Introduction:

LEA: Davis Joint Unified School District **Contact (Name, Title, Email, Phone Number):** Dr. Clark Bryant, Associate Superintendent, cbryant@djusd.net, (530)757-5300 x144
LCAP Year: 2015-2018

Local Control and Accountability Plan and Annual Update Template

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

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

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

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
LCAP Community Forums A general LCAP Community Forum was held on January 14, 2016. The meeting included an overview of the LCAP Implementation and small group discussions about Conditions of Learning; Pupil Outcomes; and Engagement. In each group, pertinent data, such as Healthy Kids Survey; CAASPP Results; Graduation Rates; English Learner Progress (AMAOs); Professional Growth Opportunities; and Engagement Opportunities were provided. Each group was	January 14, 2016 Need for continuing support for English Learners, low income families and professional growth were themes from this meeting. As a result of this meeting, we will continue to offer a range of professional growth opportunities for staff and support for English Learners through a variety of structures. Parent interest was expressed regarding offering PSAT at junior

asked to consider 1) Needs in this area, 2) Progress in this area, 3) and suggested actions and services for future consideration.	high level.
The LCAP Community Forum on February 1, 2016 was specifically held at Montgomery Elementary School to help provide access for English Learner families. Montgomery is our school with the highest percentage of families with English Learners. A second meeting with a similar agenda and format was held a few days in the Family Resource Center for families that could not attend during the evening. At each of these meetings, staff discussed the implementation of the LCAP and held a discussion about Conditions of Learning, Pupil Outcomes, and Engagement. At these meetings, requests for additional information about pathways to college became to light.	February 1, 2016 Families that attended this meeting were predominantly English Learners. They talked about the need for more support at DSHS and increased knowledge earlier for about access to college. As a result of these meeting, we will focus increased services at DSHS and identify additional ways to educate parents about college access.
The second general LCAP Community Forum was held on February 10, 2016 at Martin Luther King, Jr. Continuation High School. Here again, staff reviewed the implementation of the LCAP and held discussions about Conditions of Learning, Pupil Outcomes, and Engagement. Parents requested earlier information about support services and information about access to college preparation course.	February 10, 2016 As a result of this meeting, we will provide additional support for parents so they have easier access to information about college readiness. This will come through AVID and Bridge and additional resources at DSHS.
The final LCAP Community Forum on February 11, 2016 was held at the Moore Blvd Apartments. One of the low income representatives from the LCAP Advisory helped to organize this meeting. This provided an opportunity for staff to meet directly with families. During this meeting, parents and students praised the work of the Bridge staff and the AVID program, particularly at Harper Junior High School. They encouraged more outreach to families with low income and for English Learners. At these meetings staff reviewed the implementation of the LCAP and held discussions about Conditions of Learning, Pupil Outcomes, and Engagement.	February 11, 2016 Students and parents talked about the great support they had from the Bridge Program and AVID. As a result of this meeting, we will continue to support these programs.
District Parent Engagement Events 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	School Governance Workshop As a result of supportive feedback from this workshop, the district will

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 Response to Interventions systems(RtI), Building Strong ELACs, Climate Committees and Restorative Practices, Communicating with Parents, Chromebooks & Wireless, Student Goal Setting, and Orientation for New Site Council Members. 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 take at each site in 2015-16. Discussion of the eight State Priorities focused on the three areas of conditions of learning, student achievement and engagement.	continue to provide a venue for collaborative learning opportunities and conversation among school site governance groups.
January 2016 Parent Engagement Night at Harper Junior High 228 participants participated in the DJUSD Parent Engagement Night and had the opportunity to attend 3 30-minute breakout sessions, choosing from 29 different topics, including Goal Setting & its Impact on Achievement and Motivation, Growth Mindset, Career Tech Programs and Restorative Practices The evening's presenters included 42 community members, parents and staff members. Following the breakout sessions, site-level conversation circles were led by elementary and secondary principals, assistant principals and counselors.	Parent Engagement Night Parent and staff feedback regarding the Parent Engagement Night was strongly in favor of the district providing this kind of venue for parents and staff to be engaged together in learning about important district and site level topics.
Student Interviews – Winter 2016 for 2016-17 LCAP Three adults—a paraeducator who is also a parent, a parent, and an intern from the Climate Office—spoke to focus groups of 4-6 students at a time at Harper and Emerson Junior High schools during the months of January and February, meeting with close to 60 young people over the course of two full school days. Participants were mostly students who are learners of English, whose families have low incomes, or who belong to groups that are underrepresented in the DJUSD student population in terms of race, ethnicity, language, and ability.	In response to these interviews we will continue with existing plans to expand understanding and use of restorative principles and practices, including holding of a trauma-informed lens as educators, through professional development for all staff, workshops, meetings, curriculum, and interventions for discipline. We will also increase our work on equity and inclusion in our policies and curriculum through administrative and staff professional development in 2016-2017. Our Climate Office will increase its work with DSHS in particular to support students learning English in the areas of

Several themes emerged from the interviews, many of which echoed themes from the previous year. Others were new or more pronounced. The following are issues which students in these groups, which closely mirror the LCAP targeted groups, feel should be addressed regarding their education and educational experience in DJUSD.

Extracurricular Activities

- More after school and extracurricular activities that reflect their interests and cultures
- Offering more activities during lunch time, such as sports and clubs.

School Climate

- More programs would make the schools/teachers/students culturally aware and sensitive
- Ensuring teachers are educated on topics such as mental health and LGBTQIA issues
- Address student-teacher interactions; students ask that teachers are culturally sensitive and understanding of issues that are affecting them at home.
- More bullying prevention.

Classroom instruction

- Differentiation in teaching for different learning styles
- Less homework.
- More interaction among teachers themselves, so they are aware of when they are assigning big projects or exams aren't all assigned on the same day.
- Consistency from teachers in discipline; no favoritism/racism.
- Time and access to teachers for clarification and help.
- Bridge the communication gap in classrooms when students have different backgrounds, ethnicity, abilities, language, country of origin, etc.

School Structures

- Start later, have more passing time.
- Having more college readiness and college preparedness classes, for 9th graders due to the fact that they are taking classes that are going to affect them for college admissions although they are still in "middle school," and for 7th and 8th graders to get the info so they can know what they need to

culturally relevant extra-curricular opportunities and classroom activities, ensuring education on gender identity, expression and sexuality for staff, and supporting climate committees in creating school environments free of bullying and harassment.

attain before getting to 9th grade.

Foster Youth

District staff met with Tracy Fauver of Court Appointed Special Advocates (CASA) in June 2015 (which is not this year, but had to do with plans for the fall 2015) and in March 2016 about services for foster youth and how we might improve them.

In February 2016 staff met with a dozen CASAs (foster student advocates) in person and one by phone to hear what is most helpful and most challenging for their foster students in accessing their education, and how to improve support for students within the school system.

Staff arranged for Michelle Dean, a graduate student who, as a former foster youth, is in the Guardian Scholars program at UC Davis, to speak at a Secondary Head Counselors meeting about ways to best support foster youth in our high schools.

Throughout the year, staff has regular interaction with Jessica Larsen, Homeless and Foster Youth Liaison for Yolo County, regarding specific needs for homeless and foster youth and potential plans for the coming year.

The DJUSD Homeless and Foster Liaison attended 6 out of 7 Stay in School Summit Meetings held by the Juvenile Court Judge, Steven Bascha, regarding students most marginalized in our school districts, specifically including foster and homeless youth, to provide and build county-wide support for these young people.

Foster Youth

As a result of these meetings and conversations we will continue to focus our support of foster youth by bringing advocates to speak directly with district leadership and site staff about the unique assets and challenges of these students, and working with school counselors and other site staff to follow foster students' academic and social progress. In addition, we will continue to expand understanding and use of restorative principles and practices, including holding of a trauma-informed lens as educators, through professional development for all staff, workshops, meetings, curriculum, and interventions for discipline. Finally, we will increase our work on equity and inclusion in our policies and curriculum through administrative and staff professional development in 2016-2017.

DJUSD District English Learner Advisory Committee

DELAC met four times in 2015-16 and also formed a subcommittee for LCAP to draft LCAP proposals. At every meeting LCAP was included in the agenda.

In November DELAC was updated on LCAP and reviewed Goal 5. Academic progress data and demographic data were provided and explained. The data

The issues and items that continue to be a concern for DELAC were:

- Professional Development for staff and teachers is one way to support our students and part of the need
- We need to educate and train parents who not literate in English, and therefore have a difficult time helping their students.

review gave the committee information needed to consider when discussing and developing recommendations to move forward English Learners' progress. A DELAC representative was selected to serve on the LCAP Advisory Committee.

In January, the LCAP was an item on the DELAC agenda, the committee was updated and Clark Bryant, the Associate Superintendent was present to answer questions and hear comments. Committee members reviewed data on graduation rates, Smarter Balance results and Els in advanced placement courses. The committee determined to form a subcommittee to draft proposals to address some of the concerns discussed at the meeting.

The DELAC subcommittee met several times and drafted two proposals that were submitted to Clark Bryant. At the March 10th meeting the subcommittee presented the proposals drafted and submitted. One proposal addressed the need to establish a Parent University and work with the parents to identify workshops to increase leadership skills, parenting skills and other areas in order for English Learner parents to increase parent involvement and student support. The Second proposal drafted was the need to assure that all staff would continue to be trained in the English Language Development Standards and to use these standards to develop Integrated and Designated ELD lessons.

o We need to offer classes in the evening with child care.
o Classes on how to support their students academically
o Training on parent rights and leadership

- Need for more translators in various languages.

o Suggestion to have small breakout sessions in the native language
o Increase the language list of interpreters to include more languages
o Need for a professional interpreter sometimes need (IEP's for example)

- Parent participation still needs to increase. We have seen an increase in district events and DELAC, but individual school sites participation needs to increase and be more consistent.

LCAP Advisory (previously called LCAP Parent Advisory)

The LCAP Advisory is a group comprised of parent representative, students, staff, and administrators.

The initial LCAP Advisory Meeting for 2015-16 took place on October 12, 2015. At that meeting, members were provided with an overview of the meetings for the year and reflections on the process for 2014-15. Staff also reviewed the implementation of the LCAP and a review of the metrics for 2015-16.

At the November 30, LCAP Advisory Meeting, staff reviewed Pupil Outcomes through the CAASPP Results from 2014-15 with a particular eye on low-income, English Learner, and students whose parents have less than a college education. We also reviewed a-g completing rates. Staff also provided access to our LCAP Website with a variety of research resources. At the end of the

The first meeting allowed members of the committee to get a sense of the implementation of the LCAP and to ask questions. There was a high level of appreciation for the implementation of the elementary counselors in particular.

The next three meetings of the LCAP Advisory allowed the members of the committee to make an assessment of the district. This led to an understanding of the need to provide support for the targeted student groups identified in the LCAP.

The committee reviewed the proposals and recommended those most aligned to support the targeted students.

meeting, members were asked about a particular focus for 2015-16 and for ideas for 2016-17. Supports for English Learners and low-income students consistently came through.

Engagement was reviewed at the January 11, 2016 LCAP Advisory Meeting. This included a presentation on the Healthy Kids Survey and a review of parent engagement opportunities including the School Governance Workshop, the Parent Engagement Night, and a variety of LCAP Meetings.

At the February 16, 2016, staff reviewed Conditions of Learning including an update on Professional Development offerings, a review of the implementation of State Standards through elementary report cards and course access. The group also discussed the structure of the LCAP and the need to streamline the document to provide more focus, identify high leverage metrics, and increase transparency. While the group could not reach agreement on any particular goal to eliminate, they did encourage district staff to work to make the LCAP more strategic by limiting metrics and actions and services.

On March 14, 2016, the LCAP advisory reviewed LCAP Proposals that were submitted by district staff and community members. As a part of this review, the Committee established criteria they would use to determine which proposals most accurately met the criteria for use of supplemental funds. After the criteria were set, it to the balance of the meeting to review the proposals.

On April 18, 2016, the Committee completed the review of the proposals. Each small group ranked the proposals for consideration by the Superintendent's Cabinet for a recommendation to the Board of Education. Proposals that support students who are learning English, providing parents better/easier access to school services, programs that support literacy and trauma sensitive schools were highly supported.

On May 16, 2016, the LCAP advisory reviewed 2015-16 LCAP metrics and Expected Annual Measurable Outcomes.reported in the Annual Update, compared 2015-16 metrics with recommended changes to the 2016-17 metrics and advised regarding metrics that should remain in the LCAP, and advised regarding including an LCAP Data Addendum with the 2016-17 LCAP.

As a result of the February 16 meeting, district staff met with representatives from YCOE to evaluate our plan for redundancy in actions, services, and expenditures. They also worked to decrease the number of metrics to make the plan more focused.

Proposals that focused on support for English Learners and low-income students were identified as actions to increase services for the targeted students.

Administrative Leadership Team/Principals	
Throughout the year, LCAP was included on the ALT and Principals' Meetings agendas. At the April 12 ALT Meeting, members of ALT reviewed the LCAP Proposals and identified which they believed would best increase services for low-income, English Learners, and Foster Youth.	As a result of this meeting, district staff reviewed the recommendations from ALT and the LCAP Advisory to bring that set to Cabinet to formulate recommendations to the Board of Education.
Strategic Planning Committee	
The Strategic Planning Committee met on April 1 and 2, 2016 to review progress on the implementation of the Plan. The Committee acknowledged that the district is making progress on the implementation of the plan and is heading in the right direction. The committee also identified the need to address potential teacher shortages and identified the following as an additional strategy for the plan: We will develop, implement and assess a comprehensive human resources system consistent with our mission and objectives, focusing on: recruiting; supporting; evaluating; retaining; and advancing a team of highly qualified diverse and dedicated staff. This strategy was approved by the Board of Education on April 21. This will continue to support Goal 1 (Professional Growth) of the LCAP.	With the positive feedback about the implementation of the strategic plan, on-going support for our professional growth system and assessment system will continue. As a result of the approval of an additional strategy, support for the professional growth strategy/LCAP goal will continue.
Instructional Services Advisory	
The instructional Services Advisory includes teachers from the Davis Teachers' Association, principals, and district office administrators. This group met on the implementation of Goal 1 (Professional Growth) and Goal 3 (Assessment). There was much enthusiasm about the professional growth opportunities that have been offered during the 2015-16 school year and encouragement to continue with the richness of the offerings. There was also acknowledgment of the involvement of teachers in the identification and development of a district wide assessment system using the SBAC Interim assessments, specific assessments from our new math adoption, and reorganization of the elementary reading assessment card.	The Instructional Services Advisory supported the involvement of teachers in the selection of the assessments and implementation of the assessments in 2016-17. They also supported the ongoing evaluation of the professional growth offerings and system. As a result of these meetings, we will continue with our plan to implement assessments and continue to develop our professional growth system.

Superintendent Meetings with DJUSD Bargaining Units, Davis Teachers Association (DTA) and Classified School Employees Association (CSEA) and the Superintendent's Certificated Advisory and Classified Advisory committees	
The Superintendent discussed the LCAP at regular meeting with DTA and CSEA Presidents prior to presentations to the Board of Education. No specific recommendations came from these meetings but progress on the implementation of the LCAP was monitored.	No specific recommendations came from these meetings but progress on the implementation of the LCAP was monitored.
The Local Control and Accountability Plan is a standing item for both of Certificated Advisory and Classified Advisory. Site Representatives from DTA and CSEA have the opportunity to ask questions about the LCAP, the development process, and share ideas about the overall plan.	Feedback from these groups focused around the high level of professional growth available through the district. As a result of this feedback, we will continue to provide professional growth opportunities for certificated and classified staff members.
Board of Education Presentations	
Progress on the LCAP was presented to the Board of Education on November 19, December 17, March 3, May 5, and June 2, 2016. Meetings early in the year focused on the implementation of the plan and student progress. Themes from these meetings included additional supports for English Language Learners, students from families with low-income; and students from families where parents had a high school diploma or less. During the meetings in the late spring, the focus turned to site-specific services for these students.	As a result of these meetings and presentations, several proposals that increased actions and services for LCAP student targets were identified to align with district goals and priorities.
LCAP Survey	LCAP Survey
Our LCAP Survey was available in January and February. Responses indicated that high achieving students are served well but more support needs to be provided for student who struggle. Responses also included support for additional staff training in differentiation, sensitivity to students, and some specific content areas such as music and PE at the elementary level. State priorities that ranked highest included: better support of quality teachers, maintain a positive school climate with safety, inclusion, respect, strong	The results of this survey support our ongoing work on professional growth.

relationships and high expectations, and increased students engagement with students enjoying school, participating in school activities, interested in classes and staff knowing student learning strengths and needs. LCAP Emails to Superintendent Email messages to the superintendent included recommendations for more bicycle facilities, increased focus on student health and wellness, increased elementary school counselors, increased services for students learning English, and improved math instruction. Each of these were considered within the context of services already provided through the implementation of the LCAP and appear to align with supports the district is currently advancing through the LCAP or strategic plan. DJUSD Superintendent's Cabinet In May, Superintendent's Cabinet reviewed the proposals which were recommended by LCAP Advisory and ALT. The recommendations centered on the needs of English Learners, support for access to college, school climate, and interventions. On-going activities in the other goal areas will continue as described in the LCAP.	LCAP emails to the Superintendent Messages about facilities needs have been forwarded to our facilities department and will be addressed through deferred maintenance or other funding and would not fall into the LCAP. Services for EL student, improved math instruction, and increased focus on student health will continue to be addressed through our LCAP with support for counselors, nurses, and professional growth for staff. As a result of these discussions, these proposals were aligned with the expectations for the use of LCFF Supplemental expenditures and were provided to the Board of Education on May 5, 2016 as informational items and for Board feedback and were then advanced to the Board of Education on June 2, 2016 as recommendations.
Annual Update: July 2014. DJUSD immediately began implementation of the Strategic Plan and the 2014-15 LCAP by addressing the goals of increasing communication, building a more robust professional growth program, and improving the technology infrastructure. Internal structures were put in place to monitor progress on specific actions within each goal area. During the first few months of the school year, there was a focus on building understanding of the LCAP document within the district and across the community. This included presentations to the Board of Education, Superintendent's Parent Advisory, and other advisory groups. Information was also distributed through the Instructional Services newsletter and by our public information officer.	**Annual Update:** The Strategic Planning Committee met on April 1 and 2, 2016 to review progress on the implementation of the Plan. The Committee acknowledged that the district is making progress on the implementation of the plan and is heading in the right direction. The committee also identified the need to address potential teacher shortages and identified the following as an additional strategy for the plan: We will develop, implement and assess a comprehensive human resources system consistent with our mission and objectives, focusing on: recruiting; supporting; evaluating; retaining; and advancing a team of highly qualified diverse and dedicated staff. This strategy was approved by the Board of Education on April 21. This will continue to support Goal 1 (Professional Growth) of the LCAP.

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

The LCAP Advisory is a group comprised of parent representative, students, staff, and administrators.

The initial LCAP Advisory Meeting for 2015-16 took place on October 12, 2015. At that meeting, members were provided with an overview of the meetings for the year and reflections on the process for 2014-15. Staff also reviewed the implementation of the LCAP and a review of the metrics for 2015-16.

At the November 30, LCAP Advisory Meeting, staff reviewed Pupil Outcomes through the CAASPP Results from 2014-15 with a particular eye on low-income, English Learner, and students whose parents have less than a college education. We also reviewed a-g completing rates. Staff also provided access to our LCAP Website with a variety of research resources. At the end of the meeting, members were asked about a particular focus for 2015-16 and for ideas for 2016-17. Supports for English Learners and low-income students consistently came through.

Engagement was reviewed at the January 11, 2016 LCAP Advisory Meeting. This included a presentation on the Healthy Kids Survey and a review of parent engagement opportunities including the School Governance Workshop, the Parent Engagement Night, and a variety of LCAP Meetings.

At the February 16, 2016, staff reviewed Conditions of Learning including an update on Professional Development offerings, a review of the implementation of State Standards through elementary report cards and course access. The group also discussed the structure of the LCAP and the need to streamline the document to provide more focus, identify high leverage metrics, and increase transparency. While the group could not reach agreement on any particular goal to eliminate, they did encourage district staff to work to make the LCAP more strategic by limiting metrics and actions and services.

On March 14, 2016, the LCAP advisory reviewed LCAP Proposals that were submitted by district staff and community members. As a part of this review, the Committee established criteria they would use to determine which proposals most accurately met the criteria for use of supplemental funds.

	After the criteria were set, it to the balance of the meeting to review the proposals. On April 18, 2016, the Committee completed the review of the proposals. Each small group ranked the proposals for consideration by the Superintendent's Cabinet for a recommendation to the Board of Education. Proposals that support students who are learning English, providing parents better/easier access to school services, programs that support literacy and trauma sensitive schools were highly supported. On May 16, 2016, the LCAP advisory reviewed 2015-16 LCAP metrics and Expected Annual Measurable Outcomes.reported in the Annual Update, compared 2015-16 metrics with recommended changes to the 2016-17 metrics and advised regarding metrics that should remain in the LCAP, and advised regarding including an LCAP Data Addendum with the 2016-17 LCAP.
November 2014. DJUSD District English Learner Advisory Committee (DELAC) DELAC representatives serve as communicators between the sites and the district. They are responsible to report on interests from the site and to report back at their site ELAC about district interests. At the November DELAC meeting the Title III Improvement Plan was presented, focusing on the alignment of the EL goals with Title III, LCAP and the DJUSD Strategic Plan. Academic progress data and demographic data were provided and explained. The data review gave the committee information needed to consider when discussing and developing recommendations to move forward English Learners' progress.	DELAC met four times in 2015-16 and also formed a subcommittee for LCAP to draft LCAP proposals. At every meeting LCAP was included in the agenda. In November DELAC was updated on LCAP and reviewed Goal 5. Academic progress data and demographic data were provided and explained. The data review gave the committee information needed to consider when discussing and developing recommendations to move forward English Learners' progress. A DELAC representative was selected to serve on the LCAP Advisory Committee. In January, the LCAP was an item on the DELAC agenda, the committee was updated and Clark Bryant, the Associate Superintendent was present to answer questions and hear comments. Committee members reviewed data on graduation rates, Smarter Balance results and Els in advanced placement courses. The committee determined to form a subcommittee to draft proposals to address some of the concerns discussed at the meeting. The DELAC subcommittee met several times and drafted two proposals that were submitted to Clark Bryant. At the March 10th meeting the subcommittee presented the proposals drafted and submitted. One proposal addressed the need to establish a Parent University and work with the parents to identify workshops to increase leadership skills, parenting skills and other areas in

	order for English Learner parents to increase parent involvement and student support. The Second proposal drafted was the need to assure that all staff would continue to be trained in the English Language Development Standards and to use these standards to develop Integrated and Designated ELD lessons.
December 2014. LCAP Parent Advisory convened. The advisory process for the annual update was described, including a focus on the purpose of the LCAP, an overview of data relative to the goals, the role of the advisory, and establishment of a timeline for approval in June 2015. The agenda, notes and presentation for the meeting, and other LCAP meetings, can be found on the DJUSD LCAP webpage. At the meeting, the LCAP Parent Advisory Committee also reviewed the state priorities for Conditions of Learning, Pupil Outcomes, and Engagement. Members of this group included representation from English learner, foster youth and low income families. Classified and certificated employees were also represented, along with secondary students, parents, and community members.	See above "LCAP Advisory"
January 2015. LCAP Community Forum held to gather community input. Conversations were organized by goal areas; community members shared successes within the district, areas of concern, and ideas for improvement. Notes about specific recommendations were available on the DJUSD LCAP Webpage.	A general LCAP Community Forum was held on January 14, 2016. The meeting included an overview of the LCAP Implementation and small group discussions about Conditions of Learning; Pupil Outcomes; and Engagement. In each group, pertinent data, such as Healthy Kids Survey; CAASPP Results; Graduation Rates; English Learner Progress (AMAOs); Professional Growth Opportunities; and Engagement Opportunities were provided. Each group was asked to consider 1) Needs in this area, 2) Progress in this area, 3) and suggested actions and services for future consideration. The LCAP Community Forum on February 1, 2016 was specifically held at Montgomery Elementary School to help provide access for English Learner families. Montgomery is our school with the highest percentage of families with English Learners. A second meeting with a similar agenda and format was held a few days in the Family Resource Center for families that could not attend during the evening. At each of these meetings, staff discussed the implementation of the LCAP and held a discussion about Conditions of Learning, Pupil Outcomes, and Engagement. At these meetings, requests for additional information about pathways to college became to light. The second general LCAP Community Forum was held on February 10, 2016 at

	Martin Luther King, Jr. Continuation High School. Here again, staff reviewed the implementation of the LCAP and held discussions about Conditions of Learning, Pupil Outcomes, and Engagement. Parents requested earlier information about support services and information about access to college preparation course. The final LCAP Community Forum on February 11, 2016 was held at the Moore Blvd Apartments. One of the low income representatives from the LCAP Advisory helped to organize this meeting. This provided an opportunity for staff to meet directly with families. During this meeting, parents and students praised the work of the Bridge staff and the AVID program, particularly at Harper Junior High School. They encouraged more outreach to families with low income and for English Learners. At these meetings staff reviewed the implementation of the LCAP and held discussions about Conditions of Learning, Pupil Outcomes, and Engagement.
January 2015. LCAP was an item on the DELAC agenda, as well as discussion about parent engagement, access to technology, professional growth, and the effort involved in reclassifying English learners within 5 years, prior to the students becoming long term English Learners. DELAC's LCAP Advisory representative shared ideas and concerns from the January LCAP Advisory meeting.	See above "DELAC"
February 2015. DJUSD Parent Engagement Night provided LCAP informational session for staff, parents and community members.	District Parent Engagement Events 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 Response to Interventions systems(RtI), Building Strong ELACs, Climate Committees and Restorative

	Practices, Communicating with Parents, Chromebooks & Wireless, Student Goal Setting, and Orientation for New Site Council Members. 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 take at each site in 2015-16. Discussion of the eight State Priorities focused on the three areas of conditions of learning, student achievement and engagement. January 2016 Parent Engagement Night at Harper Junior High 228 participants participated in the DJUSD Parent Engagement Night and had the opportunity to attend 3 30-minute breakout sessions, choosing from 29 different topics, including Goal Setting & its Impact on Achievement and Motivation, Growth Mindset, Career Tech Programs and Restorative Practices The evening's presenters included 42 community members, parents and staff members. Following the breakout sessions, site-level conversation circles were led by elementary and secondary principals, assistant principals and counselors.
February 2015. Second LCAP Community Forum held to gather community input. Conversations were organized by state priority areas; community members shared successes within the district, areas of concern, and ideas for improvement. Notes about specific recommendations were available on the DJUSD LCAP Webpage.	See above "LCAP Forum"
February 2015. Strategic Planning Review Committee held the first annual review of the DJUSD Strategic Plan. Through this annual review, considerable progress was identified in professional growth, infra-structure and technology, and assessment. These actions from the strategic plan align with LCAP goals 1, 2 and 3. Although the Strategic Planning Committee acknowledged growth in the area of developing student goals, LCAP goal 4, it was also identified as an area of need.	See above "Strategic Planning Committee"

February 2015. Two additional LCAP community meetings were held specifically for families of students included in the unduplicated count. One meeting met at the Moore Street Apartment Complex, during which low income families added their voice to the LCAP conversation; the second LCAP meeting took place at Marguerite Montgomery Elementary School, where many English Learner families and the District English Language Advisory Committee gave their input to the LCAP.	See above "LCAP Forum"
March 2015. District-developed LCAP survey was sent to parents, community members and district staff through multiple communications.	Our LCAP Survey was available in January and February. Responses indicated that high achieving students are served well but more support needs to be provided for student who struggle. Responses also included support for additional staff training in differentiation, sensitivity to students, and some specific content areas such as music and PE at the elementary level. State priorities that ranked highest included: better support of quality teachers, maintain a positive school climate with safety, inclusion, respect, strong relationships and high expectations, and increased students engagement with students enjoying school, participating in school activities, interested in classes and staff knowing student learning strengths and needs.
March 2015. At the LCAP Parent Advisory participants were updated on the implementation of the LCAP, read through the meeting notes from the January and February LCAP forums, and reviewed the results and comments from the DJUSD LCAP survey. Trends were identified from the feedback.	See above "LCAP Advisory"
March & April 2015. Two members of the LCAP Parent Advisory conducted interviews of 130 secondary school students at Harper Junior High School, Holmes Junior High School and Davis High School.	See above "LCAP Advisory"
April 2015. LCAP Advisory member gave DELAC an update about the ongoing work of the LCAP Advisory. DELAC also received a copy of Assoc. Supt. Bryant's article, "Local Control Accountability Plan Update" in the DJUSD publication "Engage and Inspire" (April 2015). Discussion and ideas were expressed by DELAC to take back to LCAP Advisory.	See above "DELAC"
April 2015. LCAP Parent Advisory reviewed "District Needs" and prioritized those needs based on the feedback from the Community Forums, interviews,	See above "LCAP Advisory"

and surveys. The Advisory also reviewed proposals for services and were asked to categorize these services as essential, beneficial, or not necessary at this time. The Advisory members worked in small groups and carried their work from this meeting to the May LCAP Advisory meeting.	
May 2015. Another LCAP update was given at the final 2014-15 DELAC meeting, including an explanation of the final steps in the LCAP process and dates when the plan would go to the board.	See above "DELAC"
Additional input was gathered throughout the year during regularly scheduled meetings of the DJUSD Administrative Leadership Team, Certificated Advisory, Classified Advisory, Instructional Services Advisory, Instructional Services Leadership Team and District Technology Advisory Committee.	Throughout the year, LCAP was placed on the ALT and Principals' Meetings agendas. At the April 12 ALT Meeting, members of ALT reviewed the LCAP Proposals and identified which they believed would best increase services for low-income, English Learners, and Foster Youth. Superintendent Meetings with DJUSD Bargaining Units, Davis Teachers Association (DTA) and Classified School Employees Association (CSEA) and the Superintendent's Certificated Advisory and Classified Advisory committees The Superintendent discussed the LCAP at regular meeting with DTA and CSEA Presidents prior to presentations to the Board of Education. No specific recommendations came from these meetings but progress on the implementation of the LCAP was monitored. The Local Control and Accountability Plan is a standing item for both of Certificated Advisory and Classified Advisory. Site Representatives from DTA and CSEA have the opportunity to ask questions about the LCAP, the development process, and share ideas about the overall plan. The instructional Services Advisory includes teachers from the Davis Teachers' Association, principals, and district office administrators. This group met on the implementation of Goal 1 (Professional Growth) and Goal 3 (Assessment). There was much enthusiasm about the professional growth opportunities that have been offered during the 2015-16 school year and encouragement to continue with the richness of the offerings. There was also acknowledgment of the involvement of teachers in the identification and development of a district wide assessment system using the SBAC Interim assessments, specific

	assessments from our new math adoption, and reorganization of the elementary reading assessment card. District Technology Advisory Committee monitored progress on wireless installation and Chromebook implementation.
May 2015. The Superintendent's Cabinet made initial recommendations that were delivered to the Board of Education on May 21, 2015. The recommendations centered on actions and services to support students in the area of Student Goals, English Proficiency for English Learners, and Climate. On-going activities in the other goal areas will continue to roll out as planned in the initial LCAP.	In May, Superintendent’s Cabinet reviewed the proposals which were recommended by LCAP Advisory and ALT. The recommendations centered on the needs of English Learners, support for access to college, school climate, and interventions. On-going activities in the other goal areas will continue as described in the LCAP.

