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

LOCAL EDUCATION AGENCY PLAN

mail original and two copies to:
California Department of Education
School and District Accountability Division
1430 N Street, Suite 6208
Sacramento, California 95814 - 5901

LEA Plan Information:

Local Educational Agency (LEA):   Davis Joint Unified School District
County/District Code: 57-72678
Dates of Plan Duration: 2014-2019
(should be five - year plan)
Date of Local Governing Board Approval: 06/29/2016

LEA Information:

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

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

Dr. Clark Bryant, Associate Superintendent	06/29/2016	
Printed or typed name of Superintendent	Date	Signature of Superintendent

Madhavi Sunder, Board President	06/29/2016	
Printed or typed name of Board Presisdent	Date	Signature of Board President

Local Education Agency Plan
Davis Joint Unified School District

Table of Contents

Appendices

Part I
Background and Overview

Background

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

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

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

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

1. All students swill reach high standards, at a minimum attaining proficiency or better in reading and mathematics, by 2013-2014.

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

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

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

5. All students will graduate from high school.

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

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

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

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

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

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

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

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

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

The Consolidated Application (ConApp)

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

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

The Single Plan for Student Achievement (SPSA)

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

The Local Educational Agency Plan (LEA Plan)

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

Categorical Program Monitoring (CPM)

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

Development Process for the LEA Plan

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

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

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

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

Step One: Measure the Effectiveness of Current Improvement Strategies

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

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

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

Analyze Current Educational Practices, Professional Development, Staffing, and Parental Involvement:
Identify, review, and analyze data and related information on factors such as educational practices, parent and community involvement, professional development, support services, and resources that have an impact on student learning.

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

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

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

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

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

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

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

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

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

Step Six: Monitor Implementation
To verify achievement of performance targets, monitor areas such as:

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

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

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

Planning Checklist for LEA Plan Development

		LEA Plan - Comprehensive Planning Process Steps
X	1.	Measure effectiveness of current improvement strategies
X	2.	Seek input from staff, advisory committees, and community members.
X	3.	Develop or revise performance goals
X	4.	Revise improvement strategies and expenditures
X	5.	Local governing board approval
X	6.	Monitor Implementation

Federal Programs Checklist

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

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

State Programs Checklist

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

	State Programs
	Economic Impact Aid (EIA) - State Compensatory Education
	EIA - Limited English Proficient
	After - School Education and Safety Programs
	School and Library Improvement Block Grant
	Child Development Programs
	Educational Equity
	Gifted and Talented Education
	High Priority Schools Grant Program
	Tobacco Use Prevention Education (Prop 99)
	Immediate Intervention/ Under performing Schools Program
	School Safety and Violence Prevention Act (AB1113, AB 658)
	Healthy Start
	Dropout Prevention and Recovery Act: School Based Pupil Motivation and Maintenance Program (SB 65)
	English Language Acquisition Program
	Community Based English Tutoring
	Art/Music Block Grant
	School Gardens
X	Other (describe): Local Control Funding - Base
X	Other (describe): Local Control Funding - Supplemental

District Budget for Federal Programs

Please complete the following table with information for your district.

Programs	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
Title I, Part A	$118,251	$536,847	$584,236	89.18%
Title I, Part B Even Start				
Title I, Part C Migrant Education				
Title I, Part D Neglected/Delinquent				
Title II Part A, Subpart 2 Improving Teacher Quality	$6,280	$185,261	$173,073	90.36%
Title II, Part D Enhancing Education Through Technology				
Title III Limited English Proficient	$4,375	$81,490	$71,481	83.25%
Title III Immigrants	$17,272	$26,087	$17,712	40.85%
Title IV, Part A Safe and Drug-Free Schools				
Title V, Part A Innovative Programs - Parental Choice				
Adult Education				
Career Technical Education				
McKinney - Vento Homeless Education				
IDEA, Special Education				
21st Century Community Learning Centers				
Other (describe)				
Total	146,178	829,685	846,502	86.74%

District Budget for State Programs

Please complete the following table with information for your district.

Categories	Prior Year District Carryovers	Current Year District Entitlements	Current Year Direct Services to Students at School Sites ($)	Current Year Direct Services to Students at School Sites (%)
EIA - State Compensatory Education				
EIA - Limited English Proficient				
School & Library Improvement Block Grant				
After School Education and Safety Program				
Child Development Programs				
Educational Equity				
Gifted and Talented Education				
Tobacco Use Prevention Education				
High Priority Schools Grant Program				
School Safety and Violence Prevention Act				
Tenth Grade Counseling				
Healthy Start				
Dropout Prevention and Recovery Act				
English Language Acquisition Program				
Community Based English Tutoring				
Other (describe)				
LCFF Base included in LCAP	0	50,194,902	48,700,528	97.0%
LCFF Supplemental included in LCAP	0	2,800,700	2,800,700	100%
Total:	0	52,995,602	51,501,228	97.2%

Part II
The Plan

Needs Assessment

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

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

Academic Performance

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

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

Teacher Quality

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

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

School Safety and Prevention

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

Descriptions – District Planning

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

District Profile

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

Davis Joint Unified School District .

Service Areas and Facilities

The Davis Joint Unified School covers the southeastern section of Yolo County and a small part of Solano County, stretching from the Yolo Causeway on the east to former DQ University on the west, from Road 29 on the north to Putah Creek and the boundaries of Yolo and Solano counties in the south. The district includes seven K-6 elementary schools, one K-6 Spanish immersion school and one rural K-3 elementary school (Fairfield Elementary houses 48 students). Emerson Junior High School, Harper Junior High School, Holmes Junior High School, DaVinci Charter Academy (a senior and junior high program) and Davis Senior High School comprise the five schools at the secondary level. The district's two alternative schools—Martin Luther King (Jr.) High School (grades 10-12) and the Davis School for Independent Study (grades 1-12)—provide unique educational opportunities for students and parents who choose those alternatives.

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

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

Student Demographic Data

In 2015-16 8,562 students were enrolled in the Davis Joint Unified School District. Enrollment by ethnicity and race was: White, 53.6%; Hispanic, 20.3%; Asian, 15.7%; Two or More Races, 5.5%; African American, 2.6%; Filipino, 1.4%; American Indian or Alaska Native, .4%, and Pacific Islander, .3%. 19.4% of DJUSD students were socioeconomically disadvantaged, while 11.1% of DJUSD students were English Learners.

Enrollment

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

The enrollment for Davis Senior High School was originally projected to peak and stabilize at about 2,023 students. Currently, the high school has an enrollment of about 1,683 students. In addition, the district educates 76 high school students in Davis School for Independent Study, 50 students at Martin Luther King (Jr.) High School, the district's continuation high school; and 311 senior high students at Da Vinci Charter Academy, the district's technology and project-based learning school. In the fall of 2009 the Da Vinci Charter Academy expanded its program to include a junior high component housed on the Emerson Junior High School campus.

The Davis City Council had previously decided to increase residential housing approvals at a rate of approximately up to 250 units per year, and the University of California, Davis broke ground on phase I (infrastructure) of its student/faculty residential project during the summer of 2009. The district is working with the city, U.C. Davis, and others to determine potential increases in enrollment as a result of development. (Historically, 100 single-family houses bring approximately

70 new students to the district: about 42 in grades K-6, 15 in grades 7-9 and 13 in grades 10-12.) New developments such as The Cannery will also impact the enrollment.

Comprehensive Educational Program

The Davis Joint Unified School District offers a comprehensive educational program based on a foundation of basic skills with an emphasis on academic achievement to meet the needs of all students. The program provides sequentially developed course work in English/language arts, fine arts, foreign language, history and other social sciences, mathematics, music, physical and life sciences and physical education. Davis High School offers Advanced Placement (AP) courses in 21 academic subject areas and a diversified Career Technical Education program, which includes biotechnology, automotive, nutrition and drafting, among other courses.

The Davis Joint Unified School District's comprehensive educational programs are further supported through academic guidance from counselors; performing arts; library programs; robotics and extracurricular programs, and a large interscholastic athletic program.

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

Local Measures of Student Performance
(other than State-level assessments)

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

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

    a) determine the success of students in meeting the State student academic achievement standards and provide information to teachers, parents, and students on the progress being made toward meeting student academic achievement standards;

    b) assist in diagnosis, teaching, and learning in the classroom in ways that best enable low-achieving students to meet State student achievement academic standards and do well in the local curriculum;

    c) determine what revisions are needed to projects under this part so that such children meet the State student academic achievement standards; and

    d) identify effectively students who may be at risk for reading failure or who are having difficulty reading, through the use of screening, diagnostic, and classroom-based instructional reading assessments.

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

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

Local District Benchmarks and expectations are established for a variety of Assessments including:
Kindergarten
English Language Arts and Writing Rubrics, Letter Names and Letter Sounds, Concepts of Print, Sight Words, Phonemic Awareness, Leveled Text, Conventions of Standard English.

First Grade
Rubrics: English Language Arts Rubric, Writing Standard Rubric, Language Rubric
BEAR Primary Spelling Inventory, Phonemic Awareness, Letter Names and Sounds, Basic Phonics Skills Test III (BPST III), Word List, Irregular Word List, Leveled Text

Second Grade
Rubrics: English Language Arts Rubric, Writing Standard Rubric, Language Rubric
San Diego Quick Assessment (SDQA), QRI, Basic Phonics Skills Test III (BPST III), Irregular Words Test (IWT), Primary Spelling Inventory (BEAR)

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

Fourth Grade – Sixth Grade
Bear Spelling Test, San Diego Quick Assessment Word List SDQA, Qualitative Reading Inventory

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

Ninth and tenth grade writing assessment

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

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

Planned Improvement in Student Performance in Reading
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards:				
Staff development for implementation of CCSS ELA/ELD	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Release time for teachers Materials Presenters	$12,500	State LCFF Base Funding
Staff development and materials for CCSS ELA/ELD implementation and classroom practices including performance tasks, formative assessments, and increased text complexity	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Release time for teachers Materials Presenters	$30,000	State LCFF Base Funding
Staff development for elementary EL Specialists to build capacity to support classroom teachers with implementation of ELD standards through mentoring and coaching	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; EL Coordinator; Site Principals; Teachers July 2016-June 2017	Release time for EL Specialists Training in coaching and mentoring	$15,000	State LCFF Base Funding
2. Use of standards-aligned instructional materials and strategies:				

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Pilot Common Core ELA/ELD Instructional Materials	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016–June 2017	Stipend for teachers piloting ELA/ELD materials	$29,500	State LCFF Base Funding
Teacher development of grade level and content area guides for ELA/ELD	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016–June 2017	Release time for teachers Materials Presenters	$4,500	State LCFF Base Funding
3. Extended learning time: Bridge Program Support at Montgomery and Harper	Associate Superintendent, Instructional Services; Director, Curriculum, Assessment & Learning; Site Principals; Teachers; Bridge Parent Liaisons; EL Coordinator July 2016–June 2017	Outreach to families Coordination of services between sites Materials Training Tutors	$110,000	State LCFF Supplemental Funding
Davis Academic Center	Associate Superintendent, Instructional Services; Director, Curriculum, Assessment & Learning; DHS Site Principal; Academic Center Coordinator, DHS Teachers; EL Coordinator July 2016–June 2017	Coordination of Services Materials Tutors	$53,500	State LCFF Base and Supplemental Funding

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Families in Transition program, supporting low income students and students who are homeless	Principal; program coordinator July 2016-June 2017	Outreach to families Tutoring	$10,000	State LCFF Supplemental Funding
Site Determined extended day academic support services	Site Principals; Teachers July 2016-June 2017	Teacher stipends Materials	$11,300	Title I Funding
Site Determined extended day support services	Site Principals; Teachers July 2016-June 2017	Teacher stipends Materials	$21,000	State LCFF Supplemental Funding
Summer School	Associate Superintendent, Instructional Services; Director, Curriculum, Assessment & Learning; Site Principals; Counselors; Teachers July 2016-June 2017	Staff Materials	$180,000	State LCFF Supplemental Funding
Elementary Summer Literacy Programs	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers July 2016-June 2017	Teacher stipends Materials	$30,750	State LCFF Supplemental Funding
SITE - Extended Year support services	Site Principals; Teachers July 2016-June 2017	Teacher stipends Materials	$14,200	Title I Funding
4. Increased access to technology: Wireless installation in the elementary schools	Associate Superintendent, Instructional Services; Director, Instructional Technology July 2016-June 2017	Technology equipment Contracted services	$400,000	State LCFF Base Funding

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Site Instructional Technology Specialist, .50 FTE in each elementary school	Associate Superintendent, Instructional Services; Director, Instructional Technology; Site Principals July 2016-June 2017	Training for Specialists Coordination with principals	$207,000	State LCFF Base Funding
5. Staff development and professional collaboration aligned with standards-based instructional materials: Maintain a professional development system that supports all elements of the California professional and instructional State Standards, including assessment practices	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers; EL Coordinator July 2016-June 2017	Release time for teachers Materials Presenters Registrations	$410,000	State LCFF Base Funding
Maintain a system where the equivalent of 4 professional growth days for all employees are provided over the 2015-2017 school years	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Release time for teachers	$468,000	State Educator Effectiveness Funding
Ensure systematization of the Professional Growth System for new teachers through support of the BTSA Induction program	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers; BTSA Coordinator July 2016-June 2017	Stipends for Induction Mentors/ Support Providers	$100,000	Title II Federal Funding

