

Progress Indicators by LCAP Goal (purple = metric required by CA Education Code)	DJUSD Baseline and/or Measure of Progress (red = data being collected)
<p>1.1. Decrease by 2 the number of teacher misassignments (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 addressing professional growth needs</p>	<p>1.1. Decreased by 2 the number of teacher misassignments from 10 misassignments to <u>8</u>. [DVCA = 0 misassignments]</p> <p>1.2.a. 2014-15 Baseline: 66% of teachers participated in CCSS professional growth</p> <p>1.2.b. 2014-15 Baseline: 63% students scored "adequate understanding of standards" as measured on district report cards (TK-6 grade)</p> <p>1.3. 2014-15 Baseline: 70% of staff responded positively regarding district assistance in addressing professional growth needs</p>
<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 obtained an overall rating of "Good" or "Exemplary" [DVCA – Good]</p> <p>2.2 Phase 1 of DJUSD wireless installation was completed in Summer 2014, including Davis High School, Children’s Center and 1-2 wings at all junior high schools.</p>
<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.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 & Math proficiency rates: 75% & 68%, respectively; establish baseline SBAC proficiency rate for ELA and Math</p> <p>3.2.b. Establish baseline API</p>	<p>3.1.a. 2014-15 Baseline: 66% of teachers participated in professional growth that addressed the use of assessments to improve student learning</p> <p>3.1.b. Maintained the provision of 100% sufficient textbooks and instructional materials for each student in core curriculum areas by 10/14/2014. [DVCA 100% by 10/14/2014]</p> <p>3.1.c. 2014-15 Baseline: 0% observation of classroom instructional strategies supporting implementation of Common Core due to the need to allow teachers time to understand the new Common Core standards and structure and to collaboratively build an observational tool that aligns with the new Common Core standards.</p> <p>3.2.a. The Spring 2014 SBAC pilot test did not generate proficiency rates. It is anticipated that proficiency rates will be established with the release of Spring 2015 CAASPP results.</p> <p>3.2.b. 2013 DJUSD API was 882. CDE is currently reformulating California's API; it is anticipated that districts will be notified of their new API baseline in Fall 2016.</p>

<p>3.3. Decrease by 20% the number of students with semester grade of D or F [“successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University”]</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 student assignments and grades</p>	<p>3.3. 2013-14 Baseline: 7.1% of 7th-12th grade students had one or more Semester 2 grades of D and/or F, not inclusive of King High School students.</p> <p>3.4.a. 2013-14 Baseline: .01% middle school dropout rate; met <.5% target. [DVCA – 0%]</p> <p>3.4.b. 2013-14 Baseline: .6% high school dropout rate, including King HS; .3% not including King HS; met <2.0% target. [DVCA – 0%]</p> <p>3.4.c. 2013-14 Baseline: 96.9% high school graduation rate; met >96% target. [DVCA – 100%]</p> <p>3.5.a. 2013-14 Baseline: 97% parent attendance at Fall 2014 elementary parent-teacher conferences</p> <p>3.5.b. 2014-15 Baseline: 53% of secondary students' households are registered in School Loop and have online access to student assignments and grades.</p> <p>[DVCA – 2014-15 Baseline: 86.7% of secondary students' households are registered in Echo and have online access to student assignments and grades</p>
<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 5 or more fitness standards on the Physical Fitness Test</p>	<p>4.1. 2014-15 Baseline: 24% of teachers participated in professional growth addressing differentiation</p> <p>4.2.a. 2014-15 Baseline: ___ number of students meeting personal goals</p> <p>4.2.b. 2014-15 Baseline: ___ number of students meeting academic goals</p> <p>4.2.c. 2012-13 Baseline: 169 students required a risk assessment, or 1.98% of DJUSD K-12 enrollment. 2013-14: 108 students required a risk assessment, or 1.27% of DJUSD K-12 enrollment, a decrease of .71%. (2012-13 K-12: 169/8543 and 2013-14 K-12: 108/8502)</p> <p>4.3.a. 2013-14 Baseline: 83% of all DJUSD 5th, 7th and 9th grade students met 4 or more fitness standards on the Physical Fitness Test.</p>

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 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

4.5.a. Maintain annual attendance rate at 95% or higher

4.5.b. Decrease by 2% chronic absenteeism rate

4.3.b. 2014-15 Baseline: ____ of all elementary schools' use of time for core subjects and academic interventions for targeted students

