

§ 15497. Local Control and Accountability Plan Data Addendum

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School: District Office
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LCAP Year: 2016-17

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

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A. Conditions of Learning

Priority 1: Basic Services

Enrollment by Grade Level

Grade Level	2014-15 Number of Students
Kindergarten	667
Grade 1	572
Grade 2	571
Grade 3	633
Grade 4	619
Grade 5	615
Grade 6	683
Grade 7	683
Grade 8	684
Grade 9	721
Grade 10	711
Grade 11	701
Grade 12	766
Total Enrollment	8,626

Enrollment by Student Group

Student Group	2014-15 Percent of Total Enrollment
Black or African American	2.60%
American Indian or Alaska Native	0.46%
Asian	15.89%
Filipino	1.44%
Hispanic or Latino	19.31%
Native Hawaiian or Pacific Islander	0.28%
White	54.79%
English Learners	10.50%
Fluent-English-Proficient	12.50%
Redesignated Fluent-English-Proficient	15.10%

Teacher Credentials

Number of Teachers that are...	2013-14	2014-15	2015-16
Fully Credentialed	100%	99.3%	99.5%
Not Fully Credentialed	0%	.7%	.5%
Teaching Outside Subject Area of Competence (with full credential)	1.4%	.5%	.5%

Teacher Assignments

Number of...	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	1.4%	1.1%	.3%
Total Teacher Misassignments	1.4%	1.4%	.3%
Vacant Teacher Positions	1	0	0

Core Academic Classes Taught by Highly Qualified Teachers

Core Academic Classes Taught by...	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
All Schools	99.5%	.5%
High-Poverty Schools	100%	0
Low-Poverty Schools	99.4%	.6%

High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Student Access to Standards-Aligned Instructional Materials

Subject Area	Percent of Students Lacking Own Assigned Textbook/Instructional Materials			
	2012-13	2013-14	2014-15	2015-16
Reading/Language Arts	0%	0%	0%	0%
Mathematics	0%	0%	0%	0%
Science	0%	0%	0%	0%
History-Social Science	0%	0%	0%	0%
Foreign Language	0%	0%	0%	0%
Health	0%	0%	0%	0%
Visual and Performing Arts	0%	0%	0%	0%
Science Laboratory Equipment (grades 9-12)	0%	0%	0%	0%

School Facility Conditions and Planned Improvements

School Facilities Inspection Ratings

System Inspected	Percent of Markings on Most Recent Annual Facilities Inspection			
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	100%	0%	0%	
Interior: Interior Surfaces	66%	27%	7%	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	100%	0%	0%	
Electrical: Electrical	100%	0%	0%	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	100%	0%	0%	
Safety: Fire Safety, Hazardous Materials	93%	7%	0%	
Structural: Structural Damage, Roofs	93%	7%	0%	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	93%	7%	0%	
	Exemplary	Good	Fair	Poor
Overall Rating	27%	73%	0%	0%

B. Pupil Outcomes

Priority 4: Pupil Achievement

CAASPP District/State Comparison (English-Language Arts and Mathematics)

Subject	District	State
English Language Arts	69	44
Mathematics	64	33

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP District/State Comparison (Science)

Grade	District			State		
	12-13	13-14	14-15	12-13	13-14	14-15
Science	83	82	81	59	60	56

* Results are for grades 5, 8, and 10. Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Overall CAASPP Results (English Language Arts/Literacy)

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	644	596	92.5	594	2440.7	34	23	23	20
Grade 4	623	591	94.9	588	2496.2	38	26	15	20
Grade 5	631	589	93.3	585	2543.2	37	33	15	14
Grade 6	688	663	96.4	657	2566.9	31	39	18	12
Grade 7	687	653	95.1	643	2587.1	27	41	16	14
Grade 8	694	651	93.8	645	2603.1	27	41	20	11
Grade 11	713	634	88.9	629	2664.6	50	30	12	7
All Grades	4680	4377	93.5	4341		35	34	17	14

