

# Strategic Plan Annual Report

February 24, 2017

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**DJUSD**

DAVIS JOINT UNIFIED  
SCHOOL DISTRICT

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## **Our Beliefs**

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

## **Davis Joint Unified School District Mission Statement**

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

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

**DJUSD Strategic Plan and  
Local Control Accountability Plan Goals  
2016-17**

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

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

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

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

(NEW) Strategy 5: We will develop, implement and assess a comprehensive human resources system consistent with our mission and objectives, focusing on recruiting; supporting; evaluating; retaining and advancing a team of highly qualified diverse and dedicated staff.

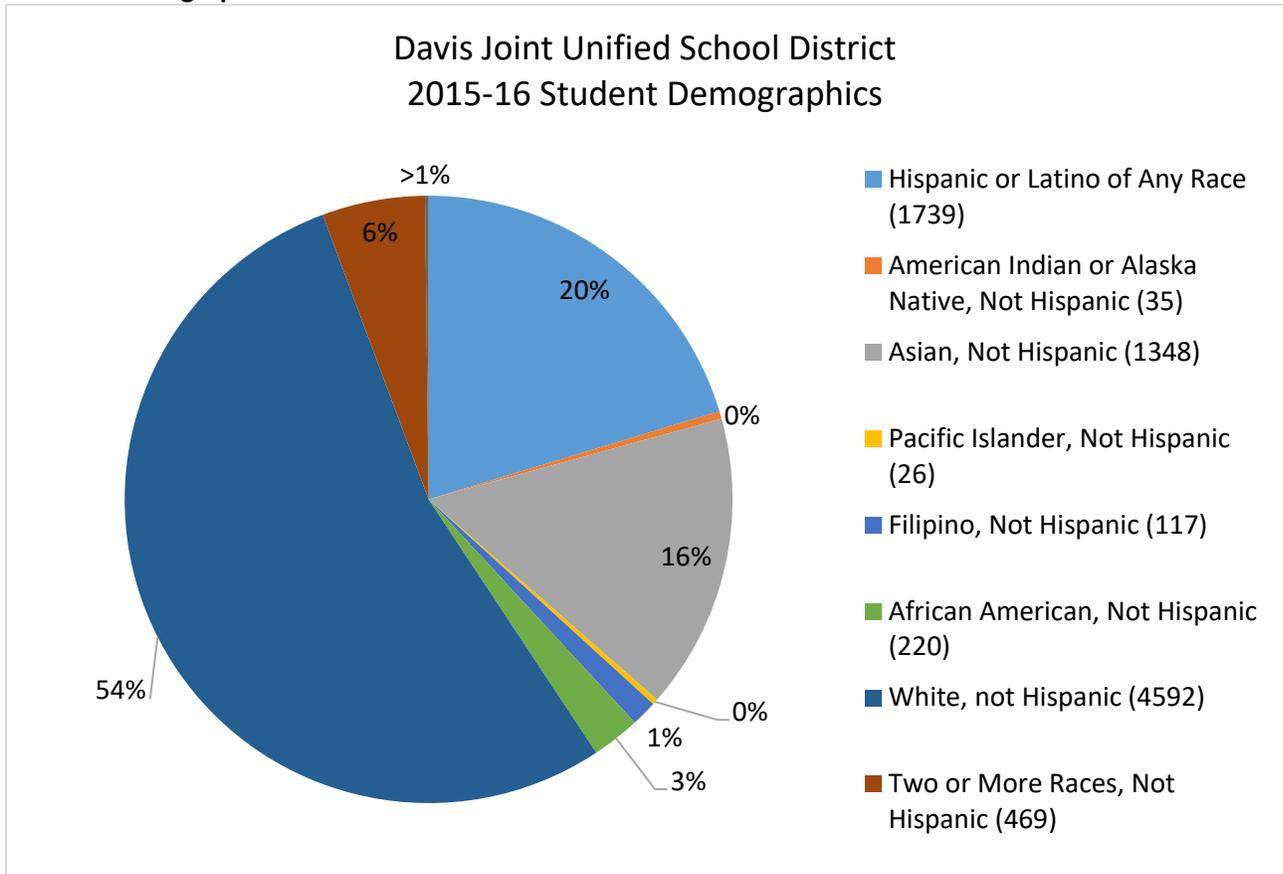
LCAP Goal 5: Increase the percent of English Learners that make adequate yearly progress and are reclassified as Fluent English Proficient within five years.

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

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

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

## Student Demographics



### District Student Data

Davis Joint Unified School District (DJUSD) uses a variety of ways to measure student progress. The series of tables and charts over the next several pages are provided to give a high-level perspective of student performance in a variety of areas. These charts and tables have been shared with the Board of Education through a series of presentation on the Achievement/Opportunity Gap in DJUSD or as an update on the California Assessment of Student Performance and Progress (CAASPP) system.

### “Unduplicated” Students

Unduplicated students refer to a funding term used by the State of California in relation to Local Control Funding Formula. English Learners, low incomes students, and foster youth make up our “unduplicated” students. Districts in California receive additional funding for student who fall into this category. During the 2015-16 school year, DJUSD had 2057 “unduplicated” students making up approximately twenty-four percent of our student population.

### California Healthy Kids Data 2015

California Healthy Kids Survey is administered every other year to students in fifth, seventh, ninth, and eleventh grade. Davis Joint Unified School District also uses Youth Truth to measure school climate. More detailed information about these survey results are available in the *Assessment* section of this report or through the Climate Office.

District Student Data – Climate

		2011	2013	2015
<b>SCHOOL CONNECTEDNESS</b>	5	63	70	67
	7	63	74	69
	9	61	54	53
	11	67	66	62
		2011	2013	2015
<b>CARING ADULT RELATIONSHIPS</b>	5	50	58	57
	7	44	42	41
	9	48	42	36
	11	50	46	43
		2011	2013	2015
<b>SAFETY</b>	5	89	92	89
	7	78	80	77
	9	83	78	74
	11	87	87	86
		2011	2013	2015
<b>BULLYING</b>	Been hit or pushed.	31	33	41
	Mean rumors/lies.	36	33	45
		32	23	39
		27	25	35
		19	19	27

**SCHOOL CONNECTEDNESS**

The percentage of students who have a high level of school connectedness as measured by: caring relationships, high expectations and meaningful participation.

**CARING ADULT**

Percentage of students that report that "at my school there is a teacher or some other adult who really cares about me, who notices when I am not there, and who listens when I have something to say."

**SAFETY**

5th: Percentage of students who feel safe "all" or "most" of the time at school.

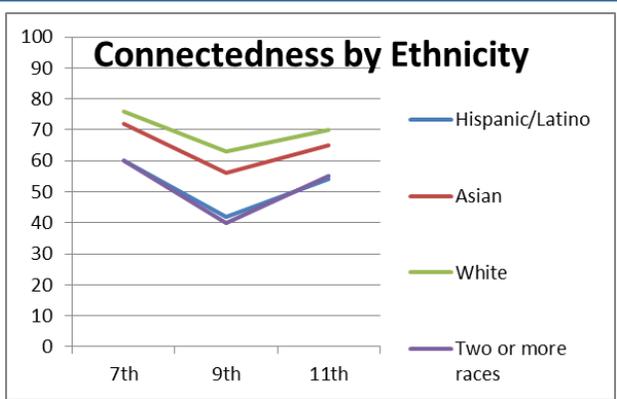
7th/9th/11th: Percentage of students who report feeling "safe" or "very safe" at school.

**BULLYING**

5th: "Do other kids hit or push you at school when they are not just playing around?"

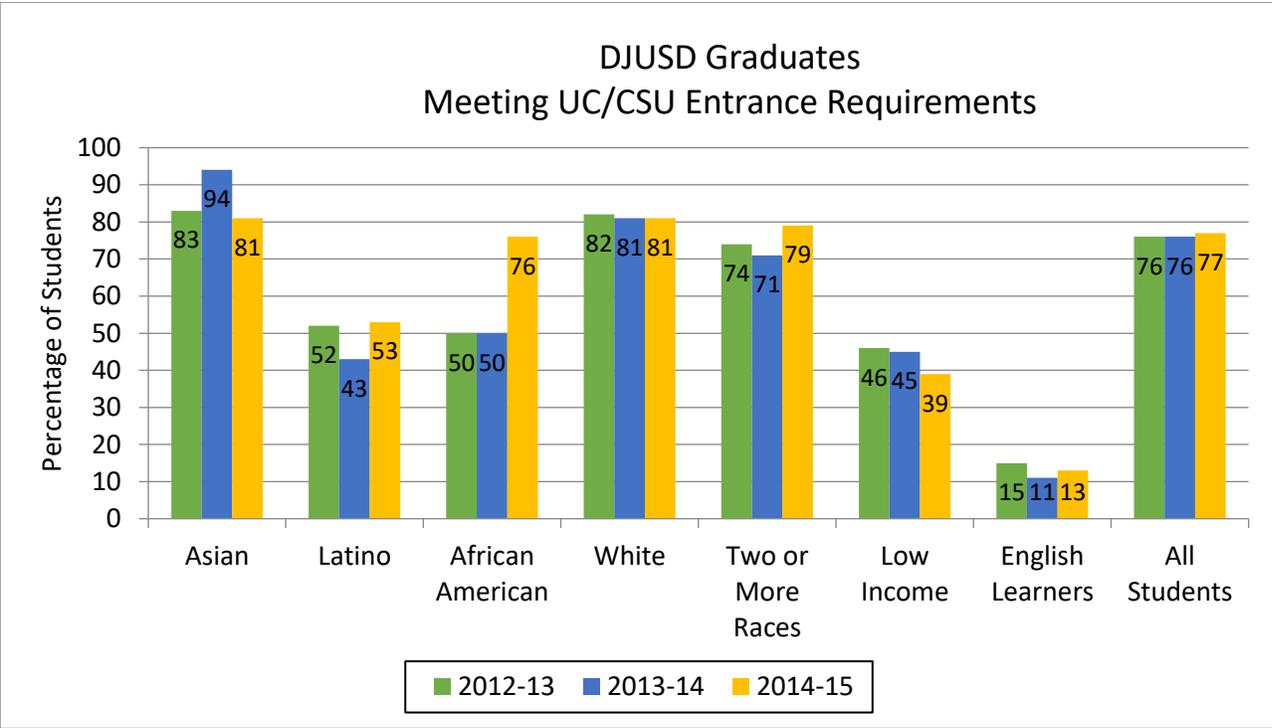
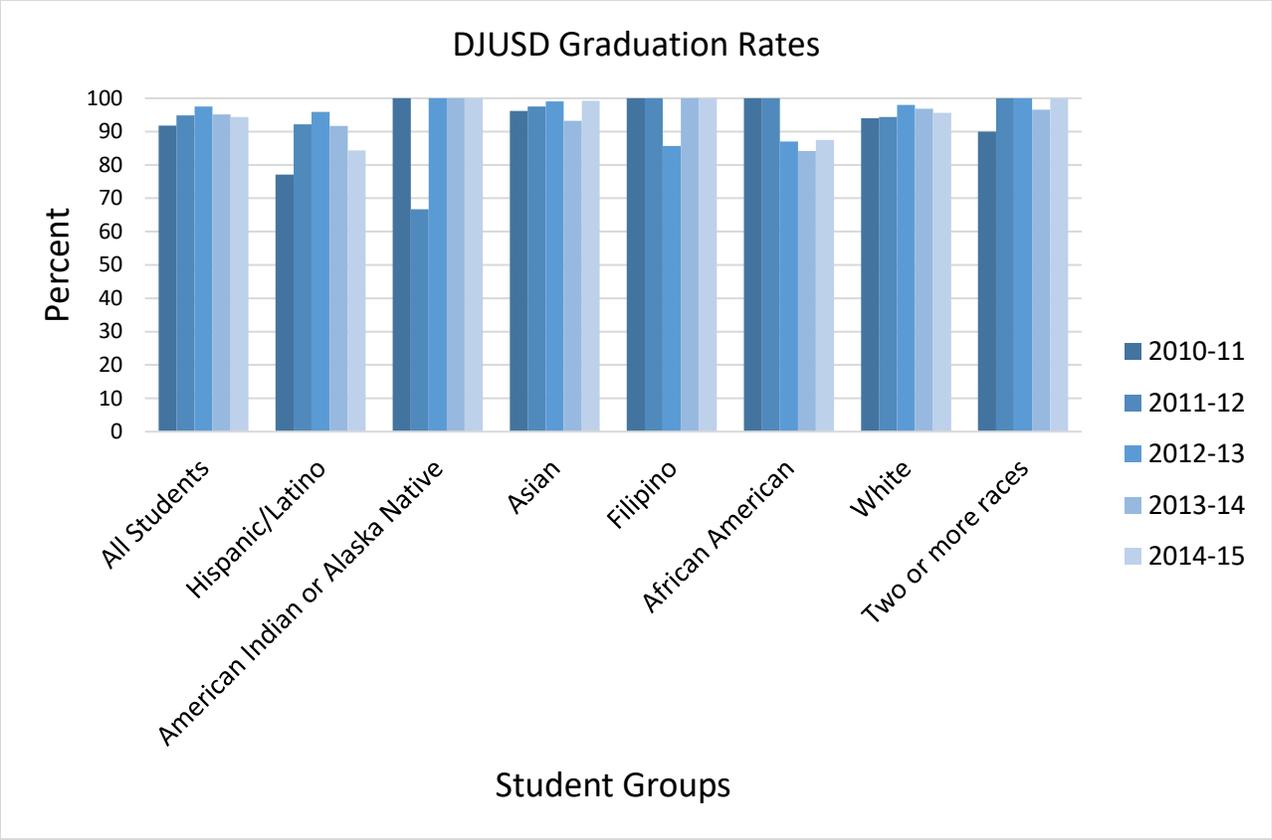
"Do other kids at school spread mean rumors or lies about you?"

