



# 2017 – 2020 Local Control & Accountability Plan (LCAP)

## 2018 Update Public Hearing

Acalanes Union High School District

June 6, 2018



# Local Control and Accountability Plan

- Requirement – part of the Local Control Funding Formula
- 3 – year plan (2017-2020) to support continuous improvement. 2018-2019 LCAP is second year of 3-year plan
- Stakeholder input guides LCAP development & revision
- 8 State priorities and over 20 required metrics must be included
- LCAP template revised slightly for 2018-2019
- 2018-2019 budget must align to 2018-2019 LCAP priorities
- LCAP and budget must be adopted by June 30 each year



# 2018 LCAP Development Timeline

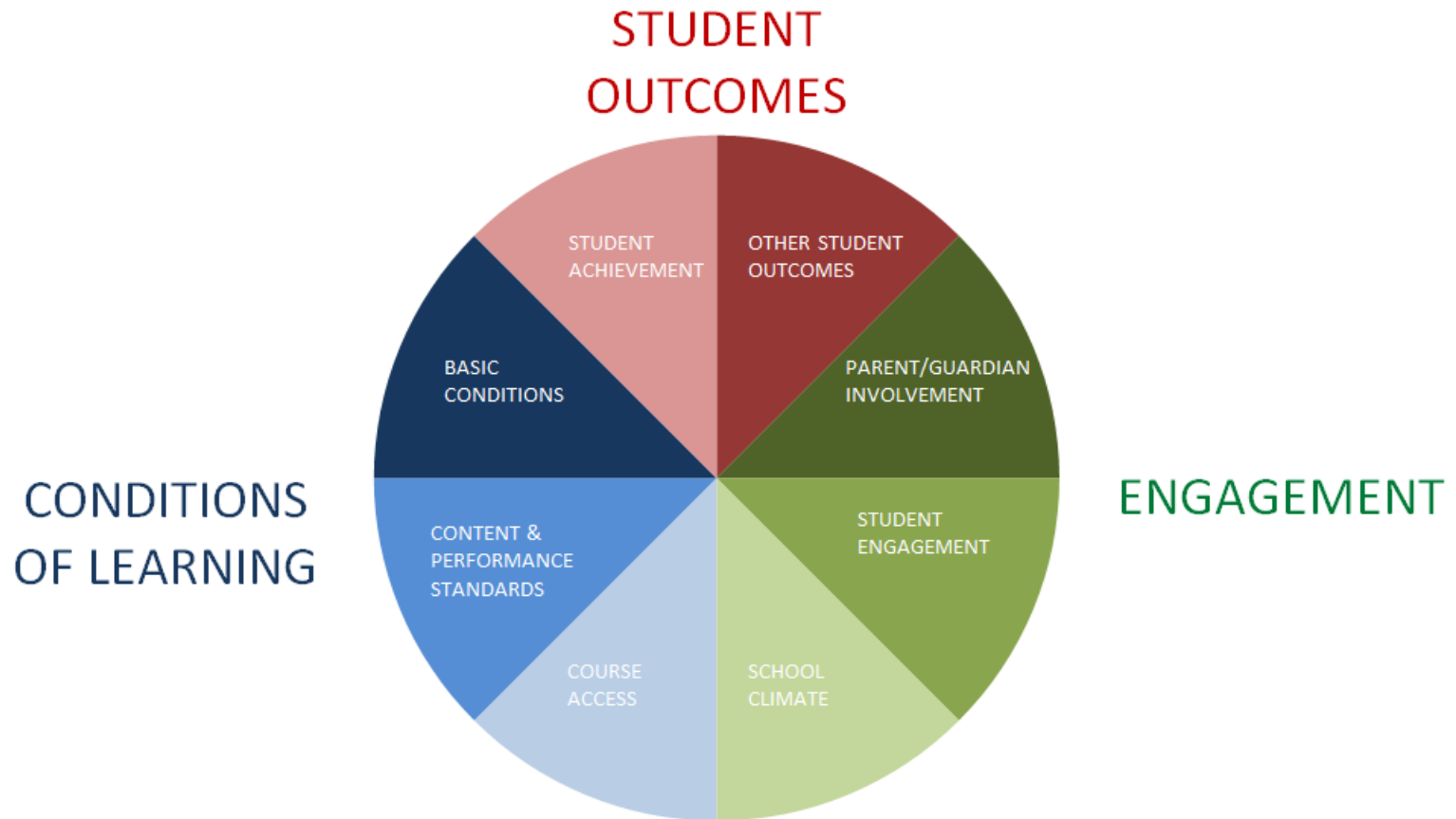
- January – May – Stakeholder outreach and input
  - Teachers, other school personnel, principals, administrators, students, parents/guardians, employee bargaining groups, Governing Board
- April/May – Advisory Committee Review/Feedback
- June – Post draft LCAP to web
- May-June – Budget development in alignment to draft LCAP
- June 6 – Public hearing on LCAP and 2018-2019 Budget
- June 27 – Board approval of LCAP and 2018-2019 Budget



