

| LCAP Goal 1 Metrics (purple = local DJUSD metric, not required by CA Education Code) | 2014-15 Expected Annual Measurable Outcomes (AMO) | 2014-15 LCAP Actual Annual Measurable Outcomes (AMO) | 2015-16 Expected Annual Measurable Outcomes (AMO) | 2015-16 LCAP Actual Annual Measurable Outcomes (AMO) |
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| 1.1 Williams Act Review of rate of teacher misassignment | 1.1. Decrease by 2 the number of teacher misassignments (from 10 misassignments to 8) | 1.1. <u>2014-15</u> Decreased by two the number of teacher misassignments from ten misassignments to eight. | 1.1. Decrease by 2 the number of teacher misassignments (from 8 misassignments to 6) | |
| 1.2.a. Professional Growth participation records including Common Core State Standards, social emotional intelligence, differentiated instruction and inquiry based learning. | 1.2.a. At least 60% of teachers will have participated in CCSS professional growth | 1.2.a. <u>2014-15 Baseline:</u> 66% of teachers participated in CCSS professional growth | 1.2.a. .At least 80% of teachers will have participated in CCSS professional growth | |
| 1.2.b. Grade level / subject area interim formative assessments | 1.2.b. Establish baseline of percent of students scoring "adequate understanding of standards" as measured on district report cards (TK-6 grade) | 1.2.b. <u>2014-15 Baseline:</u> 63% students scored "adequate understanding of standards" as measured on district report cards (TK-6 grade)) | 1.2.b. Increase by 50% the number of students scoring "adequate understanding of standards" as measured on district report cards (TK-6 grade) | |
| 1.3 Professional Growth System Survey | 1.3. 60% of staff will respond positively regarding district assistance in addressing professional growth needs | 1.3. <u>2014-15 Baseline:</u> 70% of staff responded positively regarding district assistance in addressing professional growth needs | 1.3. 70% of staff will respond positively regarding district assistance in addressing professional growth needs | |

| LCAP Goal 2 Metrics (purple = local DJUSD metric, not required by CA Education Code) | 2014-15 Expected Annual Measurable Outcomes (AMO) | 2014-15 LCAP Actual Annual Measurable Outcomes (AMO) | 2015-16 Expected Annual Measurable Outcomes (AMO) | 2015-16 LCAP Actual Annual Measurable Outcomes (AMO) |
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| 2.1 Williams Act Review of school facilities | 2.1. 93% of school buildings will obtain an overall rating of "Good" or "Exemplary" | 2.1. 100% of school buildings obtained an overall rating of "Good" or "Exemplary" | 2.1. 100% of school buildings will obtain an overall rating of "Good" or "Exemplary" | |
| 2.2 Wireless installation completion report | 2.2 Completion of the phase of wireless installation including DHS and 1-2 wings at all junior high schools. | 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. | 2.2. Completion of the phase of wireless installation including junior high schools. | |

| LCAP Goal 3 Metrics (purple = local DJUSD metric, not required by CA Education Code) | 2014-15 Expected Annual Measurable Outcomes (AMO) | 2014-15 LCAP Actual Annual Measurable Outcomes (AMO) | 2015-16 Expected Annual Measurable Outcomes (AMO) | 2015-16 LCAP Actual Annual Measurable Outcomes (AMO) |
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| 3.1.a. Professional growth participation records | 3.1.a. Participation by at least 60% of teachers in professional growth that addresses the use of assessments to improve student learning | 3.1.a. <u>2014-15 Baseline</u> : 66% of teachers participated in professional growth that addressed the use of assessments to improve student learning | 3.1.a. Participation by at least 80% of teachers in professional growth that addresses the use of assessments to improve student learning | |
| 3.1.b. Williams Act standards-aligned instructional materials for all core classes | 3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas. | 3.1.b. <u>2014-15 Baseline</u> : Maintained the provision of 100% sufficient textbooks and instructional materials for each student in core curriculum areas by 10/14/2014. | 3.1.b. Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas. | |
| 3.1.c. Instructional strategies observation tool | 3.1.c. Establish baseline observation of classroom instructional strategies supporting implementation of CCSS | 3.1.c. <u>2014-15 Baseline</u> : 57% of site administrators made 6 or more classroom observations per month and provided teachers with specific feedback about the use of instructional strategies that support the implementation of the Common Core. | 3.1.c. Increase by 20% observation of classroom instructional strategies supporting implementation of CCSS | |
| 3.2.a. CST / SBAC proficiency rate in ELA and Math | 3.2.a. CST ELA & Math proficiency rates: 75% & 68%, respectively; establish baseline SBAC proficiency rate for ELA and Math | 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. | 3.2.a. Increase by 10% proficiency on SBAC ELA and Math, targeted students by 15% | |
| 3.2.b. Academic Performance Index | 3.2.b. Establish baseline API | 3.2.b. <u>2013 DJUSD API</u> was 882. CDE is currently reformulating California's API; the newly formulated API baseline will be reported in the LCAP when CDE releases the data. | 3.2.b. CDE is currently reformulating California's API; the newly formulated API baseline will be reported in the LCAP when CDE releases the data. | |

