

Davis Joint Unified School District
Strategic Plan Annual Report
April 1 and 2, 2016

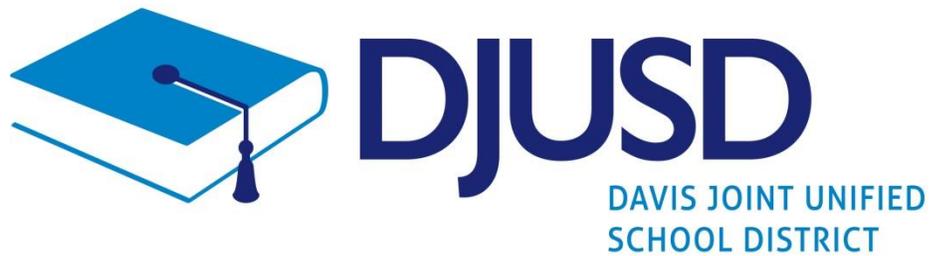


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Our Beliefs

- We believe that every human being is unique and has inherent value.
- We believe that education is a fundamental right.
- We believe we are connected and have responsibility to ourselves, one another, and the whole.
- We believe that a community has responsibility for the well-being of its members.
- We believe that trust is essential to healthy relationships.
- We believe that diverse perspectives enrich our community.
- We believe that every person deserves to be treated with respect.

Davis Joint Unified School District Mission Statement

The mission of Davis Joint Unified School District, a leading center of educational innovation, is to ignite a love of learning and equip each student with the knowledge, skills, character, and well-being to thrive and contribute to an evolving and increasingly-connected world, through a system characterized by:

- Optimal conditions and environments for all students to learn;
- A team of talented, resourceful, and caring staff;
- Transforming teaching, learning, and operations in our continuing pursuit of excellence;
- Resourceful, transparent, and responsible fiscal planning, and;
- A diverse and inclusive culture.

**DJUSD Strategic Plan and
Local Control Accountability Plan Goals
2015-16**

Strategy 1 and LCAP Goal 1: We will develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.

Strategy 2 and LCAP Goal 2: We will develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

Strategy 3 and LCAP Goal 3: We will develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.

Strategy 4 and LCAP Goal 4: We will develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

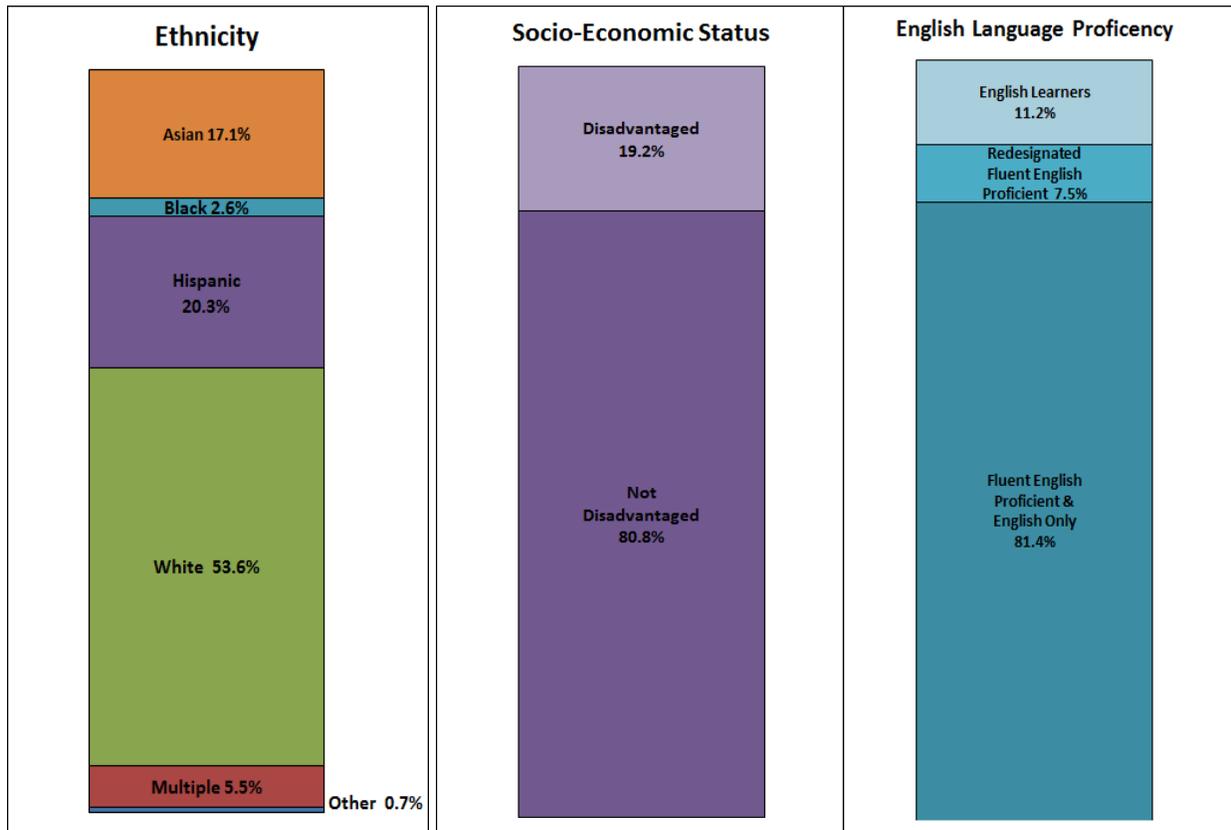
LCAP Goal 5: Increase the percent of English Learners that make adequate yearly progress and are reclassified as Fluent English Proficient within five years.

Strategy 3 Action D and LCAP Goal 6: Conduct a district-wide climate assessment to obtain base line climate data. The school culture/climate tool will have particular focus on cultural attributes that correlate to success of student groups identified in the LCAP.

LCAP Goal 7: Increase parent engagement through effective two-way communication to communicate with families about school programs and student progress; foster involvement of families at school; support academic learning at home; and include families as knowledgeable participants in school decisions.

LCAP Goal 8: Value each person responsible for the education of our students by recognizing their work in promoting a community of respect, trust, and inquiry-based practice. Recognition will be embedded in collaborative practices, professional growth, and effective communication networks.

Demographics and Graduation Rates

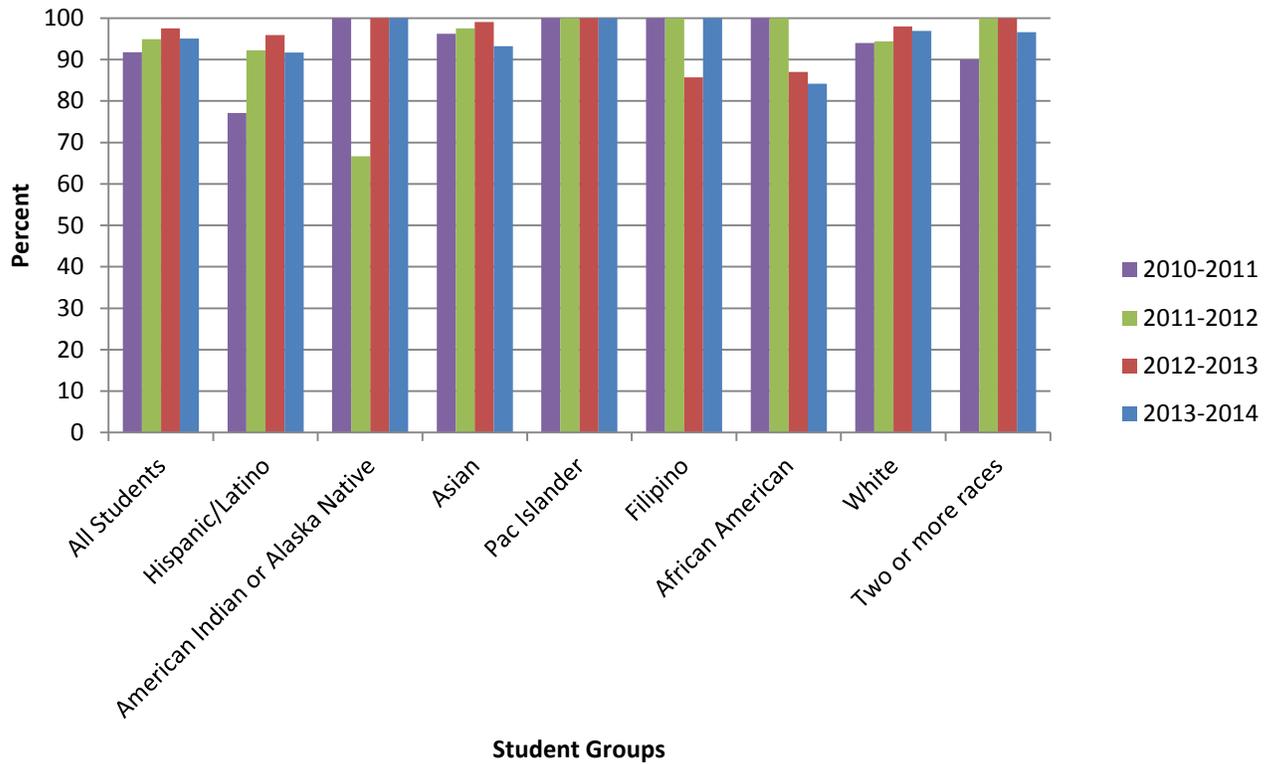


DJUSD Enrollment by Ethnicity (2014-15)