4.3.c. 2014-15 Baseline: ____% of secondary students had scheduled access to a comprehensive course of study

4.4.a. 2013-14 Baseline: 21.2% of 10th-12th grade students at DHS, DSIS and King participated in Career Technical Education (CTE) courses.
2014-15: 12.6% of 10th-12th grade students at DHS, DSIS and King participated in Career Technical Education (CTE) courses. [DVCA = 4.8% and 1%, respectively]

4.4.b. 2013-14 Baseline: 5.5% of 11th & 12th grade students at DHS, DSIS and King completed a Career Technical Education (CTE) pathway. [DVCA = 1.4%]

4.4.c. 2013-14 Baseline: 76.1% of DJUSD Graduate Completers completed the UC/CSU a-g requirements (494/649).

4.4.d. 2013-14 Baseline: 35.3% DJUSD enrolled in AP courses. (508/1439)

4.4.e. 2013-14 Baseline: 27.6% DJUSD 11th & 12th grade students took AP exams. (339/1230)

4.4.f. 2013-14 Baseline: 92% Advanced Placement passage rate with a score of 3 or more. (698/754)

4.4.g. 2014-15 Baseline EAP preparation rate will be established with the release of 11th grade CAASPP results.

4.5.a. 2012-13 Baseline: 96.4316% total attendance; met >95% target.
2013-14: 96.4435% total attendance; met >95% target.

4.5.b. 2012-13 Baseline: 8.8% chronic absenteeism rate
2013-14: 7.2% chronic absenteeism rate; decrease of 1.6% in chronic absenteeism

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 baseline observation of classroom ELD and SDAIE instructional strategies implementation

5.2.a. Increase annual rate of EL language acquisition by 1% (AMAO 1)

5.2.b. Increase rate of EL cohorts language proficiency by 1% (AMAO 2)

5.2.c. EL subgroup CST ELA & Math proficiency rates: 48.7% & 58.6%, respectively (AMAO 3); establish baseline SBAC proficiency rate for ELA and Math

5.2.d. Increase 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

5.1.a. Maintained the provision of 100% sufficient ELD textbooks and instructional materials for each student by 10/14/2014.

5.1.b. 2014-15 Baseline: 66% of teachers participated in CCSS / ELD standards professional growth.

5.1.c. 2014-15 Baseline: Observation of classroom ELD and SDAIE instructional strategies implementation at 0% due to the need to allow teachers time to understand the new ELD standards and structure of integrated and designated ELD and to collaboratively build an observational tool that aligns with the new ELD standards and structure.

5.2.a. 2013-14 Baseline: 67.1% of students made annual progress in English proficiency (AMAO 1); met 59.0% target

5.2.b. 2013-14 Baseline: 29.1% of students in cohort <5 years attained English proficiency (AMAO 2); met 22.8% target.
2013-14 Baseline: 63.8% of students in cohort =5 years attained English proficiency (AMAO 2); met 49.0% target.

5.2.c. The Spring 2014 SBAC pilot test did not generate proficiency rates. It is anticipated that EL subgroup proficiency rates will be established with the release of Spring 2015 CAASPP results.

5.2.d. 2013-14 Baseline: 16.8% EL reclassification rate.

5.3. 2013 DJUSD API for EL subgroup was 766. CDE is currently reformulating California's API; it is anticipated that districts will be notified of their new EL subgroup API baseline in Fall 2016.

5.4.a. 2013-14 Baseline: 2.1% DJUSD 11th & 12th grade EL students completed at least 1 AP course (2/96).
2013-14 Baseline: 28.6% DJUSD 11th & 12th grade RFEP students completed at least 1 AP course (68/238).

5.4.b. 2013-14 Baseline: No EL students took an AP test.
2013-14 Baseline: 70.5% RFEP students who were enrolled in an AP course took an AP test (48/68).

