaches BTSA Induction program Restorative Practice trainings Parent Engagement Nights Academic Conferences Illuminate Education</p>	See #1	See #1
<p>10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:</p> <p>DJUSD uses professional development funding to ensure the highly qualified status of all staff members who are involved in educating students. Recent negotiations with DTA and CSEA resulted in the funding of four professional growth days for all employees to be used during the 2015-17 school years.</p>	<p>Associate Superintendent of Administration Director of Human Resources Director of Curriculum Teachers Classified staff Principals</p>	<p>Presenters time Collaboration time Training materials Teacher time Classified staff time</p>	See #1	See #1

Performance Goal 4:
All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Environments Conducive to Learning (Strengths and Needs)

Please provide a list of the LEA's strengths and needs regarding how students are supported physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning, along with the LEA's strengths and needs regarding student barriers to learning (e.g., attendance, mobility, and behavior).

Strengths	Needs
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During the 2014-15 LCAP process, students, staff, parents and community members provided their perspectives regarding the district's strengths in providing students support physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning:

- District focus on art and music education
- Wonderful CTE course offerings (robotics, FFA, computer programming)
- Special Ed help at noon and after-school helped with transition to Common Core methods
- Counselors to aid in goal setting
- Bridge Program provides extended day ELD support, homework support and mentoring opportunities
- After school programs to support math and literacy
- Schools partner with local library
- Math nights- motivating for parents and kids
- Reading specialists provide support
- Math specialists provide support
- English Learner specialists provide support
- School Garden Program and Recycling
- Student Project Based Learning presentation nights that parents attend-very involving
- Full Inclusion students are accepted
- Positive Movement: Restorative Practices
- Good quality of Administration
- Recycle Program
- Awareness of culture/climate growing
- Elementary counselors
- Preventative measures
- RISE Farm to School
- Outdoor Ed funded

During the 2014-15 LCAP process, students, staff, parents and community members provided their perspectives regarding the district needs regarding student barriers to learning:

- Need for more cultural awareness so everyone can participate in activities
- Translation Services
- More outreach
- Activities/structures especially for 7th grade around topics
- School gardens for EL (not only but...)with parents helping out integrate with curriculum
- More technical, hands-on opportunities for students that start in Junior High
- Let students and parents know what the options are in real life (i.e. not only 4 year college)
- Would pre-meetings with counselors reduce students wanting to change courses?
- Goal setting program
- Individual student plan (for all students, not just those on IEPs)
- Responsibility to communicate these options/ideas to students and parents. Don't want student despair
- Get a woodshop at DHS
- Need stakeholders representing foster families at Superintendent's Parent Advisory Committee
- Creating trauma informed schools – Resiliency Practices
- Possibly bring in a specialist e.g. LCSW to come in to the district to support families that need it.
- Ensuring students get the access to courses they need each year.
- Ways to ensure students ELL have access during instruction for (English Learners) so they don't miss out on other instruction activities
- Provide non-fiction articles that can be translated into native language. Parents can work with their students at home
- Bilingual counselors for students or translators to support students
- Increase the number of para educators for support
- Labels such as ELAC and EL should be eliminated, as they make students and parents feel labeled and part of a separate entity rather than part of the larger school community.
- Find ways to build awareness and knowledge in classrooms and in school community:
- Families may look different and all are o.k. (some students live with a grandparent, single parent, two moms, married parents, etc)
- Students may have very different perceptions and ways of reacting to things based on their culture, personal experiences. Teachers need to be sensitive and respect/listen to all students, and try to understand that they may see and perceive things in different ways

Environments Conducive to Learning (Activities)

Please list the activities or programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning. Include programs and strategies designed to address students' barriers to learning (e.g. attendance and behavior). Include a copy of the LEA's code of conduct or policy regarding student behavior expectations.

Activities
<p>The activities and programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning include:</p> <ol style="list-style-type: none">1. Lower class size, grades K-32. Establish Student Support Services at sites, including elementary and secondary counselors, school nurses, Mental Health intern program, Prevention and Crisis Manager, Foster Youth Liaison and Homeless Students Liaison.3. Academic Support programs, including Elementary Reading support, addressing Equity and Early literacy, 3rd grade paraeducator reading support, Junior High Reading Intervention program, English Language Arts ACES support class at Davis High School4. Kelso's Choices and Positive Behavioral Intervention and Supports programs5. Academic and mentoring support through AVID program6. Extended learning opportunities, including Bridge extended day mentoring program, Davis High School Academic Center tutoring program, Families in Transition Tutoring Program for support of homeless students7. Site staff that are trained to focus on ensuring restorative, trauma-informed, inclusive cultures across all sites and departments.