7th/9th/11th: "During the past 12 months at school, have you been harassed because of race/ethnicity, religion, gender, sexual orientation, or disability?"

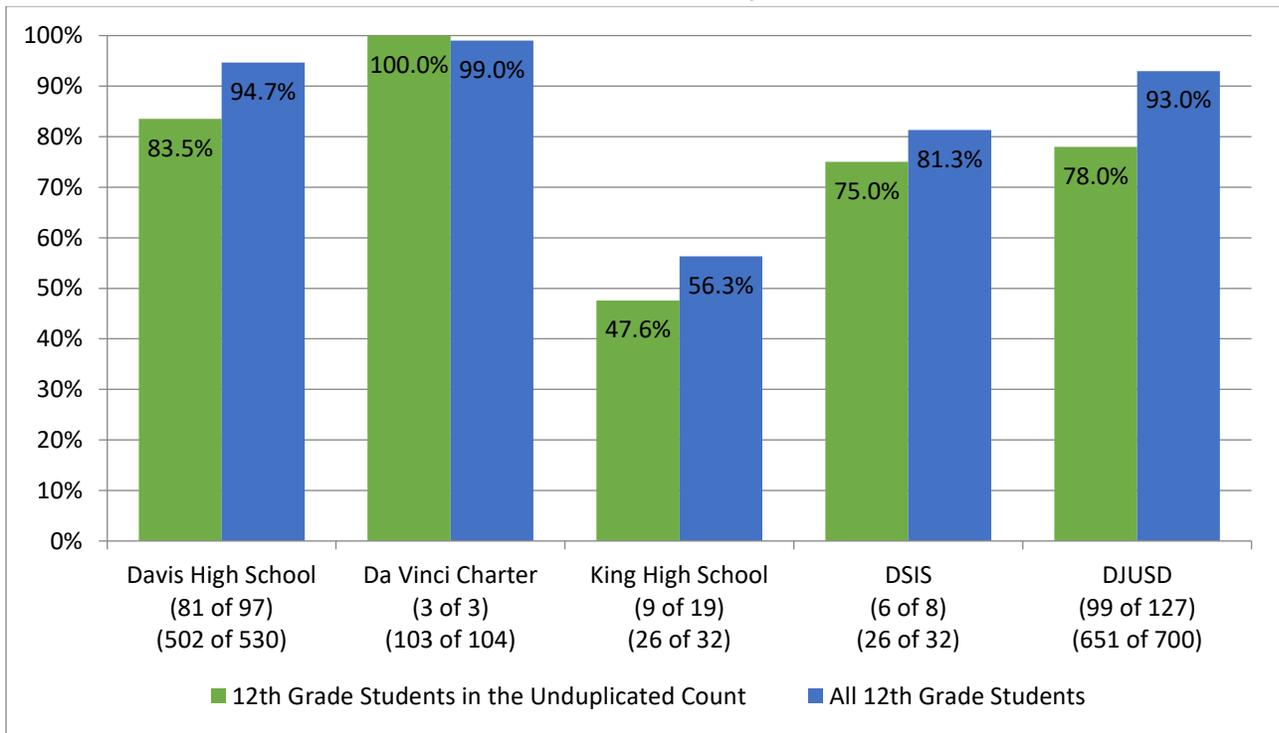


- I feel close to people in this school.
  - I am happy to be at this school.
  - I feel like I am part of this school.
  - The teachers at this school treat students fairly.
  - I feel safe in my school.
- 2015 CHKS DJUSD

Youth Truth	Jr. High	Sr. High
I feel part of my school community.	56%	62%
I can be myself at school.	73%	76%
Most of my teachers don't let people give up when the work gets hard.	70%	76%
In order to get a good grade, I have to work hard in my classes.	83%	82%
Obstacles to learning: Being picked on in school	15%	6%
Obstacles to learning: Crime & violence in school	8%	2%
Have been bullied or harassed	27%	18%
October 2015 Youth Truth Survey Results		

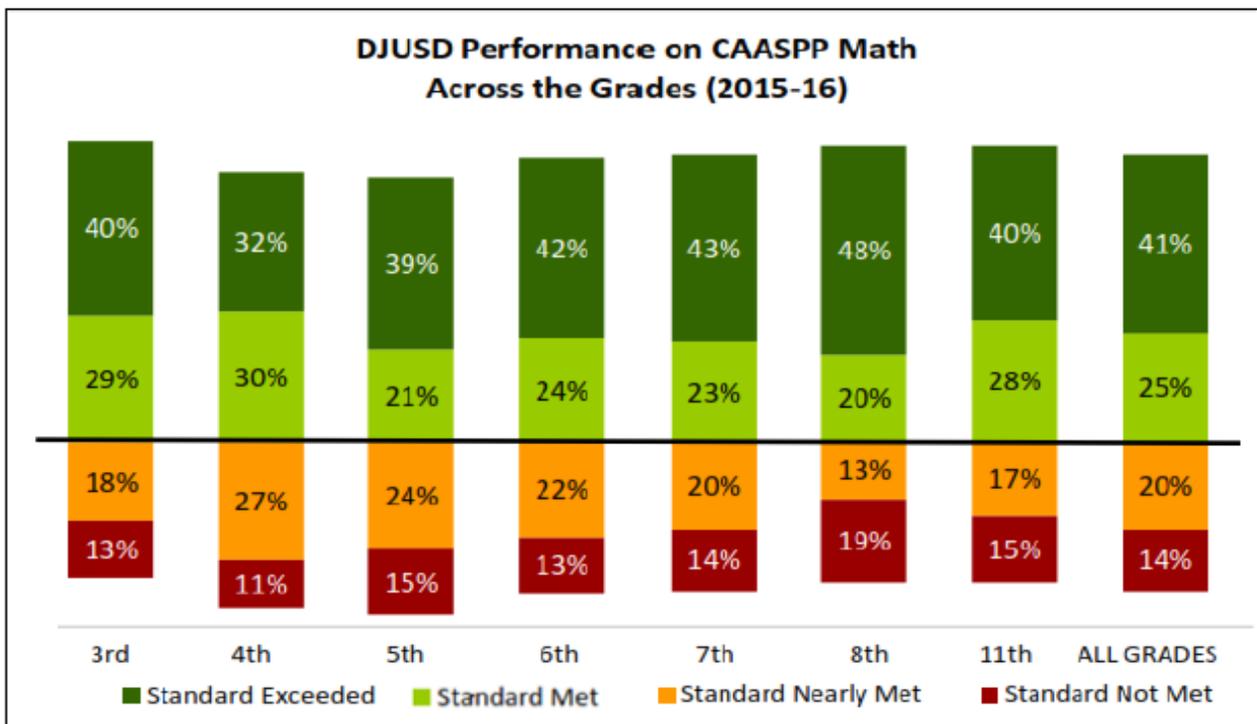
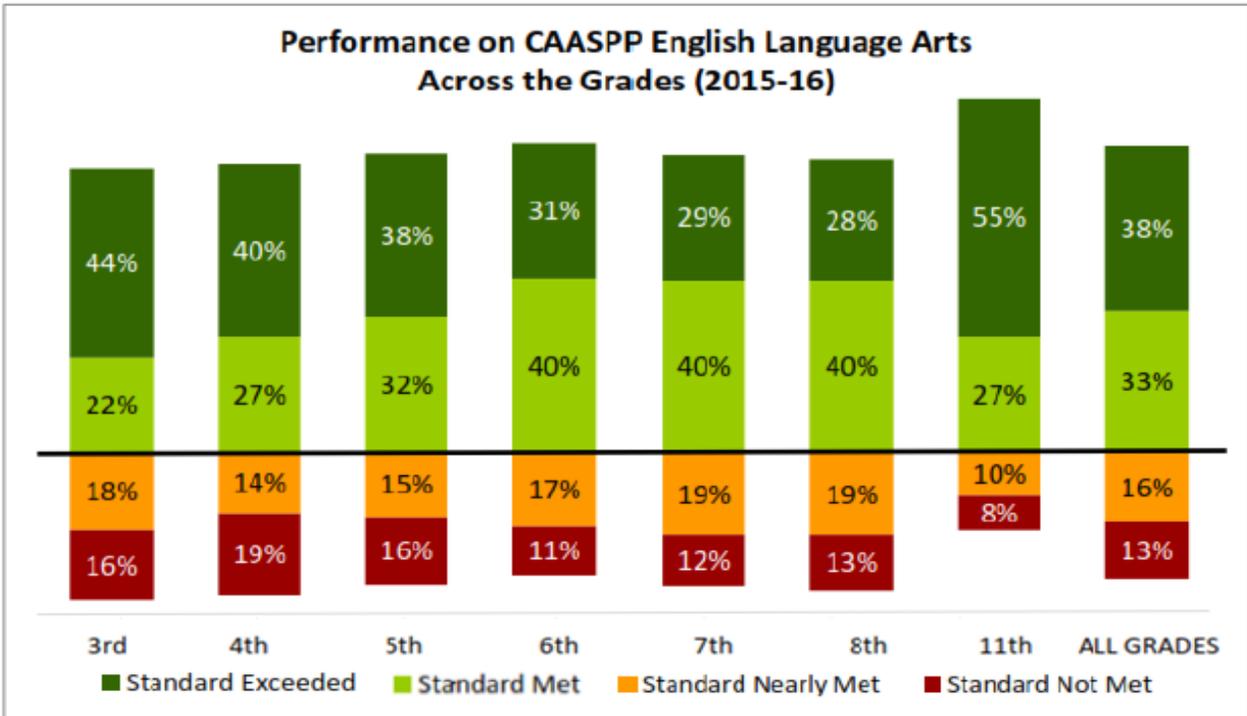