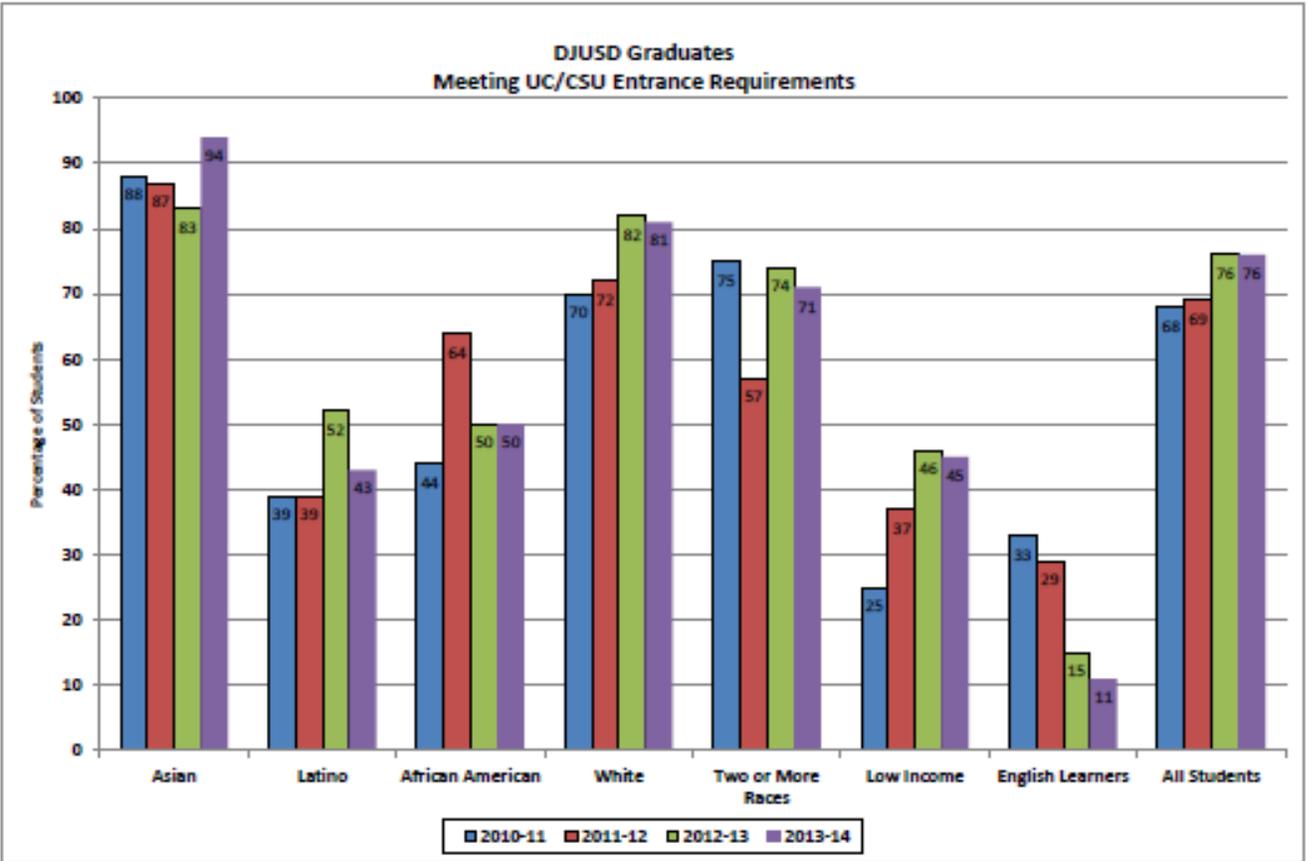
	Hispanic/ Latino	American Indian	Asian	Pacific Islander	Filipino	African American	White	Two or More Races	Not Reported	Total
All	1,666	40	1371	24	124	224	4726	440	11	8626
Socio- economically Disadvantaged	941	18	214	6	10	126	487	78	2	1882

English Learner	960	Reclassified Fluent English Proficient	612	Fluent English Proficient	423	English Only	6516
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DJUSD Graduation Rates



Race/Ethnicity	2010-2011	2011-2012	2012-2013	2013-2014
All Students	91.8	94.9	97.5	95.1
Hispanic/Latino	77.1	92.2	95.9	91.7
American Indian or Alaska Native	100	66.7	100	100
Asian	96.2	97.5	99.1	93.2
Pac Islander	100	100	100	100
Filipino	100	100	85.7	100
African American	100	100	87	84
White	94	94.4	98	96.9
Two or more races	90	100	100	96.6



Progress Monitoring Descriptions

Color Designation	Description of Progress
	Making strong progress. Becoming systematized
	Making progress and needs consistent monitoring and/or nurturing.
	Have not started this action.

Strategy 1 – Professional Growth

Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.

<p>Specific Result 1a: Establish a comprehensive, equitable and sustainable Professional Growth System (PGS) that creates a culture of continuous professional growth and development accessible to all DJUSD staff.</p>	
	<p>Action Step 1: Conduct yearly needs assessment to determine the individual, school site and district-wide professional growth needs, with initial emphasis on:</p> <ul style="list-style-type: none"> · Differentiated Instruction · Social-Emotional Intelligence · Inquiry-Based Learning
	<p>Action Step 2: Ensure there is staff buy-in and engagement in selecting professional growth topics and determining goals.</p>
	<p>Action Step 3: Capitalize on web-based technology to deliver resource, opportunities, and information to all staff in user-friendly and easily accessible format.</p>
	<p>Action Step 4: Use technology to support sharing of expertise, resources, and ideas among staff.</p>
	<p>Action Step 5: Create a Professional Growth System that is aligned with the California Standards for the Teaching Professional and that uses a self-assessment rubric that allows teachers to determine their own professional growth needs.</p>
	<p>Action Step 6:</p> <ol style="list-style-type: none"> a) Increase certificated staff contract days, by 3, then 4, and then 5 days in each subsequent year, to be set aside for required professional growth. b) Increase classified staff contract hours to be set aside for professional growth.
	<p>Action Step 7: Create and maintain a system across sites that allows for staff to regularly share their expertise and collaborate (e.g., peer observations, co-lesson planning and lesson debriefing, and ongoing dialogue).</p>

	Action Step 8: Create a system that ensures equitable access to professional development funds and opportunities by staff.
Specific Result 1b: Establish a district leadership structure with the authority, capacity, resources, and obligation to implement a new Professional Growth System (PGS).	
	Action Step 1: Designate adequate quality and quantity of human resources to effectively accomplish the result.
	Action Step 2: Provide overall vision.
	Action Step 3: Create mechanism to require staff to participate in professional growth areas of District priority.
	Action Step 4: Regularly collect and analyze relevant data.
	Action Step 6: Communicate effectively with all key stakeholders.
	Action Step 7: Collaborate as needed with other senior staff and departments.
	Action Step 8: Ensure regular and effective communication with and feedback from school site staff.

Specific Result 1c: Ensure regular formative and summative evaluation of the new Professional Growth System (PGS). (feedback after each session)	
	Action Step 1: Identify extramural expert partner(s) -- such as a public, private, non-profit/educational entity – to assist with the development and implementation of an evidenced-based evaluation system of the Professional Growth System.
	Action Step 2: Conduct on-going formative evaluations of the Professional Growth System based upon the outcomes specified in other action steps.
	Action Step 4: Establish a line-item in the District Budget for PGS Evaluation (as part of a larger line-item for the entire professional growth effort for the District) with an annual presentation to the Board on results.
Specific Result 1d: Identify and leverage current and new resources to support a high quality Professional Growth System (PGS)	
	Action Step 1a: Identify business or foundation resources that could be leveraged for Professional Growth System.
	Action Step 1c: Identify districts with exemplary PGS programs and aim to fund DJUSD PGS program at a proportionally equivalent amount.
	Action Step 3: Identify and map in-district expertise and resources that contribute to the Professional Growth System.