Needs and Strengths Assessment (4115(a)(1)(A))

Based on data regarding the incidence of violence and alcohol, tobacco, and other drug use in the schools and communities to be served, and other qualitative data or information, provide a list of the LEA's strengths and needs related to preventing risk behaviors.

Strengths	Needs
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Strengths	Needs
<p>Strengths:</p> <ul style="list-style-type: none"> • Monthly meeting with secondary Assistant Principals to discuss discipline issues, develop policy, provide professional development training • Secondary counselors trained in Teen Intervene, a short-term evidence-based counseling program for students who have received school discipline for drug/alcohol violations • Regular professional development trainings for campus security staff by the District Safety Coordinator • Protocol/Procedures training during ALT retreat on campus safety issues • District developed Threat Assessment Protocol to assess a student's danger to others. Prevention and Crisis counselors, Site counselors, and Site administrators have been trained to use the threat assessment document (new in 2014-2015) • District developed Risk Assessment Protocol to assess a student's danger to self • PTA/Site Council funding of parent education programs regarding student use of drugs/alcohol • Restorative Practice training for 125+ staff members in 2014-2015 	<p>Needs:</p> <ul style="list-style-type: none"> • Continue offering Restorative Practice training for staff • Secondary sites to offer ongoing parent/student training regarding drug/alcohol issues • Site trainings for certificated staff regarding the discipline process and how progressive discipline intersects with restorative practice

Performance Goal 4:

All students will be educated in learning environments that are safe, drug - free, and conducive to learning.

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)**Prevention Program Performance Indicators (4115(a)(1)(B))**

The LEA is required to establish a biennial goal for all of the performance indicators listed below. List specific performance indicators for each grade level served, and for each listed measure, as well as the date of, and results from, the baseline administration of the Healthy Kids Survey:

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 2013 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will decrease biennially by:	5th: 1% 7th: 3%	5th: 1% 7th: 1%
The percentage of students that have used cigarettes within the past 30 days will decrease biennially by:	7th: 1% 9th: 4% 11th: 7%	7th: 1% 9th: 2% 11th: 2%
The percentage of students that have used marijuana will decrease biennially by:	5th: 0% 7th: 2%	5th: 0% 7th: 1%
The percentage of students that have used alcohol within the past 30 days will decrease biennially by:	7th: 4% 9th: 11% 11th: 22%	7th: 2% 9th: 2% 11th: 2%
The percentage of students that have used marijuana within the past 30 days will decrease biennially by:	7th: 1% 9th: 9% 11th: 18%	7th: 1% 9th: 2% 11th: 2%
The percentage of students that feel very safe at school will increase biennially by:	5th: 58% 7th: 29% 9th: 30% 11th: 46%	5th: 80% 7th: 50% 9th: 50% 11th: 50%
The percentage of students that have been afraid of being beaten up during the past 12 months will decrease biennially by:	7th: 21% 9th: 11% 11th: 7%	7th: 10% 9th: 5% 11th: 5%

Truancy Performance Indicator	Most recent date: 2013-14 Baseline Data	Biennial Goal (Performance Indicator)
<p>The percentage of students who have been truant will decrease annually by 10% from the current LEA rate shown here.</p> <p>Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5 and</p>	17.4%	15.7%
Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 2013 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will increase biennially by:	5th: 58% 7th: 42% 9th: 42% 11th: 46%	5th: 75% 7th: 75% 9th: 75% 11th: 75%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will increase biennially by:	5th: 59% 7th: 60% 9th: 58% 11th: 57%	5th: 75% 7th: 75% 9th: 75% 11th: 75%
The percentage of students that report high levels of opportunities for meaningful participation at their school will increase biennially by:	5th: 15% 7th: 22% 9th: 17% 11th: 23%	5th: 30% 7th: 30% 9th: 30% 11th: 30%
The percentage of students that report high levels of school connectedness at their school will increase biennially by:	5th: 70% 7th: 74% 9th: 54% 11th: 66%	5th: 85% 7th: 85% 9th: 85% 11th: 85%

Performance Goal 5:
All students will graduate from high school.