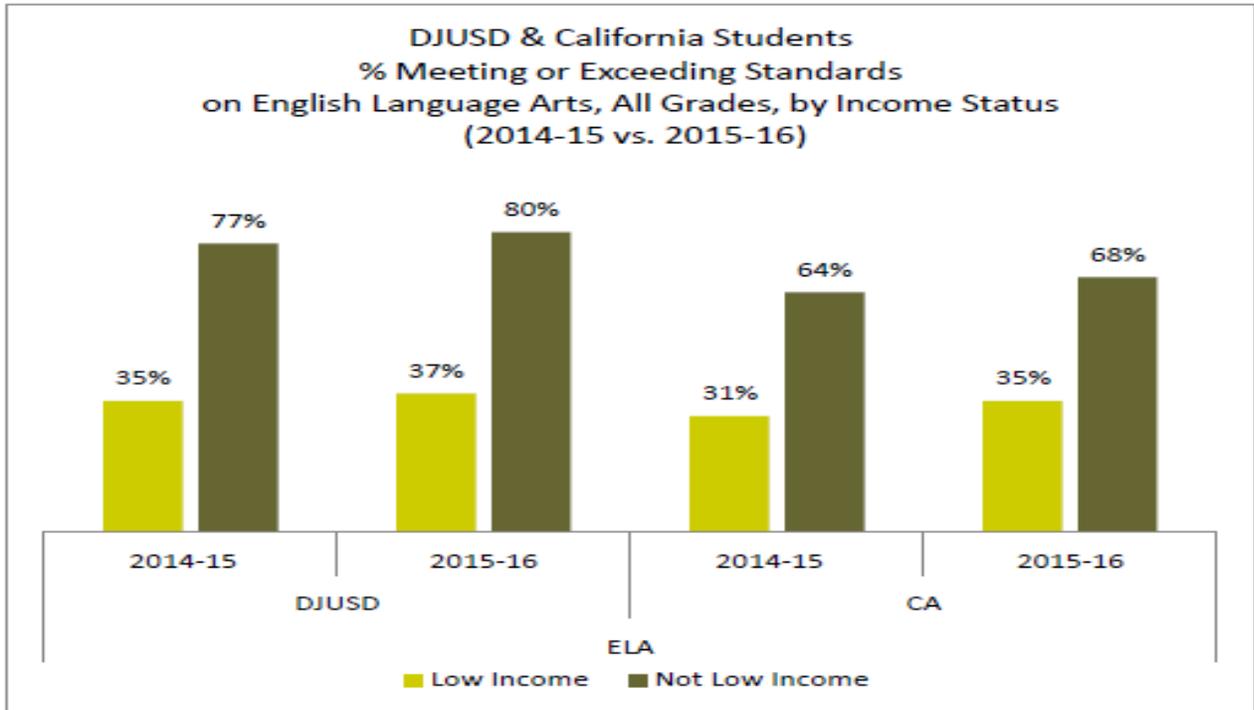
**2015-16 Graduation Rate  
Students in the Unduplicated Count**



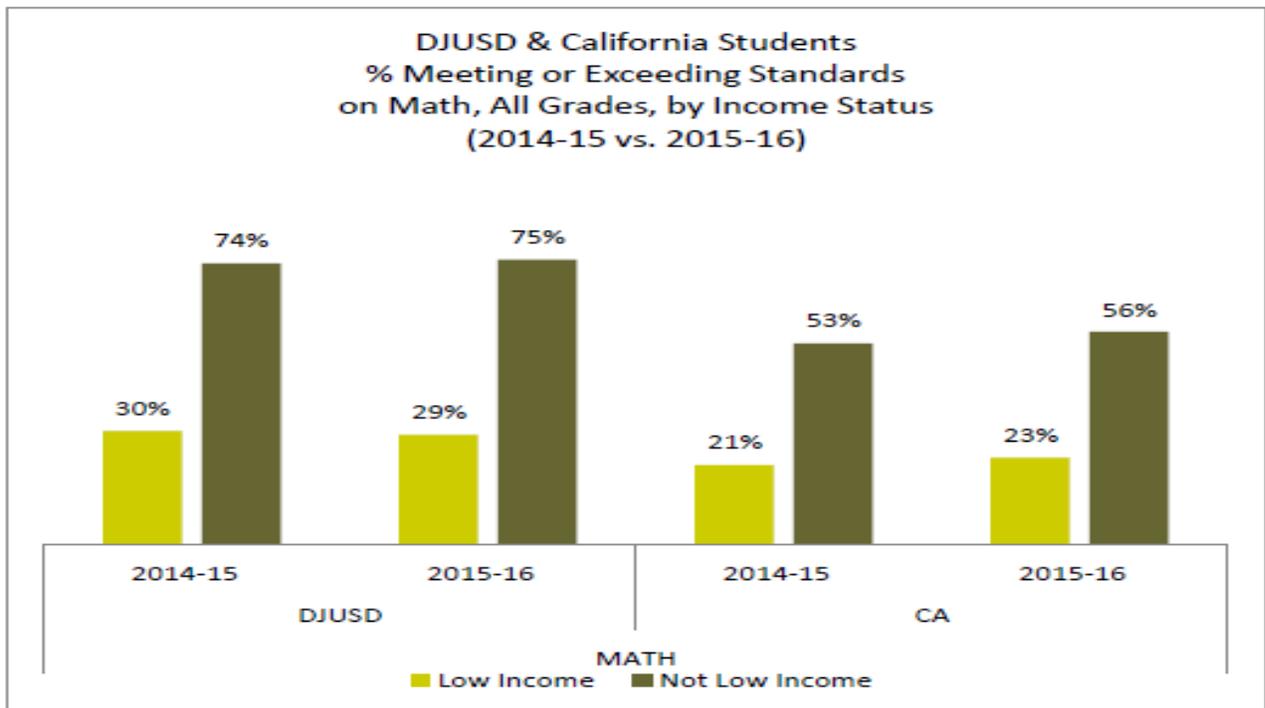
**California Assessment of Student Performance and Progress (CAASPP)**

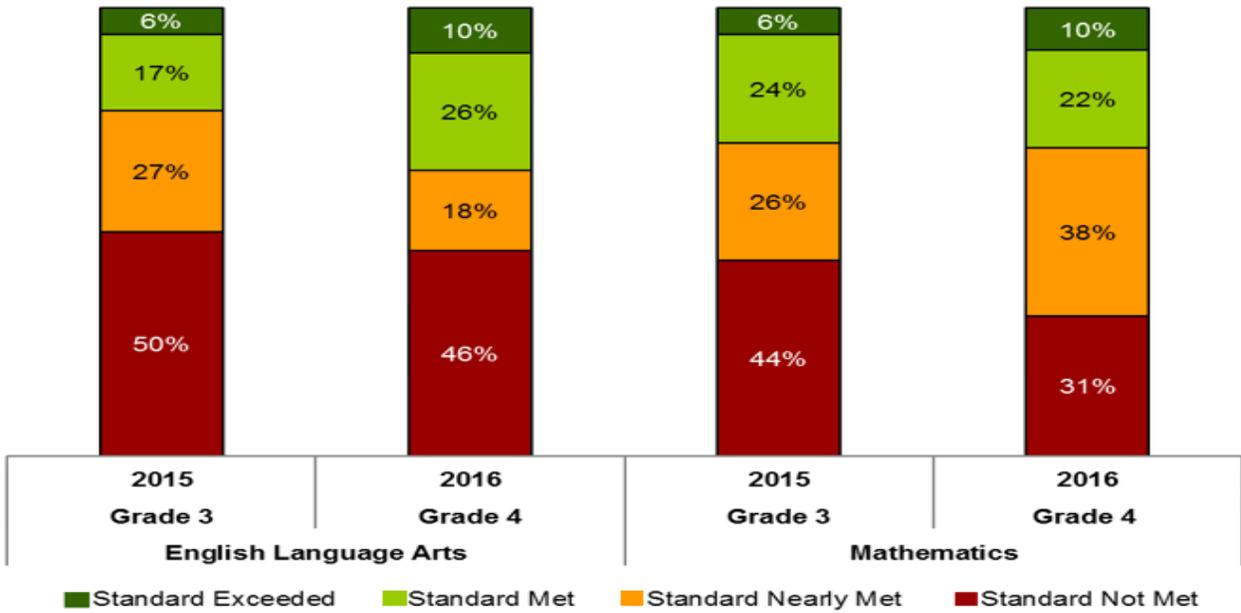
CAASPP is comprised of the annual assessments by the state of California. The following charts focus on English Language Arts and Mathematics through a variety of lens.