# LCAP State Priorities

State Priorities established by Education Code 52060

*Eight State Priorities for all students and each numerically significant subgroup:*





# California Dashboard Data

## AUHSD Data:

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<a href="#">Chronic Absenteeism</a>	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>		9	0
<a href="#">English Learner Progress (1-12)</a>		1	0
<a href="#">Graduation Rate (9-12)</a>		6	1
<a href="#">College/Career (9-12)</a> <small>Select for one year of available data</small>	N/A	N/A	N/A

Select any of the underlined local indicators to see the local data for those with a met rating.

Local Indicators	Ratings
<a href="#">Basics (Teachers, Instructional Materials, Facilities)</a>	Met
<a href="#">Implementation of Academic Standards</a>	Met
<a href="#">Parent Engagement</a>	Met
<a href="#">Local Climate Survey</a>	Met

### Performance Levels:

Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)



# California Dashboard Data

## AUHSD Data: Suspension (2016-2017 and change from 2015-2016)

	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>		5,594	Very Low 1.5%	Declined -0.6%
<a href="#">English Learners</a>		117	Medium 4.3%	Maintained 0%
<a href="#">Foster Youth</a>		5	*	*
<a href="#">Homeless</a>		6	*	*
<a href="#">Socioeconomically Disadvantaged</a>		256	Medium 3.9%	Declined -1.5%
<a href="#">Students with Disabilities</a>		604	Medium 4.6%	Declined -1.3%
<a href="#">African American</a>		99	Low 3%	Declined Significantly -3.6%
<a href="#">American Indian</a>		6	*	*
<a href="#">Asian</a>		743	Very Low 0.8%	Maintained +0.2%
<a href="#">Filipino</a>		122	Low 1.6%	Increased +1.6%
<a href="#">Hispanic</a>		537	Low 1.9%	Maintained -0.1%
<a href="#">Pacific Islander</a>		17	Very Low 0%	Declined Significantly -5.6%
<a href="#">Two or More Races</a>		374	Low 2.7%	Increased +0.9%
<a href="#">White</a>		3,679	Very Low 1.4%	Declined -0.9%

Performance Levels:

Red (Lowest Performance)
 Orange
 Yellow
 Green
 Blue (Highest Performance)



# California Dashboard Data

## AUHSD Data: Graduation (Class of 2016 cohort)

	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>		1,309	Very High 98.2%	Maintained +0.5%
<a href="#">English Learners</a>		29	Very High 100%	Increased Significantly +19.8%
<a href="#">Foster Youth</a>		0	*	*
<a href="#">Homeless</a>		6	*	*
<a href="#">Socioeconomically Disadvantaged</a>		99	Very High 97%	Increased Significantly +8.2%
<a href="#">Students with Disabilities</a>		138	Medium 86.2%	Declined -2.7%
<a href="#">African American</a>		15	Very High 100%	Increased +3.6%
<a href="#">American Indian</a>		1	*	*
<a href="#">Asian</a>		136	Very High 100%	Increased +3.1%
<a href="#">Filipino</a>		28	Very High 100%	Increased +1.4%
<a href="#">Hispanic</a>		105	Very High 100%	Increased +3.2%
<a href="#">Pacific Islander</a>		4	*	*
<a href="#">Two or More Races</a>		110	Very High 97.3%	Declined -2.3%
<a href="#">White</a>		899	Very High 97.7%	Maintained -0.1%

Performance Levels:

Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)