Planned Improvements: High School Graduation Rates, Dropouts, and AP

This section of the plan is intended to reflect the LEA's efforts to reduce the percentage of students dropping out of school, and therefore, increase the percentage of students who graduate from high school. Also include a description below of the LEA's efforts to ensure that all students have equal access to advanced placement (AP) opportunities.

5.1 (High School Graduates)	
Activities/Actions	<p>Incorporate the underlying concepts and assessment practices of the CCSS with other district and state standards, curricula, and course guides, focusing on:</p> <ul style="list-style-type: none"> * Develop grade level and content area guides for English Language Arts & Math * Develop and pilot CCSS report cards * Develop CCSS Math benchmarks * 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. * Collaboratively review current practice and identify improvement in assessments * Academic conferencing / collaboration * Site reading / math intervention support * Professional growth and materials for CCSS implementation and classroom instructional practices * Provide 3rd grade reading support for increased text complexity of the CCSS * Selection of instructional materials based on State adoption planned for 2015-16 in the area of math. <p>ELA process will begin in the 2015-16 school year.</p> <p>Establish support services at schools</p> <ul style="list-style-type: none"> * Elementary and Secondary counseling services * Extended Day Bridge program * Extended Year Literacy program * Extended Year credit recovery program * Reading intervention program support * English Language Arts ACES support class at DHS * DHS Academic Center tutoring services for all students * Support STEM program * Support CTE programs * Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals * Professional growth for teachers to refine methods of differentiating students' educational experience * Academic and Mentoring support through AVID program at junior and senior high schools * Families in Transition Support Program for Homeless students
Students Served	All students
Timeline/ Person(s) Involved	Associate Superintendent of Educational Services
Benchmarks/ Evaluation	<ul style="list-style-type: none"> * Maintain high school graduation rate of 96% or higher; 2013-14 Baseline: 96.9% high school graduation rate; met >96% target. * Student enrollment in secondary schools' comprehensive course of study; 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 * Enrollment rate in Career Technical Education (CTE) courses; 2013-14 Baseline: 21.2% of 10th-12th grade students at DHS, DSIS and King participated in Career Technical Education (CTE) courses * Completion rate in Career Technical Education (CTE) pathways; 2013-14 Baseline: 5.5% of 11th & 12th grade students at DHS, DSIS and King completed a Career Technical Education (CTE) pathway

Funding Source	State Restricted Funding LCFF Base Funding LCFF Supplemental Funding
5.2 (Dropouts)	
Activities/Actions	<p>Incorporate the underlying concepts and assessment practices of the CCSS with other district and state standards, curricula, and course guides, focusing on:</p> <ul style="list-style-type: none"> * Develop grade level and content area guides for English Language Arts & Math * Develop and pilot CCSS report cards * Develop CCSS Math benchmarks * 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. * Collaboratively review current practice and identify improvement in assessments * Academic conferencing / collaboration * Site reading / math intervention support * Professional growth and materials for CCSS implementation and classroom instructional practices * Provide 3rd grade reading support for increased text complexity of the CCSS * 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. <p>Establish support services at schools</p> <ul style="list-style-type: none"> * Elementary and Secondary counseling services * Extended Day Bridge program * Extended Year Literacy program * Extended Year credit recovery program * Reading intervention program support * English Language Arts ACES support class at DHS * DHS Academic Center tutoring services for all students * Support STEM program * Support CTE programs * Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals * Professional growth for teachers to refine methods of differentiating students' educational experience * Academic and Mentoring support through AVID program at junior and senior high schools * Families in Transition Support Program for Homeless students
Students Served	All students
Timeline/ Person(s) Involved	Associate Superintendent of Educational Services
Benchmarks/ Evaluation	<ul style="list-style-type: none"> * Maintain high school dropout rate lower than 2.0%; 2013-14 Baseline: .6% high school dropout rate, including King HS; .3% not including King HS; met <2.0% target. * Maintain a middle school dropout rate lower than .5%; 2013-14 Baseline: .01% middle school dropout rate; met <.5% target * Student enrollment in secondary schools' comprehensive course of study; 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 * Enrollment rate in Career Technical Education (CTE) courses; 2013-14 Baseline: 21.2% of 10th-12th grade students at DHS, DSIS and King participated in Career Technical Education (CTE) courses * Completion rate in Career Technical Education (CTE) pathways; 2013-14 Baseline: 5.5% of 11th & 12th grade students at DHS, DSIS and King completed a Career Technical Education (CTE) pathway
Funding Source	State Restricted Funding LCFF Base Funding LCFF Supplemental Funding
5.3 (Advanced Placement)	

