

GOAL 1: All students will engage in high quality 21st Century exemplary education supported by a rigorous curriculum, conducive learning environments, and collaborative staff.

Expected Outcome/budget	Progress /Indicators of Impact
<i>Action 1.1: Support the recruitment and retention of diverse, highly qualified staff to positively impact student achievement</i>	
a. Expand recruitment and outreach efforts	12/20/2017 – Human Resources staff met in collaboration with Yolo County districts to host a job fair for countywide recruitment, which will be held on February 7, 2018 at the Yolo Solano Center for Teacher Credentialing in Davis. Human Resources is developing a job fair for nearby colleges to organize DJUSD’s recruitment process.
b. Enhance and streamline the interview and job offer process	2/2/2018 – DJUSD district leadership is currently reviewing interview and hiring practices to identify barriers and recommend strategies for a more effective and efficient process.
c. Support new teacher participation in Yolo Solano Induction Program	12/9/2017 – Human Resources is supporting site principals to maintain close contact and support of new teachers who have less than five years into their career. 17 candidates have been identified and will participate in the induction program once state approval of the program is confirmed.
d. Continue classroom teacher staffing to maintain TK-3 class ration 24:1	All sites are at or below a 24:1 average for TK-3
e. Maintain lower staff to student ratio at MME	
<i>Action 1.2: Maintain a professional development system that supports all elements of the California professional and instructional State Standards, including assessment practices</i>	

a. Professional growth to support implementation of CCSS through ELA/ELD adoption	12/14/17: 100% of Elementary and Secondary teachers participated in initial training in Benchmark and HMH between June-October 2017. Continued trainings are offered based on teacher-stated needs. -All district reading specialists trained in “running record” (formative reading assessment) -Each site will host two site-specific trainings where a Benchmark trainer will come, do a demonstration lesson, and debrief/answer questions with grade level bands -HMH has conducted three follow up sessions.
b. Ongoing professional growth to support implementation of CCSS through Mathematics.	12/14/17: In addition to individualized and site support through instructional coaches, we have been offering training through Go Sign Me Up with training offers inclusive of UCD Math Project, CPM, and those presented through the County Office of Education. Ten trainings have been held for 24 teachers participating thus far.
c. Professional growth to support Professional Learning Communities (PLC)	12/14/17: The Instructional Services department has set aside a budget for collaboration grants to promote teacher driven learning that focuses on outcomes that close the achievement gap and learning our new ELA/ELD adopted materials. Due to high demand by teachers, additional resources have been added for collaboration grants.
e.Site alignment of curriculum, assessments and pedagogy to teacher-developed grade level and content area guides for ELA/ELD and mathematics	1/10/18: Our elementary sites have committed to an assessment schedule directly aligned to grade level standards and curriculum adoptions (enVision and Benchmark); curriculum planning, assessments, and looking at student work is a frequent topic in monthly grade level meetings. Junior Highs have agreed to select common units within the new ELA/ELD curriculum to include common assessments and our 9/10 writing assessment (done district wide) continues each fall and spring. -Elementary common assessment schedule agreed upon and shared with each site. Schedule consists of 2 math assessments, 1 reading, and 1 writing
f. Elementary EL Specialists professional development support of ELD standards implementation	On October 5, 11, & 12 2017, two new teachers of English Learners (EL) staff members received training at YCOE on California ELD Standards. All other EL staff are trained.
g. Professional growth to support differentiation	Notes: 1/2/18 Teachers participating in the GATE certificate program this school year have completed