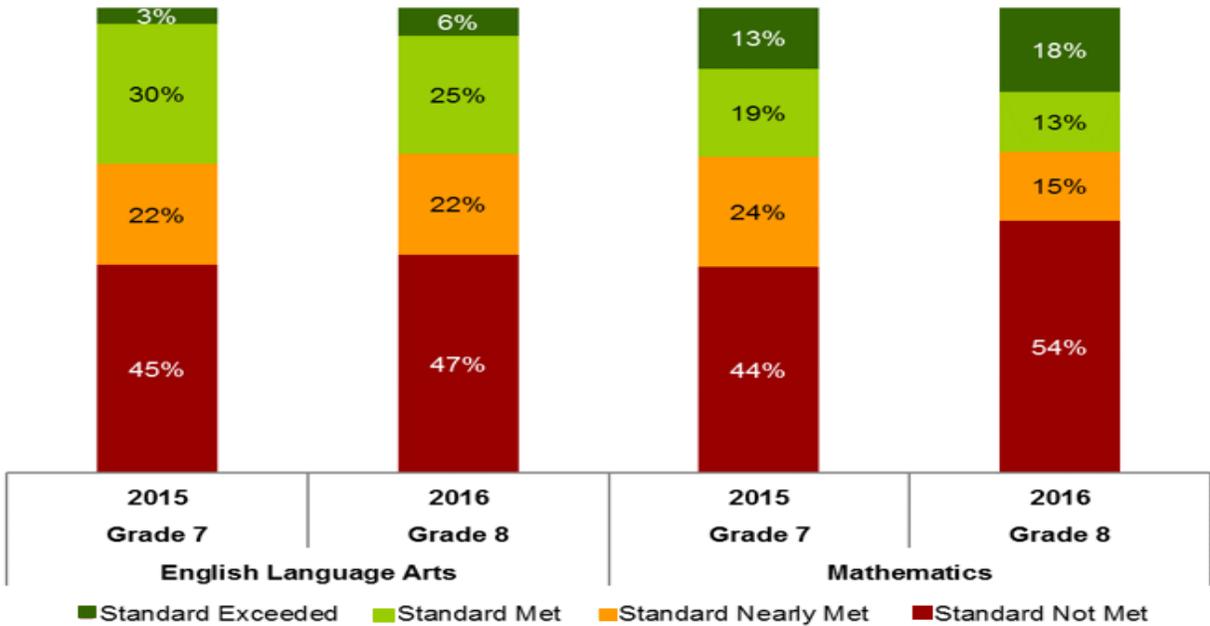


Cohort of Unduplicated Students Percent in Performance Bands  
2014-15 to 2015-16

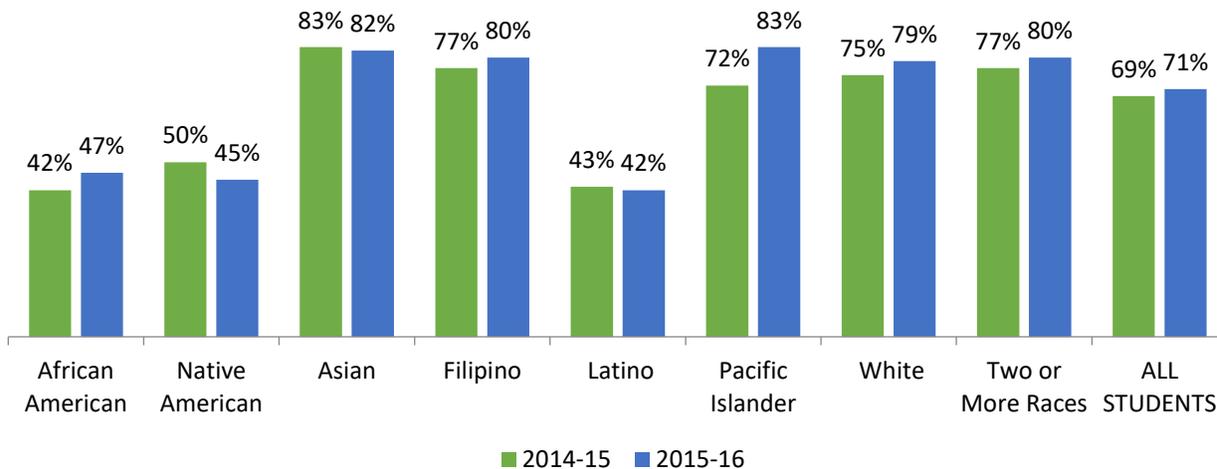




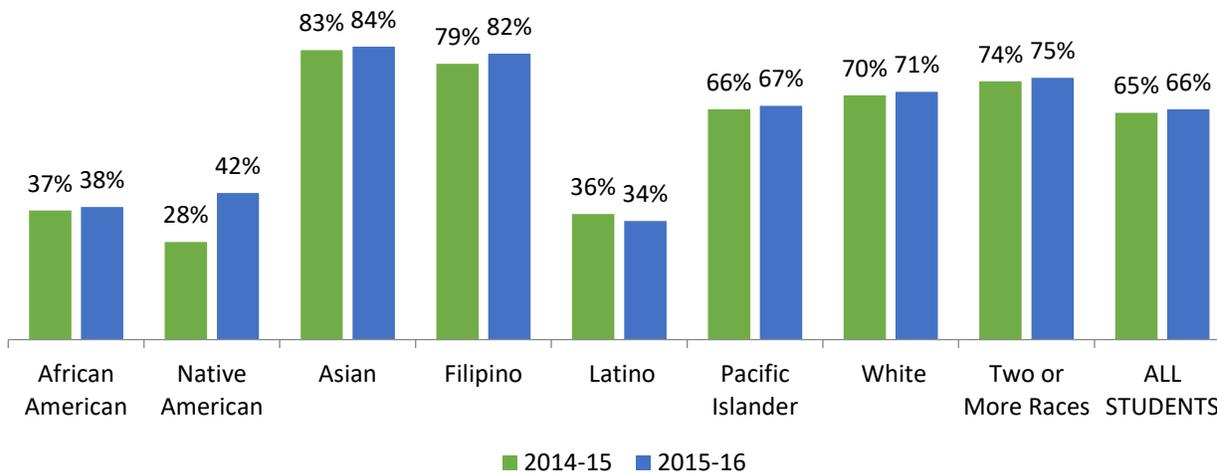
Cohort of Unduplicated Students Percent in Performance Bands  
2014-15 to 2015-16

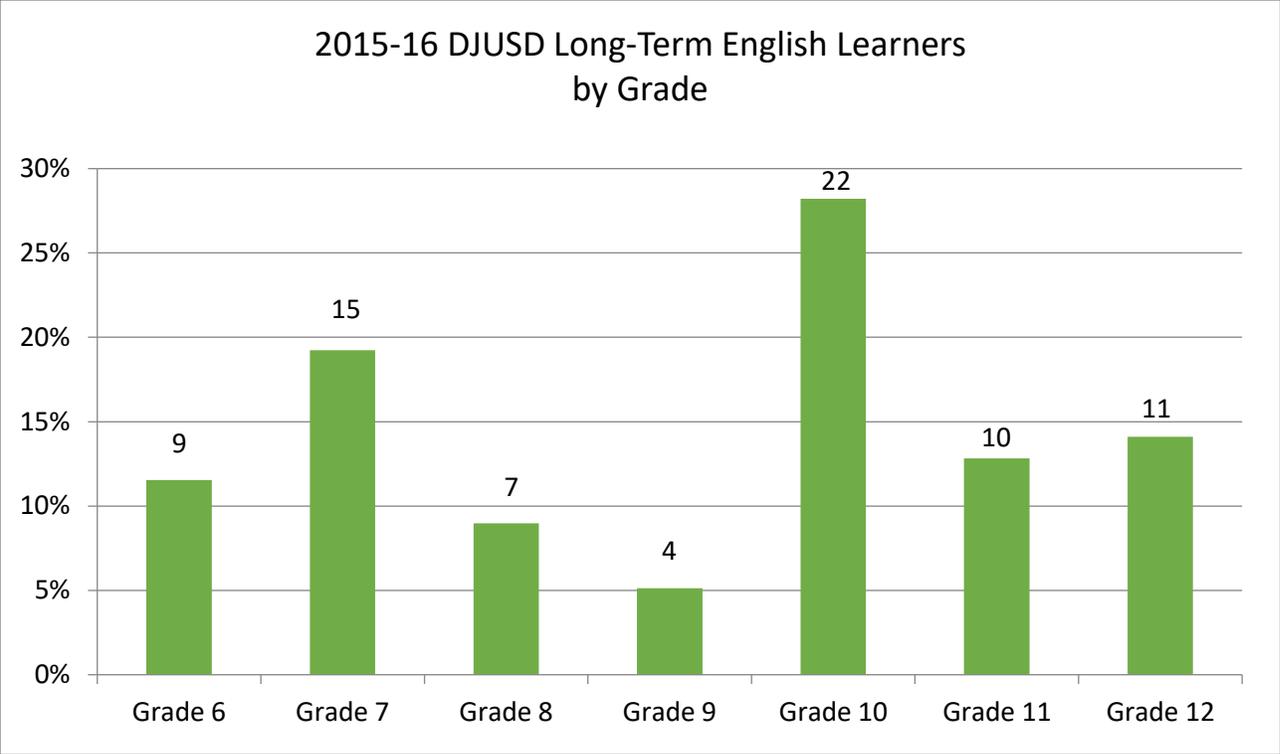


**DJUSD Students % Meeting or Exceeding Standards  
on English Language Arts by Ethnicity  
(2014-15 vs. 2015-16)**



**DJUSD Students % Meeting or Exceeding Standards  
on Math by Ethnicity  
(2014-15 vs. 2015-16)**





**Long-Term English Learner**

A student who is considered a Long-term English Learner is a student to which all of the following apply: 1) the student is enrolled in sixth through twelfth grades; 2) they have been enrolled in a school in the United States for six or more years; 3) the student has remained at the same English Language proficiency level for two or more consecutive years, or regressed to a lower proficiency level as determined by the California English Language Development Test (CELDT); and 4) for students in sixth through ninth grades, inclusive, has scored at the “Standard Not Met” level on prior year administration of the California Assessment of Student Progress and Performance (CAASPP) in English Language Arts.

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

Strategy 1 – Professional Growth

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

<p><b>Specific Result 1 a:</b> Establish a comprehensive, equitable and sustainable Professional Growth System (PGS) that creates a culture of continuous professional growth and development accessible to all DJUSD staff.</p>	
	<p><b>Action Step 1:</b> Conduct yearly needs assessment to determine the individual, school site and district-wide professional growth needs, with initial emphasis on:</p> <ul style="list-style-type: none"> <li>• Differentiated Instruction</li> <li>• Social-Emotional Intelligence</li> <li>• Inquiry-Based Learning</li> </ul>
	<p><b>Action Step 2:</b> Ensure there is staff buy-in and engagement in selecting professional growth topics and determining goals.</p>
	<p><b>Action Step 3:</b> Capitalize on web-based technology to deliver resource, opportunities, and information to all staff in user-friendly and easily accessible format.</p>
	<p><b>Action Step 4:</b> Use technology to support sharing of expertise, resources, and ideas among staff.</p>
	<p><b>Action Step 5:</b> Create a Professional Growth System that is aligned with the California Standards for the Teaching Professional and that uses a self-assessment rubric that allows teachers to determine their own professional growth needs.</p>
	<p><b>Action Step 6:</b></p> <ol style="list-style-type: none"> <li>a) Increase certificated staff contract days, by 3, then 4, and then 5 days in each subsequent year, to be set aside for required professional growth.</li> <li>b) Increase classified staff contract hours to be set aside for professional growth.</li> </ol>
	<p><b>Action Step 7:</b> Create and maintain a system across sites that allows for staff to regularly share their expertise and collaborate (e.g., peer observations, co-lesson planning and lesson debriefing, and ongoing dialogue).</p>
	<p><b>Action Step 8:</b> Create a system that ensures equitable access to professional development funds and opportunities by staff.</p>

**Specific Result 1 b:** Establish a district leadership structure with the authority, capacity, resources, and obligation to implement a new Professional Growth System (PGS).