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Professional Development re. SEAL Instructional Model at Montgomery Elementary, including .50 FTE Site Instructional Coach	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Montgomery Elementary Principal; Teachers July 2016-June 2017	Release time for teachers SEAL Instructional Coach	$70,000	State LCFF Supplemental Funding
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): 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 and (b) increase parent understanding of Common Core State Standards curriculum and assessment practices	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Parent engagement events	$18,000	Title I Parent Involvement Federal Funding
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	Associate Superintendent, Instructional Services; Director, Curriculum and Instruction; Site Principals; Teachers July 2016-June 2017	Resource Center Staff	$20,000	State LCFF Supplemental Funding
Digital communication annual fees	Director Instructional Technology July 2016-June 2017	Annual fees	$65,000	State LCFF Base Funding
Translation services for parents of English Learners	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; EL Coordinator; Site Principals July 2016-June 2017	Translation fees	$50,000	State LCFF Supplemental Funding

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Davis High School Parent Liaison to assist parents/guardians of socioeconomic disadvantaged students better navigate Davis High School	DHS Principal; DHS Academic Center Coordinator; DHS EL Coordinator; DHS Counselors July 2016-June 2017	Liaison hourly services	$9,000	State LCFF Supplemental Funding
Parent University workshops to assist English Learner, low socioeconomic and foster families navigate the educational system	EL Coordinator; School Climate Coordinator; Manager Student Achievement; DELAC July 2016-June 2017	Presenters Event expenses	$3,000	State LCFF Supplemental Funding
Site parent engagement events	Principals; Teachers; EL Specialists; ELAC July 2016-June 2017	Presenters Event expenses	$4,300	Title I Parent Involvement Federal Funding
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): District funded elementary school counselors, .25 FTE per site	Director, Student Services; Principals; Counselors July 2016-June 2017	Release time for teachers Materials Outreach to families	$118,000	State LCFF Base Funding
District funded elementary school counselors, .25 FTE per site	Director, Student Services; Principals; Counselors July 2016-June 2017	Release time for teachers Materials Outreach to families	$118,000	State LCFF Supplemental Funding
District funded secondary school counselors, FTE variable by site	Director, Student Services; Principals; Counselors July 2016-June 2017	Release time for teachers Materials Outreach to families	$984,000	State LCFF Base Funding

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Transition Meetings for families with students on a 504 or IEP as determined by Special Education staff	Director, Student Services; Director, Special Education; Site Principals July 2016-June 2017	Release time for teachers Materials Outreach to families	$0	State LCFF Base Funding
8. Monitoring program effectiveness: Identify and implement formative and interim assessments within subject areas and within grade levels to systemically monitor student progress	Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Data and assessment system	$51,000	State LCFF Base Funding
Multi-Tiered System of Supports Specialist .50 FTE, to develop district MTSS system to monitor student progress (previously RtI2)	Director of Curriculum, Assessment & Learning; MTSS Specialist; Site Principals; Teachers July 2016-June 2017	Salary Materials	$37,500	State LCFF Base Funding
Academic Conference / Collaboration meetings	Site Principals; Teachers July 2016-June 2017	Release time for teachers	$77,000	State LCFF Base Funding
9. Targeting services and programs to lowest-performing student groups: Implement interim assessments in ELA and ELD withing subject areas and grade levels	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals July 2016-June 2017	Release time for teachers Materials	$0	State LCFF Base Funding
Academic Conferences	Site Principals; Teachers July 2016-June 2017	Release time for teachers Materials	$77,000	State LCFF Base Funding

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
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	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Staffing	$50,000	State LCFF Supplemental Funding
Continue to provide 3rd grade reading support for increased text complexity of CCSS, Paraeducator, 2.65 FTE	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Staffing	$78,500	State LCFF Supplemental Funding
Junior High Intervention program, .60 FTE (.20 FTE at each school)	Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Release time for teachers Materials	$54,500	State LCFF Supplemental Funding
English Language Arts ACES support class at Davis High School, .60 FTE	Site Principal; Teachers July 2016-June 2017	Staffing	$50,000	State LCFF Supplemental Funding
SITE - reading / math intervention support	Site Principals; Teachers July 2016-June 2017	Staffing Materials	$149,000	State LCFF Base and Supplemental Funding
SITE - reading / math intervention support	Site Principal; Teachers July 2016-June 2017	Staffing Materials	$186,000	Title I Federal Funding
DHS paraeducator for support of EL students in World Civilization course	Site Principal; Teachers July 2016-June 2017	Staffing	$35,000	State LCFF Supplemental Funding

10. Any additional services tied to student academic needs:

Description of Specific Actions to Improve Education Practice in Reading	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
AVID Program, junior high and high school	Associate Superintendent, Instructional Services; DJUSD AVID Coordinator; Site Principals; Site AVID Coordinators July 2016-June 2017	AVID Coordinator Professional Development Materials Field Trips AVID Tutors	$205,500	State LCFF Supplemental Funding

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

Planned Improvement in Student Performance in Mathematics
(Summarize information from district-operated programs and approved school-level plans)

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. Alignment of instruction with content standards: Staff development for implementation of CCSS Mathematics	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Release time for teachers Materials Presenters	$12,500	State LCFF Base Funding
Staff development and materials for CCSS Mathematics implementation and classroom practices including performance tasks, formative assessments, and increased text complexity	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Release time for teachers Materials Presenters	$30,000	State LCFF Base Funding
2. Use of standards-aligned instructional materials and strategies: Continue implementation of Envision math adoption and SBAC interim assessments	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Release time for teachers	$3,000	State LCFF Base Funding
Teacher development of grade level and content area guides for Mathematics	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Release time for teachers Materials Presenters	$4,500	State LCFF Base Funding

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
3. Extended learning time:				
Bridge Program Support at Montgomery and Harper	Associate Superintendent, Instructional Services; Director, Curriculum, Assessment & Learning; Site Principals; Teachers; Bridge Parent Liaisons; EL Coordinator July 2016-June 2017	Outreach to families Coordination of services between sites Materials Training Tutors	$53,500	State LCFF Base and Supplemental Funding
Davis Academic Center	Associate Superintendent, Instructional Services; Director, Curriculum, Assessment & Learning; DHS Site Principal; Academic Center Coordinator, DHS Teachers; EL Coordinator July 2016-June 2017	Coordination of Services Materials Tutors	$53,500	State LCFF Base and Supplemental Funding
Families in Transition program, supporting low income students and students who are homeless	Principal; program coordinator July 2016-June 2017	Outreach to families Tutoring	$10,000	State LCFF Supplemental Funding
Summer School	Associate Superintendent, Instructional Services; Director, Curriculum, Assessment & Learning; Site Principals; Counselors; Teachers July 2016-June 2017	Staff Materials	$180,000	State LCFF Supplemental Funding
4. Increased access to technology:				

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Wireless installation in the elementary schools	Associate Superintendent, Instructional Services; Director, Instructional Technology July 2016–June 2017	Technology equipment Contracted services	$400,000	State LCFF Base Funding
Site Instructional Technology Specialist, .50 FTE in each elementary school	Associate Superintendent, Instructional Services; Director, Instructional Technology; Site Principals July 2016–June 2017	Coordination of Services Training for Specialists	$207,000	State LCFF Base Funding
5. Staff development and professional collaboration aligned with standards-based instructional materials: Maintain a professional development system that supports all elements of the California professional and instructional State Standards, including assessment practices	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers; EL Coordinator July 2016–June 2017	Release time for teachers Materials Presenters Registrations	$410,000	State LCFF Base Funds
Maintain a system where the equivalent of 4 professional growth days for all employees are provided over the 2015-2017 school years	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016–June 2017	Release time for teachers	$468,000	State Educator Effectiveness Funding

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Ensure systematization of the Professional Growth System for new teachers through support of the BTSA Induction program	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers; BTSA Coordinator July 2016-June 2017	Stipends for Induction Mentors/ Support Providers	$100,000	Title II Federal Funds
6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): 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 and (b) increase parent understanding of Common Core State Standards curriculum and assessment practices	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Parent engagement events	$18,000	Title I Parent Involvement Federal Funding
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	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Resource Center Staff	$20,000	State LCFF Supplemental Funding
Math Night program support at Title I elementary schools	Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Materials	$1,000	Title I Parent Involvement Federal Funding
Digital communication annual fees	Director Instructional Technology July 2016-June 2017	Annual fees	$65,000	State LCFF Base Funding

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Translation services for parents of English Learners	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; EL Coordinator; Site Principals July 2016-June 2017	Translation fees	$50,000	State LCFF Supplemental Funding
Davis High School Parent Liaison to assist parents/guardians of socioeconomic disadvantaged students better navigate Davis High School	DHS Principal; DHS Academic Center Coordinator; DHS EL Coordinator; DHS Counselors July 2016-June 2017	Liaison hourly services	$9,000	State LCFF Supplemental Funding
Parent University workshops to assist English Learner, low socioeconomic and foster families navigate the educational system	EL Coordinator; School Climate Coordinator; Manager Student Achievement; DELAC July 2016-June 2017	Presenters Event expenses	$3,000	State LCFF Supplemental Funding
Site parent engagement events	Principals; Teachers; EL Specialists; ELAC July 2016-June 2017	Presenters Event expenses	$4,300	Title I Parent Involvement Federal Funding
7. Auxiliary services for students and parents (including transition from preschool, elementary, and middle school): District funded elementary school counselors, .25 FTE per site	Director, Student Services; Principals; Counselors July 2016-June 2017	Release time for teachers Materials Outreach to families	$118,000	State LCFF Base Funding
District funded elementary school counselors, .25 FTE per site	Director, Student Services; Principals; Counselors July 2016-June 2017	Release time for teachers Materials Outreach to families	$118,000	State LCFF Supplemental Funding

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
District funded secondary school counselors, FTE variable by site	Director, Student Services; Principals; Counselors July 2016-June 2017	Release time for teachers Materials Outreach to families	$984,000	State LCFF Base Funding
Transition Meetings for families with students on a 504 or IEP as determined by Special Education staff	Director, Student Services; Director, Special Education; Site Principals July 2016-June 2017	Release time for teachers Materials Outreach to families	$0	State LCFF Base Funding
8. Monitoring program effectiveness: Identify and implement formative and interim assessments within subject areas and within grade levels to systemically monitor student progress	Director of Curriculum, Assessment & Learning; Site Principals; Teachers July 2016-June 2017	Data and assessment system	$51,000	State LCFF Base Funding
Multi-Tiered System of Supports Specialist .50 FTE, to develop district MTSS system to monitor student progress (previously RtI2)	Director of Curriculum, Assessment & Learning; MTSS Specialist; Site Principals; Teachers July 2016-June 2017	Salary Materials	$0	State LCFF Base Funding
Academic Conference / Collaboration meetings	Site Principals; Teachers July 2016-June 2017	Release time for teachers	$77,000	State LCFF Base Funding
9. Targeting services and programs to lowest-performing student groups: Implement interim assessments in mathematics within subject areas and grade levels	Associate Superintendent, Instructional Services; Director of Curriculum, Assessment & Learning; Site Principals July 2016-June 2017	Release time for teachers Materials	$0	State LCFF Base Funding

Description of Specific Actions to Improve Education Practice in Mathematics	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Academic Conferences	Site Principals July 2016-June 2017	Release time for teachers Materials	$77,000	State LCFF Base Funding
Math Coaches	Director of Curriculum, Assessment & Learning; Site Principals July 2016-June 2017	Release time for teachers Materials Presenters Registrations	$440,000	State LCFF Supplemental and Local Funding
SITE - reading / math intervention support	Site Principal; Teachers July 2016-June 2017	Staff Materials	$149,000	State LCFF Base and Supplemental Funding
SITE - reading / math intervention support	Site Principal; Teachers July 2016-June 2017	Staff Materials	$186,000	Title I Federal Funding
10. Any additional services tied to student academic needs: AVID Program, junior high and high school	Associate Superintendent, Instructional Services; DJUSD AVID Coordinator; Site Principals; Site AVID Coordinators July 2016-June 2017	AVID Coordinator Professional Development Materials Field Trips AVID Tutors	$205,500	State LCFF Supplemental Funding

Title III Year 2 and Year 4 Improvement Plan Needs Assessment Template

Directions: Using the template, provide information requested for each cell in the outline. The cells expand to allow space needed for narrative responses under each item. All Title III LEAs in Years 2, 4, or 4+ must submit a copy of this Needs Assessment with the submission of the LEA Plan Goal 2 Update that includes the appropriate sections of the Improvement Plan Addendum (IPA).