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

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

Budgeted Expenditures: For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
4) What are the LEA's goal(s) to address any locally-identified priorities?
5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
9) What information was considered/reviewed for individual schoolsites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need * Increase the degree to which teachers are appropriately assigned and credentialed in subject areas. * Increase the implementation of content and performance standards for all students, including English Learners. Metrics 1.1 Compliance with Williams Act requirements, teacher credentialing and teaching assignments 1.2. Professional Growth participation records
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups: All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	1.1. 100% compliance with Williams Act requirements, teacher credentialing and teaching assignments 1.2. Increase the percent of teachers who have participated in professional development for implementation of the California professional and instructional State Standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain a professional development system that supports all elements of the California professional and instructional State Standards, including assessment practices	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Staff development for implementation of CCSS ELA/ELD and Mathematics 1XXX-5XXX LCFF $60,000 b. Professional Growth and Materials for CCSS in ELA/ELD and Mathematics implementation and classroom practices including performance tasks, formative assessments, and increased text complexity 1XXX-5XXX LCFF $84,000 c. Differentiation professional growth 1XXX-5XXX

			LCFF $25,000 d. Collaboration grants, Summer Curriculum workshops, Secondary Articulation 1XXX-5XXX LCFF $200,000 e. Training workshops 1XXX-5XXX LCFF $20,000 f. Science Teacher on Special Assignment, .2 FTE 1XXX-3XXX LCFF $21,000 g. Teacher development of grade level and content area guides for ELA/ELD and Mathematics 1XXX-3XXX LCFF $9,000 h. Implement Envision math adoption and SBAC interim assessments 1XXX-3XXX LCFF $3,000 i. English Language Development (ELD) professional development for elementary EL Specialists in support of ELD standards implementation 1XXX-5XXX LCFF $15,000 j. English Language Development (ELD) professional development for all teachers 4XXX-5XXX LCFF $4,000 k. Professional Development re. SEAL Instructional Model at Montgomery Elementary, including .50 FTE Site Instructional Coach 1XXX-5XXX Supplemental $70,000
2. Ensure systematization of the Professional Growth System for new teachers through support of the BTSA Induction program	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	a. Induction Program/ Beginning Teacher Support & Assessment (BTSA) 1XXX-3XXX LCFF $125,000 b. BTSA Support/ Mentor Teachers 1XXX-3XXX Federal Funding $100,000

		(Specify)	
3. Maintain a system where the equivalent of 4 professional growth days for all employees are provided over the 2015-2017 school years	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. The equivalent of 4 professional growth days for all employees to be used during the 2015-17 school years (budget remaining from 2015-16) 1XXX-3XXX LCFF $468,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	1.1. 100% compliance with Williams Act requirements, teacher credentialing and teaching assignments 1.2. Increase the percent of teachers who have participated in professional development for implementation of the California professional and instructional State Standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain a professional development system that supports all elements of the California professional and instructional State Standards, including assessment practices	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Staff development for implementation of CCSS ELA/ELD and Mathematics 1XXX-5XXX LCFF $60,000
			b. Professional Growth and Materials for CCSS in ELA/ELD and Mathematics implementation and classroom practices including performance tasks, formative assessments, and increased text complexity 1XXX-5XXX LCFF $84,000
			c. Differentiation professional growth 1XXX-5XXX LCFF $25,000
			d. Collaboration grants, Summer Curriculum workshops, Secondary Articulation 1XXX-5XXX LCFF $200,000
			e. Training workshops 1XXX-5XXX LCFF $20,000

			f. Science Teacher on Special Assignment, .2 FTE 1XXX-3XXX LCFF $21,000 g. Teacher development of grade level and content area guides for ELA/ELD and Mathematics 1XXX-3XXX LCFF $9,000 h. Implement Envision math adoption and SBAC interim assessments 1XXX-3XXX LCFF $3,000 i. English Language Development (ELD) professional development for elementary EL Specialists in support of ELD standards implementation 1XXX-5XXX LCFF $15,000 j. English Language Development (ELD) professional development for all teachers 1XXX-5XXX LCFF $4,000 k. Professional Development re. SEAL Instructional Model at Montgomery Elementary, including .50 FTE Site Instructional Coach 1XXX-5XXX Supplemental $70,000
2. Ensure systematization of the Professional Growth System for new teachers through support of the BTSA Induction program	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Induction Program/ Beginning Teacher Support & Assessment (BTSA) 1XXX-3XXX LCFF $125,000 b. BTSA Support/ Mentor Teachers 1XXX-3XXX Federal Funding $100,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	1.1. 100% compliance with Williams Act requirements, teacher credentialing and teaching assignments 1.2. Increase the percent of teachers who have participated in professional development for implementation of the California professional and instructional State Standards

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Maintain a professional development system that supports all elements of the California professional and instructional State Standards, including assessment practices	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Staff development for implementation of CCSS ELA/ELD and Mathematics 1XXX-5XXX LCFF $60,000
			b. Professional Growth and Materials for CCSS in ELA/ELD and Mathematics implementation and classroom practices including performance tasks, formative assessments, and increased text complexity 1XXX-5XXX LCFF $84,000
			c. Differentiation professional growth 1XXX-5XXX LCFF $25,000
			d. Collaboration grants, Summer Curriculum workshops, Secondary Articulation 1XXX-5XXX LCFF $200,000
			e. Training workshops 1XXX-5XXX LCFF $20,000
			f. Science Teacher on Special Assignment, .2 FTE 1XXX-3XXX LCFF $21,000
			g. Teacher development of grade level and content area guides for ELA/ELD and Mathematics 1XXX-3XXX LCFF $9,000
			h. Implement Envision math adoption and SBAC interim assessments 1XXX-3XXX LCFF $3,000
			i. English Language Development (ELD) professional

			development for elementary EL Specialists in support of ELD standards implementation 1XXX-5XXX LCFF $15,000 j. English Language Development (ELD) professional development for all teachers 1XXX-5XXX LCFF $4,000 k. Professional Development re. SEAL Instructional Model at Montgomery Elementary, including .50 FTE Site Instructional Coach 1XXX-5XXX Supplemental $70,000
2. Ensure systematization of the Professional Growth System for new teachers through support of the BTSA Induction program	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Induction Program/ Beginning Teacher Support & Assessment (BTSA) 1XXX-3XXX LCFF $125,000 b. BTSA Support/ Mentor Teachers 1XXX-3XXX Federal Funding $100,000

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

GOAL 2:	Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	* Increase the good repair of school facilities and access to technology tools for students and staff. Metrics 2.1 Compliance with Williams Act requirements, facilities 2.2 Wireless installation completion report	
Goal Applies to:	Schools: LEA-wide	
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	2.1 100% compliance with William Act requirements, facilities 2.2 Completion of elementary schools wireless installation

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Complete three-year, three-phase wireless installation project at all schools.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Wireless installation at Davis Senior High School completed in 2014-15 LCFF $0 b. Wireless installation in each junior high school completed in 2015-16 LCFF $0 c. Wireless installation in all elementary schools 4XXX-5XXX LCFF $400,000
2. Increase access to technology.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	a. Site instructional computer technician at each elementary, .5 FTE per site (4.0 FTE) 2XXX-3XXX LCFF $206,000 b. SITE - additional FTE beyond "Site instructional computer

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	technician at each elementary, .5 FTE per site (4.0 FTE)" 2XXX-3XXX LCFF $4,500 c. Provide train-the-trainer model for technology professional development at sites 1XXX-3XXX LCFF $9,000 d. Staffing of Montgomery and Davis High School libraries to provide after-school wireless access to online services 1XXX-3XXX Supplemental $10,000 e. SITE technology purchases 4XXX LCFF $7,100
3. Support school safety through the continued implementation of Safe Routes to Schools	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Continue to implement Safe Routes to Schools recommendations 2XXX-4XXX LCFF $1,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	2.1 100% compliance with William Act requirements, facilities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase access to technology..	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Site instructional computer technician at each elementary, .5 FTE per site (4.0 FTE) 2XXX-3XXX LCFF $206,000 b. SITE - additional FTE beyond "Site instructional computer technician at each elementary, .5 FTE per site (4.0 FTE)" 2XXX-3XXX LCFF $4,500 c. Provide train-the-trainer model for technology professional

			development at sites 1XXX-3XXX LCFF $9,000 d. Staffing of Montgomery and Davis High School libraries to provide after-school wireless access to online services 1XXX-3XXX Supplemental $10,000 e. SITE technology purchases 4XXX LCFF $7,100
2. Support school safety through the continued implementation of Safe Routes to Schools	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Continue to implement Safe Routes to Schools recommendations 2XXX-4XXX LCFF $1,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	2.1 100% compliance with William Act requirements, facilities

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Increase access to technology.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Site instructional computer technician at each elementary, .5 FTE per site (4.0 FTE) 2XXX-3XXX LCFF $206,000 b. SITE - additional FTE beyond "Site instructional computer technician at each elementary, .5 FTE per site (4.0 FTE)" 2XXX-3XXX LCFF $4,500 c. Provide train-the-trainer model for technology professional development at sites 1XXX-3XXX LCFF $9,000 d. Staffing of Montgomery and Davis High School libraries to

			provide after-school wireless access to online services 1XXX-3XXX Supplemental $10,000 e. SITE technology purchases 4XXX LCFF $7,100
2. Support school safety through the continued implementation of Safe Routes to Schools	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Continue to implement Safe Routes to Schools recommendations 2XXX-4XXX LCFF $1,000

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

GOAL 3:	Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 X 5 _ 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need * Maintain the degree to which students have sufficient access to standards-aligned instructional materials * Increase the implementation of Common Core State Standards in classroom instruction * Increase pupil achievement * Improve other pupil outcomes Metrics 3.1. Compliance with Williams Act requirements, sufficient textbooks 3.2. Instructional strategies observation tool 3.3. CAASSP proficiency rate in English Language Arts and Math 3.4. Academic Performance Index 3.5. List of secondary students with semester grade of D or F	
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	3.1. 100% compliance with Williams Act requirements, sufficient textbooks 3.2. Increase the use of classroom instructional strategies that support the implementation of state standards 3.3. Increase proficiency as measured by CAASSP English Language Arts and Math 3.4. Upon release of Academic Performance Index data, API baseline will be established 3.5. Decrease the number of secondary students with semester grade of D or F

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue ongoing evaluation and revision of curriculum to reflect implementation of the California State Standards	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Instructional materials for implementation of the California State Standards 4XXX State Restricted Funding $500,000 b. Pilot and purchase aligned ELD instructional resource materials for grades 9-12 4XXX State Restricted Funding $10,000 c. SITE - instructional supplies 4XXX Federal Funding $1,200 d. SITE - instructional supplies 4XXX LCFF $17,500 e. SITE - instructional supplies 4XXX Supplemental $12,600 f. SITE - support for school libraries 4XXX Federal Funding $5,000 g. SITE - support for school libraries 4XXX LCFF $15,600
2. Identify and implement formative and interim assessments within subject areas and within grade levels to systemically monitor student progress	LEA-wide	X All OR: _ Low Income pupils	a. Illuminate Education data and assessment system 5XXX LCFF $51,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	b. Implementation of Hapara Teacher Dashboard 5XXX LCFF $20,000 c. Academic conferencing / collaboration 1XXX-3XXX LCFF $77,000 d. Multi-Tiered System of Supports Specialist .50 FTE, to develop district MTSS system to monitor student progress (previously RtI2) 1XXX-5XXX Supplemental $37,250 e. SITE - Academic support system 1XXX-4XXX Federal Funding $14,000 f. SITE - Academic support system 1XXX-4XXX LCFF $13,000 g. SITE - Academic support system 1XXX-4XXX Supplemental $4,500
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	3.1. 100% compliance with Williams Act requirements, sufficient textbooks 3.2. Increase the use of classroom instructional strategies that support the implementation of state standards 3.3. Increase proficiency as measured by CAASSP English Language Arts and Math 3.4. Upon release of Academic Performance Index data, API baseline will be established 3.5. Decrease the number of secondary students with semester grade of D or F

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue ongoing evaluation and revision of curriculum to reflect implementation of the California State Standards	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Instructional materials for implementation of the California State Standards 4XXX State Restricted Funding $500,000 b. Pilot and purchase aligned ELD instructional resource materials for grades 9-12 4XXX State Restricted Funding $10,000 c. SITE - instructional supplies 4XXX Federal Funding $1,200 d. SITE - instructional supplies 4XXX LCFF $17,500 e. SITE - instructional supplies 4XXX Supplemental $12,600 f. SITE - support for school libraries 4XXX Federal Funding $5,000 g. SITE - support for school libraries 4XXX LCFF $15,600
2. Identify and implement formative and interim assessments within subject areas and within grade levels to systemically monitor student progress	LEA-wide	X All OR: _ Low Income pupils	a. Illuminate Education data and assessment system 5XXX LCFF $51,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	b. Implementation of Hapara Teacher Dashboard 5XXX LCFF $20,000 c. Academic conferencing / collaboration 1XXX-3XXX LCFF $77,000 d. Multi-Tiered System of Supports Specialist .50 FTE, to develop district MTSS system to monitor student progress (previously RtI2) 1XXX-5XXX Supplemental $37,250 e. SITE - Academic support system 1XXX-5XXX Federal Funding $14,000 f. SITE - Academic support system 1XXX-5XXX LCFF $13,000 g. SITE - Academic support system 1XXX-5XXX Supplemental $4,500
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	3.1. 100% compliance with Williams Act requirements, sufficient textbooks 3.2. Increase the use of classroom instructional strategies that support the implementation of state standards 3.3. Increase proficiency as measured by CAASSP English Language Arts and Math 3.4. Upon release of Academic Performance Index data, API baseline will be established 3.5. Decrease the number of secondary students with semester grade of D or F

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue ongoing evaluation and revision of curriculum to reflect implementation of the California State Standards	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Instructional materials for implementation of the California State Standards 4XXX State Restricted Funding $500,000 b. Pilot and purchase aligned ELD instructional resource materials for grades 9-12 4XXX State Restricted Funding $10,000 c. SITE - instructional supplies 4XXX Federal Funding $1,200 d. SITE - instructional supplies 4XXX LCFF $17,500 e. SITE - instructional supplies 4XXX Supplemental $12,600 f. SITE - support for school libraries 4XXX Federal Funding $5,000 g. SITE - support for school libraries 4XXX LCFF $15,600
2. Identify and implement formative and interim assessments within subject areas and within grade levels to systemically monitor student progress	LEA-wide	X All OR: _ Low Income pupils	a. Illuminate Education data and assessment system 5XXX LCFF $51,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	b. Implementation of Hapara Teacher Dashboard 5XXX LCFF $20,000 c. Academic conferencing / collaboration 1XXX-3XXX LCFF $77,000 d. Multi-Tiered System of Supports Specialist .50 FTE, to develop district MTSS system to monitor student progress (previously RtI2) 1XXX-5XXX Federal Funding $12,000 e. SITE - Academic support system 1XXX-4XXX Federal Funding $14,000 f. SITE - Academic support system 1XXX-4XXX LCFF $13,000 g. SITE - Academic support system 1XXX-4XXX Supplemental $4,500
		_ All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

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

GOAL 4:	Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Identified Need :	Need * Ensure pupil access and enrollment in all required areas of study * Increase pupil performance in required areas of study * Increase pupil achievement * Increase pupil engagement Metrics 4.1. Climate survey 4.2. Enrollment rate in Career Technical Education (CTE) courses 4.3. Completion rate in Career Technical Education (CTE) pathways 4.4. Enrollment rate in A-G courses 4.5. A-G course completion rate by high school graduates 4.6. Passage rate on Advanced Placement exams 4.7. Early Assessment Program preparation rate 4.8. Annual attendance rate 4.9. Chronic absenteeism rate 4.10. Middle school dropout rate 4.11. High school dropout rate 4.12. High school graduation rate	
Goal Applies to:	Schools: LEA-wide	
	Applicable Pupil	All students

	Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	4.1. Increase the number of students setting academic and personal goals 4.2. Increase enrollment rate in Career Technical Education (CTE) courses 4.3. Increase completion rate in Career Technical Education (CTE) pathway 4.4. Increase enrollment rate in A-G courses 4.5. Increase A-G course completion rate by high school graduates 4.6. Increase passage rate on Advanced Placement exams 4.7. Increase Early Assessment Program preparation rate 4.8. Increase annual attendance rate 4.9. Decrease chronic absenteeism rate 4.10. Decrease middle school dropout rate 4.11. Decrease high school dropout rate 4.12. Increase high school graduation rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide support services for all students	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Elementary counselors, .25 FTE per site based on school enrollment, (2.0 FTE) 1XXX-3XXX LCFF $118,000 b. Additional elementary counselors, .25 FTE per site based on school demographics, (2.0 FTE) 1XXX-3XXX Supplemental $118,000 c. SITE-funded counselors, FTE variable by site 1XXX-3XXX Federal Funding $20,000 d. District funded secondary school counselors, FTE variable by site

			1XXX-3XXX LCFF $984,000
			e. Supplementary services to enhance secondary counseling programs (Davis Schools Foundation) 1XXX-5XXX Local Funding $50,000
			f. Prevention and Crisis Manager, .50 FTE to develop, implement and supervise the Mental Health Intern program 1XXX-3XXX Supplemental $54,500
			g. School Nurses, total 4.5 FTE in support of student health needs 1XXX-3XXX LCFF $276,000
			h. Positive Behavioral Intervention and Supports program training and materials 1XXX-5XXX LCFF $15,000
			i. Davis High School English Learner Mentor Program 2XXX-4XXX Supplemental $8,750
			j. King High School Trauma Sensitive School health services and professional development 1XXX-5XXX Supplemental $30,800
2. Provide academic support programs.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Elementary reading support to equitably address early literacy and provide professional growth to meet the needs of English Learners and low income students 1XXX-3XXX Supplemental $50,000
			b. 3rd grade support for increased literacy aligned with Common Core, Paraeducator, 2.75 FTE 2XXX-3XXX Supplemental $81,500
			c. Junior High Reading Intervention program, .60 FTE (.20 FTE at each school) 1XXX-3XXX Supplemental $54,500
			d. ACES support course at Davis High School, .60 FTE 1XXX-3XXX Supplemental $50,000
			e. SITE - reading / math intervention support

			1XXX-3XXX Federal Funding $186,000 f. SITE - reading / math intervention support 1XXX-3XXX LCFF $98,800 g. SITE - reading / math intervention support 1XXX-3XXX Supplemental $50,100 h. Elementary choral music pilot program at Montgomery Elementary 1XXX-4XXX Supplemental $13,000
3. Support of college and career readiness.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Career Technical Education Coordinator, .2 FTE 1XXX-3XXX LCFF $19,000 b. Elementary STEM Differentiation Specialists at Montgomery, 1.0 FTE 1XXX-3XXX Supplemental $88,000 c. 9th Grade PSAT Administration, universal participation at Harper Junior High, optional participation at other junior high schools 1XXX-5XXX LCFF $15,000 d. SITE - Field Trips 4XXX-5XXX LCFF $1,700
4. Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Support of students' goal setting program 4XXX LCFF $2,000 b. SITE - Support of students' goal setting program 4XXX LCFF $3,000
5. Provide academic and mentoring support through AVID program.	LEA-wide	X All OR: _ Low Income pupils _ English Learners	a. Site AVID Coordinators, .6 FTE junior highs & .2 FTE Davis High School 1XXX-3XXX Supplemental $57,000

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	b. AVID membership fees, professional development, course materials, field trips and student recruitment efforts for AVID programs at 3 junior high schools and Davis High School 1XXX-5XXX Supplemental $50,000 c. AVID elective courses teachers 1XXX-3XXX Supplemental $73,000 d. District AVID Coordinator, annual 10-day contract for AVID coordination between state, district and sites 1XXX-3XXX Supplemental $5,500 e. Training for DJUSD AVID Coordinator 1XXX-5XXX LCFF $0 f. AVID Tutors, UCD Work Study 2XXX-3XXX Supplemental $20,000 g. Work Study Coordinator, .75 FTE 2XXX-3XXX Supplemental $47,000
6. Support extended learning opportunities	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Davis High School Academic Center 2XXX-4XXX LCFF $52,000 b. Davis High School Academic Center, support for English Learner & Redesignated Fluent English Proficient students 2XXX-4XXX Supplemental $55,000 c. Families in Transition Tutoring Program, supporting low income and homeless families 1XXX-5XXX Supplemental $10,000 d. Summer School 1XXX-4XXX Supplemental $180,000 e. Outdoor Education 5XXX Supplemental $34,000 f. SITE - Extended Day support services 1XXX-4XXX Federal Funding $11,300

			g. SITE - Extended Day support services 1XXX-4XXX LCFF $16,900
			h. SITE - Extended Day support services 1XXX-4XXX Supplemental $42,000
			i. SITE - Extended Year support services 1XXX-4XXX Federal Funding $14,200
			j. SITE - Extended Year support services 1XXX-4XXX Supplemental $11,300
			k. Montgomery Elementary Summer Lending Library and Literacy Workshop 1XXX-4XXX Supplemental $19,450

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	4.1. Increase enrollment rate in Career Technical Education (CTE) courses 4.2. Increase completion rate in Career Technical Education (CTE) pathway 4.3. Increase enrollment rate in A-G courses 4.4. Increase completion rate in A-G courses 4.5. Increase passage rate on Advanced Placement exams 4.6. Increase Early Assessment Program preparation rate 4.7. Increase annual attendance rate 4.8. Decrease chronic absenteeism rate 4.9. Decrease middle school dropout rate 4.10. Decrease high school dropout rate 4.11. Increase high school graduation rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide support services for all students	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Elementary counselors, .25 FTE per site based on school enrollment, (2.0 FTE) 1XXX-3XXX LCFF $118,000 b. Additional elementary counselors, .25 FTE per site based on school demographics, (2.0 FTE) 1XXX-3XXX Supplemental $118,000 c. SITE-funded counselors, FTE variable by site 1XXX-3XXX Federal Funding $20,000 d. District funded secondary school counselors, FTE variable by site 1XXX-3XXX LCFF $984,000 e. Supplementary services to enhance secondary counseling

			programs (Davis Schools Foundation) 1XXX-5XXX Local Funding $50,000
			f. Prevention and Crisis Manager, .50 FTE to develop, implement and supervise the Mental Health Intern program 1XXX-3XXX Supplemental $54,500
			g. School Nurses, total 4.5 FTE in support of student health needs 1XXX-3XXX LCFF $276,000
			h. Positive Behavioral Intervention and Supports program training and materials 1XXX-5XXX LCFF $15,000
			i. Davis High School English Learner Mentor Program 2XXX-4XXX Supplemental $8,750
			j. King High School Trauma Sensitive School health services and professional development 1XXX-5XXX Supplemental $30,800
2. Provide academic support programs.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Elementary reading support to equitably address early literacy and provide professional growth to meet the needs of English Learners and low income students 1XXX-3XXX Supplemental $50,000
			b. 3rd grade support for increased literacy aligned with Common Core, Paraeducator, 2.65 FTE 2XXX-3XXX Supplemental $78,500
			c. Junior High Reading Intervention program, .60 FTE (.20 FTE at each school) 1XXX-3XXX Supplemental $54,500
			d. ACES support course at Davis High School, .60 FTE 1XXX-3XXX Supplemental $50,000
			e. SITE - reading / math intervention support 1XXX-3XXX Federal Funding $186,000
			f. SITE - reading / math intervention support

			1XXX-3XXX LCFF $98,800 g. SITE - reading / math intervention support (Parcel Tax) 1XXX-3XXX Supplemental $50,100 h. Elementary choral music pilot program at Montgomery Elementary 1XXX-4XXX Supplemental $13,000
3. Support of college and career readiness.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Career Technical Education Coordinator, .2 FTE 1XXX-3XXX LCFF $19,000 b. Elementary STEM Differentiation Specialists at Montgomery, 1.0 FTE 1XXX-3XXX Supplemental $88,000 c. 9th Grade PSAT Administration, universal participation at Harper Junior High, optional participation at other junior high schools 1XXX-5XXX LCFF $15,000 d. SITE - Field Trips 4XXX-5XXX LCFF $1,700
4. Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Support of students' goal setting program 4XXX LCFF $2,000 b. SITE - Support of students' goal setting program 4XXX LCFF $3,000
5. Provide academic and mentoring support through AVID program.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	a. Site AVID Coordinators, .6 FTE junior highs & .2 FTE Davis High School 1XXX-3XXX Supplemental $57,000 b. AVID membership fees, professional development, course materials, field trips and student recruitment efforts for AVID programs at 3 junior high schools and Davis High School

		_ Other Subgroups: (Specify)	1XXX-5XXX Supplemental $50,000 c. AVID elective courses teachers 1XXX-3XXX Supplemental $73,000 d. District AVID Coordinator, annual 10-day contract for AVID coordination between state, district and sites 1XXX-3XXX Supplemental $5,500 e. Training for DJUSD AVID Coordinator 1XXX-5XXX LCFF $0 f. AVID Tutors, UCD Work Study 2XXX-3XXX Supplemental $20,000 g. Work Study Coordinator, .75 FTE 2XXX-3XXX Supplemental $47,000
6. Support extended learning opportunities	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Davis High School Academic Center 2XXX-4XXX LCFF $52,000 b. Davis High School Academic Center, support for English Learner & Redesignated Fluent English Proficient students 2XXX-4XXX Supplemental $55,000 c. Families in Transition Tutoring Program, supporting low income and homeless families 1XXX-5XXX Supplemental $10,000 d. Summer School 1XXX-4XXX Supplemental $180,000 e. Outdoor Education 5XXX Supplemental $34,000 f. SITE - Extended Day support services 1XXX-4XXX Federal Funding $11,300 g. SITE - Extended Day support services 1XXX-4XXX LCFF $16,900

			h. SITE - Extended Day support services 1XXX-4XXX Supplemental $42,000 i. SITE - Extended Year support services 1XXX-4XXX Federal Funding $14,200 j. SITE - Extended Year support services 1XXX-4XXX Supplemental $11,300 k. Montgomery Elementary Summer Lending Library and Literacy Workshop 1XXX-4XXX Supplemental $19,450

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	4.1. Increase enrollment rate in Career Technical Education (CTE) courses 4.2. Increase completion rate in Career Technical Education (CTE) pathway 4.3. Increase enrollment rate in A-G courses 4.4. Increase completion rate in A-G courses 4.5. Increase passage rate on Advanced Placement exams 4.6. Increase Early Assessment Program preparation rate 4.7. Increase annual attendance rate 4.8. Decrease chronic absenteeism rate 4.9. Decrease middle school dropout rate 4.10. Decrease high school dropout rate 4.11. Increase high school graduation rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide support services for all students	LEA-wide	X All OR: _ Low Income pupils	a. Elementary counselors, .25 FTE per site based on school enrollment, (2.0 FTE)

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	1XXX-3XXX LCFF $118,000 b. Additional elementary counselors, .25 FTE per site based on school demographics, (2.0 FTE) 1XXX-3XXX Supplemental $118,000 c. SITE-funded counselors, FTE variable by site 1XXX-3XXX Federal Funding $20,000 d. District funded secondary school counselors, FTE variable by site 1XXX-3XXX LCFF $984,000 e. Supplementary services to enhance secondary counseling programs (Davis Schools Foundation) 1XXX-5XXX Local Funding $50,000 f. Prevention and Crisis Manager, .50 FTE to develop, implement and supervise the Mental Health Intern program 1XXX-3XXX Supplemental $54,500 g. School Nurses, total 4.5 FTE in support of student health needs 1XXX-3XXX LCFF $276,000 h. Positive Behavioral Intervention and Supports program training and materials 1XXX-5XXX LCFF $15,000 i. Davis High School English Learner Mentor Program 2XXX-4XXX Supplemental $8,750 j. King High School Trauma Sensitive School health services and professional development 1XXX-5XXX Supplemental $30,800
2. Provide academic support programs.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	a. Elementary reading support to equitably address early literacy and provide professional growth to meet the needs of English Learners and low income students 1XXX-3XXX Supplemental $50,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	b. 3rd grade support for increased literacy aligned with Common Core, Paraeducator, 2.65 FTE 2XXX-3XXX Supplemental $78,500 c. Junior High Reading Intervention program, .60 FTE (.20 FTE at each school) 1XXX-3XXX Supplemental $54,500 d. ACES support course at Davis High School, .60 FTE 1XXX-3XXX Supplemental $50,000 e. SITE - reading / math intervention support 1XXX-3XXX Federal Funding $186,000 f. SITE - reading / math intervention support 1XXX-3XXX LCFF $98,800 g. SITE - reading / math intervention support 1XXX-3XXX Supplemental $50,100 h. Elementary choral music pilot program at Montgomery Elementary 1XXX-4XXX Supplemental $13,000
3. Support of college and career readiness.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Career Technical Education Coordinator, .2 FTE 1XXX-3XXX LCFF $19,000 b. Elementary STEM Differentiation Specialists at Montgomery, 1.0 FTE 1XXX-3XXX Supplemental $88,000 c. 9th Grade PSAT Administration, universal participation at Harper Junior High, optional participation at other junior high schools 1XXX-5XXX LCFF $15,000 d. SITE - Field Trips 4XXX-5XXX LCFF $1,700
4. Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals.	LEA-wide	X All OR: _ Low Income pupils	a. Support of students' goal setting program 4XXX LCFF $2,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	b. SITE - Support of students' goal setting program 4XXX LCFF $3,000
5. Provide academic and mentoring support through AVID program.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Site AVID Coordinators, .6 FTE junior highs & .2 FTE Davis High School 1XXX-3XXX Supplemental $57,000 b. AVID membership fees, professional development, course materials, field trips and student recruitment efforts for AVID programs at 3 junior high schools and Davis High School 1XXX-5XXX Supplemental $50,000 c. AVID elective courses teachers 1XXX-3XXX Supplemental $73,000 d. District AVID Coordinator, annual 10-day contract for AVID coordination between state, district and sites 1XXX-3XXX Supplemental $5,500 e. Training for DJUSD AVID Coordinator 1XXX-5XXX LCFF $0 f. AVID Tutors, UCD Work Study 2XXX-3XXX Supplemental $20,000 g. Work Study Coordinator, .75 FTE 2XXX-3XXX Supplemental $47,000
6. Support extended learning opportunities	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Davis High School Academic Center 2XXX-4XXX LCFF $52,000 b. Davis High School Academic Center, support for English Learner & Redesignated Fluent English Proficient students 2XXX-4XXX Supplemental $55,000 c. Families in Transition Tutoring Program, supporting low income and homeless families 1XXX-5XXX Supplemental

			$10,000 d. Summer School 1XXX-4XXX Supplemental $180,000 e. Outdoor Education 5XXX Supplemental $34,000 f. SITE - Extended Day support services 1XXX-4XXX Federal Funding $11,300 g. SITE - Extended Day support services 1XXX-4XXX LCFF $16,900 h. SITE - Extended Day support services 1XXX-4XXX Supplemental $42,000 i. SITE - Extended Year support services 1XXX-4XXX Federal Funding $14,200 j. SITE - Extended Year support services 1XXX-4XXX Supplemental $11,300 k. Montgomery Elementary Summer Lending Library and Literacy Workshop 1XXX-4XXX Supplemental $19,450

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

GOAL 5:	Increase the percent of English Learners that make adequate yearly progress and are reclassified as fluent English proficient within 5 years.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 X 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Needs * Increase EL pupil achievement * Increase EL parent engagement Metrics 5.1. California English Language Development Test (CELDT) 5.2. California English Language Development Test (CELDT) 5.3. CAASPP English Language Arts Test 5.4. English Learner reclassification rate 5.5. Parent sign-in sheets from District English Learner Advisory Committee (DELAC) and school-level English Learner Advisory Committee (ELAC) meetings	
Goal Applies to:	Schools: LEA-wide	
	Applicable Pupil Subgroups:	English Learners Redesignated Fluent English Proficient

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	5.1. Increase annual rate of English learner language acquisition (AMAO 1) 5.2. Increase rate of English learner cohorts language proficiency (AMAO 2) 5.3. Increase rate of English learner subgroup proficient on CAASPP English Language Arts test 5.4. Increase rate of English learner reclassification 5.5. Increase the participation rate of English learner parents involved in District English Learner Advisory Committee (DELAC) and school-level English Learner Advisory Committee (ELAC) meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to support English Learners	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Elementary EL Specialists, 2.8 FTE plus increased .20 FTE at North Davis Elementary with increased number of EL students 1XXX-3XXX Supplemental $185,000 b. Elementary EL Specialists, 1.4 FTE (3 elementary sites) 1XXX-3XXX Federal Funding $65,000 c. SITE - Additional FTE for Elementary EL Specialists 1XXX-3XXX Supplemental $30,000 d. SITE - EL Paraeducators 2XXX-3XXX Supplemental $112,000 e. SITE - EL staff for site determined support 1XXX-3XXX Federal Funding $20,200 f. SITE - EL staff for site determined support 1XXX-3XXX Supplemental $6,300 g. District EL Coordinator, 1.0 FTE; overseeing EL training, parent involvement, curriculum 1XXX-3XXX Supplemental $119,000 h. Bilingual paraeducator support in Davis High School World Civilization, 1.0 FTE