Grade Level	Reading			Writing			Listening			Research/Inquiry		
	Demonstrating understanding of literary & non-fictional texts			Producing clear and purposeful writing			Demonstrating effective communication skills			Investigating, analyzing, and presenting information		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	34	41	24	25	49	24	31	54	14	29	50	19
Grade 4	37	44	19	31	48	20	30	59	11	29	47	16
Grade 5	38	43	19	44	39	17	30	60	10	46	46	8
Grade 6	33	49	18	41	42	16	26	66	8	40	53	7
Grade 7	38	46	15	43	41	16	25	65	10	40	48	12
Grade 8	39	45	15	39	46	15	26	64	10	35	52	12
Grade 11	57	35	8	57	34	10	33	59	8	58	36	6
All Grades	40	43	17	40	43	17	28	61	10	40	47	11

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students	3	644	596	92.5	34	23	23	20
	4	623	591	94.9	38	26	15	20
	5	631	589	93.3	37	33	15	14
	6	688	663	96.4	31	39	18	12
	7	687	653	95.1	27	41	16	14
	8	694	651	93.8	27	41	20	11
	11	713	634	88.9	50	30	12	7
Male	3		305	47.4	29	21	25	26
	4		310	49.8	35	25	16	24
	5		296	46.9	31	31	18	19
	6		346	50.3	24	36	22	17
	7		335	48.8	21	39	19	19
	8		330	47.6	18	42	22	17
	11		346	48.5	46	31	13	9
Female	3		291	45.2	39	26	21	14
	4		281	45.1	41	28	14	16
	5		293	46.4	43	34	12	10
	6		317	46.1	38	43	14	6
	7		318	46.3	34	43	13	9
	8		321	46.3	35	40	18	6
	11		288	40.4	55	28	11	5
Black or African American	3		20	3.1	5	25	40	30
	4		11	1.8	27	36	18	18
	5		24	3.8	13	38	13	38
	6		14	2.0	14	21	29	36
	7		15	2.2	20	27	13	40
	8		22	3.2	5	36	45	9
	11		9	1.3	*	*	*	*
American Indian or Alaska Native	3		2	0.3	*	*	*	*
	5		4	0.6	*	*	*	*
	6		4	0.6	*	*	*	*
	7		3	0.4	*	*	*	*
	8		2	0.3	*	*	*	*
	11		3	0.4	*	*	*	*

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Asian	3		82	12.7	59	22	9	10
	4		87	14.0	53	26	11	9
	5		99	15.7	54	28	10	6
	6		98	14.2	44	41	13	2
	7		97	14.1	36	42	19	3
	8		103	14.8	44	40	9	7
	11		97	13.6	62	25	8	4
Filipino	3		4	0.6	*	*	*	*
	4		8	1.3	*	*	*	*
	5		11	1.7	45	18	18	18
	6		5	0.7	*	*	*	*
	7		13	1.9	23	54	15	0
	8		10	1.4	*	*	*	*
	11		10	1.4	*	*	*	*
Hispanic or Latino	3		152	23.6	8	18	34	40
	4		126	20.2	12	25	22	40
	5		119	18.9	13	30	23	34
	6		139	20.2	10	32	31	27
	7		127	18.5	7	36	22	32
	8		108	15.6	9	44	26	20
	11		134	18.8	25	33	23	17
Native Hawaiian or Pacific Islander	3		5	0.8	*	*	*	*
	4		4	0.6	*	*	*	*
	5		2	0.3	*	*	*	*
	6		5	0.7	*	*	*	*
	8		1	0.1	*	*	*	*
	11		1	0.1	*	*	*	*
White	3		287	44.6	40	25	21	13
	4		306	49.1	44	24	14	17
	5		309	49.0	44	35	13	8
	6		372	54.1	35	41	14	8
	7		366	53.3	33	42	14	10
	8		379	54.6	28	41	20	11
	11		350	49.1	55	32	9	4

