

# Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

**LEA name:**

Davis Joint Unified School District

**CDS code:**

**57726780000000**

**Link to the LCAP:**

*(optional)*

<https://www.djUSD.net/instruction/lcap>

**For which ESSA programs  
will your LEA apply?**

Choose from:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE I, PART D**

Prevention and Intervention Programs for  
Children and Youth Who Are Neglected,  
Delinquent, or At-Risk

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

*(NOTE: This list only includes ESSA  
programs with LEA plan requirements;  
not all ESSA programs.)*

[Enter all applicable programs here.]

*In the following pages, ONLY complete the sections for the corresponding programs.*

# Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Davis Joint Unified School District (DJUSD) Local Control and Accountability Plan (LCAP) focuses on services and high quality instruction for English Language Learners and low income students and maintenance of support services to address the social emotional health of students who fall within our unduplicated count through multi-tiered systems of support (MTSS). The work of DJUSD is guided by goals outlined in our "Coherence Map," a visual representation of the district's mission, goals, and strategies. These goals include the following: 1) All students will experience 21st Century Teaching and Learning; 2) Davis Joint Unified School District educators will close the Opportunity and Achievement Gap; 3) Classrooms and school communities will be inclusive and safe environments. Through needs assessments and progress monitoring DJUSD has identified actions and services proven to be effective that are supplemented with federal funds.

Title I funds support the Sobrato Early Academic Language (SEAL) model at Montgomery Elementary School K-3 and will expand into 4th-6th grades in 2019-20. Academic and social emotional supports for English Learners and low income students at our comprehensive High School are supported by paraeducator support and English Learner Mentor Program as well as additional time devoted to case-management of all unduplicated students struggling academically.

Title II funds target professional development for English Learner Specialists, classroom teachers, and site administrators to deepen understanding of best practices that result in the improvement of student achievement.

Title III funds supplement additional English Learner Coordinator time to provide additional tiered supports and interventions in and beyond the classroom in order for English Learners and immigrant students to acquire English and master grade level state standards as measured by annual growth on the English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP). English Learner Specialists closely monitor the academic progress of all English learners and immigrant students through case management practices and by responding to student needs by differentiating lessons based on language proficiency level. EL Specialists also support

teachers with planning designated and integrated English Language Development lessons. Analysis in real-time of where English Learners have gaps in their language production also informs English Learner staff how these needs will be addressed through small group instruction.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

The DJUSD Graduate Profile defines the 21st Century Learning by specifying the outcomes that we, as a community, believe are important for student success in college, career and beyond. The Graduate Profile is an important guide post for reviewing, developing and enhancing school programs and practices as well as district initiatives, facilities, and professional development. The Graduate Profile features specific cognitive, personal and interpersonal competencies that a student should have when they graduate high school in order to be successful in the 21st century. This is a clear visualization of priority goals for teaching and learning communicated to students, parents, faculty and staff to align our collective efforts. Our Graduate Profile consists of the following six competencies: Critical Thinking and Problem Solving, Creativity and Innovation, Civic and Cultural Awareness, Adaptability and Resilience, Collaboration, and Communication. District Administrators (Assistant Superintendent, Secondary Director, Elementary Director, and Director of English Learners, Immersion Programs and World Languages) communicate to site principals state, district priorities and goals at monthly meetings in order to ensure alignment with supporting all students and specifically students not meeting benchmarks. Each school's Single Plan for Student Achievement (SPSA) is reviewed by district administrators in conjunction with the Director and Manager of Fiscal Services to ensure that federal funds are appropriately used to support students who are at-risk and are aligned to district goals. All sites receiving federal funds conduct a needs assessment and bring grade level teams together for "Academic Conferencing" to review data and develop supports for students not meeting grade level standards. Both the Director of Fiscal Services and Manager work closely with Instructional Services Directors and Site Principals to ensure federal funds are appropriately used to support students-at risk of not meeting state standards.

# ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

## TITLE I, PART A

### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 ( <i>as applicable</i> )

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

### Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 ( <i>as applicable</i> )

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

### Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 ( <i>as applicable</i> )

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

## TITLE I, PART A

### Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

# ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

## TITLE I, PART A

### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

The Instructional Services Department at the Davis Joint Unified School District (DJUSD), reviewed the District-wide educator data to inform an analysis and strategy for Educator Equity. The data sources include 2017-18 DataQuest custom reports on minority counts, low income student counts as well as DJUSD 2017-18 personnel data tables. All elementary sites were compared with each other as well as secondary schools to identify any patterns or discrepancies that may impact low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. Our District is comprised of nine elementary, three junior high schools, one comprehensive high school, one 7-12 dependent charter school, one continuation high school, and one independent study school. Upon analysis by site regarding staff experience, we found that our school with the highest percentage of inexperienced teachers is Montgomery Elementary at 61%, largely in part due to the TWBI program restructuring. The school with the second highest rate of inexperienced teachers is our continuation school, which has three inexperienced teachers out of a staff of six, bringing the rate to 50%. Chavez Elementary our Spanish Immersion school at 30% is our third highest site, but has a small low-income and minority student count.

The remainder of all of our schools average around 16% of teachers with two or fewer years experience. As for minority and low SES Elementary schools, with the exception of Montgomery discussed above, the average of inexperienced teachers is 15%, less than the district average. There is not a positive correlation on the placement of inexperienced teachers with minority students. All six secondary schools in the district total an average of 22% of inexperienced teachers, with the continuation school the highest at 50%. The second highest is the dependent charter at 27%. Neither of these two sites serve a disproportionately large minority population.

According to our data comparing all schools, there is not a positive correlation on the placement of inexperienced teachers with low-income students. 41% of inexperienced teachers are currently teaching at school with a higher percentage of low-income and minority. 59% are assigned at sites with lower low-income and minority students.

Also through our analysis of all secondary sites we concluded that Emerson Jr. High has the highest percentage of inexperienced teachers with 18% which is 4% higher than the average of all 4 secondary schools. Where we saw our highest concentration of low-income and minority students at Harper Jr. High our inexperienced teacher percentage was 13%. Due to the fact that King High School and Davis Senior High are very different programs we did not compare them to one another in our data analysis. We find there is no positive correlation of inexperienced teachers with low-income and minority students.

We reviewed our data processes, and as a result, propose the following actions: Proactively recruit teachers to better reflect the student population and have a more diverse and culturally competent staff. Personnel services is hiring teachers earlier regardless of open positions in order to have competent staff should positions become available. The District has also proposed stipend for bilingual teachers

Although there are relatively few disproportionalities in teacher placements, this review and the strategies we have in place are important to provide equitable learning experiences for our students. Moreover, our District conducts extensive community outreach activities and we plan on further community engagement in the work of educator equity by including prompts and reviewing data with our LCAP advisory committees.

Finally, our partnership with Yolo-Solano Center for Teacher Credentialing will continue to be a resource for support in providing professional development for our new inexperienced teachers. Furthermore, our Multi-Tiered System of Support (MTSS) we are currently implementing will be an important support structure for data analysis and strategy development to further address teacher equity.

## **Parent and Family Engagement**

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

All Title I funded schools at DJUSD receive no less than 1 percent of the district Title I allocation to support their efforts in promoting and increasing parent and family engagement strategies. The goal is to jointly develop best practices and systems that support parent

All Title 1 funded schools at DJUSD receive no less than 1 percent of the district Title 1 allocation to support their efforts in promoting and increasing parent and family engagement strategies. The goal is to jointly develop best practices and systems that support parent involvement. Furthermore, through our Parent Engagement Compact, administrators and staff at all our Title I funded sites actively engage our parents and family members in developing effective strategies that support successful school and family interactions. These compact agreements ensure that both families and staff are collaborating in improving student academic achievement. The compact and our family engagement policy is reviewed annually and parent input is solicited during our Title I information nights. Interpretation and translation of materials at