Cover Sheet for Needs Assessment

Date submitted: 06/30/2016	Date Reviewed:
Name of COE Lead: Graciela Garcia-Torres	Title III Status: ☐ Y2 ☐ Y4 **X Y4+**

Part A: Initial LEA, student demographics, and Title III contact information

Name of LEA Lead: Mary Khan	Contact Person: Clark Bryant, Associate Superintendent
LEA (or Consortium Lead) CDS Code: 57-72678	Telephone: 530-757-5300 x144
Region #: 3	E-mail: cbryant@djusd.net
Grade Span of LEA: K-12	Program Improvement (PI): X Yes ☐ No
Number of Students Enrolled in LEA: 8562	If YES, number of years in PI: 2
Number of EL Students: 952	Consortium: ☐ Yes X No
Title III LEP Funding Amount: $80,034	If YES, list the consortium members and CDS Codes for each:
Number of Immigrant Students: 382	
Immigrant Funding Amount: $26,087	

Part B: Student Achievement Accountability History (as applicable)

Check AMAO(s) failed in 2011-12	☐ AMAO 1	☐ AMAO 2 – Cohort 1: < 5 yrs. ☐ AMAO 2 – Cohort 2: ≥ 5 yrs.	**X AMAO 3 – ELA** **X AMAO 3 – Math**
Check AMAO(s) failed in 2012-13	☐ AMAO 1	☐ AMAO 2 – Cohort 1: < 5 yrs. ☐ AMAO 2 – Cohort 2: ≥ 5 yrs.	**X AMAO 3 – ELA** ☐ AMAO 3 – Math
Check AMAO(s) failed in 2013-14	☐ AMAO 1	☐ AMAO 2 – Cohort 1: < 5 yrs. ☐ AMAO 2 – Cohort 2: ≥ 5 yrs.	☐ AMAO 3 – ELA* ☐ AMAO 3 – Math* *HS only
Check AMAO(s) failed in 2014-15	☐ AMAO 1	☐ AMAO 2 – Cohort 1: < 5 yrs. ☐ AMAO 2 – Cohort 2: ≥ 5 yrs.	☐ AMAO 3 – CAASP Participation Rate ☐ AMAO 3 – Grad. Rate* *HS only

Needs Assessment Template

1. Identify and describe those key factors of the instructional program that prevented the LEA from meeting Title III AMAOs.

a. Describe findings from student data analyses of the CELDT, CAASPP results and participation rates, attendance rates, graduation rates (as applicable), state data tools (e.g., ELSSA), and other assessments used by the LEA (e.g. benchmark assessments, curriculum embedded assessments, LCAP Metrics) to measure EL student English proficiency, academic achievement in English language arts and mathematics, and findings derived from other data analyses as they relate to the AMAOs.

CELDT

AMAO 1 – CELDT results show a steady increase in the % of students at the Beginning level by 3% per year; other proficiency levels are staying constant. We have met the annual growth target at 67.2%

AMAO 2 – Among student with less than 5 years the percent who attained English proficiency was stable at 28.2%; among students with 5 years or more the percent who attained English proficiency increased by 2.6%

CAASPP

English Learners met the participation rate target every year for Adequate Yearly Progress.

2015 CAASPP results show the following percent of English Learner students met or exceeded grade level standards in ELA and Math:

Grade	ELA	Math
3	9%	25%
4	24%	35%
5	11%	24%
6	9%	14%
7	4%	25%
8	21%	32%
11	16%	18%

Suspension Rate

Between 2013-14 and 2014-15 the English Learner suspension rate dropped by 2.7%.

Graduation Rate

English learner graduation rate increased over the last four years by 1.6%

b. Describe findings from EL program design and implementation analyses of the strengths and weaknesses in the program related to the AMAOs in the current LEA Plan Goal 2, the prior Year 2 Title III IPA (as applicable), and any other appropriate documents (e.g. the LEA's EL Master Plan). The program dimensions listed below are areas of implementation to consider in reviewing current plans.

Area of Implementation	Evidence Reviewed	Findings: Strengths & Weaknesses	Next Steps
Instructional Program Design for English learners (including language programs)	EL Program Design Matrix used to analyze program and materials used at every school Reviewed the percentage of long term English learners at high school level; data shows significant decrease in LTEL students following implementation of LTEL course Reviewed the CELDT data and the CAASPP results At the secondary level reviewed student data on quarterly and semester grades	Strengths – trying to target the prevention of long term English learners at elementary level; providing LTEL courses for students not making adequate progress in English language development; data shows significant decrease in LTEL students following implementation of LTEL course; increase of dual immersion classes at our elementary school with the highest number of English learners Weaknesses – lack of skilled teachers in delivering ELD, the district is not consistently providing ELD and access to core curriculum to all English Learners.	Increase the amount of time that our EL Specialist and EL Coordinators are spending training, modeling and mentoring classroom teachers, and thus increase the number of skilled classroom teachers delivering ELD and access to core curriculum.

Implementation of Instructional Services and Methods (including language programs)	Bi-monthly meetings with EL Specialists and EL Coordinators including updates on implementation of research-based instructional practices.	Strengths – Every elementary site has an EL Specialist at a ratio of 1: 40 EL students; 3 of 4 secondary sites have EL Coordinators. Bilingual programs established at 2 elementary schools and one junior high school. Weaknesses – ELD services are mainly provided at the elementary level through a pull out program taught by EL Specialists. Classroom teachers are not consistently providing integrated ELD. Lack of monitoring of implementation of ELD instructional services.	Review EL Specialists job description with principals and make necessary revisions to their roles to help build the capacity of classroom teachers to transition into providing integrated and designated ELD instruction. Implement revised EL Specialist role as an ELD mentor/coach.
Professional Learning	ELD professional development participation records	Strengths - All EL Specialists have received training in ELA/ELD standards Weakness – small percentage of classroom teachers have participated in training about ELD standards	EL Specialists will receive ELA/ELD PD and training about how to provide ELD coaching to classroom teachers EL Specialists will provide professional development regarding the implementation of the ELA/ELD standards to classroom teachers through site level training and mentoring
Parent and Community Participation	ELAC/DELAC parent participation records and meeting minutes	Strengths – EL parent participation is steadily increasing School sites have at least 3 ELAC meetings and 4 DELAC meetings per year Weakness – EL parent participation varies from school site to school site	Implement a system of EL parent workshops designed by EL parents to meet their needs regarding how to assist their children and build EL parent leadership skills

Services for Immigrant Students (if LEA receives Title III Immigrant Funds)	Review of CELDT scores show a higher percentage of students at the beginning and early intermediate levels	Strengths – All Elementary students receive instruction at the appropriate level of English proficiency. District provides tutoring sessions during the school day at Harper Jr. High who has the highest number of English learners and at DHS the Academic Center provides all day tutoring both at the center and in the classroom. Weaknesses – Due to the fact that we are receiving a higher percentage of students at the beginning levels of English proficiency with low academic and language skills in their primary language, additional practice is needed to develop English proficiency. At the secondary level our 10th graders are the students with the most Ds and Fs.	Provide supplemental ELD instruction and practice using online language development program Provide supplemental counseling services for newcomer /immigrant students at secondary schools with high density of immigrant students. Counselors help with the transition from elementary to secondary, follow-up with students, assist students with selecting and changing classes when necessary.

Title III LEA Plan Performance Goal 2

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

CDS Code: _57-72678_   LEA Name: _Davis Joint Unified School District_ Title III Improvement Status: Year _4+_

Fiscal Year: _2016-17_   EL Amount Eligibility: $80,034   Immigrant Amount Eligibility: $26,087

Plan to Provide Services for English Learner Students

Please summarize information from district-operated programs and provide descriptions of how the LEA is meeting or plans to meet each requirement.

How the LEA will:

A. Required Content	**Implement programs and activities in accordance with Title III** Implement Common Core and ELD Standards -- The district will continue to provide training and support to implement CCSS ELA/ELD standards, provide standard aligned supplemental materials, and promote teacher collaboration as a central pillar of our shift to new standards. Actions: * Implement CCSS ELA & ELD Aligned Resources * Provide Training & Support to Implement CCSS & ELD
	Use the subgrant funds to meet all accountability measures Grant funds will provide English Learner specialists for supplementary services at three elementary schools with high English learner enrollment, provide professional development and coaching in the Common Core ELA/ELD standards, support newcomers with counseling services, and provide ELD software programs.

1

Hold the school sites accountable

The percent of teachers will increase each year until 100% of the teachers are implementing the CCSS ELA standards and ELD standards. The schools will continue to meet and increase the percentage of English learners making adequate growth in AMAO 1, AMAO 2 and AMAO 3 ELA. Schools will increase the percentage of students meeting and/or exceeding standards on the CAASPP Mathematics assessment.

DJUSD Director of Curriculum, Assessment, and Learning will oversee the implementation of the district professional development plan, which includes ELD Standards Institute training. ELD trainings will occur in June 2016, October 2016 and June 2017. Teachers' participation in ELD professional development will be monitored through "Go Sign Up" professional development tracking software. Principals will be notified of teachers' participation.

Principals will review 2015-16 AMAO results and CAASPP ELA and math results with their staff at the beginning of the school year. Principals will monitor the implementation of ELD standards through classroom observations. At school site grade level teams will meet to review student growth twice a year, prior to parent teacher conferences in the fall and spring. At the secondary level staff will review English Learner student grades on a quarterly basis, specifically focusing on the D and F lists.

The DJUSD EL Leadership Team, LCAP Advisory and DELAC complete a longitudinal data analysis of English Learners progress. LCAP metrics regarding English learners' progress in meeting federal and local growth targets are included in the annual LCAP Data Addendum.

Promote parental and community participation in programs for ELs

In 2016-17 DJUSD will promote the involvement of parents and community members in the education of English Learners. The district will also work directly with DELAC to establish a Parent University which will include workshops focused on helping English learner families navigate the educational system and provide resources to empower parents to become advocates for their students' education. Topics for these events will be generated by the English Learner parents.

DELAC represented English Learner parents in the development of the Local Control and Accountability Plan, meeting four times in 2015-16, and forming a DELAC subcommittee to draft LCAP proposals which addressed ways to support English Learners. At every DELAC meeting LCAP was included in the agenda.

In November DELAC was updated on LCAP, specifically reviewing LCAP Goal 5: English Learner adequate yearly progress towards reclassification. 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 committee was updated on the LCAP Advisory discussions and the Associate Superintendent was present to answer questions and hear comments. Committee members reviewed data on graduation rates, CAASPP results and ELs enrollment and achievement in advanced placement courses. DELAC decided 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 the Associate Superintendent. At the March 10th meeting the subcommittee presented draft proposals prior to submission. 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 addressed 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.

How the LEA will:		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source (EL, Immigrant, or other)
	Provide high quality language instruction EL Specialists and classroom teachers will provide integrated and designated ELD. EL Specialists will support the site in ensuring all EL students have leveled ELD and access to core curriculum. Classroom teachers will also receive EL Specialist coaching support and collaboration time.	DJUSD EL Coordinator, Director of Curriculum, Principals, EL Specialists, EL Coordinators 7/1/2016 – 6/30/2017	EL Specialist FTE (Same as section D)	$150,000 $78,433	LCFF Supplemental Title III LEP
	Provide high quality professional development DJUSD will provide high quality professional development in research based instructional strategies on language acquisition, academic language and student engagement. EL Specialists will provide professional development regarding the implementation of the ELA/ELD standards to classroom teachers through site level training and mentoring.	DJUSD EL Coordinator, Director of Curriculum 7/1/2016 – 6/30/2017 EL Specialists	EL Specialists will receive ELA/ELD PD and training about how to provide ELD coaching to classroom teachers	$15,000 $4,000	Title II PD LCFF Base

C. Required for Year 2	**Goal 2 Improvement Plan Addendum* (IPA) for items A-B:** N/A **Please describe the factors contributing to failure to meet desired accountability measures.** N/A

Goal 2 IPA* for items A-B:

Please describe the factors contributing to failure to meet desired accountability measures.
The district met AMAO 1, AMAO 2 and AMAO 3 Mathematics. The district failed to meet AMAO 3 English Language Arts.
The EL students primarily failed the reading and writing portions of the CST and CAASPP state tests.