Activities/Actions	<ul style="list-style-type: none"> * Provide academic counseling support services at secondary schools to ensure access to rigorous and relevant core curriculum * Provide Academic Support programs, including AVID, Bridge, ACES and tutoring through the DHS Academic Center
Students Served	All students
Timeline/ Person(s) Involved	Associate Superintendent of Educational Services Director of Student Support Services
Benchmarks/ Evaluation	<ul style="list-style-type: none"> * Maintain enrollment in AP courses; 2013-14 Baseline: 35.3% DJUSD enrolled in AP courses. (508/1439) * Increase Advanced Placement test taking rate by 5%; Baseline: 27.6% DJUSD 11th & 12th grade students took AP exams. (339/1230) * Increase Advanced Placement passage rate by 5%; 2013-14 Baseline: 92% Advanced Placement passage rate with a score of 3 or more. (698/754)
Funding Source	State Restricted Funding LCFF Base Funding LCFF Supplemental Funding

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Describe the measure of poverty that will be used to determine which schools are eligible for Title I funding in accordance with Section 1113, "Eligible School Attendance Areas."

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: <ul style="list-style-type: none">• Number of children in families receiving assistance under the CalWorks program;• Number of children eligible for Free/Reduced Price Lunch programs;• Number of children ages 5-17 in poverty counted by the most recent census data;• Number of children eligible to receive medical assistance under the Medicaid program;• Or a composite of the above.	Number of children eligible for Free/Reduced Price Lunch programs
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds <ul style="list-style-type: none">• All schools with a 75% or above poverty level are funded• All other schools are funded by poverty ranking district wide or by grade span.	All other schools are funded by poverty ranking district wide or by grade span.

Additional Mandatory Title I Descriptions

Please include in the space below the following descriptions mandated by NCLB legislation. If the LEA has already included any of the descriptions, they do not need to be provided again here; please indicate the page number or section of the Plan where this information is included.

Please provide a general description of the nature of the programs to be conducted by the LEA under Sections 1114, "Schoolwide Programs," and/or Section 1115, "Targeted Assistance Schools." All ten of the required components must be addressed.

For more information on Schoolwide, please go to <http://www.cde.ca.gov/sp/sw/rt>.

For Targeted Assistance go to <http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp>.

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

Schoolwide Programs (SWP) - Resources to Upgrade the Entire Educational Program

For schoolwide programs (SWP), describe how the LEA will help schools to bring together all resources to upgrade the entire educational program at the school and include assistance in activities such as:

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.
- Effective methods and instructional strategies based on scientifically-based research.
- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.
- Instruction by highly qualified teachers and strategies to attract and keep such teachers.
- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.
- Strategies to increase parental involvement.
- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.
- Timely and effective additional assistance to students who experience difficulty mastering state standards.

- A comprehensive needs assessment of the entire school in relation to state standards. Schoolwide reform strategies that provide opportunities for all children to meet state standards.

Montgomery: Schoolwide review held May 4, 2015, with all site staff review on May 6, 2015.

King High School: Comprehensive WASC self-review during Spring 2015.

- Effective methods and instructional strategies based on scientifically-based research.

Montgomery: Dual Immersion Bilingual Spanish program, Academic Language Development, Sobrato Early Academic Language model (SEAL)

King High School: small class sizes, frequent graduation credit checks, hands-on classwork

- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.
- Montgomery: after-school program with ELD instruction, homework support and mentoring component; summer literacy program with five levels of service, Jump Start program, summer Migrant Education program.
- King High School: not applicable

- Proven strategies that address the needs of historically under served students, low achieving students, and those at risk of not meeting state standards.