	<p>the first 3 (of 5) courses.</p> <p>Math coaches shared the Sacramento City Curriculum Maps with all elementary teachers, as a scope and sequence for using enVision math, and to address the students on the fringes. It includes intervention resources and enrichment tasks aligned with our curriculum.</p>
Action 1.3: Continue ongoing evaluation and revision of curriculum to reflect implementation of the California State Standards.	
b. Implementation of ELA/ELD adoption	<p>1/10/2018: 100% of Elementary and Secondary teachers participated in initial training in Benchmark and HMM between June-October 2017. Continued trainings are offered based on teacher-stated needs. To date we have had three additional training options for Benchmark Advance and three additional support options through HMM Collections. Teachers are implementing to varying degrees and site administration communicates the expectation of full implementation as teachers learn materials.</p>
c. Ongoing implementation of K-6 enVision and 7-12 CPM math adoption	<p>enVision used consistently in Elementary classrooms, math coaches are supporting ongoing learning and connection of enVision curriculum to math tasks.</p>
Action 1.4: Support the evaluation of course access in the areas of math and science, grades 8-12.	
Action 1.5: Increase access to technology.	
a. Instructional Technology Specialists at elementary schools, .5 FTE per site (4.0 FTE)	<p>Positions hired and in place at each elementary school site</p>
b. Increase levels of instructional capacity and usage of Google Suite tools and Chromebooks.	<p>Added Educational Tech Trainings to the Professional Learning Catalogue to enable teachers to take an online "Ditch That Textbook" Digital Summit course; Exploring possibilities of a Google boot-camp for teachers in the summer</p>

c. Increase consistency and quality of digital citizenship instruction and awareness for all students.	Digital Citizenship and Gmail training launched at all DJUSD schools with continuous instruction happening at sites throughout the year. Technology department sending follow up digital citizenship updates/reminders to principals and librarians and continuing to update the digital citizenship website
d. Ongoing staffing of Montgomery and DHS libraries to provide after-school wireless access to online services.	After-hours in full effect at Davis High School and Montgomery, with attendance and special offerings increasing; A monthly calendar is posted at Davis High School featuring workshops such as college application support, SAT Prep, and filling out the FAFSA for parents/guardians
Action 1.6: Implementation of ELA/ELD adoption.	
a. Implementation of ELA/ELD adoption	1/10/28: Ongoing support at PD (mentioned above) for implementation of Benchmark curriculum
Action 1.8:	
h. Ongoing professional growth re: SEAL Instructional Model at Montgomery Elementary, including .50 FTE Site Instructional Coach; year 2 of 3.	In late November 2017 TK-1 st grade teachers at Montgomery Elementary were trained on Module V: Reading and Deepening Writing: Enacting the ELA/ELD Framework. This year SEAL has expanded to 2 nd and 3 rd grade levels and teachers have been trained on Module 1 and 2 this fall. Instructional Coach continues to support the development and implementation of units created by teachers.

Goal 2: All students will benefit from high quality 21st Century instruction and engaging curriculum guided by staff collaborating on closing the achievement gap.

Expected Outcome/budget	Actual
Action 2.1: Monitor student academic progress.	
a. Multi-tiered system of Supports Specialists .50 FTE, for development of districtwide MTSS	Position was eliminated to accommodate Instructional Services department reorganization.
b. Elementary mathematics coaches support (PLC) work with	1/10/18: Math coaches at each site are working with teachers (self-selected) designing lessons, reviewing student work,

general education staff focused on student outcomes.	and curriculum design.
c. Elementary reading specialists support PLC work with general education staff focused on student outcomes.	1/10/18: Reading specialists are sharing “running record” (formative reading assessment at their sites); specialists are also participate in academic conferencing with grade level teams at each elementary site.
d. Ongoing administration of (SBAC) interim assessments.	SBAC interim assessment training has taken place at Harper and Davis Senior High School math departments. The Interim Assessments are also identified on the elementary assessment schedule in grades 3-6.
h. Ongoing Academic Conferencing & Collaboration Release time.	1/10/18: Sites conduct academic conferencing 2-3 times/year Collaboration grants being received on regular basis on topics ranging from curriculum development (Benchmark), Social Emotional learning, and GLAD instruction strategies.
Action 2.2 Provide academic support programs.	
a. Continue additional Reading Specialist support at Montgomery Elementary to equitably addressing early literacy needs.	
b. Continue 3rd grade support for increased literacy aligned with Common Core Para, 2.65FTE	Support is ongoing; some sites have starting broadening the use of this support to other primary grade levels based on need.
Action 2.3: Support of college and career readiness.	
b. Establish goal setting program by TK-12 grade students take ownership of setting and pursuing personal, academic and social goals in support of college and career readiness.	Eighth graders do goal setting with counselors as part of their high school academic plan; 10th graders at DHS spend time in their English classes using the Naviance program which helps to identify strengths and goals for high school, college, and beyond; Da Vinci counselors meet with all 10th graders twice a year to set and revise SMART goals; DSIS and King students set academic and personal goals when they are new to the school and they are revised in the fall of each year; We