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| 3.3. List of students with semester grade of D or F | 3.3. Decrease by 20% the number of students with semester grade of D or F | 3.3. <u>2013-14 Baseline</u> : 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. | 3.3. Decrease by 20% the number of students with semester grade of D or F | |
| 3.4.a. Middle school dropout rates | 3.4.a. Maintain a middle school dropout rate lower than .5% | 3.4.a. <u>2013-14 Baseline</u> : .01% middle school dropout rate; met <.5% target. | 3.4.a. Maintain a middle school dropout rate lower than .5% | |
| 3.4.b. High school dropout rates | 3.4.b. Maintain high school dropout rate lower than 2.0% | 3.4.b. <u>2013-14 Baseline</u> : .6% high school dropout rate, including King HS; .3% not including King HS; met <2.0% target. | 3.4.b. Maintain high school dropout rate at lower than 2.0% | |
| 3.4.c. High school graduation rates | 3.4.c. Maintain high school graduation rate of 96% or higher | 3.4.c. <u>2013-14 Baseline</u> : 96.9% high school graduation rate; met >96% target. | 3.4.c. Maintain high school graduation rate of 96% or higher | |
| 3.5.a. Parent-teacher conference records | 3.5.a. Establish baseline for parent attendance at parent-teacher conferences | 3.5.a. <u>2013-14 Baseline</u> : 97% parent attendance at elementary parent-teacher conferences in Fall 2014. | 3.5.a. 80% of parents will attend parent-teacher conferences | |
| 3.5.b. Records of parents' online access to student assignments and grades | 3.5.b. Establish baseline for parents' use of online access to student assignments and grades | 3.5.b. <u>2014-15 Baseline</u> : 53% of secondary students' households are registered in School Loop and have online access to student assignments and grades. | 3.5.b. 80% of parents will utilize online access to student assignments and grades | |