Montgomery: high quality first instruction, Rtl intervention program, free meals and snacks provided to all students everyday, mentoring program,

King High School: not applicable

- High quality and ongoing professional development for teachers, principals, paraprofessionals, and if appropriate, pupil services personnel, parents and other staff.

Montgomery: training in Dual Immersion, Academic Language, Home Visit & Funds of Knowledge, Common Core ELA/ELD and mathematics; restorative practices

King High School: not applicable

- Strategies to increase parental involvement.

Montgomery: Parent Resource Center on campus, Community Liaison promotes communication between school and home

King High School: not applicable

- Assistance to preschool children in transitioning from early childhood programs to elementary school programs.

Montgomery: Head Start program and Transitional Kindergarten on campus, preschool literacy program

King High School: not applicable

- Timely and effective additional assistance to students who experience difficulty mastering state standards

Montgomery: Instructional specialists provide Rtl services in ELA, Math and ELD; counseling services available

King High School: small class sizes, frequent graduation credit checks

Targeted Assistance Programs (TAS) - Student Identification	
<p>For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as:</p> <ul style="list-style-type: none"> • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement. 	<ul style="list-style-type: none"> • DJUSD professional development promotes the use of effective methods and instructional strategies that are based on scientifically-based research. • DJUSD provides funding support to sites for after-school programs, such as the Bridge Program or Homework clubs, or after-school academic instruction. Jump Start, Reading Rodeo and Summer School programs are offered at Title I schools, as determined by student need. • DJUSD emphasizes high quality first instruction to address the needs of participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. Push-in intervention services are also strategically provided to students, for example, the scheduling of paraeducator assistance to address targeted students' literacy needs in third grade. DJUSD also fully supports the Beginning Teacher Support and Assessment (BTSA) Induction program. • All teachers at Targeted Title I schools are highly qualified teachers. • Professional development opportunities are available for teachers, principals and paraprofessionals. Math and literacy nights are held for parents. • Strategies to increase parental involvement are showcased at the DJUSD Parent Engagement Night, providing a wide variety of workshops for parents and school staff members on parent involvement topics.

Please describe how teachers, in consultation with parents, administrators, and pupil services personnel in targeted assistance schools under Section 1115, "Targeted Assistance Schools," will identify the eligible children most in need of services under this part. **Please note that multiple, educationally related criteria must be used to identify students eligible for services.** Where applicable, provide a description of appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children in community day school programs, and homeless children.

Targeted Assistance Programs (TAS) - Student Identification	
<p>Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should:</p> <ul style="list-style-type: none"> • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds. 	<p>Children who are failing or most at risk of failing to meet the state academic content standards are identified for targeted Title I services through site level academic conferencing process. Student achievement data is reviewed by classroom teachers, site specialists, counseling staff and administrators who use state assessments, local district assessments, classroom grades, academic and socio-emotional indicators, and teacher and parent referrals to determine if students would benefit from targeted assistance.</p>
<p>The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.</p>	<p>Services to homeless children are coordinated by the DJUSD Homeless Students Liaison, and include immediate enrollment, provision of transportation as needed, and working with family and surrounding school districts to help students remaining in their school of origin.</p>

Targeted Assistance Programs (TAS) - Student Identification

The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.

Services are provided to children in the local institution for neglected children and youth, including assistance to the institution's coordinator with streamlining students' enrollment in local schools and with after-school tutoring at the institution.

Please describe the actions the LEA will take to implement public school choice with paid transportation and Supplemental Educational Services, consistent with the requirements of Section 1116, "Academic Assessment and Local Educational Agency and School Improvement."

Program Improvement (PI) - Parent Notification

Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.

In accordance with Federal guidelines, DJUSD adheres to the mandated process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services. District level administrative staff communicate about Choice directly with parents of children enrolled at Program Improvement schools, and through site administrators, the DJUSD website and directly with parents regarding the right to receive supplemental services.

Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.

The District provides School Choice to eligible children when parents notify the district of their interest in transferring to a non-PI school. Priority is given to low income families, but all applications have been funded since the inception of the DJUSD Choice program. Choice-transferring parents are paid a monthly mileage reimbursement based on the attendance of the child/ren.