# California Dashboard Data

## AUHSD Data: Achievement (Class of 2016)

	Student Performance	Number of Students	Status (Percent Prepared)	Change
<a href="#">All Students</a>	N/A	1,298	Very High 75.9%	N/A
<a href="#">English Learners</a>	N/A	29	Medium 41.4%	N/A
<a href="#">Foster Youth</a>	N/A	0	*	N/A
<a href="#">Homeless</a>	N/A	6	*	N/A
<a href="#">Socioeconomically Disadvantaged</a>	N/A	99	Medium 52.5%	N/A
<a href="#">Students with Disabilities</a>	N/A	127	Low 21.3%	N/A
<a href="#">African American</a>	N/A	15	High 60%	N/A
<a href="#">American Indian</a>	N/A	1	*	N/A
<a href="#">Asian</a>	N/A	136	Very High 86%	N/A
<a href="#">Filipino</a>	N/A	28	Very High 82.1%	N/A
<a href="#">Hispanic</a>	N/A	105	High 61%	N/A
<a href="#">Pacific Islander</a>	N/A	4	*	N/A
<a href="#">Two or More Races</a>	N/A	109	Very High 80.7%	N/A
<a href="#">White</a>	N/A	889	Very High 75.7%	N/A
<b>Assessment Performance Results</b>				
		<b>Number of Students</b>	<b>Status</b>	<b>Change</b>
English Language Arts (Grade 11)		1,338	94.2 points above level 3	+10.6 points
Mathematics (Grade 11)		1,310	48.1 points above level 3	+6 points





# California Dashboard Data

## AUHSD Data: 5X5 Color Grids – Suspension

(2016-2017 and change from 2015-2016)

LEVEL	Increased Significantly by greater than 3.0%	Increased by 0.5% to 3.0%	Maintained Declined or increased by less than 0.5%	Declined by 0.5% to less than 3.0%	Declined Significantly by 3.0% or greater
Very Low 1.5% or less	Gray  (N/A)	Green  (None)	Blue  ▪ <a href="#">Acalanes Center for Independent Study</a>	Blue  ▪ <a href="#">Acalanes Union High (District Placement)</a>	Blue  (None)
Low Greater than 1.5% to 3.5%	Orange  (None)	Yellow  (None)	Green  (None)	Green  ▪ <a href="#">Acalanes High</a> ▪ <a href="#">Las Lomas High</a> ▪ <a href="#">Miramonte High</a>	Blue  (None)
Medium Greater than 3.5% to 6.0%	Orange  (None)	Orange  ▪ <a href="#">Campolindo High</a>	Yellow  (None)	Green  (None)	Green  (None)
High Greater than 6.0% to 9.0%	Red  (None)	Orange  (None)	Orange  (None)	Yellow  (None)	Yellow  (None)
Very High Greater than 9.0%	Red  (None)	Red  (None)	Red  (None)	Orange  (None)	Yellow  (None)



# California Dashboard Data

## AUHSD Data: 5X5 Color Grids – Graduation

(Class of 2016 cohort and change from 2015)

LEVEL	Declined Significantly by greater than 5.0%	Declined by 1.0% to 5.0%	Maintained Declined or increased by less than 1.0%	Increased by 1.0% to less than 5.0%	Increased Significantly by 5.0% or greater
Very High 95.0% or greater	Gray  (N/A)	Blue  ▪ Two or More Races	Blue  ▪ All Students (District Placement) ▪ White	Blue  ▪ Asian ▪ Hispanic	Blue  ▪ Socioeconomically Disadvantaged
High 90.0% to less than 95.0%	Orange  (None)	Yellow  (None)	Green  (None)	Green  (None)	Blue  (None)
Medium 85.0% to less than 90.0%	Orange  (None)	Orange  ▪ Students with Disabilities	Yellow  (None)	Green  (None)	Green  (None)
Low 67.0% to less than 85.0%	Red  (None)	Orange  (None)	Orange  (None)	Yellow  (None)	Yellow  (None)
Very Low less than 67.0%	Red  (None)	Red  (None)	Red  (None)	Red  (None)	Red  (None)



# California Dashboard Data

## AUHSD Data: 5X5 Color Grids – English Learner (2015-2016 and 2016-2017 (& change from prior years))

LEVEL	Declined Significantly by greater than 10.0%	Declined by 1.5% to 10.0%	Maintained Declined or Increased by less than 1.5%	Increased by 1.5% to less than 10.0%	Increased Significantly by 10.0% or greater
Very High 85.0% or greater	Yellow (None)	Green (None)	Blue • English Learners	Blue (None)	Blue (None)
High 75.0% to less than 85.0%	Orange (None)	Yellow (None)	Green (None)	Green (None)	Blue (None)
Medium 67.0% to less than 75.0%	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low 60.0% to less than 67.0%	Red (None)	Orange (None)	Orange (None)	Yellow (None)	Yellow (None)
Very Low less than 60.0%	Red (None)	Red (None)	Red (None)	Orange (None)	Yellow (None)



