

## § 15497. Local Control and Accountability Plan and Annual Update Template.

### **Introduction:**

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

## **Local Control and Accountability Plan and Annual Update Template**

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

**Guiding Questions:**

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

Involvement Process	Impact on LCAP
<p>Strategic Planning Committee Sept.25-27,2013 and Feb. 28-March 1, 2014</p> <p>Stakeholders: 26 committee members, 13 from the district, 13 from the Davis community</p> <p>The Strategic Planning Committee reviewed district data, then developed four strategic areas of interest to be addressed by the district from 2014 to 2019.</p> <p>Between October 2013 - February 2014, Action Planning Teams formed around each of the four strategic areas and developed 5-year action plans for each area. Each action team included between 20 and 40 staff and community members.</p> <p>In March 2014 the Board of Education adopted the 2014-2019 Strategic Plan.</p>	<p>The DJUSD Strategic Plan four strategic areas were built into the LCAP as Goals 1, 2, 3, 4, and 6. Each strategic area team recommended actions to be accomplished during years 1, 2, and 3. Those actions were included in the LCAP.</p> <p>The LCAP goals that came from the strategic planning process include:</p> <p>Goal 1 Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.</p> <p>Goal 2 Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.</p> <p>Goal 3 Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent</p>

Involvement Process	Impact on LCAP
	<p>intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.</p> <p>Goal 4 Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.</p> <p>Goal 6 [derived from Strategic Plan Area 3] Improve school climate.</p>
<p>1. District Parent Advisory Committees</p> <p>The following district advisory committees include parents who represent all school sites and demographic subgroups. The advisory committees are organized around specific educational programs of interest to the participating parents.</p> <p>All of the advisory groups developed understanding about the LCAP and the eight state priority areas. Data about school climate, English Learner language acquisition and access to core curriculum, and/or 2013 STAR, API and AYP data was made available according to the interests of each stakeholder group. State-determined metrics that will be used to measure progress toward LCAP goals were discussed and LCAP input was generated in various ways at the following meetings:</p> <ul style="list-style-type: none"> <li>• Superintendent's Parent Advisory (Jan 17, Feb. 14)</li> <li>• Coordinating Council of School Climate (Feb 25)</li> <li>• Career Technical Education Advisory (April 7)</li> <li>• Superintendent's Advisory Committee for Special Education (April 14)</li> <li>• Alternative Instructional Model Advisory, formerly GATE (April 28)</li> </ul>	<p>The impact on the LCAP of the various advisory groups included:</p> <ul style="list-style-type: none"> <li>• input regarding the state priority areas of student engagement, parent involvement and school climate</li> <li>• specific support of climate programs at sites</li> <li>• specific input regarding career technical education (CTE) from Davis High School alumni and CTE advisory board members</li> <li>• strong support for professional growth in the area of differentiation of instruction</li> </ul>
<p>2. District English Learner Advisory Committee (DELAC) and Migrant Parent Advisory Committee (MPAC)</p> <p>English Learner parents were engaged and involved in developing, reviewing, and supporting the implementation of the LCAP at meetings with the District English Learner Advisory Committee (DELAC) (Feb. 11, March 18) and the Migrant Parent Advisory Committee (MPAC) (April 14).</p> <p>DELAC parents reviewed quantitative and qualitative data through the lens of the DJUSD Title III Improvement Plan, Year 4. The state LCAP priorities were reviewed, parents were informed about the LCAP process, and ideas were generated regarding parent interest in support for English Learner students. The Migrant parents additionally generated ideas about ways the district can better support low income students.</p>	<p>The DELAC approved the Title III Improvement Plan Year 4 and the plan's actions and budget were directly included in the LCAP under Goal 5.</p> <p>Goal 5 We will increase the percent of English Learners that make adequate yearly progress and are reclassified as fluent English proficient within 5 years.</p>

Involvement Process	Impact on LCAP
<p><b>3. Parent Engagement Group (PEG)</b></p> <p>In familiarizing themselves with the many aspects of parent involvement in school districts and school sites, the DJUSD Parent Engagement Group reviewed Board of Education Parent Involvement Policy 6020 and the related Administrative Regulations. The Parent Engagement Group sponsored the district Parent Engagement Night, which focused on research-based approaches to expanding parent engagement, including ways to increase the participation of low income parents and Latino parents in their child's school and education. Parents from socioeconomically disadvantaged and socioeconomically non-disadvantaged families participated together in the meeting, discussing ideas about important issues to address in order to increase involvement of low income parents. The event was attended by 100 participants, including parents, community members, teachers, specialists, counselors, classified staff, and administrators.</p> <p>The Parent Engagement Group met on Nov. 18, March 10, and May 19. The DJUSD Parent Engagement Night was held on February 4, 2014.</p>	<p>Based on their understanding of the DJUSD parent involvement policy and research about effective parent involvement, the Parent Engagement Group gave input to the development of LCAP Goal 7.</p> <p><b>Goal 7</b> Increase effective two-way communication between the district, schools and parents to communicate with families about school programs and student progress, foster involvement of families at school, support academic learning at home, thereby including families as knowledgeable participants in school decisions.</p>
<p><b>4. LCAP Community Conversation</b></p> <p>Community members and district staff members participated in the LCAP Community Conversation on April 23.</p>	<p>Staff and community members expressed interest/concern in many areas, including:</p> <ul style="list-style-type: none"> <li>• ensuring teacher quality, assessment of teachers and establishing minimum expectations</li> <li>• providing staff time for collaboration</li> <li>• providing professional growth in areas that support climate</li> <li>• instruction using the Common Core for State Standards</li> <li>• providing course access for all students</li> <li>• lowering class size</li> <li>• providing elementary counseling services</li> <li>• tracking climate through a district survey</li> <li>• implementing restorative practices</li> <li>• attending to needs of English learners</li> <li>• providing professional growth in differentiating instruction</li> <li>• diversifying the understanding of student success</li> </ul>
<p><b>5. Student Groups</b></p> <p>During the month of April, LCAP focus group discussions were held with student groups from Davis High School, Da Vinci Charter School, King High School and Davis School for Independent Study. Students provided feedback through focus groups notes, LCAP surveys and an online blog.</p>	<p>Student feedback validated the LCAP focus of asking students for their input and on the priorities of safety, climate, engagement and pupil outcomes.</p> <p>Students supported:</p> <ul style="list-style-type: none"> <li>• increasing a sense of community connection</li> <li>• expanding sports, clubs, career exploration, and real life education such as CTE and STEM programs</li> <li>• creating smaller class sizes</li> <li>• increasing programs that bring students and families together</li> <li>• hiring high quality teachers, increasing teacher pay &amp; accountability</li> <li>• district provision of technology</li> </ul>

Involvement Process	Impact on LCAP
<p>6. Representatives of Foster Youth and Homeless Students</p> <p>On April 1, the Superintendent held a meeting with Foster Youth and Homeless Youth advocates, including representatives from Yolo CASA, Progress Ranch, Empower Yolo Homeless Shelter, DJUSD Homeless Liaison &amp; DJUSD Coordinator of School Climate.</p>	<p>Ideas generated at the meeting with advocates for homeless students and foster students included:</p> <ul style="list-style-type: none"> <li>• offering professional growth presentations for staff about the impact of trauma on foster youth and homeless students</li> <li>• importance of aligned adherence by sites to the district enrollment policy</li> <li>• request for district support in recruiting adults to serve as advocates for foster youth</li> <li>• request for funding of school transportation for homeless students</li> </ul>
<p>7. District Administrative Leadership Team (ALT)</p> <p>All district and site managers discussed the LCAP over a period of several months and at several administrative meetings. (Jan 14, Feb. 11, March 11)</p>	<p>District administrators addressed ways to collect data about state mandated metrics that will be used to demonstrate growth in Conditions of Learning, Pupil Outcomes, and Engagement. They also generated ideas about local measures that would be useful in tracking student growth, specifically in the area of engagement.</p>
<p>8. District Staff</p> <ul style="list-style-type: none"> <li>• Superintendent's Certificated Advisory (Feb. 3)</li> <li>• Superintendent's Classified Advisory (Feb. 19)</li> <li>• English Learner Leadership Group (Feb 26)</li> <li>• District Office staff (March 19)</li> <li>• DJUSD Nurses meeting (April 2)</li> <li>• DJUSD Campus Climate and Safety meeting (April 7)</li> <li>• DJUSD Head Counselors meeting (April 14)</li> <li>• District Staff members LCAP Meeting (April 23)</li> </ul>	<p>District staff supported:</p> <ul style="list-style-type: none"> <li>• attention to salary, benefits and recruitment of qualified teachers</li> <li>• ongoing provision of BTSA services to beginning teachers</li> <li>• updating technology</li> <li>• sufficient technology support and clear communication system to provide timely assistance to site staff</li> <li>• aligning standards with the Common Core State Standards, providing CCSS materials</li> <li>• helping students and parents transition to CCSS for college and career</li> <li>• increasing understanding of the career and college readiness component of 11th grade standardized testing</li> <li>• continuing outdoor education</li> <li>• expanding variety of instructional strategies for effectively teaching English learners</li> <li>• reminding all staff members of welcoming practices</li> <li>• creating buddy system to increase students' and parents' connection with schools</li> <li>• providing after-school programs, breakfast, positive rewards system with all staff encouraged to acknowledge students' positive behavior</li> <li>• adding restorative practices to the current progressive discipline model</li> <li>• creating site-based mental health teams</li> <li>• lowering the nurse:student ratio at each site</li> <li>• moving students into the more engaged mindset of active learning</li> <li>• increasing student interaction between grade levels</li> </ul>