The District provides Supplemental Services to eligible children at PI Year 2 or more schools. Schools advertise the free tutoring program and the SES Vendor Fair. Vendor information and SES applications are posted on the DJUSD website and made available in the PI school offices. Low income, low achieving students are given priority to receive tutoring services, but all student applications have been assigned to the parent-selected tutoring companies since the inception of the DJUSD SES program.

Please describe the strategy the LEA will use to coordinate programs under Title I with programs under Title II to provide professional development for teachers and principals, and, if appropriate, pupil services personnel, administrators, parents, and other staff, including LEA - level staff in accordance with Section 1118, "Parental Involvement," and Section 1119, "Qualifications for Teachers and Paraprofessionals."

Highly Qualified Teachers

Highly Qualified Teachers

Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.

The district's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff include:

- * 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
- * Ensure systematization of the DJUSD Professional Growth System, including a coordinated, integrated approach across recruiting, hiring, induction, placement, professional learning and evaluation through the Beginning Teacher Support & Assessment (BTSA) Induction program
- * Utilize partnerships to implement and evaluate professional growth system, such as training partnerships with Sacramento County Office of Education, Yolo County Office of Education, Area 3 Writing Project and the UCD Math project
- * Develop capacity of teachers, administrators, and specialists to identify best practices in support of the implementation of Common Core and ELD standards through training workshops, Secondary Articulation meetings, Summer Curriculum workshops and Collaboration grants
- * Support implementation of Next Generation Science Standards and STEM education, grades K-12
- * 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, through an agreement with DJUSD bargaining units to provide the equivalent of 4 professional growth days for all employees to be used during the 2015-17 school years.

Highly Qualified Teachers

Describe the LEA's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education.

The district's strategies for coordinating resources and efforts to prepare parents to be involved in the schools and in their children's education include:

- * Increase English Learner parent input in decision making through leadership training for DELAC and ELAC councils
- * 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) through the work of the DJUSD Local Control Accountability Plan Advisory Group
- * Annually review and revise the DJUSD Board of Education Parent Involvement Policy through the work of the DJUSD Parent Engagement Group
- * Utilize the DJUSD annual Parent Engagement Night to provide staff development to assist site staff in utilizing parent contributions and building ties with parents
- * Support parent-to-parent networking, such as PTA and Parent University events, ELAC events, Parent Support Networking events, InterCambio, school game nights, picnics and site reading nights.
- * Implement virtual volunteer system to manage, monitor and recognize district volunteers
- * Provide district wide Parent Engagement Nights and Site Governance Night, which foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions
- * Consistently and effectively communicate with stakeholders information about district programs, opportunities and urgent public information updates in multiple languages.
- * Conduct outreach to low income families, including homeless and foster youth
- .

Part III

Assurances and Attachments

Assurances

To assure the LEA's eligibility for funds included in this Plan, the Superintendent must provide an original signature below attesting to compliance with all of the following statements.

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.
2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.
3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.
4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.
5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.
6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.
7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.
8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.
9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.
10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

TITLE I, PART A

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.
12. If the LEA receives more than \$500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.
13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.
14. Provide technical assistance and support to schoolwide programs.
15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.
16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).
17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.
18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.
19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.
20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001*.
21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.
22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.
23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.
24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).
26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.
27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.
28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.
29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).
30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2

31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.
32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.
33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A

34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:
 - (A) have the lowest proportion of highly qualified teachers;**
 - (B) have the largest average class size; or**
 - (C) are identified for school improvement under section 1116(b).**
- The LEA will comply with section 9501 (regarding participation by private school children and teachers).
- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.
- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

TITLE II, PART D

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
- a. Strategies for using technology to improve academic achievement and teacher effectiveness.
 - b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
 - c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
 - d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
 - e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
 - f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
 - g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
 - h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
 - i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
 - j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
 - k. Collaboration with adult literacy service providers.
 - l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
 - m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.
36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.
37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
- has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
 - is enforcing the operation of such technology protection measure during any use of such computers by minors; and
 - has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
 - Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.
39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.
40. The LEA is complying with Section 3302 prior to, and throughout, each school year.
41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.
42. The LEA has based its proposed plan on scientifically based research on teaching limited - English - proficient students.
43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.
44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).
46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.
47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.
48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.
49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
 - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
 - Security procedures at school and while students are on the way to and from school.
 - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
 - A crisis management plan for responding to violent or traumatic incidents on school grounds.
 - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
 - Allows a teacher to communicate effectively with all students in the class.
 - Allows all students in the class to learn.
 - Has consequences that are fair, and developmentally appropriate.
 - Considers the student and the circumstances of the situation.
 - Is enforced accordingly.