| LCAP Goal 4 Metrics (purple = local DJUSD metric, not required by CA Education Code) | 2014-15 Expected Annual Measurable Outcomes (AMO) | 2014-15 LCAP Actual Annual Measurable Outcomes (AMO) | 2015-16 Expected Annual Measurable Outcomes (AMO) | 2015-16 LCAP Actual Annual Measurable Outcomes (AMO) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| 4.1. Professional Growth participation records | 4.1. Participation by at least 60% of teachers in professional growth that addresses differentiation | 4.1. <u>2014-15 Baseline</u> : 24% of teachers participated in professional growth addressing differentiation | 4.1. Participation by at least 80% of teachers in professional growth that addresses differentiation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.2.a. Climate survey | 4.2.a. Establish baseline for number of students meeting personal goals | 4.2.a. Local metric: district identified programs in which students set goals; metric is still under development. | 4.2.a. Increase by 5% the number of students meeting personal goals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.2.b. Climate survey | 4.2.b. Establish baseline for students meeting academic goals | 4.2.b. Local metric: district identified programs in which students set goals; metric is still under development. | 4.2.b. Increase by 5% the number of students meeting academic goals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.3.a. Physical Fitness Test results | 4.3.a. Increase by 5% the number of students meeting 4 or more fitness standards on the Physical Fitness Test | 4.3.a. <u>2013-14 Baseline</u> : 83% of all DJUSD 5th, 7th and 9th grade students met 4 or more fitness standards on the Physical Fitness Test. | 4.3.a. Increase by 5% the number of students meeting 4 or more fitness standards on the Physical Fitness Test | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4.3.b. Comprehensive course of study, elementary for use of time for core subjects and interventions for targeted students | 4.3.b. Establish baseline for all elementary schools use of time for core subjects and academic interventions for targeted students | 4.3.b. <u>2014-15 Baseline</u> : Elementary schools' use of time for core subjects and academic interventions for targeted students 2014-15 DJUSD Elementary Schools Baseline of Daily Scheduled Instructional Minutes <table border="1" data-bbox="741 1117 1119 1417"> <thead> <tr> <th>Grade</th> <th>ELA</th> <th>Math</th> <th>Targeted Intervention</th> </tr> </thead> <tbody> <tr><td>K</td><td>80</td><td>45</td><td>15</td></tr> <tr><td>1</td><td>120</td><td>60</td><td>20</td></tr> <tr><td>2</td><td>120</td><td>60</td><td>30</td></tr> <tr><td>3</td><td>120</td><td>60</td><td>30</td></tr> <tr><td>4</td><td>100</td><td>60</td><td>30</td></tr> <tr><td>5</td><td>90</td><td>70</td><td>30</td></tr> <tr><td>6</td><td>105</td><td>75</td><td>30</td></tr> </tbody> </table> | Grade | ELA | Math | Targeted Intervention | K | 80 | 45 | 15 | 1 | 120 | 60 | 20 | 2 | 120 | 60 | 30 | 3 | 120 | 60 | 30 | 4 | 100 | 60 | 30 | 5 | 90 | 70 | 30 | 6 | 105 | 75 | 30 | 4.3.b. Evidence of increased balance in elementary schools use of time for core subjects and academic interventions for targeted students | |
| Grade | ELA | Math | Targeted Intervention | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| K | 80 | 45 | 15 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 120 | 60 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2 | 120 | 60 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3 | 120 | 60 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4 | 100 | 60 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5 | 90 | 70 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6 | 105 | 75 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| 4.3.c. Comprehensive course of study, secondary for use of time for core subjects and interventions for targeted students | 4.3.c. Establish baseline for all secondary schools for comprehensive course of study | 4.3.c. <u>2014-15 Baseline</u> : 99.5% of secondary students (7-12 grade) had scheduled access to a comprehensive course of study; 19 Special Education secondary students, in accordance with their IEPs, accessed courses leading to a DJUSD Certificate of Completion. | 4.3.c. Identify and address course access issues for targeted students and increase enrollment | |
| 4.4.a. Enrollment rate in Career Technical Education (CTE) courses | 4.4.a. Establish baseline for enrollment in Career Technical Education (CTE) courses | 4.4.a. <u>2013-14 Baseline</u> : 21.2% of 10th-12th grade students at DHS, DSIS and King participated in Career Technical Education (CTE) courses. <u>2014-15</u> : 12.6% of 10th-12th grade students at DHS, DSIS and King participated in Career Technical Education (CTE) courses. | 4.4.a. Maintain or increase enrollment in Career Technical Education (CTE) courses | |
| 4.4.b. Completion rate in Career Technical Education (CTE) pathways | 4.4.b. Establish baseline for completion rate in Career Technical Education (CTE) pathways | 4.4.b. <u>2013-14 Baseline</u> : 5.5% of 11th & 12th grade students at DHS, DSIS and King completed a Career Technical Education (CTE) pathway. | 4.4.b. Maintain or increase completion rate in Career Technical Education (CTE) pathways | |
| 4.4.c. A-G course completion rate | 4.4.c. Increase A-G course completion rate by 3%, for targeted students increase by 10% | 4.4.c. <u>2013-14 Baseline</u> : 76.1% of DJUSD Graduate Completers completed the UC/CSU a-g requirements (494/649). | 4.4.c. Increase A-G course completion rate by 3% | |
| 4.4.d. Enrollment rate in Advanced Placement (AP) courses | 4.4.d. Establish baseline for enrollment in AP courses | 4.4.d. <u>2013-14 Baseline</u> : 35.3% DJUSD enrolled in AP courses. (508/1439) | 4.4.d. Maintain enrollment in AP courses | |
| 4.4.e. Testing rate on Advanced Placement exams | 4.4.e. Increase Advanced Placement test taking rate by 10% | 4.4.e. <u>2013-14 Baseline</u> : 27.6% DJUSD 11th & 12th grade students took AP exams. (339/1230) | 4.4.e. Increase Advanced Placement test taking rate by 5% | |