Involvement Process	Impact on LCAP
<p>9. District LCAP Online Survey</p> <p>The LCAP survey was posted on the district's LCAP webpage in early April 2014. The survey collected stakeholder feedback from 124 parents, community members, students, teachers and other staff members. The survey was organized around the eight state priority areas.</p>	<p>The following items were areas of concentrated interest or concern.</p> <p>#1 concern: improve the LCAP survey</p> <p>Conditions of Learning</p> <ul style="list-style-type: none"> <li>• increase teacher compensation—people leaving Davis to teach elsewhere due to higher pay</li> <li>• involve experienced teachers in mentoring other teachers, sharing expertise</li> <li>• determine a level of minimum professional growth for all teachers</li> <li>• increase collaboration time</li> <li>• teacher training in cultivating and using parent support</li> <li>• all teachers trained on climate issues</li> <li>• need instructional materials aligned to new standards</li> <li>• instructional materials adopted with the entire district in mind</li> <li>• support systematic, instructionally responsive formative assessment by teachers</li> <li>• varied response to the Common Core State Standards: anticipation, interest, concern and wariness</li> <li>• address physical conditions of school facilities, including pest management</li> </ul> <p>Pupil Outcomes</p> <ul style="list-style-type: none"> <li>• reduce class size</li> <li>• address needs of “students in the middle”</li> <li>• partner with college-level institutions and online opportunities</li> <li>• less segregation of students into special program</li> <li>• strengthen neighborhood classes</li> <li>• significant level of support for specialized programs</li> <li>• provide more robust differentiation</li> <li>• determine how best to provide support to lower achieving students</li> </ul> <p>Engagement</p> <ul style="list-style-type: none"> <li>• inequities between schools need to be addressed (PTA donations)</li> <li>• fewer “segregated programs” and more unity in the district</li> <li>• value gardens, visual and performing arts, music program, foreign languages—not everything should be about college</li> <li>• CTE and STEM classes are a priority; expand ROP and technology courses</li> <li>• increase counseling resources K-12 with particular emphasis on elementary</li> <li>• better communication from schools to parents</li> <li>• concern that secondary sites do not embrace parent involvement</li> <li>• use climate surveys to provide feedback to district and schools</li> <li>• increase parent participation for parents of low income, English learners, foster youth and students with special needs</li> </ul>

Involvement Process	Impact on LCAP
<p>10. LCAP Forum</p> <p>District- and site-level participants reviewed a broad spectrum of district and site data, clarified understanding of the state priority areas (Conditions of Learning, Pupil Outcomes, and Engagement) and reviewed stakeholder feedback regarding LCAP priorities.</p> <p>Based on the data related to the state priority areas, LCAP Forum participants focused on current areas of concern within the district.</p>	<p>Discussions from the LCAP Forum resulted in the development of LCAP Goal 8.</p> <p>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.</p> <p>High priority concerns included the broad areas of 1) school climate for all stakeholders, 2) student engagement, 3) ensuring the development of the whole student, and 4) equity for students who are low income, English learners and foster youth.</p> <p>Specific areas of interest included:</p> <ul style="list-style-type: none"> <li>• support implementation of Common Core State Standards</li> <li>• increase access to courses</li> <li>• support development of technology infrastructure</li> <li>• develop aligned assessments</li> <li>• increase counseling services</li> <li>• support development and use of climate survey</li> <li>• marshal all resources to improve climate</li> <li>• increase implementation of restorative practices</li> <li>• improve communication with parents</li> <li>• support family outreach through resource centers</li> </ul>



## **Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

### **Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need * Increase the degree to which teachers are prepared to effectively teach Common Core State Standards</p> <p>Metrics 1.1 Williams Act Review of rate of teacher mis-assignment</p> <p>1.2.a. Professional Growth participation records for Common Core State Standards</p> <p>1.2.b. Grade level / subject area interim formative assessments</p> <p>1.3 Professional Growth System Survey</p>	<p>Goal 1: Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.</p>	All students	All	<p>1.1. Decrease by 2 the number of teacher mis-assignments (from 10 misassignments to 8)</p> <p>1.2.a. At least 60% of teachers will have participated in CCSS professional growth</p> <p>1.2.b. Establish baseline of percent of students scoring "adequate understanding of standards" as measured on district report cards (TK-6 grade)</p> <p>1.3. 60% of staff will respond positively regarding district assistance in</p>	<p>1.1. Decrease by 2 the number of teacher mis-assignments (from 8 misassignments to 6)</p> <p>1.2.a. At least 80% of teachers will have participated in CCSS professional growth</p> <p>1.2.b. Increase by 50% the number of students scoring "adequate understanding of standards" as measured on district report cards (TK-6 grade)</p> <p>1.3. 70% of staff will respond positively regarding district assistance in</p>	<p>1.1. Decrease by 2 the number of teacher mis-assignments (from 6 misassignments to 4)</p> <p>1.2.a. 100% of teachers will have participated in CCSS professional growth</p> <p>1.2.b. increase by 50% the number of students scoring "adequate understanding of standards" as measured on district report cards (TK-6 grade)</p> <p>1.3. 80% of staff will respond positively regarding district assistance in</p>	<p>* Basic Services * Standards implementation</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					addressing professional growth needs	addressing professional growth needs	addressing professional growth needs	
<p>Need * Increase the good repair of school facilities</p> <p>Metrics 1.1 Williams Act Review of school facilities 1.2 Wireless installation completion report</p>	Goal 2: Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.	<p>Section 3A: All students</p> <p>Section 3B: Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth</p>	All		<p>2.1. 93% of school buildings will obtain an overall rating of "Good" or "Exemplary"</p> <p>2.2 Completion of DHS wireless installation</p>	<p>2.1. 100% of school buildings will obtain an overall rating of "Good" or "Exemplary"</p> <p>2.2. Completion of junior high schools' wireless installation</p>	<p>2.1 Maintain 100% of school buildings with an overall rating of "Good" or "Exemplary"</p> <p>2.2 Completion of elementary schools wireless installation</p>	* Basic Services
<p>Need * Increase the implementation of Common Core State Standards * Increase pupil achievement * Improve other pupil outcomes * Increase pupil engagement * Increase parent</p>	Goal 3: Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed	<p>Section 3A: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Section 3B: Low income; English</p>	All		<p>3.1.a. Participation by at least 60% of teachers in professional growth that addresses the use of assessments to improve student learning</p>	<p>3.1.a. Participation by at least 80% of teachers in professional growth that addresses the use of assessments to improve student learning</p>	<p>3.1.a. Participation by 100% of teachers in professional growth that addresses the use of assessments to improve student learning</p>	<p>* Standards Implementation * Pupil Achievement * Other Pupil Outcomes * Pupil Engagement * Parent Involvement</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>engagement</p> <p>Metrics</p> <p>3.1.a. Professional Growth participation records</p> <p>3.1.b. Williams Act standards-aligned instructional materials for all core classes</p> <p>3.1.c. Instructional strategies observation tool</p> <p>3.2.a. CST / SBAC proficiency rate in ELA and Math</p> <p>3.2.b. Academic Performance Index</p> <p>3.3. List of students with semester grade of D or F</p> <p>3.4.a. Middle school dropout rates</p> <p>3.4.b. High School dropout rates</p>	<p>district standards.</p>	<p>Learners; Redesignated Fluent English Proficient; Foster Youth</p>			<p>3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas.</p> <p>3.1.c. Establish baseline observation of classroom instructional strategies supporting implementation of CCSS</p> <p>3.2.a. CST ELA &amp; Math proficiency rates: 75% &amp; 68%, respectively; establish baseline SBAC proficiency rate for ELA and Math</p> <p>3.2.b. Establish baseline API</p>	<p>3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas.</p> <p>3.1.c. Increase by 20% observation of classroom instructional strategies supporting implementation of CCSS</p> <p>3.2.a. Increase by 10% proficiency on SBAC ELA and Math, targeted students by 15%</p> <p>3.2.b. Increase API by 30 or more points</p>	<p>3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas.</p> <p>3.1.c. Increase by 20% observation of classroom instructional strategies supporting implementation of CCSS</p> <p>3.2.a. Increase by 10% proficiency on SBAC ELA and Math, targeted students by 15%</p> <p>3.2.b. Increase API by 40 or more points</p>	

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<p>3.4.c. High School graduation rates</p> <p>3.5.a. Parent-Teacher Conference records</p> <p>3.5.b. Use records for parents' online access to student assignments and grades</p>					<p>3.3. Decrease by 20% the number of students with semester grade of D or F</p> <p>3.4.a. Maintain a middle school dropout rate lower than .5%</p> <p>3.4.b. Maintain high school dropout rate lower than 2.0%</p> <p>3.4.c. Maintain high school graduation rate of 96% or higher</p> <p>3.5.a. Establish baseline for parent attendance at parent-teacher conferences</p> <p>3.5.b. Establish baseline for parents' use of online access to</p>	<p>3.3. Decrease by 20% the number of students with semester grade of D or F</p> <p>3.4.a. Maintain a middle school dropout rate lower than .5%</p> <p>3.4.b. Maintain high school dropout rate at lower than 2.0%</p> <p>3.4.c. Maintain high school graduation rate of 96% or higher</p> <p>3.5.a. 80% of parents will attend parent-teacher conferences</p> <p>3.5.b. 80% of parents will utilize online access to student</p>	<p>3.3. Decrease by 20% the number of students with semester grade of D or F</p> <p>3.4.a. Maintain a middle school dropout rate lower than .5%</p> <p>3.4.b. Maintain high school dropout rate at lower than 2.0%</p> <p>3.4.c. Maintain high school graduation rate of 96% or higher</p> <p>3.5.a. 95% of parents in attendance at parent-teacher conferences</p> <p>3.5.b. 95% of parents will utilize online access to student</p>	