Please describe all required modifications to curriculum, program, and method of instruction.			
The new CCSS standards and the ELD standards require us to revisit the job description or role of the EL specialists. These standards require shifts in instructional strategies and program models to which EL specialists hold a significant supporting role. The change would require the EL specialist to increase collaborative instructional support, modeling within classrooms, and partner with administrators to monitor ELD programs across schools in order to fully implement integrated ELD and support designated ELD. In order for this change to happen: ☐ EL program models must be aligned with the CCSS/ELD standards at each site ☐ EL specialist's role must expand to provide collaborative instructional support for teachers and monitor site-wide English Language Development ☐ EL specialists must receive peer coaching professional development ☐ District will need to revise the EL specialist job description and submit the job description for board approval ☐ Revisit FTE which may need to increase to provide sites adequate EL Specialist role support	DJUSD EL Coordinator, Director of Curriculum, Principals, EL Specialists, EL Coordinators 7/1/2016 – 6/30/2017	EL Specialist FTE (same expenditure as in B.)	$150,000 $78,433	LCFF Supplemental Title III LEP

*(Row label for this section: **D. Required for Year 4**)*

LEAs receiving or planning to receive Title III EL funding may include allowable activities.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
E. Allowable Activities	**Describe all allowable activities chosen by LEA relating to:** Supplementary services as part of the language instruction program for EL students *Please see http://www.cde.ca.gov/sp/el/t3/ELprogrview.asp for a list of allowable EL activities	N/A	N/A	N/A	N/A
F. EL Overall Budget		EL 2% for Administrative/Indirect Costs:		$1,601	
		EL Estimated Costs Total:		$78,433	

Plan to Provide Services for Immigrant Students

Please complete this table IF the LEA is receiving or planning to receive Title III Immigrant funding.		Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
G. Allowable Activities	**Describe all allowable activities chosen by LEA relating to:** Enhanced instructional opportunities to immigrant students and their families 1) Provision of education software annual licenses for supplemental English language acquisition program	1) DJUSD EL Coordinator, Principals EL Specialists	Software licenses	$21,087	Title III Immigrant
	2) Provision of academic and career counseling intern for newcomers at secondary schools with high density of immigrant students *Please see http://www.cde.ca.gov/sp/el/t3/immprogrview.asp for a list of allowable Immigrant activities	2) DJUSD EL Coordinator, DHS and Harper JHS Principals, EL Coordinator and Counselors	Two Migrant Education counseling interns	$5000 stipend	Title III Immigrant
H. Immigrant Overall Budget		Immigrant Administrative/Indirect Costs:		$2,010	
		Immigrant Estimated Costs Total:		$24,087	

Performance Goal 3:
By 2005 - 06, all students will be taught by highly qualified teachers.

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

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

Strengths	Needs
The DJUSD professional development program strengths were identified through a needs assessment of teacher input and data. Identified strengths include: * Common Core State Standards-focused professional development * site-based professional development * Academic Vocabulary Toolkit * teacher-led /peer-led professional development * collaboration grants * Restorative Practices * communication with staff * variety of opportunities * amount of opportunities	The DJUSD professional development program needs were identified through a needs assessment of teacher input and data. Identified needs include: * training in writing across the district * more differentiated instruction training with a focus on Common Core State Standards implementation * content area specific professional development activities for secondary departments * the ability to provide district-wide training for all teachers, since training are not mandatory The needs assessment also found that the district needs to continue providing and enhancing what has been provided in professional development, along with adding new offerings that meet the above needs.

Performance Goal 3:
By 2005-06, all students will be taught by highly qualified teachers.

Planned Improvements for Professional Development (Title II)
(Summarize information from district-operated programs and approved school-level plans)

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
1. How the professional development activities are aligned with the State's challenging academic content standards and student academic achievement standards, State assessments, and the curricula and programs tied to the standards: The DJUSD professional development activities are designed around the expectations, instructional shifts and rigor of the Common Core State Standards in English Language Arts and mathematics, the California Standards for the Teaching profession and the Smarter Balance Assessment Consortium assessment system. The professional development activities incorporate collaboration, instructional coaching, peer-led and content expert-led sessions that include follow through the the site and classroom level.	Director of Curriculum Teachers Principals July 2016-June 2017	Presenters time Collaboration time Training materials Teacher time Substitutes Travel expenses Registration costs Instructional Coaches BTSA Induction program	$1,264,000	Title II Federal Funding State LCFF Base Funding State Educator Effectiveness Funding Local Funding
2. How the activities will be based on a review of scientifically based research and an explanation of why the activities are expected to improve student academic achievement: All DJUSD professional development activities are designed around the research based effective elements of professional development as denoted by prominent researchers such as Killion and Guskey. The effective elements include professional development activities that are meaningful, relevant, embedded within job context, aligned with district and state goals, include opportunities for collaboration and have follow through.	Director of Curriculum, Assessment & Learning Principals Teachers July 2016-June 2017	Presenters time Collaboration time Training materials Teacher time Substitutes Travel expenses Registration costs Instructional Coaches BTSA Induction program	See #1	See #1
3. How the activities will have a substantial, measurable, and positive impact on student academic achievement and how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
DJUSD professional development activities will emphasize creating positive, safe learning environments, differentiated instruction, inquiry based learning, formative assessment and increased use of academic vocabulary for all students. By emphasizing these pedagogies during all professional development activities we are increasing the knowledge and ability level for teachers to meet the needs of all students, but specifically low-income and minority students.	Director of Curriculum, Assessment & Learning Principals Teachers July 2016-June 2017	Presenters time Collaboration time Training materials Teacher time Substitutes Travel expenses Registration costs Instructional Coaches BTSA Induction program	See #1	See #1
4. How the LEA will coordinate professional development activities authorized under Title II, Part A, Subpart 2 with professional development activities provided through other Federal, State, and local programs: DJUSD professional development activities will align with the Local Control Accountability Plan and the DJUSD Strategic Plan goals that are aligned with the State priorities.	Director of Curriculum, Assessment & Learning Principals Teachers July 2016-June 2017	Presenters time Collaboration time Training materials Teacher time Substitutes Travel expenses Registration costs Instructional Coaches BTSA Induction program	See #1	See #1
5. The professional development activities that will be made available to teachers and principals and how the LEA will ensure that professional development (which may include teacher mentoring) needs of teachers and principals will be met: An input and feedback system has been established to ensure that the needs of teachers and administrators are being met. The system includes beginning, middle and end of year surveys to certificated and classified staff on professional development. Feedback is also collected after each professional development activity through a professional development registration software program.	Director of Curriculum, Assessment & Learning Principals Teachers July 2016-June 2017	Surveys Professional Development registration system	$1,500	State LCFF Base Funding
6. How the LEA will integrate funds under this subpart with funds received under part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Professional development activities regarding the integration of technology in curricula and instruction to improve teaching, learning, and technology literacy are delivered at sites using a train the trainer model. Recent technology training has focused on the integration of Chromebooks into classroom projects, the use of Illuminate Education's online assessment system, and the use of School Loop as a communication tool.	Director of Curriculum, Assessment & Learning Director of Technology Principals Teachers July 2016-June 2017	Presenters time Collaboration time Training materials Teacher time	$120,000	State LCFF Base Funding
7. How students and teachers will have increased access to technology; and how ongoing sustained professional development for teachers, administrators, and school library media personnel will be provided in the effective use of technology. (Note: A minimum of 25% of the Title II, Part D Enhancing Education through Technology funding must be spent on professional development.): DJUSD has implemented district-wide use of Chromebooks and Google Apps for Educators (GAFE). Each teacher, administrator and librarian also has a district issue laptop for their professional use. To ensure all teachers are receiving training, the district has implemented a TOT model for Chromebook and GAFE training. Each site has a trainer that provides whole staff and small group training in the area of technology.	Director of Curriculum, Assessment & Learning Director of Technology Chromebook managers GAFE trainers July 2016-June 2017	Trainers' stipends Teacher time Materials/Supplies	$40,000	State LCFF Base Funding
8. How the LEA, teachers, paraprofessionals, principals, other relevant school personnel, and parents have collaborated in the planning of professional development activities and in the preparation of the LEA Plan: DJUSD has several committees that collaborate and plan professional development activities for all staff. These committees include the Instructional Services Advisory Committee, the LCAP Advisory committee, and the DTA and CSEA negotiation teams. DJUSD also utilizes survey data to plan and collaborate on professional development activities.	Director of Curriculum, Assessment & Learning Instructional Services Advisory Committee Instructional Services Leadership Team LCAP Advisory Teachers Principals July 2016-June 2017	Meeting supplies Teacher time	See #1	See #1

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
9. How the LEA will provide training to enable teachers to: • Teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency; • Improve student behavior in the classroom and identify early and appropriate interventions to help all students learn; • Involve parents in their child's education; and • Understand and use data and assessments to improve classroom practice and student learning. DJUSD will provide training to teachers that focus on differentiated instruction, implementing the Common Core State Standards, increased use of academic vocabulary, creating safe learning environments, social-emotional aspects, inquiry based learning to address the needs of students with different learning styles, special learning needs, disabilities, and English learner students. * Restorative Practices, Kelso's Choices, RtI and PBIS are district-wide initiatives and training to improve student behaviors and provide early identification of student needs. * Parent Engagement Nights focused on CCSS Math, helping train teachers on how to involve parents in their child's education. * Each school site is engaged in academic conferences that use common interim assessments and formative assessments to use data to inform instructional decisions and practices. Each professional development activity within the district incorporates formative assessment to help teachers understand how to use data to inform their instruction.	Director of Curriculum, Assessment & Learning Teachers Principals Instructional Coaches July 2016-June 2017	Presenters time Collaboration time Training materials Teacher time Substitutes Travel expenses Registration costs Instructional Coaches BTSA Induction program Restorative Practice trainings Parent Engagement Nights Academic Conferences Illuminate Education	See #1	See #1
10. How the LEA will use funds under this subpart to meet the requirements of Section 1119:				

Descriptions	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
DJUSD uses professional development funding to ensure the highly qualified status of all staff members who are involved in educating students. Recent negotiations with DTA and CSEA resulted in the funding of four professional growth days for all employees to be used during the 2015-17 school years.	Associate Superintendent of Administration Director of Human Resources Director of Curriculum, Assessment & Learning Teachers Classified staff Principals July 2016-June 2017	Presenters time Collaboration time Training materials Teacher time Classified staff time	See #1	See #1

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

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

Strengths	Needs
During the 2015-16 LCAP process, students, staff. parents and community members provided their perspectives regarding the district's strengths in providing students support physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning: • District focus on art and music education • Wonderful CTE course offerings (robotics, FFA, computer programming) • Bridge Program provides extended day ELD support, homework support and mentoring opportunities • After school programs to support math and literacy • Schools partner with local library • Math nights- motivating for parents and kids • Reading specialists provide support • Math specialists provide support • English Learner specialists provide support • School Garden Program and Recycling • Student Project Based Learning presentation nights that parents attend-very involving • Full Inclusion students are accepted • Positive Movement Restorative Practices • Good quality of Administration • Recycle Program • Awareness of culture/climate growing • Elementary counselors • Outdoor Ed funded	During the 2015-16 LCAP process, students, staff. parents and community members provided their perspectives regarding the district needs regarding student barriers to learning: • Need for more cultural awareness so everyone can participate in activities • Translation Services • More technical, hands-on opportunities for students that start in Junior High • Let students and parents know what the options are in real life (i.e. not only 4 year college) • Goal setting program • Individual student plan (for all students, not just those on IEPs) • Need stakeholders representing foster families at Superintendent's Parent Advisory Committee • Creating trauma informed schools – Resiliency Practices • Ensuring students get the access to courses they need each year. • Ways to ensure students ELL have access during instruction for (English Learners) so they don't miss out on other instruction activities • Increase the number of para educators for support • District needs to sponsor some activities/field trips for entire grade levels, so that participation or opportunities are not based on ability of all families (or PTAs) to pay, volunteer, drive, etc. They are just experiences that are equitably available to ALL DJUSD students regardless of school or population. • Increase relationship with UC Davis School of Education • New teacher support – differentiated • Music program not accessible • Put thought behind inclusiveness when planning every event/program • Mixing of lunches so kids can sit w/many different kids • Elementary school counselors • All kids on same program/plan- Kelso's (same language/curriculum/knowledge)

Environments Conducive to Learning (Activities)

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

Activities
The activities and programs supported by all NCLB or state funded programs that the LEA will implement to support students physically, socially, emotionally, intellectually, and psychologically in environments that are conducive to learning include: 1. Lower class size, grades K-3 2. Establish Student Support Services at sites, including elementary and secondary counselors, school nurses, Mental Health intern program, Prevention and Crisis Manager, Foster Youth Liaison, Homeless Students Liaison, Davis High School English Learner Mentor Program, and King High School Trauma Sensitive School health services. 3. Academic Support programs, including Elementary Reading support to address Equity and Early literacy, 3rd grade paraeducator reading support, Junior High Reading Intervention program, English Language Arts ACES support class at Davis High School, Montgomery Elementary choral music pilot program and 9th Grade PSAT Administration. 4. Kelso's Choices and Positive Behavioral Intervention and Supports programs 5. Academic and mentoring support through AVID program 6. Extended learning opportunities, including Bridge extended day mentoring program, Davis High School Academic Center tutoring program, Families in Transition Tutoring Program for support of homeless students 7. Site staff that are trained to focus on ensuring restorative, trauma-informed, inclusive cultures across all sites and departments.