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| 4.4.f. Passage rate on Advanced Placement exams | 4.4.f. Increase Advanced Placement passage rate by 5% | 4.4.f. <u>2013-14 Baseline</u> : 92% Advanced Placement passage rate with a score of 3 or more. (698/754) | 4.4.f. Increase Advanced Placement passage rate by 5% | |
| 4.4.g. Early Assessment Program preparation rate | 4.4.g. Establish baseline EAP preparation rate | 4.4.g. <u>2014-15 Baseline</u> EAP preparation rate will be established with the release of 11th grade CAASPP results. | 4.4.g. Increase EAP preparation rate by 2% | |
| 4.5.a. Annual attendance rate | 4.5.a. Maintain annual attendance rate at 95% or higher | 4.5.a. <u>2012-13 Baseline</u> : 96.4316% total attendance; met >95% target. <u>2013-14</u> : 96.4435% total attendance; met >95% target. | 4.5.a. Maintain annual attendance rate at 95% or higher | |
| 4.5.b. Chronic absenteeism rate | 4.5.b. Decrease by 2% chronic absenteeism rate | 4.5.b. <u>2012-13 Baseline</u> : 8.8% chronic absenteeism rate <u>2013-14</u> : 7.2% chronic absenteeism rate; decrease of 1.6% in chronic absenteeism | 4.5.b. Decrease by 1% chronic absenteeism rate | |

| LCAP Goal 5 Metrics (purple = local DJUSD metric, not required by CA Education Code) | 2014-15 Expected Annual Measurable Outcomes (AMO) | 2014-15 LCAP Actual Annual Measurable Outcomes (AMO) | 2015-16 Expected Annual Measurable Outcomes (AMO) | 2015-16 LCAP Actual Annual Measurable Outcomes (AMO) |
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| 5.1.a. Williams Act ELD instructional materials | 5.1.a. Maintain adequate ELD materials in 100% of district classrooms | 5.1.a. Maintained the provision of 100% sufficient ELD textbooks and instructional materials for each student by 10/14/2014. | 5.1.a. Maintain adequate ELD materials in 100% of district classrooms | |
| 5.1.b. Professional Growth participation records | 5.1.b. At least 60% of teachers will have participated in CCSS / ELD standards professional growth | 5.1.b. <u>2014-15 Baseline</u> : 66% of teachers participated in CCSS / ELD standards professional growth. | 5.1.b. At least 80% of teachers will have participated in CCSS / ELD standards professional growth | |
| 5.1.c. Instructional strategies observation tool | 5.1.c. Establish baseline observation of classroom ELD and SDAIE instructional strategies implementation | 5.1.c. <u>2014-15 Baseline</u> : 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 | 5.1.c. Increase by 20% observation of classroom ELD and SDAIE instructional strategies implementation | |
| 5.2.a. California English Language Development Test (CELDT) | 5.2.a. Increase annual rate of EL language acquisition by 1% (AMAO 1) | 5.2.a. <u>2013-14 Baseline</u> : 67.1% of students made annual progress in English proficiency (AMAO 1); met 59.0% target | 5.2.a. Increase annual rate of EL language acquisition by 1% (AMAO 1) | |
| 5.2.b. CELDT | 5.2.b. Increase rate of EL cohorts language proficiency by 1% (AMAO 2) | 5.2.b. <u>2013-14 Baseline</u> : 29.1% of students in cohort <5 years attained English proficiency (AMAO 2); met 22.8% target. | 5.2.b. Increase rate of EL cohorts language proficiency by 1% (AMAO 2) | |

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| | | <u>2013-14 Baseline</u> : 63.8% of students in cohort =5 years attained English proficiency (AMAO 2); met 49.0% target. | | |
| 5.2.c. CST / SBAC standardized tests in ELA and math | 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.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.c. Increase number of EL subgroup proficient on SBAC ELA and Math by at least 5% (AMAO 3) | |
| 5.2.d. English Learner reclassification rate | 5.2.d. Increase EL reclassification rate by 1% | 5.2.d. <u>2013-14 Baseline</u> : 16.8% EL reclassification rate. | 5.2.d. Increase EL reclassification rate by 1% | |
| 5.3. Academic Performance index | 5.3. Establish baseline API for EL subgroup | 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. | 5.3. Increase EL API by 15 or more points | |
| 5.4.a. Enrollment rate in Advanced Placement (AP) courses | 5.4.a. Establish baseline for EL enrollment in AP courses | 5.4.a. <u>2013-14 Baseline</u> : 2.1% DJUSD 11th & 12th grade EL students completed at least 1 AP course (2/96). <u>2013-14 Baseline</u> : 28.6% DJUSD 11th & 12th grade RFEP students completed at least 1 AP course (68/238). | 5.4.a. Increase by 5% EL enrollment in AP courses | |
| 5.4.b. Testing rate on Advanced Placement exam | 5.4.b. Establish baseline for EL AP test taking rate | 5.4.b. <u>2013-14 Baseline</u> : No EL students took an AP test. <u>2013-14 Baseline</u> : 70.5% RFEP students who were enrolled in an AP course took an AP test (48/68). | 5.4.b. Increase by 5% EL AP test taking rate | |