50. The application and any waiver request under section 4115(a)(3) (to allow innovative activities or programs that demonstrate substantial likelihood of success) will be available for public review after submission of the application.

TITLE IV, PART A, SUBPART 3

51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

TITLE V, PART A

52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.
53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.
54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.
55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
- will be used to make decisions about appropriate changes in programs for the subsequent year;
 - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
 - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances

56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:
- (i) truancy rates;
 - (ii) the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
 - (iii) the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
 - (iv) the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)
57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)

Other

58. The LEA assures that a minimum of 95% of all students and a minimum number of students in each subgroup (at both the school and district levels) will participate in the state's assessments program.

Signature Page

<u>Winfred Roberson, Superintendent</u>	<u>06/26/2015</u>	<u></u>
Printed or typed name of Superintendent	Date	Signature of Superintendent

**Local Educational Agency Plan
Davis Joint Unified School District**

Appendix A

On May 30, 2002, the California State Board of Education (SBE) adopted the five goals and 12 performance indicators for No Child Left Behind, as set forth in the Federal Register Notice of May 22, 2002. The SBE's adoption of the specified goals and performance indicators represents California's commitment to the development of an accountability system to achieve the goals of NCLB.

Collectively, NCLB's goals, performance indicators, and performance targets constitute California's framework for ESEA *accountability*. The framework provides the basis for the state's improvement efforts, informing policy decisions by the SBE and implementation efforts by the California Department of Education (CDE) to fully realize the system envisioned by NCLB; it also provides a basis for coordination with the State Legislature and the Governor's Office.

California's NCLB Performance Goals and Performance Indicators

Performance Goal 1: *All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013 - 2014.*

1.1 Performance indicator: The percentage of students, in the aggregate and for each subgroup, who are above the proficient level in reading on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(1)(C)(i).)

1.2 Performance indicator: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the State's assessment. (These subgroups are those for which the ESEA requires State reporting, as identified in section 1111(h)(C)(i).)

1.3 Performance indicator: The percentage of Title I schools that make adequate yearly progress.

Performance Goal 2: *All limited - English - proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.*

2.1 Performance indicator: The percentage of limited - English - proficient Students, determined by cohort, who have attained English proficiency by the end of the school year.

2.2 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in reading/language arts on the State's assessment, as reported for performance indicator 1.1.

2.3 Performance indicator: The percentage of limited - English - proficient students who are at or above the proficient level in mathematics on the State's assessment, as reported for performance indicator 1.2.

Performance Goal 3: *By 2005 - 2006, all students will be taught by highly qualified teachers.*

3.1 Performance indicator: The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high - poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).

3.2 Performance indicator: The percentage of teachers receiving high - quality professional development. (See definition of "professional development" in section 9101(34).)

3.3 Performance indicator: The percentage of paraprofessionals (excluding those with sole duties as translators and parent involvement assistants) who are qualified. (See criteria in section 1119(c) and (d).)

Performance Goal 4: *All students will be educated in learning environments that are safe, drug free, and conducive to learning.*

4.1 Performance indicator: The percentage of persistently dangerous schools, as defined by the State.

Performance Goal 5: *All students will graduate from high school.*

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:

- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Appendix F

District & Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	6,347	6,284		3,805	3,637		209	165		1,020	952	
Growth API	877	882		905	904		758	784		934	937	
Base API	875	880		903	908		764	764		930	935	
Target	D	D										
Growth	2	2		2	-4		-6	20		4	2	
Met Target												

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	1,095	1,085		700	733		1,330	1,364		713	709	
Growth API	750	769		729	766		742	759		652	668	
Base API	749	758		753	736		740	750		637	661	
Target												
Growth	1	11		-24	30		2	9		15	7	
Met Target												