parent forums are provided in multiple languages to ensure that our staff and families are able to communicate needs and best practices. Research partnership with UC Davis Professor Julia Menard-Warwick from the Linguistics Department has provided us with strategies to address parent engagement and specifically improve language access. We have provided professional development for para professional staff, teachers and administrators in order to provide complete, and accurate communication with families. Through this work the district is able to better meet parents as partners and students can access opportunity. The goal is to foster school-to-home communication and ensure a shared responsibility for the academic success of all students. For our migrant families living in the Davis Migrant Center debrief summer school programs, curriculum, assessment results (CAASPP, ELPAC, and local benchmarks). The migrant students needs assessment is an important communication document between parent and school staff in order to capture student strengths and needs. Our English Learner Director and Admin Assistant are bilingual and are in direct contact with all our migrant families in order to support them during the months of April through the end of October. Furthermore, the Individual learning plan outlines student data and goals overtime in order to address learning gaps due to educational disruption. Both of these documents support home-to school communication and engagement in order to support the academic needs of migrant students. Site specific examples of parent engagement opportunities include parent conferences, back to school night, family reading nights and math game nights which are facilitated by reading specialist and certificated librarians. At Marguerite Montgomery Elementary, our school with our largest unduplicated student population, a family resource center supports our parents with information and workshops to help them understand the educational system and how to become involved in their child's education as well as resources to support the learning at home. Accommodations and opportunities to support our families with students with disabilities come through our Superintendent's Advisory Committee on Special Education (SACSE), a monthly advisory meeting, parent information nights and the District's Parent Engagement night. The SACSE committee is made up of parents of students with disabilities as well as special education staff. The topics discussed at the meetings are generated by parents and staff. The SACSE meeting is open to the public and the meeting schedule is posted on the District website as well as a hard copy of the meeting agenda that is posted at the District Office. The Special Education Department hosts an annual parent information night that is used to disseminate information to parents and to receive feedback from parents. The parent information night includes two topics with two sessions each, so parents can attend both presentations. To encourage parent participation, the District offers interpretation (which has been provided in Spanish and American Sign Language), child care, and food. The invitation is sent to all parents of students with disabilities via email in Spanish and English. The Special Education Department also presents at the District's annual Parent Engagement Night. This presentation is conducted by special education staff and interpretation is offered and handouts are written in both Spanish and English.

## **Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children**

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

DJUSD has a methodology for distributing funds in an equitable manner based on our district poverty rate. Currently we have identified two schools in our district that have a poverty rate of 40% or higher and qualify to run a School Wide Program. Through increased service and support from Title I services both of these schools conduct extensive needs assessments to determine student need and identify evidence based practices to address these needs in order to support all students meet rigorous state academic standards. Funds are provided to five elementary sites with the highest percentage of students on free and reduced lunch but under the 40% threshold to run Targeted Assistance programs. These schools identify students who are most at risk of failing and who are not meeting grade level standards and develop supports after careful analysis of formative and summative assessments. Administrators, teachers and support staff conduct academic conferences at each grade level to review student work, analyze data and consider parent input to determine supplemental supports and interventions that take place during and after school in order to ensure students meet grade level standards. Neglected and delinquent children are supported in a case management model. School site staff have been trained in the laws that allow Foster Youth to enroll without registration materials. Site staff immediately notify the Foster Youth Liaison so that students are assigned to the appropriate program in our student information system. All students are met by the Foster Youth Liaison at least once during the course of the school year to identify their needs and offer supports. Students are immediately certified for the National School Lunch Program. Based on the case managers assessment, students receive one on one tutoring, transportation, and/or supplies needed for school. Students receive ongoing contact with a school counselor. This year, there was an increase in tutoring requests as well as transportation.

DJUSD has a methodology for distributing funds in an equitable manner based on our district poverty rate. Funds are provided to five elementary sites with the highest percentage of students on free and reduced lunch. On an annual basis our Targeted Assistance Schools hold a meeting with parents and staff that serve students eligible for Title I services to inform them of the services and supports available as well as to gather parent input in order to make sure that programs are evidence based and meeting student needs.

## **Homeless Children and Youth Services**

### **ESSA SECTION 1112(b)(6)**

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

## **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Homeless children are being served in a case management model. School site staff are trained in the laws that allow a homeless family to enroll without registration materials. Upon enrollment or qualification, families are immediately contacted by the McKinney-Vento/Homeless Liaison to identify their needs and offer supports. Homeless youth are immediately certified for the National School Lunch Program. Some families experiencing homelessness arrive in DJUSD without personal belongings. The McKinney-

Vento/Homeless Liaison accompanies and supports some families with the purchase of essentials that allow the student to attend school; this includes clothing and school supplies. Many families are also provided with transportation services. Since the case management model was implemented, the number of homeless youth identified and directly supported has doubled from 41 to 81. While this need is in part an increase that happens throughout each year, we are confident the substantial increase is a result of the case management the youth are receiving.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Davis Joint Unified School District facilitates multiple opportunities to deliberately connect our students to higher education opportunities, exposure to professions, and plans for after high school. These include strategic internship placement, formal partnerships with our Chamber of Commerce, CTE opportunities, visits to surrounding Community Colleges, AVID, and College Nights that included FAFSA support and program planning for college or career readiness. Our unduplicated students receive regular and frequent check-in's as part of our case management counseling system; these check-ins include program planning toward areas of career or college interest. Our middle schools in conjunction with our High School every summer holds a "Jump Start Program" specifically designed to support our unduplicated middle school students transition into high school. Students receive math, reading and writing interventions as well as counseling supports to ensure that they are on track to meet A-G eligibility. Furthermore, all 9<sup>th</sup>-12<sup>th</sup> use Naviance in working with counseling on a 4 year plan, college choices, career interests and learner profiles.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