			2XXX-3XXX Supplemental $35,000
2. Continue to implement course curriculum for Long Term English Learners (LTELs)	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. LTEL course teachers, 7-12 grade 1XXX-3XXX Supplemental $112,000
3. Continue to provide extended learning opportunities for English Learners	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Bridge Program support at Montgomery Elementary and Harper Junior High, including Student Success staff 1.6 FTE, tutor training, program supplies & parent engagement 1XXX-5XXX Supplemental $146,000 b. Bridge Program UCD Work Study tutors 2XXX-3XXX Supplemental $20,000 c. Montgomery Academic Intervention Programs Coordinator, .50 FTE 1XXX-3XXX Supplemental $37,500
4. Increase English Learner parent input in decision making	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Leadership training for DELAC and ELAC councils 5XXX Supplemental $5,000
5. Provide services for immigrant students	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups:	a. Annual licenses for supplemental language acquisition program 5XXX Federal Funding $21,087 b. Counseling intern at secondary sites with high density of immigrant students 5XXX

		(Specify)	Federal Funding $5,000 c. Extended year transportation for migrant students 5XXX Supplemental $53,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	5.1.. Increase annual rate of English learner language acquisition (AMAO 1) 5.2. Increase rate of English learner cohorts language proficiency (AMAO 2) 5.3. Increase rate of English learner subgroup proficient on CAASPP English Language Arts test 5.4. Increase rate of English learner reclassification 5.5. Increase the participation rate of English learner parents involved in District English Learner Advisory Committee (DELAC) and school-level English Learner Advisory Committee (ELAC) meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to support English Learners	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Elementary EL Specialists, 2.8 FTE plus increased .20 FTE at North Davis Elementary with increased number of EL students 1XXX-3XXX Supplemental $185,000 b. Elementary EL Specialists, 1.4 FTE (3 elementary sites) 1XXX-3XXX Federal Funding $65,000 c. SITE - Additional FTE for Elementary EL Specialists 1XXX-3XXX Supplemental $30,000 d. SITE - EL Paraeducators 2XXX-3XXX Supplemental $112,000 e. Sites - EL staff for site determined support 1XXX-3XXX Federal Funding $20,200 f. Sites - EL staff for site determined support 1XXX-3XXX Supplemental $6,300 g. District EL Coordinator, 1.0 FTE; overseeing EL training,

			parent involvement, curriculum 1XXX-3XXX Supplemental $119,000 h. Bilingual paraeducator support in Davis High School World Civilization, 1.0 FTE 2XXX-3XXX Supplemental $35,000
2. Continue to implement course curriculum for Long Term English Learners (LTELs)	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. LTEL course teachers, 7-12 grade 1XXX-3XXX Supplemental $112,000
3. Continue to provide extended learning opportunities for English Learners	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Bridge Program support at Montgomery Elementary and Harper Junior High, including Student Success staff 1.6 FTE, tutor training, program supplies & parent engagement 1XXX-5XXX Supplemental $146,000 b. Bridge Program UCD Work Study tutors 2XXX-3XXX Supplemental $20,000 c. Montgomery Academic Intervention Programs Coordinator, .50 FTE 1XXX-3XXX Supplemental $37,500
4. Increase English Learner parent input in decision making	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Leadership training for DELAC and ELAC councils 5XXX Supplemental $5,000
5. Provide services for immigrant students	LEA-wide	_ All OR:	a. Annual licenses for supplemental language acquisition program

		_ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	5XXX Federal Funding $21,087 b. Counseling intern at secondary sites with high density of immigrant students 5XXX Federal Funding $5,000 c. Extended year transportation for migrant students 5XXX Supplemental $53,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	5.1.. Increase annual rate of English learner language acquisition (AMAO 1) 5.2. Increase rate of English learner cohorts language proficiency (AMAO 2) 5.3. Increase rate of English learner subgroup proficient on CAASPP English Language Arts test 5.4. Increase rate of English learner reclassification 5.5. Increase the participation rate of English learner parents involved in District English Learner Advisory Committee (DELAC) and school-level English Learner Advisory Committee (ELAC) meetings

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to support English Learners	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Elementary EL Specialists, 2.8 FTE plus increased .20 FTE at North Davis Elementary with increased number of EL students 1XXX-3XXX Supplemental $185,000 b. Elementary EL Specialists, 1.4 FTE (3 elementary sites) 1XXX-3XXX Federal Funding $65,000 c. SITE - Additional FTE for Elementary EL Specialists 1XXX-3XXX Supplemental $30,000 d. SITE - EL Paraeducators 2XXX-3XXX Supplemental $112,000 e. Sites - EL staff for site determined support 1XXX-3XXX Federal Funding $20,200

			f. Sites - EL staff for site determined support 1XXX-3XXX Supplemental $6,300 g. District EL Coordinator, 1.0 FTE; overseeing EL training, parent involvement, curriculum 1XXX-3XXX Supplemental $119,000 h. Bilingual paraeducator support in Davis High School World Civilization, 1.0 FTE 2XXX-3XXX Supplemental $35,000
2. Continue to implement course curriculum for Long Term English Learners (LTELs)	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. LTEL course teachers, 7-12 grade 1XXX-3XXX Supplemental $112,000
3. Continue to provide extended learning opportunities for English Learners	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Bridge Program support at Montgomery Elementary and Harper Junior High, including Student Success staff 1.6 FTE, tutor training, program supplies & parent engagement 1XXX-5XXX Supplemental $146,000 b. Bridge Program UCD Work Study tutors 2XXX-3XXX Supplemental $20,000 c. Montgomery Academic Intervention Programs Coordinator, .50 FTE 1XXX-3XXX Supplemental $37,500
4. Increase English Learner parent input in decision making	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups:	a. Leadership training for DELAC and ELAC councils 5XXX Supplemental $5,000

		(Specify)	
5. Provide services for immigrant students	LEA-wide	_ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Annual licenses for supplemental language acquisition program 5XXX Federal Funding $21,087 b. Counseling intern at secondary sites with high density of immigrant students 5XXX Federal Funding $5,000 c. Extended year transportation for migrant students 5XXX Supplemental $53,000

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

GOAL 6:	Improve school climate	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	Improve school climate Metrics 6.1. California Healthy Kids Survey (CHKS) 6.2. Student suspension rates 6.3. Student expulsion rates	
Goal Applies to:	Schools: LEA-wide	
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	6.1. Increase the number of students reporting a sense of connectedness with an adult on campus. 6.2. Decrease suspension rate 6.3. Maintain low expulsion rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to assess school climate district-wide.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. California Healthy Kids Survey administered in alternate years (Spring 2017) 5XXX LCFF $1,500 b. Administer annual "Youth Truth" climate survey. (Fall 2016) 5XXX LCFF $23,700
2. Continue to build DJUSD capacity to analyze climate	LEA-wide	X All	a. Climate internships to develop district cadre of climate

data.		OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	support providers 2XXX-3XXX Supplemental $2,000 b. Restorative practices and other related training for DJUSD staff to include awareness and skills that consider adverse childhood experiences and support trauma-informed schools 1XXX-5XXX LCFF $16,000 c. Spanish-language restorative practices services 1XXX-5XXX Supplemental $1,000
3.Implement responses to climate data and assess effectiveness of school climate and safety programs.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Training of district leadership, staff, students and parents in the use and potential responses of climate data through a variety of environments and settings 1XXX-5XXX LCFF $12,000 b. Develop and lead a district-wide implementation plan for restorative approaches and practices 1XXX-5XXX LCFF $0 c. Continue development of lending library of climate and other materials 4XXX LCFF $5,000 d. Resources to support of students who are homeless 4XXX-5XXX Federal Funding $10,000 e. Resources to support students who are homeless and/or in foster care 4XXX-5XXX Supplemental $9,200 f. SITE - Climate programs 4XXX-5XXX LCFF $29,100 g. School Community Liaison, 1.0 FTE 1XXX-3XXX LCFF $73,500 h. Secondary school campus safety supervisors 1XXX-3XXX LCFF $371,000 i. Continue increased campus supervision for elementary sites

			with an enrollment over 600 students 1XXX-3XXX LCFF $10,500 j. Foster Youth and Homeless student liaison to support the continuity of school experience, by attending closely to credits and graduation requirements, expediting transfers of records for foster students both entering and leaving the district, building capacity of sites and district to work with foster advocates, and ensuring continuity of services across school sites 1XXX-3XXX LCFF $0

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	6.1. Increase the number of students reporting a sense of connectedness with an adult on campus. 6.2. Decrease home suspension rate 6.3. Maintain low expulsion rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to assess school climate district-wide.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. California Healthy Kids Survey administered in alternate years (Spring 2017) 5XXX LCFF $1,500 b. Administer annual "Youth Truth" climate survey. (Fall 2016) 5XXX LCFF $23,700
2. Continue to build DJUSD capacity to analyze climate data.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Climate internships to develop district cadre of climate support providers 2XXX-3XXX Supplemental $2,000 b. Restorative practices training for DJUSD staff to include awareness and skills that consider adverse childhood experiences and support trauma-informed schools 1XXX-5XXX LCFF $16,000

			c. Spanish-language restorative practices services 1XXX-5XXX Supplemental $1,000
3.Implement responses to climate data and assess effectiveness of school climate and safety programs.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Training of district leadership, staff, students and parents in the use of climate data through a variety of environments and settings 1XXX-5XXX LCFF $12,000
			b. Develop and lead a district-wide implementation plan for restorative approaches and practices 1XXX-5XXX LCFF $0
			c. Continue development of lending library of climate and other materials 4XXX LCFF $5,000
			d. Resources to support of students who are homeless 4XXX-5XXX Federal Funding $10,000
			e. Resources to support students who are homeless and/or in foster care 4XXX-5XXX Supplemental $9,200
			f. SITE - Climate programs 4XXX-5XXX LCFF $29,100
			g. School Community Liaison, 1.0 FTE 1XXX-3XXX LCFF $73,500
			h. Secondary school campus safety supervisors 1XXX-3XXX LCFF $371,000
			i. Continue increased campus supervision for elementary sites with an enrollment over 600 students 1XXX-3XXX LCFF $10,500
			j. Foster Youth and Homeless student liaison to support the continuity of school experience, by attending closely to credits and graduation requirements, expediting transfers of records for foster students both entering and leaving the district, building capacity of sites and district to work with foster

			advocates, and ensuring continuity of services across school sites 1XXX-3XXX LCFF $0

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	6.1. Increase the number of students reporting a sense of connectedness with an adult on campus. 6.2. Decrease home suspension rate 6.3. Maintain low expulsion rate

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Continue to assess school climate district-wide.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. California Healthy Kids Survey administered in alternate years (Spring 2017) 5XXX LCFF $1,500 b. Administer annual "Youth Truth" climate survey. (Fall 2016) 5XXX LCFF $23,700
2. Continue to build DJUSD capacity to analyze climate data.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Climate internships to develop district cadre of climate support providers 2XXX-3XXX Supplemental $2,000 b. Restorative practices and other related training for DJUSD staff to include awareness and skills that consider adverse childhood experiences and support trauma-informed schools 1XXX-5XXX LCFF $16,000 c. Spanish-language restorative practices services 1XXX-5XXX Supplemental $1,000
3.Implement responses to climate data and assess effectiveness of school climate and safety programs.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth	a. Training of district leadership, staff, students and parents in the use and potential responses of climate data through a variety of environments and settings 1XXX-5XXX LCFF $12,000

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	b. Develop and lead a district-wide implementation plan for restorative approaches and practices 1XXX-5XXX LCFF $0
			c. Continue development of lending library of climate and other materials 4XXX LCFF $5,000
			d. Resources to support of students who are homeless 4XXX-5XXX Federal Funding $10,000
			e. Resources to support students who are homeless and/or in foster care 4XXX-5XXX Supplemental $9,200
			f. SITE - Climate programs 4XXX-5XXX LCFF $29,100
			g. School Community Liaison, 1.0 FTE 1XXX-3XXX LCFF $73,500
			h. Secondary school campus safety supervisors 1XXX-3XXX LCFF $371,000
			i. Continue increased campus supervision for elementary sites with an enrollment over 600 students 1XXX-3XXX LCFF $10,500
			j. Foster Youth and Homeless student liaison to support the continuity of school experience, by attending closely to credits and graduation requirements, expediting transfers of records for foster students both entering and leaving the district, building capacity of sites and district to work with foster advocates, and ensuring continuity of services across school sites 1XXX-3XXX LCFF $0

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

GOAL 7:	Increase parent engagement through effective two-way communication to communicate with families about school programs and student progress, foster involvement of families at school, and support academic learning at home, thereby including families as knowledgeable participants in school decisions.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	* Increase parent engagement Metrics 7.1. California Healthy Kids Survey (bi-annual administration) 7.2. Local Control Accountability Plan (LCAP) Survey 7.3. Parent-teacher conference attendance records 7.4. List of events supporting students' academic learning at home	
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	7.1. Increase number of California Healthy Kids Surveys (bi-annual administration) submitted by parents 7.2. Increase number of Local Control Accountability Plan (LCAP) surveys submitted by parents 7.3. Maintain percent of parents in attendance at parent-teacher conferences 7.4. Maintain events that support students' academic learning at home

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide district wide events which: (a) foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions, (b) increase parent understanding of Common Core State Standards curriculum and assessment practices, and (c) assist school staff in utilizing parent contributions and	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups:	a. DJUSD parent engagement event expenses 1XXX-5XXX Federal Funding $18,000 b. Family Resource Center at Montgomery Elementary School, providing access for DJUSD families to county and district resources and maintaining an engaging center for community families

building ties with parents.		(Specify)	1XXX-5XXX Supplemental $20,000 c. Continue Math Night program support at Title I elementary schools 1XXX-4XXX Federal Funding $1,000 d. Child care expenses for meetings 2XXX-4XXX Supplemental $5,000 e. Reasonable food expenses for after-school meetings 4XXX Supplemental $5,000 f. Staff members hourly rate to attend meetings when convenient to parents 1XXX-3XXX Supplemental $5,000 g. SITE - Parent engagement support 1XXX-4XXX Federal Funding $4,300 h. SITE - Parent engagement support 1XXX-4XXX LCFF $2,800 i. SITE - Parent engagement support 1XXX-4XXX Supplemental $1,400
2. Support services that promote inclusion of all parents in school communities and provide effective communication about district programs, opportunities and urgent public information updates	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Digital communication annual fees 5XXX LCFF $65,000 b. Translation and interpretation services for parents of English Learners 2XXX-5XXX Supplemental $50,000 c. SITE - Translation services for parents of English Learners 2XXX-5XXX Supplemental $8,800 d. Davis High School Parent Liaison to assist parents/guardians of socioeconomic disadvantaged students better navigate Davis High School 1XXX-4XXX Supplemental $9,000

			e. Parent University workshops to assist English Learner, low socioeconomic and foster families navigate the educational system. 1XXX-5XXX Supplemental $3,000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	7.1. Increase number of California Healthy Kids Surveys (bi-annual administration) submitted by parents 7.2. Increase number of Local Control Accountability Plan (LCAP) surveys submitted by parents 7.3. Maintain percent of parents in attendance at parent-teacher conferences 7.4. Maintain events that support students' academic learning at home

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide district wide events which: (a) foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions, (b) increase parent understanding of Common Core State Standards curriculum and assessment practices, and (c) assist school staff in utilizing parent contributions and building ties with parents.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. DJUSD parent engagement event expenses 1XXX-5XXX Federal Funding $18,000 b. Family Resource Center at Montgomery Elementary School, providing access for DJUSD families to county and district resources and maintaining an engaging center for community families 1XXX-5XXX Supplemental $20,000 c. Continue Math Night program support at Title I elementary schools 1XXX-4XXX Federal Funding $1,000 d. Child care expenses for meetings 2XXX-4XXX Supplemental $5,000 e. Reasonable food expenses for after-school meetings 4XXX Supplemental $5,000 f. Staff members hourly rate to attend meetings when convenient to parents 1XXX-3XXX Supplemental $5,000 g. SITE - Parent engagement support

			1XXX-4XXX Federal Funding $4,300 h. SITE - Parent engagement support 1XXX-4XXX LCFF $2,800 i. SITE - Parent engagement support 1XXX-4XXX Supplemental $1,400
2. Support services that promote inclusion of all parents in school communities and provide effective communication about district programs, opportunities and urgent public information updates	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Digital communication annual fees 5XXX LCFF $65,000 b. Translation and interpretation services for parents of English Learners 2XXX-5XXX Supplemental $50,000 c. SITE - Translation services for parents of English Learners 2XXX-5XXX Supplemental $8,800 d. Davis High School Parent Liaison to assist parents/guardians of socioeconomic disadvantaged students better navigate Davis High School 1XXX-4XXX Supplemental $9,000 e. Parent University workshops to assist English Learner, low socioeconomic and foster families navigate the educational system. 1XXX-5XXX Supplemental $3,000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	7.1. Increase number of California Healthy Kids Surveys (bi-annual administration) submitted by parents 7.2. Increase number of Local Control Accountability Plan (LCAP) surveys submitted by parents 7.3. Maintain percent of parents in attendance at parent-teacher conferences 7.4. Maintain events that support students' academic learning at home

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Provide district wide events which: (a) foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions, (b) increase parent understanding of Common Core State Standards curriculum and assessment practices, and (c) assist school staff in utilizing parent contributions and building ties with parents.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. DJUSD parent engagement event expenses 1XXX-5XXX Federal Funding $18,000 b. Family Resource Center at Montgomery Elementary School, providing access for DJUSD families to county and district resources and maintaining an engaging center for community families 1XXX-5XXX Supplemental $20,000 c. Continue Math Night program support at Title I elementary schools 1XXX-4XXX Federal Funding $1,000 d. Child care expenses for meetings 2XXX-4XXX Supplemental $5,000 e. Reasonable food expenses for after-school meetings 4XXX Supplemental $5,000 f. Staff members hourly rate to attend meetings when convenient to parents 1XXX-3XXX Supplemental $5,000 g. SITE - Parent engagement support 1XXX-4XXX Federal Funding $4,300 h. SITE - Parent engagement support 1XXX-4XXX LCFF $2,800

			i. SITE - Parent engagement support 1XXX-4XXX Supplemental $1,400
2. Support services that promote inclusion of all parents in school communities and provide effective communication about district programs, opportunities and urgent public information updates	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Digital communication annual fees 5XXX LCFF $65,000 b. Translation and interpretation services for parents of English Learners 2XXX-5XXX Supplemental $50,000 c. SITE - Translation services for parents of English Learners 2XXX-5XXX Supplemental $8,800 d. Davis High School Parent Liaison to assist parents/guardians of socioeconomic disadvantaged students better navigate Davis High School 1XXX-4XXX Supplemental $9,000 e. Parent University workshops to assist English Learner, low socioeconomic and foster families navigate the educational system. 1XXX-5XXX Supplemental $3,000

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

GOAL 8:	Value each person responsible for the education of our students by recognizing their work in promoting a community of respect, trust, and inquiry-based practice. Recognition will be embedded in collaborative practices, professional growth, and effective communication networks.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Identified Need :	* Improve school climate Metrics 8.1. Teacher retention records	
Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All students

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	8.1. Increase retention of highly qualified staff in district

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Support the recruitment and retention of highly qualified staff to positively impact student achievement.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Salaries and benefits 1XXX-3XXX LCFF $47,136,000 b. Lower class size; 14.0 FTE Classroom teachers, ongoing from 2014-15 1XXX-3XXX LCFF $1,144,000 c. Lower class size at Montgomery with 1 additional FTE allocation 1XXX-3XXX Supplemental $82,000
2. Develop a system and criteria to recognize district staff.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	a. Recognition system 4XXX LCFF $4,000 b. Yolo County Resolution Center (YCRC) contract for conflict resolution services 5XXX

		English proficient _ Other Subgroups: (Specify)	LCFF $20,000
3. Develop a system and criteria to recognize volunteers and community partners.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Recognition system 4XXX LCFF $1,000 b. Continue implementation of Raptor Systems, Digital Check in and Virtual Volunteer software 5XXX LCFF $10,000
4. Embed recognition of district students and educators in district communications.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Recognition system 4XXX LCFF $1,000
5. Embed recognition of student achievement	Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. SITE - Recognition system 4XXX LCFF $1,500 b. SITE - Recognition system 4XXX Supplemental $500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	8.1. Increase retention of highly qualified staff in district

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Support the recruitment and retention of highly qualified staff to positively impact student achievement.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Salaries and benefits 1XXX-3XXX LCFF $47,136,000 b. Lower class size; 14.0 FTE Classroom teachers, ongoing from 2014-15 1XXX-3XXX LCFF $1,144,000 c. Lower class size at Montgomery with 1 additional FTE allocation 1XXX-3XXX Supplemental $82,000
2. Develop a system and criteria to recognize district staff.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Recognition system 4XXX LCFF $4,000 b. Yolo County Resolution Center (YCRC) contract for conflict resolution services 5XXX LCFF $20,000
3. Develop a system and criteria to recognize volunteers and community partners.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Recognition system 4XXX LCFF $1,000 b. Continue implementation of Raptor Systems, Digital Check in and Virtual Volunteer software 5XXX LCFF $10,000
4. Embed recognition of district students and educators in district communications.	LEA-wide	X All OR: _ Low Income pupils	a. Recognition system 4XXX LCFF $1,000

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Embed recognition of student achievement	Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. SITE - Recognition system 4XXX LCFF $1,500 b. SITE - Recognition system 4XXX Supplemental $500

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	8.1. Increase retention of highly qualified staff in district

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1. Support the recruitment and retention of highly qualified staff to positively impact student achievement.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Salaries and benefits 1XXX-3XXX LCFF $47,136,000 b. Lower class size; 14.0 FTE Classroom teachers, ongoing from 2014-15 1XXX-3XXX LCFF $1,144,000 c. Lower class size at Montgomery with 1 additional FTE allocation 1XXX-3XXX Supplemental $82,000
2. Develop a system and criteria to recognize district staff.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent	a. Recognition system 4XXX LCFF $4,000 b. Yolo County Resolution Center (YCRC) contract for conflict resolution services 5XXX

		English proficient _ Other Subgroups: (Specify)	LCFF $20,000
3. Develop a system and criteria to recognize volunteers and community partners.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Recognition system 4XXX LCFF $1,000 b. Continue implementation of Raptor Systems, Digital Check in and Virtual Volunteer software 5XXX LCFF $10,000
4. Embed recognition of district students and educators in district communications.	LEA-wide	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. Recognition system 4XXX LCFF $1,000
5. Embed recognition of student achievement	Schools	X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	a. SITE - Recognition system, 4XXX LCFF $1,500 b. SITE - Recognition system 4XXX Supplemental $500

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

Annual Update

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

Guiding Questions:

1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 1 from prior year LCAP:	Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.	Related State and/or Local Priorities: 1 X 2 X 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	1.1. Decrease by 2 the number of teacher misassignments (from 8 misassignments to 6) 1.2.a. At least 80% of teachers will have participated in CCSS professional growth 1.2.b. Increase by 50% the number of students scoring "adequate understanding of standards" as measured on district report cards (TK-6 grade) 1.3. 70% of staff will respond positively regarding district assistance in addressing professional growth needs	Actual Annual Measurable Outcomes:	1.1. Decreased by 7 the number of teacher misassignments (from 8 to 1 misassignments). 1.2.a. 2015-16 79% of teachers participated in CCSS professional growth. 1.2.b. 2015-16 64% K-6th grade students in English Language Arts and 59% K-5th grade students in Mathematics scored "adequate understanding of standards" as measured on district report cards, a 1% increase in ELA and a baseline level for Math. Math includes grades K-5, because 6th grade does not yet assess CCSS math standards. TK is not included in ELA & Math data because the small number of students in TK skews the average K-5/6 calculation. 1.3. 2015-16 80% of staff responded positively regarding district assistance in addressing professional growth needs

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Develop interactive professional growth website or resources to assist in addressing professional growth needs, including needs assessment, forum for sharing staff expertise and ideas, make resources available, opportunities for teachers to easily access web-based professional	Professional growth interactive website or resources 5XXX LCFF $15,000	Researched more advanced professional growth registration software and began a new subscription with Go Sign Me Up.	Professional Growth registration software 5XXX LCFF $7,000

growth opportunities and collaborative forums, and on-going assessment of Professional Growth System (PGS).			
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Create and maintain a system across sites that allows for staff to regularly share their expertise and collaborate through peer observations, co-lesson planning and lesson debriefing, ongoing dialogue, and collaboration opportunities on district-wide goals. Action includes collaboration grants and summer curriculum workshops.	Collaboration grants, summer curriculum workshops 1XXX-4XXX LCFF $150,000	Maintained the opportunity for collaboration grants, increased professional growth offerings that included collaboration time, utilized district coordinated Wednesday Collaboration time in a more meaningful manner based on teacher feedback and created a Teachers Leading Curriculum (TLC) Group to further increase the collaboration amongst teachers.	Collaboration grants, summer curriculum workshops 1XXX-4XXX LCFF $151,042
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Continue to build PGS that is aligned with California Standards for the Teaching Profession' to effectively communicate with all key stakeholders about professional growth programs	Instructional Services Advisory LCFF $0	Instructional Services Advisory (ISA), comprised of teachers and administrators, met on 12/4/15, 1/27/16 & 2/22/16 to receive updates on professional growth and assessment.	Instructional Services Advisory LCFF $0

through the Instructional Services Advisory.		ISA reviewed progress on the LCAP actions and services and the DJUSD Strategic Plan implementation. They highlighted actions and services that seem to be most impactful for students' success, including the DHS CARES Team review of D and F lists and the use of CAASPP results in articulation discussions.	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Ensure systematization of the PGS, including a coordinated, integrated approach across recruiting, hiring, induction, placement, professional learning and evaluation, including the BTSA Induction program and support providers.	Induction Program / Beginning Teacher Support & Assessment (BTSA) 1XXX-3XXX LCFF $125,000 BTSA Support / Mentor Teachers 1XXX-3XXX Federal Funding $100,000	DJUSD provided Induction support for 16 Year 1 and 28 Year 2 participating teachers. DJUSD also funded 37 support providers to mentor the Year 1 and Year 2 teachers.	Induction Program / Beginning Teacher Support & Assessment (BTSA) 1XXX-3XXX LCFF $88,000 BTSA Support / Mentor Teachers 1XXX-3XXX Federal Funding $99,990
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

5. Utilize partnerships to implement and evaluate professional growth system, including training partnerships with SCOE, YCOE, Area 3 Writing Project and UCD Math project	Training partnerships with SCOE, YCOE, Area 3 Writing Project, UCD Math project 1XXX-5XXX LCFF $20,000	Increased training partnerships in which district staff attended workshops at Sacramento County Office of Education (4 SCOE trainings, 52 participants), Yolo County Office of Education (2 YCOE trainings, 67 participants), Area 3 Writing Project (16 Area 3 trainings, 12 participants per training), and UC Davis Math Project (18 trainings, 29 participants).	Training partnerships with SCOE, YCOE, Area 3 Writing Project, UCD Math Project 1XXX-5XXX LCFF $12,773
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6. Develop capacity of teachers, administrators, and specialists to identify best practices in support of the implementation of Common Core and ELD standards, including training workshops, Secondary Articulation, Summer Curriculum workshops, Collaboration grants	Training workshops, Secondary Articulation, Summer Curriculum workshops, Collaboration grants 1XXX-5XXX LCFF $49,878	Training workshops (see Goal 1 Action 5), Secondary Articulation (2 secondary articulation meetings, 180 attendees per meeting), Summer Curriculum Workshops (38 Summer Curriculum workshops, 262 participants), Common Core Collaboration Grants (104 Common Core Collaboration Grants, 104 participants), and Wednesday Collaboration (6 Wednesday Collaboration meetings, 192 participants per meeting).	Professional development stipends 1XXX-3XXX LCFF $50,000
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
7. Support implementation of Next Generation Science Standards and STEM education, grades K-12 through services of Science Teacher on Special Assignment.	Science Teacher on Special Assignment, .2 FTE 1XXX-3XXX LCFF $20,000	Science teacher on Special Assignment, .20 FTE, provided monthly trainings on Next Generation Science Standards for elementary and secondary science teachers.	Science Teacher on Special Assignment, .2 FTE 1XXX-3XXX Local Funding $19,217
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
8. Develop 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.	The equivalent of 4 professional growth days for all employees to be used during the 2015-17 school years. 1XXX-3XXX LCFF $600,000	Established four professional growth days over the 2015-16 through 2016-17 school years for all employees. Professional growth offerings were available for classified, certificated, and administrative employees on Go Sign Me Up. Professional development offerings included conference attendance, new and aspiring administrator academy, differentiation training and Common Core implementation, among other trainings that furthered the goals of the district. Because this was a new option regarding staff professional development payment, it took several months to determine that clearer communication was needed regarding this payment option.	The equivalent of 4 professional growth days for all employees to be used during the 2015-17 school years. 1XXX-3XXX LCFF $132,000
Scope of Service: LEA-wide		Scope of Service: LEA-wide	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	General information about changes in actions, services, expenditures and metrics • The majority of the changes in this year's DJUSD LCAP result from a focused effort to streamline the document through eliminating redundancy in actions, services and expenditures. • Details were removed from action descriptions, but included in the actions' expenditures • Expenditures noted as "SITE" expenditures were increased or decreased based on school-level funding decisions that are included in each site's 2016-17 Single Plan for Student Achievement. • 2016/17 staffing cost projections reflect a locally negotiated 2016-17 2% salary schedule increase and increased costs related to STRS/PERS statutory benefits. • The number of metrics was reduced to focus on growth in state mandated metrics; many local metrics that had been created to measure items from the DJUSD Strategic Plan will be reported through the DJUSD Strategic Planning process. • Growth targets for LCAP metrics were revised, using the terms of 'increase', 'decrease' or 'maintain.' Identified Need added/modified in Goal 1 • Add 16/17 Goal 1 identified need "increase the degree to which teachers are appropriately assigned and credentialed in subject areas." • Revise 15/16 Goal 1 identified need "Increase the degree to which teachers are prepared to effectively teach Common Core State Standards" to 16/17 goal 1 identified need "Increase the implementation of content and performance standards for all students, including English Learners." Goal 1 Local metrics and Expected Annual Measurable Objectives (EAMO) removed from 2016-17 LCAP 1) 1.2.b. Grade level /subject area interim formative assessments with EAMO 1.2.b. Increase by 50% the number of students scoring "adequate understanding of standards" as measured on district report cards (TK-6 grade) 2) 1.3 Professional Growth System Survey with EAMO 1.3. 70% of staff will respond positively regarding district assistance in addressing professional growth needs Revise 15/16 Metric 1.1 Williams Act Review of rate of teacher misassignment with EAMO 1.1. Decrease by 2 the number of teacher misassignments (from 8 misassignments to 6) to 16/17 Metric 1.1 Compliance with Williams Act requirements, teacher credentialing and teaching assignments with EAMO 1.1. 100% compliance with Williams Act requirements, teacher credentialing and teaching assignments. Specific changes in actions, services, and expenditures 1. Delete 15/16 Action 1.1; Professional Development System was created; specific implementation steps are included in the

	DJUSD Strategic Plan. 2. Merge 15/16 Action 1.2 with Actions 1.3, 1.5, 1.6 & 1.7 and Actions 3.1, 3.2 & 3.3 to reduce redundancy in actions: 16/17 Action 1.1 Maintain a professional development system that supports all elements of the California professional and instructional State Standards, including assessment practices. 3. Include the following expenditures in 16/17 Action 1.1: a. 15/16 Action 3.1 Staff development for implementation of CCSS ELA/ELD and Mathematics (LCFF Base $60,000) b. 15/16 Action 3.2 Professional Growth and Materials for CCSS in ELA/ELD and Mathematics implementation and classroom practices including performance tasks, formative assessments, and increased text complexity (LCFF Base $84,000) c. 15/16 Action 4.7 Differentiation professional growth (LCFF Base $25,000) d. Combine 15/16 Action 1.2 $150,000 expense for “collaboration grants, summer curriculum workshop, secondary articulation” with 15/16 Action 1.6 $50,000 expense for “[training workshops,] secondary articulation, summer curriculum workshops, collaboration grants” and 15/16 Action 3.3 $0 expense for “[training workshops,] secondary articulation, summer curriculum workshops, collaboration grants,” resulting in 16/17 Action 1.1 funding of $200,000 expense for “Collaboration grants, Summer Curriculum workshops, Secondary Articulation” e. Revision of 15/16 Action 1.5, 1.6 & 3.3 list of training partnerships to “Training workshops” and move with Action 1.5 expense (LCFF Base $20,000). f. 15/16 Action 1.7 expenditure of Science Teacher on Special Assignment, .2 FTE (LCFF Base $21,000). g. 15/16 Action 3.2 Teacher development of grade level and content area guides for ELA/ELD and Mathematics (LCFF Base $9,000) h. 15/16 Action 3.2 Math benchmarks (LCFF Base $3,000) as “Implement Envision math adoption and SBAC interim assessments (LCFF Base $3,000)” 4. Delete 16/17 Action 1.2 expenditure “Increase number of Math coaches (LCFF $440,000).” Current staffing of .50 FTE at each site appears to appropriately support this work. 5. Delete 15/16 Action 1.3 expenditure “Instructional Services Advisory (LCFF $0)” 6. Revise 15/16 Action 1.4, “Ensure systematization of the PGS, including a coordinated, integrated approach across recruiting, hiring, induction, placement, professional learning and evaluation, including the BTSA Induction program and support providers,” to become 16/17 Action 1.2 “Ensure systematization of the Professional Growth System for new teachers through support of the BTSA Induction program” with expenditure “Induction Program/ Beginning Teacher Support & Assessment (BTSA) (LCFF Base $125,000) and BTSA Support/ Mentor Teachers (Federal Funding $100,000)” 7. Revise 15/16 Action 1.8, “Develop 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” with expenditure “The equivalent of 4 professional growth days for all employees to be used during the 2015-17 school years” (State Restricted Funding [Educator Effectiveness] $600,000), to become 16/17 Action 1.3 “Maintain a system where the equivalent of 4 professional growth days for all employees are provided over the 2015-2017 school years” with expenditure “The equivalent of 4 professional growth days for all employees to be used during the 2015-17 school years (Remaining State Restricted Funding [Educator Effectiveness] $468,000).”