School Year 2014-15 CAASPP Assessment Results - English Language Arts (ELA)
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Two or More Races	3		44	6.8	45	25	14	16
	4		49	7.9	41	37	10	12
	5		20	3.2	40	40	10	10
	6		24	3.5	38	33	13	17
	7		31	4.5	32	52	6	6
	8		25	3.6	36	36	16	12
	11		29	4.1	69	21	10	0
Socioeconomically Disadvantaged	3		136	21.1	7	17	26	50
	4		141	22.6	12	24	21	41
	5		135	21.4	12	27	22	38
	6		138	20.1	9	23	32	36
	7		122	17.8	2	30	26	40
	8		120	17.3	8	32	30	29
	11		113	15.8	14	31	32	21
English Learners	3		79	12.3	1	8	28	62
	4		54	8.7	0	24	19	56
	5		54	8.6	4	7	33	52
	6		47	6.8	0	9	34	55
	7		26	3.8	0	4	15	73
	8		19	2.7	0	21	32	47
	11		32	4.5	0	16	44	38
Students with Disabilities	3		69	10.7	13	9	17	59
	4		68	10.9	10	12	18	57
	5		46	7.3	15	9	20	54
	6		81	11.8	5	14	30	52
	7		51	7.4	8	12	8	71
	8		61	8.8	5	21	23	48
	11		44	6.2	7	25	25	36
Students Receiving Migrant Education Services	3		7	1.1	*	*	*	*
	4		3	0.5	*	*	*	*
	5		7	1.1	*	*	*	*
	6		7	1.0	*	*	*	*
	7		6	0.9	*	*	*	*
	8		1	0.1	*	*	*	*
	11		3	0.4	*	*	*	*

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Overall CAASPP Results (Mathematics)

Overall Achievement									
Grade Level	# of Students Enrolled	# of Students Tested	% of Enrolled Students Tested	# of Students With Scores	Mean Scale Score	% Standard Exceeded	% Standard Met	% Standard Nearly Met	% Standard Not Met
Grade 3	644	615	95.5	612	2452.7	28	35	17	19
Grade 4	623	599	96.1	592	2509.4	34	30	24	12
Grade 5	631	605	95.9	600	2543.7	37	23	24	16
Grade 6	688	668	97.1	666	2576.2	40	24	22	13
Grade 7	687	663	96.5	657	2601.9	43	23	19	14
Grade 8	694	656	94.5	646	2622.0	46	18	17	17
Grade 11	713	638	89.5	630	2671.0	39	26	16	17
All Grades	4680	4444	95.0	4403		38	26	20	15

Grade Level	Concepts & Procedures			Problem Solving & Modeling/Data Analysis			Communicating Reasoning		
	Applying mathematical concepts and procedures			Using appropriate tools and strategies to solve real world and mathematical problems			Demonstrating ability to support mathematical conclusions		
	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard	% Above Standard	% At or Near Standard	% Below Standard
Grade 3	43	33	23	40	40	20	38	47	15
Grade 4	45	33	22	39	45	17	41	39	20
Grade 5	43	34	24	37	45	18	34	50	16
Grade 6	43	34	23	40	43	16	43	42	15
Grade 7	52	30	18	49	40	11	42	49	9
Grade 8	53	25	22	45	43	12	41	44	14
Grade 11	50	31	18	48	38	13	45	43	12
All Grades	47	31	21	43	42	15	41	45	14

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
All Students	3	644	615	95.5	28	35	17	19
	4	623	599	96.1	34	30	24	12
	5	631	605	95.9	37	23	24	16
	6	688	668	97.1	40	24	22	13
	7	687	663	96.5	43	23	19	14
	8	694	656	94.5	46	18	17	17
	11	713	638	89.5	39	26	16	17
Male	3		314	48.8	29	34	17	20
	4		317	50.9	35	29	23	12
	5		303	48.0	37	22	22	17
	6		347	50.4	40	21	22	16
	7		343	49.9	43	23	17	16
	8		334	48.1	45	16	18	20
	11		349	48.9	44	23	16	16
Female	3		301	46.7	28	37	18	17
	4		282	45.3	32	31	25	11
	5		302	47.9	36	23	26	14
	6		321	46.7	40	27	22	11
	7		320	46.6	44	24	20	11
	8		322	46.4	48	20	16	14
	11		289	40.5	34	30	16	18
Black or African American	3		20	3.1	10	30	30	30
	4		11	1.8	36	9	36	18
	5		24	3.8	8	17	42	33
	6		14	2.0	21	7	36	36
	7		15	2.2	27	27	7	40
	8		22	3.2	18	23	23	36
	11		10	1.4	*	*	*	*
American Indian or Alaska Native	3		2	0.3	*	*	*	*
	5		4	0.6	*	*	*	*
	6		4	0.6	*	*	*	*
	7		3	0.4	*	*	*	*
	8		2	0.3	*	*	*	*
	11		3	0.4	*	*	*	*