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

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

Strengths	Needs
Strengths: • Monthly meeting with secondary Assistant Principals to discuss discipline issues, develop policy, provide professional development training • Secondary counselors trained in Teen Intervene, a short-term evidence-based counseling program for students who have received school discipline for drug/alcohol violations • Regular professional development trainings for campus security staff by the District Safety Coordinator • Protocol/Procedures training during ALT retreat on campus safety issues • District developed Threat Assessment Protocol to assess a student's danger to others Prevention and Crisis counselors, Site counselors, and Site administrators have been trained to use the threat assessment document • District developed Risk Assessment Protocol to assess a student's danger to self • PTA/Site Council funding of parent education programs regarding student use of drugs/alcohol • Restorative Practice training for staff members	Needs: • Continue offering Restorative Practice training for staff • Secondary sites to offer ongoing parent/student training regarding drug/alcohol issues • Site trainings for certificated staff regarding the discipline process and how progressive discipline intersects with restorative practice

Performance Goal 4:

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

Safe and Drug Free Schools and Communities (SDFSC) and Tobacco Use Prevention Education (TUPE)

Prevention Program Performance Indicators (4115(a)(1)(B))

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

Alcohol, Tobacco, Other Drug Use, and Violence Prevention Performance Measures from the California Healthy Kids Survey	Most Recent Survey date: 2015 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that have ever used cigarettes will **decrease** biennially by:	5th: 1% 7th: 2%	5th: 1% 7th: 1%
The percentage of students that have used cigarettes within the past 30 days will **decrease** biennially by:	7th: 1% 9th: 1% 11th: 5%	7th: 1% 9th: 2% 11th: 2%
The percentage of students that have used marijuana will **decrease** biennially by:	5th: 0% 7th: 2%	5th: 0% 7th: 1%
The percentage of students that have used alcohol within the past 30 days will **decrease** biennially by:	7th: 3% 9th: 9% 11th: 29%	7th: 2% 9th: 2% 11th: 2%
The percentage of students that have used marijuana within the past 30 days will **decrease** biennially by:	7th: 1% 9th: 4% 11th: 17%	7th: 1% 9th: 2% 11th: 2%
The percentage of students that feel very safe at school will **increase** biennially by:	5th: 55% 7th: 25% 9th: 25% 11th: 42%	5th: 80% 7th: 50% 9th: 50% 11th: 50%
The percentage of students that have been afraid of being beaten up during the past 12 months will **decrease** biennially by:	7th: 15% 9th: 9% 11th: 5%	7th: 10% 9th: 5% 11th: 5%

Truancy Performance Indicator	Most recent date: 2014-15 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students who have been truant will decrease annually by 10% from the current LEA rate shown here. Note: Calculate the percentage in the LEA by tallying the number of students who have been classified as truant during the school year per Education Code Section 48260.5, and	17.11%	15.4%

Protective Factors Performance Measures from the California Healthy Kids Survey	Most recent date: 2013 Baseline Data	Biennial Goal (Performance Indicator)
The percentage of students that report high levels of caring relationships with a teacher or other adult at their school will **increase** biennially by:	5th: 57% 7th: 41% 9th: 36% 11th: 43%	5th: 75% 7th: 75% 9th: 75% 11th: 75%
The percentage of students that report high levels of high expectations from a teacher or other adult at their school will **increase** biennially by:	5th: 63% 7th: 57% 9th: 47% 11th: 51%	5th: 75% 7th: 75% 9th: 75% 11th: 75%
The percentage of students that report high levels of opportunities for meaningful participation at their school will **increase** biennially by:	5th: 13% 7th: 21% 9th: 13% 11th: 17%	5th: 30% 7th: 30% 9th: 30% 11th: 30%
The percentage of students that report high levels of school connectedness at their school will **increase** biennially by:	5th: 67% 7th: 69% 9th: 53% 11th: 62%	5th: 85% 7th: 85% 9th: 85% 11th: 85%

Other Performance Measures

List below any other performance measures and performance indicators the LEA has adopted specific to its prevention programs (drug, violence, truancy, school safety, etc.). Specify the performance measure, the performance indicator goal, and baseline data for that indicator.

LEA Specified Performance Measures (Process to Collect Data)	Performance Indicator Goal	Baseline Data

Science Based Programs (4115 (a)(1)(C))

The LEA must designate and list the science-based programs (programs proven by science to effectively prevent tobacco use, alcohol use, other drug use, and violence) selected from Appendix C. From Appendix C, list the scientifically based programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1
Science Based Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:

Program 2
Science Based Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:

Program 3
Science Based Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:

Research-based Activities (4115 (a)(1)(C))

Based on the research cited in Appendix D, check the box for each activity the LEA will implement as part of the comprehensive prevention program and provide all other requested information.

Activities	Program ATODV Focus	Target Grade Levels
After School Programs		
Conflict Mediation/Resolution		
Early Intervention and Counseling		
Environmental Strategies		
Family and Community Collaboration		
Media Literacy and Advocacy		
Mentoring		
Peer - Helping and Peer Leaders		
Positive Alternatives		
School Policies		
Service - Learning/Community Service		
Student Assistance Programs		
Tobacco - Use Cessation		
Youth Development Caring Schools Caring Classrooms		
Other Activities		

Promising or Favorable Programs (4115 (a)(3))

The LEA may - but is not required to - designate and list the promising or favorable programs (programs whose effectiveness is not as strongly established though scientific evidence) selected from Appendix E. From Appendix E, list the promising or favorable programs the LEA will adopt and implement to serve 50 percent or more of the students in the target grade levels. Indicate below your program selections, and provide all other requested information.

Program 1
Promising Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:

Program 2
Promising Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:

Program 3
Promising Program Name:
Program ATODV Focus:
Target Grade Levels:
Target Population Size:
Purchase Date:
Staff Training Date:
Start Date:

Waiver to Adopt Promising or Favorable Programs not listed in Appendix E:

Check the box below if the LEA will submit an application for waiver in order to include other promising or favorable programs not found in Appendix E. Programs not listed in Appendix E will be considered on a case - by - case basis. The LEA must demonstrate that the program for which a waiver is requested is legitimately innovative or demonstrates substantial likelihood of success. The CDE will provide under separate cover additional information and the forms for submitting a waiver request.

Analysis of Data for Selection of Programs and Activities (4115 (a)(1)(D))

For each selected Appendix C programs or Appendix D activities, provide a brief narrative rationale based on the LEA's analysis of CSS, CHKS, and CSSA data related to why the LEA selected these programs and activities for implementation.

Evaluation and Continuous Improvement (4115 (a)(2)(A))

Provide a description for how the LEA will conduct regular evaluations of the effectiveness of the LEA's alcohol, tobacco, other drug use and violence prevention program. Describe how the results of the evaluation will be used to refine, improve and strengthen the program.

Use of Results and Public Reporting (4115 (a)(2)(B))

Describe the steps and timeline the LEA will use to publicly report progress toward attaining performance measures for the SDFSC and TUPE programs. Describe how the evaluation results will be made available to the public including how the public will be provided notice of the evaluation result's availability.

Mandatory Safe and Drug Free Schools and Communities (4114(d)(2)(E))

Briefly describe how SDFSC funded program services will be targeted to the LEA's schools and students with the greatest need. (Section 4114 [d][3])

Coordination of All Programs (4114 (d)(2)(A))

Provide a detailed, but brief, explanation of how the LEA will coordinate SDFSC funded alcohol, tobacco, other drug and violence prevention programs with other federal state and local prevention programs.

Parent Involvement (4115 (a)(1)(e))

Provide a brief, but detailed, description of the parent involvement and describe the parent notification procedures used to meet requirements under NCLB Title IV, Part A - SDFSC program.

TUPE Services for Pregnant Minors and Minor Parents (H&SC 104460)

Describe the TUPE services and referral procedures for pregnant minors and minor parents enrolled in the LEA and how they will be provided with tobacco - use prevention services. Include students participating in programs such as the California School Age Families Education (Cal - SAFE) program, the Adolescent Family Life Program (AFLP) administered through the Department of Health Services, and the Cal - Learn program administered by the Department of Social Services.

TUPE Funded Positions (Health & Safety Code 104420(b)(3))

Provide full time equivalent (FTE) staffing configuration for all TUPE funded positions. (Health and Safety Code section104420 [b][3])

Position/Title	Full Time Equivalent

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

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

5.1 (High School Graduates)	
Activities/Actions	Incorporate the underlying concepts and assessment practices of the CCSS with other district and state standards, curricula, and course guides, focusing on: * Develop grade level and content area guides for English Language Arts & Math * Develop and pilot CCSS report cards * Develop CCSS Math benchmarks * Provide necessary infrastructure and resources for development of formative assessments aligned with curriculum and for the collection, analysis, communication, and use of data to improve instruction. * Collaboratively review current practice and identify improvement in assessments * Academic conferencing / collaboration * Site reading / math intervention support * Professional growth and materials for CCSS implementation and classroom instructional practices * Provide 3rd grade reading support for increased text complexity of the CCSS * Selection of instructional materials based on State adoption planned for 2015-16 in the area of math. ELA process will begin in the 2015-16 school year. Establish support services at schools * Elementary and Secondary counseling services * Extended Day Bridge program * Extended Year Literacy program * Extended Year credit recovery program * Reading intervention program support * ACES support class at DHS * DHS Academic Center tutoring services for all students * Support STEM program * Support CTE programs * Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals * Professional growth for teachers to refine methods of differentiating students' educational experience * Academic and Mentoring support through AVID program at junior and senior high schools * Families in Transition Support Program for Homeless students
Students Served	All students
Timeline/ Person(s) Involved	Associate Superintendent of Educational Services
Benchmarks/ Evaluation	* Maintain high school graduation rate of 96% or higher 2013-14 Baseline: 96.9% high school graduation rate 2014-15 94.4% graduation rate; did not meet 96% or higher target. * Enrollment rate in Career Technical Education (CTE) courses 2013-14 Baseline: 21.2% of all 10th-12th grade students at DHS, DSIS and King 2014-15 12.6% of all 10th-12th grade students at DHS, DSIS and King 2015-16 42.6% of all 10th-12th grade students at DHS, DSIS and King * Completion rate in Career Technical Education (CTE) pathways 2013-14 Baseline: 5.5% of 11th & 12th grade students at DHS, DSIS and King 2014-15 2.3% of 11th & 12th grade students at DHS, DSIS and King 2015-16 7.2% of 11th & 12th grade students at DHS, DSIS and King

Funding Source	State Restricted Funding LCFF Base Funding LCFF Supplemental Funding

5.2 (Dropouts)	
Activities/Actions	Incorporate the underlying concepts and assessment practices of the CCSS with other district and state standards, curricula, and course guides, focusing on: * Develop grade level and content area guides for English Language Arts & Math * Develop and pilot CCSS report cards * Develop CCSS Math benchmarks * Provide necessary infrastructure and resources for development of formative assessments aligned with curriculum and for the collection, analysis, communication, and use of data to improve instruction. * Collaboratively review current practice and identify improvement in assessments * Academic conferencing / collaboration * Site reading / math intervention support * Professional growth and materials for CCSS implementation and classroom instructional practices * Provide 3rd grade reading support for increased text complexity of the CCSS * State adoption of Envision math program implemented in 2015-16. ELA pilot process will be held in 2016-17. Establish support services at schools * Elementary and Secondary counseling services * Extended Day Bridge program * Extended Year Literacy program * Extended Year credit recovery program * Reading intervention program support * English Language Arts ACES support class at DHS * DHS Academic Center tutoring services for all students * Support STEM program * Support CTE programs * Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals * Professional growth for teachers to refine methods of differentiating students' educational experience * Academic and Mentoring support through AVID program at junior and senior high schools * Families in Transition Support Program for Homeless students
Students Served	All students
Timeline/ Person(s) Involved	Associate Superintendent of Instructional Services
Benchmarks/ Evaluation	* Maintain high school dropout rate lower than 2.0% 2013-14 Baseline: .6% high school dropout rate; met target of <2.0% target 2014-15 .74% high school dropout rate; met target of <2.0% target * Maintain a middle school dropout rate lower than .5% 2013-14 Baseline: .01% middle school dropout rate; met target of <.5% 2014-15 Baseline: .14% middle school dropout rate; met target of <.5%
Funding Source	State Restricted Funding LCFF Base Funding LCFF Supplemental Funding

5.3 (Advanced Placement)	
Activities/Actions	* Provide academic counseling support services at secondary schools to ensure access to rigorous and relevant core curriculum * Provide Academic Support programs, including AVID, Bridge, ACES and tutoring through the DHS Academic Center
Students Served	All students

Timeline/ Person(s) Involved	Associate Superintendent of Instructional Services Director of Student Support Services
Benchmarks/ Evaluation	* Maintain enrollment in AP courses 2013-14 Baseline: 35.3% DJUSD enrolled in AP courses 2014-15: 34.5% DJUSD enrolled in AP courses * Increase Advanced Placement test taking rate by 5% 2013-14 Baseline: 27.6% DJUSD 11th & 12th grade students took AP exams. (339/1230) 2014-15 Baseline: 37.2% DJUSD 11th & 12th grade students took AP exams. (525/1411) * Increase Advanced Placement passage rate by 5% 2013-14 Baseline: 91.4% Advanced Placement passage rate with a score of 3 or more. 2014-15 Baseline: 92.6% Advanced Placement passage rate with a score of 3 or more.
Funding Source	State Restricted Funding LCFF Base Funding LCFF Supplemental Funding

Additional Mandatory Title I Descriptions

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

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

Description of How the LEA is Meeting or Plans to Meet this Requirement	
Identify one of the following options as the low-income measure to identify schools eligible for Title I funding: • Number of children in families receiving assistance under the CalWorks program; • Number of children eligible for Free/Reduced Price Lunch programs; • Number of children ages 5-17 in poverty counted by the most recent census data; • Number of children eligible to receive medical assistance under the Medicaid program; • Or a composite of the above.	Number of children eligible for Free/Reduced Price Lunch programs
Describe how the low-income measure described above is used to rank and select schools to receive Title I funds • All schools with a 75% or above poverty level are funded • All other schools are funded by poverty ranking district wide or by grade span.	All other schools are funded by poverty ranking district wide or by grade span.