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					student assignments and grades	assignments and grades	assignments and grades	
<p>Need</p> <ul style="list-style-type: none"> <li>* Ensure pupil enrollment in a broad course of study that includes all of the subject areas</li> <li>* Increase pupil outcomes in a broad course of study that includes all of the subject areas</li> <li>* Increase pupil outcomes in physical fitness</li> <li>* Increase pupil achievement</li> <li>* Increase pupil engagement</li> <li>* Increase positive school climate</li> <li>* Increase parent engagement</li> </ul> <p>Metrics</p> <p>4.1. Professional Growth participation records</p>	<p>Goal 4: Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.</p>	<p>Section 3A: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Section 3B: Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth</p>	All		<p>4.1. Participation by at least 60% of teachers in professional growth that addresses differentiation</p> <p>4.2.a. Establish baseline for number of students meeting personal goals</p> <p>4.2.b. Establish baseline for students meeting academic goals</p> <p>4.2.c. Decrease the number of students requiring risk assessment by 10%</p> <p>4.3.a. Increase by 5% the number of students meeting</p>	<p>4.1. Participation by at least 80% of teachers in professional growth that addresses differentiation</p> <p>4.2.a. Increase by 5% the number of students meeting personal goals</p> <p>4.2.b. Increase by 5% the number of students meeting academic goals</p> <p>4.2.c. Decrease the number of students requiring risk assessment by 10%</p> <p>4.3.a. Increase by 5% the number of</p>	<p>4.1. Participation by 100% of teachers in professional growth that addresses differentiation</p> <p>4.2.a. Increase by 10% the number of students meeting personal goals</p> <p>4.2.b. Increase by 10% the number of students meeting academic goals</p> <p>4.2.c. Decrease number of students requiring risk assessment by 10%</p> <p>4.3.a. Increase by 5% the number of students meeting</p>	<ul style="list-style-type: none"> <li>* Course Access</li> <li>* Pupil Achievement</li> <li>* Other Pupil Outcomes</li> <li>* Pupil Engagement</li> <li>* School Climate</li> <li>* Parent Involvement</li> </ul>

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4.2.a. Climate survey 4.2.b. Climate survey 4.2.c. Risk Assessment report 4.3.a. Physical Fitness Test results 4.3.b. Comprehensive course of study, elementary for use of time for core subjects and interventions for targeted students 4.3.c. Comprehensive course of study, secondary for use of time for core subjects and interventions for targeted students 4.4.a. Enrollment rate in Career Technical Education (CTE) courses 4.4.b. Completion rate in Career Technical Education (CTE) pathways				5 or more fitness standards on the Physical Fitness Test  4.3.b. Establish baseline for all elementary schools use of time for core subjects and academic interventions for targeted students  4.3.c. Establish baseline for all secondary schools for comprehensive course of study  4.4.a. Establish baseline for enrollment in Career Technical Education (CTE) courses  4.4.b. Establish	students meeting 5 or more fitness standards on the Physical Fitness Test  4.3.b. Evidence of increased balance in elementary schools use of time for core subjects and academic interventions for targeted students  4.3.c. Identify and address course access issues for targeted students and increase enrollment  4.4.a. Maintain or increase enrollment in Career Technical Education (CTE) courses  4.4.b. Maintain or	5 or more fitness standards on the Physical Fitness Test  4.3.b. Evidence of increased balance in elementary schools use of time for core subjects and academic interventions for targeted students  4.3.c. Identify and address access issues for targeted students and increase enrollment  4.4.a. Maintain or increase enrollment in Career Technical Education (CTE) courses  4.4.b. Maintain or		

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4.4.c. A-G course completion rate  4.4.d. Enrollment rate in Advanced Placement (AP) courses  4.4.e. Testing rate on Advanced Placement exams  4.4.f. Passage rate on Advanced Placement exams  4.4.g. Early Assessment Program preparation rate  4.5.a. Annual attendance rate  4.5.b. Chronic absenteeism rate					baseline for completion rate in Career Technical Education (CTE) pathways  4.4.c. Increase A-G course completion rate by 3%, for targeted students increase by 10%  4.4.d. Establish baseline for enrollment in AP courses  4.4.e. Increase Advanced Placement test taking rate by 10%  4.4.f. Increase Advanced Placement passage rate by 5%  4.4.g. Establish baseline EAP preparation rate	increase completion rate in Career Technical Education (CTE) pathways  4.4.c. Increase A-G course completion rate by 3%, for targeted students increase by 10%  4.4.d. Maintain enrollment in AP courses  4.4.e. Increase Advanced Placement test taking rate by 10%  4.4.f. Increase Advanced Placement passage rate by 5%  4.4.g. Increase EAP preparation rate by 2%	increase completion rate in Career Technical Education (CTE) pathway  4.4.c. Increase A-G course completion rate by 3%, for targeted students increase by 10%  4.4.d. Maintain enrollment in AP courses  4.4.e. Increase Advanced Placement test taking rate by 10%  4.4.f. Increase Advanced Placement passage rate by 5%  4.4.g. Increase EAP preparation rate by 2%	



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					4.5.a. Maintain annual attendance rate at 95% or higher  4.5.b. Decrease by 2% chronic absenteeism rate	4.5.a. Maintain annual attendance rate at 95% or higher  4.5.b. Decrease by 2% chronic absenteeism rate	4.5.a. Maintain annual attendance rate at 95% or higher  4.5.b. Decrease by 2% chronic absenteeism rate	
Needs * Increase classroom embedded English Language Development (ELD) instruction * Increase delivery of ELD standards within English Language Arts Common Core Standards (ELA CCSS) * Increase EL pupil achievement * Increase EL pupil engagement	Goal 5: Increase the percent of English Learners that make adequate yearly progress and are reclassified as fluent English proficient within 5 years.	Section 3A: English Learners  Section 3B: English Learners; Redesignated Fluent English Proficient	All		5.1.a. Maintain adequate ELD materials in 100% of district classrooms  5.1.b. At least 60% of teachers will have participated in CCSS / ELD standards professional growth  5.1.c. Establish	5.1.a. Maintain adequate ELD materials in 100% of district classrooms  5.1.b. At least 80% of teachers will have participated in CCSS / ELD standards professional growth  5.1.c. Increase by	5.1.a. Maintain adequate ELD materials in 100% of district classrooms  5.1.b. At least 100% of teachers will have participated in CCSS / ELD standards professional growth  5.1.c. Increase by	* Basic Services * Standards Implementation * Pupil Achievement * Pupil Engagement * Parent Involvement

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<p>* Increase EL parent engagement</p> <p>Metrics</p> <p>5.1.a. Williams Act ELD instructional materials</p> <p>5.1.b. Professional Growth participation records</p> <p>5.1.c. Instructional strategies observation tool</p> <p>5.2.a. California English Language Development Test (CELDT)</p> <p>5.2.b. CELDT</p> <p>5.2.c. CST / SBAC standardized tests in ELA and math</p> <p>5.2.d. English Learner reclassification rate</p> <p>5.3. Academic Performance index</p>				<p>baseline observation of classroom ELD and SDAIE instructional strategies implementation</p> <p>5.2.a. Increase annual rate of EL language acquisition by 1% (AMAO 1)</p> <p>5.2.b. Increase rate of EL cohorts language proficiency by 1% (AMAO 2)</p> <p>5.2.c. EL subgroup CST ELA &amp; Math proficiency rates: 48.7% &amp; 58.6%, respectively (AMAO 3); establish baseline SBAC proficiency rate for ELA and Math</p> <p>5.2.d. Increase</p>	<p>20% observation of classroom ELD and SDAIE instructional strategies implementation</p> <p>5.2.a. Increase annual rate of EL language acquisition by 1% (AMAO 1)</p> <p>5.2.b. Increase rate of EL cohorts language proficiency by 1% (AMAO 2)</p> <p>5.2.c. Increase number of EL subgroup proficient on SBAC ELA and Math by at least 5% (AMAO 3)</p> <p>5.2.d. Increase</p>	<p>20% observation of classroom ELD and SDAIE instructional strategies implementation</p> <p>5.2.a. Increase annual rate of EL language acquisition by 1% (AMAO 1)</p> <p>5.2.b. Increase rate of EL cohorts language proficiency by 1% (AMAO 2)</p> <p>5.2.c. Increase number of EL subgroup proficient on SBAC ELA and Math by at least 5% (AMAO 3)</p> <p>5.2.d. Increase</p>		

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5.4.a. Enrollment rate in Advanced Placement (AP) courses 5.4.b. Testing rate on Advanced Placement exams 5.4.c. Passage rate on Advanced Placement exams 5.5 List of students with semester grade of D or F 5.6.a. Annual attendance rate 5.6.b. Chronic absenteeism rate 5.7.a. Middle school dropout rates 5.7.b. High School dropout rates 5.7.c. High School graduation rates					EL reclassification rate by 1%  5.3. Establish baseline API for EL subgroup  5.4.a. Establish baseline for EL enrollment in AP courses  5.4.b. Establish baseline for EL AP test taking rate  5.4.c. Establish baseline for EL AP exam passage rate  5.5. Establish baseline for percentage of EL students with semester grade of D or F  5.6.a. Establish baseline for EL annual	EL reclassification rate by 1%  5.3. Increase EL API by 15 or more points  5.4.a. Increase by 5% EL enrollment in AP courses  5.4.b. Increase by 5% EL AP test taking rate  5.4.c. Increase by 5% EL AP exam passage rate  5.5. Decrease by 10% EL students with semester grade of D or F  5.6.a. Increase EL annual attendance rate	EL reclassification rate by 1%  5.3. Increase EL API by 25 or more points  5.4.a. Increase by 5% EL enrollment in AP courses  5.4.b. Increase by 5% EL AP test taking rate  5.4.c. Increase by 5% EL AP exam passage rate  5.5. Decrease by 10% EL students with semester grade of D or F  5.6.a. Increase EL annual attendance rate	