	have not made progress in anything systematic for all students at all grades.
Action 4 2.4 Support for English Learners.	
a. Elementary EL Specialists, Title III funding (3.0 FTE Assignment based on review of EL & RFEP enrollment by site)	
b. Elementary EL Specialists, Title III funding (1.2 FTE Assignment based on review of EL & RFEP enrollment by site)	
c. Long term EL course (STEEL) teachers, 7-9 grade, .40FTE	Two Structured English Enrichment Lab (STEEL) sections are offered at Harper Junior High School and one section at Holmes Jr. High to support Long Term English Learners with the development of academic language and skills to reach reclassification status.
d. Bilingual para support in DHS World Civilization, 1.0 FTE	The DSHS bilingual paraeducator continues to support English Learner students in World Civilization and US History to frontload concepts, scaffolding supports in order to support the mastery of key concepts and content language.
e. DHS Academic Center, UCD Work Study Mentor Program	1/12/18: The LCAP EL Mentor Tutor Program serves 78 EL students at DHS. UCD students serve as mentors. Each DHS student meets with their mentor at least after each quarter progress report and each quarter grade report. Mentors help students set academic and personal goals. Most goals are related to academic work/tests. Mentor Tutors also provide support in classrooms and the Academic Center. Elodia Alvarez, who has been serving as a substitute AC Supervisor and has been moved forward for Board approval, is keeping records of student progress.
a. Transportation for migrant students.	Transportation of Migrant students from the Davis Migrant Center will continue from April through October. Transportation is critical due to the fact that the migrant housing center

	geographically 8 miles outside of Davis.
b. District Manager of EL Programs, 1.0 FTE	Position has been changed to Director of English Learner, Immersion and World Language Programs.
<i>Action 2.5: Support extended learning opportunities.</i>	
a. Bridge Program at Montgomery and Harper, including Student Success staff 2.0 FTE, extended day teacher, tutor training, program supplies and parent engagement.	Bridge Program continues to serve English Learner and/or low income students at Montgomery Elementary (MME) and Harper Jr. High (HJH). The program provides tutoring and mentoring support to students and a robust parent engagement component. Bridge services at MME are provided after school while at HJH services are primarily provided after school and also during school for students who could not stay after school. At MME the Academic Intervention Programs Coordinator oversees extracurricular, extended day, and extended year programs.
b. Families in Transition Tutoring Program	
c. Summer School	1/10/18: Elementary Reading support program will run for 2018. Summer school planning currently in progress.
<i>Action 2.6: Provide Services for immigrant students</i>	
a. Annual licenses for supplemental language acquisition program	Sites are using Imagine Learning to support students develop English language proficiency particularly newcomer students.
b. Supervision of migrant student transportation.	April through October bus attendant takes attendance and supervises migrant students on route to and from school daily.
<i>Action 2.7: Site-determined services aligned to district.</i>	
a. Site support of reading/math intervention services	1/10/18: Reading teams conduct annual diagnostic assessments at the start of each school year and create reading intervention