	<b>Action Step 1:</b> Designate adequate quality and quantity of human resources to effectively accomplish the result.
	<b>Action Step 2:</b> Provide overall vision.
	<b>Action Step 3:</b> Create mechanism to require staff to participate in professional growth areas of District priority.
	<b>Action Step 4:</b> Regularly collect and analyze relevant data.
	<b>Action Step 6:</b> Communicate effectively with all key stakeholders.
	<b>Action Step 7:</b> Collaborate as needed with other senior staff and departments.
	<b>Action Step 8:</b> Ensure regular and effective communication with and feedback from school site staff.

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

### Professional Growth

Current research on professional development notes that providing on-going, collaborative, meaningful, relevant and within context learning are key components of effective professional development. The most impactful professional growth rests upon the base assumption that every educator shares a commitment to all students. For lasting adult learning and impact on student students a system must evolve to honor adult learning theory, learning communities, include leadership, leverage data points and exist in a way that can be responsive to the students, data, and context. These understandings inform the evolution of the DJUSD professional growth system.

At the end of the 2014-2015 school year, DJUSD staff conducted a survey to identify professional growth needs and desires for the upcoming school year. This led to offerings during the summer of 2015 which

aligned with differentiation, assessment, and inquiry-based learning embedded into California Common Core workshops. Professional growth opportunities were also offered in social-emotional needs for students. The type and structure of offerings has been centered around building capacity and a collaborative professional learning environment for all teachers. This is seen through our Common Core Collaboration Grants, the Teachers Leading Curriculum group, internal experts providing professional development sessions and the Wednesday Collaboration days.

After each workshop, professional growth learning opportunities were evaluated using teacher feedback surveys, and staff attendance. Feedback was reviewed and considered when developing future offerings, particularly to align with the Strategic Plan. As other opportunities presented, these too were added to options for Professional Growth both inside and outside the work day, both inside and outside DJUSD. The 2015-16 year saw significant training in the English Language Arts and English Language Development Frameworks and Standards in preparation for pilot of ELA/ELD materials. Over 80 teachers (TK-8) participated in the training of standards and use of publisher materials. Marguerite Montgomery teachers began Sobrato Early Academic Language (SEAL) training in a unified and bold push to provide innovative and effective language acquisition and learning for students at Montgomery. These two trainings are two examples of training that was offered as a result of data, change in context, and needs assessment by site and district staff.

This year, 2016-17, also saw an increase in trainings given by our Math Coaches in response to teacher articulated needs and student data. Coaches worked collaboratively with the DJUSD Differentiation Specialist so that every training and coaching conversation included pedagogical strategies to differentiate for students who were ready for additional depth and nuance as well as those struggling with concepts and application. With an increased focus on closing of the Achievement Gap and staff research around our own students and best practices, we have also added and encouraged multiple rounds of in-depth English Language Development Framework training (total of three sessions over three days with thirty participants since July 2016). Staff also dedicated significant time during articulation with sixth and seventh grade teachers on understanding mathematical progressions, development of support systems, while declaring retention in math sequencing obsolete. Common Assessments in math in the sixth grade created need and high teacher engagement at every site with professional growth with every sixth grade team, in teaching math concepts, adding depth, and designing re-teaching episodes. Over twenty teachers have participated in the series offered at the district, in partnership with California Association for the Gifted (CAG) to certify teachers in Gifted and Talented Education and increase capacity in teaching staff with differentiation.

In an effort to systematize, track, and create equity of access all professional development is being offered through on our online registration system, *Go Sign Me Up*. Even specialty training is listed there for staff enrollment and notification. For example, while only Reading Specialists participate in training for Dyslexia screening, this is entered into *Go Sign Me Up*. We are also able to create more equitable access using *Go Sign Me Up* as teachers, site leaders, our County Office of Education, UC Davis, and Sacramento State contact us with relevant training opportunities. When posted to *Go Sign Me Up*, we can share broadly to relevant audiences.

Several mechanisms are in place to ensure that staff is able to share expertise and collaborate. Site leaders have articulated consistent practices of teachers training teachers during designated staff meeting and collaboration time. At Davis Senior High School staff development series are put on for English Language Development, Habits of Mind, Technology Development, and Differentiation Strategies. At Da Vinci Charter Academy (DVCA) staff has focused on engagement and skillful facilitation in a “plan, do,

study, act model” specific to Project Based Learning. DVCA is also using Youth Truth results in cohorts focusing on class culture and mechanisms to promote engagement through project design and effective engagement teaching and feedback strategies.

Secondary and Elementary sites have offered professional growth expertise in the areas of Trauma Informed Care, Literacy Strategies, Math Talks to build academic vocabulary, Next Generation Science Standards, and The Power of Yet, to name a few examples. Our Teachers Leading Curriculum(TLC) group has taken a large leadership role in clarifying benchmark assessments and professional growth each month with grade level peers about best practices in instruction, how to make meaning of assessment data, and looking at student work. In these ways, DJUSD has made great strides in creating a mechanism that requires staff to be participants in professional growth.

Site leadership and Professional Learning Communities within those teams have also designed and supported Professional Growth for whole sites. Love and Logic, Restorative Practices, Adverse Childhood Experiences (ACES), and Community Building work is happening on many DJUSD campuses in cooperation with outside trainers, community partners, DJUSD Climate Office, and leaders within our counseling and administrative teams. Many sites chose to train prior to the school year in site-designated needs like Project Based Learning, Guided Language and Acquisition training, or community building and site data review.

Secondary Articulation has focused on social emotional training for all secondary teachers through the utilization of both internal and external expertise. This year we have also used Secondary Articulation to expose staff to the foundational understanding of Universal Design Learning (UDL) as UDL is a core component of differentiation. Project Based Learning offerings have also been provided to staff at various times during the year. Follow-up classes are also available outside of DJUSD. Train the Trainer models have also been established in Technology (Google Apps, Hapara) and the Chromebook Academy has been an effective mechanism in teaching and implementing technology in the classroom for student learning and teacher collaboration. Collaborative Coaching (English Learner Specialists, Math Specialists and Reading Specialists) and school teams continue to attend specific trainings on Formative Assessment, using the CAASPP system for Interim Assessments, Instructional Coaching and implementation with the Common Core State Standards through our partnership with SCOE.

Collaboration Grants continue to be well received and a highly valued mechanism for encouraging and supporting teacher growth outside of their contract time. Staff has used the time to engage in book study, share best practices, design courses and units of study, and this work has happened not just in site teams but also across grade levels. Currently, professional growth is supported through the Effective Educator Funding and a line item in the Instructional Service budget for professional growth outside the scope of the Effective Educator Funding.

In 2016-17 staff will receive a more focused survey asking for prioritization in professional growth offerings to district articulated areas of focus (differentiation, formative assessment, English Language Development framework toward closing the achievement and opportunity gap, foundational reading skills, and social emotional supports and skills). The survey will also assess when certificated and classified staff are most likely and able to engage in optional professional growth. The feedback from this survey will inform the draft of our Professional Growth plan.

Staff has developed a plan for framework instruction, pilot, and adoption in anticipation of the roll out of new Frameworks and curriculum. We anticipate training and critical review of the Social Studies, Next

Generation Science, as well as Health Frameworks and curriculum over the course of the next four years.

Partnerships have been established with UC Davis School of Education, Yolo County Office of Education, Buck Institute, Sacramento County Office of Education, the California Department of Education, Sacramento State, and other organizations.

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

The recommendations for next steps in development of the Professional Growth plan are to revisit priority areas articulated in the Strategic Plan. It is clear through research and experience that formative assessment is perhaps the most effective educational practice when it comes to improving student achievement and that differentiation for wide needs (both academic and social) should permeate all goals and focus. We have learned through the course of this year that systems that there are indicators of schools who are able to serve all students well, close the achievement gap, and honor the whole child. These sites focus on 1) foundational reading and numeracy skills taught systematically, 2) writing that permeates all classes and levels, 3) ensuring teachers have foundational knowledge of the English Language Development Framework, and 4) promoting communities are inclusive, and also value and teach social-emotional skills. DJUSD may benefit from a more coherent focus on these items while still honoring the work of the Strategic Plan by embedding differentiation within. The California Common Core demands inquiry based instruction and training our teachers about the standards. We are able to embed this Strategic plan goal as well. It is also a recommendation. Additionally, our work with assessments should inform the professional growth we provide and it is our wondering as to whether our strategic plan many deliberately connect those assessment results and systems with our Professional Growth System.

### **English Language Development Standards Professional Development Institute**

All EL Specialists and teachers from elementary and secondary schools have participated in the three-day California ELD Standards Institute during the 2016-17 school year. This interactive professional learning opportunity supports teachers in implementing the English Language Development Standards and bridging them to the Common Core State Standards for English Language Arts/Literacy. Exploring grade span vignettes from the ELD Frameworks help staff contextualize and understand the use of designated and integrated English Language Development (ELD). Ultimately, the goal is for ELD lessons to be deliberately designed to present high challenge along with high support. This series was offered through our partnerships with the San Joaquin County Office of Education and the Yolo County Office of Education in November 2016, January 2017 and will also be made available to staff in June 2017.

The following tables illustrate Professional Growth opportunities and participation this school year. We know that 652 staff members have participated in Professional Growth offered by DJUSD or community partners (e.g. County Office of Education, UC Davis, etc.). This is a 60% participation rate (1100 employees within DJUSD). Many of these 652 participants have participated in multiple offerings throughout the year as we have 1,890 records of participation in Professional Growth. Additionally, we have had 206 certificated staff (our of 400) take advantage of Collaboration Grants designed to promote collaborative learning aligned to California Common Core Standards.

	2014-2015	2015-2016	2016-2017
<b>Total Sessions (July-Jan)</b>	104	119	137
<b>Differentiated Instruction</b>	39	34	71
<b>CCSS</b>	39	34	73
<b>Inquiry Based Instruction</b>	2	2	3
<b>Socio-Emotional</b>	8	13	18



<b>Total Workshops</b>	<b>992</b>
<b>Unduplicated Staff Enrollment</b>	<b>433</b>
<b>Certificated Enrollment</b>	<b>353</b>
<b>Classified Enrollment</b>	<b>80</b>

The primary goals articulated in the Professional Growth plan are to start first with adult learning in the areas of Differentiation, Inquiry Based Instruction, and Social Emotional Learning. It is important to note that almost all workshops that are designed to promote more skillful facilitation of the Common Core Standards will be addressing Inquiry Based Instruction. The CCCS expect teaching staff to facilitate instruction with deliberate attention to depth of questioning and to engage in Performance Tasks that also demand starting with inquiry. All workshops designed within DJUSD are addressing differentiation and formative assessment within the context of the workshop.