# AUHSD LCAP 3-Year Goal Areas

1. High quality staff
2. High quality facilities
3. High quality programs →  
College/Career Ready
4. Access & Equity
5. School climate & Social-emotional development



# AUHSD LCAP 3-Year Goal Areas

1. Recruit, develop and retain high quality certificated, classified and administrative staff **(High quality staff)**
2. Provide facilities and learning environments conducive to 21st Century learning opportunities **(High quality facilities)**
3. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness **(High quality programs)**
4. Develop programs and opportunities to promote access and achievement for all students in relevant and engaging curriculum and programs **(Access and Equity)**
5. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students **(School climate and Social-emotional development)**



# 2018-2019 Goals, Metrics & Highlighted Action

## 1. Recruit, develop and retain high quality certificated, classified and administrative staff (High quality staff)

### Metrics:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1 <b>Williams compliance: Teachers are appropriately assigned and fully credentialed(#1A)*</b>	100% compliance for appropriately assigned staff	100% compliance for appropriately assigned staff (Actual: 100%)	100% compliance for appropriately assigned staff	100% compliance for appropriately assigned staff
2 <b>Recruit and retain quality employees (qualitative measure)</b>	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees without "unexplained" departure for lateral position	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees without "unexplained" departure for lateral position (Actual: 100% / 100%)	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees without "unexplained" departure for lateral position	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees without "unexplained" departure for lateral position
3 <b>Certificated staff "diversity" – increase racial and ethnic diversity of certificated staff (Students of color make up 33% (2015) of the District student population)</b>	10% teachers of color	12% teachers of color Actual: 11%	14% teachers of color	16% teachers of color



# 2018-2019 Goals, Metrics & Highlighted Action

## **1. Recruit, develop and retain high quality certificated, classified and administrative staff (High quality staff)**

### Highlighted Action:

- Professional Development
- Compensation Package - Negotiations
- Recruitment (High quality/representative of student population)
- Induction and support for new teachers (induction, coaching, District/site)
- Expand/develop classified staff development opportunities
- Enhance structures for improved communication with staff
- Support and further develop effective teacher collaboration
- Athletic coach training and engagement in student wellness
- Alternative education program staffing and staff development
- Improve recruitment and training of substitute teachers (short and long term)



# 2018-2019 Goals, Metrics & Highlighted Action

## 2. Provide facilities and learning environments conducive to 21st Century learning opportunities (High quality facilities)

### Metrics:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1 Williams compliance – facilities maintained and in good repair (#1C)*	100% Williams compliance – facilities maintained and in good repair	100% Williams compliance – facilities maintained and in good repair (Actual: 100%)	100% Williams compliance – facilities maintained and in good repair	100% Williams compliance – facilities maintained and in good repair
2 Progress with Bond Measure E facilities projects in accordance with Master Plan	95% complete	Complete (Actual: Complete)	NA	NA
3 Progress with Bond Measure E technology lifecycle replacement plan	80% complete	90% complete (Actual: 85%)	95% Complete	Complete
4 Progress with deferred maintenance plan	0% complete with rolling five year plan	20% complete after year one with rolling five year plan (Actual: 10%)	20% complete after year one with <u>new</u> rolling five year plan	30% complete after year one with <u>new</u> rolling five year plan
5 Measure of wireless functionality and 1:1 efforts	Not available	Establish baseline (Actual: Not completed)	Establish baseline	Yearly gains to be made and expected measureable outcome will be established on this metric following measurement system development
6 Measure of progress achieving “Furniture modernization”	Not available	Establish baseline (Actual: Not completed)	Establish baseline	Yearly gains to be made and expected measureable outcome will be established on this metric following measurement system development





# 2018-2019 Goals, Metrics & Highlighted Action

## 2. Provide facilities and learning environments conducive to 21st Century learning opportunities (High quality facilities)