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5.8. Parent sign-in sheets at school / district meetings					attendance rate	by 1%	by 1%	
					5.6.b. Establish baseline for EL chronic absenteeism rate	5.6.b.Decrease EL chronic absenteeism rate by 1%	5.6.b.Decrease EL chronic absenteeism rate by 1%	
					5.7.a. Maintain EL middle school dropout rate of less than 1%	5.7.a. Maintain EL middle school dropout rate of less than 1%	5.7.a. Maintain EL middle school dropout rate of less than 1%	
					5.7.b. Decrease High School EL dropout rate by 50%	5.7.b. Maintain EL high school dropout rate of less than 1%	5.7.b. Maintain EL high school dropout rate of less than 1%	
					5.7.c. Increase EL graduation rate by 2%	5.7.c. Increase EL graduation rate by 2%	5.7.c. Increase EL graduation rate by 2%	
					5.8. Establish baseline for the annual participation rate of EL parents involved in school/district meetings	5.8. Increase by 10% the annual participation rate of EL parents involved in school/district meetings	5.8. Increase by 10% the annual participation rate of EL parents involved in school/district meetings	
Need * Improve school climate	Goal 6: Improve school climate	Section 3A: All students; Black, African-	All		6.1.a. Decrease home suspension rate to less than	6.1.a. Decrease home suspension rate to less than	6.1.a. Decrease home suspension rate to less than	* School Climate

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<p>Metrics</p> <p>6.1.a. Student home suspension rates</p> <p>6.1.b. Student in-school suspension rates</p> <p>6.1.c. Student expulsion rates</p> <p>6.2. California Healthy Kids Survey (CHKS)</p>		<p>American; Latino; Students w/ Disabilities</p> <p>Section 3B: Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth</p>			<p>2.5% for all students and all subgroups</p> <p>6.1.b. Decrease in-school suspension rate to 2% for all students and all subgroups</p> <p>6.1.c. Maintain expulsion rate of less than .05%</p> <p>6.2. Increase by 10% the number of students reporting a sense of connectedness with an adult on campus</p>	<p>2.5% for all students and all subgroups</p> <p>6.1.b. Decrease in-school suspension rate to 2% for all students and all subgroups</p> <p>6.1.c. Maintain expulsion rate of less than .05%</p> <p>6.2. Increase by 10% the number of students reporting a sense of connectedness with an adult on campus</p>	<p>2.5% for all students and all subgroups</p> <p>6.1.b. Decrease in-school suspension rate to 2% for all students and all subgroups</p> <p>6.1.c. Maintain expulsion rate of less than .05%</p> <p>6.2. Increase by 10% the number of students reporting a sense of connectedness with an adult on campus</p>	
<p>Need</p> <p>* Increase parent engagement</p> <p>Metrics</p> <p>7.1 .a. California Healthy Kids Survey / DJUSD Climate Survey</p>	<p>Goal 7: Increase parent engagement through effective two-way communication to communicate with families about school programs and student progress, foster involvement of families at school, and support academic learning</p>	<p>Section 3A: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Section 3B:</p>	All		<p>7.1.a Increase by 25% the number of climate surveys submitted by parents</p> <p>7.1.b. Establish baseline of climate surveys</p>	<p>7.1.a Increase by 25% the number of district climate surveys submitted by parents</p> <p>7.1.b. Increase by 20% the number of district</p>	<p>7.1.a Increase by 25% the number of district climate surveys submitted by parents</p> <p>7.1.b. Increase by 30% the number of district</p>	* Parent Involvement

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<p>7.1 .b. California Healthy Kids Survey / DJUSD Climate Survey</p> <p>7.2 Parent sign-in sheets at school/district meetings</p> <p>7.3.a . List of district events supporting academic learning at home</p> <p>7.4 LCAP Survey</p>	<p>at home, thereby including families as knowledgeable participants in school decisions.</p>	<p>Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth</p>		<p>submitted by parents with positive responses about district communication</p> <p>7.2. Establish baseline for the annual participation rate of parents involved in school/district meetings</p> <p>7.3. Increase events that support academic learning at home by one additional district wide event</p> <p>7.4. Increase by 50% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents</p>	<p>climate surveys submitted by parents with positive responses about district communication</p> <p>7.2. Increase by 10% the annual participation rate of parents involved in school/district meetings</p> <p>7.3. Increase events that support academic learning at home by one additional district wide event</p> <p>7.4 Increase by 50% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents</p>	<p>climate surveys submitted by parents with positive responses about district communication</p> <p>7.2. Increase by 10% the annual participation rate of parents involved in school/district meetings</p> <p>7.3. Increase events that support academic learning at home by one additional district wide event</p> <p>7.4 Increase by 50% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents</p>		

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need * Improve school climate</p> <p>Metrics</p> <p>8.1. Teacher retention records</p> <p>8.2. DJUSD Climate survey for staff</p> <p>8.3.a. List of substitute employees</p> <p>8.3.b. DJUSD Climate survey for substitute employees, volunteers and community partners</p> <p>8.4. List of recognitions</p>	<p>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.</p>	<p>Section 3A: All students</p>	<p>All</p>	<p>8.1. Establish baseline for retention of highly qualified staff in district</p> <p>8.2. Establish baseline of staff sense of recognition based on respect, trust and inquiry</p> <p>8.3.a. Establish baseline number of highly qualified substitutes to cover district substitute needs</p> <p>8.3.b. Establish baseline of substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry</p>	<p>8.1. Increase retention of highly qualified staff in district by 5%</p> <p>8.2. Increase by 15% reported staff sense of recognition based on respect, trust and inquiry</p> <p>8.3.a. Increase by 10% the number of available highly qualified substitutes to cover district substitute needs</p> <p>8.3.b. Increase by 15% reported substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry</p>	<p>8.1. Increase retention of highly qualified staff in district by 5%</p> <p>8.2. Increase by 25% reported staff sense of recognition based on respect, trust and inquiry</p> <p>8.3.a. Increase by 10% the number of available highly qualified substitutes to cover district substitute needs</p> <p>8.3.b. Increase by 25% reported substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry</p>	<p>* School Climate</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
					8.4. Establish baseline of recognitions embedded in collaborative practices, professional growth, and effective communication networks	8.4. Increase by 15% recognitions embedded in collaborative practices, professional growth, and effective communication networks	8.4. Increase by 25% recognitions embedded in collaborative practices, professional growth, and effective communication networks	