Strategy 2 – Physical Space and Technology

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

<p><b>Specific Result 2 a:</b> Install wireless that will provide comprehensive coverage for a high-density environment (number of devices) at all DJUSD campuses.</p>		
	<p><b>Action Step 1:</b> Implement wireless in 1/3 of the district locations, to include Davis Senior High School</p>	
	<p>Action Step 2: Implement wireless in a second 1/3 of the district locations, giving priority to Junior High schools.</p>	
	<p>Action Step 3: Implement wireless in the remaining 1/3 of the district locations.</p>	
	<p><b>Action Step 4:</b> Evaluate performance and coverage, scheduling infill and performance enhancements where necessary.</p>	
	<p><b>Action Step 5:</b> Seek public and private partnerships with businesses, the city of Davis, and university to support wireless implementations.</p>	
<p><b>Specific Result 2 b:</b> Adequately fund maintenance and operations for existing facilities and grounds to create optimal conditions and environments for students to learn.</p>		
	<p><b>Action Step 1:</b> Develop metrics and conduct needs assessment in order to adequately fund maintenance and operations. Fund:</p> <ul style="list-style-type: none"> <li>a) Operations (custodial and grounds)</li> <li>b) Facilities and grounds repair with emphasis on campus safety</li> <li>c) Routine preventative maintenance</li> </ul>	

<b>Specific Result 2 c:</b> Optimize interior instructional spaces to increase learning and innovation.	
	<b>Action Step 1:</b> Utilize staff to establish and implement a district classroom standard (e.g. every class has ceiling mounted projector, large screen, white board, audio capabilities, document camera, and wireless)
	<b>Action Step 2:</b> Analyze physical classroom space to achieve optimal, equal and safe access to curriculum (look at class size, furniture, technology, safe movement within class) <b>(Ongoing multiple years)</b>
	<b>Action Step 3:</b> Research and purchase classroom furniture options with collaboration in mind (could be phased in) <b>(Ongoing multiple years)</b>
	<b>Action Step 4:</b> Assess current state of specialty classrooms – music, science lab, libraries, industrial technology to design upgrade plan <b>(will be part of the master plan)</b>
	<b>Action Step 5:</b> Devise more storage options for classrooms and start to de-clutter/dispose of obsolete materials (working with sites, 3 sites done for extra storage, site admin working with staff – on-going)
	<b>Action Step 6:</b> Retrofit science classrooms (e.g., proper ventilation; plumbing-sinks with hot and cold water, eyewash stations; appropriate flooring for working with chemicals (no carpet); secure storage for chemicals; dedicated refrigeration for science supplies; space needed for safe classroom movement; separate supplies storeroom at high school)

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

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

## **Facilities and Technology Infrastructure**

In working towards fulfillment and progress monitoring of Strategy 2 (which also is Goal 2 of the DJUSD LCAP), many actions and activities have taken place in 2016-2017. Strategy 2 is to develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.

### **District Wireless**

DJUSD has completed three phases of rollout of a district-wide wireless installation. What originally looked to be a three-year project to achieve district-wide wireless implementation will in fact require a fourth phase. Elementary schools, junior high and high schools presently have full wireless capacity. A fourth phase that will complete district-wide wireless capacity and updated infrastructure will include: 1) Final upgrades at King High School and the District Office; 2) Implementation of wireless and final upgrades at Davis Senior High School, including the new All Student Center and the Instructional Performing Arts Building (IPAB); 3) Completion of the Valley Oak campus (including preschool); and 4) Wireless implementation at the Maintenance and Operations center.

In an effort to ensure that this wireless implementation is maximally leveraged for teaching and learning, DJUSD has continued to issue and train staff on Chromebooks/carts and Google Apps for Education at every school site. Finally, careful planning and analysis has led to a significant upgrade and shift in the technology infrastructure at DJUSD. This implementation should yield marked improvement in reliability, redundancy and back-ups.

### **Chromebooks**

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

### **Technological Infrastructure**

DJUSD has done the planning and diagnostic work around its technological infrastructure, and is in the process of making significant improvements and shifts. These improvements and shifts will all be in the interest of improved reliability, redundancy and back-ups. These improvements aim to reduce the number of emergencies and failures that need to be addressed. Continued communication, work and focus on the DJUSD environment, infrastructure and equipment is an ongoing priority. A new direct-to-internet circuit was implemented for DJUSD with Consolidated Communications, as well as increased connectivity to each of the sites. These have resulted in significant increases in bandwidth and speed which will eliminate the need for restrictions on bandwidth usage during CAASPP testing in 2017.

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

### **Access**

To enhance internet and technology access for all families, DJUSD promotes a program for families of children who qualify for free/reduced lunch. Comcast Internet Essentials provides home internet service

for \$9.99/month and a home computer (desktop or laptop) for \$149.99. This involves a simple application through Comcast. Support is provided, and there are no contracts or strings attached for families. More information is available at [DJUSD.net/internetessentials](http://DJUSD.net/internetessentials).

### **Future Ready Schools**

DJUSD has taken the Future Ready Schools Pledge. Future Ready is a free initiative that helps districts to roadmap a plan to maximize digital learning opportunities and 21<sup>st</sup> Century Readiness. The goal is to leverage technology to accelerate preparing all students for success in college, career and citizenship. It involves collaboration of a Future Ready Leadership Team. The leadership team, comprised of classified and certificated staff, principals, district leaders, community members and a board trustee met to complete a Future Ready Self-Assessment. The self-assessment generated a full report and gap analysis for DJUSD that will enable stakeholders to do meaningful action planning in seven interconnected focus areas. Next steps involve analysis of the Future Ready report, and work across district departments and appropriate staff and community stakeholders to write recommended actions for progress.

### **Specific Result 2b**

Adequately fund maintenance and operations for existing facilities and grounds to create optimal conditions and environments for students to learn.

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

a) Operations (custodial and grounds):

Restoration of custodial supervisor position has been completed and we are reviewing needs for additional grounds staff. Draft staffing ratio metrics are under evaluation and comparisons with program needs. Since the last report, three custodians were added (one at each junior high school) and one grounds person added into the ranks.

b) Facilities and grounds repair with emphasis on campus safety:

Repairs/upgrades to alarms, intercoms and phone systems have been updated and are functional. More are needed at District Office with site planning efforts for space utilization of all programs.

c) Routine preventative maintenance:

Budget was restored.

d) Deferred-maintenance projects (roofs, flooring, HVAC-heat/air):

Four new HVAC projects are in progress; work at eight sites already underway or in procurement. By 2018 all major capital building improvements will have been completed extending the service life of these systems by twenty years.

### **Recent Projects**

Recent Projects completed or on going include:

- a) Lighting Retrofit Project at Emerson Junior High School,
- b) Four new classroom replacements at North Davis Elementary School,
- c) Removal of three existing classrooms,
- d) Davis Senior High School student parking lot and tennis court replacement,
- e) Erecting of new visitor bleachers
- f) Construction began for the new All Student Center at Davis Senior High School,
- g) Replacement of the main parking lot at César Chávez Elementary School,
- h) Replacement of existing roofs,
- i) Repainting at Harper Junior High School,

- j) Exterior stucco and paint for Montgomery and Korematsu Elementary Schools.

New work is planned for spring of 2017 for new HVAC and controls for nine district sites. Additionally, hardcourt pavement re-surfacing at five sites and playground fall protection surfaces at six sites is also planned. Multipurpose building planning efforts for four district elementary schools will begin shortly.

We are developing a five-year project list for remaining deferred maintenance needs. Board of Education reports were presented on October 15, 2016 on recent project completions and projects being prepared for 2016-17 calendar year. A total of \$ 17 million will be expended for 2016-17 calendar year which includes the \$5.5 million from the Grande Land Sale.

## **Interior Spaces**

### Specific Result 2 c:

Optimize interior instructional spaces to increase learning and innovation.

Action Step 1: Utilize staff to establish and implement a district classroom standard (e.g. every class has ceiling mounted projector, large screen, white board, audio capabilities, and document camera. The final phase of our wireless implementation is planned for summer 2017).

Work is continuing on Technology and Audio/Video Classroom Standards. Facilities, Technology and Instructional Services are working on establishing standards including evaluating current uses and devices as well as future technology options. Staff will use committees as appropriate (i.e., District Technology Advisory Committee (DTAC) and Superintendent's Certificated Advisory). Standards were developed in the fall of 2015 and incorporated into recent projects.

Listing of district-supported audio/visual (AV) equipment was completed and included ceiling mounted LCP's, large screen white boards and other AV items. Installation of projectors, screens and other Instructional Technology devices were completed during the summer and fall of 2016.

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

District staff has completed a review of recent classroom buildings installations, floor plan configurations and flexible furniture options. Options were incorporated into new classroom building replacements for North Davis Elementary School during this past summer. Staff continues to evaluate special room sizes and their uses to fit instructional needs at Davis Senior High School and all junior high schools. The district has issued requests for quotes (RFQ)'s for an updated architect's listing to support future program development and to establish priorities for future Capital Facilities Replacement and Growth Projects.

Action Step 3: Research on furniture alternatives was conducted with elementary and secondary school sites and for the current All Student Center Building project at Davis Senior High School. Some alternative furniture types for general education has been provided at Davis Senior High School for inclusion in the District Furniture Standards. A global outreach was made (2016 *Furniture Fair – Davis HS*) to gain input from students and staff regarding suitability of these newer furnishings.

Action Step 4: Assess current state of specialty classrooms – music, science lab, libraries, industrial technology to design upgrade plan.

Work is continuing as the emerging strands of Career Technical Education; Science, Technology, Engineering, and Mathematics (STEM); and Science, Technology, Engineering, Arts, and Mathematics (STEAM) instructional models are being considered.

### **Exterior Spaces**

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

Action Step 1: Conduct needs assessments:

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

Exterior space including but not limited to welcoming gathering spaces, playground areas, shade, and lunchtime areas will be reviewed and upgraded. There are also numerous garden and water conservation projects under development to enhance instructional opportunities outside standard classroom environment. An assessment is in its final stages including an update of the 2009 Facilities Master Plan.

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

Action Step 1: Assess site entrances for security risks and implement site-specific security mitigation plan. Work will began spring 2016 at various school sites to add fencing at strategic locations to add safety buffers but maintain a sense of openness to the community.

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

Planning efforts will be took place during the spring and summer of 2016 to identify specific types of way-finding signs at each site, customize to the unique culture of those sites.

Action Step 3: Assess staff and visitor parking (lot conditions and number/size of spaces). Repairs of Davis Senior High School and César Chávez Elementary School parking lots have been completed and have increased safety for students and the public. Repairs to the main parking lot at Emerson Junior High School is planned for the summer of 2017.

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

New storage facilities (metal structures) are planned for Davis Senior High School and the District's Operations Facility. These will replace older and inferior types of storage units.

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

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

### **All Student Center**

Construction of the "All Student Center" Project at Davis Senior High School has begun. When complete, it will provide a state-of-the-art experience for students; a collaborative meeting space for students and staff; and help create the synergy needed to increase school spirit. The project will create a learning environment for faculty and students and will help create the building blocks for twenty-first century lifelong learners.