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

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

For more information on Schoolwide, please go to http://www.cde.ca.gov/sp/sw/rt.
For Targeted Assistance go to http://www.cde.ca.gov/sp/sw/rt/tasinfo.asp.

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

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

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

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

Montgomery: Schoolwide review held May 4, 2015, with all site staff review on May 6, 2015.
King High School: Comprehensive WASC self-review during Spring 2015.

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

Montgomery: Dual Immersion Bilingual Spanish program, Academic Language Development, Sobrato Early Academic Language model (SEAL)
King High School: small class sizes, frequent graduation credit checks, hands-on classwork

- Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs.

Montgomery: after-school program with ELD instruction, homework support and mentoring component; summer literacy program with five levels of service, Jump Start program, summer Migrant Education program.
King High School: not applicable

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

Montgomery: high quality first instruction, RtI intervention program, free meals and snacks provided to all students everyday, mentoring program,
King High School: not applicable

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

Montgomery: training in SEAL Instructional Model, Academic Vocabulary Toolkit, Dual Immersion, Academic Language, Home Visit & Funds of Knowledge, Common Core ELA/ELD and mathematics; restorative practices
King High School: not applicable

- Strategies to increase parental involvement.

Montgomery: Parent Resource Center on campus, Community Liaison promotes communication between school and home
King High School: not applicable

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

Montgomery: Head Start program and Transitional Kindergarten on campus, preschool literacy program
King High School: not applicable

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

Montgomery: Instructional specialists provide RtI services in ELA, Math and ELD; counseling services available
King High School: small class sizes, frequent graduation credit checks

Targeted Assistance Programs (TAS) - Student Identification

For targeted assistance programs (TAS), describe how the LEA will help schools to identify participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. The description should include activities such as: • Effective methods and instructional strategies based on scientifically-based research. • Strategies that give primary consideration to extended learning time, extended school year, before and after school and summer programs. • Strategies that minimize removing children from the regular classroom during regular school hours for instruction. • Instruction by highly qualified teachers. • Professional development opportunities for teachers, principals, and paraprofessionals, including if appropriate, pupil services personnel, parents, and other staff. • Strategies to increase parental involvement.	• DJUSD professional development promotes the use of effective methods and instructional strategies that are based on scientifically-based research. • DJUSD provides funding support to sites for after-school programs, such as the Bridge Program or Homework clubs, or after-school academic instruction. Jump Start, Reading Rodeo and Summer School programs are offered at Title I schools, as determined by student need. • DJUSD emphasizes high quality first instruction to address the needs of participating students most at risk of failing to meet state standards and help those students to meet the State's challenging academic standards. Push-in intervention services are also strategically provided to students, for example, the scheduling of paraeducator assistance to address targeted students' literacy needs in third grade. DJUSD also fully supports the Beginning Teacher Support and Assessment (BTSA) Induction program. • All teachers at Targeted Title I schools are highly qualified teachers. • Professional development opportunities are available for teachers, principals and paraprofessionals. Math and literacy nights are held for parents. • Strategies to increase parental involvement are showcased at the DJUSD Parent Engagement Night, providing a wide variety of workshops for parents and school staff members on parent involvement topics.

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

Targeted Assistance Programs (TAS) - Student Identification

Describe who is involved and the criteria used to identify which students in a targeted assistance school will receive services. The criteria should: • Identify children who are failing or most at risk of failing to meet the state academic content standards. • Use multiple measures that include objective criteria such as state assessments, and subjective criteria such as teacher judgment, parent interviews and classroom grades. • Include solely teacher judgment, parent interviews and developmentally appropriate measures, if the district operates a preschool through grade 2 program with Title I funds.	Children who are failing or most at risk of failing to meet the state academic content standards are identified for targeted Title I services through site level academic conferencing process. Student achievement data is reviewed by classroom teachers, site specialists, counseling staff and administrators who use state assessments, local district assessments, classroom grades, academic and socio-emotional indicators, and teacher and parent referrals to determine if students would benefit from targeted assistance.
The description should include services to homeless children, such as the appointment of a district liaison, immediate enrollment, transportation, and remaining in school of origin.	Services to homeless children are coordinated by the DJUSD Homeless Students Liaison, and include immediate enrollment, provision of transportation as needed, and working with family and surrounding school districts to help students remaining in their school of origin.

Targeted Assistance Programs (TAS) - Student Identification	
The description should include services to children in a local institution for neglected or delinquent children and youth or attending a community day program, if appropriate.	Services are provided to children in the local institution for neglected children and youth, including assistance to the institution's coordinator with streamlining students' enrollment in local schools and with after-school tutoring at the institution.

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

Program Improvement (PI) - Parent Notification	
Describe the process for parent notification of the school's identification as PI, including notification of the right for students to transfer to another school that is not PI with paid transportation, and the right to receive supplemental services.	DJUSD administrative staff communicates about school choice directly with parents of children enrolled at Program Improvement schools, notifying parents regarding the ongoing provision of Title I-paid transportation for prior-year Choice participants to continue attending the school of Choice. Regarding the provision of alternative supports, PI school administrators communicate directly with parents regarding the availability of extended day services. .
Describe how the LEA will provide school choice and supplemental services to eligible children, including the selection of the children to receive services.	DJUSD communicates directly with parents of children enrolled at Program Improvement schools, notifying parents regarding the ongoing provision of Title I-paid transportation for prior-year Choice participants to continue attending the prior year school of Choice. Choice-transferring parents are paid a monthly mileage reimbursement based on the attendance of the child/ren. Alternative support will be provided through extended day programs developed by each site that is in Program Improvement Year 2 or more. Students will be selected for participation in the alternative support program based on criteria related to targeted student achievement outcomes with highest priority placement given to low income students.

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

Highly Qualified Teachers

Describe the LEA's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff.	The district's strategies for coordinating resources and efforts to help schools retain, recruit and increase the number of highly qualified teachers, principals, and other staff include: * Create and maintain a system across sites that allows for staff to regularly share their expertise and collaborate through peer observations, co-lesson planning and lesson debriefing, ongoing dialogue, and collaboration opportunities on district-wide goals * Ensure systematization of the DJUSD Professional Growth System, including a coordinated, integrated approach across recruiting, hiring, induction, placement, professional learning and evaluation through the Beginning Teacher Support & Assessment (BTSA) Induction program * Utilize partnerships to implement and evaluate professional growth system, such as training partnerships with Sacramento County Office of Education, Yolo County Office of Education, Area 3 Writing Project and the UCD Math project * Develop capacity of teachers, administrators, and specialists to identify best practices in support of the implementation of Common Core and ELD standards through training workshops, Secondary Articulation meetings, Summer Curriculum workshops and Collaboration grants * Support implementation of Next Generation Science Standards and STEM education, grades K-12 * Create a system where certificated and classified professional growth offerings are equitable and accessible to increase the effectiveness of instructional practices and creating a positive learning environment, through an agreement with DJUSD bargaining units to provide the equivalent of 4 professional growth days for all employees to be used during the 2015-17 school years.

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

* Increase English Learner parent input in decision making through leadership training for DELAC and ELAC councils

* Involve parents, including parents of children in the achievement gap, in the development of the Local Control Accountability Plan (LCAP) and Local Educational Agency Plan (LEAP) through the work of the DJUSD Local Control Accountability Plan Advisory Group

* Annually review and revise the DJUSD Board of Education Parent Involvement Policy through the work of the DJUSD Parent Engagement Group

* Utilize the DJUSD annual Parent Engagement Night to provide staff development to assist site staff in utilizing parent contributions and building ties with parents

* Support parent-to-parent networking, such as PTA and Parent University events, ELAC events, Parent Support Networking events, InterCambio, school game nights, picnics and site reading nights.

* Implement virtual volunteer system to manage, monitor and recognize district volunteers

* Provide district wide Parent Engagement Nights and Site Governance Night, which foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions

* Consistently and effectively communicate with stakeholders information about district programs, opportunities and urgent public information updates in multiple languages.

* Conduct outreach to low income families, including homeless and foster youth

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Coordination of Educational Services

In the space below, please describe how the LEA will coordinate and integrate educational services at the LEA or individual school level in order to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. Include programs such as: Even Start; Head Start; Reading First; Early Reading First and other preschool programs (including plans for the transition of participants in such programs to local elementary school programs; services for children with limited English proficiency; children with disabilities; migratory children; neglected or delinquent youth; Native American (Indian) students served under Part A of Title VII; homeless children; and immigrant children.

| Increased Program Effectiveness |

Describe how the LEA will coordinate and integrate educational services to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program, including programs such as: a. Even Start b. Head Start c. Reading First d. Early Reading First e. Other preschool programs f. Services for children that are migratory, neglected or delinquent, Native American (Title VII, Part A), homeless, immigrant, and limited - English proficient, and children with disabilities. Compare to programs listed on Page 11 of the LEA Plan to determine if all active programs have been addressed.	

Part III

Assurances and Attachments

Assurances

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

General Assurances

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications.

2. The LEA will comply with all applicable supplement not supplant and maintenance of effort requirements.

3. (a) The control of funds provided under each program and title to property acquired with program funds will be in a public agency, a non - profit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; (b) the public agency, non - profit private agency, institution or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing law.

4. The LEA will adopt and use proper methods of administering each such program, including - (a) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (b) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

5. The LEA will cooperate in carrying out any evaluation of each such program conducted by, or for, the State educational agency, the Secretary, or other Federal officials.

6. The LEA will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program.

7. The LEA will - (a) submit such reports to the State educational agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the State educational agency and Secretary to perform their duties under each such program; and (b) maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties.

8. The LEA has consulted with teachers, school administrators, parents, and others in the development of the local consolidated application/LEA Plan to the extent required under Federal law governing each program included in the consolidated application/LEA Plan.

9. Before the application was submitted, the LEA afforded a reasonable opportunity for public comment on the application and considered such comment.

    9a. The LEA will provide the certification on constitutionally protected prayer that is required by section 9524.

10. The LEA will comply with the armed forces recruiter access provisions required by section 9528.

The LEA, hereby, assures that it will:

11. Participate, if selected, in the State National Assessment of Educational Progress in 4th and 8th grade reading and mathematics carried out under section 411(b)(2) of the National Education Statistics Act of 1994.

12. If the LEA receives more than $500,000 in Title I funds, it will allow 1% to carry out NCLB Section 1118, Parent Involvement, including promoting family literacy and parenting skills; 95% of the allocation will be distributed to schools.

13. Inform eligible schools and parents of schoolwide program authority and the ability of such schools to consolidate funds from Federal, State, and local sources.

14. Provide technical assistance and support to schoolwide programs.

15. Work in consultation with schools as the schools develop the schools' plans pursuant to section 1114 and assist schools as the schools implement such plans or undertake activities pursuant to section 1115 so that each school can make adequate yearly progress toward meeting the State student academic achievement standards.

16. Fulfill such agency's school improvement responsibilities under section 1116, including taking actions under paragraphs (7) and (8) of section 1116(b).

17. Provide services to eligible children attending private elementary schools and secondary schools in accordance with section 1120, and timely and meaningful consultation with private school officials regarding such services.

18. Take into account the experience of model programs for the educationally disadvantaged, and the findings of relevant scientifically based research indicating that services may be most effective if focused on students in the earliest grades at schools that receive funds under this part.

19. In the case of an LEA that chooses to use funds under this part to provide early childhood development services to low - income children below the age of compulsory school attendance, ensure that such services comply with the performance standards established under section 641A(a) of the Head Start Act.

20. Work in consultation with schools as the schools develop and implement their plans or activities under sections 1118 and 1119 and *California Education Code Section 64001.*

21. Comply with requirements regarding the qualifications of teachers and paraprofessionals and professional development.

22. Inform eligible schools of the local educational agency's authority to obtain waivers on the school's behalf under Title IX.

23. Coordinate and collaborate, to the extent feasible and necessary as determined by the local educational agency, with the State educational agency and other agencies providing services to children, youth, and families with respect to a school in school improvement, corrective action, or restructuring under section 1116 if such a school requests assistance from the local educational agency in addressing major factors that have significantly affected student achievement at the school.

24. Ensure, through incentives for voluntary transfers, the provision of professional development, recruitment programs, or other effective strategies, that low - income students and minority students are not taught at higher rates than other students by unqualified, out - of - field, or inexperienced teachers.

25. Use the results of the student academic assessments required under section 1111(b)(3), and other measures or indicators available to the agency, to review annually the progress of each school served by the agency and receiving funds under this part to determine whether all of the schools are making the progress necessary to ensure that all students will meet the State's proficient level of achievement on the State academic assessments described in section 1111(b)(3) within 12 years from the baseline year described in section 1111(b)(2)(E)(ii).