<p>5.4.c. Establish baseline for EL AP exam passage rate</p> <p>5.5. Establish baseline for percentage of EL students with semester grade of D or F</p> <p>5.6.a. Establish baseline for EL annual attendance rate</p> <p>5.6.b. Establish baseline for EL chronic absenteeism rate</p> <p>5.7.a. Maintain EL middle school dropout rate of less than 1%</p> <p>5.7.b. Decrease High School EL dropout rate by 50%</p> <p>5.7.c. Increase EL graduation rate by 2%</p> <p>5.8. Establish baseline for the annual participation rate of EL parents</p>	<p>5.4.c. 2013-14 Baseline: 93% passage rate of RFEP students on AP test with a score of 3 or more (122/131).</p> <p>5.5. 2013-14 Baseline: 17.5% of 7th-12th grade EL students had an ELA Semester 2 grade of D and/or F, not including King High School. 2013-14 Baseline: 18.0% of 7th-12th grade EL students had a Mathematics Semester 2 grade of D and/or F, not including King High School.</p> <p>5.6.a. 2012-13 Baseline: 95.8% annual attendance; met >95% target. 2013-14: 96.4435% annual attendance; met >95% target.</p> <p>5.6.b. 2013-14 Baseline: 7.0% chronic absenteeism rate.</p> <p>5.7.a. 2013-14 Baseline: 0% EL middle school dropout rate.</p> <p>5.7.b. 2012-13 Baseline: 3.5% EL high school dropout rate</p> <p>5.7.c. 2013-14 Baseline: 93.0% EL high school graduation rate.</p> <p>5.8. 2012-13 Baseline: 210 EL parents attended ELAC, DELAC or Migrant parent meeting. 2013-14: 320 EL parents attended ELAC, DELAC or Migrant parent meeting; increase of 110 parents, 52%.</p>
<p>6.1.a. Decrease home suspension rate to less than 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 [“Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness”]</p>	<p>6.1.a. 2013-14 Baseline: 2.5% unduplicated home suspension rate for all students, 6.3% for Black/African American students, 4.1% for Hispanic students</p> <p>6.1.b. 2013-14 Baseline: 2.0% unduplicated in-school suspension rate for all students 3.8% for Black/African American students, 4.9% for Hispanic students</p> <p>6.1.c. 2012-13 Baseline: 0.0581% expulsion rate, or 5 out of 8599 students. 2013-14 0.0234% expulsion rate, or 2 out of 8539 students; met <.05% target.</p> <p>6.2. 2012-13 Baseline of students reporting a sense of connectedness with an adult on campus: 70% of 5th grade students, 74% of 7th grade students, 54% of 9th grade students, 66% of 11th grade students 2014-15 California Healthy Kids Survey results expected during Summer 2015.</p>

<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 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, staff and community members.</p>	<p>7.1.a 2014-15 Baseline: 326 parents completed the CHKS climate survey. Parents also participated in school-based surveys.</p> <p>7.1.b. 2014-15 Baseline: California Healthy Kids Survey results expected during Summer 2015.</p> <p>7.2. 2013-14 Baseline: 103 parents/staff members participated in the DJUSD Parent Engagement Night. 2014-15: 212 parents/staff members participated in the DJUSD Parent Engagement Night; additionally, an average of 124 parents with 170 children participated at 6 Math Nights.</p> <p>7.3. 2013-14 Baseline: 1 district event that supported academic learning at home, Parent Engagement Night. 2014-15: Increased events that support academic learning at home from 1 to 2 district wide events; Parent Engagement Night and Math Night series at several schools (6 Math Nights each at 3 schools).</p> <p>7.4. 2013-14 Baseline: 124 Local Control Accountability Plan (LCAP) surveys submitted by parents, staff and community members. 2014-15: 296 LCAP surveys submitted, a 240% increase in the number of LCAP surveys submitted.</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>8.4. Establish baseline of recognitions embedded in collaborative practices, professional growth, and effective communication networks</p>	<p>8.1. 2014-15 Baseline: 80% retention rate of highly qualified staff in district, including classified and certificated employees.</p> <p>8.2. 2014-15 Baseline: The number of national, state, county, district and site level recognitions was used to measure staff sense of recognition based on respect, trust and inquiry.</p> <p>8.3.a. 2014-15 Baseline: 85% of teachers' requests for a substitute were filled by district substitutes</p> <p>8.3.b. 2014-15 Baseline: The number of recognitions for duration of service to the district, site, department or classroom was used to measure substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry.</p> <p>8.4. 2014-15 Baseline: #___ recognitions of people who fostered, and/or championed collaboration, professional growth or better communication.</p>