	8. In 17/18 and 18/19 delete Action 1.3 “Maintain a system where the equivalent of 4 professional growth days for all employees are provided over the 2015-2017 school years.” All funding of this action will be expended by June 30, 2017.

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

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

Original GOAL 2 from prior year LCAP:	Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.	Related State and/or Local Priorities: 1 X 2 _ 3 _ 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	2.1. 100% of school buildings will obtain an overall rating of "Good" or "Exemplary" 2.2. Completion of junior high schools' wireless installation	Actual Annual Measurable Outcomes:	2.1. 100% of school buildings obtained an overall rating of "Good" or "Exemplary" 2.2. Completed Phase 2 of DJUSD wireless installation at the junior high schools in August 2015.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Implement three-year, three-phase wireless installation project at all schools.	Wireless installation at Davis Senior High School completed in 2014-15 LCFF $0 Wireless installation in remainder of each junior high school 4XXX-5XXX LCFF $400,000 Wireless installation in all elementary schools scheduled for 2016-17 LCFF $0	Phase 2 of DJUSD wireless installation at all junior high schools completed in August 2015.	Wireless installation at Davis Senior High School completed in 2014-15 LCFF $0 Wireless installation in remainder of each junior high school 4XXX-5XXX LCFF $470,536 Wireless installation in all elementary schools scheduled for 2016-17 LCFF $0
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Increase access to technology, maintain technology and provide technology training at sites, including the purchase of Chromebooks and Chromebook carts for sites, instructional computer technician at each elementary school, technology professional development through train-the-trainer model at sites, and after-school wi-fi access to online services at Montgomery and Davis High School libraries.	Purchase two (2) Chromebook carts per elementary site, four (4) Chromebook charts per junior high, six (6) Chromebook carts at Davis High School, and five (5) Chromebooks per small school site. 4XXX LCFF $521,000 Site instructional computer technician at each elementary, .5 FTE per site (4.0 FTE) 2XXX-3XXX LCFF $100,000 Provide train-the-trainer model for technology professional development at sites 1XXX-3XXX LCFF $9,000 Staffing of Montgomery and Davis High School libraries to provide after-school wireless access to online services 1XXX-3XXX LCFF $8,000	• Chromebook carts were purchased (2 per elementary, 4 per junior high, 6 at DSHS, and 5 devices per small school site. • A 0.5 FTE Instructional Technology Specialist (ITS) was hired at each of 8 elementary schools (4.0 FTE). Actual cost: $178,041 ($26,706 of this was picked up by sites). A 0.5 FTE Instructional Computer Specialist (ICS) was what was approved, but since 4 of the 6 candidates were already working at the ITS capacity, they needed to be ITS. • Professional growth was provided by site “Google Trainers” at each site. Trainers worked on a Variable Service Agreement to provide personalized training and support in Google Apps for Education and Hapara. • After-Hours internet and computer support for all DJUSD families were provided weekly at Montgomery and Davis Senior High School.	Chromebook carts 4XXX LCFF $518,400 0.5 FTE Instructional Technology Specialist (ITS) hired at each of 8 elementary schools (4.0 FTE). 2XXX-3XXX LCFF $171,852 SITES - 0.5 FTE Instructional Technology Specialist (ITS) hired at each of 8 elementary schools (4.0 FTE). 2XXX-3XXX LCFF $26,706 Provided train-the-trainer model for technology professional development at sites 1XXX-3XXX LCFF $9,000 Staffing of Montgomery and Davis High School libraries to provide after-school wireless access to online services 1XXX-3XXX Supplemental $10,000
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth	

_ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Support school safety through the continued implementation of the City of Davis recommendations for safe routes to schools.	Continue to implement Safe Routes to Schools recommendations 2XXX-4XXX LCFF $1,000	DJUSD staff continues to work with City staff to install signs and provide educational opportunities for students.	Continue to implement Safe Routes to Schools recommendations 2XXX-4XXX LCFF $1,000
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Fund deferred maintenance projects	Complete deferred maintenance projects as planned, Fund 49 4XXX-6XXX Local Funding $10,000,000	Developed metrics and conducted needs assessment in order to adequately fund maintenance and operations. a) Operations (custodial and grounds): Restoration of custodial supervisor position and 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 updated and 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):	Complete deferred maintenance projects as planned, Fund 49 4XXX-6XXX Local Funding $10,559,214

		These projects are in progress, capital financing to start five- year plan received August 2014. Recent Projects Recent Projects completed include: roofing at 5 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, Davis High School, track improvements at all junior high schools and various re-roofing projects.	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5.In support of school facilities, establish a plan to address the following facility needs based on a refined needs assessment: * classroom technology standards * classroom furniture needs * optimal classroom access to curriculum * specialty classroom needs, such as retrofitting science classrooms and libraries * development of interior meeting spaces * development of exterior spaces for	Refine facility needs assessment (district staff time) LCFF $0	Local funding source was established. 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	Refine facility needs assessment (district staff time) LCFF $0

instructional spaces * site entrances, signage, parking and storage		completion Summer 2016. 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 during this summer. Staff continues to evaluate special room sizes and their uses to fit instructional needs at Davis Senior High and all junior high schools. Research on standard furniture alternatives conducted with elementary and secondary school sites (Cesar Chavez Elementary and Holmes Junior High School) and for future All Student Center Building at Davis Senior High. Some alternative furniture review for Special Education has been provided at Pioneer Elementary for inclusion in the District Furniture Standards. 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.	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be	General information about changes in actions, services, expenditures and metrics • The majority of the changes in this year's DJUSD LCAP result from a focused effort to streamline the document through

made as a result of reviewing past progress and/or changes to goals?	eliminating redundancy in actions, services and expenditures. • Details were removed from action descriptions, but included in the actions' expenditures • Expenditures noted as "SITE" expenditures were increased or decreased based on school-level funding decisions that are included in each site's 2016-17 Single Plan for Student Achievement. • 2016/17 staffing cost projections reflect a locally negotiated 2016-17 2% salary schedule increase and increased costs related to STRS/PERS statutory benefits. • The number of metrics was reduced to focus on growth in state mandated metrics; many local metrics that had been created to measure items from the DJUSD Strategic Plan will be reported through the DJUSD Strategic Planning process. • Growth targets for LCAP metrics were revised, using the terms of 'increase', 'decrease' or 'maintain.' Goal 2 Changes to Metrics and Expected Annual Measurable Objectives (EAMO) Revise 15/16 Metric 2.1 Williams Act Review of school facilities with EAMO 2.1. 100% of school buildings will obtain an overall rating of "Good" or "Exemplary" to 16/17 Metric 2.1 Compliance with Williams Act requirements, facilities with EAMO 2.1. 100% compliance with Williams Act requirements, facilities. In 2017-18 ongoing, remove local metric 2.2 Wireless installation completion reports 1.3. 70% of staff will respond positively regarding district assistance in addressing professional growth needs 2.2 "Maintenance of all schools wireless installation" Goal 2 - Changes in actions, services, and expenditures 1. Revise 16/17 Action 2.1 expenditures to include "Wireless installation completed in each junior high school (LCFF Base $0)" and "Wireless installation in all elementary schools scheduled for 2016-17 (LCFF Base $400,000)" 2. Delete 17/18 and 18/19 Action 2.1 "Implement three-year, three-phase wireless installation project at all schools" and related expenditures. Implementation of wireless installation will be completed in 16/17. 3. Revise 15/16 Action 2.2 "Increase access to technology, maintain technology and provide technology training at sites, including the purchase of Chromebooks and Chromebook carts for sites, instructional computer technician at each elementary school, technology professional development through train-the-trainer model at sites, and after-school wi-fi access to online services at Montgomery and Davis High School" to become 16/17 Action 2.2 "Increase access to technology" 4. Delete 16/17 Action 2.2 expenditure re. Purchase of Chromebook carts and Chromebooks; Chromebook purchases were completed in 15/16. 5. Increase 16/17 Action 2.2 allocation for expenditure re. Site instructional computer technician at each elementary, 4.0 FTE from LCFF Base $100,000 to LCFF Base $206,000; adjustment due to reclassification of positions to Instructional Technology Specialist. 6. Increase 16/17 Action 2.2 allocation for expenditure re. "Staffing of Montgomery and Davis High School libraries to provide after-school wireless access to online services;" projected cost of Supplemental $8,000 adjusted to reflect actual cost of Supplemental $10,000. 7. In 17/18 and 18/19 Move Action 2.2 and expenditures to Action 2.1 and expenditures

	8. Revise 16/17 Action 2.3 from 15/16 Action 2.3, “Support school safety through the continued implementation of City of Davis recommendations for safe routes to schools,” to become 16/17 Action 2.3 “Support school safety through the continued implementation of Safe Routes to Schools.” 9. In 17/18 and 18/19 Move Action 2.3 and expenditures to Action 2.2 and expenditures 10. Delete 15/16 Action 2.4; “Funding of deferred maintenance projects” has been completed; ongoing work included in the DJUSD Strategic Plan. 11. Delete 15/16 Action 2.5; “In support of school facilities, establish a plan to address facility needs;” plan has been completed; ongoing work included in the DJUSD Strategic Plan.

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

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

Original GOAL 3 from prior year LCAP:	Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 _ 7 _ 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	3.1.a. Participation by at least 80% of teachers in professional growth that addresses the use of assessments to improve student learning 3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas. 3.1.c. Increase by 20% observation of classroom instructional strategies supporting implementation of CCSS 3.2.a. Increase by 10% proficiency on SBAC ELA and Math, targeted students by 15% 3.2.b. CDE is currently reformulating California's API; the newly formulated API baseline will be reported in the LCAP when CDE releases the data.	Actual Annual Measurable Outcomes:	3.1.a. 79% of teachers participated in professional growth that addressed the use of assessments to improve student learning 3.1.b. Maintained the provision of 100% sufficient textbooks and instructional materials for each student in core curriculum areas by 10/15/2015. 3.1.c. 73% of site administrators made 8 or more classroom observations per month and provided teachers with specific feedback about the use of instructional strategies that support the implementation of the Common Core; 16% increase in observation of classroom instructional strategies supporting implementation of the CCSS. 3.2.a. Baseline 2015 CAASPP, 69% of DJUSD students met or exceeded grade level standards in English Language Arts; 64% of DJUSD students met or exceeded grade level standards in mathematics. Black/African American: ELA 42%; Math 36% Hispanic: ELA 43%; Math 35% Socioeconomically disadvantaged: ELA 35%, Math 30% 3.2.b. California's API continues to be suspended. 3.3. 6.9% of 7th-12th grade students had one or more Semester 2 grades of D and/or F in English Language Arts, a decrease of 0.2% from prior year; 7.2% had one or more Semester 2 grades

	3.3. Decrease by 20% the number of students with semester grade of D or F 3.4.a. Maintain a middle school dropout rate lower than .5% 3.4.b. Maintain high school dropout rate at lower than 2.0% 3.4.c. Maintain high school graduation rate of 96% or higher 3.5.a. 80% of parents will attend parent-teacher conferences 3.5.b. 80% of parents will utilize online access to student assignments and grades		of D and/or F in mathematics, an increase of 0.1% from prior year; did not meet target. (King High School students are not included in this metric because KHS students are evaluated on an alternative grading scale.) 3.4.a. .14% middle school dropout rate; met <.5% target. 3.4.b. .74% high school dropout rate; met <2.0% target. 3.b.c. 94.4% high school graduation rate; did not meet DJUSD target of 96% or higher. 3.5.a. 99.3% parent attendance at parent-teacher conferences in Fall 2015. 3.5.b. 63% of secondary students' households are registered to have online access to student assignments and grades; did not meet target.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Develop understanding of the Common Core State Standards and assessment practices among all stakeholder groups	Staff development for implementation of CCSS ELA/ELD and Mathematics 1XXX-5XXX LCFF $60,000	Teachers and outside experts presented professional growth for teachers about understanding and implementing the CCSS in grades K-12. See Goal 7 Action 6 for information about parent/community stakeholder groups.	Staff development for implementation of CCSS ELA/ELD and Mathematics 1XXX-5XXX LCFF $55,350
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

2. Incorporate the underlying concepts and assessment practices of the Common Core with other district and state standards, curricula, and course guides	Teacher development of grade level and content area guides for ELA/ELD and Mathematics 1XXX-3XXX LCFF $9,000 Implement CCSS report cards 1XXX-3XXX LCFF $0 CCSS Math benchmarks 1XXX-3XXX LCFF $3,000 Professional Growth and Materials for CCSS in ELA//ELD and Mathematics implementation and classroom practices including performance tasks, formative assessments, and increased text complexity 1XXX-5XXX LCFF $84,000	Teachers Leading Curriculum Group developed common assessments for grades K-6 to help teachers assess the progress of student achievement with the CCSS. TLC group included members from all elementary schools, representing instructional coaches (2), reading specialists (1), TK/K (5), grades 1-2-3 (17), grades 4-5-6 (17). CCSS report cards were implemented in both regular and Spanish Immersion programs. Instructional Coaches in Math worked with grade level groups in implementing the Envision math program. Teachers and outside experts presented professional growth for teachers on how to implemented and understand the CCSS in grades K-12. Each site offered professional growth sessions incorporated formative assessment pieces.	Teacher development of grade level and content area guides for ELA/ELD and Mathematics 1XXX-3XXX LCFF $8,100 Implement CCSS report cards 1XXX-3XXX LCFF $0 CCSS Math benchmarks 1XXX-3XXX LCFF $2,160 Professional Growth and Materials for CCSS in ELA//ELD and Mathematics implementation and classroom practices including performance tasks, formative assessments, and increased text complexity 1XXX-5XXX LCFF $57,855
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Provide professional staff development related to curricular, instructional and assessment	Training workshops, Secondary Articulation, Summer Curriculum workshops, Collaboration grants	Professional growth sessions focused on implementing the CCSS at a deeper level than prior years.	Training workshops, Secondary Articulation, Summer Curriculum workshops, Collaboration grants (See

transition to the CCSS	(See Goal 1, Action 6) LCFF $0		Goal 1, Action 6) LCFF $0
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Implement revised curriculum in preschool through grade 12 classrooms	Instructional materials for implementation of the Common Core, including ELA/ELD adoption, Next Generation Science Standards and updating existing instructional materials (one time cost, Lottery) 4XXX State Restricted Funding $500,000 SITE - instructional supplies 4XXX Federal Funding $15,000 SITE - instructional supplies 4XXX LCFF $15,000 SITE - support for school libraries 4XXX LCFF $19,000	Aligned math curriculum was adopted and implemented for the 15/16 school year. Selection of K-8th grade ELA/ELD instructional materials based on State adoption planned for the 2016-17 school year. Site instructional supplies and library supplies were purchased to help supplement curriculum for the implementation of the CCSS.	Instructional materials for implementation of the Common Core, including K-8th grade ELA/ELD adoption, Next Generation Science Standards and updating existing instructional materials (one time cost, Lottery) 4XXX State Restricted Funding $424,598 SITE - instructional supplies 4XXX Federal Funding $15,687 SITE - instructional supplies 4XXX LCFF $22,750 SITE - support for school libraries 4XXX LCFF $24,494
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
5. Provide necessary infrastructure and resources for development of formative assessments aligned with curriculum and for the collection, analysis, communication, and use of data to improve instruction.	Data and Assessment system 5XXX LCFF $51,000	Illuminate data and assessment system supported the use of assessment data to improve instruction. In Illuminate, 646 users have created assessments, including CCSS item bank assessments; 74,400 online assessments have been administered and 1500 custom reports created. In 2015-16 the Spanish Immersion Program (about 40 faculty) used Illuminate standards-based report cards; in 2016-17 all 225 TK-6 faculty will use the CCSS report card and have access to the Illuminate electronic grade book.	Data and Assessment system 5XXX LCFF $47,443
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6. Create and implement teacher-developed formative assessment materials; support the use of formative assessment analysis to inform instruction	The equivalent of 4 professional development days for all employees to be used during the 2015-17 school years (See Goal 1, Action 8) 1XXX-3XXX LCFF $0 Implementation of Hapara Teacher Dashboard 1XXX-5XXX LCFF $12,000 Academic conferencing / collaboration 1XXX-3XXX	2 professional development days for 2015-16 and 16-17 were negotiated for all employees to further the goals of the district. Professional development offerings ranged from conference attendance to DJUSD New and Aspiring Administrator Academy, differentiation training, common core implementation and more. Additionally, in after-school meetings or release time, Teachers Leading Curriculum (TLC) Group developed and packaged K-6 common assessments for ELA, Math and writing; secondary	The equivalent of 4 professional development days for all employees to be used during the 2015-17 school years (See Goal 1, Action 8) 1XXX-3XXX LCFF $0 Implementation of Hapara Teacher Dashboard 1XXX-5XXX LCFF $19,747 Academic conferencing / collaboration 1XXX-3XXX LCFF $44,082

	LCFF $77,000 SITE - Professional growth conferences 1XXX-5XXX Federal Funding $12,000	ELA instructors continued implementing a common writing assessment in grades 9 and 10; and secondary math teachers developed common math assessments for each integrated course. Secondary teachers used Hapara to support digital instruction. Site-based Hapara training is scheduled for 2016. Site staff participated in Academic Conferencing/ Collaboration meetings to review student achievement data, identify student needs, recommend interventions and review student progress. Staff participated in site-sponsored professional development.	SITE - Professional growth conferences 1XXX-5XXX Federal Funding $10,189 SITE - Professional growth conferences 1XXX-5XXX LCFF $7,917 SITE - Professional growth conferences 1XXX-5XXX Supplemental $1,014
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7. Implement interim assessments within subject areas and within grade levels	Provision of release time for on-going development and implementation of district and SBAC interim assessments (see Goal 1, Actions 2, 5 & 6) LCFF $0	Interim assessments were agreed upon by the Teachers Leading Curriculum (TLC) group and were partially implemented in the 15/16 year with the expectation of full implementation in the 16/17 school year. TLC teachers agreed to pilot full implementation of SBAC Interim	Provision of release time for on-going development and implementation of district and SBAC interim assessments (see Goal 1, Actions 2, 5 & 6) LCFF $0

		Assessments in 2016/17. All grade level teams built assessment packets for language arts that include performance tasks/writing prompts, rubrics and, in some grade levels, anchor papers. Packets will be given to current teachers at the end of this school year, so they may plan ahead for full implementation in 2016/17. New teachers will be given the same packet at the start of the 2016/17 school year.	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
8. Collaboratively review current practice and identify improvement in assessments	Provision of release time for teacher review of current practices and improvement in assessments (see Goal 1, Actions 2, 5 & 6) LCFF $0	The Teachers Leading Curriculum group developed a common understanding and definition for common assessments and worked with all teachers in identifying improvements for the 16/17 school year.	Provision of release time for teacher review of current practices and improvement in assessments (see Goal 1, Actions 2, 5 & 6) LCFF $0
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	General information about changes in actions, services, expenditures and metrics • The majority of the changes in this year's DJUSD LCAP result from a focused effort to streamline the document through eliminating redundancy in actions, services and expenditures. • Details were removed from action descriptions, but included in the actions' expenditures • Expenditures noted as "SITE" expenditures were increased or decreased based on school-level funding decisions that are included in each site's 2016-17 Single Plan for Student Achievement. • 2016/17 staffing cost projections reflect a locally negotiated 2016-17 2% salary schedule increase and increased costs related to STRS/PERS statutory benefits. • The number of metrics was reduced to focus on growth in state mandated metrics; many local metrics that had been created to measure items from the DJUSD Strategic Plan will be reported through the DJUSD Strategic Planning process. • Growth targets for LCAP metrics were revised, using the terms of 'increase', 'decrease' or 'maintain.' Identified Needs removed from Goal 3 to other Goals • Increase pupil engagement to Goal 4 • Increase parent engagement to Goal 7 Goal 3 changes to Metrics and Expected Annual Measurable Objectives (EAMO) Move Goal 3 metric to Goal 4 Student Goal Setting • Middle school dropout rates with EAMO Decrease middle school dropout rate • High school dropout rates with EAMO Decrease high school dropout rate • High school graduation rates with EAMO Increase high school graduation rate Move Goal 3 metric to Goal 7 Parent Engagement • Parent-teacher conference records with EAMO Maintain percentage of parents in attendance at parent-teacher conferences Remove Goal 3 Local metrics from 2016-17 LCAP • 3.1.a. Professional growth participation records (Reported in Goal 1 – Professional Growth System) with EAMO 3.1.a. Participation by at least 80% of teachers in professional growth that addresses the use of assessments to improve student learning • 3.5.b. Records of parents' online access to student assignments and grades with EAMO 3.5.b. 80% of parents will utilize online access to student assignments and grades Revise 15/16 Metric 2.1 Williams Act standards-aligned instructional materials for all core classes with EAMO 2.1. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas to 16/17 Metric 2.1 Compliance with Williams Act requirements, sufficient textbooks with EAMO 2.1. 100% compliance with Williams Act requirements, sufficient textbooks. Goal 3 – Specific changes in actions, services, and expenditures • Move 15/16 Action 3.1 "Develop understanding of the Common Core State Standards (CCSS) and assessment practices among all stakeholder groups" into 16/17 Action 1.1 for district staff "Maintain a professional development system that supports all elements of the California professional and instructional State Standards, including assessment practices" and into 16/17 Action 7.1.b for parents and community members "Provide district wide events which a) foster

involvement of families at school, support academic learning at home, include families as knowledgeable participants in school decisions, b) increase parent understanding of Common Core State Standards curriculum and assessment practices, and c) assist school staff in utilizing parent contributions and building ties with parents."

- Move 15/16 Action 3.1 expenditure into 16/17 Action 1.1 "Staff development for implementation of CCSS ELA/ELD and Mathematics (LCFF $60,000)"

- Merge 15/16 Action 3.2 "Incorporate the underlying concepts and assessment practices of the Common Core with other district and state standards, curricula, and course guides" into 16/17 Action 1.1 "Maintain a professional development system that supports all elements of the California professional and instructional State Standards, including assessment practices."

- Include in 16/17 Action 1.1 the following expenditures:

1) from 15/16 Action 3.2 "Teacher development of grade level and content area guides for ELA/ELD and Mathematics (LCFF Base $9,000)"
2) from 15/16 Action 3.2 Revised "CCSS Math benchmarks" specifying Common Core math adoption, "Implement Envision math adoption and SBAC interim assessments (LCFF Base $3,000)"
3) from 15/16 Action 3.2 "Professional Growth and materials for CCSS in ELA/ELD and Mathematics implementation and classroom practices including performance tasks, formative assessments, and increased text complexity (LCFF Base $84,000)"

- Delete 15/16 Action 3.2 expenditure "Implement CCSS report cards" (LCFF $0); CCSS report cards were implemented in 2015-16.

- Merge 15/16 Action 3.3 "Provide professional staff development related to curricular, instructional and assessment transition to the CCSS" with 16/17 Action 1.1 "Maintain a professional development system that supports all elements of the California professional and instructional State Standards, including assessment practices."

- Delete 15/16 Action 3.3 expenditure "Training workshops, Secondary Articulation, Summer Curriculum workshops Collaboration grants (LCFF $0). No funding was included in 15/16 Action 3.3; expenditure for Secondary Articulation, Summer Curriculum workshops, Collaboration grants funded in 16/17 Action 1.1.d; expenditure for training workshops funded in 16/17 Action 1.1.e.

- Revise 15/16 Action 3.4, "Implement revised curriculum in preschool through grade 12 classrooms" to become 16/17 Action 3.1 "Continue ongoing evaluation and revision of curriculum to reflect implementation of the California State Standards"

- Include in 16/17 Action 3.1 the following expenditures:

a) from 15/16 Action 3.4 expenditure "Instructional materials for implementation of the Common Core, including ELA/ELD adoption, Next Generation Science Standards and updating existing instructional materials (one time cost, Lottery) (State Restricted Funding $500,000) revised to 16/17 Action 3.1 expenditure "Instructional materials for implementation of the California State Standards (one time cost, Lottery) (State Restricted Funding $500,000)"
b) from 15/16 Action 5.1 "Purchase aligned ELD instructional resource materials (State Restricted Funding $30,000)" revised to 16/17 Action 3.1 expenditure "Pilot and purchase aligned ELD instructional resource materials for grades 9-12 (State

	Restricted Funding $10,000);" reduction of expenditure from $30,000 to $10,000 reflects grades 9-12 English Learner enrollment; provision of aligned ELD instructional materials for grades K-8 English learners will be included in the 2016-17 ELA/ELD adoption for implementation of the California State Standards. c) from 15/16 Action 3.4 "SITE - instructional supplies (Federal Funding $15,000)" d) from 15/16 Action 3.4 "SITE - instructional supplies (LCFF $15,000)" e) from 15/16 Action 3.4 "SITE - support for school libraries (LCFF $19,000)" • Merge 15/16 Action 3.5 with 15/16 Actions 3.6, 3.7 and 3.8 to reduce redundancy in actions and expenses: becomes 16/17 Action 3.2 "Identify and implement formative and interim assessments within subject areas and within grade levels to systemically monitor student progress." • Include in 16/17 Action 3.2 the following expenditures: a) from 15/16 Action 3.5 "Illuminate Education data and assessment system (LCFF Base $51,000)" revised from "Data and Assessment system (LCFF $51,000)" b) from 15/16 Action 3.6 with increased funding to cover actual cost "Implementation of Hapara Teacher Dashboard (LCFF Base $20,000)" c) from 15/16 Action 3.6 "Academic conferencing /collaboration (LCFF Base $77,000)" d) from 15/16 Action 3.6 "SITE - Professional growth conferences (Federal Funding $12,000)" • Delete the following non-funded 15/16 Action expenditures: 1) from Action 3.6 "The equivalent of 4 professional growth days for all employees to be used during the 2015-17 school years (LCFF $0); included in Goal 1 2) from Action 3.7 "Provision of release time for ongoing development and implementation of district and SBAC interim assessments (LCFF $0); included in Goal 1 3) from Action 3.8 "Provision of release time for teacher review of current practices and improvement in assessments (LCFF $0); included in Goal 1

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

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

Original GOAL 4 from prior year LCAP:	Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups: All students	

Expected Annual Measurable Outcomes:	4.1. Participation by at least 80% of teachers in professional growth that addresses differentiation 4.2.a. Increase by 5% the number of students meeting personal goals 4.2.b. Increase by 5% the number of students meeting academic goals 4.3.a. Increase by 5% the number of students meeting 4 or more fitness standards on the Physical Fitness Test 4.3.b. Evidence of increased balance in elementary schools use of time for core subjects and academic interventions for targeted students	Actual Annual Measurable Outcomes:	4.1. 63% of teachers participated in professional growth addressing differentiation; did not meet growth target. 4.2.a. 0% of students met personal goals in goal setting pilot programs; did not meet growth target. 4.2.b. 0% of students met academic goals in goal setting pilot programs; did not meet growth target. 4.3.a. 87% of DJUSD 7th and 9th grade students met 4 or more fitness standards on the Physical Fitness Test, 4% increase from prior year 83%; did not meet growth target. [Metric adjusted to include only 7 & 9 grade students due to 2014-15 PFT results missing 5th grade students.] 4.3.b. Elementary schools daily scheduled minutes of core instruction and academic interventions remained at the 2014-15 baseline. Grade ELA Math Targeted Intervention K 120 45 15 1 120 60 20 2 120 60 30 3 120 60 30 4 100 60 30 5 90 70 30 6 105 75 30 4.3.c. 99.5% of secondary students (7th-12th grade) continued

	4.3.c. Identify and address course access issues for targeted students and increase enrollment		to have scheduled access to a comprehensive course of study that met high school graduation requirements, and identified Special Education students, in accordance with their IEPs, accessed courses leading to a DJUSD Certificate of completion.
	4.4.a. Maintain or increase enrollment in Career Technical Education (CTE) courses		4.4.a. Enrollment in CTE courses increased from 2014-15 with 42.6% of 9th-12th grade students participating in Career Technical Education (CTE) courses.
	4.4.b. Maintain or increase completion rate in Career Technical Education (CTE) pathways		4.4.b. CTE completion rate increased; in 2013-14, 2.3% of 11th-12th grade students completed a CTE pathway sequence; in 2014-15, 7.2% of 11th-12th grade students completed a CTE pathway sequence.
	4.4.c.i. UC/CSU required course enrollment rate		4.4.c.i. In 2014-15, 9th-12th grade students enrolled in the UC/CSU required courses at the following rates: a. 97% History/Social Science (2 yr requirement) b. 106% English Language Arts (4 yr requirement) c. 105% Mathematics (3 yr requirement) d. 78% Lab Science (2 yr requirement) e. 84% Foreign Languages (2 yr requirement) f. 65% Visual & Performing Arts (1 yr requirement)
	4.4.c.ii. Increase A-G course completion rate by 3%		4.4.c ii. A-G course completion rates decreased by 1.4%, not meeting the target of 3% increase.78.1% of the 2014 DJUSD graduates completed the UC/CSU a-g requirements; 76.7% of the 2015 DJUSD graduates completed the UC/CSU a-g requirements.
	4.4.d. Maintain enrollment in AP courses		4.4.d. Enrollment in AP courses decreased; 34.5% of 2015-16 DJUSD students enrolled in AP courses compared to 40% in 2014-15
	4.4.e. Increase Advanced Placement test taking rate by 5%		4.4.e. AP test taking rate increased by 9.6%; 37.2% of 2014-15 11th & 12th grade students took AP exams.
	4.4.f. Increase Advanced Placement passage rate by 5%		4.4.f. AP test passage rated increased by 1.2%; 92.6% 2014-15 Advanced Placement passage rate with a score of 3 or more.
	4.4.g. Increase EAP preparation rate by 2%		4.4.g. EAP preparation rated increased by 61% from 2012-13 passage rate; based on the CSU Early Assessment Program (EAP) criteria, In English Language Arts, 50% of 2014-15 DJUSD 11th grade students were ready for college ELA and