The building of this new facility will provide for a safe multiuse space for students but also provide for a new dining experience with different food choices and links to local agricultural products. The facility project will also create opportunity for the school food service program to serve students from other locations on the DSHS campus. Currently a twenty-five foot Mobile Kitchen Truck provides food service to students while construction is taking place. It also utilizes the most current assortment of menu choices that give students an opportunity to have healthy food choices.

### Strategy 3 – Assessments

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

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

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

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

The focus of the 2015-16 school year was around developing an understanding and definition around common assessments. In the 2015-16 school year a teacher leadership group, Teachers Leading Curriculum (TLC), was formed and developed goals around common assessments. TLC is comprised of teachers representing transitional kindergarten through sixth grade at all the elementary school sites. The TLC group redesigned the Wednesday Collaboration meetings that take place each month with all district staff by grade level. During the 2016-17 school year, TLC teachers were able to come to consensus with grade levels on common benchmark assessments, including a timeline for administration. Every grade level agreed upon and is using reading benchmarks to be entered into Illuminate. This allows the district and site staff to use the data during academic conferencing, recommending intervention, and in review of data over time. All grade levels have agreed upon math and writing benchmark assessments and almost every grade level has begun the work of giving the common assessments. Third through sixth grade are using the Interim Assessment Blocks (IAB) through the California Assessment of Student Performance and Progress (CAASPP) system and this data is also kept in Illuminate. TLC facilitates conversation about data points and looking at the student results and work that come from benchmark assessments. While this new process, many are using the results to inform classroom instruction, discuss best practices in light of results, and design other formative assessments together to look closer at the student learning as a result of targeted instruction. As a result of teacher creation of most benchmark assessments, all assessments fully align with California Common Core standards and current curriculum materials.

All sixth grade teachers gave the Mathematics Diagnostic Testing Project (MDTP) assessment this year. The resulting conversations informed grade level professional growth with coaches and planning for instruction this spring. The assessment also frames the conversation this winter with seventh grade teachers during articulation. The MDTP (along with teacher recommendation and an additional common assessment from our adopted math program, EnVision) will be used to make recommendations for support in transition to junior high or an accelerated course, Common Core 2/3.

At the secondary level there has been movement towards more common assessments in the area of English Language Arts and Mathematics. We have common assessments with the ninth/tenth grade writing assessments and almost one-hundred percent participation this year (2016-17). In mathematics, there are several common assessments for the integrated math pathway courses at both the junior high and high school level.

Our teachers are currently piloting English Language Arts/English Language Development materials and in the pilot process are reviewing assessments that are embedded in programs. Our Children's Center Preschool was also able to pilot and will be making recommendations for curriculum purchase along with transitional kindergarten through eighth grade teachers. They are focused on programs that include Desired Results Development Profile (DRTP) assessments.

During the 2015-2016 school year many professional growth offerings focused on Common Core workshops with integrating formative assessments. Evaluations are collected and reviewed at the end of each workshop to identify next steps. Information about Common Core instructional strategies and assessment practices are a focus of the workshops. During the 2016-17 school year offerings specific to mathematics were to support current adoptions, enrich teacher resources as well as deepen knowledge of the standards and practices as well as using math talks and tasks to promote student engagement, development of academic language, and success. The modeling of formative assessments within the curriculum, within high quality supplementary materials, and within the Digital Library were at the forefront of this work and was led by our Differentiation Specialists and Math Instructional Coaches at both the district level, by site, and by classroom. Information about Common Core assessment and instructional strategies have been offered through parent engagement

nights, Family Math Nights, Back to School events, Superintendent's Parent Advisory, Local Control Accountability Plan forums, and parent teacher conferences.

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

Key staff has also participated in training by Illuminate. A team of four went in fall 2016 and another five will attend during the school year (2016-17). The training focuses upon using Illuminate to create, sustain, and manage a data-driven culture. Of high interest is the capacity to benchmark data (academic), but also early warning signs for social-emotional indicators that students may need more support. After review of the draft professional growth plan and discussion, the Instructional Services Leadership Team discussed the need for alignment between what data about students tells us and how we respond with Professional Growth. The same model teachers use might be applied to our instruction of adults. Specifically, as teachers use formative assessment to drive classroom assessment the professional growth plan might parallel by offering professional growth that is responsive to student needs while anticipating things like new standards, and curriculum.

### **Climate Survey Selection**

The *Youth Truth Survey* was selected in spring 2015 to provide an annual supplement to the ongoing collection of student, staff and parent/guardian input from the bi-annual *California Healthy Kids Survey (CHKS)* administered to students in fifth, seventh, ninth, and eleventh grades, staff and families.

### **Survey Administration**

The Youth Truth Survey was administered for the second time in October 2016 to all students in grades 3 through 12, with a district-wide participation rate of 92%. Results were received in December. The eighth CHKS (the first was in 2003) will be administered in spring 2017, with results received in late spring or summer.

### **Examine and share results**

Fall Youth Truth results were received and reviewed by District Climate staff in November 2016, and principals reviewed Youth Truth results in a workshop-style training led in December 2016. Site leaders continue to present the results more robustly to their student, staff and parent/guardian communities. Site responses to the previous year's survey were also examined in relation to the new year's survey, and adapted accordingly.

Now in its second year, staff has been able to more significantly engage with the data, comparing the results of the two years, making deeper inquiry into the meaning of the results and engaging greater numbers of the staff, students and community in the process.

### **Progress in building school culture to bolster academic success and connectedness**

The primary factor in building school culture continues to be the attention and focus of individual site and department leaders, and their site-based interventions tailored to specific needs and assets of each locale. Examples of other district-wide activities include:

### **Policies and Protocols**

- *Racial, Gender and Other Identity Slur Incident Protocol* – To assist principals, vice principals and other involved in such incidents with guidance for how to respond definitively, thoughtfully and appropriately to support student safety, understanding and development.
- Changes to the *Student Behavior Manual* to incorporate restorative principles, language and resources (in progress).
- Trainings and *Guidelines for Considering Holiday Celebrations in School* to ensure schools are culturally responsive and non-oppressive when teaching about religious and ethnic/cultural celebrations.
- Development of “*We All Belong*”, a resolution to support our most vulnerable students, was developed and modified by staff, community and board members to reflect the whole community’s care for all students and to affirm the District’s commitment to protecting students while providing a safe and welcoming learning environment for all.

### **Restorative Practice**

#### *Build & Support*

As of December 2016, over 350 certificated, classified and administrative staff have received at least a two-hour introduction to Restorative Practices, most with much more, up from 30 in February 2015. Other actions toward establishing a restorative culture in DJUSD have included:

- Site trainings in Community Building and Conflict Handling Circles for staff at Korematsu Elementary.
- Three-part training for all staff at Harper Junior High in restorative principles as they apply to student engagement and learning.
- Department trainings for Bridge After School Program tutors, various staff, among others.
- Development and delivery of trainings/introductions for parents/community members at district-wide Parent Engagement Night, School Governance Night and the Family Resource Center at Marguerite Montgomery Elementary School.
- Continued development and delivery of Spanish-language presentations and materials.
- Use of formal conferences and restorative circles for both student and adult situations of high conflict.
- Contracting for a second year with Yolo Conflict Resolution Center, to whom employees, students and families are referred for mediation and restorative circles, and whose staff support the DJUSD Climate Office in implementation and training.

Examples of the deepening understanding and spreading implementation of restorative practices include circles being held in classrooms and in staff meetings; adults having the chance to address each other directly and productively when in conflict, staff refer themselves directly to YCRC. Trust continues to be built, stories shared and relationships healed.

Ongoing work includes:

- Deepening the understanding of how it’s working and where it’s needed. *Restorative Discipline Working Cadre of secondary vice principals and counselors continues to meet monthly to deepen*

*shared practice and examine and hone current practice.*

- Building restorative culture in adult and staff interactions. *Restorative Staff Working Cadre for Principals and Departments monthly working sessions scheduled for spring 2017, with the express intention of embedding a restorative approach to staff interventions.*
- Reaching parents and larger community. *Presentation on Restorative Practices and Equity at February and April 2017 Building Your Social and Emotional Toolkit and Parent Engagement Night. Continued development of Spanish-language trainers and parent/community circles at MME Family Resource Center.*
- DaVinci Charter Academy has established a Restorative Practices Referral System. This referral system is facilitated by a Restorative Practices Coordinator with support from students and staff Restorative Practice Practitioners on campus. The system allows for all community members to access restorative leaders and follow a protocol when pursuing a resolution to conflict.
- Continued strategic focus *on students and staff who are most vulnerable and the adults with whom they interact.*

**Strategy 4 – Student Goals**

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

<p><b>Specific Result 4a:</b> Support the development of the whole child and help all students set and pursue goals to gain greater self-awareness of their abilities and strengths.</p>		
	<p><b>Action Step 1:</b> Establish and provide an equitable baseline of support services needed to assist all students with social and emotional growth, beginning at the elementary grades.</p>	
	<p><b>Action Step 2:</b> Provide all schools with the financing, staffing, and professional growth needed to help all students set and pursue social, academic and personal goals.</p>	
	<p><b>Action Step 3:</b> Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals.</p>	
	<p><b>Action Step 4:</b> Conduct professional growth for teachers to refine their methods of differentiating their students’ educational experience. (Cross-reference Strategy #1)</p>	
<p><b>Specific Result 4b:</b> Promote connectedness through small learning environments to better meet each student’s needs.</p>		
	<p><b>Action Step 1:</b> Lower class size</p>	
	<p><b>Action Step 2:</b> Conduct professional learning for teachers to utilize small groups and facilitate differentiated learning. (Cross-reference Strategy 1)</p>	
	<p><b>Action Step 3:</b> Explore establishing strategies, (e.g., “schools-within-a- school”) to facilitate goal setting, college and career readiness, and school-connectedness for secondary students.</p>	
	<p><b>Action Step 4:</b> Develop a community-wide volunteer network to further support small group learning environments throughout the district.</p>	
	<p><b>Action Step 5:</b> Conduct an evaluation related to this result on an annual basis to determine continuance or alteration of each action (<b>Step 4 must be completed first</b>)</p>	

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

### Goal Setting for Secondary English Learner Students (ELs)

In an effort to close the achievement gap for all English Learners the English Learner Services staff and secondary EL Staff are collaborating to promote a culture of increased, targeted and differentiated services to meet the diverse needs of our English Learners. This work starts with an understanding of who are students are (EL Typologies) and a staff commitment to sharing the values stated in the California English Language Development (ELD) standards. EL students at the secondary level are setting short-term and long-term academic goals that will help them identify clear targets to meet reclassification criteria as well as college and career readiness.