DJUSD identifies and serves gifted and talented students by promoting, and supporting with extensive professional development, differentiated instruction strategies. This work is also supported by a designated Teacher on Special Assignment that serves as a Differentiation Specialist supporting teachers and grade level teams. For identification, DJUSD conducts annual universal screening of all 3rd grade students assessing for giftedness using the OLSAT-8 assessment tool. After scores are collected, an Assessment Team reviews all student scores and recommends students for rescreening. Factors for re-screening include standard error of measure and equity factors including family income, parent education level, special needs, and language status. Students identified as gifted have the choice to opt in to our Alternative Instruction Model (AIM) program which is housed at two elementary schools. Students who do not opt in to this program are served through differentiated instruction in their neighborhood classrooms. All sites have credentialed librarians that support staff and students with developing Digital Citizenship. Teachers and technology support staff collaborate to develop lessons plans, Google training and supports for families in order to ensure that students with limited access to technology are keeping up with 21st century technology skills.

## **TITLE I, PART D**

### **Description of Program**

ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

### **Formal Agreements**

ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and

(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Comparable Education Program**

ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Successful Transitions**

ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Educational Needs**

ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Social, Health, and Other Services**

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Postsecondary and Workforce Partnerships**

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Parent and Family Involvement**

ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **Program Coordination**

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Probation Officer Coordination**

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Individualized Education Program Awareness**

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

**Alternative Placements**

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

[Address the provision here]

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

[

The Davis Joint Unified School District (DJUSD) promotes proactive, differentiated, and intensive supports for professional growth to accomplish district goals, build capacity and develop a leadership pipeline. For the 2019-20 year, DJUSD has launched an district-wide MTSS initiative that organizes professional development opportunities in service of shared district and site MTSS goals. Additionally, all teachers have identified personal goals in alignment with these site and district MTSS goals. Professional development activities are selected to meet the needs of those goals and the needs articulated by MTSS leadership teams.

Furthermore, DJUSD's Professional Development strategy is responsive to ongoing developments with state content standards, frameworks, and education code. DJUSD also coordinates and designs professional development in response to the California School Dashboard metrics each year, with particular focus in areas where unduplicated or underserved student populations experience poor outcomes.

DJSUD staff are supported throughout their career trajectory through differentiated professional development offerings. Beginning teachers participate in DJUSD's induction program, a consortium based in Davis, and includes mentorship by veteran staff. New teachers also receive focused support by instructional coaches with identified expertise.

As certificated staff progress within our LEA, ongoing professional development is offered as sites and staff identify needs consistent with district goals and demonstrated student needs, including release time, compensated time, or facilitated collaboration during on contract staff meeting. DJUSD offers Capacity Building and Collaboration grants, which are Professional Learning Communities (PLC) stipends to support teacher reflection and use of best practices to support ongoing growth.

DJUSD Veteran staff are also afforded advanced growth opportunities through outside and internal professional development offerings. We promote on-going reflection of research-based instruction and effective pedagogy as well as consistent and broad reaching opportunities for teacher leadership development. This includes a District Aspiring Administrator professional development program, site committee leadership involvement, district-wide PLC leadership facilitation, and mentorship of beginning teachers that includes training on coaching models.



Principals are supported by the LEA system of professional development through intensive summer retreats aligned with district and site goals; these are facilitated by expert service organizations annually. Throughout the year, site leaders are further developed through facilitated District-led workshops, data feedback and inquiry cycles, protocol workshops, and peer mentorship. Principals and site leaders are also supported by the LEA through ongoing, external fellowships (NEP) and county sponsored growth activities. Additionally, each Principal is assigned a district office administrator for mentorship and feedback in monthly one-on-one meetings.

## **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Currently, no schools in the Davis Joint Unified School District (DJUSD) are identified for CSI or TSI status. However, should a school site earn this status, Title II funds would be prioritized and directed toward developing the capacity of teachers and leaders at these sites. The process would involve identifying teacher capacity needs in relation to the specific reason for CSI or TSI status. In response to these identified needs, Professional Development opportunities would be offered, or directed, to all staff and leaders, and outcomes would be monitored and evaluated to adjust professional development supports appropriately.