Professional Growth

Current research on professional development notes that providing on-going, collaborative, meaningful, relevant and within context learning are key components of effective professional development. This has been the foundation for the DJUSD professional growth system.

At the end of the 2014/2015 school year, DJUSD staff conducted a survey to identify professional growth needs and desires for the upcoming school year. This led to offerings during the summer of 2015 which aligned with differentiation, assessment, and inquiry based learning embedded into California Common Core workshops. Professional growth opportunities were also offered in social-emotional needs for students. The type and structure of offerings has been centered around building capacity and a collaborative professional learning environment for all teachers. This is seen through our Common Core Collaboration Grants, the Teachers Leading Curriculum group, internal experts providing professional development sessions and the Wednesday Collaboration days.

Secondary Articulation has focused on social emotional training for all secondary teachers through both internal and external expertise. Project Based Learning offerings have also been provided to staff at various times during the year. Follow-up classes are also available. Train the Trainer models have also been established in Technology (Google Apps, Hapara); Collaborative Coaching (English Learner Specialists, Math Specialists and Reading Specialists) and school teams attended specific training on Formative Assessment and implementation with the Common Core State Standards through our partnership with SCOE.

To ensure wide spread communication regarding the professional growth offerings, staff is notified of offerings through email announcements when workshops are set, monthly newsletters, *Engage and Inspire*, from the Instructional Services Department, and access on the DJUSD Website Professional Growth page. Through research of user friendly and effective professional growth registration websites, we now have Go Sign Me Up as our registration and tracking system. Go Sign Me Up is aesthetically pleasing and easy to use. Offerings are organized in a variety of ways and color coded to help teachers easily search for professional growth needs.

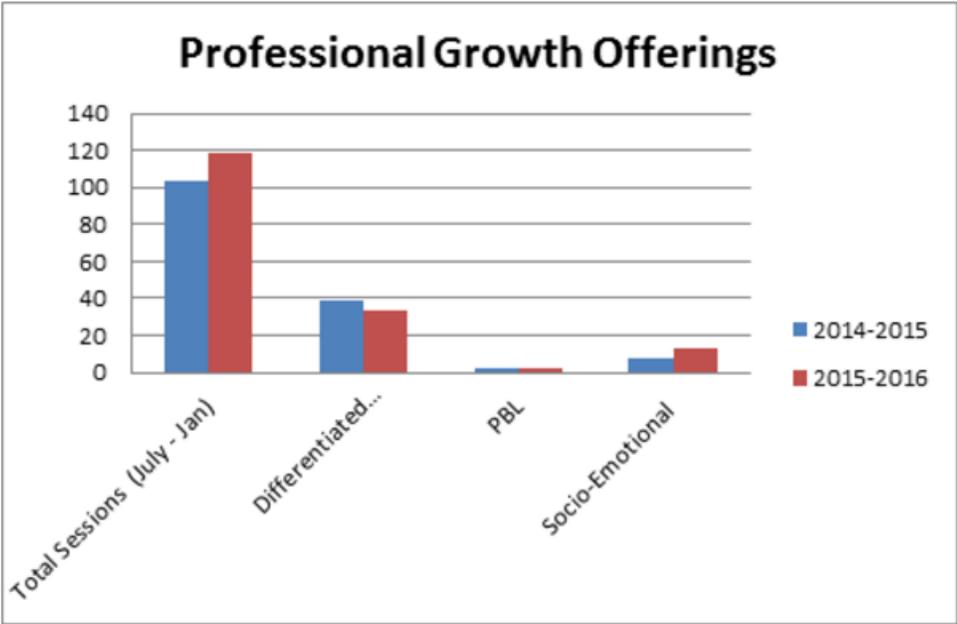
Ongoing needs assessments of the professional growth system are completed through workshop evaluation and feedback which is reviewed by the director and different teacher leader teams to identify areas of strength and areas of growth.

Currently, professional growth is supported through the Effective Educator Funding and a line in the Instructional Service budget for professional growth outside the scope of the Effective Educator Funding.

Progress of the Professional Growth System is shared with the Instructional Services Advisory Committee. Feedback and direction is also discussed with that group.

Partnerships have been established with UC Davis School of Education, Yolo County Office of Education, Buck Institute, Sacramento County Office of Education, the California Department of Education, the Beginning Teacher Support and Assessment Consortium (BTSA), and other organizations.

	2014-2015	2015-2016
Total Sessions (July - Jan)	104	119
Differentiated Instruction/CCSS	39	34
PBL	2	2
Socio-Emotional	8	13



There has been an emphasis over the past year on providing professional growth opportunities to all levels of staff in the area of social-emotional growth and understanding of student mental health issues. Training on trauma-informed care (also known as ACES which stands for Adverse Childhood Experiences Study) was presented to the Administrative Leadership Team during the August retreat, and to teachers at Secondary Articulation. Following these trainings an ACES cohort of secondary counselors was formed to develop a program for delivering ACES training to teachers and staff in regular installments at site staff meetings. The cohort will receive their own ACES training by Dr. Martha Merchant in late March. Dr. Merchant will begin a second

cohort with counselors, King and DSIS staff in August. The training has been funded by the Davis Schools Foundation money given to secondary counselors. Other social-emotional health offerings have included Mental Health 101 classes for para-educators and teachers, training at the spring secondary articulation for teachers on dealing with student conflict, and a monthly professional growth series for secondary counselors which included the topics of suicide, self-harm, psychiatric hospitalization, and grief and loss. The goal for the 2016-17 school year is to continue Mental Health 101 classes, the secondary counselor professional growth series, and to expand the ACES trainings at the site level.

SCOE Instructional Leadership Series

All principals and some members of our Administrative Leadership Team participated in the Sacramento Instructional Leadership Series. Areas of focus included standards from the California Professional Standards for Educational Leaders (CPSELs). One of those strands identified Climate Leaders as those that facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

The series also included a focus on parent and family engagement. Strong leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs. These leaders establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.

Finally, the Instructional Leadership Institute included a segment on community partnerships. These leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

Professional growth was also provided specifically for the needs of Special Education Staff. During the 2015-16 school year, DJUSD special education teachers and paraprofessionals were offered the following professional development including; New hire orientations for paraprofessionals; translating behavior intervention plans (BIPs); working with Students with Autism: Tools for the Paraprofessional; two-day Nonviolent Crisis Intervention (NCI) training; and a Behavior Inclusion Series. Professional development for general education teachers; Behavior intervention plans, classroom management and behavior techniques, and a training regarding a specific students' needs.

Strategy 2 – Physical Space and Technology

Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

<p>Specific Result 2a: Install wireless that will provide comprehensive coverage for a high-density environment (number of devices) at all DJUSD campuses.</p>	
	<p>Action Step 1: Implement wireless in 1/3 of the district locations, to include Davis Senior High School</p>
	<p>Action Step 2: Implement wireless in a second 1/3 of the district locations, giving priority to Junior High schools.</p>
	<p>Action Step 3: Implement wireless in the remaining 1/3 of the district locations.</p>
	<p>Action Step 4: Evaluate performance and coverage, scheduling infill and performance enhancements where necessary.</p>
	<p>Action Step 5: Seek public and private partnerships with businesses, the city of Davis, and university to support wireless implementations.</p>
<p>Specific Result 2b: Adequately fund maintenance and operations for existing facilities and grounds to create optimal conditions and environments for students to learn.</p>	
	<p>Action Step 1: Develop metrics and conduct needs assessment in order to adequately fund maintenance and operations. Fund:</p> <ul style="list-style-type: none"> a) Operations (custodial and grounds) b) Facilities and grounds repair with emphasis on campus safety c) Routine preventative maintenance
<p>Specific Result 2c: Optimize interior instructional spaces to increase learning and innovation.</p>	
	<p>Action Step 1: Utilize staff to establish and implement a district classroom standard (e.g. every class has ceiling mounted projector, large screen, white board, audio capabilities, document camera, and wireless)</p>

	<p>Action Step 2: Analyze physical classroom space to achieve optimal, equal and safe access to curriculum (look at class size, furniture, technology, safe movement within class) (Ongoing multiple years)</p>
	<p>Action Step 3: Research and purchase classroom furniture options with collaboration in mind (could be phased in) (Ongoing multiple years)</p>
	<p>Action Step 4: Assess current state of specialty classrooms – music, science lab, libraries, industrial technology to design upgrade plan (will be part of the master plan)</p>
	<p>Action Step 5: Devise more storage options for classrooms and start to de-clutter/dispose of obsolete materials (working with sites, 3 sites done for extra storage, site admin working with staff – on-going)</p>
	<p>Action Step 6: Retrofit science classrooms (e.g., proper ventilation; plumbing-sinks with hot and cold water, eyewash stations; appropriate flooring for working with chemicals (no carpet); secure storage for chemicals; dedicated refrigeration for science supplies; space needed for safe classroom movement; separate supplies storeroom at high school)</p>

Specific Result 2d: Enhance exterior spaces for instructional purposes, including gardens and athletics, to optimize learning and school connectedness.

