

District LCAP Goals, Priorities, Metrics

District	Goal	Priorities	Metrics
Davis	#1: Develop, implement, and assess a Professional Growth System consistent with our mission and objectives, focusing first on social-emotional intelligence, differentiated instruction and inquiry-based learning.	1, 2	<ul style="list-style-type: none"> Decrease by 2 the number of teacher misassignments 80% of teachers participate in CCSS professional growth Increase by 50% students "adequate understanding of standards" 70% of staff respond positively re district assistance in addressing professional growth needs
Davis	#2: Develop and implement a plan for physical space and technology infrastructure required to achieve our objectives and mission	1	<ul style="list-style-type: none"> 100% of school buildings will obtain an overall rating of Good or Exemplary Completion of Jr HS wireless installation
Davis	#3: Develop and implement a district-wide assessment system aligned with the CCSS to effectively analyze student performance data at more frequent intervals in order to improve instruction, close the achievement gap, and ensure that all students meet or exceed district standards.	1, 2, 3, 4, 5, 8	<ul style="list-style-type: none"> Participation by at least 80% of teachers in professional growth that addresses the use of assessments to improve student learning Maintain the provision of sufficient textbooks and instructional materials for each student in core curriculum areas. Increase by 20% observation of classroom instructional strategies supporting implementation of CCSS Increase by 10% proficiency on SBAC ELA and Math, targeted students by 15% CDE is currently reformulating California's API; the newly formulated API baseline will be reported in the LCAP when CDE releases the data. Decrease by 20% the number of students with semester grade of D or F Maintain a middle school dropout rate lower than .5% Maintain high school dropout rate at lower than 2.0% Maintain high school graduation rate of 96% or higher 80% of parents will attend parent-teacher conferences 80% of parents will utilize online access to student assignments and grades
Davis	#4: Develop and implement a system that enables each student to set and pursue academic, social, and personal goals	4, 5, 7, 8	<ul style="list-style-type: none"> Participation by at least 80% of teachers in professional growth that addresses differentiation Increase by 5% the number of students meeting personal goals Increase by 5% the number of students meeting academic goals Increase by 5% the number of students meeting 4 or more fitness standards on the Physical Fitness Test Evidence of increased balance in elementary schools use of time for core subjects and academic interventions for targeted students Identify and address course access issues for targeted students and increase enrollment Maintain or increase enrollment in Career Technical Education (CTE) courses Maintain or increase completion rate in Career Technical Education (CTE) pathways Increase A-G course completion rate by 3% Maintain enrollment in AP courses Increase Advanced Placement test taking rate by 5% Increase Advanced Placement passage rate by 5% Increase EAP preparation rate by 2% Maintain annual attendance rate at 95% or higher Decrease by 1% chronic absenteeism rate
Davis	#5: Increase the percent of English Learners that make adequate yearly progress and are	1, 2, 3, 4, 5, 7, 8	<ul style="list-style-type: none"> Maintain adequate ELD materials in 100% of district classrooms At least 80% of teachers will have participated in CCSS / ELD standards professional

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	reclassified as fluent English proficient within 5 years.		<p>growth</p> <ul style="list-style-type: none"> • Increase by 20% observation of classroom ELD and SDAIE instructional strategies implementation • Increase annual rate of EL language acquisition by 1% (AMAO 1) • Increase rate of EL cohorts language proficiency by 1% (AMAO 2) • Increase number of EL subgroup proficient on SBAC ELA and Math by at least 5% (AMAO 3) • Increase EL reclassification rate by 1% • Increase EL API by 15 or more points • Increase by 5% EL enrollment in AP courses • Increase by 5% EL AP test taking rate • Increase by 5% EL AP exam passage rate • Decrease by 10% EL students with semester grade of D or F • Maintain EL annual attendance rate of 95% or higher • Decrease EL chronic absenteeism rate by 1% • Maintain EL middle school dropout rate of less than 1% • Maintain EL high school dropout rate of less than 1% • Increase EL graduation rate by 2% • Increase by 10% the annual participation rate of EL parents involved in school/district meetings
Davis	#6: Improve school climate	6	<ul style="list-style-type: none"> • Decrease home suspension rate to less than 2.5% for all students and all subgroups • Decrease in-school suspension rate to 2% for all students and all subgroups • Maintain expulsion rate of less than .05% • Increase by 10% the number of students reporting a sense of connectedness with an adult on campus
Davis	#7: Increase parent engagement through effective two-way communication to communicate with families about school programs and student progress, foster involvement of families at school, and support academic learning at home, thereby including families as knowledgeable participants in school decisions.	3, 6	<ul style="list-style-type: none"> • Increase by 25% the number of district climate surveys submitted by parents • Increase by 20% the number of district climate surveys submitted by parents with positive responses about district communication • Increase by 10% the annual participation rate of parents involved in school/district meetings • Increase events that support academic learning at home by one additional district wide event • Increase by 30% the number of Local Control Accountability Plan (LCAP) surveys submitted by parents
Davis	#8: Value each person responsible for the education of our students by recognizing their work in promoting a community of respect, trust, and inquiry-based practice. Recognition will be embedded in collaborative practices, professional growth, and effective communication networks.	6	<ul style="list-style-type: none"> • Increase retention of highly qualified staff in district by 5% • Increase by 15% reported staff sense of recognition based on respect, trust and inquiry • Increase by 10% the number of available highly qualified substitutes to cover district substitute needs • Increase by 15% reported substitute employees, volunteers and community partners sense of recognition based on respect, trust and inquiry • Increase by 15% recognitions embedded in collaborative practices, professional growth, and effective communication networks