### English Learner Typologies

Type	Description
Native U.S.-born ELs	ELs who are U.S born Citizens
Foreign-born ELs	ELs who were born outside of the U.S.
Newcomer ELs	ELs who have been in the U.S. for 1 or 2 years
Highly-schooled Newcomer ELs	ELs who have been in the U.S. for 1 to 2 years, but have attained a high quality education in their primary language
Students with interrupted formal education	Students who had limited to no access to school in their home country or whose education has been interrupted
Transnational ELs	ELs who frequently travel between the U.S. and their home country
Long-term English Learners (LTELs)	Students who remain classified as EL for 5 years or longer
Reclassified English language learners (RFEPs)	Former ELs who met their state’s linguistic and academic criteria to be reclassified as fluent English proficient and exited the EL programs

CA Department of Education 2017

### Values for Educating English Learners

Staff Lens	Staff Action
Valuing Language and Culture as Assets	English Learners receive instruction that values their home cultures and primary languages as assets and builds upon them for new learning.
Ensuring Equity in Intellectual Richness	English learners benefit from the same high expectations of learning established for all students and routinely engage in intellectually rich tasks and texts across disciplines.
Building Content and Language in Tandem	English Learners engage in instruction that promotes content and language learning in tandem in all disciplines, including ELA, mathematics, social studies, science, the fine arts, and other subjects. Further, ELs have full access to a multi-disciplinary curriculum, including those subjects listed here.
Attending to Specific Language Learning Needs	English learners’ content and language learning is fostered when targeted language instruction builds into and from content learning and attends specifically to English language proficiency levels and prior educational experiences in the primary language and English.
Integrating Domains of Communication	English Learners develop full proficiency in English in integrated domains of listening, speaking, reading and writing, consistent with expectations for all students.
Providing Appropriate Scaffolding	English learners thrive in instructional environments where teachers intentionally support them to fully engage with intellectually challenging content using strategic scaffolding.

	Scaffolding is tailored to students needs with the ultimate goal of student autonomy.
Evaluating Progress Appropriately	English Learners’ progress in developing content knowledge and academic English are best evaluated with intentional, appropriate, and valid assessment tools that take into account English language proficiency levels, primary language literacy, and cultural backgrounds. Formative assessment as a pedagogical practice allows teachers to adjust instruction and provide feedback in a timely manner.
Sharing the Responsibility	English learners’ positive educational experience and academic success is a responsibility shared by all educators, the family, and the community.

CA ELD Framework

4A (Action Step 1-3)

Support the development of the whole child and help all students set and pursue goals to gain greater self-awareness of their abilities and strengths

The past year has seen an increase in school sites implementing programs where students take personal ownership of pursuing personal, academic, and social goals. Although the use of SMART goals has been a common theme in implementation, the delivery method varies depending on site-specific needs and the age of students.

Goal setting at the elementary level is gaining traction and is occurring in some fashion at every school site. Venues for goal setting are classroom lessons, whole-school activities, counseling (including Kelso’s Choices curriculum), report card notations, and Student Study Teams. For example, North Davis Elementary students set social goals around reaching out to other students and building relationships on campus. They are also introducing goal setting as part of the Student Success Team process where students work with teachers and parents to set academic or social goals based on their identified area of need. At Willett, goal setting became a school-wide expectation for every classroom and the principal created a survey to track progress and share implementation ideas. Korematsu, Montgomery, and Pioneer are implementing goal setting as part of their “Power of YET” curriculum.

Implementation at the secondary sites is well developed within certain programs. For example, AVID classes at all three junior highs and Davis Senior High School, teach students to use SMART goals to set and pursue academic and personal goals. Through the college/career planning process, junior and senior high counselors work closely with students to develop four-year academic plans, analyze PSAT and SAT data, and access academic tutoring programs based on students’ academic and personal goals. In addition, school-based student groups around topics of emotional regulation, substance use, and personal power enable students to develop personal growth goals.

The small learning community and lower student-to-counselor ratios, helps Da Vinci to implement goal setting at both campuses. Junior high students develop SMART academic and social-emotional goals in the fall and re-evaluate in the spring as part of their Research and Communication class. At the senior high campus, 10<sup>th</sup> graders set academic and personal SMART goals related to their four-year high school academic plan, 11<sup>th</sup> graders conduct a career inventory and identified three key career goals, and seniors meet individually with their counselor in the fall to finalize post-secondary goals.

Specific programs implemented this year at the junior highs include Emerson 7<sup>th</sup> graders building e-

portfolios in their cluster elective classes, which include personal and academic goals as well as examples of their work. In addition, students who attend the After School Study Space program for 7-9<sup>th</sup> graders, write their goal for the afternoon, and at the end of the session, a reflection of what they earned. At Holmes, 7<sup>th</sup> grade students began goal setting programs in their core academic classes.

King High School students continue to set personal goals at the time of enrollment, and revisit goals during academic advising. Davis High School students in Ms. Neagley's English class identify three personal and three school-related SMART goals and reflect on their progress throughout the year.

A common realization for elementary teachers who have included goal setting into their curriculum is the need to increase the frequency of check-in with students and to specifically train (and retrain) students to set small, manageable goals. Front-loading the purpose and method for setting goals at the elementary level takes time and an ongoing commitment from the teacher and principal. Although secondary students understand the process of goal setting more quickly, large class sizes in core subjects, and high student to counselor ratios (~335:1) limits the amount of time available to work individually with students.

4B (Action step 3) Promote connectedness through small learning environments to better meet student's needs.

In an effort to promote positive school climate the district and community continues to respond to the need for additional social emotional supports for K-12 students. Community donations to Davis Schools Foundation provides \$50,000 per year to supplement secondary counseling services. Over the past year this has included Mindfulness training for staff and students, college exploration field trips for achievement gap students, and substance abuse counseling by a community Drug and Alcohol counselor. District funding for half-time counselors at every elementary campus enables each school to teach conflict resolution skills to students through whole class lessons, and to provide small group counseling. The Mental Health Intern Program (MHIP) continues to provide short-term counseling to LCAP target area students (low income, EL, homeless and foster youth).

The Local Control and Accountability Plan process continues to direct services towards Specific Result 4a, 4b, and 4c.

- 4.5 FTE nurses (ration of ~1:1900)
- .5 FTE elementary counselors at each site. Many elementary sites are supplementing this with Title I and site discretionary funds
- 0.5 FTE Prevention and Crisis Manager to coordinate, and supervise mental health interns
- 0.2 FTE case management of DJUSD foster youth will move in 2017-18 from the Climate office to Prevention and Crisis Manager
- Maintain 0.2 FTE increase in EL Specialists at Birch Lane, Chavez, and Willett
- Continue to partner with Yolo County Family Services to provide DJUSD families access to district and county resources.

### **Volunteer Network**

Check-in kiosk systems have been installed in 16 of 16 campuses that will track volunteer hours and checks visitor/volunteer against sex offender database. The district has also completed the 1000 Youth Mentor Challenge in December 2017 and logged more than 57,000 hours of adult volunteerism at DJSUD schools. Staff continues to explore and promote community partnership opportunities (UCD, City of Davis, and Chamber of Commerce) and internship program at DSHS.

## 1000 Mentors

Research confirms that having a mentor increases a young person's chance of graduating from high school and attending college, avoiding risky behaviors, and developing self-confidence and resilience. Studies show youth with mentors have higher grades and better school attendance, and improved life outcomes.

Mentoring inspires adults as well. Building shared trust results in "social capital" – ties to family and friends, and involvement in civic organizations, service clubs, faith-based communities, arts, athletics, music and more – which has a powerful effect on the sense of belonging and well-being for both young people and adults.

On February 16, 2017, Community organizers of the challenge will reported outcomes of the initiative to the Board of Education. Davis met the 2016 challenge with an exceptional community effort. According to district statistics captured when volunteers check-in at any school in Davis, 3,075 volunteers contributed 63,026 hours of time and talent for our kids in 2016.

### Strategy 4 d

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

SPECIFIC RESULT: Increase communication with all parents/guardians, students, and community members to foster school connectedness, provide information, and encourage participation in the school community.

The Office of Public Information responsibilities include communications planning, centralized emergency communications, strategic communication support, media and public relations, staff training, publicity, website content, support for internal communications, district social media, and parent communications. The Public Information Officer (PIO) provides weekly communications update to the Superintendent and the Board of Education, referencing media activity, communications plans and community engagement efforts. In the 2016-2017 school year, the FTE for the district public information officer position was raised by .2FTE, demonstrating a greater commitment to improved communications and planning.

Last year, the Office of Public Information conducted an online communications survey of staff and parents with close to 800 respondents. A full report from that survey is available at [DJUSD Communication Survey Report to Board of Education, April 21, 2016](#). Analysis from the survey became the groundwork for our current district communication priority areas of:

1. **Consistent and improved messaging across the school district**
2. **Improved website use**
3. **Exploration of new approaches**

### **Consistent and improved messaging across the school district**

Under the first priority area, this year communication efforts have been ramped up to improve urgent alerts. In December 2016, DJUSD launched SMS texting for centralized emergency communications. This is an opt-in service available to any DJUSD parent. As of February 2017, about 5000 mobile numbers have opted in for this important emergency service.

In addition, the Public Information Office works on a case-by-case basis with school site leaders on messaging needs and training to boost capacity of communication tool use and understanding. The goal is to establish consistent practices across the district using a variety of tools including Website, automated phone messaging, Email and Social Media. To this end, the Public Information office developed a training for the Administrative Leadership Team (ALT) that was presented to all ALT members at the annual retreat.

An important piece of the training was to distribute and develop familiarity with the **ALT Communication**

**Tool Kit**, designed by the Office of Public Information as a comprehensive digital reference with resources used to:

- Increase clarity and effectiveness of communication with staff, families, students and community.
- Encourage consistent communication across DJUSD and with the public and media.
- Help keep families informed so they may support their child's learning.
- Help leadership build mutual understanding and trust among school, home and community.
- Provide resources like logos, reliable documents formats and dependable practices that connect families to school.

This digital reference provides templates, instructions and policies in an easy web-based format. It includes tips for using web and social media tools as well as how to increase engagement through the development of comprehensive communication plans. In addition to templates, tips and messaging guidelines, special attention is given to social media set-up and use, bilingual guidance, translation resources and media protocols.

### **Improved website use**

The PIO also provides support and guidance for staff on website, social media and communication plan needs. The PIO works in concert with the District Webmaster to troubleshoot, provide guidance and improve design and web-based messaging, as well as to strengthen the nexus between website use and other school to home communications. This remains a priority area that will likely get closer attention in the coming year. The district communication survey revealed that DJUSD should continue to pay close attention to language barriers. Currently any web-based information in HTML format can be viewed in more than 90 languages through the Google Translate function on the DJUSD website, but PDF documents, videos and images may not be available in other languages. To help address this problem, the public information office works closely with the English Learner Office to ensure district communications reach families who may have language barriers. At this time, this is happening more often and effectively at the district level but needs more time to permeate school site level communications. New tools and/or resources in the area of translation are being investigated.

### **Exploration of new approaches**

A key part of the role of the PIO is to evaluate current communication efforts at the district and site level, report to the superintendent on progress and look for long-term advancements in the area of communications. As part of this effort, the PIO researches systems and strategies used by other K-12 districts, county office and higher education institutions to improve stakeholder messaging, public engagement, two-way communication and the sharing of public information. The PIO works together with other senior district leaders including the Director Instructional Technology and engages network of school public relations professionals to explore possible systems and approaches that will improve communication with all parents/guardians, students, and community members to foster school connectedness, provide information, and encourage participation in the school community.