	<p>Action Step 1: Conduct a categorical assessment of district exterior spaces, listing needs for (currently working on this):</p> <ul style="list-style-type: none"> · Alternative gathering spaces · Gardens · Athletics · Physical Education
	<p>Action Step 2: Determine standards to be met in each type of space (Tied to Action Step 1)</p>
	<p>Action Step 3: Develop a per site prioritized project list, ranking each project as A, B, or C (Tied to Action Step 1)</p>
	<p>Action Step 4: Determine costs and develop plans for all Level A projects. (Tied to Action Step 1)</p>
	<p>Action Step 5: Determine how to best comply with Food Safety Modernization Action (FSMA) (garden programs)</p>
	<p>Action Step 6: Conduct RFP or solicit bids for all Level A projects.</p>
	<p>Action Step 7: Complete Level A projects.</p>
	<p>Action Step 8: Prepare plans for Level B projects.</p>

Specific Result 2e: Create exceptional interior and exterior communal spaces.	
 	<p>Action Step 1: Conduct needs assessments:</p> <ul style="list-style-type: none"> Interior space including but not limited to: multi-use and sized flexible gathering, eating (MPR), private conference rooms (4-6 people), staff collaboration meeting (15-20 people), student groups, and parent outreach/PTA. Exterior Space including but not limited to: welcoming gathering space, playground, shade, and lunch time to promote healthy lifestyle. (Tied to Specific Result 2d)
	<p>Action Step 2: Develop a funding plan.</p>
Specific Result 2f: Upgrade/redesign school entries and passageways at each site to make them safe, functional and attractive.	
	<p>Action Step 1: Assess site entrances for security risks and implement site-specific security mitigation plan.</p>
	<p>Action Step 2: Assess signage needs to direct visitors and parents. (On-going)</p>
	<p>Action Step 3: Assess staff and visitor parking (lot conditions and number/size of spaces). (Tied to Specific Result 2D)</p>
	<p>Action Step 4: Assess site storage needs and locations (e.g., move sheds further into campus). (Tied to Specific Result 2D – on-going)</p>
	<p>Action Step 5: Implement safe route to schools recommendations.</p>
	<p>Action Step 6: Upgrade/create entrance with flower and shrub plantings for appearance and horticultural education.</p>

Facilities and Technology Infrastructure

In working towards fulfillment and progress monitoring of Strategy 2 (which also is Goal 2 of the DJUSD LCAP), many actions and activities have taken place in 2014-2016. Strategy 2 is to develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

District Wireless

DJUSD is on schedule and within budget for the 3-year rollout of a district-wide wireless installation. In an effort to ensure that this wireless implementation is leveraged immediately for teaching and learning, DJUSD has launched Chromebooks/carts and Google Apps for Education at every school site. Finally, careful planning and analysis has led to a significant upgrade and shift in the technology infrastructure at DJUSD. This implementation should yield marked improvement in reliability, redundancy and back-ups.

Wireless installation, including upgraded switches and placement of access points, was completed at all school libraries, all of Davis Senior High School, the Children's Center, and one-two wings at each junior high school in the summer of 2014. The wireless implementation was completed at all junior high campuses in the summer of 2015. The planning, bidding, and mapping of the next phase is presently underway. Phase three will include completion of all elementary campuses. This work is scheduled to take place in early summer 2016. Final installation around the district will be planned during the 2016-2017 school year, and is slated to be complete summer of 2017. This will include full wireless installation district-wide (adding areas such as the District Office, Maintenance and Operations, etc.).

Chromebooks

DJUSD has successfully launched Chromebooks and Google Apps for Education at every site. Chromebooks are lightweight, durable laptops that run on the Chrome OS and host our Google Apps for Education. Sites have carts of Chromebooks that travel from class to class so that students may all work simultaneously in their classrooms. Google Apps for Education is a platform that allows students and staff to have a DJUSD Google Account, with access to all of the tools on Google Drive, as well as access to a myriad of instructional and educational applications, extensions, etc. These tools complement and simplify the instructional strategies defined by Common Core.

Technological Infrastructure

DJUSD has done the planning and diagnostic work around its technological infrastructure, and is in the process of making significant improvements and shifts. These improvements and shifts will all be in the interest of improved reliability, redundancy and back-ups. They will also

projected reduce the number of emergencies and failures that need to be addressed. A bit more of a deep dive into the DJUSD environment, infrastructure and equipment was completed. Planning took place to move many of the district's servers to the Quest Data Center in Sacramento, where they will be owned, maintained and supported. This will be in lieu of continuing to purchase new such equipment here at DJUSD as it fails. A dedicated circuit is being installed between DJUSD and Quest, to provide redundancy and improvement with latency. With the large increase in devices being used as a result of implementing wireless and Chromebooks, an increase was made in the district's bandwidth capacity. This bandwidth increase is also projected to support successful online testing with Smarter Balanced.

Online Enrollment

DJUSD has moved to an online re-enrollment system in 2015-2016 that allows families to submit district permissions and paperwork electronically, allowing for electronic signatures. Information parents now complete online include emergency forms, student health information, district forms, etc. This process is a function of our student information system, Aequitas, and allows quick reports to be run directly from the database. Parent Connection is accessible year-round, 24 hours a day, 7 days a week, allowing families to update information as needed. Computer and internet access is provided at school sites and the district office if needed.

These efforts, along with regular monitoring of these actions and steps, keep a focus and progress on achievement of Strategy 2.

Classroom Standards

Facilities, Technology and Instructional Services, along with input from DTAC (District Technology Advisory Committee) established minimal classroom standards regarding district supported AV equipment. This equipment was to include a current and functioning ceiling mounted LCD projector, screen, and HDMI capacity where new projectors are installed. The implementation of this standard across every instructional space in the district is underway, and is targeted for completion summer 2016.

Access

To enhance access for all families, DJUSD promotes a program for families of children who qualify for free/reduced lunch. Comcast Internet Essentials provides home internet service for \$9.99/month and a home computer (desktop or laptop) for \$149.99. This involves a simple application through Comcast. Support is provided, and there are no contracts or strings attached for families. More information is available at DJUSD.net/internetessentials.

Specific Result 2b: Adequately fund maintenance and operations for existing facilities and

grounds to create optimal conditions and environments for students to learn.

Needs Assessment and Funding Plan

Action Step 1: Develop metrics and conduct needs assessment in order to adequately fund maintenance and operations.

- a) Operations (custodial and grounds)
Restoration of custodial supervisor position and is reviewing needs for additional grounds staff.
Draft staffing ratio metrics under evaluation and comparisons with Program needs
- b) Facilities and grounds repair with emphasis on campus safety
Repairs/upgrades to alarms, intercoms and phone systems have been updated and are functional
- c) Routine preventative maintenance
Restoring budget (State-Mandated at 3% of General Fund budget by 2015-16)
Focus on classroom safety (window coverings, doors locks, work continues district wide)
- d) Deferred-maintenance projects (roofs, flooring, HVAC-heat/air)
These projects are in progress, capital financing to start five- year plan received August 2014.

Recent Projects

Recent Projects completed include: roofing at five campuses, 12 new classroom building replacements, MPR building at DVCA HS, and restroom building replacement at Holmes Junior High School. New work is planned for Spring/Summer of 2016 at North Davis Elementary School, Davis Senior High School, track improvements at all junior high schools and various re-roofing projects.

We are developing a five-year project list for remaining deferred maintenance needs. Board reports were presented on October 1, 2015 on recent project completions and projects being prepared for 2015/16 calendar year. A total of \$ 15M will be expended for 2015/16 calendar year.