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Asian	3		98	15.2	52	31	12	5
	4		94	15.1	63	22	11	3
	5		110	17.4	59	17	16	6
	6		103	15.0	57	23	16	4
	7		99	14.4	61	23	13	3
	8		106	15.3	75	16	6	4
	11		99	13.9	58	23	10	7
Filipino	3		4	0.6	*	*	*	*
	4		8	1.3	*	*	*	*
	5		11	1.7	27	45	18	9
	6		5	0.7	*	*	*	*
	7		13	1.9	38	38	23	0
	8		10	1.4	*	*	*	*
	11		10	1.4	*	*	*	*
Hispanic or Latino	3		154	23.9	11	20	27	42
	4		129	20.7	11	26	36	26
	5		121	19.2	13	16	31	39
	6		141	20.5	14	19	30	36
	7		135	19.7	15	24	28	31
	8		108	15.6	23	16	30	30
	11		134	18.8	16	25	19	39
Native Hawaiian or Pacific Islander	3		5	0.8	*	*	*	*
	4		4	0.6	*	*	*	*
	5		2	0.3	*	*	*	*
	6		5	0.7	*	*	*	*
	8		1	0.1	*	*	*	*
	11		1	0.1	*	*	*	*
White	3		288	44.7	29	44	14	11
	4		304	48.8	35	33	21	9
	5		312	49.4	41	26	23	9
	6		370	53.8	45	26	21	7
	7		366	53.3	50	22	17	10
	8		381	54.9	47	18	17	17
	11		351	49.2	42	29	16	12

School Year 2014-15 CAASPP Assessment Results - Mathematics
Disaggregated by Student Groups, Grades Three through Eight and Eleven

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
Two or More Races	3		44	6.8	36	36	16	11
	4		49	7.9	27	45	20	8
	5		20	3.2	35	40	10	15
	6		24	3.5	50	29	8	13
	7		31	4.5	45	32	16	6
	8		25	3.6	48	16	16	12
	11		29	4.1	62	14	21	3
Socioeconomically Disadvantaged	3		143	22.2	5	22	28	45
	4		143	23.0	12	22	35	31
	5		141	22.3	16	13	29	42
	6		140	20.3	9	20	31	39
	7		129	18.8	9	22	26	40
	8		119	17.1	18	12	29	41
	11		113	15.8	12	12	27	47
English Learners	3		98	15.2	4	21	33	42
	4		63	10.1	14	21	35	29
	5		70	11.1	20	4	27	47
	6		54	7.8	7	7	22	63
	7		37	5.4	14	11	16	54
	8		25	3.6	24	8	24	40
	11		34	4.8	3	15	18	59
Students with Disabilities	3		69	10.7	13	17	10	58
	4		68	10.9	10	9	25	53
	5		46	7.3	13	4	20	63
	6		80	11.6	9	14	21	55
	7		51	7.4	18	4	14	65
	8		61	8.8	8	8	25	57
	11		44	6.2	0	14	20	59
Students Receiving Migrant Education Services	3		7	1.1	*	*	*	*
	4		3	0.5	*	*	*	*
	5		7	1.1	*	*	*	*
	6		7	1.0	*	*	*	*
	7		8	1.2	*	*	*	*
	8		2	0.3	*	*	*	*
	11		3	0.4	*	*	*	*

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy. The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

Adequate Yearly Progress

AYP PROFICIENCY LEVEL	English-Language Arts Performance Data by Student Group											
	All Students			English Learners			Socioeconomically			Students with Disabilities		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
% At or Above	76.6		69.4	48.7		32.8	48.4		38.3	43.4		29.7
Met AYP Criteria	No		--	No		--	No		--	No		--

AYP PROFICIENCY LEVEL	Mathematics Performance Data by Student Group											
	All Students			English Learners			Socioeconomically			Students with Disabilities		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
% At or Above	78.1		65.1	58.6		33.3	54.0		31.6	45.8		27.2
Met AYP Criteria	No		--	Yes		--	No		--	No		--

AYP Criteria	District	State
English Language Arts		
Met Participation Rate	No	Yes
Met Percent Proficient	N/A	N/A
Mathematics		
Met Participation Rate	No	Yes
Met Percent Proficient	N/A	N/A
Overall		
Made AYP Overall	No	Yes
Met Attendance Rate	Yes	Yes
Met Graduation Rate	Yes	Yes

CELDT Results

Assessment	CELDT Results																	
	Total Number Tested			% Advanced			% Early Advanced			% Intermediate			% Early Intermediate			% Beginning		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
Initial		363	404		12	11		17	16		19	22		15	14		37	38
Annual	663	670	649	17	17	18	34	34	35	28	28	27	14	11	10	6	9	10
All Assessments	998	1033	1053	16	15	15	27	28	28	25	25	25	16	13	11	16	19	21

English Learner Progress

These tables provide information about the LEA's EL progress performance. (AMAO data).