### Highlighted Action:

- Measure E facilities completion
- Deferred maintenance plan
- Tech lifecycle/replacement (Measure E)
- 1:1 (student:device) infrastructure and 1:1 vision/implications and implementation
- Furniture modernization (classroom and other space)
- Modernize/improve safety communication systems
- Modernize CTE facilities to support program
- Complete phase 1 and plan for phase 2 of wellness centers



# 2018-2019 Goals, Metrics & Highlighted Action

## 3. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (High quality programs)

### Metrics:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1 <b>Williams compliance – students have access to standards-aligned instructional materials (#1B)*</b>	100% Williams compliance – standards-aligned instructional materials	100% Williams compliance – standards-aligned instructional materials (Actual: 100%)	100% Williams compliance – standards-aligned instructional materials	100% Williams compliance – standards-aligned instructional materials
2 <b>Implementation of the academic content and performance standards adopted by the State Board of Education (#2A)*</b>	Baseline to be established in accordance with LCFF Evaluation Rubric – Local Indicator	Yearly gains to be made and expected measureable outcome will be established on this metric following measurement system development (Actual: Math, ELA and ELD fully implemented, NGSS partially implemented)	Yearly gains to be made and expected measureable outcome will be established on this metric following measurement system development	Yearly gains to be made and expected measureable outcome will be established on this metric following measurement system development
3 <b>Percentage of students achieving “Meets” or “Exceeds” standard in ELA/Literacy as measured by the Smarter Balanced Assessment.(#4A)*</b>	83% of students achieved “Meets” or “Exceeds” standard in ELA/Literacy as measured by the 2016 Smarter Balanced Assessment.	Improvement . 85% of students will achieve “Meets” or “Exceeds” standard in ELA/Literacy as measured by the 2017 Smarter Balanced Assessment. (Actual: 83.8%)	Improvement . 86% of students will achieve “Meets” or “Exceeds” standard in ELA/Literacy as measured by the 2018 Smarter Balanced Assessment.	Improvement . 88% of students will achieve “Meets” or “Exceeds” standard in ELA/Literacy as measured by the 2019 Smarter Balanced Assessment.
4 <b>Percentage of students achieving “Meets” or “Exceeds” standard in Mathematics as measured by the Smarter Balanced Assessment.(#4A)*</b>	69% of students achieved “Meets” or “Exceeds” standard in Mathematics as measured by the 2016 Smarter Balanced Assessment.	Improvement . 72% of students will achieve “Meets” or “Exceeds” standard in Mathematics as measured by the 2017 Smarter Balanced Assessment. (Actual: 69.1%)	Improvement . 72% of students will achieve “Meets” or “Exceeds” standard in Mathematics as measured by the 2018 Smarter Balanced Assessment.	Improvement . 75% of students will achieve “Meets” or “Exceeds” standard in Mathematics as measured by the 2019 Smarter Balanced Assessment.
5 <b>Increase the Academic Performance Index – Not Applicable (#4B)</b>	Not applicable	Not applicable	Not applicable	Not applicable



# 2018-2019 Goals, Metrics & Highlighted Action

## 3. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (High quality programs)

### Metrics Continued:

	Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
6	Percentage of students who complete UC/CSU entrance requirements or CTE education sequence (#4C)*	The percentage of students who completed UC/CSU entrance requirements or CTE education sequence in 2016 was 76.3%	77.5% of students will complete UC/CSU entrance requirements or CTE education sequence in 2017. (Actual: 79.3%)	80.0% of students will complete UC/CSU entrance requirements or CTE education sequence in 2018	82.0% of students will complete UC/CSU entrance requirements or CTE education sequence in 2019
7	Percentage of students with special needs who complete UC/CSU entrance requirements or CTE education sequence (#7C)*	The percentage of students with special needs who complete UC/CSU entrance requirements or CTE education sequence in 2016 was 13%	14.5% of students with special needs will complete UC/CSU entrance requirements or CTE education sequence in 2017. (Actual: 22.9%)	24% of students with special needs will complete UC/CSU entrance requirements or CTE education sequence in 2018	26% of students with special needs will complete UC/CSU entrance requirements or CTE education sequence in 2019
8	Percentage of students who have passed an Advanced Placement	The percentage of Grade 10-12 students who passed an Advanced Placement examination in 2016 was 44.0%	46.0% of Grade 10-12 students will pass an Advanced Placement examination in 2017 (Actual: 50.0%)	52.0% of Grade 10-12 students will pass an Advanced Placement examination in 2018	54.0% of Grade 10-12 students will pass an Advanced Placement examination in 2019
9	Percentage of students considered college ready as measured by the Early Assessment Program in ELA and Math and subsequent assessments (#4G)*	A new baseline for 2015 was established at 83% in Math and 86% in ELA. These baseline measures were established for students attending CSU	Maintain or improve college readiness as measured by the Early Assessment Program in 2017 (Actual: NA)	Maintain or improve college readiness as measured by the Early Assessment Program in 2018	Maintain or improve college readiness as measured by the Early Assessment Program in 2019
10	Cohort graduation rate (#5E)*	The cohort graduation rate in 2016 was 98.1%	The cohort graduation rate in 2017 will be 98.5% (Actual: 98.2%)	The cohort graduation rate in 2018 will be 99.0%	The cohort graduation rate in 2019 will be 99.5%