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| 5.4.c. Passage rate on Advanced Placement exams | 5.4.c. Establish baseline for EL AP exam passage rate | 5.4.c. <u>2013-14 Baseline</u> : 93% passage rate of RFEP students on AP test with a score of 3 or more (122/131). | 5.4.c. Increase by 5% EL AP exam passage rate | |
| 5.5 List of students with semester grade of D or F | 5.5. Establish baseline for percentage of EL students with semester grade of D or F | 5.5. <u>2013-14 Baseline</u> : 17.5% of 7th-12th grade EL students had an ELA Semester 2 grade of D and/or F, not including King High School. <u>2013-14 Baseline</u> : 18.0% of 7th-12th grade EL students had a Mathematics Semester 2 grade of D and/or F, not including King High School. | 5.5. Decrease by 10% EL students with semester grade of D or F | |
| 5.6.a. Annual attendance rate | 5.6.a. Establish baseline for EL annual attendance rate | 5.6.a. <u>2012-13 Baseline</u> : 95.8% annual attendance; met >95% target. <u>2013-14</u> : 96.4435% annual attendance; met >95% target. | 5.6.a. Maintain EL annual attendance rate 95% or higher | |
| 5.6.b. Chronic absenteeism rate | 5.6.b. Establish baseline for EL chronic absenteeism rate | 5.6.b. <u>2013-14 Baseline</u> : 7.0% chronic absenteeism rate. | 5.6.b. Decrease EL chronic absenteeism rate by 1% | |
| 5.7.a. Middle school dropout rates | 5.7.a. Maintain EL middle school dropout rate of less than 1% | 5.7.a. <u>2013-14 Baseline</u> : 0% EL middle school dropout rate. | 5.7.a. Maintain EL middle school dropout rate of less than 1% | |
| 5.7.b. High School dropout rates | 5.7.b. Decrease High School EL dropout rate by 50% | 5.7.b. <u>2012-13 Baseline</u> : 3.5% EL high school dropout rate | 5.7.b. Maintain EL high school dropout rate of less than 1% | |
| 5.7.c. High School graduation rates | 5.7.c. Increase EL graduation rate by 2% | 5.7.c. <u>2013-14 Baseline</u> : 93.0% EL high school graduation rate. | 5.7.c. Increase EL graduation rate by 2% | |
| 5.8. Parent sign-in sheets at school / district meetings | 5.8. Establish baseline for the annual participation rate of EL parents involved in school/district meetings | 5.8. <u>2012-13 Baseline</u> : 210 EL parents attended ELAC, DELAC or Migrant parent meeting. <u>2013-14</u> : 320 EL parents attended ELAC, DELAC or Migrant parent meeting; increase of 110 parents, 52%. | 5.8. Increase by 10% the annual participation rate of EL parents involved in school/district meetings | |

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|---|--|---|--|---|
| 6.1.a. Student home suspension rates | 6.1.a. Decrease home suspension rate to less than 2.5% for all students and all subgroups | 6.1.a. <u>2013-14 Baseline</u> : 2.5% unduplicated home suspension rate for all students, 6.3% for Black/African American students, 4.1% for Hispanic students | 6.1.a. Decrease home suspension rate to less than 2.5% for all students and all subgroups | |
| 6.1.b. Student in-school suspension rates | 6.1.b. Decrease in-school suspension rate to 2% for all students and all subgroups | 6.1.b. <u>2013-14 Baseline</u> : 2.0% in-school suspension rate for all students, 3.8% for Black/African American students, 4.9% for Hispanic students | 6.1.b. Decrease in-school suspension rate to 2% for all students and all subgroups | |
| 6.1.c. Student expulsion rates | 6.1.c. Maintain expulsion rate of less than .05% | 6.1.c. <u>2012-13 Baseline</u> : 0.0581% expulsion rate (5 of 8599 students). <u>2013-14</u> 0.0234% expulsion rate, or 2 of 8539 students; met <.05% target. | 6.1.c. Maintain expulsion rate of less than .05% | |
| 6.2. California Healthy Kids Survey (CHKS) | 6.2. Increase by 10% the number of students reporting a sense of connectedness with an adult on campus | 6.2. <u>2012-13 Baseline</u> : 70% of 5th grade students, 74% of 7th grade students, 54% of 9th grade students, 66% of 11th grade students reported a sense of connectedness with an adult on campus: <u>2014-15</u> California Healthy Kids Survey results expected during Summer 2015. | 6.2. Increase by 10% the number of students reporting a sense of connectedness with an adult on campus | |