### **Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

#### **Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.	* Basic Services * Standards implementation	<p>Targeted student groups: All students</p> <p>Develop interactive professional growth website to assist in addressing professional growth needs, including needs assessment, forum for sharing staff expertise and ideas, making resources available, and on-going assessment of Professional Growth System (PGS)</p>	District		enroll'd Professional growth database State Funding \$1,200	Professional growth interactive website State Funding \$15,000	Professional growth interactive website State Funding \$15,000
		<p>Targeted student groups: All students</p> <p>Establish Director of Curriculum, Assessment &amp; Learning to implement PGS</p>	District		Director, 1.0 FTE State Funding \$130,000	Director, 1.0 FTE (ongoing) State Funding \$130,000	Director, 1.0 FTE (ongoing) State Funding \$130,000
		<p>Targeted student groups: All students</p> <p>Create PGS that is aligned with California Standards for the Teaching Profession; effectively communicate with all key stakeholders about professional growth programs</p>	District		Professional growth oversight committee, release time State Funding \$9,000	Professional growth oversight committee, release time State Funding \$9,000	Professional growth oversight committee, release time State Funding \$9,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student groups: All students</p> <p>Ensure systemization of the PGS, including a coordinated, integrated approach across recruiting, hiring, induction, placement, professional learning, and evaluation.</p>	District		<p>Beginning Teacher Support &amp; Assessment program (BTSA) State Funding \$125,000</p> <p>BTSA Support / Mentor Teachers Federal Funding \$100,000</p>	<p>Beginning Teacher Support &amp; Assessment program (BTSA) State Funding \$125,000</p> <p>BTSA Support / Mentor Teachers Federal Funding \$100,000</p>	<p>Beginning Teacher Support &amp; Assessment program (BTSA) State Funding \$125,000</p> <p>BTSA Support / Mentor Teachers Federal Funding \$100,000</p>
		<p>Targeted student groups: All students</p> <p>Utilize partnerships to implement and evaluate professional growth system</p>	District		<p>Training partnerships State Restricted Funding \$20,000</p>	<p>Training partnerships State Restricted Funding \$20,000</p>	<p>Training partnerships State Restricted Funding \$20,000</p>
		<p>Targeted student groups: All students English learners</p> <p>Develop capacity of teachers, administrators, and specialists to identify best practices in support of the implementation of Common Core and ELD standards</p>	District		<p>Training workshops, Secondary Articulation, Summer Curriculum workshops State Restricted Funding \$50,000</p>	<p>Training workshops, Secondary Articulation, Summer Curriculum workshops State Restricted Funding \$50,000</p>	<p>Training workshops, Secondary Articulation, Summer Curriculum workshops State Restricted Funding \$50,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Targeted student groups: All students  Support implementation of Next Generation Science Standards and STEM education, grades K-12	District		Science Teacher on Special Assignment, .2 FTE Federal Funding \$20,000	Science Teacher on Special Assignment, .2 FTE Federal Funding \$20,000	Continued support of Science Teacher on Special Assignment, .2 FTE determined by survey of science teachers Federal Funding \$0
		Targeted student groups: All students  Increase certificated staff contract days from current 2 days to 3 days, then 4 days for required professional growth ; increase classified staff contract hours for required professional growth	District		Collective bargaining regarding addition of professional collaboration days to teacher contract; dependent on increase in state funding State Funding \$0	1 day added to teacher contract for teacher professional collaboration time (3 total days) [subject to collective bargaining; dependent on increase in state funding] State Funding \$250,000	1 day added to teacher contract for teacher professional collaboration time (4 total days) [subject to collective bargaining; dependent on increase in state funding] State Funding \$250,000
Goal 2: Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.	* Basic Services	Targeted student groups: All students  Implement wireless at all schools	District		See Section 3B, Goal 2	See Section 3B, Goal 2	See Section 3B, Goal 2
		Targeted student groups: All students  Implement the City of Davis recommendations for safe routes to schools	District		Safe routes implementation costs State Restricted Funding \$10,000	Maintenance of safe routes State Restricted Funding \$1,000	Maintenance of safe routes State Restricted Funding \$1,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Targeted student groups: All students  Comply with Food Safety Modernization Action (FSMA) re. school gardens	District		Compliance costs State Restricted Funding \$15,000	Maintenance of compliance State Restricted Funding \$1,000	Maintenance of compliance State Restricted Funding \$1,000
		Targeted student groups: All students  Fund Deferred Maintenance projects	District		Deferred Maintenance projects Local Funding \$500,000	Deferred Maintenance projects [pending COP debt issuance] Local Funding \$11,500,000	Deferred Maintenance projects [pending COP debt issuance] Local Funding \$10,000,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student groups: All students</p> <p>Establish a plan to address the following facilities needs:                      * classroom technology standards                      * classroom furniture needs                      * optimal classroom access to curriculum                      * specialty classroom needs, such as retrofitting science classrooms and libraries                      * development of interior meeting spaces                      * development of exterior spaces for instructional spaces                      * site entrances, signage, parking and storage</p>	District		<p>Develop facility needs assessment (district staff) State Funding \$0</p>	<p>Refine needs assessment (district staff time) State Funding \$0</p>	<p>Seek local funding source State Funding \$0</p>
Goal 3: Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district	<ul style="list-style-type: none"> <li>* Standards Implementation</li> <li>* Pupil Achievement</li> <li>* Other Pupil Outcomes</li> <li>* Pupil Engagement</li> <li>* Parent Involvement</li> </ul>	<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Develop understanding of the Common Core State Standards and assessment practices among all stakeholder groups</p>	District		<p>Staff development for implementation of CCSS State Restricted Funding \$40,000</p>	<p>Staff development for implementation of CCSS State Restricted Funding \$60,000</p>	<p>Staff development for implementation of CCSS State Restricted Funding \$60,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
standards.		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Incorporate the underlying concepts and assessment practices of the CCSS with other district and state standards, curricula, and course guides</p>	District		<p>Teacher development of grade level and content area guides for English Language Arts &amp; Math State Restricted Funding \$9,000</p> <p>Develop and pilot CCSS report cards State Restricted Funding \$10,000</p> <p>CCSS Math benchmarks State Restricted Funding \$3,000</p> <p>Site reading / math intervention support Federal Funding \$233,000</p> <p>Site reading / math intervention support State Funding \$178,000</p> <p>Site reading / math intervention support Local Funding \$35,000</p> <p>Professional growth and materials for CCSS implementation and classroom instructional practices State Restricted Funding \$16,000</p>	<p>Teacher development of grade level and content area guides for English Language Arts &amp; Math State Restricted Funding \$9,000</p> <p>Implement CCSS report cards State Funding \$0</p> <p>CCSS Math benchmarks State Restricted Funding \$3,000</p> <p>Site reading / math intervention support Federal Funding \$233,000</p> <p>Site reading / math intervention support State Funding \$178,000</p> <p>Site reading / math intervention support Local Funding \$35,000</p> <p>Professional growth and materials for CCSS implementation and classroom instructional practices State Restricted Funding \$16,000</p>	<p>Teacher development of grade level and content area guides for English Language Arts &amp; Math State Restricted Funding \$9,000</p> <p>Implement CCSS report cards State Funding \$0</p> <p>CCSS Math benchmarks State Restricted Funding \$3,000</p> <p>Site reading / math intervention support Federal Funding \$233,000</p> <p>Site reading / math intervention support State Funding \$178,000</p> <p>Site reading / math intervention support Local Funding \$35,000</p> <p>Professional growth and materials for CCSS implementation and classroom instructional practices State Restricted Funding \$16,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Professional growth re. common formative assessments State Restricted Funding \$40,000	Professional growth re. common formative assessments State Restricted Funding \$22,000	Professional growth re. common formative assessments State Restricted Funding \$10,000
					Professional growth re. performance tasks State Restricted Funding \$8,000	Professional growth re. performance tasks State Restricted Funding \$8,000	Professional growth re. performance tasks State Restricted Funding \$8,000
					Materials for Common Core performance tasks State Restricted Funding \$20,000	Materials for Common Core performance tasks State Restricted Funding \$20,000	Materials for Common Core performance tasks State Restricted Funding \$20,000
		Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities  Provide staff development related to curricular, instructional and assessment transition to the CCSS	District		Staff development and materials provided as of 2015-16 State Restricted Funding \$0	Staff development and materials State Restricted Funding \$65,000	Staff development and materials State Restricted Funding \$65,000
					Site - Technology (one time) Federal Funding \$20,000	Site - Technology purchased in 2014-15 Federal Funding \$0	Site - Technology purchased in 2014-15 Federal Funding \$0
					Site - Technology (one time) State Funding \$3,000	Site - Technology purchased in 2014-15 State Funding \$0	Site - Technology purchased in 2014-15 State Funding \$0
					Site - Instructional Computer Specialists / Technicians Federal Funding \$20,000	Site - Instructional Computer Specialists / Technicians Federal Funding \$20,000	Site - Instructional Computer Specialists / Technicians Federal Funding \$20,000



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Site - Instructional Computer Specialists / Technicians State Funding \$58,000	Site - Instructional Computer Specialists / Technicians State Funding \$58,000	Site - Instructional Computer Specialists / Technicians State Funding \$58,000
		Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities  Implement revised curriculum in preschool and transitional kindergarten through grade 12 classrooms	District		Selection of instructional materials State Funding \$0	Instructional materials State Restricted Funding \$250,000	Instructional materials State Restricted Funding \$250,000
					Site instructional supplies Federal Funding \$15,000	Site instructional supplies Federal Funding \$15,000	Site instructional supplies Federal Funding \$15,000
					Site instructional supplies State Funding \$15,000	Site instructional supplies State Funding \$15,000	Site instructional supplies State Funding \$15,000
					Site support for school libraries State Funding \$19,000	Site support for school libraries State Funding \$19,000	Site support for school libraries State Funding \$19,000
		Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities  Provide necessary infrastructure and resources for development of formative assessments aligned with curriculum and for the collection, analysis, communication, and use of data to improve instruction.	District		Data and assessment system State Restricted Funding \$51,000	Data and Assessment system State Restricted Funding \$51,000	Data and Assessment system State Restricted Funding \$51,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Create and implement teacher-developed formative assessment materials; support the use of formative assessment analysis to inform instruction</p>	District		<p>Collective bargaining regarding addition of professional collaboration days to teacher contract; dependent on increase in state funding State Funding \$0</p> <p>Site - Academic conferencing / collaboration State Funding \$77,000</p> <p>Site - Professional growth conferences Federal Funding \$12,000</p> <p>Site - Professional growth conferences State Funding \$8,000</p>	<p>Use of additional teacher professional growth day, [see Goal 1; subject to collective bargaining; dependent on increase in state funding] State Funding \$0</p> <p>Site - Academic conferencing / collaboration State Funding \$77,000</p> <p>Site - Professional growth conferences Federal Funding \$12,000</p> <p>Site - Professional growth conferences State Funding \$8,000</p>	<p>Use of additional teacher professional growth day. [see Goal 1; subject to collective bargaining; dependent on increase in state funding] State Funding \$0</p> <p>Site - Academic conferencing / collaboration State Funding \$77,000</p> <p>Site - Professional growth conferences Federal Funding \$12,000</p> <p>Site Professional growth conferences State Funding \$8,000</p>
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Implement interim assessments with subject areas and within grade levels</p>	District		<p>Provision of release time for implementation of interim assessments scheduled for 2016-17 State Restricted Funding \$0</p>	<p>Provision of release time for implementation of interim assessments scheduled for 2016-17 State Restricted Funding \$0</p>	<p>Release time State Restricted Funding \$10,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Collaboratively review current practice and identify improvements in assessments</p>	District		<p>Provision of release time for teacher review of current practices and improvement in assessments scheduled for 2016-17 State Restricted Funding \$0</p>	<p>Provision of release time for teacher review of current practices and improvement in assessments scheduled for 2016-17 State Restricted Funding \$0</p>	<p>Release time State Restricted Funding \$10,000</p>
Goal 4: Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.	<ul style="list-style-type: none"> <li>* Course Access</li> <li>* Pupil Achievement</li> <li>* Other Pupil Outcomes</li> <li>* Pupil Engagement</li> <li>* School Climate</li> <li>* Parent Involvement</li> </ul>	<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Lower class size</p>			See Section 3B, Goal 4	See Section 3B, Goal 4	See Section 3B, Goal 4
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Establish support services at schools</p>			<p>Elementary counseling, .64 FTE Local Funding \$50,000</p> <p>District funded secondary school counselors, FTE variable by site State Funding \$1,017,000</p> <p>Site funded elementary &amp; junior high counselors, FTE variable as determined by site Federal Funding \$59,000</p>	<p>Elementary counseling, 1.6 FTE Supplemental Funding [See Section 3B, Goal 4; dependent on increase in state funding] State Funding \$0</p> <p>District funded secondary school counselors, FTE variable by site State Funding \$1,017,000</p> <p>Site funded elementary &amp; junior high counselors, FTE variable as determined by site Federal Funding \$59,000</p>	<p>Elementary counseling, 1.6 FTE Supplemental Funding [See Section 3B, Goal 4; dependent on increase in state funding] State Funding \$0</p> <p>District funded secondary school counselors, FTE variable by site State Funding \$1,017,000</p> <p>Site funded elementary &amp; junior high counselors, FTE variable as determined by site Federal Funding \$59,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Site funded elementary & junior high counselors, FTE variable as determined by site State Funding \$57,000	Site funded Elementary & junior high counselors, FTE variable as determined by site State Funding \$57,000	State funded Elementary & junior high counselors, FTE variable as determined by site State Funding \$57,000
					Extended Day support services, as determined by site Federal Funding \$2,000	Extended Day support services, as determined by site Federal Funding \$0	Extended Day support services, as determined by site Federal Funding \$0
					Extended Day support services, as determined by site State Funding \$12,000	Extended Day support services, as determined by site State Funding \$0	Extended Day support services, as determined by site State Funding \$0
					Extended Year support services, as determined by junior high sites Federal Funding \$4,000	Extended Year support services, as determined by junior high sites Federal Funding \$0	Extended Year support services, as determined by junior high sites Federal Funding \$0
					Extended Year support services, as determined by elementary sites State Funding \$4,000	Extended Year support services, as determined by elementary sites State Funding \$0	Extended Year support services, as determined by elementary sites State Funding \$0
		Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities  Develop & coordinate volunteer network	District		Volunteer coordinator (existing staff) State Funding \$0	Volunteer coordinator (existing staff) State Funding \$0	Volunteer coordinator (existing staff) State Funding \$0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Collect and analyze feedback from DJUSD alumni on college and career readiness, support 21st century real world learning opportunities</p>	District		<p>DHS College &amp; Career Specialist (existing staff) State Funding \$0</p> <p>Elementary STEM support teacher, 1.0 FTE State Funding \$70,000</p> <p>Junior high STEM support instructional materials Federal Funding \$6,000</p>	<p>DHS College &amp; Career Specialist (existing staff) State Funding \$0</p> <p>Elementary STEM support teacher, 1.0 FTE State Funding \$70,000</p> <p>Junior high STEM support instructional materials as determined by site Federal Funding \$0</p>	<p>DHS College &amp; Career Specialist (existing staff) State Funding \$0</p> <p>Elementary STEM support teacher, 1.0 FTE State Funding \$70,000</p> <p>Junior high STEM support instructional materials as determined by site Federal Funding \$0</p>
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Explore Positive Behavioral Intervention and Supports (PBIS) program</p>	District		See Section 3B, Goal 4	See Section 3B, Goal 4	See Section 3B, Goal 4
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Establish means by which all students take personal ownership of setting and pursuing personal, academic and social goals</p>	District		Determine process for supporting students' goal setting program State Funding \$0	Support of students' goal setting program (existing staff) State Funding \$0	Support of students' goal setting program (existing staff) State Funding \$0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Professional growth for teachers to refine methods of differentiating students' educational experience</p>	District		Differentiation professional growth State Restricted Funding \$8,000	Differentiation professional growth State Restricted Funding \$25,000	Differentiation professional growth State Restricted Funding \$25,000
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Academic and Mentoring support through AVID program at junior and senior high schools</p>	District		See Section 3B, Goal 4	See Section 3B, Goal 4	See Section 3B, Goal 4
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Family Resource Center &amp; After-school Tutoring for homeless students</p>	District		See Section 3B, Goal 4	See Section 3B, Goal 4	See Section 3B, Goal 4