In addition to the funding allocated by Federal Funding sources, California Local Control Funding Formula (LCFF) funding would prioritize and target schools identified for additional support. The allocation of these funds is determined through our Local Control Accountability Plan (LCAP), particularly LCAP Supplemental funding, which is allocated to districts based on the student unduplicated count, and is allocated to after an extensive community and stakeholder feedback process. Through this process, stakeholders analyze all available quantitative and qualitative data to determine the specific needs and root causes of disproportionate academic achievement, post graduation opportunities, and social-emotional health. This thoughtful examination serves to identify which students and/or programs will receive targeted support and allocation of funding to ensure that the highest percentage of students counted under Section 1124(c) are served.

The combination of Federally allocated Title II funding and California LCFF funding sources are combined to strategically target the professional growth and building of capacity at sites through activities including; support and development of Principals and Teacher Leaders, Beginning Teacher induction, Fellowships with well-renowned institutions such as the National Equity Project, and targeted Instructional Coaching Support for teachers of all levels of tenure. here]

## **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

DJUSD uses on-going consultation to update and improve activities supported by Title II through DJUSD's Professional Learning Network (PLN) among site leaders and regional LEA counter parts to review county data analysis that in turn informs consultation with additional stakeholders and drives planning. Consultation also includes identifying regional professional learning opportunities offered by county partners to address regional trends.

Furthermore, DJUSD utilizes comprehensive sources of data to monitor and evaluate capacity needs served by Title II. These data resources include Youth Truth Survey of students in grades 3rd-12th grade as well as Youth Truth Survey of parents across the district, California Healthy Kids Survey (5,7,9), CAASPP results as reflected on the California Dashboard, Dashboard Indicators, and DJUSD's Common Assessment Schedule K-6th grade.

Data is analyzed in an ongoing basis to inform program improvement and most intensely undergoes review following immediate release of the data points.

Data is reviewed with local stakeholders (appropriate staff like teachers Principals, school leaders, parent communities,) in order to prioritize coherent efforts in targeting areas for growth.

Consultations with these stakeholders occur through various outreach activities including focus groups, digital surveys, and Advisory groups.

This outreach combined with data analysis drive LEA decisions and allocation of resources for programs, services, and capacity building supported by Title II.

Stakeholder consultation is also driven through the Local Control Accountability Planning (LCAP) outreach process which is comprehensive, inclusive, and aligned with Title II funding expectations. This Process begins in September to engage in progress monitoring of data, reflection on needs, and draft planning through the spring. For this reason, Title II activities are closely aligned with LCAP goals, actions, and services both of which supplement intended outcomes for students and sites with the highest percentage of unduplicated students and demonstrated need for targeted support and staff capacity.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Data gathered from local benchmarks, needs assessments, and triangulated with California School Dashboard Indicators help inform professional development opportunities for teachers, administrators and support staff. English Learner Specialists and English paraprofessionals assigned at sites provide training to staff on English learner typologies and English Language Proficiency Assessments for California (ELPAC) proficiency levels in order to understand the specific and individual needs of English Learners. Furthermore, the English Learner Teacher on Special Assignment (EL TOSA) develops evidence-based professional development modules on the California English Roadmap and CA English Language Development Standards in order to better support teachers and principals in ensuring that English learners develop English proficiency (reclassification status) and are able to master the California Common Core Standards.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

N/A. LEA is not eligible for Immigrant Funds.

### **Title III Programs and Activities**

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

English Learner Specialists and classroom teachers provide integrated and designated English Language Development (ELD). English Learner Specialists support the site in ensuring all English Learners have leveled ELD and access to core curriculum. Title III funds allow us to provide teachers with English Learner Specialists' support and collaboration time in implementing research based instructional strategies on language acquisition, academic language, and student engagement. Furthermore, English Learner Specialists provide peer coaching professional development to teachers on how to include English Learner strategies within all core subjects. They also partner with administrators to monitor ELD programs across schools in order to implement best practices and timely interventions that promote English Language proficiency and help English Learners meet state academic standards.