26. Ensure that the results from the academic assessments required under section 1111(b)(3) will be provided to parents and teachers as soon as is practicably possible after the test is taken, in an understandable and uniform format and, to the extent practicable, provided in a language or other mode of communication that the parents can understand.

27. Assist each school served by the agency and assisted under this part in developing or identifying examples of high - quality, effective curricula consistent with section 1111(b)(8)(D) and *California Education Code Section 64001*.

28. Ensure that schools in school improvement status spend not less than ten percent of their Title I funds to provide professional development (in the area[s] of identification to teachers and principals) for each fiscal year.

29. Prepare and disseminate an annual LEA report card in accordance with section 1111(h)(2).

30. Where applicable, the applicant will comply with the comparability of services requirement under section 1120A(c). In the case of a local educational agency to which comparability applies, the applicant has established and implemented an agency - wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; and a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. Documentation will be on file to demonstrate that the salary schedule and local policies result in comparability and will be updated biennially.

TITLE I, PART D - SUBPART 2
31. Where feasible, ensure that educational programs in the correctional facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under Part B of the Individuals with Disabilities Education Act.

32. Work to ensure that the correctional facility is staffed with teachers and other qualified staffs that are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth.

33. Ensure that the educational programs in the correctional facility are related to assisting students to meet high academic achievement standards.

TITLE II, PART A
34. The LEA, hereby, assures that:

- The LEA will target funds to schools within the jurisdiction of the local educational agency that:

    (A) have the lowest proportion of highly qualified teachers;
    (B) have the largest average class size; or
    (C) are identified for school improvement under section 1116(b).

- The LEA will comply with section 9501 (regarding participation by private school children and teachers).

- The LEA has performed the required assessment of local needs for professional development and hiring, taking into account the activities that need to be conducted in order to give teachers the means, including subject matter knowledge and pedagogy skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet California's academic content standards. This needs assessment was conducted with the involvement of teachers, including teachers participating in programs under Part A of Title I.

- The LEA will assure compliance with the requirements of professional development as defined in section 9101 (34).

35. The LEA has an updated, local, long - range, strategic, educational technology plan in place that includes the following:
   a. Strategies for using technology to improve academic achievement and teacher effectiveness.
   b. Goals aligned with challenging state standards for using advanced technology to improve student academic achievement.
   c. Steps the applicant will take to ensure that all students and teachers have increased access to technology and to help ensure that teachers are prepared to integrate technology effectively into curricula and instruction.
   d. Promotion of curricula and teaching strategies that integrate technology, are based on a review of relevant research, and lead to improvements in student academic achievement.
   e. Ongoing, sustained professional development for teachers, principals, administrators, and school library media personnel to further the effective use of technology in the classroom or library media center.
   f. A description of the type and costs of technology to be acquired with Ed Tech funds, including provisions for interoperability of components.
   g. A description of how the applicant will coordinate activities funded through the Ed Tech program with technology - related activities supported with funds from other sources.
   h. A description of how the applicant will integrate technology into curricula and instruction, and a timeline for this integration.
   i. Innovative delivery strategies - a description of how the applicant will encourage the development and use of innovative strategies for the delivery of specialized or rigorous courses and curricula through the use of technology, including distance learning technologies, particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources.
   j. A description of how the applicant will use technology effectively to promote parental involvement and increase communication with parents.
   k. Collaboration with adult literacy service providers.
   l. Accountability measures - a description of the process and accountability measures that the applicant will use to evaluate the extent to which activities funded under the program are effective in integrating technology into curricula and instruction, increasing the ability of teachers to teach, and enabling student to reach challenging state academic standards.
   m. Supporting resources - a description of the supporting resources, such as services, software, other electronically delivered learning materials, and print resources that will be acquired to ensure successful and effective uses of technology.

36. The LEA must use a minimum of 25 percent of their funds to provide ongoing, sustained, and intensive high quality professional development in the integration of advanced technology into curricula and instruction and in using those technologies to create new learning environments.

37. **Any LEA that does not receive services at discount rates under section 254(h)(5) of the Communications Act of 1934 (47 U.S.C. 254(h)(5)) hereby assures the SEA** that the LEA will not use any Title II, Part D funds to purchase computers used to access the Internet, or to pay for direct costs associated with accessing the Internet, for such school unless the school, school board, local educational agency, or other authority with responsibility for administration of such school:
   o has in place a policy of Internet safety for minors that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene, child pornography, or harmful to minors; and
   o is enforcing the operation of such technology protection measure during any use of such computers by minors; and
   o has in place a policy of Internet safety that includes the operation of a technology protection measure with respect to any of its computers with Internet access that protects against access through such computers to visual depictions that are obscene or child pornography, and is enforcing the operation of such technology protection measure during any use of such computers.
   o Any LEA that does receive such discount rates hereby assures the SEA that it will have in place a policy of Internet safety for minors required by Federal or State law.

TITLE III

38. The LEA assures that it consulted with teachers, researchers, school administrators, parents, and, if appropriate, with education - related community groups, nonprofit organizations, and institutions of higher education in developing the LEA Plan.

39. The LEA will hold elementary and secondary schools accountable for increasing English language proficiency and for LEP subgroups making adequate yearly progress.

40. The LEA is complying with Section 3302 prior to, and throughout, each school year.

41. The LEA annually will assess the English proficiency of all students with limited English proficiency participating in programs funded under this part.

42. The LEA has based its proposed plan on scientifically based research on teaching limited - English - proficient students.

43. The LEA ensures that the programs will enable to speak, read, write, and comprehend the English language and meet challenging State academic content and student academic achievement standards.

44. The LEA is not in violation of any State law, including State constitutional law, regarding the education of limited - English - proficient students, consistent with Sections 3126 and 3127.

TITLE IV, PART A

45. The LEA assures that it has developed its application through timely and meaningful consultation with State and local government representatives, representatives of schools to be served (including private schools), teachers and other staff, parents, students, community-based organizations, and others with relevant and demonstrated expertise in drug and violence prevention activities (such as medical, mental health, and law enforcement professionals).

46. The activities or programs to be funded comply with the principles of effectiveness described in section 4115(a) and foster a safe and drug - free learning environment that supports academic achievement.

47. The LEA assures that funds under this subpart will be used to increase the level of State, local, and other non - Federal funds that would, in the absence of funds under this subpart, be made available for programs and activities authorized under this subpart, and in no case supplant such State, local, and other non - Federal funds.

48. Drug and violence prevention programs supported under this subpart convey a clear and consistent message that acts of violence and the illegal use of drugs are wrong and harmful.

49. The LEA has, or the schools to be served have, a plan for keeping schools safe and drug - free that includes:
    - Appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons, and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students.
    - Security procedures at school and while students are on the way to and from school.
    - Prevention activities that are designed to create and maintain safe, disciplined, and drug - free environments.
    - A crisis management plan for responding to violent or traumatic incidents on school grounds.
    - A code of conduct policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:
        - Allows a teacher to communicate effectively with all students in the class.
        - Allows all students in the class to learn.
        - Has consequences that are fair, and developmentally appropriate.
        - Considers the student and the circumstances of the situation.
        - Is enforced accordingly.

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

TITLE IV, PART A, SUBPART 3
51. The LEA assures that it has, in effect, a written policy providing for the suspension from school for a period of not less than one year of any student who is determined to have brought a firearm to school or who possesses a firearm at school and the referral of a student who has brought a weapon or firearm to the criminal or juvenile justice system. Such a policy may allow the Superintendent to modify such suspension requirement for a student on a case - by - case basis.

TITLE V, PART A
52. The LEA has provided, in the allocation of funds for the assistance authorized by this part and in the planning, design, and implementation of such innovative assistance programs, for systematic consultation with parents of children attending elementary schools and secondary schools in the area served by the LEA, with teachers and administrative personnel in such schools, and with such other groups involved in the implementation of this part (such as librarians, school counselors, and other pupil services personnel) as may be considered appropriate by the LEA.

53. The LEA will comply with this Part, including the provisions of section 5142 concerning the participation of children enrolled in private nonprofit schools.

54. The LEA will keep such records, and provide such information to the SEA, as may be reasonably required for fiscal audit and program evaluation.

55. The LEA will annually evaluate the programs carried out under this Part, and that evaluation:
    - will be used to make decisions about appropriate changes in programs for the subsequent year;
    - will describe how assistance under this part affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served under this part; and
    - will be submitted to the SEA at the time and in the manner requested by the SEA.

New LEAP Assurances
56. Uniform Management Information and Reporting System: the LEA assures that it will provide to the California Department of Education (CDE) information for the uniform management information and reporting system required by No Child Left Behind, Title IV in the format prescribed by CDE. That information will include:

    (i)   truancy rates;
    (ii)   the frequency, seriousness, and incidence of violence and drug - related offenses resulting in suspensions and expulsions in elementary schools and secondary schools in the State;
    (iii)   the types of curricula, programs, and services provided by the chief executive officer, the State educational agency, local educational agencies, and other recipients of funds under this subpart; and
    (iv)   the incidence and prevalence, age of onset, perception of health risk, and perception of social disapproval of drug use and violence by youth in schools and communities. (Section 4112, General Provisions, Title IV, Part A, PL 107 - 110)

57. Unsafe School Choice Policy: the LEA assures that it will establish and implement a policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the local educational agency, including a public charter school. The LEA will submit on a format to be designated by CDE the information the state requires to complete annual federal reporting requirements on the number of schools that have been designated "persistently dangerous" in accordance with California State Board of Education policy. (Section 9532, General Provisions, Title IX, PL 107 - 110.)

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

Signature Page

Dr. Clark Bryant, Associate Superintendent   06/29/2016   _____

Printed or typed name of Superintendent   Date   Signature of Superintendent

Local Educational Agency Plan
Davis Joint Unified School District

Apppendix A

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

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

California's NCLB Performance Goals and Performance Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

5.1 Performance indicator: The percentage of students who graduate from high school, with a regular diploma:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and,
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

5.2 Performance indicator: The percentage of students who drop out of school:
- disaggregated by race, ethnicity, gender, disability status, migrant status, English proficiency, and status as economically disadvantaged; and
- calculated in the same manner as used in National Center for Education Statistics reports on Common Core of Data.

Appendix B

<u>**Links to Data Websites**</u>

Below is a listing of Website links for accessing district - level data and information to be used by the LEA in developing this Plan:

- Academic Performance Index (API)
  http://www.cde.ca.gov/psaa/api/index.htm

- California Basic Educational Data System (CBEDS)
  http://www.cde.ca.gov/demographics/coord/

- California English Language Development Test (CELDT)
  http://www.cde.ca.gov/statetests/celdt/celdt.html

- California High School Exit Exam (CAHSEE)
  http://www.cde.ca.gov/statetests/cahsee/eval/eval.html

- California Standardized Test (CST)
  http://www.cde.ca.gov/statetests/index.html

- DataQuest
  http://data1.cde.ca.gov/dataquest/

- School Accountability Report Card (SARC)
  http://www.cde.ca.gov/ope/sarc/

- Standardized Testing and Reporting (STAR) Program
  http://www.cde.ca.gov/statetests/star/index.html

Local Educational Agency Plan
Davis Joint Unified School District

Appendix C
(School-Based Programs)

Science-Based Programs
Science-based research has provided evidence of effectiveness for the following school-based prevention programs. Each of the listed programs have been identified as a research - validated, exemplary, or model program by one or more of the following agencies: The California Healthy Kids Resource Center, the Center for Substance Abuse Prevention, United States Department of Education's Expert Panel, or the University of Colorado's Center for the Study and Prevention of Violence. Some of these programs are also discussed in the California Department of Education's publication Getting Results. Websites where additional information can be found about each program's description, target population, and outcomes are listed below. The code in the last column of the menu provides a quick reference indicating which websites have information specific to each program.