# 2018-2019 Goals, Metrics & Highlighted Action

## 3. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (High quality programs)

### Metrics Continued:

	Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
11	<b>Cohort dropout rate (#5D)*</b>	The cohort dropout rate in 2016 was 0.5%	The cohort dropout rate in 2017 will be 0.4% (Actual:0.1%)	The cohort dropout rate in 2018 will be 0.1%	The cohort dropout rate in 2019 will be 0.1%
12	<b>Percentage of students receiving a D or F semester grades (#8)*</b>	The percentage of students receiving a D or F semester grades was 12.6% in 2017	The percentage of students receiving a D or F semester grades will drop to 12.1% in 2018 (Actual: Data not available)	The percentage of students receiving a D or F semester grades will drop to 11.9% in 2019	The percentage of students receiving a D or F semester grades will drop to 11.7% in 2020
13	<b>Student and parent use of Naviance (college/career guidance program)</b>	The student and parent use of Naviance (college/career guidance program) in 2017 was 14.8 and 5.85 for students and parents, respectively.	The comprehensive school site student and parent use of Naviance (college/career guidance program) in 2018 will increase to 15.5 and 6.5 average visits for students and parents, respectively. (Actual: 16.7 and 6.2)	The comprehensive school site student and parent use of Naviance (college/career guidance program) in 2019 will increase to 17 and 7 for students and parents, respectively.	The comprehensive school site student and parent use of Naviance (college/career guidance program) in 2020 will increase to 17.5 and 7.5 for students and parents, respectively.
14	<b>Participation rate and involvement with community advisory committee of District parents and K-8 partner district parents to support improved engagement and communication with parents of individuals with exceptional needs. (#3C)*</b>	Baseline to be established in 2017-2018	Baseline (Actual: Not completed)	Baseline	Yearly gains to be made and expected measureable outcome will be established on this metric following measurement system development and establishment of baseline





# 2018-2019 Goals, Metrics & Highlighted Action

## 3. Further develop and implement high quality programs and educational opportunities for students to attain college and career readiness (High quality programs)

### Highlighted Action:

- Professional development
- Curriculum development and course of study revision – transition/alignment to new standards and course materials (textbooks)
- Expand courses to meet UC/CSU entrance requirements
- Systematic “Response to Intervention” implementation
- Support and coordinate robust College/Career services
- Continue professional development for new school-day schedule
- Examine assessment, homework and grading practices to support student learning (with focus on new schedule)
- Continue to study refinements to new schedule to support the student experience
- Evaluate homework policy
- Prepare course delivery (curriculum & instruction) for change in 2019-2020 calendar
- Support greater use of achievement data systems and analysis
- Implement media literacy curriculum
- Implement and further develop revised Freshmen seminar series
- CTE Course/Program/Pathway Development
- Examine transfer policies (intra/inter)
- Enhance alternative education program/options/flexibility (ACIS, work experience, other)
- Examine/evaluate English language arts reading lists
- Enhance curricular articulation efforts with K-8 partner districts



# 2018-2019 Goals, Metrics & Highlighted Action

## 4. Develop programs and opportunities to promote access to and achievement for all students in relevant and engaging curriculum and programs (Access and Equity)