## **English Proficiency and Academic Achievement**

ESSA SECTION 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

DJUSD has a TK-12th grade comprehensive English Learner plan to serve and support all English Learners. All new students identified as speaking another language on the home language survey and who have not previously been identified as English Learners are administered the Initial English Language Proficiency Assessments for California (ELPAC). Once students are identified as English Learners they are provided at the elementary and secondary level with instruction that integrates reading, writing, listening and speaking through strategic teacher scaffolding in order for students to actively engage in high level thinking and language production. We are providing all content area teachers with training, materials and supports for integrated ELD in all content subjects K-12 as well as designated ELD. At the Elementary level teachers are developing thematic units using Guided Language Acquisition Design (GLAD) instructional model and strategies. The focus and work is to support all English Learners at all proficiency levels acquire English and meet the rigorous academic standards. Language Proficiency at Elementary and Secondary is measured locally through the use of curriculum embedded assessments and annually using the Summative ELPAC. After analyzing the data provided by these formative and summative assessments teachers and English Learner Specialists collaborate to develop lessons and differentiated interventions for English Learners. First best instruction and timely interventions are a key focus and will become more systemic as we roll out our Multi-Tiered Systems of Support (MTSS) framework this coming year. We also encourage and support our English Learners to become multilingual. Our Two-Way Bilingual Immersion program at Marguerite Montgomery Elementary and Spanish Immersion Program at our Junior Highs provide our English learners the opportunity to develop biliteracy/bilingualism including cross-cultural competencies. At the secondary level we are expanding our Spanish Immersion program to include a section for Heritage speakers in order to support the biliteracy of our English Learners at secondary. Furthermore, we are on our third year of implementation of the Sobrato Early Academic Language (SEAL) model which is bearing great results with our English Learners TK-3rd and are expanding SEAL 4th-6th grade this coming year.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

The LEA developed its application in consultation with our broad stakeholder groups and data from our comprehensive needs assessment during the spring of 2019. This past year, we implemented a change in structure to address recruitment, retention, sustainability and representation from a cross section of groups and all sites. In the past, DJUSD had a standing LCAP Advisory Group with a membership of 30 members. Through this new format, a total of 160 stakeholders were involved including representation from principals, teachers, staff and parents from all sites. More specifically, we engaged the following groups: DELAC (District English Learner Advisory Committee), Superintendent's Certificated Advisory Committee, Superintendent's Classified Advisory Committee, Superintendent's Parent Advisory Committee, Special Education Parent Advisory Committee, Foster Parent Advisory Committee, Librarians, District Climate Committee, Counselors, Large Cabinet (our District leadership), Principals and Vice Principals. These groups focused on prioritizing and budgeting priorities within our three goal areas to target unduplicated students. These areas include: 1) 21st century teaching and learning to improve engagement and relevance of instruction; 2) Close the opportunity and achievement gap with research-based practices and professional growth opportunities for staff to access those practices; 3) Create inclusive and safe environments, especially for those who have historically been marginalized in our schools. Based on data and stakeholder input, the Title IV resource will support the following objectives: implementation of curriculum to support promote and integrate the arts through theater for our elementary schools with our highest unduplicated student count (which is Marguerite Montgomery and Birch Lane) through a partnership with our local Bike City Theatre Company. Emphasis of theater projects will include community involvement and social justice. In addition, we are improving access and equity in World Language course-taking by adding a Spanish Immersion Heritage Speaker pathway at our Junior High School with the largest English learner population. The purpose is to support our English learners become bi-literate. These objectives will comprise 50% (\$25,884.00) of our Title IV funding to support the area of well rounded education.

Our second program objective is in the area of promoting activities to support safe and healthy students which will comprise 20% (\$10,353.60) of our funds. We will build healthy, inclusive, and safe climates through social emotional learning supports, continued restorative practices, Positive Behavior Intervention and Supports (PBIS), and Equity training at sites with highest concentration of unduplicated students. This work enhances culture and climate, relationships, and belonging that will impact student outcomes like suspension rate, engagement as measured by attendance, and student learning outcomes. Furthermore, implementation of an MTSS system will also allow staff to identify barriers to attendance, and address root causes to behavior challenges. This work, in addition to

supporting Positive Behavior Interventions and Supports (PBIS), will help reduce district-wide suspension rates.

Our third objective is to increase the effective use of technology particularly for our migrant students. Our Technology department staff will provide training on digital citizenship to our migrant students in order to close the technology gap. Furthermore, given that the Davis Migrant Center is located in a rural location 10 miles outside the city limit our students do not have access to technology at home. In order to remedy this issue of access we are partnering with migrant education to open a digital lab for students including a trained staff member to support with the use of technology and support with on-line assignments. This past fall, during our yearly meeting, our migrant families and students articulated these needs. A total of 30% (\$15,530.40) of our SSAE funds will support this objective but only 15% of this amount is designated for one time purchase of technology infrastructure.