	groups for struggling readers. Math intervention varies by site
b. Site support of EL Para's	
c. Site support of additional FTE for Elementary EL	
d. Site support of other EL staff	
Action 2.8: Increased services for English Learners	
a. Additional Elementary EL Specialists, .60 FTE (site based on review of EL & RFEP enrollment)	
Action 2.10:	
a. Implementation of Professional Learning Communities (PLC) to support student learning, targeting students who are furthest from grade level (unduplicated)	1/10/18: Collaboration grants have been granted (summer/fall and winter) to over twenty teacher groups. All grants focus on instruction and pedagogy that target core content and closing of the achievement gap. Davis High School is working once a month in small learning groups to target: student connectedness during semester one, English learners and differentiation during semester two. -Sites conduct Academic Conferencing 2-3 times per year. Grade levels discuss struggling students, how to intervene/support, and review student data.
b. Elementary EL Specialists support PLC work with general educational staff focused on student outcomes.	

Goal 3: All students will have equal opportunity to learn in a culturally relevant and inclusive environment that is physically and emotionally safe and informed by the relationships with parents and community partners.

Action 3.1: Provide Socio-Emotional support services for all students.	
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a. Continue elementary counselors, .25 FTE per site based on school enrollment, (2.0 FTE)	Elementary counseling is staffed at .5 FTE. Due to a resignation and a maternity leave this year, Korematsu, Patwin, and Chavez have had less than .5 FTE for the first part of the year; many sites are using site funds to supplement their counseling time to above .5.
b. Continue elementary counselors, .25 FTE per site based on school demographics, (2.0 FTE)	(see above)
c. Prevention and Crisis Manager, .50 FTE to develop, implement and supervise the Mental Health Intern program.	Due to a staff leave of absence, the MHIP program could not continue in its previous form. As of Jan 2018 the program will be outsourced to Psychological Associates (providers of the District's EAP services) to provide short-term counseling to low income, EL, homeless, and/or foster youth.
a. School Nurses (4.5 FTE) and LVN's (2.125 FTE) for support of student health needs.	School nursing is fully staffed at 4.5 FTE (6 staff members); Due to student medical needs the LVNs has been increased to 2.75 FTE (4 staff members)
b. Ongoing PBIS program and Birch Lane and Montgomery.	MME: Currently in Tier 2 training this year (Tier 3 in 2018-19); using site funds to pay for SWIS (\$350, data tracking system) and student rewards (\$1000 budgeted) BLE: Not as fully implemented but are using SWIS (paid by site); would like to continue with Love and Logic trainings but no funds currently. Both schools are currently implementing PBIS and providing staff training. (waiting for specifics from the schools)
f. King High Trauma Sensitive School health services and professional development.	Operates a student health clinic four hours per week (contract with Communicare); Continued to bring in outside trainer to work with staff on trauma informed practices; have increased counselor and psychologists time.
a. Elementary choral music pilot program at Montgomery Elementary.	
3.2: Develop a culture of celebration to recognize positive efforts of district educators, students, volunteers and community partners.	

a. District recognition events for EL students	Annual Reclassification Ceremony scheduled for Spring 2018.
<i>Action 3.3: Increase parent input in decision-making.</i>	
a. Leadership training for DELAC and ELAC councils.	Training of roles and responsibilities to lead site ELAC committees was conducted on November 2017.
b. District events that foster involvement of families at school, support academic learning at home and include families as knowledgeable participants in school decisions.	1/9 So far this academic year, elementary sites have held four math nights. Several others are planned for the spring months.
<i>Action 3.4: Support services that promote inclusion of all parents participation in school communities at multiple venues</i>	
a. Translation and interpretation services for families of EL's	At district and site level translation of materials and interpretation supports for meetings for EL families is in effect. District-wide committee (Language Justice Working Cadre) is meeting monthly to further build high expectations, capacity and to bring local trainings for staff.
b. Ongoing district self-reflection regarding the quality of engagement at school-related events.	Beacon Results will be surveying parents (digitally Feb. 27) to assess quality of feedback and parent engagement.
<i>Action 3.5: Continue to assess school climate, analyze climate data and implement responses to climate data.</i>	
a. California Healthy Kids Survey administered in alternate years (Spring 2017, Spring 2019)	CHKS is not administered in the 2017-18 school year. Data continues to be analyzed and disseminated to support understanding of and interventions for students who are in the unduplicated and other marginalized groups..
b. Annually administer "Youth Truth" climate survey.	YT was administered in Oct. 2017 to grades 3-12, confidentially linked to individual student data allowing analysis by several LCAP criteria. Results were received in early December, and are being analyzed, disseminated and used to make program and policy decisions at site and district