Appendix F

District & Student Performance Data

Title III Accountability

AMAO 1	Annual Growth		
	2011-12	2012-13	2013-14
Number of Annual Testers	700	665	670
Percent with Prior Year Data	98.0	98.5	98.5
Number in Cohort	686	655	660
Number Met	491	426	443
Percent Met	71.6	65.0	67.1
NCLB Target	56.0	57.5	59.0
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2011-12		2012-13		2013-14	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	633	234	624	225	649	218
Number Met	192	151	176	146	189	139
Percent Met	30.3	64.5	28.2	64.9	29.1	63.8
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2011-12	2012-13	2013-14
English-Language Arts			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	No	No
Mathematics			
Met Participation Rate	Yes	Yes	Yes
Met Percent Proficient or Above	No	Yes	Yes
Met Target for AMAO 3	No	No	No

Appendix F

District & Student Performance Data

English - Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		99	99		99	96		99	99	
Number At or Above Proficient	3864	3852		2479	2394		95	86		703	659	
Percent At or Above Proficient	78.3	76.6		84.1	82.4		59.7	60.1		88.2	85.8	
AYP Target: ES/MS/ESD	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS/HSD	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
AYP Target: USD/COE	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0
Met AYP Criteria	Yes	No		Yes	No		No	Yes		Yes	No	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	97	98		98	99		98	99		94	96	
Number At or Above Proficient	462	436		253	299		531	532		277	256	
Percent At or Above Proficient	53.7	51.2		45.5	48.7		50.3	48.4		48.3	43.4	
AYP Target: ES/MS/ESD	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0	78.4	89.2	100.0
AYP Target: HS/HSD	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0	77.8	88.9	100.0
AYP Target: USD/COE	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0	78.0	89.0	100.0
Met AYP Criteria	No	No		No	No		No	No		No	No	

Appendix F

District & Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		99	99		98	95		99	100	
Number At or Above Proficient	3805	3920		2434	2388		79	80		713	704	
Percent At or Above Proficient	77.1	78.1		82.6	82.3		49.7	57.1		89.8	91.7	
AYP Target: ES/MS/ESD	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS/HSD	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
AYP Target: USD/COE	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0
Met AYP Criteria	No	No		Yes	No		No	Yes		Yes	Yes	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	97	98		98	99		98	99		96	96	
Number At or Above Proficient	447	469		303	359		543	593		273	270	
Percent At or Above Proficient	51.7	55.0		54.1	58.6		51.0	54.0		46.8	45.8	
AYP Target: ES/MS/ESD	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0	79.0	89.5	100.0
AYP Target: HS/HSD	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0	77.4	88.7	100.0
AYP Target: USD/COE	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0	78.2	89.1	100.0
Met AYP Criteria	No	Yes		No	Yes		No	No		No	No	

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2013-14 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K							*****	***			*****
1	8	10	27	33	28	34	10	12	10	12	83
2	9	9	17	16	37	36	15	14	26	25	104
3	10	12	30	35	23	27	11	13	11	13	85
4	18	21	24	28	33	39	9	11	1	1	85
5	11	16	28	41	19	28	7	10	4	6	69
6	7	13	20	38	18	34	6	11	2	4	53
7	5	17	14	47	5	17	3	10	3	10	30
8	8	22	16	43	11	30	1	3	1	3	37
9	6	29	7	33	5	24	2	10	1	5	21
10	9	24	20	54	4	11	4	11			37
11	12	32	17	46	3	8	3	8	2	5	37
12	11	39	11	39	1	4	4	14	1	4	28
Total	114	17	231	34	187	28	76	11	62	9	670

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	13	8	27	16	39	24	35	21	51	31	165
1	14	11	33	27	32	26	12	10	33	27	124
2	13	10	20	15	42	32	20	15	37	28	132
3	12	11	33	30	28	26	12	11	24	22	109
4	20	20	25	25	36	36	10	10	8	8	99
5	13	15	32	38	21	25	8	9	11	13	85
6	9	13	24	36	18	27	7	10	9	13	67
7	7	15	15	31	9	19	6	13	11	23	48
8	11	22	17	34	15	30	3	6	4	8	50
9	9	30	10	33	6	20	3	10	2	7	30
10	9	20	23	51	5	11	6	13	2	4	45
11	15	30	21	42	5	10	6	12	3	6	50
12	11	38	12	41	1	3	4	14	1	3	29
Total	156	15	292	28	257	25	132	13	196	19	1033