	4.5.a. Maintain annual attendance rate at 95% or higher 4.5.b. Decrease by 1% chronic absenteeism rate		30% were conditionally ready; in mathematics, 39% were ready and 26% were conditionally ready for college mathematics. 4.5.a. The 2014-15 DJUSD annual attendance rate was maintained at 95% or higher, 96.0995%. 4.5.b. The 2014-15 7.8% DJUSD chronic absenteeism rate increased by .6% from the 2013-14 7.2% chronic absenteeism rate.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue with lower class size, grades TK-12	Classroom teachers, 14.0 FTE (ongoing cost) 1XXX-3XXX LCFF $1,092,000 Lower class size at Montgomery with 1 additional FTE allocation 1XXX-3XXX Supplemental $83,000	TK- 3 class size has been maintained at 24:1. Class size at Montgomery is maintained at a lower level than other classes in the district.	Classroom teachers, 14.0 FTE (ongoing cost) 1XXX-3XXX LCFF $1,101,408 Lower class size at Montgomery with 1 additional FTE allocation 1XXX-3XXX Supplemental $78,672
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Continue to establish Student Support Services at sites, including elementary and secondary counselors, school nurses, Prevention and Crisis Manager, and Foster Youth Liaison.	Elementary counselors, .25 FTE per site based on school enrollment, (2.0 FTE) 1XXX-3XXX LCFF $152,000 Additional elementary counselors, .25 FTE per site based on school	Increased services were specifically directed toward: • Increased elementary counseling to 4.0 FTE to provide baseline services at all elementary schools [0.5 FTE at each elementary site; 2.0 FTE allocation based on school	Elementary counselors, .25 FTE per site based on school enrollment, (2.0 FTE) 1XXX-3XXX LCFF $113,553 Additional elementary counselors, .25 FTE per site based on school

	demographics, (2.0 FTE) 1XXX-3XXX Supplemental $152,000	demographics & 2.0 FTE allocation based on school enrollment]. • Increased by .5 FTE Prevention and Crisis Manager to 1.0 FTE, to develop, implement and supervise mental health intern program. The interns provide short-term counseling to district students K-12 • Increased nursing FTE from 4.0 to 4.4 FTE, decreasing nurse to student ratio from 1: 2150 to 1:1930	demographics, (2.0 FTE) 1XXX-3XXX Supplemental $113,553
	District funded secondary school counselors, FTE variable by site 1XXX-3XXX LCFF $1,017,000	District funded secondary school counselors continue to provide academic and personal counseling services to students.	District funded secondary school counselors, FTE variable by site 1XXX-3XXX LCFF $947,000
	Secondary Counselors utilized for programs that impact the well-being of students (Davis Schools Foundation) 1XXX-3XXX Local Funding $50,000	Community donations to Davis Schools Foundation provided $50,000 to supplement secondary counseling services. This funding was used to provide ACES training to all secondary counselors and to support site-specific student wellness programs. Examples include: a trust building retreat with King students, diversity training and friendship days at junior highs, and increased college and career counseling time at DHS for at risk students and their families.	Secondary Counselors utilized for programs that impact the well-being of students (Davis Schools Foundation) 1XXX-3XXX Local Funding $50,000
	SITE-funded elementary and junior high school counselors 1XXX-3XXX Federal Funding $35,000		SITE-funded elementary and junior high school counselors 1XXX-3XXX LCFF $49,325
	Prevention and Crisis Manager, .50 FTE to develop, implement and supervise the Mental Health Intern program 1XXX-3XXX Supplemental $45,000		Prevention and Crisis Manager, .50 FTE to develop, implement and supervise the Mental Health Intern program 1XXX-3XXX Supplemental $52,610
	Foster Youth Liaison, .20 FTE to provide Foster Youth liaison services between county, sites and students 1XXX-3XXX Supplemental $9,200	Foster Youth Liaison provided services to Foster and homeless students, tracking attendance and adjustment at sites, acting as liaison to county as well. The Foster Youth Liaison services were provided by through an increase in Climate Coordinator FTE (see Goal 6 re. School Climate)	Foster Youth Liaison, .20 FTE to provide Foster Youth liaison services between county, sites and students 1XXX-3XXX Supplemental $20,062
	School Nurses, total 4.4 FTE in support of student health needs 1XXX-3XXX LCFF $297,000		School Nurses, total 4.4 FTE in support of student health needs 1XXX-3XXX LCFF $265,000

Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Provide Academic Support programs, including Elementary Reading support and professional growth for improvement of instructional strategies to meet the needs of English Learners and low income students, 3rd grade reading support for increased text complexity of CCSS, Junior High Reading Intervention program, English Language Arts ACES support class at Davis High School, and site-determined reading / math intervention support	Elementary Reading support, addressing Equity and Early literacy, professional growth for improvement of instructional strategies to meet the needs of English Learners and low income students 1XXX-3XXX Supplemental $48,000 3rd grade reading support for increased text complexity of CCSS, Paraeducator, 2.65 FTE 2XXX-3XXX Supplemental $70,000 Junior High Reading Intervention program, .60 FTE (.20 FTE at each school) 1XXX-3XXX Supplemental $56,600 English Language Arts ACES support class at Davis High School, .60 FTE 1XXX-3XXX Supplemental $56,000 SITE - reading / math intervention support 1XXX-3XXX Federal Funding $233,000 SITE - reading / math intervention support 1XXX-3XXX	.40 FTE of reading support is offered at Montgomery Elementary School in addition to the 1.0 FTE Reading Specialist support that is provided by the Parcel Tax. Additional support is provided at Montgomery by the .60 FTE Student Success Coordinator position, which directs specific services to meet student needs. Elementary Reading support was provided in every third grade classroom by Guided Reading-trained paraeducators under direct supervision of the classroom teacher. Support focused on text complexity and informational text aligned with the CCSS. The original plan for 15/16 was to expand additional paraeducator support to 4th grade, but consultation with elementary principals and teachers advised a continued focus on 3rd grade support with a possible increase in funding as needed. The higher level of funding was not used. Three sections (.60 FTE) of reading support was provided at the junior high schools. DHS ACES program provided three sections (.60 FTE) of academic support	Elementary Reading support, addressing Equity and Early literacy, professional growth for improvement of instructional strategies to meet the needs of English Learners and low income students 1XXX-3XXX Supplemental $48,000 3rd grade reading support for increased text complexity of CCSS, Paraeducator, 2.65 FTE 2XXX-3XXX Supplemental $75,369 Junior High Reading Intervention program, .60 FTE (.20 FTE at each school) 1XXX-3XXX Supplemental $52,475 English Language Arts ACES support class at Davis High School, .60 FTE 1XXX-3XXX Supplemental $48,306 SITE - reading / math intervention support 1XXX-3XXX Federal Funding $210,593 SITE - reading / math intervention support 1XXX-3XXX Supplemental $219,298

	LCFF $178,000 SITE - reading / math intervention support 1XXX-3XXX Local Funding $35,000	in the areas of English, social studies, math, science, SAT and CAHSEE preparation, college entrance and FAFSA assistance, resume writing and interviewing practice, as needed by students. Reading and math support was funded from site plans and Parcel Tax.	SITE - reading / math intervention support 1XXX-3XXX Local Funding $61,160
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Support of college and career readiness and 21st century real world learning opportunities, and development of volunteer network, including collecting and analyzing feedback from DJUSD alumni, virtual volunteer system to manage, monitor and recognize district volunteers, Career Technical Education Coordinator, Elementary STEM Differentiation Specialists, and site-determined junior high STEM support instructional materials	Administrative Services Department collect and analyze feedback from DJUSD alumni existing staff) LCFF $0 Implement Raptor Systems, Digital Check in and Virtual Volunteer software system to manage, monitor and recognize district volunteers (Also see Goal 7, Action 5) 4XXX-5XXX LCFF $10,000 Career Technical Education Coordinator, .2 FTE 1XXX-3XXX LCFF $10,000 Elementary STEM Differentiation Specialists at Montgomery, 1.0 FTE 1XXX-3XXX LCFF $85,000	DJUSD Linked In and Facebook accounts generated connection with approxiamately100 DJUSD alumni. The Raptor Systems, Digital Check in and Virtual Volunteer management system will be in place by June 2016 at all DJUSD sites, with the exception of Fairfield and King. The kiosk-based systems will allow sites to check-in and out visitors and volunteers. They system also allows for the tracking of volunteer service. Delaying implementation at F airfield Elementary was due to the site not having office staff to oversee the check-in system, while King reported that it did not have the need for the system because it did not have a significant number of volunteers.	Administrative Services Department collect and analyze feedback from DJUSD alumni existing staff) LCFF $0 Implement Raptor Systems, Digital Check in and Virtual Volunteer software system to manage, monitor and recognize district volunteers (Also see Goal 7, Action 5) 4XXX-5XXX LCFF $36,800 Career Technical Education Coordinator, .2 FTE 1XXX-3XXX Supplemental $18,353 Elementary STEM Differentiation Specialists at Montgomery, 1.0 FTE 1XXX-3XXX Supplemental $84,869

	SITE - Junior high STEM support instructional materials 4XXX Federal Funding $6,000	CTE Coordinator has coordinated and facilitated the Superintendent's CTE/ STEAM Advisory from August 2015 through March 2016, including several updates to the Board of Education. Also monitors grants related to DJUSD CTE programs. Montgomery Elementary School's Differentiation Specialists (2 x .50 FTE) provided STEM support in primary classrooms. Junior high school STEM support was provided as determined at the school.	SITE - Junior high STEM support instructional materials 4XXX LCFF $1,500
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Implement Positive Behavioral Intervention and Supports program (PBIS)	Purchase PBIS training and materials 1XXX-5XXX LCFF $30,000	PBIS Teams at Birch Lane and MME completed several initial steps to site-wide implementation. Placer County Office of Education scheduled to provide District Leadership and Team-Based Assessment in May 2016	Purchase PBIS training and materials 1XXX-5XXX LCFF $28,000
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6. Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals	Support of students' goal setting program (existing staff) LCFF $0	Goal setting pilot program at King Continuation High School, Davis Adult and Community Education and Davis School for Independent Study. King 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. During the year students' academic, social, and personal goals were revisited during regular meetings with the principal, counselor and teachers. The program will expand 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. Davis Adult and Community Education (DACE) high school diploma program serves students with a demographic similar to King's. DACE includes SMART goal setting in their intake and advising process. DACE emphasizes helping students align their career and educational goals and develop an individual learning plan to serve as a road map toward graduation. At DSIS goal setting was defined around the five parts of "SMART" goals. 24% of DSIS high school students set academic, personal, and social goals. Teachers involved in the pilot checked-	Support of students' goal setting program (existing staff) LCFF $0

		in on student progress toward goals. Some students really took it and ran with it, and some didn't. Teachers observed that more self-motivated students seemed to have less interest in goal-setting. 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. Goal setting is also supported through our AVID program, ninth grade planner process, Freshman Showcase at Harper Junior High School, and high school counselors assisting students with college and career planning.	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7. Professional growth for teachers to refine methods of differentiating students' educational experiences	Differentiation professional growth 1XXX-5XXX LCFF $25,000	Over 30 professional growth offerings were provided this year that focused on differentiated instruction.	Differentiation professional growth 1XXX-5XXX LCFF $20,295

Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
8. Academic and mentoring support through AVID program, including District and Site AVID Coordinators, teachers of AVID elective courses, AVID materials and field trips, AVID student recruitment, AVID Summer Institute, AVID membership fees, AVID tutors and district oversight of UCD Work Study tutors	Site AVID Coordinators, .6 FTE junior highs & .2 FTE Davis High School 1XXX-3XXX Supplemental $80,000 AVID membership fees, professional development, course materials, field trips and student recruitment efforts for AVID programs at 3 junior high schools and Davis High School 1XXX-5XXX Supplemental $49,000 AVID elective courses teachers 1XXX-3XXX Supplemental $47,000 District AVID Coordinator, .20 FTE, AVID coordination between state, district and sites 1XXX-3XXX Supplemental $23,000 Training for DJUSD AVID Coordinator 1XXX-5XXX Supplemental $0 AVID Tutors, UCD Work Study 2XXX-3XXX Supplemental $20,000	The AVID program is being implemented in 4 schools throughout the district including 3 Junior High Schools and at the comprehensive Senior High. There are 6 sections of the AVID elective class starting in 8th grade and continuing through 12th grade at the high school. There are a total of 133 students in the AVID program which breaks down to 56 – 8th graders, 58 – 9th graders, 6 – 10th graders, 7 - 11th graders, and 6 - 12th graders. In 2015, 22 DJUSD Staff members attended AVID Summer Institute with most schools sending a team of 4 or more participants. From the 2015 graduating class, seven were AVID seniors. Of these seniors, 85% took at least one Advanced Placement class. 71% of the graduates were accepted to at least one 4 year college with 86% planning to attend some form of post-secondary education after graduating. 100% of graduating seniors completed college entrance requirements (A-G requirements with a C- or better). A key indicator of success in college (college readiness) is the number of years that a student persisted in the AVID program. 71% of 2015 AVID graduates had been in AVID	Site AVID Coordinators, .6 FTE junior highs & .2 FTE Davis High School 1XXX-3XXX Supplemental $55,507 AVID membership fees, professional development, course materials, field trips and student recruitment efforts for AVID programs at 3 junior high schools and Davis High School 1XXX-5XXX Supplemental $43,600 AVID elective courses teachers 1XXX-3XXX Supplemental $70,218 District AVID Coordinator, .20 FTE, AVID coordination between state, district and sites 1XXX-3XXX Supplemental $5,135 Training for DJUSD AVID Coordinator 1XXX-5XXX LCFF $0 AVID Tutors, UCD Work Study 2XXX-3XXX Supplemental $19,296 Work Study Coordinator, .75 FTE 2XXX-3XXX Supplemental $45,000

	Work Study Coordinator, .75 FTE 2XXX-3XXX Supplemental $52,000	for 3 or more years.	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
9. Provide extended learning opportunities, including Davis High School Academic Center, Families in Transition Tutoring Program, Summer School, support of Outdoor Education, site-determined extended day support services, site-determined extended year support services.	Davis High School Academic Center 2XXX-4XXX LCFF $48,000 Davis High School Academic Center, support for English Learners/ Redesignated Fluent English Proficient (also see Goal 5 English Learners) 2XXX-4XXX Supplemental $56,000 Families in Transition Tutoring Program, supporting homeless students 1XXX-5XXX Supplemental $10,000 Summer School 1XXX-4XXX Supplemental $160,000 Outdoor Education 5XXX Supplemental $34,000 SITE - Extended Day support services 1XXX-4XXX LCFF $12,000 SITE - Extended Day support	During Fall 2015, 6677 tutoring sessions were held; 27% assisted EL students, 27% assisted RFEP students, and 46% assisted mainstream students. 88% of our EL students attended the AC during the 2015 fall semester. Academic Center (AC) UCD Tutors speak Spanish, Farsi, Chinese, Cantonese, Vietnamese and Armenian. • UCD Tutors help EL students in the AC as well as in their ELD and mainstream classes. • UCD Tutors check in quarterly with their assigned EL student mentees to go over grades and available AC assistance. Juniors and Seniors at DHS can enroll in the Peer Tutoring Program, and provide tutoring to other DHS students. AC After School Program provides tutoring all DHS students to receive extra support. Fall 2015 AC After School Program helped 31 EL students with 407 tutoring sessions, 60 RFEP students with 608 sessions and 165 mainstream students with 1070 sessions.	Davis High School Academic Center 2XXX-4XXX LCFF $48,000 Davis High School Academic Center, support for English Learners/ Redesignated Fluent English Proficient (also see Goal 5 English Learners) 2XXX-4XXX Supplemental $56,000 Families in Transition Tutoring Program, supporting homeless students Supplemental $10,000 Summer School 1XXX-4XXX Supplemental $181,542 Outdoor Education 5XXX Supplemental $34,000 SITE - Extended Day support services 1XXX-4XXX LCFF $7,250 SITE - Extended Day support services 1XXX-4XXX Federal Funding $6,490 SITE - Extended Year support

	services 1XXX-4XXX Federal Funding $6,000 SITE - Extended Year support services, elementary 1XXX-5XXX LCFF $4,000 SITE - Extended Year support services, junior high 1XXX-5XXX Federal Funding $4,000	The Families in Transition program provided counseling support for families and after-school intervention services for students. In addition the program will provide a summer “Lending Library” reading program for students who may not have access to reading materials over the summer. Summer School is being offered for secondary students that need credit recovery and for 7/8 grade students needing intervention and enrichment. Outdoor Education/Science Camp was supported through funding raising efforts at each site and supplemental funding provided by the district. Extended day support services were provided at Birch Lane, Korematsu, Montgomery, North Davis, Patwin, Emerson and Harper. Extended year support services were provided at Montgomery and Harper.	services, elementary 1XXX-5XXX Supplemental $7,840 SITE - Extended Year support services, junior high 1XXX-5XXX Federal Funding $3,816
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing	General information about changes in actions, services, expenditures and metrics • The majority of the changes in this year’s DJUSD LCAP result from a focused effort to streamline the document through eliminating redundancy in actions, services and expenditures.

past progress and/or changes to goals?	• Details were removed from action descriptions, but included in the actions' expenditures • Expenditures noted as "SITE" expenditures were increased or decreased based on school-level funding decisions that are included in each site's 2016-17 Single Plan for Student Achievement. • 2016/17 staffing cost projections reflect a locally negotiated 2016-17 2% salary schedule increase and increased costs related to STRS/PERS statutory benefits. • The number of metrics was reduced to focus on growth in state mandated metrics; many local metrics that had been created to measure items from the DJUSD Strategic Plan will be reported through the DJUSD Strategic Planning process. • Growth targets for LCAP metrics were revised, using the terms of 'increase', 'decrease' or 'maintain.' Identified Needs Removed from Goal 4 • Increase pupil outcomes in physical fitness, local identified need removed from LCAP • Increase positive school climate moved to Goal 6 • Increase parent engagement moved to Goal 7 Goal 4 - Changes to Metrics and Expected Annual Measurable Objectives (EAMO) Local metrics removed from 2016-17 LCAP • 4.1. Professional Growth participation records with EAMO Participation by 100% of teachers in professional growth that addresses differentiation • 4.2.a. Climate survey with EAMO Increase by 5% the number of students meeting personal goals • 4.2.b. Climate survey with EAMO Increase by 5% the number of students meeting academic goals • 4.3.a. Physical Fitness Test results with EAMO Increase by 5% the number of students meeting 4 or more fitness standards on the Physical Fitness Test • 4.3.b. Comprehensive course of study, elementary for use of time for core subjects and interventions for targeted students with EAMO chart of average minutes of instruction • 4.3.c. Comprehensive course of study, secondary for use of time for core subjects and interventions for targeted students with EAMO Identify and address course access issues for targeted students and increase enrollment (Will use UC/CSU A-G course completion rate as metric for comprehensive course of study) • 4.4.d. Enrollment rate in Advanced Placement (AP) courses with EAMO Maintain enrollment in AP courses • 4.4.e. Testing rate on Advanced Placement exams/Exam Participation Rate with EAMO Increase Advanced Placement test taking rate by 5% Combine 15/16 metric 4.2.a. "Climate survey" with EAMO "Increase by 5% the number of students meeting personal goals" with metric 4.2.b. "Climate survey" with EAMO "Increase by 5% the number of students meeting academic goals" and change "meeting" goals to "setting" goals, resulting in 16/17 metric 4.1. "Increase the number of students setting academic and personal goals." Add metrics to Goal 4 Student Goal Setting • Enrollment rate in A-G courses with EAMO Increase enrollment rate in A-G courses • Middle school dropout rate with EAMO Decrease middle school dropout rate • High school dropout rate with EAMO Decrease high school dropout rate • High school graduation rate with EAMO Increase high school graduation rate

Goal 4 – Specific changes in actions, services, and expenditures

- Move 15/16 Action 4.1 “Continue with lower class size, grade TK-12 ” into 16/17 Action 8.1 "Support the recruitment and retention of highly qualified staff to positively impact student achievement”

- Move the following 15/16 Action 4.1 expenditures to 16/17 Action 8.1:

1) “Classroom teacher, 14.0 FTE (2104-15 ongoing) (LCFF Base $1,144,000)”
2) “Lower class size at Montgomery with 1 additional FTE allocation (Supplemental $82,000)”

- Revise 15/16 Action 4.2 “Continue to establish Student Support Services at sites, including elementary and secondary counselors, school nurses, Prevention and Crisis Manager, and Foster Youth Liaison.” to become 16/17 Action 4.1 “Provide support services for all students.”

- Include in 16/17 Action 4.1 the following 15/16 Actions 4.2 and 4.5 expenditures:

a) From 15/16 Action 4.2 “Elementary counselors, .25 FTE per site based on school enrollment, (2.0 FTE) (LCFF Base $118,000)”
b) From 15/16 Action 4.2 “Additional elementary counselors, .25 FTE per site based on school demographics, (2.0 FTE) (Supplemental $118,000)”
c) From 15/16 Actions 4.2 “SITE-funded elementary and junior high school counselors, FTE variable by site (Federal Funding $35,000)”
d) From 15/16 Actions 4.2 “District funded secondary school counselors, FTE variable by site (LCFF Base $984,000)”
e) From 15/16 Actions 4.2 “Secondary Counselors utilized for programs that impact the well-being of students (Local Funding/Davis Schools Foundation $50,000)” revised to “Supplementary services to enhance secondary counseling programs (Local Funding/Davis Schools Foundation $50,000)”
f) From 15/16 Actions 4.2 “Prevention and Crisis Manager, .50 FTE to develop, implement and supervise the Mental Health Intern program (Supplemental $45,000)” revised to reflect actual cost “Prevention and Crisis Manager, .50 FTE to develop, implement and supervise the Mental Health Intern program (Supplemental $54,500)”
g) From 15/16 Actions 4.2 “School Nurses, total 4.4 FTE in support of student health needs (LCFF $297,000) “ revised to increase FTE based on student needs “School Nurses, total 4.5 FTE in support of student health needs (LCFF Base $276,000)“
h) From 15/16 Action 4.5 “Purchase PBIS training and materials (LCFF $30,000) revised with reduced budget, Positive Behavioral Intervention and Supports program training and materials (LCFF Base $15,000)

- Move 15/16 Actions 4.2 expenditure “Foster Youth Liaison, .20 FTE to provide Foster Youth liaison services between county, sites and students (Supplemental $9,200)” to 16/17 Action 6.3, revised to “Resources to support students who are homeless and/or in foster care (Supplemental $9,200)”

- Revise 15/16 Action 4.3 “Provide Academic Support programs, including Elementary Reading support and professional growth for improvement of instructional strategies to meet the needs of English Learners and low income students, 3rd grade reading support for increased text complexity of CCSS, Junior High Reading Intervention program, English Language Arts ACES support class at Davis High School, and site-determined reading / math intervention support” to become 16/17 Action 4.2 “Provide academic support programs.”

- Include in 16/17 Action 4.2 the following 15/16 Action 4.3 expenditures:

a) “Elementary Reading support, addressing Equity and Early literacy, professional growth for improvement of instructional

strategies to meet the needs of English Learners and low income students (Supplemental $48,000) revised to “Elementary reading support to equitably address early literacy and provide professional growth to meet the needs of English Learners and low income students (Supplemental $50,000)
b) “3rd grade reading support for increased text complexity of CCSS, Paraeducator, 2.65 FTE (Supplemental $70,000)” revised to “3rd grade support for increased literacy aligned with Common Core, Paraeducator, 2.65 FTE (Supplemental $78,500)”
c) Junior High Reading Intervention program, .60 FTE (.20 FTE at each school) (Supplemental $54,500)
d) “English Language Arts ACES support class at Davis High School, .60 FTE (Supplemental $56,000)” revised to “ACES support course at Davis High School, .60 FTE (Supplemental $50,000)”
e) “SITE - reading / math intervention support (Federal Funding $233,000)” revised to “SITE - reading / math intervention support (Federal Funding $233,000)”
f) “SITE - reading / math intervention support (LCFF $178,000)” revised to “SITE - reading / math intervention support (LCFF Base $220,000)”
g) “SITE - reading / math intervention support (Local Funding $35,000)” revised to ”SITE - reading / math intervention support (Local Funding (Parcel Tax) $60,000)”

- Revise 15/16 Action 4.4 “Support of college and career readiness and 21st century real world learning opportunities, and development of volunteer network, including collecting and analyzing feedback from DJUSD alumni, virtual volunteer system to manage, monitor and recognize district volunteers, Career Technical Education Coordinator, Elementary STEM Differentiation Specialists, and site-determined junior high STEM support instructional materials” to become 16/17 Action 4.3 “Support of college and career readiness.”

- Include in 16/17 Action 4.3 the following 15/16 Action 4.4 expenditures:

1) “Career Technical Education Coordinator, .2 FTE (LCFF $10,000)” revised to actual cost “Career Technical Education Coordinator, .2 FTE (LCFF Base $19,000)”
2) Elementary STEM Differentiation Specialists at Montgomery, 1.0 FTE (LCFF $88,000), change funding from LCFF to Supplemental

- Move 15/16 Action 4.4 expenditure “Implement Raptor Systems, Digital Check in and Virtual Volunteer software system to manage, monitor and recognize district volunteers (LCFF $10,000)” to 16/17 Action 8.3 “Implement Raptor Systems, Digital Check in and Virtual Volunteer software (LCFF Base $10,000)”

- Delete the following 15/16 4.4 Action expenditures:

1) “Administrative Services Department collect and analyze feedback from DJUSD alumni (existing staff) (LCFF $0)” due to lack of district success in engaging alumni through multiple district-based networking venues; will pursue school-based networking options as time allows.
2) “SITE - junior high STEM support instructional materials (Federal Funding $6,000)”due to variability in level of support needed by junior high STEM program, funding is provided through various sources.

- Move 15/16 Action 4.5 expenditure “Purchase PBIS training and materials (LCFF $30,000) to 16/17 Action 4.1 expenditure with reduced funding (LCFF Base $15,000)

- Delete 15/16 Action 4.5 “Continue to implement Positive Behavioral Intervention and Supports program (PBIS)

- Move 15/16 Action 4.6 “Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals” with expenditure “Support of students' goal setting program (LCFF $0)” to 16/17 Action 4.4 with increased funding, LCFF Base $2,000.

- Move 15/16 Action 4.7 expenditure “Differentiation professional growth (LCFF Base $25,000) to 16/17 Action 1.1

- Delete 15/16 Action 4.7 “Professional growth for teachers to refine methods of differentiating students' educational experiences.”

- Revise 15/16 Action 4.8 “Academic and mentoring support through AVID program, including District and Site AVID Coordinators, teachers of AVID elective courses, AVID materials and field trips, AVID student recruitment, AVID Summer Institute, AVID membership fees, AVID tutors and district oversight of UCD Work Study tutors” to 16/17 Action 4.5 “Provide academic and mentoring support through AVID program. “

- Include in 16/17 Action 4.5 the following 15/16 Action 4.8 expenditures:

a) “Site AVID Coordinators, .6 FTE junior highs & .2 FTE Davis High School (Supplemental $80,000)” decreasing expenditure to $57,000.
b) “AVID membership fees, professional development, course materials, field trips and student recruitment efforts for AVID programs at 3 junior high schools and Davis High School Supplemental $50,000”
c) Add ongoing expenditure in 16/17 Action 4.5 “AVID Elective course teachers (Supplemental $73,000)”
d) “District AVID Coordinator, .20 FTE, AVID coordination between state, district and sites Supplemental $23,000” revised to reflect annual 10-day contract $5,500 instead of .20 FTE $23,000 contract
e) “Training for DJUSD AVID Coordinator Supplemental $0”
f) “AVID Tutors, UCD Work Study Supplemental $20,000”
g) “Work Study Coordinator, .75 FTE Supplemental $47,000”

- Revise 15/16 Action 4.9 “Provide extended learning opportunities, including Davis High School Academic Center, Families in Transition Tutoring Program, Summer School, support of Outdoor Education, site-determined extended day support services, site-determined extended year support services” to 16/17 Action 4.6 “Support extended learning opportunities “

- Include in 16/17 Action 4.6 the following expenditures:

a) from 15/16 Action 4.9 “Davis High School Academic Center (LCFF Base $52,000)”
b) from 15/16 Action 4.6 & Action 5.4 “Davis High School Academic Center, support for English Learners/ Redesignated Fluent English Proficient (Supplemental $55,000)”
c) from 15/16 Action 4.9 “Families in Transition Tutoring Program, supporting homeless students (Supplemental $10,000)” revised to “Families in Transition Tutoring Program, supporting low income and homeless families (Supplemental $10,000)”
d) from 15/16 Action 4.9 “Summer School (Supplemental $160,000)” to 16/17 expenditure “Summer School (Supplemental $180,000)” with increased funding
e) from 15/16 Action 4.9 “Outdoor Education (Supplemental $34,000)”
f) from 15/16 Action 4.9 “SITE - Extended Day support services (LCFF Base $12,000)”
g) from 15/16 Action 4.9 “SITE - Extended Day support services (Federal Funding $6,000)”
h) from 15/16 Action 4.9 “SITE - Extended Year support services, elementary (LCFF Base $4,000)”
i) from 15/16 Action 4.9 “SITE - Extended Year support services, junior high (Federal Funding $4,000)”

	j) from 15/16 modify Action 5.4 expenditure “Purchase of supplemental reading material to support elementary LTEL students with Summer Independent Reading at Montgomery (Supplemental $1,000)” to become “Montgomery Summer Lending Library and Literacy Workshop" (Supplemental $19,450);" increased budget includes $5,000 from existing funding plus $14,450 additional funding.

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

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

Original GOAL 5 from prior year LCAP:	Increase the percent of English Learners that make adequate yearly progress and are reclassified as fluent English proficient within 5 years.	Related State and/or Local Priorities: 1 X 2 X 3 X 4 X 5 X 6 _ 7 X 8 X COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	English Learners Redesignated Fluent English Proficient

Expected Annual Measurable Outcomes:	5.1.a. Maintain adequate ELD materials in 100% of district classrooms 5.1.b. At least 80% of teachers will have participated in CCSS / ELD standards professional growth 5.1.c. Increase by 20% observation of classroom ELD and SDAIE instructional strategies implementation 5.2.a. Increase annual rate of EL language acquisition by 1% (AMAO 1) 5.2.b. Increase rate of EL cohorts language proficiency by 1% (AMAO 2) 5.2.c. Increase number of EL subgroup proficient on CAASSP ELA and Math by at least 5% (AMAO 3) 5.2.d. Increase EL reclassification rate by 1%	Actual Annual Measurable Outcomes:	5.1.a. Maintained the provision of 100% sufficient English Language Development (ELD) textbooks and instructional materials for each student by 10/15/15. 5.1.b. In 2015-16 79% of teachers participated in CCSS/ELD standards professional growth. 5.1.c. Increased by 16% observation of classroom ELD and SDAIE instructional strategies implementation to 73%. 5.2.a. 2014-15 English learner students met federal AMAO 1 target, making annual progress in English proficiency, increasing annual rate of EL language acquisition by .1% to 67.2%; 5.2.b.2014-15 English learner students in cohort < 5 years met federal AMAO 2 target, but proficiency rate decreased by .9% from prior year to 28.2%; English learner students in cohort = 5 years met federal AMAO 2 target and increased proficiency rate by 3.7% to 67.5%. 5.2.c. Baseline level of proficiency set: in English Language Arts 13% of 2014-15 English learner students attained proficiency on the CAASSP; in mathematics 25% of 2014-15 English learner students attained proficiency on the CAASPP. 5.2.d. Decrease of 3.2% in EL reclassification rate;13.5% English learner reclassification rate in 2014-15.