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	665	670	649
Percent with Prior Year Data	98.5	98.5	98.8
Number in Cohort	655	660	641
Number Met	426	443	431
Percent Met	65.0	67.1	67.2
NCLB Target	57.5	59.0	60.5
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL Instruction		Years of EL Instruction		Years of EL Instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	624	225	649	218	673	203
Number Met	176	146	189	139	190	137
Percent Met	28.2	64.9	29.1	63.8	28.2	67.5
NCLB Target	20.1	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	Yes	Yes	Yes	Yes

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	Yes	Yes	
Met Target for AMAO 3	No	No	

CAHSEE Results

CAHSEE Test	Percent of Students Passing CAHSEE											
	All Students			English Learners			RFEP			SED		
	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15	12-13	13-14	14-15
English-Language Arts	96.0	94.0	97.0	0	54.0	50.0	0	88.0	98.0	80.0	80.0	88.0
Mathematics	97.0	97.0	98.0	0	76.0	75.0	0	97.0	98.0	84.0	91.0	93.0

CAHSEE Results for All Students - Three-Year Comparison Percent of Students Scoring At Proficient Or Advanced			
LEA	2012-13	2013-14	2014-15
English-Language Arts	83	44	47
Mathematics	89	46	51
California	2012-13	2013-14	2014-15
English-Language Arts	57	56	58
Mathematics	60	62	59

2014-15 CAHSEE Grade Ten Results by Student Group

Group	English-Language Arts			Mathematics		
	% Passed	% Not Passed	% Proficient or Advanced	% Passed	% Not Passed	% Proficient or Advanced
All Students in the LEA	97.0	3.0	82.0	98.0	2.0	88.0
Male	95.0	5.0	79.0	97.0	3.0	87.0
Female	98.0	2.0	86.0	98.0	2.0	90.0
Black or African American	100.0	0.0	76.0	100.0	0.0	71.0
Asian	99.0	1.0	88.0	100.0	0.0	97.0
Filipino	100.0	0.0	82.0	100.0	0.0	82.0
Hispanic or Latino	88.0	12.0	54.0	88.0	12.0	66.0
White	98.0	2.0	88.0	99.0	1.0	92.0
Socioeconomically Disadvantaged	88.0	12.0	57.0	93.0	7.0	71.0
English Learners	50.0	50.0	10.0	75.0	25.0	65.0
Students with Disabilities	86.0	14.0	51.0	85.0	15.0	63.0

* Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Advanced Placement Exams

Advanced Placement Exams	2012-13	2013-14	2014-15
Number of students with a scores of 3 or higher	n/a	n/a	479
Percentage of exams passed with a score of 3 or higher	89.1%	91.4%	92.6%

Early Assessment Program

Advanced Placement Exams	2012-13	2013-14	2014-15
Percent of Students Taking EAP: English-Language Arts	n/a	n/a	89%
Percent of Students Taking EAP: Mathematics	n/a	n/a	89%
Percent of Students Passing EAP: English-Language Arts	n/a	n/a	80%
Percent of Students Passing EAP: Mathematics	n/a	n/a	65%

Completion of High School Graduation Requirements

Group	Graduating Class of 2014	
	LEA	State
All Students	95.1%	81.0%
Black or African American	84.2%	68.2%
American Indian or Alaska Native	100%	70.6%
Asian	93.2%	92.4%
Filipino	100%	92.2%
Hispanic or Latino	91.7%	76.6%
Native Hawaiian/Pacific Islander	100%	80.4%
White	96.9%	87.6%
Two or More Races	96.6%	85.6%
Socioeconomically Disadvantaged	87.4%	75.6%
English Learners	80.9%	65.4%
Students with Disabilities	82.4%	62.3%
Foster Youth	--	--

* Where there are student course enrollments.

Priority 8: Other Pupil Outcomes

Other Subject Areas

This section provides information about pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable.