Interior Spaces

Specific Result 2c: Optimize interior instructional spaces to increase learning and innovation. Action Step 1: Utilize staff to establish and implement a district classroom standard (e.g. every class has ceiling mounted projector, large screen, white board, audio capabilities, document camera, and wireless-Planned for Summer/Fall of 2016). Work continuing on Technology & Audio/Video Classroom Standards.* Facilities, Technology and Instructional Services are

working on establishing standards including evaluating current uses and devices as well as future technology options. Use committees as appropriate (District Technology Advisory Committee and Superintendent's Certificated Advisory). Standards were developed in the Fall of 2015.

A site visit to Napa Technology School conducted and with information shared with all site stakeholders regarding newest trends in Technology & Audio/Video Classroom features.

* Listing of District supported AV equipment completed including ceiling mounted LCP's, large screen white boards and other AV items. Installation of projectors, screens and other IT devices is planned for Summer/Fall 2016.

Action Step 2: Analyze physical classroom space to achieve optimal, equal and safe access to curriculum (look at class size, furniture, technology, safe movement within class)

District staff has completed a review of recent classroom buildings installations, floor plan configurations and flexible furniture options which have been incorporated into new classroom building replacements for North Davis Elementary School during this summer. Staff continues to evaluate special room sizes and their uses to fit instructional needs at Davis Senior High School and all junior high schools.

Action Step 3: Research on standard furniture alternatives conducted with elementary and secondary school sites (Cesar Chavez Elementary School and Holmes Junior High School) and for future All Student Center Building at Davis Senior High School. Some alternative furniture review for Special Education has been provided at Pioneer Elementary School for inclusion in the District Furniture Standards.

Action Step 4: Assess current state of specialty classrooms – music, science lab, libraries, industrial technology to design upgrade plan. Work is continuing as the emerging strands of Career Technical Education; Science, Technology, Engineering, and Mathematics (STEM); and Science, Technology, Engineering, Arts, and Mathematics (STEAM) instructional models are being considered.

Exterior Spaces

Specific Result 2e: Create exceptional interior and exterior communal spaces.

Action Step 1: Conduct needs assessments:

Interior space including but not limited to multi-use and sized flexible gathering, eating (MPR), private conference rooms (4-6 people), staff collaboration meeting (15-20 people), student groups, and parent outreach to PTA groups.

Exterior space including but not limited to welcoming gathering spaces, playground areas, shade, and lunch time areas are being reviewed and upgraded. A new plaza queuing area is planned for North Davis Elementary School this summer. There are also numerous garden and water conservation projects under development to enhance instructional opportunities outside standard classroom environment. An assessment is in its final stages including an update of the 2009 Facilities Master Plan.

Specific Result 2f: Upgrade/redesign school entries and passageways at each site to make them safe, functional and attractive.

Action Step 1: Assess site entrances for security risks and implement site-specific security mitigation plan.

Action Step 2: Assess signage needs to direct visitors and parents.

Action Step 3: Assess staff and visitor parking (lot conditions and number/size of spaces). Repairs of Davis Senior High School and Cesar Chavez Elementary School parking lots are planned this summer.

Action Step 4: Assess site storage needs and locations (e.g., move sheds further into campus).

Action Step 5: Implement safe route to schools recommendations. This is an on-going effort the City of Davis Street Smarts program.

A district wide Safety Audit was completed by BPS and presented to the Board of Education on March 17, 2016. This included recommendations and prioritization of many of the items included in Specific Result 2f.

All Student Center

The “All Student Center” Project at Davis Senior High School is going to provide a state-of-the-art experience for students and create a synergy with developing a school spirit and a collaborative meeting space for students. The project will create a learning environment between faculty and students that will begin to build the building blocks for the 21st Century Life Long Learner.

After many meetings and open dialogue with DSHS students the Facilities and Student Nutrition Services department received feedback from our students they needed a place to meet, dine, and socialize on a daily basis that could be a facility for students. An open mind and good listening has created a facility that will house students to meet during the lunch period, after

school, and the ability to host weekend events celebrating the rich culture and history of Davis Senior High School. The facility will also provide a food service program that will create a first time exposure to a college university setting for students.

The new Café will provide foods to be offered from around the world and an upscale design that will create a positive experience about the food being served and support student education through a proper nutritional experience. Food will be made from scratch in the newly built kitchen and will be able to utilize local procurement from the Sacramento Region and Yolo County supporting a sustainable food program that students can enjoy and creates a learning experience at the same time.

The new facility dining areas will also create a learning experience for students by enjoying a fantastic meal in the outdoor atrium area next to garden boxes that will be growing seasonal vegetables that can be used in the school food program but also can be an outdoor classroom for Agriculture Sciences, Biology, and a future Culinary Program. This will create a “hands on” learning experience that can be for all students in and outside of the classroom. The Café serving area was also designed with an Exhibition Cooking Station that can enhance their dining experience but can also be used as a Cooking Demonstration location for a future culinary instructor demonstrating techniques to future culinary students. Also, the café will have tables that can go from guest dining to a classroom setting for future culinary students receiving instruction while observing on state of the art technology with monitors above to visually watch instruction first hand and can be recorded for future instructional use.

The building of this new facility has opened the doors for not only creating a synergy with students but also as a 21st Century Learning experience with food and agriculture. The facility project also creates opportunity for the school food service program to serve students from other locations on the DSHS campus. During construction a 20 ft Mobile Kitchen Truck and 20 ft Stationary Trailer will be purchased to provide food service during construction but will also be utilized in the future and will give students an opportunity to have multiple access locations throughout the campus to a healthy nutritious meal during the lunch period. The new “All Student Center” is going to create an energy for Davis Senior High School never experienced in years past and will provide a 21st Century Learning experience that will give students exposure before they have moved on to post-secondary education.

Strategy 3 – Assessments

Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district.

Specific Result 3a: Incorporate the Common Core State Standards and its implied assessment practices into the district’s standards, instruction, and assessment system.	
	Action Step 1: Information Distribution: Disseminate background information and purpose relative to the Common Core State Standards to key stakeholders.
	Action Step 2: Staff Development: Develop an understanding of the Common Core State Standards and assessment practices among all staff.
	Action Step 3: Classroom Practice: Incorporate the underlying concepts and assessment practices in the Common core State Standards together with district and state standards, and curricula, and course guides.
	Action Step 4: Adjust formative and summative assessments to align with revisions to the written curriculum. Ensure these are appropriate to assess progress of students below, at and above grade level standards.
	Action Step 5: Determine needed resources and materials related to the potential instructional changes to ensure revisions to the written curricula are implemented.
	Action Step 6: Provide staff development related to curricular, instructional, and assessment changes to ensure the successful transition to the Common Core State Standards. Staff will identify district and site professional development needs.
	Action Step 7: Develop a timeline for the implementation of adjusted curriculum, purchase of materials, and and/or related staff development as needed.
	Action Step 8: Implement revised curriculum in preschool, TK-12 classrooms; assess needs for computer-training for students.

	Action Step 9: Evaluate the implementation of Common Core utilizing parent, student, and teacher feedback on a regular basis. Evaluate progress of subgroups including below, at and above grade level students (see definition page for specific students).
	Action Step 10: Review curriculum adoptions, assessments and degree of implementation success of CC. Assess whether/what additional PD/curriculum is needed and at which grade levels, sites or subgroup of students being taught.
	Action Step 11: Evaluate Smarter Balanced assessments to inform formative and interim assessment needs.
Specific Results 3b: Implement district-wide, teacher-developed, common formative assessment practices in which analysis of student work is used to inform instruction ensuring all students achieve their maximum growth as learners.	
	Action Step 1: Identify professional growth opportunities in the areas of formative assessment for all subject areas and for all students.
	Action Step 2: Plan and facilitate workshops to review analysis of student work (e.g., Collaborative Data Driven Decision Making) so that all teachers and administrators understand the purposes and process of formative assessment practices. Pilot select materials and models.
	Action Step 3: Consider the pilot process. Continue and or increase time for teacher collaboration to allow time for the development and analysis of formative assessments.
	Action Step 4: Collaboratively develop timelines for implementation of formative assessments in the different subject areas and within different grade levels.
	Action Step 5: Create and implement teacher-developed formative assessment materials.
	Action Step 6: Support and use the formative assessment analysis to inform instruction.