Metrics:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1 Percentage of students who complete UC/CSU entrance requirements or CTE education sequence (#4C)*	The percentage of students who completed UC/CSU entrance requirements or CTE education sequence in 2016 was 76.3%	77.5% of students will complete UC/CSU entrance requirements or CTE education sequence in 2017. (Actual: 79.3%)	80.0% of students will complete UC/CSU entrance requirements or CTE education sequence in 2018	82.0% of students will complete UC/CSU entrance requirements or CTE education sequence in 2019
2 Percentage of students who have passed an Advanced Placement examination (#4F)*	The percentage of Grade 10-12 students who passed an Advanced Placement examination in 2016 was 44.0%	46.0% of Grade 10-12 students will pass an Advanced Placement examination in 2017 (Actual: 50.0%)	52.0% of Grade 10-12 students will pass an Advanced Placement examination in 2018	54.0% of Grade 10-12 students will pass an Advanced Placement examination in 2019
3 Percentage of female students enrolled in STEM courses beyond basic graduation requirements.(#7A & #8)*	The percentage of female students enrolled in STEM courses beyond basic graduation requirements in 2016-2017 was 56.6%.	The percentage of female students enrolled in STEM courses beyond basic graduation requirements in 2017-2018 will be 57.6% (Actual: 57.5%)	The percentage of female students enrolled in STEM courses beyond basic graduation requirements in 2018-2019 will be 58.5%	The percentage of female students enrolled in STEM courses beyond basic graduation requirements in 2019-2020 will be 59.5%
4 Long-term English Learners	Long-term English Learners (>6 years designated as EL) in 2016-2017 is 28.6%	Long-term English Learners (>6 years designated as EL) in 2017-2018 will be 24% (Actual: 30%)	Long-term English Learners (>6 years designated as EL) in 2018-2019 will be 20%	Long-term English Learners (>6 years designated as EL) in 2019-2020 will be 16%



# 2018-2019 Goals, Metrics & Highlighted Action

## 4. Develop programs and opportunities to promote access to and achievement for all students in relevant and engaging curriculum and programs (Access and Equity)

Metrics Continued:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
5 Percent of EL students who are making progress toward language proficiency from one year to the next. (#4D)*	Percent of EL students who are making progress toward language proficiency from one year to the next in 2014-2015 is 84.9%	Percent of EL students who are making progress toward language proficiency from one year to the next in 2015-2016 will be 88% when reported. (Actual: 88.1%)	Percent of EL students who are making progress toward language proficiency from one year to the next in 2016-2017 will be 90% when reported.	Percent of EL students who are making progress toward language proficiency from one year to the next in 2017-2018 will be 90% when reported.
6 English Learner Reclassification Rate. (#4E)	The English Learner Reclassification Rate in 2016-2017 is 21.8%	The English Learner Reclassification Rate in 2017-2018 will exceed 12% (Actual: 14.1%)	The English Learner Reclassification Rate in 2018-2019 will exceed 12%	The English Learner Reclassification Rate in 2019-2020 will exceed 12%
7 The new California ELD Standards have been partially implemented. They will be further developed into new courses of study in 2016-2017. (#2B)*	New ELD Courses of Study were developed in 2016-2017. Implementation will begin in 2017-2018	Full implementation of California ELD Standards through new courses of study. (Actual: Complete)	Full implementation of California ELD Standards through new courses of study.	Full implementation of California ELD Standards through new courses of study.
8 Percentage of English Learners who have passed an Advanced Placement examination. (7B)*	The 2016 percentage of English Learners who have passed an Advanced Placement examination is 0%	The 2017 percentage of English Learners who have passed an Advanced Placement examination will be 2% (Actual: 0%)	The 2018 percentage of English Learners who have passed an Advanced Placement examination will be 3%	The 2019 percentage of English Learners who have passed an Advanced Placement examination will be 5%



# 2018-2019 Goals, Metrics & Highlighted Action

## 4. Develop programs and opportunities to promote access to and achievement for all students in relevant and engaging curriculum and programs (Access and Equity)

Metrics Continued:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
9 Parent/guardian involvement in the District English Language Advisory Committee. (#3A & 3B)*	Parent/guardian involvement in the District English Language Advisory Committee is 22 in 2016-2017.	Parent/guardian involvement in the District English Language Advisory Committee will be 24 in 2017-2018. (Actual:8-20)	Parent/guardian involvement in the District English Language Advisory Committee will be 10 in 2018-2019. Participation in parent events will be 20-50.	Parent/guardian involvement in the District English Language Advisory Committee will be 10 in 2019-2020. Participation in parent events will be 20-50.
10 Use and efficacy of "Academy" period to support underachieving students	Not Available	Establish measure and baseline (Actual: Academy implementation still in development. The baseline measure of use and efficacy will be established in 2018-2019)	Establish measure and baseline	Yearly gains to be made and expected measurable outcome will be established on this metric following measurement system development and establishment of baseline