Local Metric 1 : See attached data charts for baseline data of 2014-15 Secondary Students (Grades 7-12) with Semester 2 grade of D or F

Local Metric 2: Baseline data for 2015-16 Enrollment in DJUSD Elementary Strings and Band Music Programs

2015-16 ENROLLMENT IN ELEMENTARY MUSIC PROGRAMS	Grade 5-6 Band Students	Grade 5-6 Enrollment	Grade 4-5-6 Strings Students	Grade 4-5-6 Enrollment
All Students	303	1242	612	1898
	24% of 5-6 Grade students are in Elementary Band		32% of 4-5-6 Grade students are in Elementary Strings	
Ethnicity	% of Band Enrollment	% of Grade 5-6 Enrollment	% of Strings Enrollment	% of Grade 4-5-6 Enrollment
American Indian or Alaska Native	1.0%	0.5%	0.8%	0.4%
Asian	20.8%	16.2%	28.1%	16.1%
Black or African American	2.0%	3.2%	3.3%	3.2%
Hispanic/Latino	10.6%	21.0%	14.2%	22.5%
Pacific Islander	0.0%	0.5%	1.0%	0.6%
White	65.7%	51.5%	52.6%	50.0%
English Learners	2.1%	10.5%	10.6%	12.8%
Socioeconomically Disadvantaged	11.2%	21.7%	17.6%	22.7%

C. Engagement

Priority 3: Parent Involvement

Parent Input in Decision Making

This section provides information about the LEA's efforts to seek parent input in decision making.

Local Metric: Parent Participation Rate at Parent-Teacher Conferences

In Fall 2015, 99.3% of parents attended parent-teacher conferences.

Local Metric: Increase by 25% the number of district climate surveys submitted by parents

In Spring 2015, 356 parents completed the California Healthy Kids Survey (CHKS), a 9.2% increase in parents responding to the CHKS in Spring 2013.

Local Metric: Increase district-sponsored events that support parent input in decision making and academic learning at home

Davis Joint Unified School District introduced the DJUSD School Governance Workshop in Fall 2015, increasing from 2 to 3 district-sponsored events that supported academic learning and parent input in decision making.

Local Metric: Increase by 10% the annual participation rate of English learner parents in the District English Learner Advisory Committee (DELAC) and/or English Learner Advisory Committees (ELAC)

In 2014-15 375 parents of English learners attended the District English Learner Advisory Committee (DELAC) and/or English Learner Advisory Committee (ELAC), an increase of 45 parents, or 14%, over 2013-14 participation.

Parent Participation in Programs

This section provides information about the LEA's efforts to promote parent participation in programs for unduplicated pupils and special need subgroups.

Local Metric: Increase by 10% the annual participation rate of parents involved in district meetings.

In 2015-16 DJUSD 343 parents/staff members participated in the Davis Joint Unified School District Parent Engagement Night and/or the DJUSD School Governance Workshop, an increase of 61% attendance at district meetings promoting parent knowledge about local school programs for all students, including English learners, students from low income homes and foster youth.

Priority 5: Pupil Engagement

Attendance and Chronic Absenteeism Rates

This table provides information about the LEA's attendance and chronic absenteeism rates.

Rates	2012-13	2013-14	2014-15
Attendance	96.4%	96.4%	96.0%
Chronic Absenteeism	8.8%	7.2%	7.8%

Dropout and Graduation Rates

This table provides information about the LEA's middle school dropout, high school dropout, high school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)			
LEA	2011-12	2012-13	2013-14
Dropout Rate	2.40	1.50	3.40
Graduation Rate	94.85	97.45	95.14
California	2011-12	2012-13	2013-14
Dropout Rate	13.10	11.40	11.50
Graduation Rate	78.87	80.44	80.95

Priority 6: School Climate

Suspension and Expulsion Rates

This table provides information about the LEA's suspension and expulsion rates (SARC Data).