Specific Results 3c: Determine appropriate district-wide interim assessment tools that are aligned with the Smarter Balanced testing system to identify instructional program growth.	
	Action Step 1: Explain the purpose of interim assessments to all stakeholders. (start with teachers and then parents(need to work on this))
	Action Step 3: Identify professional learning regarding interim assessment for teachers in all subject areas.
	Action Step 5: Develop timelines for implementation of interim assessments within subject areas and within grade levels.
Specific Result 3d: Assess, build and support school culture to bolster academic success and connectedness.	
	Action Step 1: Form a district taskforce made up of representatives of teachers, administrators, parents, and middle and high school students to select and develop district-wide and site-based school culture assessment tools.
	Action Step 2: Research and select school culture assessment tools so district can tap into best practices and experience of school culture improvement. Particular focus should be on cultural attributes that correlate to success of groups identified in the LCAP. This may lead to policy recommendations to the Board of Education. District and schools identify characteristics of a healthy school culture based on research.
	Action Step 3: Conduct district-wide assessments to obtain base line results and share with stake holder groups (parents, students, teachers, administrators, school board) and help identify issues and assets.
	Action Step 4: District leadership and staff examine results of district- wide school culture assessments and report results both on a district-wide and school-specific basis. (System in place)
	Action Step 5: School site climate committees examine district-wide and site-specific school culture assessment results and compare with definition of school culture, identified assets, and initiatives to create improved school culture. (Spring 2016)

Strategy 3 Assessment

Common Assessments

The focus of the 2015-16 school year has been around developing an understanding and definition around common assessments. In the 15-16 school year a teacher leadership group, Teachers Leading Curriculum (TLC), was formed and developed goals around common assessments. TLC is comprised of teachers representing TK-6 grade at all the elementary school sites. Throughout the school year they have been working on a common definition of common assessments and how that looks at each school site. Through their work several important decisions and concepts have been implemented. The TLC group has redesigned the Wednesday Collaboration meetings to focus on developing common assessments in math for K-2, writing prompts in grades K-6, and developing formative assessments for all teachers to use in their classrooms. At the end of the 15-16 school year each TK-6 grade teacher will have a comprehensive “packet” containing the teacher developed and agreed upon common assessments in mathematics, writing and English Language Arts. These assessments vary from teacher developed to the SBAC Interim Assessments to Performance Tasks to writing prompts and rubrics. Teachers will begin their 16/17 school year with an understanding of the common assessments to be given and when.

At the secondary level there has been movement towards more common assessments in the area of English Language Arts and Mathematics. We have common assessments with the 9/10 writing assessment and conversations have begun to implement a 7/8 writing assessment. In mathematics, there are several common assessments for the integrated math pathway courses at both the junior high and high school level.

Currently, the TK-8 grade teachers are reviewing English Language Arts/English Language Development programs to determine which programs will be piloted during the 16/17 school year. All programs have a comprehensive assessment system per the California ELA/ELD Framework. The 9th grade English teachers will be making a recommendation to the Board of Education this April as to their decision on which 9th grade English program to adopt. The programs being piloted and considered also have an extensive assessment system included.

Common Core Standards and Formative Assessments

During the 2015-2016 school year our professional growth offerings have focused on Common Core workshops with integrating formative assessments. Evaluations are collected and reviewed at the end of each workshop to identify next steps. Information about Common Core instructional strategies and assessment practices are a focus of the workshops. Additional information is distributed through the monthly Instructional Services Newsletter, *Engage and Inspire*. A variety of opportunities for parents and community members to learn more about

the Common Core assessment and instructional strategies have been offered through parent engagement nights, Family Math Nights, Common Core Math Information Nights, Back to School events, Superintendent’s Parent Advisory, Local Control Accountability Plan forums, and parent teacher conferences.

2015-16 Family Math Nights

Montgomery	Attendees
October 28, 2015	250
January 20, 2016	150
April 6, 2016	TBD

Patwin	Attendees
October 13, 2015	158
December 8, 2015	93
January 12, 2016	72
February 9, 2016	63
March 8, 2016	65+
May 10, 2016	TBD

Building Understanding

Partnerships have been established to provide a wide range of opportunities to bring best practices into DJUSD and for staff to participate in professional growth that is specifically geared towards their area of specialty. These partnerships include, UC Davis, REED Center, Yolo County Office of Education, Sacramento County Office of Education, our own DJUSD staff expertise, and the California Department of Education. Specifically, we sent a DJUSD team of over 30 staff members to the Formative Assessment workshop provided by Sacramento County Office of Education and approximately 45 staff members attended the Train the Trainer Institute of the California Assessment of Student Performance and Progress. The purpose and use of the CAASPP System include the Digital Library, Interim Assessments, and Summative Assessments. The training focused on how the three components of the SBAC system are related and how future assessments integrate to support high quality teaching and learning for all students.

Instructional Services Advisory (teachers and administrators) met on December 14, January 27 and February 22 to receive updates on professional growth and assessment. Specifically, the group reviewed progress on the Local Control and Accountability Plan actions and services and the DJUSD Strategic Plan implementation. They also highlighted those that seem to be most impactful for students' success included the CARES Team at DSHS review of D and F lists, use of SBAC results in articulation discussions.

After reviewing the Strategic Plan, the Committee members had a discussion about the vision of our professional growth system. There was also a discussion about Instructional Rounds and peers observing peers to promote professional dialogue and growth. This discussion also focused on the usefulness of instructional coaches and how to supports professional growth. Grade level articulations were also identified as an important aspect to progress in this area.

Common Core Implementation

Mathematics instructional materials aligned with the California Common Core were selected and implemented at all junior high schools during the 2013-14 school year. Additional instructional materials have been implemented for Integrated Math I and II. Envision Math instructional materials were piloted and selected and ultimately approved by the Board of Education. Materials were purchased and implemented during the 2015-16 school year. Professional development has been provided by the publisher and with the support of our Math Coaches.

Instructional services staff continues to develop capacity to install CCSS SBRCs and other assessments in Illuminate with integrated standard based assessments and literacy. The next several charts display results from the 2015 state wide assessments (Smarter Balanced Assessments and California Standards Tests in Science. 2015 was the first year that districts in California administered this assessment.

Climate Survey Selection

Last year (2014-2015) the Climate Assessment Tool Group met, researched and selected the *Youth Truth Survey* as an annual climate assessment to supplement the ongoing collection of student, staff and parent/guardian input from the bi-annual *California Healthy Kids Survey (CHKS)* administered to students in 5th, 7th, 9th and 11th grades, staff and families.

Survey Administration The seventh CHKS was administered in Spring 2015, with results received in Fall 2015. The Youth Truth Survey was administered to all students in grades 3

through 12 in October 2015, with a school participation rate ranging from 78-98%. These baseline results were received in December. A pilot version of parent/guardian and staff survey was distributed in March to some schools, with results being received later in spring.

Examine and share results. Administrators were provided CHKS results in the fall of 2015, coinciding with the fall District Climate Committee meeting. Summaries of CHKS results are included in this report. Administrators reviewed Youth Truth results in a workshop-style training led by Youth Truth. Site leaders are providing results to their student, staff and parent/guardian communities at staff and climate committee meetings through March, and developing site-specific responses.

The preliminary assessment is that Youth Truth data seem to corroborate the main findings of CHKS, while offering assessments in new areas, such as classroom and academic experiences, and comparisons to a (small but growing) national cohort of schools. Subsequent administrations of Youth Truth and ongoing analysis of the results will improve our understanding of its strengths, weaknesses and utility for our district.

Progress in building school culture to bolster academic success and connectedness.

Gender Inclusiveness : The Climate Office continues to support the increasing understanding of gender identity and sexuality that ensures students are not only not discriminated against, but are supported in their educational endeavors, both directly and through positive school climate. Trainings have included: training for Cesar Chavez Elementary (CCE), Davis Senior High School staff and for health teachers, support and consultation for individual staff and administrators, support for DHS' Gay Straight Alliance, community education at Parent Engagement Night, a second public forum sponsored by CCE on parenting for healthy gender identity, and continued examination of the sufficiency of the Gender Inclusiveness Administrative Regulation. DaVinci Charter High School has engaged the services of the UC Davis LGBTQIA Center to train select staff. The past year has seen personalized accommodations for transgender students at several sites who have requested them and evidence of expanded staff awareness and responsiveness.