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| 7.1 .a. California Healthy Kids Survey / DJUSD Climate Survey | 7.1.a Increase by 25% the number of climate surveys submitted by parents | 7.1.a <u>2014-15 Baseline</u> : 326 parents completed the CHKS climate survey. Parents also participated in school-based surveys. | 7.1.a Increase by 25% the number of district climate surveys submitted by parents | |
| 7.1 .b. California Healthy Kids Survey / DJUSD Climate Survey | 7.1.b. Establish baseline of climate surveys submitted by parents with positive responses about district communication | 7.1.b. <u>2014-15 Baseline</u> : California Healthy Kids Survey results expected during Summer 2015. | 7.1.b. Increase by 20% the number of district climate surveys submitted by parents with positive responses about district communication | |
| 7.2 Parent sign-in sheets at school/district meetings | 7.2. Establish baseline for the annual participation rate of parents involved in school/district meetings | 7.2. <u>2013-14 Baseline</u> : 103 parents/staff members participated in the DJUSD Parent Engagement Night. <u>2014-15</u> : 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. | 7.2. Increase by 10% the annual participation rate of parents involved in school/district meetings | |
| 7.3.a . List of district events supporting academic learning at home | 7.3. Increase events that support academic learning at home by one additional district wide event | 7.3. <u>2013-14 Baseline</u> : 1 district event that supported academic learning at home, Parent Engagement Night. <u>2014-15</u> : 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). | 7.3. Increase events that support academic learning at home by one additional district wide event | |

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| 7.4 LCAP Survey | 7.4. Increase by 50% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents | 7.4. <u>2013-14 Baseline</u> : 124 Local Control Accountability Plan (LCAP) surveys submitted by parents, staff and community members. <u>2014-15</u> : 296 LCAP surveys submitted, a 240% increase in the number of surveys submitted. | 7.4 Increase by 30% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents | |
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| LCAP Goal 8 Metrics (purple = local DJUSD metric, not required by CA Education Code) | 2014-15 Expected Annual Measurable Outcomes (AMO) | 2014-15 LCAP Actual Annual Measurable Outcomes (AMO) | 2015-16 Expected Annual Measurable Outcomes (AMO) | 2015-16 LCAP Actual Annual Measurable Outcomes (AMO) |
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| 8.1. Teacher retention records | 8.1. Establish baseline for retention of highly qualified staff in district | 8.1. <u>2014-15 Baseline</u> : 80% retention rate of highly qualified staff in district, including classified and certificated employees. | 8.1. Increase retention of highly qualified staff in district by 5% | |
| 8.2. DJUSD Climate survey for staff | 8.2. Establish baseline of staff sense of recognition based on respect, trust and inquiry | 8.2. <u>2014-15 Baseline</u> : 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. | 8.2. Increase by 15% reported staff sense of recognition based on respect, trust and inquiry | |
| 8.3.a. List of substitute employees | 8.3.a. Establish baseline number of highly qualified substitutes to cover district substitute needs | 8.3.a. <u>2014-15 Baseline</u> : 85% of teachers' requests for a substitute were filled by district substitutes | 8.3.a. Increase by 10% the number of available highly qualified substitutes to cover district substitute needs | |
| 8.3.b. DJUSD Climate survey for substitute employees, volunteers and community partners | 8.3.b. Establish baseline of substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry | 8.3.b. <u>2014-15 Baseline</u> : 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 | 8.3.b. Increase by 15% reported substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry | |
| 8.4. List of recognitions | 8.4. Establish baseline of recognitions embedded in collaborative practices, professional growth, and effective communication networks | 8.4. <u>2014-15 Baseline</u> : 151 staff members participated in Collaboration Grant professional growth groups, fostering, and/or championing collaboration, professional growth and better communication. | 8.4. Increase by 15% recognitions embedded in collaborative practices, professional growth, and effective communication networks | |