	levels. Site and District leaders have participated in a data analysis seminar. Raw data is being analyzed as well.
c. Ongoing Climate Coordinator, 1.0FTE	Climate Coordinator continues to apprise and advise leadership on the nature of and strategic responses to the gap between District aspirations to be an environment conducive to learning for all and the day to day and year to year experience of that for staff and students. This work includes individual consultations as well as regular updates to the Board of Education on topics such as key factors in teacher connectedness, experience of harassment, and student safety and well-being.
d. Climate Internships	Funds have been used to support a Climate Data Analyst and Visualization Specialist who supports the pursuit of data sets that more fully describe the complex, intersectional experiences of marginalized students, presented in formats most useful to develop effective responses.
e. Develop and lead a district wide implementation plan for restorative approaches and practices.	A part-time restorative practices consultant supports the implementation of the ongoing work, including co-leading the monthly Restorative Schools Working Cadre and the Restorative Practices and Special Needs Study Group.
f. Professional growth in restorative practices and in the use and potential responses to climate data.	Ongoing individual and group mentoring, leadership and professional growth in the understanding and administration of restorative practices continues across the district and all school campuses. A seminar led by international leaders of Discipline that Restores was held in the fall for experienced practitioners. The entire staff at of DSHS, Holmes, Emerson and Harper JHs have received specific pro-active as well as responsive professional development related to incidents of group harm. There has been development and support of the Student Solidarity Task Force as a professional growth mechanism. The Restorative Practices and Special Needs Study Group is investigating the use of and recommendations for RP with students receiving special education services.
a. Provide Spanish-language restorative practices services.	Provided on an individual basis. Community presentations are being planned for the winter and spring.

b. Continue development of lending library of climate and other materials.	The Climate Office continues to provide written materials for staff development, including topics such as racism, ally-ship, restorative practices and systemic change.
<i>Action 3.6: Maintain school safety infrastructure and provide support for foster youth and homeless students.</i>	
a. Ongoing school community Liaison 1.0 FTE, and secondary school campus safety supervisors	Continuing with School Community Liaison who works closely with site administrators, DPD and DFD to provide safe schools; Each secondary site (excluding King and DSIS) has at least one campus safety supervisor
b. Ongoing increased campus supervision for elementary sites with an enrollment over 600 students.	Chavez is only school with 600+ (630): Their campus supervisor works five days per week for five hours per day
c. Crisis Counselor to support students who are in foster care with continuity of school experiences., .20 FTE	.2 FTE of the Prevention and Crisis Manager is providing case management for foster youth. This includes meeting individually with each student on a regular basis and assisting with transportation, and services as needed. Liaison also connects with students' counselors to verify that student has the necessary academic supports to succeed.
e. Resources to support students who are homeless.	McKinney-Vento Liaison continues to ensure homeless students are connected to and receiving services and supports from sites and the district. Resources provided include transportation support, educational supplies, ongoing check-ins and access to greater community resources. Liaison guides application of district policy in ways that maximize support for MV students.
<i>Action 3.7: Site-determined services aligned to district LCAP</i>	
a. Site support of counselors, FTE variable by site.	Many sites have increased their district-supported counseling FTE through site funds. Even with this increase most secondary sites have ratios of 1:330+ and elementary sites have ratios of 1:800-1200.
b. Site support of translation services for parents of EL's.	At district and site level translation of materials and interpretation supports for meetings for EL families are in effect. District-wide committee, Language

	Justice Working Group, meets monthly to raise expectations, identify resources, further build capacity and bring local trainings for staff.
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