Restorative Practice

Build & Support

Since February 2015, actions toward establishing a restorative culture in DJUSD have included:

- Development and delivery of Restorative Practices training to nearly 80 staff members June 2015 by six DJUSD staff.
- Dedication of one day of the August Administrative Leadership Team (ALT) retreat and additional monthly ALT time to training,
- Site trainings at Birch Lane, Cesar Chavez, Pioneer and Willett Elementary Schools

- Department trainings and/or introductions for Bridge After School Program tutors, District Office Staff, English Learner Specialists, Special Education staff and Student Nutrition Services staff, among others.
- Development and delivery of training specifically for classified staff members.
- Development and delivery of trainings/introductions for parents/community members at DaVinci Boosters, District-wide Parent Engagement Night (2x), School Governance Night and the Family Resource Center at MME.
- Development and delivery of Spanish-language presentations and materials.
- Use of formal conferences and restorative circles for both student and adult situations of high conflict.
- Contracting with Yolo Conflict Resolution Center, to whom employees, students and families are referred mediation and restorative circles. Full report on this pilot contract will be available at end of school year.
- DaVinci Charter Academy has trained 17 students in restorative practices and includes students in the ongoing restorative wellness meetings.

Examples of the deepening understanding and spreading implementation of restorative practices include circles being held in classrooms and in staff meetings; adults having the chance to address each other directly and productively when in conflict, staff beginning to refer themselves directly to YCRC, to name a few. We have personally seen courage in action, trust built, stories shared and relationships healed.

Ongoing work includes:

- Deepening the understanding of how it's working and where it's needed. *Restorative Discipline Working Cadre is meeting monthly to look directly at making secondary discipline more restorative. Development of overall implementation and assessment in progress.*
- Supporting & building on current efforts. *Working closely with YCRC so that our philosophies and practice are aligned. Supporting site development of practices.*
- Building restorative culture in adult and staff interactions. *Restorative Practices in the Workplace workshops scheduled for Spring 2016. Expanded integration of circles in adult meetings, as appropriate.*
- Reaching parents & larger community. *Presentation on Restorative Practices and Equity at January 2016 Parent Engagement Night. Development of Spanish-language trainers, handouts and workshops in Practicas Restaurativas; developed and delivered at Family Resource Center in Spanish, winter/spring 2016, and at Cesar Chavez Elementary.*
- Continued strategic focus *on students who are most vulnerable and the adults with whom they interact.*

Strategy 4 – Student Goals

Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.

Specific Result 4a: Support the development of the whole child and help all students set and pursue goals to gain greater self-awareness of their abilities and strengths	
	Action Step 1: Establish and provide an equitable baseline of support services needed to assist all students with social and emotional growth, beginning at the elementary grades.
	Action Step 2: Provide all schools with the financing, staffing, and professional growth needed to help all students set and pursue social, academic and personal goals.
	Action Step 3: Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals.
	Action Step 4: Conduct professional growth for teachers to refine their methods of differentiating their students’ educational experience. (Cross-reference Strategy #1)
Specific Result 4b: Promote connectedness through small learning environments to better meet each student’s needs.	
	Action Step 1: Lower class size
	Action Step 2: Conduct professional learning for teachers to utilize small groups and facilitate differentiated learning. (Cross-reference Strategy 1)
	Action Step 3: Explore establishing strategies, (e.g., “schools-within-a- school”) to facilitate goal-setting, college and career readiness, and school-connectedness for secondary students. (not happening yet)
	Action Step 4: Develop a community-wide volunteer network to further support small group learning environments throughout the district.

	Action Step 5: Conduct an evaluation related to this result on an annual basis to determine continuance or alteration of each action (Step 4 must be completed first)
Specific Result 4c: Engage students to become college and career ready and life-long learners.	
	Action Step 1: Identify and work to eliminate barriers so that all students can access extended learning opportunities (e.g., before, noon-time, and afterschool programs and activities).
	Action Step 2: Provide all students with access to the technology necessary to complete their school work and meet college/career readiness expectations. (Cross-reference with Strategy 2)
	Action Step 4: Develop means to collect feedback from DJUSD alumni on college and career readiness.
	Action Step 5: Conduct an evaluation of this result on an annual basis to determine continuance or alteration of each action. (Step 4 must be completed first)
Specific Result 4d: Increase communication with all parents/guardians, students, and community members to foster school connectedness, provide information, and encourage participation in the school community.	
	Action Step 1: Communicate to parents, teachers, students and community members a shared vision of high standards of learning and behavior, including, but not limited to, the Common Core.
	Action Step 2: Share information in multiple languages about programs, opportunities, and goal-setting with parents, students, and community members through informational events, School Loop, the DJUSD website, newsletters, and other forms of two-way communication.
	Action Step 3: Seek partnerships to help DJUSD better serve its students and families.

Over the past year a number of school sites have implemented programs where students take personal ownership of pursuing personal, academic, and social goals. Although the use of SMART goals has been a common theme in implementation, the delivery method varies depending on site specific needs and the age of students. For example, at DSIS a pilot group of teachers have incorporated regular goal setting and monitoring during their weekly 1:1 meeting with students. Interestingly, they have found that students who are driven and self-motivated seem less interested in formal goal setting than students who are struggling academically. At Da Vinci Charter Academy, counselors went to every 10th grade Modern World Civilization class and led students through an exercise to create one social/emotional and one academic SMART goal. In February, the counselors returned to the classroom and had students evaluate their progress on their goals and to update their goals for the remainder of the school year. For Da Vinci 8-11th graders, they required all students to submit a four-year academic plan and emphasized the importance of goal setting when making their decisions for courses. Da Vinci will continue this program next year and will also include 7th graders in goal setting.

King Continuation High School has incorporated goal setting into their intake and orientation process with an emphasis on working with students to identify their strengths, interests, and plans for the future. Throughout the year the students' academic, social, and personal goals are revisited during regular meetings with the principal, counselor and teachers. The program will be expanded next year to include having returning students reflect and revise their goals from the previous year. There will be additional work with students on teaching the components of a SMART goal and understanding the difference between a dream, a hope, and a goal. The Adult School high school diploma program serves students with a demographic similar to King's and they also include SMART goal setting into their intake and advising process. The emphasis is to help students align their career and educational goals and develop an individual learning plan which serves a roadmap towards graduation.

Goal setting at the elementary level has begun in individual classes throughout the district but has not been systematized. The plan for 2016-17 is for the Manager of Student Services to devote one day a week to working closely with principals and staff to implement goal setting across all elementary sites. The emphasis will continue to be teaching students to set, monitor, and revise SMART goals but the implementation will likely vary depending on student grade level.

Other areas which have continued from last year:

- DHS academic center, AVID classes, 8th graders during the 9th grade planner process, senior high counselors with college and career planning, elementary counselors with Kelso's Choices.

- PBIS continues to be implemented at MME and BLE through a pilot program but is not being implemented at Korematsu or Willett.

In an effort to promote positive school climates the district and community continues to respond to the need for additional social emotional supports for K-12 students. Community donations to Davis Schools Foundation provided \$50,000 to supplement secondary counseling services. This money has been used to fund ACES training to all secondary counselors, and to support site-specific student wellness programs. District funding of half-time counselors at every elementary campus has enabled each school to teach conflict resolution skills to students through the Kelso's Choices program as well as to provide support a small group and individual support model. In an effort to specifically target at-risk students (low income, EL, homeless and foster youth), the Mental Health Intern Program (MHIP) began this year. Under the direct supervision of one of our Prevention and Crisis Managers (a licensed Marriage Family Therapist), the post-graduate mental health interns provide short term therapeutic counseling to students at the elementary and junior high level.

Increases services were also identified through the Local Control and Accountability Plan process. Services specifically directed towards Specific Result 4a, 4b, and 4c include:

- Increase nursing FTE from 4.0 to 4.4 FTE to decrease student ration from 1: 2150 to 1:1900
- Increase elementary counseling to 2.0 FTE to provide baseline services at all elementary schools (additional 0.25 FTE at each site to total 0.5 FTE at each elementary site). 1.0 FTE allocation based on school demographics and 1.0 FTE allocation based on school enrollment (0.25 FTE at each site) for a total of 4.0 FTE.
- Provide additional 0.5 FTE to current 0.5 FTE Prevention and Crisis Manager to develop, coordinate, and supervise mental health interns. The interns provide short-term counseling to district students K-12
- Increase Climate Coordination by 0.2 FTE to provide liaison services between county, sites and students for our foster youth population which has increased in the past year to over 30 students and homeless students
- Increase English Learner Specialists time by 0.2 FTE to three sites (Birch Lane, Chavez, Patwin and Willett) that have increased numbers of EL students (0.8 FTE total currently staffed at 0.2, 0.3 and 0.2 FTE respectively)
- Partner with Yolo County Family Services to provide access to DJUSD families to county and district resources. Maintain an engaging center for community families

The LCAP Process also supported Specific Result 4c

- Coordination of district wide pathways for Career Technical Education courses, updating existing courses, facilitates internship programs (0.2 FTE). The CTE Coordinator facilitates CTE/STEAM Advisory Meetings to build CTE and STEM connections.