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Provide extended learning opportunities for 10-12 grade students</p>	District		DHS Academic Center tutoring services for all students State Funding \$52,000	DHS Academic Center tutoring services for all students State Funding \$52,000	DHS Academic Center tutoring services for all students State Funding \$52,000
Goal 5: Increase the percent of English Learners that make adequate yearly progress and are reclassified as fluent English proficient within 5 years.	<ul style="list-style-type: none"> <li>* Basic Services</li> <li>* Standards Implementation</li> <li>* Pupil Achievement</li> <li>* Pupil Engagement</li> <li>* Parent Involvement</li> </ul>	<p>Targeted student group: English Learners</p> <p>Provide training and support to implement CCSS English Language Arts / English Language Development standards</p>	District		<p>Purchase aligned supplementary instructional resource materials State Restricted Funding \$30,000</p> <p>Training and support to implement CCSS &amp; ELD, professional growth hours Federal Funding \$117,000</p> <p>Training and support to implement CCSS &amp; ELD, trainers Federal Funding \$17,000</p> <p>Implement ELD observation tool State Restricted Funding \$36,000</p>	<p>Purchase aligned supplementary instructional resource materials State Restricted Funding \$30,000</p> <p>Training and support to implement CCSS &amp; ELD, professional growth hours Federal Funding \$117,000</p> <p>Training and support to implement CCSS &amp; ELD, trainers Federal Funding \$17,000</p> <p>Implement ELD observation tool State Restricted Funding \$36,000</p>	<p>Purchase aligned supplementary instructional resource materials State Restricted Funding \$30,000</p> <p>Training and support to implement CCSS &amp; ELD, professional growth hours Federal Funding \$117,000</p> <p>Training and support to implement CCSS &amp; ELD, trainers Federal Funding \$17,000</p> <p>Implement ELD observation tool State Restricted Funding \$36,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student group: English Learners</p> <p>Support English Learners through EL staff services and instructional materials</p>	District		<p>Elementary EL Specialists, 1.5 FTE (4 Title I elementary sites) Federal Funding \$92,000</p>	<p>Elementary EL Specialists, 1.6 FTE (4 Title I elementary sites) Federal Funding \$92,000</p>	<p>Elementary EL Specialists, 1.5 FTE (4 Title I elementary sites) Federal Funding \$92,000</p>
		<p>Targeted student group: English Learners</p> <p>Provide assessment tool to measure EL reclassification criteria related to grade level ELA/Math proficiency</p>	District		See Section 3B, Goal 5	See Section 3B, Goal 5	See Section 3B, Goal 5
		<p>Targeted student group: English Learners</p> <p>Design and implement course for Long Term English Learners (LTELs)</p>	District		See Section 3B, Goal 5	See Section 3B, Goal 5	See Section 3B, Goal 5
		<p>Targeted student group: English Learners</p> <p>Provide extended learning opportunities for English Learners</p>	District		See Section 3B, Goal 5	See Section 3B, Goal 5	See Section 3B, Goal 5



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Targeted student group: English Learners  Increase English Learner parent input in decision making	District		See Section 3B, Goal 5	See Section 3B, Goal 5	See Section 3B, Goal 5
		Targeted student group: English Learners  Provide services for immigrant students	District		Purchase annual licenses for language acquisition program Federal Funding \$50,000  Counseling intern at secondary sites with high density of immigrant students Federal Funding \$3,000	Purchase annual licenses for language acquisition program Federal Funding \$50,000  Counseling intern at secondary sites with high density of immigrant students Federal Funding \$3,000	Purchase annual licenses for language acquisition program Federal Funding \$50,000  Counseling intern at secondary sites with high density of immigrant students Federal Funding \$3,000
Goal 6: Improve school climate	* School Climate	Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities  Assess school climate district-Wide, formally and informally	District		Conduct California Healthy Kids Survey State Funding \$3,000  Task force established for review and selection of new annual district-wide climate assessment, expenses State Funding \$1,000  Climate personnel to conduct informal site assessments (existing staff) State Funding \$0	No California Healthy Kids Survey conducted; administered in alternate years State Funding \$0  Implement district climate assessment State Funding \$15,000  Climate personnel to conduct informal site assessments (existing staff) State Funding \$0	Conduct California Healthy Kids Survey State Funding \$3,000  Implement district climate assessment State Funding \$15,000  Climate personnel to conduct informal site assessments (existing staff) State Funding \$0