	5.3. Increase EL API by 15 or more points		5.3. California's API continues to be suspended.
	5.4.a. Increase by 5% EL enrollment in AP courses		5.4.a. In 2014-15 19.3% of DJUSD EL students completed at least 1 AP course. 41.4% of RFEP students completed at least 1 AP course; an increase of 17.2% for EL students and 12.8% for RFEP students.
	5.4.b. Increase by 5% EL AP test taking rate		5.4.b. In 2014-15 7.0% of English learner students took an AP test, an increase of 7%; 46.5% of RFEP students took an AP test, a decrease of 23.5%.
	5.4.c. Increase by 5% EL AP exam passage rate		5.4.c. 75% 2014-15 AP passage rate for English learner students (3 of 4 EL students), an increase of 75%; 90.7% AP passage rate for RFEP students (244/269), a decrease of 2.3%.
	5.5. Decrease by 10% EL students with semester grade of D or F		5.5. 26.6% of 2014-15 7th -12th grade EL students had an ELA Semester 2 grade of D and/or F, an increase o f9.1%; 32.2% of 2014-15 7th -12th grade EL students had a mathematics Semester 2 grade of D and/or F, and increase of 14.2%.
	5.6.a.Maintain EL annual attendance rate of 95% or higher		5.6.a. 96.0995% annual attendance rate for All Students; EL attendance rate not available.
	5.6.b. Decrease EL chronic absenteeism rate by 1%		5.6.b. 7.8% chronic absenteeism rate for All Students; EL chronic absenteeism rate not available.
	5.7.a. Maintain EL middle school dropout rate of less than 1%		5.7.a. .96% 2014-15 EL middle school student dropout rate (1 of 104 EL middle school students), meeting target of less than 1% increase.
	5.7.b. Maintain EL high school dropout rate of less than 1%		5.7.b. 3.61% 2014-15 EL high school student dropout rate (3 of 83 EL high school students). meeting target of less than 1% increase.
	5.7.c. Increase EL graduation rate by 2%		5.7.c. 92.3% of 2014-15 EL graduation rate (48/52), an increase of 2.8%.
	5.8. Increase by 10% the annual participation rate of EL parents involved in school/district meetings		5.8. In 2014-15 375 parents of English learners attended ELAC, DELAC or Migrant parent meetings, an increase of 45 parents, 14%.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide training and support to implement CCSS English Language Arts / English Language Development standards	Purchase aligned ELD instructional resource materials 4XXX State Restricted Funding $30,000 Professional development to implement CCSS & ELD standards (see Goal 1, Action 6) LCFF $0 ELD trainers support implementation of CCSS & ELD standards (see Goal 1, Action 5) LCFF $0 ELD classroom observation tool (see Goal 3, Action 2) LCFF $0	Curriculum was purchased in 2014-15; no purchase of additional aligned ELD materials in 2015-16. ELA/ELD in grades K-8 in embedded in the new adoption curriculum. Plan to pilot new ELD standards-aligned curriculum for grades 9-12. EL professional development: elementary EL specialists attended the ELD Standard Institute at San Joaquin County Office of Education and elementary teachers, EL Specialists and para educators attended the Kate Kinsella training at Yolo County Office of Education. ELD trainers support implementation of CCSS & ELD standards.	Purchase aligned ELD instructional resource materials 4XXX State Restricted Funding $0 Professional development to implement CCSS & ELD standards (see Goal 1, Action 6) LCFF $0 ELD trainers support implementation of CCSS & ELD standards (see Goal 1, Action 5) LCFF $0 ELD classroom observation tool (see Goal 3, Action 2) LCFF $0
Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Continue to support English Learners through EL staff services and instructional materials, including	Elementary EL Specialists, 2.0 FTE plus increased .20 FTE at each of 3 sites, including Birch Lane, Patwin	All elementary schools were supported with a baseline of .20 FTE EL Specialist (total of 2.0 FTE). Birch Lane, Patwin	Elementary EL Specialists, 2.0 FTE plus increased .20 FTE at each of 4 sites, including Birch Lane, Chavez,

elementary EL Specialists, EL paraeducators, EL staff as determined by sites, ELD supplemental materials and District EL program coordination.	and WIllett with increased number of EL students 1XXX-3XXX Supplemental $170,000 Elementary EL Specialists, 1.2 FTE (3 Title I elementary sites) 1XXX-3XXX Federal Funding $64,000 SITE - EL Paraeducators 2XXX-3XXX Supplemental $137,000 SITE - EL staff for site determined support 1XXX-3XXX LCFF $16,000 English Language Development supplemental materials 4XXX Supplemental $35,500 District EL Coordinator, 1.0 FTE; overseeing EL training, parent involvement, curriculum 1XXX-3XXX Supplemental $112,000	and Willett were each supported with an additional .20 FTE. Chavez EL Specialist support was increased by .20 FTE in Fall 2015 when EL enrollment significantly increased. Montgomery, Korematsu and Patwin continued to receive supplemental EL support through federal funding. EL Paraeducators were funded to provide site-determined support. EL staff were funded for site-determined support at Montgomery and Harper. English Language Development supplemental materials were purchased. District EL Coordinator, 1.0 FTE, supported site EL programs.	Patwin and WIllett with increased EL student enrollment 1XXX-3XXX Supplemental $147,295 Elementary EL Specialists, 1.2 FTE (3 Title I elementary sites) 1XXX-3XXX Federal Funding $56,054 SITE - EL Paraeducators 2XXX-3XXX Supplemental $121,284 SITE - EL staff for site determined support 1XXX-3XXX Supplemental $9,083 English Language Development supplemental materials 4XXX Supplemental $33,593 District EL Coordinator, 1.0 FTE; overseeing EL training, parent involvement, curriculum 1XXX-3XXX Supplemental $115,000
Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Implement course curriculum for Long Term English Learners (LTELs), specifically offering STEEL courses for LTEL students in 7-12 grade and STEEL course materials.	LTEL supplemental course materials 4XXX Supplemental $7,000 LTEL course teachers, 7-12 grade 1XXX-3XXX	English 3D Course I and II curriculum was purchased for Long Term English Learners LTEL course teachers were hired in grades 7-9.	LTEL supplemental course materials 4XXX Supplemental $814 LTEL course teachers, 7-12 grade 1XXX-3XXX

	Supplemental $70,000		Supplemental $108,091
Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Continue to provide extended learning opportunities for English Learners, including Davis High School Academic Center tutoring services, Bridge Program support at Montgomery Elementary and Harper Junior High, coordination of Montgomery academic intervention programs, and materials for the Montgomery Summer Independent Reading program.	Tutoring services through Davis High School Academic Center for English Learners, Redesignated Fully English Proficient (RFEP), and Low Income pupils (see Goal 4, Action 9) 1XXX-4XXX Supplemental $0 Bridge Program support at Montgomery Elementary and Harper Junior High, including Student Success staff 1.6 FTE, tutor training, program supplies & parent engagement 1XXX-5XXX Supplemental $115,000 Bridge Program UCD Work Study tutors 2XXX-3XXX Supplemental $20,000 Montgomery Academic Intervention Programs Coordinator, .60 FTE 1XXX-3XXX Supplemental $40,000 Purchase of supplemental reading material to support elementary LTEL students with Summer Independent Reading at Montgomery	During Fall 2015, 6677 tutoring sessions were held; 27% assisted EL students & 27% assisted RFEP students. 88% of our EL students attended the AC during the 2015 fall semester. Academic Center (AC) UCD Tutors speak Spanish, Farsi, Chinese, Cantonese, Vietnamese and Armenian. UCD Tutors help EL students in the AC as well as in their ELD and mainstream classes. UCD Tutors check in quarterly with their assigned EL student mentees to go over grades and available AC assistance. Juniors and Seniors at DHS enrolled in the Peer Tutoring Program, and provided tutoring to other DHS students. The AC After-School Program provided tutoring available to all DHS students for extra support. Fall 2015 AC After-School Program helped 31 EL students with 407 tutoring sessions, 60 RFEP students with 608 sessions and 165 mainstream students with 1070 sessions. DJUSD continues to support the Bridge	Tutoring services through Davis High School Academic Center for English Learners, Redesignated Fully English Proficient (RFEP), and Low Income pupils (see Goal 4, Action 9) Supplemental $0 Bridge Program support at Montgomery Elementary and Harper Junior High, including Student Success staff 1.6 FTE, tutor training, program supplies & parent engagement 1XXX-5XXX Supplemental $141,723 Bridge Program UCD Work Study tutors Supplemental $20,000 Montgomery Academic Intervention Programs Coordinator, .60 FTE 1XXX-3XXX Supplemental $46,718 Purchase of supplemental reading material to support elementary LTEL students with Summer Independent Reading at Montgomery 4XXX Supplemental $769

	4XXX Supplemental $1,000	Program at Montgomery Elementary School and Harper Junior High School. DJUSD continues to fund UCD Work Study tutors in the Bridge Program at Montgomery Elementary School and Harper Junior High School. Montgomery Academic Intervention Programs Coordinator is supported through the Reading Support and Early Literacy funds. Montgomery purchased books for a summer lending library program that supported Long Term English Learners and low income students.	
Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Increase English Learner parent input in decision making through leadership training for DELAC and ELAC councils.	Leadership training for DELAC and ELAC councils 5XXX Supplemental $5,000	Basic ELAC and DELAC training was conducted by site and district staff. DELAC representatives were not able to attend California Association of Bilingual Education due to time restrictions.	Leadership training for DELAC and ELAC councils 5XXX Supplemental $0
Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners		Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners	

_ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6. Provide services for immigrant students, including annual licenses for supplemental language acquisition program, additional Chromebooks for immigrant students and counseling intern at secondary sites with high density of immigrant students.	Annual licenses for supplemental language acquisition program 5XXX Federal Funding $30,000 Additional Chromebooks for immigrant students 4XXX Federal Funding $20,000 Counseling intern at secondary sites with high density of immigrant students 5XXX Federal Funding $3,000 Extended year transportation for migrant students 5XXX Supplemental $53,000	Renewal of 200 annual licenses for migrant students' supplemental language acquisition program Supplemental Chromebooks for Harper's migrant students and Chromebook cart for Birch Lane EL/migrant support classroom. Migrant counseling interns two days a week at Davis High and one day a week at Harper. Extended year transportation for migrant students.	Annual licenses for supplemental language acquisition program 5XXX Federal Funding $30,000 Additional Chromebooks for immigrant students 4XXX Federal Funding $3,477 Counseling intern at secondary sites with high density of immigrant students Federal Funding $3,000 Extended year transportation for migrant students 5XXX Supplemental $53,000
Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide _ All OR: _ Low Income pupils X English Learners _ Foster Youth X Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	General information about changes in actions, services, expenditures and metrics • The majority of the changes in this year's DJUSD LCAP result from a focused effort to streamline the document through eliminating redundancy in actions, services and expenditures. • Details were removed from action descriptions, but included in the actions' expenditures • Expenditures noted as "SITE" expenditures were increased or decreased based on school-level funding decisions that are included in each site's 2016-17 Single Plan for Student Achievement. • 2016/17 staffing cost projections reflect a locally negotiated 2016-17 2% salary schedule increase and increased costs

related to STRS/PERS statutory benefits.

- The number of metrics was reduced to focus on growth in state mandated metrics; many local metrics that had been created to measure items from the DJUSD Strategic Plan will be reported through the DJUSD Strategic Planning process.
- Growth targets for LCAP metrics were revised, using the terms of ‘increase’, ‘decrease’ or ‘maintain.’

Identified Needs moved from Goal 5 to Other Goals

- Address "increase classroom embedded English Language Development (ELD) instruction" in Goal 3
- Address "increase delivery of ELD standards within English Language Arts Common Core Standards" in Goal 1
- Address "EL pupil engagement" in Goal 4

Goal 5 - Changes to Metrics and Expected Annual Measurable Objectives (EAMO)
The following State metrics for English Learner subgroup will be included in the metrics from the following LCAP Goals:
15/16 Metric 5.1.a. “Williams Act ELD instructional materials” with EAMO “Maintain adequate ELD materials in 100% of district classrooms” in 16/17 Metric 3.1 Compliance with Williams Act requirements, sufficient textbooks with EAMO 2.1. 100% compliance with Williams Act requirements, sufficient textbooks.
15/16 Metric 5.1.b. “Professional Growth participation records” with EAMO “At least 80% of teachers will have participated in CCSS/ELD standards professional growth” in 16/17 Metric 1.2. “Professional Growth participation records” with EAMO 1.2 “Increase the percent of teachers who have participated in professional development for implementation of the California professional and instructional State Standards.”
15/16 Metric 5.1.c. “Instructional strategies observation tool” with EAMO “Increase by 20% observation of classroom ELD and SDAIE instructional strategies implementation” included in 16/17 Metric 3.2. “Instructional strategies observation tool” with EAMO 3.2. “Increase the use of classroom instructional strategies that support the implementation of state standards.”

The following Goal 5 Local metric will be reported in the LCAP Data Addendum:
15/16 Metric 5.5 “List of students with semester grade of D or F” with EAMO “Decrease by 10% EL students with semester grade of D or F” will be included in 16/17 Metric 3.5 “List of secondary students with semester grade of D or F” with EAMO “Decrease the number of secondary students with semester grade of D or F”

The following State metrics and Expected Annual Measurable Outcomes (EAMO) for the English Learner subgroup will be reported in the LCAP Data Addendum, as data is available from the State:
Metric 5.3. “Academic Performance Index” with EAMO “Increase API for English Learners”
Metric 5.4.c. “Passage rate on advanced placement exams” with EAMO “Increase in EL AP exam passage rate”
Metric 5.6.a. “Annual attendance rate” with EAMO “Maintain EL annual attendance rate”
Metric 5.6.b. “Chronic absenteeism rate” with EAMO “Decrease EL chronic absenteeism rate”
Metric 5.7.a. “Middle school dropout rates” with EAMO “Decrease EL middle school dropout rate”
5.7.b. “High school dropout rate” with EAMO “Decrease EL high school dropout rate”
Metric 5.7.c. “High school graduation rate” with EAMO “Increase EL graduation rate”

Goal 5 Local metrics will be removed from 2016-17 LCAP

- 5.4.a. Enrollment rate in Advanced Placement (AP) courses with EAMO Increase by 5% EL enrollment in AP courses
- 5.4.b. Testing rate on Advanced Placement exams with EAMO Increase by 5% EL AP test taking rate

Goal 5 – Specific changes in actions, services, and expenditures

- Merge 15/16 Action 5.1, “Provide training and support to implement CCSS English Language Arts / English Language Development standards” with 16/17 Action 3.1 “Continue ongoing evaluation and revision of curriculum to reflect implementation of the California State Standards”

- Move 15/16 Action 5.1 expenditure “Purchase aligned ELD instructional resource materials (State Restricted Funding ($30,000)” revised to 16/17 Action 3.1 expenditure “Pilot and purchase aligned ELD instructional resource materials for grades 9-12 (State Restricted Funding $10,000)”; reduction of expenditure from $30,000 to $10,000 reflects grades 9-12 English Learner enrollment; provision of aligned ELD instructional materials for grades K-8 English learners will be included in the 2016-17 ELA/ELD adoption for implementation of the California State Standards.

- Delete the following 15/16 Action 5.1 expenditures

a. “Professional development to implement CCSS & ELD standards (LCFF $0),” covered in 16/17 Action 1.1 expenditure “Staff development for implementation of CCSS ELA/ELD and Mathematics (LCFF $60,000)”
b. “ELD trainers support implementation of CCSS & ELD standards (LCFF $0),” covered in 16/17 Action 1.1 expenditure “Staff development for implementation of CCSS ELA/ELD and Mathematics (LCFF $60,000)”
c. “ELD classroom observation tool (LCFF $0), ” covered in 16/17 Action 1.1 expenditure “Staff development for implementation of CCSS ELA/ELD and Mathematics (LCFF $60,000)”

- Revise 15/16 Action 5.2 “Continue to support English Learners through EL staff services and instructional materials, including elementary EL Specialists, EL paraeducators, and EL staff as determined by sites, ELD supplemental materials and District EL program coordination” to become 16/17 Action 5.1 “Continue to support English Learners.”

- Include in 16/17 Action 5.1 the following expenditures:

a. from 15/16 Action 5.2 “Elementary EL Specialists, 2.0 FTE plus increased .20 FTE at each of 3 sites, including Birch Lane, Patwin and Willett with increased number of EL students (Supplemental $170,000)” revised to 16/17 expenditure “Elementary EL Specialists, 2.8 FTE plus increased .20 FTE at North Davis Elementary with increased number of EL students (Supplemental $185,000),” reflecting increase in English learner enrollment at North Davis Elementary.
b. from 15/16 Action 5.2 Elementary EL Specialists, 1.2 FTE (3 elementary sites with high EL enrollment) (Federal Funding $58,000)” revised to 16/17 expenditure (Elementary EL Specialists, 1.4 FTE (3 elementary sites with high EL enrollment) (Federal Funding $65,000)”
c. from 15/16 Action 5.2 SITE - EL Paraeducators (Supplemental $137,000)
d. from 15/16 Action 5.2 SITE - EL staff for site determined support (LCFF $16,000)
e. from 15/16 Action 5.2 District EL Coordinator, 1.0 FTE; overseeing EL training, parent involvement, curriculum (Supplemental $119,000)

- Delete 15/16 Action 5.2 expenditure “English Language Development supplemental materials (Supplemental $35,500); supplementary materials were purchased in 15/16.

- Revise 15/16 Action 5.3 “Implement course curriculum for Long Term English Learners (LTELs), specifically offering STEEL courses for LTEL students in 7-12 grade and STEEL course materials” to become 16/17 Action 5.2 “Continue to implement course curriculum for Long Term English Learners (LTELs).”

- Include in 16/17 Action 5.2 the expenditure “LTEL course teachers, 7-12 grades (Supplemental $112,000).”

- Delete from 15/16 Action 5.2 expenditure “LTEL course materials (Supplemental $7,000);” materials were purchased in 15/16.

- Revise 15/16 Action 5.4 “Continue to provide extended learning opportunities for English Learners, including Davis High School Academic Center tutoring services, Bridge Program support at Montgomery Elementary and Harper Junior High, coordination of Montgomery academic intervention programs, and materials for the Montgomery Summer Independent Reading program” to become 16/17 Action 5.3 “Continue to provide extended learning opportunities for English Learners.”

- Delete from 15/16 Action 5.3 expenditure “Tutoring services through Davis High School Academic Center for English Learners, Redesignated Fully English Proficient (RFEP), and Low Income pupils (Supplemental $0);” expenditure funded in 16/17 Action 4.6.

- Include in 16/17 Action 5.3 the following expenditures:

a. From 15/16 Action 5.4 “Bridge Program support at Montgomery Elementary and Harper Junior High, including Student Success staff 1.6 FTE, tutor training, program supplies & parent engagement (Supplemental $146,000)”
b. From 15/16 Action 5.4 “Bridge Program UCD Work Study tutors (Supplemental $20,000)”
c. From 15/16 Action 5.4 “Montgomery Academic Intervention Programs Coordinator, .60 FTE (Supplemental $48,500)” to become 16/17 “Montgomery Academic Intervention Programs Coordinator, .50 FTE (Supplemental $37,500)”

- Revise 15/16 Action 5/4 expenditure “Purchase of supplemental reading material to support elementary LTEL students with Summer Independent Reading at Montgomery (Supplemental $1,000)” to become 16/17 Action 4.6 expenditure “Montgomery Elementary Summer Lending Library and Literacy Workshop" (Supplemental $19,450)" with increased budget including $5,000 from existing funding plus $14,450 additional funding.

- Revise 15/16 Action 5.5 “Increase English Learner parent input in decision making through leadership training for DELAC and ELAC councils” to become 16/17 Action 5.4 “Increase English Learner parent input in decision making.”

- Include in 16/17 Action 5.4 the expenditure from 15/16 Action 5.5 “Leadership training for DELAC and ELAC councils (Supplemental $5,000).”

- Revise 15/16 Action 5.6 “Provide services for immigrant students, including annual licenses for supplemental language acquisition program, additional Chromebooks for immigrant students and counseling intern at secondary sites with high density of immigrant students” to become 16/17 Action 5.5 “Provide services for immigrant students.”

- Include in 16/17 Action 5.5 the following expenditures:

a. From 15/16 Action 5.6 “Annual licenses for supplemental language acquisition program (Federal Funding $30,000)” to become 16/17 “Annual licenses for supplemental language acquisition program (Federal Funding $21,087)” due to decreased federal funding
b. From 15/16 Action 5.6 “Counseling intern at secondary sites with high density of immigrant students (Federal Funding $3,000)” to become 16/17 “Counseling intern at secondary sites with high density of immigrant students (Federal Funding $5,000)” due to increased cost of service
c. From 15/16 Action 5.6 “Extended year transportation for migrant students (Supplemental $53,000)”

	• Delete from 15/16 Action 5.6 expenditure “Additional Chromebooks for immigrant students (Federal Funding $20,000);” Chromebooks were purchased in 15/16.

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

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

Original GOAL 6 from prior year LCAP:	Improve school climate	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: LEA-wide Applicable Pupil Subgroups: All students	

Expected Annual Measurable Outcomes:	6.1.a. Decrease home suspension rate to less than 2.5% for all students and all subgroups 6.1.b. Decrease in-school suspension rate to 2% for all students and all subgroups 6.1.c. Maintain expulsion rate of less than .05% 6.2. Increase by 10% the number of students reporting a sense of connectedness with an adult on campus	Actual Annual Measurable Outcomes:	6.1.a. Decreased home suspension rate for all students of 1.1%, from 2.5% to 1.4% . See LCAP addendum: "DJUSD Suspension Data" for suspension rates for all subgroups. 6.1.b. Increased in-school suspension rate of .4% for all students, from 2.0% to 2.4%. 6.1.c. 2014-15 .02% expulsion rate for all students, met <.05% target. 6.2. Decrease in sense of connectedness with an adult on campus reported by students at three of the four grades surveyed. 2012-13 2014-15 5th Grade 58% 57% 7th Grade 42% 42% 9th Grade 42% 36% 11th Grade 46% 43%

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue to assess school climate district-wide, formally and informally, using district climate assessment "Youth Truth" and Climate personnel conducted informal site assessments.	No California Healthy Kids Survey conducted; administered in alternate years LCFF $0 Implement district climate assessment "Youth Truth"	Conducted CHKS Spring 2015. Reports received Summer 2015. Youth Truth Survey administered October 2015.	California Healthy Kids Survey conducted Spring 2015; paid in Fall 2015 LCFF $1,500 Implement district climate assessment "Youth Truth"

	5XXX LCFF $22,500 Climate personnel to conduct informal site assessments (existing staff) LCFF $0	Climate staff continue to conduct informal site assessments on an ongoing basis across the district, meeting with students, staff, and families in various formats.	5XXX LCFF $23,700 Climate personnel to conduct informal site assessments (existing staff) LCFF $0
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Continue to build DJUSD capacity to analyze climate data / information and develop meaningful responses, including increased Climate Coordinator FTE, work with Climate Committees, develop existing cadre of individuals and groups to further support positive school climate, focusing on ensuring restorative, trauma-informed, pluralistic culture across all sites and departments, and professional growth regarding the implementation of restorative practices and culturally responsive environments conducive to learning.	Existing Climate Coordinator, .80 FTE, and increase in Climate Coordinator position, from .80 FTE to 1.10 FTE 1XXX-3XXX LCFF $119,500 Continue work with Climate Committees LCFF $0 Develop existing cadre of individuals and groups to further support positive school climate, focusing on ensuring restorative, trauma-informed, pluralistic culture across all sites and departments. (existing staff) LCFF $0 Continue professional growth regarding the implementation of restorative practices and culturally responsive environments conducive to learning; training and development of restorative practices will be expanded to include awareness and skills in education that considers adverse childhood	Climate coordinators continued to work with sites and staff to increase data analysis skills, to work with Climate Committees. Youth Truth (YT) staff provided training to principals on content and use of YT Survey data. Midyear the opportunity arose and approval was given to contract climate interns to assist with providing support of positive school climate. Extensive work was done to develop and deliver training in Restorative Practices across the district, to support the delivery of trauma-informed training and develop a culturally responsive, relationship-based approach to community and conflict. Included Spanish-language restorative practice services.	Existing Climate Coordinator, .80 FTE, and increase in Climate Coordinator position, from .80 FTE to 1.10 FTE 1XXX-3XXX LCFF $123,905 Continue work with Climate Committees LCFF $2,750 Develop existing cadre of individuals, interns and groups to further support positive school climate, focusing on ensuring restorative, trauma-informed, pluralistic culture across all sites and departments. (existing staff) LCFF $0 Continue professional growth regarding the implementation of restorative practices and culturally responsive environments conducive to learning; training and development of restorative practices will be expanded to include awareness and skills in education that considers adverse childhood experiences and provides trauma-informed schools 1XXX-5XXX

	experiences and provides trauma-informed schools 1XXX-5XXX LCFF $16,000		LCFF $4,635
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Implement responses to climate data and information to support positive activities and improve negative ones, including district-wide implementation plan for restorative approaches and practices, expand Climate lending library, provide continued support of School Community Liaison and school campus safety supervisors, increased campus supervision for elementary sites with an enrollment over 600 students, continued support of liaison for homeless students, Foster Youth liaison and site-determined climate programs.	Training of district leadership, staff, students and parents through a variety of environments and settings 1XXX-5XXX LCFF $12,000 Develop and lead a district-wide implementation plan for restorative approaches and practices (existing staff) 1XXX-5XXX LCFF $0 Lending library supporting implementation of Kelso's Choices, restorative practices, positive school climate and other materials as needed 4XXX LCFF $5,000 School Community Liaison, 1.0 FTE 2XXX-3XXX LCFF $72,500 School campus safety supervisors 2XXX-3XXX LCFF $395,000 Increased campus supervision for	District-wide strategy for embedding a restorative approach to discipline and staff and student relationships developed and followed throughout the year, with ongoing focus on most marginalized and/or vulnerable students and staff—those in targeted groups and those who work most closely and directly with them. Multiple trainings offered in multiple formats; offsite training paid for when appropriate. Books, magazines and other resources acquired and lent or distributed out of Climate Office, including a lending library and take home materials for trainees of cultural responsiveness, equity, restorative practices. School Community Liaison and school campus safety supervisors supported positive school climate for students and staff at schools. Increased campus supervisory staff was hired for Chavez Elementary. Birch	Training of district leadership, staff, students and parents through a variety of environments and settings 1XXX-5XXX LCFF $12,000 Develop and lead a district-wide implementation plan for restorative approaches and practices (existing staff) 1XXX-5XXX LCFF $0 Lending library supporting implementation of cultural responsiveness, equity, restorative practices and other materials as needed 4XXX LCFF $5,000 School Community Liaison, 1.0 FTE 2XXX-3XXX LCFF $70,717 School campus safety supervisors 2XXX-3XXX LCFF $356,553 Increased campus supervision for

	elementary sites with an enrollment over 600 students 2XXX-3XXX LCFF $10,000 Liaison for homeless students (ongoing services) 1XXX-3XXX KATE 4000 LCFF $8,000 Foster Youth liaison to provide services between county, sites and students for Foster Youth (see Goal 4, Action 2) 1XXX-3XXX LCFF $0 SITE - Climate programs at secondary sites, as determined by each site 1XXX-5XXX LCFF $30,000	Lane decided to increase library technician hours, providing both additional supervision and library access for students. Homeless Liaison purchased materials and services for homeless students as needed. Foster Youth liaison provided services between county, sites and students in support of Foster Youth. Climate programs were supported at sites as established in site plans.	elementary sites with an enrollment over 600 students 2XXX-3XXX Local Funding $9,870 Liaison for homeless students (ongoing services) 1XXX-3XXX Supplemental $8,000 Foster Youth liaison to provide services between county, sites and students for Foster Youth (see Goal 4, Action 2) 1XXX-3XXX LCFF $0 SITE - Climate programs at secondary sites, as determined by each site 1XXX-5XXX LCFF $28,442
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Assess district capacity to respond to climate needs	Ongoing formal and informal assessments of the effectiveness of climate interventions, support and capacity-building (existing staff) 1XXX-3XXX LCFF $0	Ongoing meetings with site administrators regarding site climate interventions, and assessment of capacity to analyze, use and present Youth Truth and CHKS data. Establishment of Restorative Discipline Working Cadre to align administration of school discipline with restorative principles.	Ongoing formal and informal assessments of the effectiveness of climate interventions, support and capacity-building (existing staff) 1XXX-3XXX LCFF $0

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

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	General information about changes in actions, services, expenditures and metrics • The majority of the changes in this year's DJUSD LCAP result from a focused effort to streamline the document through eliminating redundancy in actions, services and expenditures. • Details were removed from action descriptions, but included in the actions' expenditures • Expenditures noted as "SITE" expenditures were increased or decreased based on school-level funding decisions that are included in each site's 2016-17 Single Plan for Student Achievement. • 2016/17 staffing cost projections reflect a locally negotiated 2016-17 2% salary schedule increase and increased costs related to STRS/PERS statutory benefits. • The number of metrics was reduced to focus on growth in state mandated metrics; many local metrics that had been created to measure items from the DJUSD Strategic Plan will be reported through the DJUSD Strategic Planning process. • Growth targets for LCAP metrics were revised, using the terms of 'increase', 'decrease' or 'maintain.' Goal 6 - Changes to Metrics and Expected Annual Measurable Objectives (EAMO) Local metric removed from 2016-17 LCAP 1) 6.1.b. Student in-school suspension rates with EAMO Decrease in-school suspension rate to 2% for all students and all subgroups Goal 6 – Specific changes in actions, services, and expenditures • Revise 15/16 Action 6.1, "Continue to assess school climate district-wide, formally and informally, using district climate assessment "Youth Truth" and Climate personnel conducted informal site assessments" to become 16/17 Action 6.1 "Continue to assess school climate district-wide." • Include in 16/17 Action 6.1 the following expenditures: a. from 15/16 Action 6.1 "No California Healthy Kids Survey conducted; administered in alternate years (LCFF $0) revise to "California Healthy Kids Survey administered in alternate years (Spring 2017) (LCFF Base $1,500) " b. from 15/16 Action 6.1 "Implement district climate assessment "Youth Truth" (LCFF $22,500)" revise to "Administer annual "Youth Truth" climate survey. (Fall 2016) (LCFF Base $23,700)" with actual cost • Delete non-funded 15/16 Action 6.1 expenditure "Climate personnel to conduct informal site assessments (existing staff)

(LCFF $0)," a non-funded expenditure referring to a job duty in the Climate Coordinator job description.

- Revise 15/16 Action 6.2, "Continue to build DJUSD capacity to analyze climate data / information and develop meaningful responses, including increased Climate Coordinator FTE, work with Climate Committees, develop existing cadre of individuals and groups to further support positive school climate, focusing on ensuring restorative, trauma-informed, pluralistic culture across all sites and departments, and professional growth regarding the implementation of restorative practices and culturally responsive environments conducive to learning" to become 16/17 Action 6.2 "Continue to build DJUSD capacity to analyze climate data."

- Include in 16/17 Action 6.2 the following expenditures:

a. "Climate internships to develop district cadre of climate support providers (Supplemental $2,000)"
b. "Restorative practices and other related training for DJUSD staff to include awareness and skills that consider adverse childhood experiences and support trauma-informed schools (LCFF $16,000)" revised from 15/16 Action 6.2 expenditure "Continue professional growth regarding the implementation of restorative practices and culturally responsive environments conducive to learning; training and development of restorative practices will be expanded to include awareness and skills in education that considers adverse childhood experiences and provides trauma-informed schools (LCFF Base $16,000)"
c. "Spanish-language restorative practices services (Supplemental $1,000)"

- Delete the following 15/16 Action 6.2 expenditures:

a. "Existing Climate Coordinator, .80 FTE, and increase in Climate Coordinator position, from .80 FTE to 1.10 FTE (LCFF $119,500)" due to ongoing staffing expense
b. "Continue work with Climate Committees (LCFF $0)," a non-funded expenditure included in Climate Coordinator job description
c. "Develop existing cadre of individuals and groups to further support positive school climate, focusing on ensuring restorative, trauma-informed, pluralistic culture across all sites and departments. (existing staff) (LCFF $0)," a non-funded expenditure referring to Climate Coordinator job responsibility and role of climate interns.

- Revise 15/16 Action 6.3, "Implement responses to climate data and information to support positive activities and improve negative ones, including district-wide implementation plan for restorative approaches and practices, expand Climate lending library, provide continued support of School Community Liaison and school campus safety supervisors, increased campus supervision for elementary sites with an enrollment over 600 students, continued support of liaison for homeless students, Foster Youth liaison and site-determined climate programs." to become 16/17 Action 6.3 "Implement responses to climate data and assess effectiveness of school climate and safety programs."

- Include in 16/17 Action 6.3 the following expenditures from 15/16 Actions 6.3, 7.8 and 4.2:

a. "Training of district leadership, staff, students and parents in the use and potential responses of climate data through a variety of environments and settings (LCFF Base $12,000)" revised from 15/16 Action 6. 3 expenditure "Training of district leadership, staff, students and parents through a variety of environments and settings (LCFF $12,000)
b. from Action 6. 3 "Develop and lead a district-wide implementation plan for restorative approaches and practices (LCFF Base $0)"
c. "Continue development of lending library of climate and other materials (LCFF Base $5,000)" revised from Action 6. 3 "Lending library supporting implementation of Kelso's Choices, restorative practices, positive school climate and other materials as needed (LCFF $5,000)"
d. "Support of students who are homeless (Federal Funding $10,000) revised from 15/16 Action 7.8 "Homeless students

	support (Federal funding $10,000)” e. “Resources to support students who are homeless and/or in foster care (Supplemental $9,200)” revised from 15/16 Action 4.2 f. from Action 6. 3 “SITE - Climate programs at secondary sites, as determined by each site (LCFF Base $30,000)” g. from Action 6. 3 “School Community Liaison, 1.0 FTE (LCFF Base $73,500)” h. from Action 6. 3 “Secondary school campus safety supervisors (LCFF Base $371,000)” i. from Action 6. 3 “Continue increased campus supervision for elementary sites with an enrollment over 600 students (LCFF Base $10,500)” • Add to 16/17 Action 6.3 as a non-funded expenditure with precursory information regarding new state mandated services for foster youth, “Foster Youth and Homeless student liaison to support the continuity of school experience, by attending closely to credits and graduation requirements, expediting transfers of records for foster students both entering and leaving the district, building capacity of sites and district to work with foster advocates, and ensuring continuity of services across school sites (LCFF $0)” revised from 15/16 Action 6.3 “Foster Youth liaison to provide services between county, sites and students for Foster Youth (LCFF $0)” • Delete non-funded 15/16 Action 6.4 “Assess district capacity to respond to climate needs” and expenditure “Ongoing formal and informal assessments of the effectiveness of climate interventions, support and capacity-building (existing staff) (LCFF $0),” non-funded expenditure refers to a job duty in the Climate Coordinator job description.