Restorative Practice

Build & Support

Restorative Practice (RP) The adoption of a restorative approach in DJUSD is the fruition of several years of work of many people and groups, including the AB9 (anti-bullying) Response Cadre of 2012-13, former staff at Davis High School and others. Restorative practices within a system create a culture of care and respect conducive to learning for all students. Efforts to date in DJUSD include close to ninety people trained in Restorative concepts: 31 teachers, 11 (mostly secondary) counselors, 9 classified staff, four principals, four vice principals and a few administrators. Eleven out of 17 sites have at least one person; nine have three or more. There are at least four people trained at every secondary site (except DSIS). Through a site specific grant, the entire DaVinci staff (classified and certificated) has been trained.

The restorative approach is beginning to be visible in some classrooms, on some campuses, at some times and in some staff meetings. Current practices that are restorative in nature are beginning to be identified that way. DaVinci continues to build and pilot a whole-site model of adoption. Restorative practice development sessions for practitioners are held three times per month at the district office. Close to ten formal and countless informal conferences have brought the author and receiver of harm together to hear from each other and repair the damage done. Affective questions are being asked and affective statements being asked regularly. Over 50 community members and staff attended a presentation at the February Parent Engagement Night. Jenn Mullin and Natalie Watkins have developed and presented to Willett Elementary staff a session on the links between PBIS and RP. Next steps are to deepen the district's understanding of how RP is working and where it's needed; build restorative culture in adult and staff interactions; and expand to elementary and other places not yet reached.

Class sizes in TK-3 have maintained 24:1 ratio across the district. Professional growth options on differentiation were available as part of our Common Core workshops.

The Davis Senior High School Academic Center, with emphasis on EL students, also sets goals for students related to academics and attendance. Emerson provides after School tutoring with teachers and UCD tutors.

AVID classes do regular goal setting and junior high counselors do goal setting with 8th graders during 9th grade planner process; eighth graders set personal goals during 9th grade planner process; senior high counselors work with student regarding college and career planning; elementary counselors use goal setting with PBIS and Kelso's choices.

Birch Lane has conducted a major effort to teach PBIS principles to students, parents and staff. Lists of positive behavior options are posted throughout the Birch Lane campus. PBIS presentations have been made in every classroom.

Volunteer Network

A review district policies related to volunteers, draft updates to existing policies has been completed. A draft a DJUSD volunteer handbook aligned with updated policies was completed in December 2014. Staff is currently explore a . Check-in kiosk systems have been installed in 13 of 16 campuses that will track volunteer hours, manage calendar and invites, checks visitor/volunteer against sex offender database. The district has also launched the 1000 youth mentor challenge in connection with the city and district staff continue to work to place interested mentors and volunteers in meaningful placements throughout the district. Staff continues to explore and promote community partnership opportunities (UCD, City of Davis, and Chamber of Commerce) and internship program at DSHS.

- **Communicate to parents, teachers, students and community members a shared vision of high standards of learning and behavior, including, but not limited to, the Common Core.**
- **Share information in multiple languages about programs, opportunities, and goal-setting with parents, students, and community members through informational events, School Loop, the DJUSD website, newsletters, and other forms of two-way communication.**
- **Seek partnerships to help DJUSD better serve its students and families.**
- **Evaluate the effectiveness of the specific result**

Communications Update

The office of public information responsibilities include communications planning, centralized crisis communications, strategic communication support, media and public relations, staff training, publicity, website content, support for internal communications, district social media, parent broadcast communications and liaison with DJUSD TV. This school year, to Office of Public Information had 4 key goals articulated in the public Office of Public Information [2015-2016 Communication Plan](#). These goals were to improve communication with DJUSD stakeholders on key themes, to increase our communication about financial matters in order to improve public understanding of district finances and the parcel tax and to use the National School Public Relations Association (NSPRA) 'Rubrics of Practice and Suggested Measures' to improve district communications.

To meet these objectives and to the Public Information Officer (PIO) benchmarked and monitored on a monthly basis the quantity and effectiveness of various strategies and communications utilizing analytics and audience feedback. Additionally, the PIO designed and launched DJUSD's first school communication survey for staff and the parent community which is meant provide useful information about community needs and preferences to help inform future communication decisions.

In the areas of Language and Computer Access, the PIO now provides all broadcast messaging (including emergency alerts) in English and Spanish using our SchoolMessenger system. Official communication plans created by the PIO always include a Spanish language component and the PIO works closely with the English Learner program on larger initiatives. The PIO also collaborates with the Director of Instructional Technology (DIT) to discuss possible advances in reaching more community members who may not have computer access or internet access. This year the Comcast Essentials and After Hours Computer Access programs have been great steps forward to improving connectivity.

On the horizon, the PIO and DIT are pursuing the use of "texting" for urgent alerts for staff and parents as well as exploring other ways to improve internal and external communications based on the feedback and analysis from the 2016 Communication Survey.

While not wholly responsible for internal communications, the PIO works closely with other district officials to ensure staff, whenever possible, receive important updates in advance of the parent community and public. The PIO also integrates staff contact into communication plans for new initiatives and for urgent situations. Centralized internal messaging to our community has raised awareness of and interest in activities and initiatives across our district.

In the areas of Language and Computer Access, the PIO now provides all messaging (including emergency alerts) in English and Spanish using our SchoolMessenger. Official communication plans created by the PIO always include a Spanish language component and the PIO works closely with the English Learner program on larger initiatives. The PIO also collaborates with the Director of Instructional Technology (DIT) to discuss possible advances in reaching more community members who may not have computer access or internet access. This year the Comcast Essentials and After Hours Computer Access programs have been great steps forward to improving connectivity. On the horizon, the PIO and DIT are pursuing the use of "texting" for urgent alerts for staff and parents.

DJUSD 3rd Grade Push-in Reading Program Summary

Across the district in our 3rd grade classrooms, our teachers, Reading Specialists and instructional aides have participated in a push-in program focused on informational text, close reading strategies and Common Core State Standards. Through this push-in reading program, students are working in small groups with teachers and instructional aides that were trained by our Reading Specialists throughout the summer and school year. This program has offered opportunities for not only the teachers across the district to collaborate but the students as well. Through this program there has been an instructional shift within the 3rd grade programs that is more focused on implementing the CCSS. Teachers are universally happy about the program and it is helping our students academically. Teachers enjoy working with their more struggling students in small groups and implementing evidence based instructional strategies. Scholastic News is a main source of the informational text as it provides current, engaging and relevant text for all students at all levels. Each school site varies in their implementation with times of 30-45 minutes for 3-5 days a week. Reading Specialists have taken the lead on the planning and creating of lessons for a solid foundation for the years to come. One of the largest benefits of this program is teachers are communicating and collaborating with each other more often.

Parent Engagement

October 2015 School Governance Workshop—First Time Event

Principals invited representatives from site governance committees to attend this event. 115 participants joined the conversation, including parents and staff members currently serving on School Site Councils, English Learner Advisory Committees, School Climate Committees and Parent-Teacher Associations

Breakout sessions covered a range of governance topics such as: LCAP process, School Funding, Supporting Student Learning with RtI (Response to Interventions systems), Building Strong ELACs, Climate Committees and Restorative Practices, Communicating with Parents, Chromebooks & Wireless, Student Goal Setting, and Site Council Orientation

Principals led reflective conversations about the eight State Priorities which focused on what each school is doing well and what would be an important next step to focus on improving. The eight State Priorities include three main areas: conditions of learning, student achievement and engagement.

January 2016 Parent Engagement Night at Harper Junior High

228 participants

32 30-minute breakout sessions with 29 different topics, including Goal Setting & its Impact on Achievement and Motivation, Growth Mindset, Career Tech Programs and Restorative Practices

42 presenters

8 elementary principals, 5 secondary school principals, 1 secondary assistant principal and 1 junior high counselor led site conversation circles

February 2015 Parent Engagement Night at Harper Junior High

212 participants

20 30-minute breakout sessions, with 19 different topics; Stephanie Gregson presented “Common Core, Parents & Homework” twice in the evening

33 presenters

7 elementary principals, 3 secondary school principals, 2 secondary assistant principals and 1 junior high counselor led site conversation circles.

ATTENDANCE INFORMATION – Parent Engagement Night		Total Attending
Staff Attending		124
Parents/Community attending		104
Total Attending		228
FEEDBACK RATING		
	#	
5	43	
4	17	97% of respondents rated the event as a 4 or 5
3	2	
Total responses	62	27% of participants returned surveys (62 out of 228)
Overall Rating	4.7	