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Build DJUSD capacity to analyze climate data / information and develop meaningful responses</p>	District		<p>Climate personnel to work with Climate Committees to analyze climate information, provide guidance and oversight of climate activities and ensure site contributions are in alignment with district philosophies. (existing staff) State Funding \$0</p> <p>Identify and build the capacity of a cadre of individuals that are calibrated on the above subjects to deliver trainings, ideas and philosophies to foster a positive community on the above issues (existing staff) State Funding \$0</p>	<p>Continue work with Climate Committees State Funding \$0</p> <p>Continue to build the capacity of a cadre of individuals that are calibrated on the above subjects to deliver the trainings, ideas and philosophies to foster a positive community on the above issues (existing staff) State Funding \$0</p>	<p>Continue work with Climate Committees State Funding \$0</p> <p>Continue to build the capacity of a cadre of individuals that are calibrated on the above subjects to deliver the trainings, ideas and philosophies to foster a positive community on the above issues (existing staff) State Funding \$0</p>
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Implement responses to climate data and information to support positive activities, improve negative ones</p>	District,		<p>Training of district leadership, staff, students and parents through a variety of environments and settings State Funding \$12,000</p> <p>Develop and lead a district-wide implementation plan for restorative approaches and practices (existing staff) State Funding \$0</p>	<p>Training of district leadership, staff, students and parents through a variety of environments and settings State Funding \$12,000</p> <p>Develop and lead a district-wide implementation plan for restorative approaches and practices (existing staff) State Funding \$0</p>	<p>Training of district leadership, staff, students and parents through a variety of environments and settings State Funding \$12,000</p> <p>Develop and lead a district-wide implementation plan for restorative approaches and practices (existing staff) State Funding \$0</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					Lending library that will support effective implementation of Kelso's Choices, restorative practices, positive school climate and other materials as needed State Funding \$5,000	Lending library that will support effective implementation of Kelso's Choices, restorative practices, positive school climate and other materials as needed State Funding \$5,000	Lending library that will support effective implementation of Kelso's Choices, restorative practices, positive school climate and other materials as needed State Funding \$5,000
					School campus safety supervisors State Funding \$395,000	School campus safety supervisors State Funding \$395,000	School campus safety supervisors State Funding \$395,000
					Liaison for homeless students (ongoing services) Federal Funding \$8,000	Liaison for homeless students (ongoing services) Federal Funding \$8,000	Liaison for homeless students (ongoing services) Federal Funding \$8,000
		Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities  Assess district capacity to respond to climate needs	District		Ongoing formal and informal assessments of the effectiveness of climate interventions, support and capacity-building (existing staff) State Funding \$0	Ongoing formal and informal assessments of the effectiveness of climate interventions, support and capacity-building (existing staff) State Funding \$0	Ongoing formal and informal assessments of the effectiveness of climate interventions, support and capacity-building (existing staff) State Funding \$0
Goal 7: Increase parent engagement through effective two-way communication to communicate with families about school programs and student progress, foster involvement of families at school, and support	* Parent Involvement	Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities  Involve parents, including parents of children in the achievement gap, in the development of the Local Control Accountability Plan (LCAP)	District		DJUSD Parent Engagement Group, outreach to parents through email, site newsletters, phone calls Federal Funding \$1,000	DJUSD Parent Engagement Group, outreach to parents through email, site newsletters, phone calls Federal Funding \$1,000	DJUSD Parent Engagement Group, outreach to parents through email, site newsletters, phone calls Federal Funding \$1,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
academic learning at home, thereby including families as knowledgeable participants in school decisions.		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Annually review and revise the DJUSD Parent Involvement Policy</p>	District		<p>Parent Engagement Group meeting expenses Federal Funding \$1,000</p>	<p>Parent Engagement Group meeting expenses Federal Funding \$1,000</p>	<p>Parent Engagement Group meeting expenses Federal Funding \$1,000</p>
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Provide staff development to assist site staff in utilizing parent contributions and building ties with parents</p>	District		<p>Parent engagement professional growth Federal Funding \$8,000</p>	<p>Parent engagement professional growth Federal Funding \$8,000</p>	<p>Parent engagement professional growth Federal Funding \$8,000</p>
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Support parent-to-parent networking, including support of school-to-sports networking</p>	District		<p>Support of parent involvement programs, such as PTA and Parent University events, ELAC events, Parent resource centers, InterCambio, school game nights, picnics, reading/math nights, and sports recruitment opportunities Federal Funding \$13,000</p> <p>Math Night pilot program at four highest poverty elementary sites Federal Funding \$10,000</p>	<p>Support of parent involvement programs, such as PTA and Parent University events, ELAC events, Parent resource centers, InterCambio, school game nights, picnics, reading/math nights, and sports recruitment opportunities Federal Funding \$13,000</p> <p>Continue Math Night program support as determined by parent participation Federal Funding \$0</p>	<p>Support of parent involvement programs, such as PTA and Parent University events, ELAC events, Parent resource centers, InterCambio, school game nights, picnics, reading/math nights, and sports recruitment opportunities Federal Funding \$13,000</p> <p>Continue Math Night program support as determined by parent participation Federal Funding \$0</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Build the capacity of schools for strong parent involvement</p>	District		<p>Volunteer coordinator (existing staff) State Funding \$0</p> <p>Opportunities to integrate families' varied cultures Federal Funding \$1,000</p>	<p>Coordination of parent volunteers (existing staff) State Funding \$0</p> <p>Opportunities to integrate families' varied cultures Federal Funding \$1,000</p>	<p>Coordination of parent volunteers (existing staff) State Funding \$0</p> <p>Opportunities to integrate families' varied cultures Federal Funding \$1,000</p>
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Provide an annual showcase of promising parent engagement practices, including discussion of how parents can effectively impact child's growth</p>	District		<p>Parent Engagement Night expenses Federal Funding \$2,000</p>	<p>Parent Engagement Night expenses Federal Funding \$2,000</p>	<p>Parent Engagement Night expenses Federal Funding \$2,000</p>
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Consistently and effectively communicate with stakeholders information about district programs, opportunities and urgent public information updates in multiple languages.</p>	District		<p>Digital communication annual fees State Funding \$65,000</p> <p>Public Information Officer, .6 FTE State Funding \$40,000</p> <p>Maintenance of district master calendar by Customer Service Desk (existing staff) State Funding \$0</p>	<p>Digital communication annual fees State Funding \$65,000</p> <p>Public Information Officer, .6 FTE (ongoing) State Funding \$40,000</p> <p>Maintenance of district master calendar by Customer Service Desk (existing staff) State Funding \$0</p>	<p>Digital communication annual fees State Funding \$65,000</p> <p>Public Information Officer. 6 FTE (ongoing) State Funding \$40,000</p> <p>Maintenance of district master calendar by Customer Service Desk (existing staff) State Funding \$0</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student groups: All students; Black, African-American; Latino; Students w/ Disabilities</p> <p>Conduct outreach to low income families, including homeless and foster youth</p>	District		<p>Parent outreach expenses Federal Funding \$2,000</p> <p>Volunteer coordinator, recruit adults to serve as advocates for foster youth (existing staff) State Funding \$0</p> <p>Home Visits pilot program, 10 teachers Federal Funding \$10,000</p>	<p>Parent outreach expenses Federal Funding \$2,000</p> <p>Volunteer coordinator, recruit adults to serve as advocates for foster youth (existing staff) State Funding \$0</p> <p>Home Visit program, 10 teachers Federal Funding \$10,000</p>	<p>Parent outreach expenses Federal Funding \$2,000</p> <p>Volunteer coordinator, recruit adults to serve as advocates for foster youth (existing staff) State Funding \$0</p> <p>Home Visits program, 10 teachers Federal Funding \$10,000</p>
<p>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.</p>	* School Climate	<p>Targeted student groups: All students</p> <p>Support the recruitment and retention of highly qualified staff to positively impact student achievement.</p>	District		<p>Salaries and benefits State Funding \$45,000,000</p> <p>Director of Personnel, 1.0 FTE State Funding \$112,000</p>	<p>Salaries and benefits State Funding \$45,000,000</p> <p>Director of Personnel, 1.0 FTE (ongoing) State Funding \$112,000</p>	<p>Salaries and benefits State Funding \$45,000,000</p> <p>Director of Personnel, 1.0 FTE (ongoing) State Funding \$112,000</p>
		<p>Targeted student groups: All students</p> <p>Develop a system and criteria to recognize the work of certificated, classified and administrative employees based on respect trust and inquiry.</p>	District		<p>Recognition system State Funding \$1,000</p>	<p>Recognition system State Funding \$1,000</p>	<p>Recognition system State Funding \$1,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student groups: All students</p> <p>Develop a system and criteria to recognize the work of substitute employees, volunteers and community partners based on respect trust and inquiry.</p>	District		Recognition system State Funding \$1,000	Recognition system State Funding \$1,000	Recognition system State Funding \$1,000
		<p>Targeted student groups: All students</p> <p>Embed recognition of those responsible for the education of our students into collaborative practices, the professional growth system and district communications.</p>	District		Recognition system State Funding \$1,000	Recognition system State Funding \$1,000	Recognition system State Funding \$1,000
		<p>Targeted student groups: All students</p> <p>Embed recognition of student achievement</p>			Recognition system, as determined by sites State Funding \$3,000	Recognition system, as determined by sites State Funding \$3,000	Recognition system, as determined by sites State Funding \$3,000

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1: Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.	* Basic Services * Standards implementation				See Section 3A, Goal 1	See Section 3A, Goal 1	See Section 3A, Goal 1
Goal 2: Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission.	* Basic Services	Targeted student groups: Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth  Implement wireless at all schools			Wireless installation at Davis Senior High School Supplemental \$260,000  Wireless installation in 1-2 wings at each junior high school Supplemental \$140,000  Wireless installation in all elementary schools scheduled for 2016-17 Supplemental \$0	Wireless installation at Davis Senior High School completed in 2014-15 Supplemental \$0  Wireless installation in remainder of each junior high school Supplemental \$400,000  Wireless installation in all elementary school scheduled for 2016-17 Supplemental \$0	Wireless installation at Davis Senior High School completed in 2014-15 Supplemental \$0  Wireless installation at junior high schools completed in 2015-16 Supplemental \$0  Wireless installation in all elementary schools Supplemental \$600,000



Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3: Develop and implement a district-wide assessment system aligned with the Common Core Standards to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.	* Standards Implementation * Pupil Achievement * Other Pupil Outcomes * Pupil Engagement * Parent Involvement	Targeted student groups: Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth  Incorporate the underlying concepts and assessment practices of the CCSS with other district and state standards, curricula, and course guides			Provide 3rd grade reading support for increased text complexity of the CCSS, Paraeducator 2.2 FTE Supplemental \$55,000	Provide 3rd & 4th grade reading support for increased text complexity of CCSS, Paraeducator 4.4 FTE [dependent on increase in state funding] Supplemental \$110,000	Provide 3rd & 4th grade reading support for increased text complexity of CCSS, Paraeducator 4.4 FTE [dependent on increase in state funding] Supplemental \$110,000
Goal 4: Develop and implement a system that enables each student to set and pursue academic, social, and personal goals.	* Course Access * Pupil Achievement * Other Pupil Outcomes * Pupil Engagement * School Climate * Parent Involvement	Targeted student groups: Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth  Lower class size, grades K-3			Increase number of classroom teachers, 14.0 FTE Supplemental \$1,092,000	Classroom teachers, 14.0 FTE (ongoing cost) Supplemental \$1,092,000	Classroom teachers, 14.0 FTE (ongoing cost) Supplemental \$1,092,000
		Targeted student groups: Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth  Establish support services at schools			Elementary counselors (See Section 3A, Goal 4; locally funded in 2014-15) Supplemental \$0  Reading intervention program support, .6 FTE (.2 FTE at each junior high school) Supplemental \$56,000	1.6 FTE (.2 FTE counselor per site at 8 elementary sites) [dependent on increase in state funding] Supplemental \$125,000  Reading intervention program support, .6 FTE (.2 FTE at each junior high school) Supplemental \$56,000	1.6 FTE (.2 FTE counselor per site at 8 elementary sites) [dependent on increase in state funding] Supplemental \$125,000  Reading intervention program support, .6 FTE (.2 FTE at each junior high school) Supplemental \$56,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
					English Language Arts ACES support class at DHS, .6 FTE Supplemental \$56,000	English Language Arts ACES support class at DHS, .6 FTE Supplemental \$56,000	English Language Arts ACES support class at DHS, .6 FTE Supplemental \$56,000
		<p>Targeted student groups: Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth</p> <p>Explore Positive Behavioral Intervention and Supports (PBIS) program</p>	District		Review PBIS training and materials Supplemental \$1,000	Purchase PBIS training and materials Supplemental \$30,000	Implement PBIS program Supplemental \$0
		<p>Targeted student groups: Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth</p> <p>Academic and mentoring support through AVID program at junior and senior high schools</p>			<p>Site AVID Coordinators, .6 FTE junior highs &amp; .2 FTE DHS Supplemental \$80,000</p> <p>AVID materials &amp; field trips for 4 sections Supplemental \$8,000</p> <p>AVID student recruitment Supplemental \$2,000</p> <p>AVID Summer Institute Supplemental \$16,000</p> <p>No training required for DJUSD AVID Coordinator Supplemental \$0</p>	<p>Site AVID Coordinators, .6 FTE junior highs &amp; .4 FTE DHS Supplemental \$100,000</p> <p>AVID materials and field trips for 5 sections Supplemental \$10,000</p> <p>AVID student recruitment Supplemental \$2,000</p> <p>AVID Summer Institute Supplemental \$16,000</p> <p>Training for DJUSD AVID Coordinator Supplemental \$4,000</p>	<p>Site AVID Coordinators, .6 FTE junior highs &amp; .4 FTE DHS Supplemental \$100,000</p> <p>AVID materials for 5 sections Supplemental \$10,000</p> <p>AVID student recruitment Supplemental \$2,000</p> <p>AVID Summer Institute Supplemental \$16,000</p> <p>Training for DJUSD AVID Coordinator Supplemental \$4,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student groups: Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth</p> <p>Family Resource Center &amp; After-school Tutoring for homeless students</p>			Homeless family resource center and tutoring program Supplemental \$10,000	Homeless family resource center and tutoring program Supplemental \$10,000	Homeless family resource center and tutoring program Supplemental \$10,000
Goal 5: Increase the percent of English Learners that make adequate yearly progress and are reclassified as fluent English proficient within 5 years.	<ul style="list-style-type: none"> <li>* Basic Services</li> <li>* Standards Implementation</li> <li>* Pupil Achievement</li> <li>* Pupil Engagement</li> <li>* Parent Involvement</li> </ul>	<p>Targeted student groups: English Learners; Redesignated Fluent English Proficient</p> <p>Support English Learners through EL staff services and instructional materials</p>			<p>Elementary EL Specialists, 1.6 FTE (.2 FTE x 8 elementary sites) Supplemental \$98,000</p> <p>Sites - EL Paraeducators, as determined by sites Supplemental \$137,000</p> <p>Sites - EL staff for site determined support Supplemental \$16,000</p> <p>English Language Development materials Supplemental \$1,000</p>	<p>Elementary EL Specialists, 1.6 FTE (.2 FTE x 8 elementary sites) Supplemental \$98,000</p> <p>Sites - EL Paraeducators as determined by sites Supplemental \$137,000</p> <p>Sites - EL staff for site determined support Supplemental \$16,000</p> <p>English Language Development materials Supplemental \$1,000</p>	<p>Elementary EL Specialists, 1.6 FTE (.2 FTE x 8 elementary sites) Supplemental \$98,000</p> <p>Sites - EL Paraeducators Supplemental \$137,000</p> <p>Sites - EL staff for site determined support Supplemental \$16,000</p> <p>English Language Development materials Supplemental \$1,000</p>
		<p>Targeted student groups: English Learners; Redesignated Fluent English Proficient</p> <p>Provide tool to measure EL reclassification criteria related to grade level ELA / Math proficiency</p>	District			<p>Purchase annual licenses for assessment of ELA / Math proficiency Supplemental \$3,000</p>	<p>Purchase annual licenses for assessment of ELA / Math proficiency Supplemental \$3,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Targeted student groups: English Learners;</p> <p>Design and implement course for Long Term English Learners (LTELs)</p>			<p>LTEL course materials Supplemental \$7,000</p> <p>LTEL teachers in 7-12 grade Supplemental \$70,000</p> <p>Purchase of books to support Summer Independent Reading for elementary LTEL students Supplemental \$1,000</p>	<p>LTEL course materials Supplemental \$7,000</p> <p>LTEL course teachers, 7-12 grade Supplemental \$70,000</p> <p>Purchase of books to support Summer Independent Reading for elementary LTEL students Supplemental \$1000</p>	<p>LTEL course materials Supplemental \$7,000</p> <p>LTEL course teachers, 7-12 grade Supplemental \$70,000</p> <p>Purchase of books to support Summer Independent Reading for elementary LTEL students Supplemental \$1000</p>
		<p>Targeted student groups: English Learners; Redesignated Fluent English Proficient</p> <p>Provide extended learning opportunities for 10-12 grade English Learners</p>			<p>DHS Academic Center English Learners / Redesignated Fully English Proficient /Low income tutoring services Supplemental \$52,000</p> <p>Mentor support at Davis High School through Bridge or university student organizations Supplemental \$6,000</p> <p>Bridge Program Support, Montgomery &amp; Harper Junior High Supplemental \$110,000</p>	<p>DHS Academic Center English Learners / Redesignated Fully English Proficient /Low income tutoring services Supplemental \$52,000</p> <p>Mentor support at Davis High School thorough Bridge or university student organizations Supplemental \$6,000</p> <p>Bridge Program Support, Montgomery &amp; Harper Junior High Supplemental \$110,000</p>	<p>DHS Academic Center English Learners / Redesignated Fully English Proficient /Low income tutoring services Supplemental \$52,000</p> <p>Mentor support at Davis High School through Bridge or university student organizations Supplemental \$6,000</p> <p>Bridge Program Support, Montgomery &amp; Harper Junior High Supplemental \$110,000</p>
		<p>Targeted student groups: English Learners; Redesignated Fluent English Proficient</p> <p>Increase English Learner parent input in decision making</p>	District		<p>Leadership training for DELAC and ELACs Supplemental \$5,000</p>	<p>Leadership training for DELAC and ELACs Supplemental \$5,000</p>	<p>Leadership training for DELAC and ELACs Supplemental \$5,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 6: Improve school climate	* School Climate	<p>Targeted student groups: Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth</p> <p>Build DJUSD capacity to analyze climate data / information and develop meaningful responses</p>	District		Professional growth regarding the implementation of restorative practices and culturally responsive environments conducive to learning Supplemental \$16,000	Continue professional growth regarding the implementation of restorative practices and culturally responsive environments conducive to learning Supplemental \$16,000	Continue professional growth regarding the implementation of restorative practices and culturally responsive environments conducive to learning Supplemental \$16,000
		<p>Targeted student groups: Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth</p> <p>Implement responses to climate data and information to support positive activities</p>				Climate programs at secondary sites, as determined by each site Supplemental \$30,000	Climate programs at secondary sites, as determined by each site Supplemental \$30,000
Goal 7: Increase parent engagement through effective two-way communication to communicate with families about school programs and student progress, foster involvement of families at school, and support academic learning at home, thereby including families as knowledgeable	* Parent Involvement	<p>Targeted student groups: Low income; English Learners; Redesignated Fluent English Proficient; Foster Youth</p> <p>Support parent-to-parent networking, including support of school-to-sports networking</p>			Child care expenses for meetings Supplemental \$5,000	Child care expenses for meetings Supplemental \$5,000	Child care expenses for meetings Supplemental \$5,000
					Reasonable food expenses for after school meetings Supplemental \$5,000	Reasonable food expenses for after school meetings Supplemental \$5,000	Reasonable food expenses for after school meetings Supplemental \$5,000
					Staff members hourly rate related to holding meetings at parent-centered times Supplemental \$5,000	Staff members hourly rate related to holding meetings at parent-centered times Supplemental \$5,000	Staff members hourly rate related to holding meetings at parent-centered times Supplemental \$5,000

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
participants in school decisions.		<p>Targeted student groups:                      Low income;                      English Learners;                      Redesignated Fluent English Proficient;                      Foster Youth</p> <p>Consistently and effectively communicate with stakeholders information about district programs, opportunities and urgent public information updates in multiple languages.</p>	District		Translation and interpretation services for parents of English Learner Supplemental \$50,000	Translation and interpretation services for parents of English Learner Supplemental \$50,000	Translation and interpretation services for parents of English Learner Supplemental \$50,000
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.	* School Climate				See Section 3A, Goal 8	See Section 3A, Goal 8	See Section 3A, Goal 8

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

The Davis Joint Unified School District estimated Supplemental Grant funding was \$2,303,304, calculated on the basis of the district's number and concentration of low income, foster youth and English learner pupils. Davis Joint Unified School District has a 27% enrollment of unduplicated pupils who are low income, foster youth and English learner pupils. The DJUSD supplemental funds will be used in a districtwide manner to fund three educational initiatives.

1. Supplemental funding will be used to lower class size in every kindergarten through third grade class. Our community believes this is the best way to address the needs of all students, and particularly important in meeting the needs of low income, foster youth and English learner, and redesignated fluent English proficient (RFEP) pupils who are enrolled in K-3 grade classes throughout the district.
2. Supplemental funding will be used to provide increased reading support by paraeducators in all third grade classes. Attention will be focused on strengthening the reading skills of struggling readers, students who most frequently are low income pupils, foster youth and/or English learners.
3. Through direction affirmed in the DJUSD strategic planning process, the Davis school district will be implementing local policy to provide technological devices to all students to use as educational tools. To ensure that those devices can be effectively used by low income, foster youth, English learner, and redesignated fluent English proficient (RFEP) pupils who may not have access to the internet, the district's technology infrastructure is being updated. Wireless access will be available for all students, but most importantly for students whose families do not have the resources to independently provide wireless access.

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

In 2014-15 the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 4.61%. This district is qualitatively meeting the proportionality percentage by providing the following additional services to low income, foster youth and/or English learner pupils above those services provided to all pupils.

The supplemental services include:

1. A reading intervention program at each junior high school
2. English Language Arts support classes at the comprehensive high school
3. An AVID program at the comprehensive high school and the three junior high feeder schools
4. An after-school family resource center and tutoring program for homeless students and their families at a district elementary school
5. Elementary school English learner support staff, including EL Specialist, EL paraeducators and other staff as determined by sites
6. Supplemental ELD materials
7. Long term English Learner (LTEL) instructors and instructional materials at the comprehensive high school and the three junior high feeder schools
8. Provision of summer reading materials for elementary LTEL students

9. Extended day tutoring and mentoring support at the comprehensive high school, and at the junior high school and elementary school with the highest grade span concentration of low income English learners
10. Leadership training for English learner parents
11. Professional growth in the areas of restorative practices and culturally responsive environments
12. Costs associated with increasing the inclusion in decision making of parents whose children are low income, foster youth and/or English learner pupils

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.