A: California Healthy Kids Resource Center: Research - Validated Programs: http://www.californiahealthykids.org

B: University of Colorado: Blueprints: http://www.colorado.edu/cspv/blueprints/model/overview.html

C: Center for Substance Abuse Prevention: Model Programs: http://modelprograms.samhsa.gov/model_prog.cfm

D: United States Department of Education: Expert Panel: http://www2.edc.org/msc/model.asp

E: Getting Results: http://www.gettingresults.org/

School-Based Programs

Name	Grade	Intended program outcomes and target grade levels. See research for proven effectiveness					
		Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Across Ages	4 to 8	X	X	X		X	C,
All Stars™	6 to 8	X	X	X			A,C,D,E
ATLAS (Athletes Training and Learning to Avoid	9 to 12	X		X			A,B,C,D,
Border Binge Drinking Reduction Program	K to 12	X			X		C,
Child Development Project/Caring School	K to 6	X		X	X	X	A,B,C,D,
Cognitive Behavioral Therapy for Child Sexual Abuse	Families				X		C
Cognitive Behavioral Therapy for Child Traumatic	Families				X		C
Coping Power	5 to 8			X	X		C
DARE To Be You	Pre - K	X		X	X	X	A,C,
Early Risers Skills for Success	K to 6				X		C,
East Texas Experiential Learning Center	7	X	X	X	X	X	C
Friendly PEERsuasion	6 to 8	X					C
Good Behavior Game	1 to 6				X		B,C
High/Scope Perry Preschool Project	Pre - K				X	X	B,C,E
I Can Problem Solve	Pre - K				X		A,B,D
Incredible Years	K to 3				X	X	B,C,
Keep A Clear Mind	4 to 6	X	X				A,C,
Leadership and Resiliency	9 to 12					X	C,
Botvin's LifeSkills™ Training	6 to 8	X	X	X	X		A,B,C,D,
Lions - Quest Skills for Adolescence	6 to 8					X	D,C,E

Appendix C
(School-Based Programs)

School-Based Programs							
	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	Grade	Alcohol	Tobacco	Drugs	Violence	Youth Dev.	Website
Minnesota Smoking Prevention Program	6 to 10		X				A,D,E
Olweus Bullying Prevention	K to 8				X		B,C,E
Positive Action	K to 12	X	X	X	X	X	C,D,
Project ACHIEVE	Pre - K to 8				X	X	A,C,E
Project ALERT	6 to 8	X	X	X			A,C,D,E
Project Northland	6 to 8	X		X			A,B,C,D,
Project PATHE	9 to 12					X	B,E
Project SUCCESS	9 to 12	X	X	X			C,
Project Toward No Drug Abuse (TND)	9 to 12	X	X	X	X		C,
Project Toward No Tobacco Use (TNT)	5 to 8		X				A,C,D,E
Promoting Alternative Thinking Strategies (PATHS)	K to 6				X		A,B,C,D,
Protecting You/Protecting Me	K to 5	X					C,
Quantum Opportunities	9 to 12					X	B,E
Reconnecting Youth	9 to 12	X		X	X	X	A,C,E
Responding in Peaceful and Positive Ways	6 to 12			X	X		C,D,E
Rural Educational Achievement Project	4				X		C
School Violence Prevention Demonstration Program	5 to 8				X		C
Second Step	Pre - K to 8				X		A,C,D,
Skills, Opportunities, and Recognition (SOAR): Seattle Social Development Project	K to 6	X			X	X	B,C,D,E
SMART Leaders	9 to 12			X			C
Social Competence Promotion Program for Young Adolescents (SCPP - YA)	5 to 7			X			C
Start Taking Alcohol Risks Seriously (STARS) for	6 to 8	X					C,
Students Managing Anger and Resolution Together (SMART) Team	6 to 9				X		C,D,
Too Good for Drugs	K to 12	X	X	X	X		C

Appendix C
(Community and Family-Based Programs)

	Intended program outcomes and target grade levels. See research for proven effectiveness						
Name	**Target Population**	**Alcohol**	**Tobacco**	**Drugs**	**Violence**	**Youth Dev.**	**Website**
Big Brothers Big Sisters	Community					X	B, E
Brief Strategic Family Therapy	Families			X			B, C,
CASASTART	Community			X	X		B, C, D,
Communities Mobilizing for Change	Community	X					C
Creating Lasting Family Connections	Families (6 to	X		X		X	A, C, D,
Families And Schools Together (FAST)	Families				X		C,
Family Development Research Project	Families				X		C
Family Effectiveness Training	Families				X		C,
Family Matters	Families	X	X				C
FAN (Family Advocacy Network) Club	Families			X		X	C
Functional Family Therapy	Families	X		X	X		B, E
Home-Based Behavioral Systems Family	Families				X		C
Houston Parent - Child Development Program	Parents					X	C
Multisystemic Therapy	Parents			X	X		B, C, E
Nurse - Family Partnership	Parents		X				B, C,
Parenting Wisely	Parents				X		C,
Preparing for the Drug Free Years	Parents (4 to 7)	X		X		X	A, B, C,
Project Star (Students Taught Awareness and Resistance): Midwestern Prevention Project	Community	X	X	X			B, D, C, E
Schools and Families Educating Children (SAFE Children)	Families					X	C
Stopping Teenage Addiction to Tobacco	Community		X				C
Strengthening Families Program	Families (4 to 6)	X		X	X	X	A, C, D,

Appendix D

Research-based Activities (4115 (a)(1)(C))
The LEA must designate and list the research-based activities (strategies and activities developed by the LEA to supplement the science-based programs listed above) selected from below:

Activities	Research Summaries Supporting Each Activity:
After School Programs	Getting Results Part I, page 77 - 78
Conflict Mediation/Resolution	Getting Results Part I, page 63 - 65 Getting Results Part I, page 127 - 129
Early Intervention and Counseling	Getting Results Part I, page 72 Getting Results Part I, page 100 - 101 Getting Results Part I, page 106 - 107
Environmental Strategies	Getting Results Part I, page 73 - 75 Getting Results Part II, page 47 - 48 Getting Results Part II, page 76 - 79 Getting Results Part II, page 89 - 94
Family and Community Collaboration	Getting Results Part I, page 104 - 105 Getting Results Part II, page 26 - 28 Getting Results Part II, page 33
Media Literacy and Advocacy	Getting Results Part II, page 45 Getting Results Update 3, page 22 - 24
Mentoring	Getting Results Part I, page 49
Peer - Helping and Peer Leaders	Getting Results Part I, page 104 - 106 Getting Results Update 3, page 43 - 45
Positive Alternatives	Getting Results Part I, page 79 - 81 Getting Results Part I, page 104 - 106 Getting Results Part I, page 108 - 109
School Policies	Getting Results Part I, page 66 - 72 Getting Results Part II, page 22 - 23
Service Learning/Community Service	Getting Results Part I, page 81 - 83 Getting Results Part II, page 46 - 47
Student Assistance Programs	Getting Results Part I, page 89 - 90
Tobacco - Use Cessation	Getting Results Part II, page 28 Getting Results Part II, page 42 - 43 Getting Results Part II, page 72 - 74
Youth Development/Caring Schools/Caring Classrooms	Getting Results Part I, page 121 - 123 Getting Results Part I, page 136 - 137 Getting Results Part II, page 28 Getting Results Update 1

Appendix E
(Promising or Favorable Programs)

Promising or Favorable Programs

Either the United States Department of Education's Expert Panel, the University of Colorado's Center for the Study and Prevention of Violence, or the Center for Substance Abuse Prevention has identified the programs listed below as producing a consistent positive pattern of results (CSAP) or have evidence of a deterrent effect (Blueprints) but otherwise did not match all of the criteria established by these agencies to be identified as an exemplary or model program. The code in the last column of the chart provides a quick reference indicating which web sites have information specific to each program.

A: California Healthy Kids Resource Center: http://www.californiahealthykids.org

B: University of Colorado: Blueprints: http://www.colorado.edu/cspv/blueprints/model/overview.html

C: Center for Substance Abuse Prevention: http://modelprograms.samhsa.gov/model_prog.cfm

D: United States Department of Education: Expert Panel: http://www2.edc.org/msc/model.asp

E: Getting Results: http://www.gettingresults.org/

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Adolescent Alcohol Prevention Trial	5 to 7			X			C
Aggression Replacement Training	School				X		D
Aggressors, Victims, and Bystanders	6 to 9				X		D
Al'sPal's: Kids Making Healthy Choices	Pre K to 2				X		D
Baby Safe (Substance Abuse Free Environment)	Families	X	X	X			C
Basement Bums	6 to 8		X				A
Be a Star	K to 6					X	C
Behavioral Monitoring and Reinforcement	7 to 8			X	X		C
Bilingual/Bicultural Counseling and Support Services	Communiti	X		X			C
Bully Proofing Your School	K to 8				X		B
Creating a Peaceful School Learning Environment	K to 5				X		B
Club Hero	6					X	C
Coca - Cola Valued Youth Program (CCVYP)	School					X	B
Colorado Youth Leadership Project	7	X				X	C
Comer School Development Program (CSDP)	School					X	B
Earlscourt Social Skills Group Program	K to 6					X	B
Effective Black Parenting Program (EBPP)	Families				X		B
Facing History and Ourselves	7 to 12				X		D
Family Health Promotion	Families	X	X	X		X	C
FAST Track	1 to 6				X		B
Get Real About Violence	K to 12				X		C
Growing Healthy	K to 6	X	X	X			D

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Intensive Protective Supervision Program	Community				X		B
Iowa Strengthening Families Program	Family	X					B
Kids Intervention with Kids in School (KIKS)	6 to 12	X	X	X	X	X	C
Let Each One Teach One	Mentoring					X	D
Linking the Interests of Families and Teachers (LIFT)	1 to 5				X		B, C, D
Lion's Quest Working Toward Peace	5 to 9				X		D
Massachusetts Tobacco Control Program	7 to 12		X				C
Michigan Model for Comprehensive School Health	K to 12	X	X	X			D
Open Circle Curriculum	K to 5				X	X	D
Parent - Child Assistance Program (P - CAP)	Families	X		X			C
PeaceBuilders	K to 8				X		D
Peacemakers Program	4 to 8				X		D
Peer Assistance and Leadership	9 to 12			X	X		C
Peer Coping Skills (PCS)	1 to 3				X		B
Peers Making Peace	K to 12				X		D
Personal/Social Skills Lessons	6 to 12		X				A
Preventive Intervention	6 to 8			X			B
Preventive Treatment Program	Parents			X	X		B
Primary Mental Health Project	Pre k to 3						D
Project Alive	K to 12		X				A
Project BASIS	6 to 8				X	X	C
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix E
(Promising or Favorable Programs)

Name	Grade, or Setting	Alcohol	Tobacco	Drug	Violence	Youth Dev.	Web site
Safe Dates	School				X		B
Say It Straight (SIS) Training	6 to 12	X					D
School Transitional Environmental Program	9 to 12			X	X	X	B
Smokeless School Days	9 to 12		X				A
Social Decision Making and Problem Solving	1 to 6	X			X		D
Social Decision Making and Problem Solving Program (SDM/PS)	K to 5					X	B
Socio - Moral Reasoning Development Program	School				X		B
Storytelling for Empowerment	6 to 8	X		X			C
Strengthening Hawaii Families	Families			X			C
Strengthening the Bonds of Chicano Youth & Families	Communiti	X		X			C
Syracuse Family Development Program	Family				X		B
Teams - Games - Tournaments Alcohol Prevention	10 to 12	X					C
Teenage Health Teaching Modules	6 to 12		X				C, D
Teens Tackle Tobacco! - Triple T	6 to 12		X				A
The Scare Program	School				X		D
The Think Time Strategy	K to 9				X		D
Tinkham Alternative High School	9 to 12					X	C
Tobacco - Free Generations	8 to 12		X				A
Viewpoints	9 to 12				X		B
Woodrock Youth Development Project	K to 8	X	X	X		X	C
Yale Child Welfare Project	Families				X		B
Project Break Away	6 to 8		X	X			C
Project Life	9 to 12		X				A
Project PACE	4					X	C
Project SCAT	4 to 12		X				A
Project Status	6 to 12			X	X	X	B

Appendix F

District & Student Performance Data

CAASPP Results (All Students)

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 Demonstrating understanding of literary & non-fictional texts			WRITING Producing clear and purposeful writing			LISTENING Demonstrating effective communication skills			RESEARCH/INQUIRY 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

CAASPP Results (All Students)

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

Appendix F

District & Student Performance Data

Title III Accountability

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 at the LEA Level		
	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	

Appendix F

District & Student Performance Data

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1	32	27	31	26	36	31	9	8	9	8	117
2	6	7	20	22	30	33	19	21	15	17	90
3	8	8	16	17	35	36	15	16	22	23	96
4	8	12	28	42	20	30	7	10	4	6	67
5	10	18	32	56	11	19	2	4	2	4	57
6	8	14	25	42	16	27	4	7	6	10	59
7	5	18	11	39	8	29			4	14	28
8	9	36	9	36	3	12	4	16			25
9	8	23	17	49	7	20			3	9	35
10	5	29	8	47	4	24					17
11	9	30	15	50	3	10	2	7	1	3	30
12	8	29	15	54	2	7	1	4	2	7	28
Total	116	18	227	35	175	27	63	10	68	10	649

Grade	2014-15 CELDT (All Assessment) Results										Number Tested
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
K	9	5	33	18	47	26	29	16	63	35	181
1	33	23	34	24	40	28	11	8	26	18	144
2	6	5	22	18	35	29	23	19	36	30	122
3	11	9	16	13	38	31	19	15	40	32	124
4	11	13	32	37	23	26	13	15	8	9	87
5	12	14	38	44	22	25	5	6	10	11	87
6	10	14	27	38	21	30	4	6	9	13	71
7	10	23	11	26	9	21	2	5	11	26	43
8	12	35	11	32	5	15	4	12	2	6	34
9	13	25	21	40	11	21	2	4	6	11	53
10	12	36	9	27	6	18	2	6	4	12	33
11	11	28	19	48	4	10	4	10	2	5	40
12	11	32	17	50	2	6	1	3	3	9	34
Total	161	15	290	28	263	25	119	11	220	21	1053