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

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

Original GOAL 7 from prior year LCAP:	Increase parent engagement through effective two-way communication to communicate with families about school programs and student progress, foster involvement of families at school, and support academic learning at home, thereby including families as knowledgeable participants in school decisions.	Related State and/or Local Priorities: 1 _ 2 _ 3 X 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	7.1.a Increase by 25% the number of district climate surveys submitted by parents 7.1.b. Increase by 20% the number of district climate surveys submitted by parents with positive responses about district communication 7.2. Increase by 10% the annual participation rate of parents involved in school/district meetings 7.3. Increase events that support academic learning at home by one additional district wide event 7.4 Increase by 30% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents	Actual Annual Measurable Outcomes:	7.1.a. 356 parents completed the California Healthy Kids Survey, a 9.2% increase in parents responding to the CHKS. 7.1.b. In 2014-15 87% of surveys submitted by parents had positive responses about district communication. 7.2. In 2015-16 223 parents participated in either the DJUSD Parent Engagement Night or the School Governance Workshop, an increase of 18% from 189 parents participating in 2014-15. Additionally, an average of 122 parents participated with their children at elementary schools' Math and/or Literacy Nights. 7.3 In 2015-16 DJUSD increased by 1 the number of district-sponsored events that supported academic learning at home (School Governance Workshop, Fall 2015). 7.4. In 2015-16 327 Local Control and Accountability Plan surveys were submitted by parents, a 41% increase in LCAP surveys submitted by parents in 2014-15.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Involve parents, including parents of children in the achievement gap, in the development of the Local Control Accountability Plan (LCAP) and Local Educational Agency Plan (LEAP)	Local Control Accountability Plan Advisory Group 4XXX LCFF $4,000	Parents representing English Learners and low income families are included on the LCAP Advisory, which met monthly to learn about the LCAP, student achievement, and other issues that impact student success. LCAP	Local Control Accountability Plan Advisory Group LCFF $868

		Advisory also reviewed proposals for increased and/or improved services for LCAP targeted students. In addition to our large community forums, specific meetings were held for families of English Learners, low income students, and foster youth. District staff met with EL families at Montgomery Elementary School. District staff held an LCAP meeting at the Moore Boulevard Apartments to hear from low SES families. District staff also had a meeting with representatives of our foster youth.	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Annually review and revise the DJUSD Board of Education Parent Involvement Policy	Parent Engagement Group meeting expenses 4XXX Federal Funding $1,000	No changes were recommended to the Board of Education Parent Involvement Policy.	Parent Engagement Group meeting expenses 4XXX Federal Funding $0
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

_ Other Subgroups: (Specify)			
3. Provide staff development to assist site staff in utilizing parent contributions and building ties with parents	Parent engagement professional growth 1XXX-5XXX Federal Funding $10,000	School Governance Workshop provided principals with the opportunity to bring together site leaders from Site Councils, ELACs, Climate Committees and PTAs. Breakout sessions provided information about school funding, governance guidance and district initiatives, then principals facilitated discussions about site development through the lens of the eight State priorities. Parent Engagement Night (PEN) included 28 breakout sessions on high-interest topics related to helping parents support their children through the lens of the eight State priorities. Staff members attended the January event with parents.	Parent engagement professional growth 1XXX-5XXX Federal Funding $20,309
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Support parent-to-parent networking, including parent involvement programs, such as PTA and Parent University events, ELAC events, Parent Support Networking events, InterCambio, school game nights, picnics, site reading nights, and sports recruitment opportunities; Family Resource Center at	Support of parent involvement programs, such as PTA and Parent University events, ELAC events, Parent Support Networking events, InterCambio, school game nights, picnics, site reading nights, and sports recruitment opportunities 1XXX-5XXX LCFF $10,000	Support of site parent involvement programs was provided by sites and PTAs at each site. Child care support was specifically provided by the district for site programs as requested by the sites, including Intercambio at Montgomery Elementary and conversation classes for EL parents at Harper.	Support of parent involvement programs, such as PTA and Parent University events, ELAC events, Parent Support Networking events, InterCambio, school game nights, picnics, site reading nights, and sports recruitment opportunities 1XXX-5XXX Federal Funding $700

Montgomery Elementary School; Math Night program; child care expenses for meetings; reasonable food expenses for after-school meetings; and paying staff members the hourly rate related to holding meetings at parent-centered times.	Family Resource Center at Montgomery Elementary School, providing access for DJUSD families to county and district resources and maintaining an engaging center for community families 1XXX-5XXX Supplemental $20,000 Continue Math Night program support at Title I elementary and junior high sites 1XXX-4XXX Federal Funding $10,000 Child care expenses for meetings 2XXX-4XXX LCFF $5,000 Reasonable food expenses for after-school meetings 4XXX LCFF $5,000 Staff members hourly rate related to holding meetings at parent-centered times 1XXX-3XXX LCFF $5,000	DJUSD partners with Yolo County Family Services and contributes to the support of the Family Resource Center at Montgomery Elementary School. The center provides services and resources for low income district families. Math Nights: Patwin and Montgomery held 7 different math nights with a cumulative total of over 830 attendees.	Family Resource Center at Montgomery Elementary School, providing access for DJUSD families to county and district resources and maintaining an engaging center for community families 1XXX-5XXX Supplemental $20,000 Continue Math Night program support at Title I elementary and junior high sites 1XXX-4XXX Federal Funding $1,001 Child care expenses for meetings 2XXX-4XXX Federal Funding $1,550 Reasonable food expenses for after-school meetings 4XXX Federal Funding $0 Staff members hourly rate related to holding meetings at parent-centered times 1XXX-3XXX Federal Funding $0
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Build the capacity of schools for strong parent involvement through implementation of the virtual volunteer system.	Implement Raptor Systems, Digital Check in and Virtual Volunteer software system to manage, monitor and recognize district volunteers	By June 2016 all DJUSD sites, with the exception of Fairfield and King, will have a visitor and volunteer management system in place. These kiosk-based systems will allow sites to	Implement Raptor Systems, Digital Check in and Virtual Volunteer software system to manage, monitor and recognize district volunteers (see

	(see Goal 4, Action 4) 4XXX-5XXX LCFF $0	check-in and out visitors and volunteers. The system also allows for the tracking of volunteer service.	Goal 4, Action 4) 4XXX-5XXX LCFF $0
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
6. Provide district wide events which foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions, including the DJUSD Parent Engagement Night and Site Governance Committees Workshop.	DJUSD Parent Engagement Night expenses 1XXX-4XXX Federal Funding $5,000 DJUSD Site Governance Workshop expenses 1XXX-4XXX Federal Funding $3,000	Parent Engagement Night (PEN) included 28 breakout sessions on high-interest topics related to helping parents support their children through the lens of the eight State priorities. Staff members attended the January event with parents. School Governance Workshop developed parents as knowledgeable participants in school decisions, providing principals with the opportunity to build community between site leaders from Site Councils, ELACs, Climate Committees and PTAs. Breakout sessions provided information about school funding, governance guidance and district initiatives, and then principals facilitated discussions about site goals.	DJUSD Parent Engagement Night expenses 1XXX-4XXX Federal Funding $5,552 DJUSD Site Governance Workshop expenses 1XXX-4XXX Federal Funding $4,684
Scope of Service: LEA-wide X All OR: _ Low Income pupils		Scope of Service: LEA-wide X All OR: _ Low Income pupils	

_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
7. Consistently and effectively communicate with stakeholders information about district programs, opportunities and urgent public information updates in multiple languages.	Digital communication annual fees 5XXX LCFF $65,000 Translation and interpretation services for parents of English Learners 2XXX-5XXX LCFF $50,000	The digital communication programs School Messenger and School Loop were used to communicate with parents about district programs, opportunities and urgent public information updates in multiple languages. District and site documents were translated for English learner families, and interpreters were provided at district and site events.	Digital communication annual fees 5XXX LCFF $35,527 Translation and interpretation services for parents of English Learners 2XXX-5XXX LCFF $22,427
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
8. Conduct outreach to low income families, including homeless and foster youth, providing supplies and services for homeless students, recruiting adults to serve as advocates for foster youth, and supporting the DJUSD Home Visit program.	Homeless students support 4XXX-5XXX Federal Funding $10,000 Recruitment of adults to serve as advocates for foster youth (existing staff) 1XXX-3XXX LCFF $0 Integrated program of Home Visits and "Funds of Knowledge" professional development 1XXX-4XXX	Material support for students who are homeless and foster youth has included school supplies, transportation costs, and other items required for students to fully access education in DJUSD. District relationship with CASA, Guardian Professions and other foster programs has been expanded and strengthened to build a base for recruiting advocates. Home Visit program continued with	Homeless students support 4XXX-5XXX Federal Funding $8,200 Recruitment of adults to serve as advocates for foster youth (existing staff) 1XXX-3XXX LCFF $0 Integrated program of Home Visits and "Funds of Knowledge" professional development 1XXX-4XXX

	Federal Funding $15,000	teachers at Montgomery and Cesar Chavez participating in the program.	Federal Funding $13,300
Scope of Service _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service LEA-wide _ All OR: X Low Income pupils _ English Learners X Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	General information about changes in actions, services, expenditures and metrics 1) The majority of the changes in this year's DJUSD LCAP result from a focused effort to streamline the document through eliminating redundancy in actions, services and expenditures. 2) Details were removed from action descriptions, but included in the actions' expenditures 3) Expenditures noted as "SITE" expenditures were increased or decreased based on school-level funding decisions that are included in each site's 2016-17 Single Plan for Student Achievement. 4) 2016/17 staffing cost projections reflect a locally negotiated 2016-17 2% salary schedule increase and increased costs related to STRS/PERS statutory benefits. 5) The number of metrics was reduced to focus on growth in state mandated metrics; many local metrics that had been created to measure items from the DJUSD Strategic Plan will be reported through the DJUSD Strategic Planning process. 6) Growth targets for LCAP metrics were revised, using the terms of 'increase', 'decrease' or 'maintain.' Goal 7 - Changes to Metrics and Expected Annual Measurable Objectives (EAMO) Remove local metrics from 2016-17 LCAP 7.1 .b. California Healthy Kids Survey / DJUSD Climate Survey with EAMO Increase the number of district climate surveys submitted by parents with positive responses about district communication 7.2 Parent sign-in sheets at school/district meetings with EAMO Increase the annual participation rate of parents involved in school/district meetings Add local metric from Goal 3 METRIC Parent-teacher conference records with EAMO Maintain percent of parents in attendance at parent-teacher conferences Goal 7 – Specific changes in actions, services, and expenditures • Delete 15/16 Action 7.1, "Involve parents, including parents of children in the achievement gap, in the development of the Local Control Accountability Plan (LCAP) and Local Educational Agency Plan (LEAP);" The state mandate to include parents of children in the achievement gap in the development of the LCAP will be visible in LCAP Section 1: Stakeholder

Engagement, and the LEAP is a federally mandated plan that does not need to be included in the LCAP.

- Delete 15/16 Action 7.1 expenditure, “LCAP Advisory Group (LCFF $4,000)

- Delete 15/16 Action 7.2, “Annually review and revise the DJUSD Board of Education Parent Involvement Policy;” review of local Board of Education Parent Involvement policy is a federally mandated process that is not required in the LCAP.

- Delete 15/16 Action 7.2 expenditure, “Parent Engagement Group meeting expenses (Federal Funding $1,000)

- Merge 15/16 Action 7.3 “Provide staff development to assist site staff in utilizing parent contributions and building ties with parents” with 15/16 Action 7.6 “Provide district wide events which foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions, including the DJUSD Parent Engagement Night and Site Governance Committees Workshop” and 15/16 Action 3.1 “Develop understanding of the Common Core State Standards (CCSS) and assessment practices among all stakeholder groups;” revise into 16/17 Action7.1 “Provide district wide events which (a) foster involvement of families at school, support academic learning at home, include families as knowledgeable participants in school decisions, (b) increase parent understanding of Common Core State Standards curriculum and assessment practices, and (c) assist school staff in utilizing parent contributions and building ties with parents.”

- Include in 16/17 Action 7.1 the following expenditures:

a. from 15/16 Action 7.3 merge “Parent engagement professional growth (Federal Funding $10,000) with 15/16 Action 7.6 “ DJUSD Parent Engagement Night expense (Federal Funding $5,000) and 15/16 Action 7.6 DJUSD Site Governance Workshop expenses (Federal Funding $3,000) into 16/17 Action 7.1 expenditure “DJUSD Parent Engagement event expenses (Federal Funding $18,000)”
b. from 15/16 Action 7.4 “Family Resource Center at Montgomery Elementary School, providing access for DJUSD families to county and district resources and maintaining an engaging center for community families (Supplemental $20,000)”
c. from 15/16 Action 7.4 “Continue Math Night program support at Title I elementary and junior high schools (Federal Funding $10,000)” to become 16/17 Action 7.1 expenditure “Continue Math Night program support at Title I elementary sites (Federal Funding $1,000);” reduction in program due to decrease in DJUSD Title I funding.
d. from 15/16 Action 7.4 “Child care expenses for meetings (Supplemental $5,000)”
e. from 15/16 Action 7.4 “Reasonable food expenses for after-school meetings (Supplemental $5,000)”
f. from 15/16 Action 7.4 “Staff members hourly rate to attend meetings at parent-centered times (Supplemental $5,000)”

- Merge 15/16 Action 7.4 “Support parent-to-parent networking, including parent involvement programs, such as PTA and Parent University events, ELAC events, Parent Support Networking events, InterCambio, school game nights, picnics, site reading nights, and sports recruitment opportunities; Family Resource Center at Montgomery Elementary School; Math Night program; child care expenses for meetings; reasonable food expenses for after-school meetings; and paying staff members the hourly rate related to holding meetings at parent-centered times” and with 15/16 Action 7.7 “Consistently and effectively communicate with stakeholders information about district programs, opportunities and urgent public information updates in multiple languages,” into 16/17 Action 7.2 “Support services that promote inclusion of all parents in school communities and provide effective communication about district programs, opportunities and urgent public information updates,” changing emphasis from “parent-to-parent networking” to support of “inclusion of all parents” and deleting PTA- and site-sponsored events

	• Delete 15/16 Action 7.4 expenditure “Support of parent involvement programs, such as PTA and Parent University events, ELAC events, Parent Support Networking events, InterCambio, school game nights, picnics, site reading nights, and sports recruitment opportunities (LCFF $10,000) because the items to be funded are supported by site events supported with site and PTA funding; funding of InterCambio child care expenditures is available in 16/17 Action 7.1. • Merge 15/16 Action 7.5 “Build the capacity of schools for strong parent involvement through implementation of the virtual volunteer system” in 16/17 Action 8.3 “Develop a system and criteria to recognize the work of substitute employees, volunteers and community partners based on respect, trust and inquiry.” • Delete 15/16 Action 7.5 non-funded expenditure “Implement Raptor Systems, Digital Check in and Virtual Volunteer software (LCFF $0) • Include in 16/17 Action 7.2 the following expenditures: a. from 15/16 Action 7.7 “Digital communication annual fees (LCFF Base $65,000) b. from 15/16 Action 7.7 “Translation and interpretation services for parents of English Learners (Supplemental $50,000)” • Delete 15/16 Action 7.8 “Conduct outreach to low income families, including homeless and foster youth, providing supplies and services for homeless students, recruiting adults to serve as advocates for foster youth, and supporting the DJUSD Home Visit program;” reflecting homeless and/or foster youth support provided through 16/17 Action 6.3 “Implement responses to climate data and assess effectiveness of school climate and safety programs.” • Move 15/16 Action 7.8 expenditure “Homeless students support (Federal Funding $10,000) to 16/17 Action 6.3 expenditure “Support of students who are homeless (Federal funding $10,000)” • Delete 15/16 Action 7.8 expenditure “Recruitment of adults to serve as advocates for foster youth (existing staff) (LCFF $0); 16/17 Action 6.3 includes duties of foster youth liaison • Delete 15/16 Action 7.8 expenditure “Integrated program of Home Visits and "Funds of Knowledge" professional development (Federal funding $15,000) due to decrease in Title I funding.

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

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

Original GOAL 8 from prior year LCAP:	Value each person responsible for the education of our students by recognizing their work in promoting a community of respect, trust, and inquiry-based practice. Recognition will be embedded in collaborative practices, professional growth, and effective communication networks.	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 _ 6 X 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify

Goal Applies to:	Schools:	LEA-wide
	Applicable Pupil Subgroups:	All students

Expected Annual Measurable Outcomes:	8.1. Increase retention of highly qualified staff in district by 5% 8.2. Increase by 15% reported staff sense of recognition based on respect, trust and inquiry 8.3.a. Increase by 10% the number of available highly qualified substitutes to cover district substitute needs 8.3.b. Increase by 15% reported substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry 8.4. Increase by 15% recognitions embedded in collaborative practices, professional growth, and effective communication networks	Actual Annual Measurable Outcomes:	8.1. 2015-16 73% retention rate for Classified staff and 90% retention rate for Certificated staff, or 81.5% combined total retention rate of highly qualified staff in district, an increase of 1.5% over prior year. 8.2. Quantitative data is not available at this time; the district is piloting a staff perception survey in 2016. 8.3.a. 2015-16 84% of teachers' requests for a substitute were filled by district substitutes, a 1% decrease in coverage. 8.3.b. Quantitative data is not available at this time; the district is piloting a staff perception survey in 2016. With full implementation of the Raptor System in 2016-17, volunteer data will be more readily available; however, data is not currently available. 8.4. In 2015-16 214 staff members participated in Collaboration Grant professional growth groups, fostering and/or championing collaboration, professional growth and better communication, an increase of 42% in participation by staff members.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Support the recruitment and retention of highly qualified staff to positively impact student achievement.	Salaries and benefits 1XXX-3XXX LCFF $45,000,000	As the state economy has improved, the supply of highly qualified teachers and substitutes has decreased. Math, science and special education teaching	Salaries and benefits 1XXX-3XXX LCFF $45,586,958

		positions are particularly difficult to fill. the Yolo-Solano BTSA Coordinator is working with Yolo County Office of Education to establish an internship program to help provide teachers in these curricular areas.	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
2. Develop a system and criteria to recognize the work of certificated, classified and administrative employees based on respect, trust and inquiry.	Recognition system 4XXX LCFF $1,000	The district recognizes the work of certificated, classified and administrative employees at the DJUSD annual recognition event co-sponsored by CSEA, DTA and DJUSD.	Recognition system 4XXX LCFF $4,000
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
3. Develop a system and criteria to recognize the work of substitute employees, volunteers and community partners based on respect, trust and inquiry.	Recognition system 4XXX LCFF $1,000	The Raptor System virtual volunteer check-in technology was installed at schools to collect information about visitors and volunteers. A district recognition system for the work of	Recognition system 4XXX LCFF $0

		substitute employees, volunteers and community partners has not yet been developed.	
Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: LEA-wide X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
4. Embed recognition of those responsible for the education of our students into collaborative practices, the professional growth system and district communications	Recognition system 4XXX LCFF $1,000	Recognitions and acknowledgements are embedded in all district facilitated meetings and are included in all district parent broadcasts. DJUSD staff are recognized via the #Love4DJUSDstaff campaign on Facebook. The superintendent has made it a practice to recognize employees during his announcements at board meetings. The Teachers Association (DTA)and the CSEA have both made presentations at board meetings to recognize their employees during board meetings. The district continues to recognize classified employees at the county level with Yolo County Office of Education (YCOE) through the California Department of Education. Similarly, YCOE selected DJUSD teacher of the year, who will mover forward to the state competition. The district has administrators being recognized by the Association of California School Administrators for leadership in Region 3 (Sacramento and Yolo Counties).	Recognition system 4XXX LCFF $0
Scope of Service: LEA-wide		Scope of Service: LEA-wide	

X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
5. Embed recognition of student achievement	SITE - Recognition system, as determined by sites 4XXX LCFF $3,000	Sites implemented recognition systems as determined by site staff and site governance groups. Recognition systems focused on reclassification of English learners and participation in student support programs.	SITE - Recognition system, as determined by sites 4XXX LCFF $2,230
Scope of Service: Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		Scope of Service: Schools X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	General information about changes in actions, services, expenditures and metrics • The majority of the changes in this year's DJUSD LCAP result from a focused effort to streamline the document through eliminating redundancy in actions, services and expenditures. • Details were removed from action descriptions, but included in the actions' expenditures • Expenditures noted as "SITE" expenditures were increased or decreased based on school-level funding decisions that are included in each site's 2016-17 Single Plan for Student Achievement. • 2016/17 staffing cost projections reflect a locally negotiated 2016-17 2% salary schedule increase and increased costs related to STRS/PERS statutory benefits. • The number of metrics was reduced to focus on growth in state mandated metrics; many local metrics that had been created to measure items from the DJUSD Strategic Plan will be reported through the DJUSD Strategic Planning process. • Growth targets for LCAP metrics were revised, using the terms of 'increase', 'decrease' or 'maintain.' Goal 8 - Changes to Metrics and Expected Annual Measurable Objectives (EAMO) Local metrics removed from 2016-17 LCAP

	1) 8.2. DJUSD Climate survey for staff with EAMO Increase by 15% reported staff sense of recognition based on respect, trust and inquiry 2) 8.3.a. List of substitute employees with EAMO Increase by 10% the number of available highly qualified substitutes to cover district substitute needs 3) 8.3.b. DJUSD Climate survey for substitute employees, volunteers and community partners with EAMO Increase by 15% reported substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry 4) 8.4. List of recognitions with EAMO Increase by 15% recognitions embedded in collaborative practices, professional growth, and effective communication networks Goal 8 – Specific changes in actions, services, and expenditures • Add to 16/17 Action 8.1 the following expenditures: 1. from 15/16 Action 4.1 Lower class size; 14.0 FTE Classroom teachers, ongoing from 2014-15 (LCFF Base $1,092,000) 2. from 15/16 Action 4.1 Lower class size at Montgomery with 1 additional FTE allocation (Supplemental $83,000) • Revise 15/16 Action 8.2, “Develop a system and criteria to recognize the work of certificated, classified and administrative employees based on respect, trust and inquiry” to become 16/17 Action 8.2 “Develop a system and criteria to recognize district staff.” • Increase 15/16 Action 8.2 expenditure “Recognition system (LCFF $1,000)” to become 16/17 Action 8.2 expenditure “Recognition system (LCFF Base $4,000)” • Add to 16/17 Action 8.2 expenditure “Yolo County Resolution Center (YCRC) contract for conflict resolution services (LCFF Base $20,000)” • Revise 15/16 Action 8.3, “Develop a system and criteria to recognize the work of substitute employees, volunteers and community partners based on respect, trust and inquiry” to become 16/17 Action 8.2 “Develop a system and criteria to recognize volunteers and community partners.” • Add 16/17 Action 8.3 expenditure “Continue implementation of Raptor Systems, Digital Check in and Virtual Volunteer software (LCFF Base $10,000)” from 15/16 Action 4.4 and 15/16 Action 7.5. • Revise 15/16 Action 8.4, “Embed recognition of those responsible for the education of our students into collaborative practices, the professional growth system and district communications.” to become 16/17 Action 8.4 “Embed recognition of district educators in district communications”

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

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

A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

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

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

Total amount of Supplemental and Concentration grant funds calculated:	$2,393,000

The Davis Joint Unified School District estimates Supplemental Grant funding for the district amounts at $2,393,000 calculated on the basis of the number of unduplicated pupils, defined as the number of low income, foster youth and English learner pupils. DJUSD has a 27% enrollment of unduplicated pupils. Part of the DJUSD supplemental funds will be used in a districtwide manner to build upon the following educational initiatives:

- Academic Conferencing and Intervention Identification (MMSS). Development of RtI2 (MMSS) services for targeted students at early onset. Through the increased services, early and direct intervention support will be provided for students who demonstrate need. Included in the scope of service is a leader who will investigate, design and foster an infrastructure of RtI2 in the Davis Joint Unified School District. Best practices include universal screening, deliberate and consistent progress monitoring, as well as use of effective interventions where appropriate. Buffum, Mattos & Weber. (2012) Simplifying Response to Intervention. Bloomington, IN: Solution Tree Press. Best Practices in Response Implementation. Hanover Research. (2011) "Essential Components of RTI – A Closer Look at Response to Intervention." National Center on Response to Intervention. April 2010. http://www.rti4success.org/pdf/rtiessentialcomponents_042710.pdf, p.1. 2 Johnson, Evelyn, Mellard, Daryl F., et al. "Responsiveness to Intervention (RTI): How to Do It." National Research Center on Learning Disabilities. http://www.nrcld.org/rti_manual, p.1.2.

- Increased training and development of restorative practices. This effort will expand awareness of and develop skills in educational practices that are based on an understanding of adverse childhood experiences and support children with compassionate, trauma-informed responses. The use of restorative practices in schools has been shown to reliably reduce misbehavior, bullying, violence and crime among students, and improve the overall climate for learning. [Improving School Climate Findings from Schools Implementing Restorative Practices. A Report from the International Institute for Restorative Practices Graduate School 2009. San Francisco's El Dorado Elementary School Uses Trauma-Informed & Restorative Practices; Suspensions Drop 89%. Stevens, J E, Investing in What Works in America's Communities. May 2014. [Carrell, S. & Carrell, S. (2006). Do Lower Student-to-Counselor Ratios Reduce School Disciplinary Problems? Contributions to Economic Analysis & Policy: Vol. 5: Iss. 1, Article 11; Carrell, S. & Hoekstra, M. (2014). Are School Counselors an Effective Education Input? Economics Letters, 125 (2014) 66-69; Sink, C. A., & Stroh, H. R. (2003). Raising achievement test scores of early elementary school students through comprehensive school counseling programs. Professional School Counseling, 6, 352-364; Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. Professional School Counseling, 7, 91-98; California Department of Education (2003). Study of Pupil Personnel Ratios, Services, and Programs. Assembly Bill 722. Counseling and Student Support Office, California Department of Education]

- Increased reading support by paraeducators in all third grade classes. Attention will focus on strengthening the reading skills of struggling readers, who are most frequently low income pupils, foster youth and English learners. [Guided Reading Program: Research Base for Guided Reading as an Instructional Approach, Fountas, I., and Pinnel, G. Scholastic.]

- Installation of WiFi at all elementary schools to provide access for all students. Through direction affirmed in the DJUSD strategic planning process, the Davis school district is implementing local policy to provide technological devices to all students to use as educational tools. To ensure that the devises can be effectively used by low income, foster youth, English learner students, and redesignated fluent English proficient (RFEP) pupils, the district's technology infrastructure is being updated. Wireless access will be available for all students, but most importantly for students whose families do not have the resources to provide wireless access for their children at home. Additionally, after-school hours will be provided at Davis Senior High School and Marguerite Montgomery to help support our most needy families. [Ringstaff, C. & Kelley, L. [2002]. The Learning Return On Our Educational Technology Investment, A Review of Findings from Research. WestEd. Retrieved from http://www.wested.org/online_pubs/learning_return.pdf; Kukulska-Hulme, A., Traxler, J. & Pettit, J. [2007]. Designed and user-generated activity in the mobile age. Journal of Learning Design: Vol. 2 No. 1. Retrieved from http://files.eric.ed.gov/fulltext/EJ903903.pdf .]

- Academic Conferencing and Intervention Identification (RtI research), [Summer School as an intervention. Evidence-based reading practices for response to intervention. Haager, Diane (Ed); Klingner, Janette (Ed); Vaughn, Sharon (Ed) Baltimore, MD, US: Paul H Brookes Publishing Evidence-based reading practices for response to intervention. (2007). xiv 336 pp. Improving Student Achievement by Extending School: Is It Just a Matter of Time? Julie Aronson, Joy Zimmerman, and Lisa Carlos. WestEd 1996. A Review of the Research on Extended Learning Time in K-12 Schools. The Chalkboard Project. EcoNorthwest 2008.]

Actions and services listed below are identified to improve services for our targeted students.
1. AVID Program services which provide a qualitative focus on the college and career readiness of unduplicated count students, including funding the work of district AVID Coordinator, site AVID coordinators, AVID elective course teachers, AVID professional development and costs for AVID tutors.
2. English Learner programs increase qualitative services that specifically support English Learners and Migrant students through increased instructional time and extended services beyond the school day and school year. These services include English Learner Specialists at elementary schools; teachers in our long term English Learner STEEL classes; English Language Development Supplemental Curriculum for ELD, STEEL, and Summer Reading Programs; site-specific English Learner extended day/year programs; the Academic Center at Davis Senior High School; English Learner Parent Leadership training; English Learner language translation services; Migrant student transportation; and oversight by the district English Learner Coordinator of EL professional development, mentoring of EL parents, and development of district ELD curriculum.
3. Davis Bridge Program and staff provide qualitative services for our low income and English Learner students. These programs, which focus specifically on the needs of low income students and English Learners, provide additional instructional time and mentoring experiences after school and during the school day. Services include Davis Bridge Program staff, Davis Bridge Program training and supplies, Davis Bridge Program UCD Work Study students.
4. Services for students and families at Marguerite Montgomery Elementary School quantitatively and qualitatively increase services for English Learners and low income students. With an unduplicated percent over forty, these services support students schoolwide, similar to our Title I programs. They include the Marguerite Montgomery Family Resource Center; the Marguerite Montgomery Academic Interventions Coordinator; Montgomery STEM Differentiation Specialists; and additional staffing to lower class size at Montgomery.
5. Specialized courses and instructional programs focus primarily on our low income, English Learners, and other at-risk students. These programs qualitatively increase services for unduplicated students by providing specific instructional time to meet the needs of these students. These courses include the ACES classes at Davis Senior High School; Read180 at the junior high schools; targeted site support in reading, math, and English Learner instruction beyond core instruction requirements; and services supporting homeless students and their families in transition.
6. Funding for the quantitative service of Outdoor education is provided to insure all low income students may participate in the program.
7. Increased elementary counseling services combined with focused services for targeted students. These new and increased services shall improve the conditions of learning and increase student engagement by laying a foundation for a more focused learning environment in all elementary classrooms. Our Prevention and Crisis Manager will also be an integral part of this work as we strive to create emotionally safe campuses.

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

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

5.06	%

Davis Joint Unified School District is committed to leveraging the Local Control Accountability Plan to provide services that meet the needs of our English Learners, Foster Youth, and low income students. For the 2016-17 year, particular focus will be on Support for English Learners; and Goal 6, School Climate. Actions and services listed below are identified to improve services for our targeted students.

1. Increased services to create trauma sensitive schools. The Adverse Childhood Experiences Study (ACES) has increased our focus on creating school environments that provide a supportive setting for students who have had traumatic childhood experiences. This past year, the district supported 0.5 FTE for elementary counselors at each comprehensive site as part of our strategy to improve Conditions of Learning. We also increase training and development of restorative practices. For 2016-17, we will build upon this service with by focusing on a trauma sensitive school model at Martin Luther King, Junior Continuation High School.

2. English Learner programs quantitatively and qualitatively increase services that specifically support English Learners and Migrant students through increased instructional time and extended services beyond the school day and school year. These services include Professional Development particularly in the area of English Language Development; English Learner Specialists at elementary schools; teachers in our long term English Learner STEEL classes; English Language Development Supplemental Curriculum for ELD, STEEL, and Summer Reading Programs; site-specific English Learner extended day/year programs; the Academic Center at Davis Senior High School; English Learner Parent Leadership training; English Learner language translation services; Migrant student transportation; and oversight by the district English Learner Coordinator of EL professional development, mentoring to parents, and development of district ELD curriculum.

3. Summer Literacy Program at Montgomery Elementary School. Attention will focus on strengthening the reading skills of struggling readers, students who most frequently are low income pupils, foster youth and English learners. Guided Reading Program: Research Base for Guided Reading as an Instructional Approach, Fountas, I., and Pinnel, G. Scholastic.