Suspensions and Expulsions			
LEA	2012-13	2013-14	2014-15
Suspensions Rate	3.86	3.72	2.42
Expulsions Rate	0.02	0.02	0.01
State	2012-13	2013-14	2014-15
Suspensions Rate	5.07	4.36	3.80
Expulsions Rate	0.13	0.10	0.09

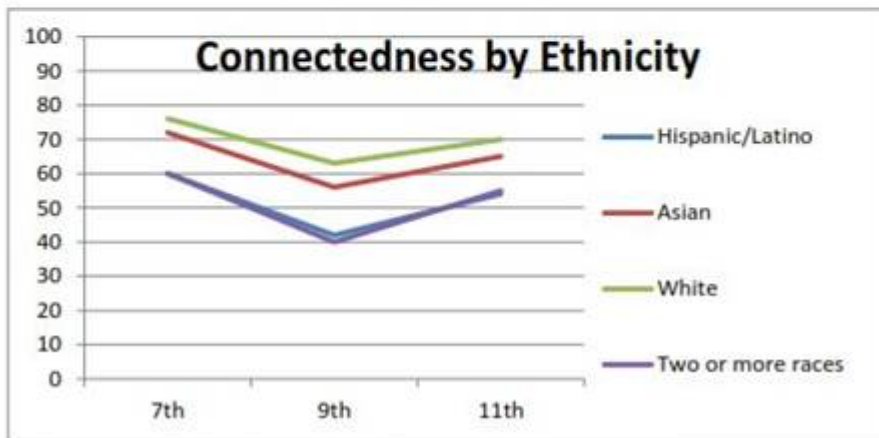
School Safety and Connectedness Measures

This section provides information about local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness.

California Healthy Kids Survey

Connectedness by Ethnicity*		7th	9th	11th
	Hispanic/Latino	60%	42%	54%
	Asian	72%	56%	65%
	White	76%	63%	70%
	Two or more races	60%	40%	55%
	Overall	69%	53%	62%

*Percent of students in each group who report a high level of connectedness as described by: caring relationships, high expectations and meaningful participation in school.



Source of Data: California Healthy Kids Survey, DJUSD 2015

DJUSD Suspension

DJUSD Suspension Rates		2013-14				2014-15			
Subgroup	Change in Suspension Rate	Students Enrolled Number	Enrolled Students Percent	Unduplicated Suspension Number	Unduplicated Suspension Rate	Students Enrolled Number	Enrolled Students Percent	Unduplicated Suspension Number	Unduplicated Suspension Rate
All Students	-1.4%	8539	100%	332	3.9%	8626	100%	217	2.5%
American Indian	-2.1%	42	0.5%	3	7.1%	40	0.5%	2	5.0%
Asian	-1.1%	1327	15.5%	23	1.7%	1371	15.9%	9	0.7%
African American	-2.5%	239	2.8%	22	9.2%	224	2.6%	15	6.7%
Filipino	-0.4%	99	1.2%	2	2.0%	124	1.4%	2	1.6%
Hispanic/Latino	-3.6%	1576	18.5%	118	7.5%	1666	19.3%	64	3.8%
Pacific Islander	8.3%	23	0.3%	0	0.0%	24	0.3%	2	8.3%
White	-0.8%	4783	56.0%	150	3.1%	4726	54.8%	112	2.4%
Two or More Races	-0.7%	440	5.2%	14	3.2%	440	5.1%	11	2.5%
Socio-Economically Disadvantaged	-4.1%	1930	22.6%	189	9.8%	1882	21.8%	108	5.7%
English Learners	-2.7%	858	10.0%	40	4.7%	904	10.5%	18	2.0%
Foster Youth	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

DJUSD Graduation Rates (4-year), Source: DataQuest

DJUSD Graduation Rates (4-year)	2011-12	2012-13	2013-14	2014-15
All Students	94.9%	97.5%	95.1%	94.4%
Race/Ethnicity				
Hispanic or Latino	92.2%	95.9%	91.7%	84.4%
American Indian or Alaska Native	66.7%	100.0%	100.0%	100.0%
Asian	97.5%	99.1%	93.2%	99.2%
Pacific Islander	100.0%	100.0%	100.0%	na
Filipino	100.0%	85.7%	100.0%	100.0%
African American	100.0%	87.0%	84.2%	87.5%
White	94.4%	98.0%	96.9%	95.6%
Two or more Races	100.0%	100.0%	96.6%	100.0%
Programs				
English Learners	89.6%	93.0%	80.9%	90.8%
Migrant Education	75.0%	83.3%	100.0%	100.0%
Special Education	73.2%	88.5%	82.4%	76.8%
Socioeconomically Disadvantaged	88.7%	95.1%	87.4%	81.2%