4. Elementary Music Program Pilot at Montgomery Elementary School. Diane Ravitch (for instance, 2013, Reign of Error, pg. 234) cites numerous research that supports a policy of providing full, balanced and rich curricular offerings as a strategy for providing positive outcome for students who fall in achievement gap categories. The President's Turnaround Arts program targets the select schools from the lowest performing 5% in the nation. In the past 4 years that the program has been implemented, it has yielded

improved academic performance, improved climate, and brought intangible

Continuing from 2015-16
5. AVID Program services which provide a qualitative focus on the college and career readiness of unduplicated count students, including funding the work of district AVID Coordinator, site AVID coordinators, AVID elective course teachers, AVID professional development and costs for AVID tutors.

6. Davis Bridge Program and staff provide qualitative services for our low income and English Learner students. These programs, which focus specifically on the needs of low income students and English Learners, provide additional instructional time and mentoring experiences after school and during the school day. Services include Davis Bridge Program staff, Davis Bridge Program training and supplies, Davis Bridge Program UCD Work Study students.

7. Services for students and families at Marguerite Montgomery Elementary School quantitatively and qualitatively increase services for English Learners and low income students. With an unduplicated percent over forty, these services support students schoolwide, similar to our Title I programs. They include the Marguerite Montgomery Family Resource Center; the Marguerite Montgomery Academic Interventions Coordinator; Montgomery STEM Differentiation Specialists; and additional staffing to lower class size at Montgomery.

8. Specialized courses and instructional programs focus primarily on our low income, English Learners, and other at-risk students. These programs qualitatively increase services for unduplicated students by providing specific instructional time to meet the needs of these students. These courses include the ACES classes at Davis Senior High School; Read180 at the junior high schools; targeted site support in reading, math, and English Learner instruction beyond core instruction requirements; and services supporting homeless students and their families in transition.

9. Funding for the quantitative service of Outdoor education is provided to insure all low income students may participate in the program.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-18**	**2018-19**	**2016-17-2018-19 Total**
All Funding Sources	64,198,678.00	64,622,290.00	55,841,437.00	54,970,437.00	54,945,187.00	165,757,061.00
Federal Funding	582,000.00	494,592.00	496,287.00	496,287.00	508,287.00	1,500,861.00
LCFF	51,165,378.00	50,827,550.00	52,384,700.00	51,516,700.00	51,516,700.00	155,418,100.00
Local Funding	10,085,000.00	10,699,461.00	50,000.00	50,000.00	50,000.00	150,000.00
State Funding	0.00	0.00	0.00	0.00	0.00	0.00
State Restricted Funding	530,000.00	424,598.00	510,000.00	510,000.00	510,000.00	1,530,000.00
Supplemental	1,836,300.00	2,176,089.00	2,400,450.00	2,397,450.00	2,360,200.00	7,158,100.00

Total Expenditures by Object Type						
Object Type	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-18**	**2018-19**	**2016-17-2018-19 Total**
All Expenditure Types	587,000.00	0.00	0.00	0.00	0.00	0.00
	587,000.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	**Funding Source**	**2015-16 Annual Update Budgeted**	**2015-16 Annual Update Actual**	**2016-17**	**2017-18**	**2018-19**	**2016-17-2018-19 Total**
All Expenditure Types	All Funding Sources	587,000.00	0.00	0.00	0.00	0.00	0.00
	Federal Funding	0.00	0.00	0.00	0.00	0.00	0.00
	LCFF	587,000.00	0.00	0.00	0.00	0.00	0.00
	State Funding	0.00	0.00	0.00	0.00	0.00	0.00
	State Restricted Funding	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) “Expulsion rate” shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

01-13-15 [California Department of Education]

§ 15497. Local Control and Accountability Plan Data Addendum

LEA:	Davis Joint Unified School District
School:	District Office
Contact Person:	Dr. Clark Bryant
Position:	Associate Superintendent
E-mail Address:	cbryant@djusd.net
Phone Number:	(530)757-5300 x144
LCAP Year:	2016-17

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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A. Conditions of Learning

Priority 1: Basic Services

Enrollment by Grade Level

Grade Level	2014-15 Number of Students
Kindergarten	667
Grade 1	572
Grade 2	571
Grade 3	633
Grade 4	619
Grade 5	615
Grade 6	683
Grade 7	683
Grade 8	684
Grade 9	721
Grade 10	711
Grade 11	701
Grade 12	766
Total Enrollment	8,626

Enrollment by Student Group

Student Group	2014-15 Percent of Total Enrollment
Black or African American	2.60%
American Indian or Alaska Native	0.46%
Asian	15.89%
Filipino	1.44%
Hispanic or Latino	19.31%
Native Hawaiian or Pacific Islander	0.28%
White	54.79%
English Learners	10.50%
Fluent-English-Proficient	12.50%
Redesignated Fluent-English-Proficient	15.10%

Teacher Credentials

Number of Teachers that are…	2013-14	2014-15	2015-16
Fully Credentialed	100%	99.3%	99.5%
Not Fully Credentialed	0%	.7%	.5%
Teaching Outside Subject Area of Competence (with full credential)	1.4%	.5%	.5%

Teacher Assignments

Number of…	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1.4%	1.1%	.3%
Total Teacher Misassignments	1.4%	1.4%	.3%
Vacant Teacher Positions	1	0	0

Core Academic Classes Taught by Highly Qualified Teachers

Core Academic Classes Taught by…	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
All Schools	99.5%	.5%
High-Poverty Schools	100%	0
Low-Poverty Schools	99.4%	.6%

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Student Access to Standards-Aligned Instructional Materials

Subject Area	Percent of Students Lacking Own Assigned Textbook/Instructional Materials			
	2012-13	2013-14	2014-15	2015-16
Reading/Language Arts	0%	0%	0%	0%
Mathematics	0%	0%	0%	0%
Science	0%	0%	0%	0%
History-Social Science	0%	0%	0%	0%
Foreign Language	0%	0%	0%	0%
Health	0%	0%	0%	0%
Visual and Performing Arts	0%	0%	0%	0%
Science Laboratory Equipment (grades 9-12)	0%	0%	0%	0%

School Facility Conditions and Planned Improvements

School Facilities Inspection Ratings

System Inspected	Percent of Markings on Most Recent Annual Facilities Inspection		
	Good	Fair	Poor
Systems: Gas Leaks, Mechanical/HVAC, Sewer	100%	0%	0%
Interior: Interior Surfaces	66%	27%	7%
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	100%	0%	0%
Electrical: Electrical	100%	0%	0%
Restrooms/Fountains: Restrooms, Sinks/ Fountains	100%	0%	0%
Safety: Fire Safety, Hazardous Materials	93%	7%	0%
Structural: Structural Damage, Roofs	93%	7%	0%
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	93%	7%	0%

	Exemplary	Good	Fair	Poor
Overall Rating	27%	73%	0%	0%

B. Pupil Outcomes

Priority 4: Pupil Achievement

CAASPP District/State Comparison (English-Language Arts and Mathematics)

Subject	District	State
English Language Arts	69	44
Mathematics	64	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP District/State Comparison (Science)

Grade	District			State		
	12-13	13-14	14-15	12-13	13-14	14-15
Science	83	82	81	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Overall CAASPP Results (English Language Arts/Literacy)

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	644	596	92.5	594	**2440.7**	34	23	23	20
Grade 4	623	591	94.9	588	**2496.2**	38	26	15	20
Grade 5	631	589	93.3	585	**2543.2**	37	33	15	14
Grade 6	688	663	96.4	657	**2566.9**	31	39	18	12
Grade 7	687	653	95.1	643	**2587.1**	27	41	16	14
Grade 8	694	651	93.8	645	**2603.1**	27	41	20	11
Grade 11	713	634	88.9	629	**2664.6**	50	30	12	7
All Grades	4680	4377	93.5	4341		35	34	17	14

Grade Level	Reading			Writing			Listening			Research/Inquiry		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	34	41	24	25	49	24	31	54	14	29	50	19
Grade 4	37	44	19	31	48	20	30	59	11	29	47	16
Grade 5	38	43	19	44	39	17	30	60	10	46	46	8
Grade 6	33	49	18	41	42	16	26	66	8	40	53	7
Grade 7	38	46	15	43	41	16	25	65	10	40	48	12
Grade 8	39	45	15	39	46	15	26	64	10	35	52	12
Grade 11	57	35	8	57	34	10	33	59	8	58	36	6
All Grades	40	43	17	40	43	17	28	61	10	40	47	11

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students	**3**	644	596	92.5	34	23	23	20
	4	623	591	94.9	38	26	15	20
	5	631	589	93.3	37	33	15	14
	6	688	663	96.4	31	39	18	12
	7	687	653	95.1	27	41	16	14
	8	694	651	93.8	27	41	20	11
	11	713	634	88.9	50	30	12	7
Male	**3**		305	47.4	29	21	25	26
	4		310	49.8	35	25	16	24
	5		296	46.9	31	31	18	19
	6		346	50.3	24	36	22	17
	7		335	48.8	21	39	19	19
	8		330	47.6	18	42	22	17
	11		346	48.5	46	31	13	9
Female	**3**		291	45.2	39	26	21	14
	4		281	45.1	41	28	14	16
	5		293	46.4	43	34	12	10
	6		317	46.1	38	43	14	6
	7		318	46.3	34	43	13	9
	8		321	46.3	35	40	18	6
	11		288	40.4	55	28	11	5
Black or African American	**3**		20	3.1	5	25	40	30
	4		11	1.8	27	36	18	18
	5		24	3.8	13	38	13	38
	6		14	2.0	14	21	29	36
	7		15	2.2	20	27	13	40
	8		22	3.2	5	36	45	9
	11		9	1.3	*	*	*	*
American Indian or Alaska Native	**3**		2	0.3	*	*	*	*
	5		4	0.6	*	*	*	*
	6		4	0.6	*	*	*	*
	7		3	0.4	*	*	*	*
	8		2	0.3	*	*	*	*
	11		3	0.4	*	*	*	*

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Asian	**3**		82	12.7	59	22	9	10
	4		87	14.0	53	26	11	9
	5		99	15.7	54	28	10	6
	6		98	14.2	44	41	13	2
	7		97	14.1	36	42	19	3
	8		103	14.8	44	40	9	7
	11		97	13.6	62	25	8	4
Filipino	**3**		4	0.6	*	*	*	*
	4		8	1.3	*	*	*	*
	5		11	1.7	45	18	18	18
	6		5	0.7	*	*	*	*
	7		13	1.9	23	54	15	0
	8		10	1.4	*	*	*	*
	11		10	1.4	*	*	*	*
Hispanic or Latino	**3**		152	23.6	8	18	34	40
	4		126	20.2	12	25	22	40
	5		119	18.9	13	30	23	34
	6		139	20.2	10	32	31	27
	7		127	18.5	7	36	22	32
	8		108	15.6	9	44	26	20
	11		134	18.8	25	33	23	17
Native Hawaiian or Pacific Islander	**3**		5	0.8	*	*	*	*
	4		4	0.6	*	*	*	*
	5		2	0.3	*	*	*	*
	6		5	0.7	*	*	*	*
	8		1	0.1	*	*	*	*
	11		1	0.1	*	*	*	*
White	**3**		287	44.6	40	25	21	13
	4		306	49.1	44	24	14	17
	5		309	49.0	44	35	13	8
	6		372	54.1	35	41	14	8
	7		366	53.3	33	42	14	10
	8		379	54.6	28	41	20	11
	11		350	49.1	55	32	9	4

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA) Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Two or More Races	**3**		44	6.8	45	25	14	16
	4		49	7.9	41	37	10	12
	5		20	3.2	40	40	10	10
	6		24	3.5	38	33	13	17
	7		31	4.5	32	52	6	6
	8		25	3.6	36	36	16	12
	11		29	4.1	69	21	10	0
Socioeconomically Disadvantaged	**3**		136	21.1	7	17	26	50
	4		141	22.6	12	24	21	41
	5		135	21.4	12	27	22	38
	6		138	20.1	9	23	32	36
	7		122	17.8	2	30	26	40
	8		120	17.3	8	32	30	29
	11		113	15.8	14	31	32	21
English Learners	**3**		79	12.3	1	8	28	62
	4		54	8.7	0	24	19	56
	5		54	8.6	4	7	33	52
	6		47	6.8	0	9	34	55
	7		26	3.8	0	4	15	73
	8		19	2.7	0	21	32	47
	11		32	4.5	0	16	44	38
Students with Disabilities	**3**		69	10.7	13	9	17	59
	4		68	10.9	10	12	18	57
	5		46	7.3	15	9	20	54
	6		81	11.8	5	14	30	52
	7		51	7.4	8	12	8	71
	8		61	8.8	5	21	23	48
	11		44	6.2	7	25	25	36
Students Receiving Migrant Education Services	**3**		7	1.1	*	*	*	*
	4		3	0.5	*	*	*	*
	5		7	1.1	*	*	*	*
	6		7	1.0	*	*	*	*
	7		6	0.9	*	*	*	*
	8		1	0.1	*	*	*	*
	11		3	0.4	*	*	*	*

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Overall CAASPP Results (Mathematics)

Overall Achievement									
Grade Level	**# of Students Enrolled**	**# of Students Tested**	**% of Enrolled Students Tested**	**# of Students With Scores**	**Mean Scale Score**	**% Standard Exceeded**	**% Standard Met**	**% Standard Nearly Met**	**% Standard Not Met**
Grade 3	644	615	95.5	612	**2452.7**	28	35	17	19
Grade 4	623	599	96.1	592	**2509.4**	34	30	24	12
Grade 5	631	605	95.9	600	**2543.7**	37	23	24	16
Grade 6	688	668	97.1	666	**2576.2**	40	24	22	13
Grade 7	687	663	96.5	657	**2601.9**	43	23	19	14
Grade 8	694	656	94.5	646	**2622.0**	46	18	17	17
Grade 11	713	638	89.5	630	**2671.0**	39	26	16	17
All Grades	4680	4444	95.0	4403		38	26	20	15

Grade Level	**Concepts & Procedures**			**Problem Solving & Modeling/Data Analysis**			**Communicating Reasoning**		
	Applying mathematical concepts and procedures			**Using appropriate tools and strategies to solve real world and mathematical problems**			**Demonstrating ability to support mathematical conclusions**		
	% Above Standard	**% At or Near Standard**	**% Below Standard**	**% Above Standard**	**% At or Near Standard**	**% Below Standard**	**% Above Standard**	**% At or Near Standard**	**% Below Standard**
Grade 3	43	33	23	40	40	20	38	47	15
Grade 4	45	33	22	39	45	17	41	39	20
Grade 5	43	34	24	37	45	18	34	50	16
Grade 6	43	34	23	40	43	16	43	42	15
Grade 7	52	30	18	49	40	11	42	49	9
Grade 8	53	25	22	45	43	12	41	44	14
Grade 11	50	31	18	48	38	13	45	43	12
All Grades	47	31	21	43	42	15	41	45	14

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students	**3**	644	615	95.5	28	35	17	19
	4	623	599	96.1	34	30	24	12
	5	631	605	95.9	37	23	24	16
	6	688	668	97.1	40	24	22	13
	7	687	663	96.5	43	23	19	14
	8	694	656	94.5	46	18	17	17
	11	713	638	89.5	39	26	16	17
Male	**3**		314	48.8	29	34	17	20
	4		317	50.9	35	29	23	12
	5		303	48.0	37	22	22	17
	6		347	50.4	40	21	22	16
	7		343	49.9	43	23	17	16
	8		334	48.1	45	16	18	20
	11		349	48.9	44	23	16	16
Female	**3**		301	46.7	28	37	18	17
	4		282	45.3	32	31	25	11
	5		302	47.9	36	23	26	14
	6		321	46.7	40	27	22	11
	7		320	46.6	44	24	20	11
	8		322	46.4	48	20	16	14
	11		289	40.5	34	30	16	18
Black or African American	**3**		20	3.1	10	30	30	30
	4		11	1.8	36	9	36	18
	5		24	3.8	8	17	42	33
	6		14	2.0	21	7	36	36
	7		15	2.2	27	27	7	40
	8		22	3.2	18	23	23	36
	11		10	1.4	*	*	*	*
American Indian or Alaska Native	**3**		2	0.3	*	*	*	*
	5		4	0.6	*	*	*	*
	6		4	0.6	*	*	*	*
	7		3	0.4	*	*	*	*
	8		2	0.3	*	*	*	*
	11		3	0.4	*	*	*	*

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Asian	**3**		98	15.2	52	31	12	5
	4		94	15.1	63	22	11	3
	5		110	17.4	59	17	16	6
	6		103	15.0	57	23	16	4
	7		99	14.4	61	23	13	3
	8		106	15.3	75	16	6	4
	11		99	13.9	58	23	10	7
Filipino	**3**		4	0.6	*	*	*	*
	4		8	1.3	*	*	*	*
	5		11	1.7	27	45	18	9
	6		5	0.7	*	*	*	*
	7		13	1.9	38	38	23	0
	8		10	1.4	*	*	*	*
	11		10	1.4	*	*	*	*
Hispanic or Latino	**3**		154	23.9	11	20	27	42
	4		129	20.7	11	26	36	26
	5		121	19.2	13	16	31	39
	6		141	20.5	14	19	30	36
	7		135	19.7	15	24	28	31
	8		108	15.6	23	16	30	30
	11		134	18.8	16	25	19	39
Native Hawaiian or Pacific Islander	**3**		5	0.8	*	*	*	*
	4		4	0.6	*	*	*	*
	5		2	0.3	*	*	*	*
	6		5	0.7	*	*	*	*
	8		1	0.1	*	*	*	*
	11		1	0.1	*	*	*	*
White	**3**		288	44.7	29	44	14	11
	4		304	48.8	35	33	21	9
	5		312	49.4	41	26	23	9
	6		370	53.8	45	26	21	7
	7		366	53.3	50	22	17	10
	8		381	54.9	47	18	17	17
	11		351	49.2	42	29	16	12

School Year 2014-15 CAASPP Assessment Results - Mathematics Disaggregated by Student Groups, Grades Three through Eight and Eleven								
Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Two or More Races	**3**		44	6.8	36	36	16	11
	4		49	7.9	27	45	20	8
	5		20	3.2	35	40	10	15
	6		24	3.5	50	29	8	13
	7		31	4.5	45	32	16	6
	8		25	3.6	48	16	16	12
	11		29	4.1	62	14	21	3
Socioeconomically Disadvantaged	**3**		143	22.2	5	22	28	45
	4		143	23.0	12	22	35	31
	5		141	22.3	16	13	29	42
	6		140	20.3	9	20	31	39
	7		129	18.8	9	22	26	40
	8		119	17.1	18	12	29	41
	11		113	15.8	12	12	27	47
English Learners	**3**		98	15.2	4	21	33	42
	4		63	10.1	14	21	35	29
	5		70	11.1	20	4	27	47
	6		54	7.8	7	7	22	63
	7		37	5.4	14	11	16	54
	8		25	3.6	24	8	24	40
	11		34	4.8	3	15	18	59
Students with Disabilities	**3**		69	10.7	13	17	10	58
	4		68	10.9	10	9	25	53
	5		46	7.3	13	4	20	63
	6		80	11.6	9	14	21	55
	7		51	7.4	18	4	14	65
	8		61	8.8	8	8	25	57
	11		44	6.2	0	14	20	59
Students Receiving Migrant Education Services	**3**		7	1.1	*	*	*	*
	4		3	0.5	*	*	*	*
	5		7	1.1	*	*	*	*
	6		7	1.0	*	*	*	*
	7		8	1.2	*	*	*	*
	8		2	0.3	*	*	*	*
	11		3	0.4	*	*	*	*

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Adequate Yearly Progress

AYP PROFICIENCY LEVEL	English-Language Arts Performance Data by Student Group											
	All Students			English Learners			Socioeconomically			Students with Disabilities		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
% At or Above	76.6		69.4	48.7		32.8	48.4		38.3	43.4		29.7
Met AYP Criteria	No		--	No		--	No		--	No		--

AYP PROFICIENCY LEVEL	Mathematics Performance Data by Student Group											
	All Students			English Learners			Socioeconomically			Students with Disabilities		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
% At or Above	78.1		65.1	58.6		33.3	54.0		31.6	45.8		27.2
Met AYP Criteria	No		--	Yes		--	No		--	No		--

AYP Criteria	District	State
English Language Arts		
Met Participation Rate	No	Yes
Met Percent Proficient	N/A	N/A
Mathematics		
Met Participation Rate	No	Yes
Met Percent Proficient	N/A	N/A
Overall		
Made AYP Overall	No	Yes
Met Attendance Rate	Yes	Yes
Met Graduation Rate	Yes	Yes

CELDT Results

Assessment	CELDT Results																	
	Total Number Tested			% Advanced			% Early Advanced			% Intermediate			% Early Intermediate			% Beginning		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Initial		363	404		12	11		17	16		19	22		15	14		37	38
Annual	663	670	649	17	17	18	34	34	35	28	28	27	14	11	10	6	9	10
All Assessments	998	1033	1053	16	15	15	27	28	28	25	25	25	16	13	11	16	19	21

English Learner Progress

These tables provide information about the LEA's EL progress performance. (AMAO data).

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	665	670	649
Percent with Prior Year Data	98.5	98.5	98.8
Number in Cohort	655	660	641
Number Met	426	443	431
Percent Met	65.0	67.1	67.2
NCLB Target	57.5	59.0	60.5
Met Target	**Yes**	**Yes**	**Yes**

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	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	624	225	649	218	673	203
Number Met	176	146	189	139	190	137
Percent Met	28.2	64.9	29.1	63.8	28.2	67.5
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**	**Yes**

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	**No**	**No**	

CAHSEE Results

CAHSEE Test	Percent of Students Passing CAHSEE											
	All Students			English Learners			RFEP			SED		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
English-Language Arts	96.0	94.0	97.0	0	54.0	50.0	0	88.0	98.0	80.0	80.0	88.0
Mathematics	97.0	97.0	98.0	0	76.0	75.0	0	97.0	98.0	84.0	91.0	93.0

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring At Proficient Or Advanced			
LEA	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	83	44	47
Mathematics	89	46	51
California	**2012-13**	**2013-14**	**2014-15**
English-Language Arts	57	56	58
Mathematics	60	62	59

2014-15 CAHSEE Grade Ten Results by Student Group						
Group	English-Language Arts			Mathematics		
	% Passed	% Not Passed	% Proficient or Advanced	% Passed	% Not Passed	% Proficient or Advanced
All Students in the LEA	97.0	3.0	82.0	98.0	2.0	88.0
Male	95.0	5.0	79.0	97.0	3.0	87.0
Female	98.0	2.0	86.0	98.0	2.0	90.0
Black or African American	100.0	0.0	76.0	100.0	0.0	71.0
Asian	99.0	1.0	88.0	100.0	0.0	97.0
Filipino	100.0	0.0	82.0	100.0	0.0	82.0
Hispanic or Latino	88.0	12.0	54.0	88.0	12.0	66.0
White	98.0	2.0	88.0	99.0	1.0	92.0
Socioeconomically Disadvantaged	88.0	12.0	57.0	93.0	7.0	71.0
English Learners	50.0	50.0	10.0	75.0	25.0	65.0
Students with Disabilities	86.0	14.0	51.0	85.0	15.0	63.0

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Advanced Placement Exams

Advanced Placement Exams	2012-13	2013-14	2014-15
Number of students with a scores of 3 or higher	n/a	n/a	479
Percentage of exams passed with a score of 3 or higher	89.1%	91.4%	92.6%

Early Assessment Program

Advanced Placement Exams	2012-13	2013-14	2014-15
Percent of Students Taking EAP: English-Language Arts	n/a	n/a	89%
Percent of Students Taking EAP: Mathematics	n/a	n/a	89%
Percent of Students Passing EAP: English-Language Arts	n/a	n/a	80%
Percent of Students Passing EAP: Mathematics	n/a	n/a	65%

Completion of High School Graduation Requirements

Group	Graduating Class of 2014	
	LEA	State
All Students	95.1%	81.0%
Black or African American	84.2%	68.2%
American Indian or Alaska Native	100%	70.6%
Asian	93.2%	92.4%
Filipino	100%	92.2%
Hispanic or Latino	91.7%	76.6%
Native Hawaiian/Pacific Islander	100%	80.4%
White	96.9%	87.6%
Two or More Races	96.6%	85.6%
Socioeconomically Disadvantaged	87.4%	75.6%
English Learners	80.9%	65.4%
Students with Disabilities	82.4%	62.3%
Foster Youth	--	--

* Where there are student course enrollments.

Priority 8: Other Pupil Outcomes

Other Subject Areas
These section provides information about pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable.

Local Metric 1 : See attached data charts for baseline data of 2014-15 Secondary Students (Grades 7-12) with Semester 2 grade of D or F

Local Metric 2: Baseline data for 2015-16 Enrollment in DJUSD Elementary Strings and Band Music Programs

2015-16 ENROLLMENT IN ELEMENTARY MUSIC PROGRAMS	Grade 5-6 Band Students	Grade 5-6 Enrollment	Grade 4-5-6 Strings Students	Grade 4-5-6 Enrollment
All Students	303	1242	612	1898
	24% of 5-6 Grade students are in Elementary Band		32% of 4-5-6 Grade students are in Elementary Strings	
Ethnicity	% of Band Enrollment	% of Grade 5-6 Enrollment	% of Strings Enrollment	% of Grade 4-5-6 Enrollment
American Indian or Alaska Native	1.0%	0.5%	0.8%	0.4%
Asian	20.8%	16.2%	28.1%	16.1%
Black orAfrican American	2.0%	3.2%	3.3%	3.2%
Hispanic/Latino	10.6%	21.0%	14.2%	22.5%
Pacific Islander	0.0%	0.5%	1.0%	0.6%
White	65.7%	51.5%	52.6%	50.0%
English Learners	2.1%	10.5%	10.6%	12.8%
Socioeconomically Disadvantaged	11.2%	21.7%	17.6%	22.7%

C. Engagement

Priority 3: Parent Involvement

Parent Input in Decision Making
This section provides information about the LEA's efforts to seek parent input in decision making.

Local Metric: Parent Participation Rate at Parent-Teacher Conferences

In Fall 2015, 99.3% of parents attended parent-teacher conferences.

Local Metric: Increase by 25% the number of district climate surveys submitted by parents
In Spring 2015, 356 parents completed the California Healthy Kids Survey (CHKS), a 9.2% increase in parents responding to the CHKS in Spring 2013.

Local Metric: Increase district-sponsored events that support parent input in decision making and academic learning at home
Davis Joint Unified School District introduced the DJUSD School Governance Workshop in Fall 2015, increasing from 2 to 3 district-sponsored events that supported academic learning and parent input in decision making.

Local Metric: Increase by 10% the annual participation rate of English learner parents in the District English Learner Advisory Committee (DELAC) and/or English Learner Advisory Committees (ELAC)
In 2014-15 375 parents of English learners attended the District English Learner Advisory Committee (DELAC) and/or English Learner Advisory Committee (ELAC), an increase of 45 parents, or14%, over 2013-14 participation.

Parent Participation in Programs
This section provides information about the LEA's efforts to promote parent participation in programs for unduplicated pupils and special need subgroups.

Local Metric: Increase by 10% the annual participation rate of parents involved in district meetings.

In 2015-16 DJUSD 343 parents/staff members participated in the Davis Joint Unified School District Parent Engagement Night and/or the DJUSD School Governance Workshop, an increase of 61% attendance at district meetings promoting parent knowledge about local school programs for all students, including English learners, students from low income homes and foster youth.

Priority 5: Pupil Engagement

Attendance and Chronic Absenteeism Rates

This table provides information about the LEA's attendance and chronic absenteeism rates.

Rates	2012-13	2013-14	2014-15
Attendance	96.4%	96.4%	96.0%
Chronic Absenteeism	8.8%	7.2%	7.8%

Dropout and Graduation Rates

This table provides information about the LEA's middle school dropout, high school dropout, high school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
LEA	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	2.40	1.50	3.40
Graduation Rate	94.85	97.45	95.14
California	**2011-12**	**2012-13**	**2013-14**
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Priority 6: School Climate

Suspension and Expulsion Rates

This table provides information about the LEA's suspension and expulsion rates (SARC Data).

Suspensions and Expulsions			
LEA	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	3.86	3.72	2.42
Expulsions Rate	0.02	0.02	0.01
State	**2012-13**	**2013-14**	**2014-15**
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

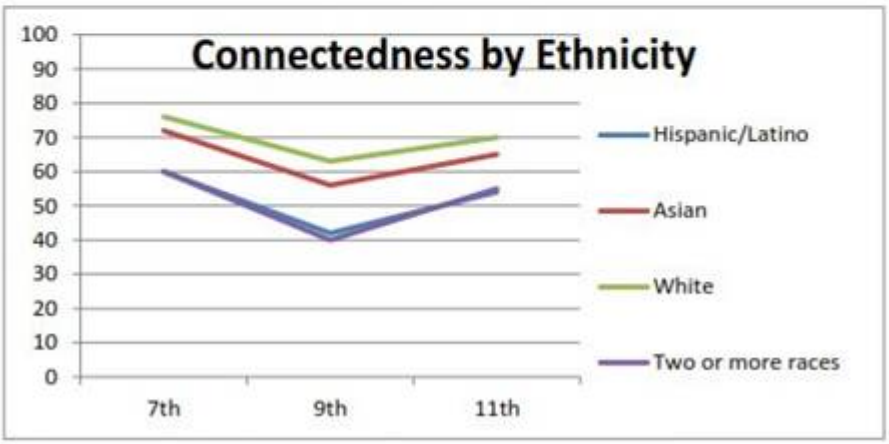
School Safety and Connectedness Measures

This section provides information about local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

California Healthy Kids Survey

Connectedness by Ethnicity*	7th	9th	11th
Hispanic/Latino	60%	42%	54%
Asian	72%	56%	65%
White	76%	63%	70%
Two or more races	60%	40%	55%
Overall	69%	53%	62%

*Percent of students in each group who report a high level of connectedness as described by: caring relationships, high expectations and meaningful participation in school.



Source of Data: California Healthy Kids Survey, DJUSD 2015

DJUSD Suspension

DJUSD Suspension Rates		2013-14				2014-15			
Subgroup	Change in Suspension Rate	Students Enrolled Number	Enrolled Students Percent	Unduplicated Suspension Number	Unduplicated Suspension Rate	Students Enrolled Number	Enrolled Students Percent	Unduplicated Suspension Number	Unduplicated Suspension Rate
All Students	-1.4%	8539	100%	332	3.9%	8626	100%	217	2.5%
American Indian	-2.1%	42	0.5%	3	7.1%	40	0.5%	2	5.0%
Asian	-1.1%	1327	15.5%	23	1.7%	1371	15.9%	9	0.7%
African American	-2.5%	239	2.8%	22	9.2%	224	2.6%	15	6.7%
Filipino	-0.4%	99	1.2%	2	2.0%	124	1.4%	2	1.6%
Hispanic/Latino	-3.6%	1576	18.5%	118	7.5%	1666	19.3%	64	3.8%
Pacific Islander	8.3%	23	0.3%	0	0.0%	24	0.3%	2	8.3%
White	-0.8%	4783	56.0%	150	3.1%	4726	54.8%	112	2.4%
Two or More Races	-0.7%	440	5.2%	14	3.2%	440	5.1%	11	2.5%
Socio-Economically Disadvantaged	-4.1%	1930	22.6%	189	9.8%	1882	21.8%	108	5.7%
English Learners	-2.7%	858	10.0%	40	4.7%	904	10.5%	18	2.0%
Foster Youth	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

DJUSD Graduation Rates (4-year), Source: DataQuest

DJUSD Graduation Rates (4-year)	2011-12	2012-13	2013-14	2014-15
All Students	94.9%	97.5%	95.1%	94.4%
Race/Ethnicity				
Hispanic or Latino	92.2%	95.9%	91.7%	84.4%
American Indian or Alaska Native	66.7%	100.0%	100.0%	100.0%
Asian	97.5%	99.1%	93.2%	99.2%
Pacific Islander	100.0%	100.0%	100.0%	na
Filipino	100.0%	85.7%	100.0%	100.0%
African American	100.0%	87.0%	84.2%	87.5%
White	94.4%	98.0%	96.9%	95.6%
Two or more Races	100.0%	100.0%	96.6%	100.0%
Programs				
English Learners	89.6%	93.0%	80.9%	90.8%
Migrant Education	75.0%	83.3%	100.0%	100.0%
Special Education	73.2%	88.5%	82.4%	76.8%
Socioeconomically Disadvantaged	88.7%	95.1%	87.4%	81.2%