# 2018-2019 Goals, Metrics & Highlighted Action

## 4. Develop programs and opportunities to promote access to and achievement for all students in relevant and engaging curriculum and programs (Access and Equity)

### Highlighted Action:

- Continue to adjust course offerings to meet student need/interest (STEM, VPA, AP)
- Recruitment of females and underrepresented students into STEM
- Expand courses to meet UC/CSU entrance requirements
- Supplemental opportunities for enrichment, advancement and remediation for EL students
- Support restructured English Learner Development Program and general education staff development at each school
- Improve EL and special education parent communication and involvement in decision making
- Ellevation, English Learner monitoring program, implementation
- Examine assessment, homework and grading practices to support student learning (with focus on new schedule)
- Staff equity training with focus on race
- Develop robust and supportive EL student newcomer program
- Structure “Academy” to support student learning...improve offerings and “tagging” systems to support achievement of all students
- Reexamine SchoolLoop posting and parent access options
- Support greater use of achievement data systems and analysis



# 2018-2019 Goals, Metrics & Highlighted Action

## 5. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students (School climate and Social-emotional development)

### Metrics:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1 <b>School attendance rate using three year average P2ADA/Enrollment. (#5A)*</b>	The school attendance rate using three year average P2ADA/Enrollment for 2016-2017 was 95.75	The school attendance rate using three year average P2ADA/Enrollment for 2017-2018 will be 96.04% (Actual: 95.76%)	The school attendance rate using three year average P2ADA/Enrollment for 2018-2019 will be 95.90%	The school attendance rate using three year average P2ADA/Enrollment for 2019-2020 will be 96.00%
2 <b>Student chronic absenteeism rates. (#5B)*</b>	The student chronic absenteeism rates for 2016-2017 is 6.5%	The student chronic absenteeism rates for 2017-2018 will be 6.3% (Actual: 8.1%)	The student chronic absenteeism rates for 2018-2019 will be 7.0%	The student chronic absenteeism rates for 2019-2020 will be 6.5%
3 <b>Student suspension rate. (#6A)*</b>	The suspension rate for 2015-2016 is not yet available and will be the baseline	The suspension rate will be the baseline - .2% for 2016-2017 (Actual: 1.5%)	The suspension rate will be the 1.3% for 2017-2018	The suspension rate will be 1.1% for 2018-2019
4 <b>Student expulsion rate. (#6B)*</b>	The expulsion rate for 2015-2016 was 0%	The expulsion rate for 2016-2017 will be 0% (Actual: 0%)	The expulsion rate for 2017-2018 will be 0%	The expulsion rate for 2018-2019 will be 0%
5 <b>Academic integrity as indicated by the average times a year students "cheat" as reorted in the Stanford Survey of Adolescent School Experiences (#6C)</b>	The 2017 baseline is 1.78 average times a year students "cheat" as reported in the administration of the Stanford Survey of Adolescent School Experiences	Survey not administered	The 2019 administration of the Stanford Survey of Adolescent School Experience will have 1.50 as the average times a year students "cheat"	Survey not administered



# 2018-2019 Goals, Metrics & Highlighted Action

## 5. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students (School climate and Social-emotional development)

Metrics Continued:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
6 Teacher care and support as indicated by the administration of the Stanford Survey of Adolescent School Experiences (#6C)	The 2017 baseline is 3.51 – the number of teachers that “care about them and support them” - as reported by the Stanford Survey of Adolescent School Experiences	Survey not administered	The 2019 data will be 3.75 – the number of teachers that “care about them and support them” - as reported in the administration of the Stanford Survey of Adolescent School Experiences	Survey not administered
7 Positive academic engagement as indicated by the Stanford Survey of Adolescent School Experiences (#6C)	The 2017 baseline is 21.5% of the students reporting positive academic engagement as measured by the Stanford Survey of Adolescent School Experiences	Survey not administered	The 2019 data will be 25% of the students reporting positive academic engagement as measured by the Stanford Survey of Adolescent School Experiences	Survey not administered
8 School stress and academic worries as indicated by the Stanford Survey of Adolescent School Experiences (#6C)	The 2017 baseline is 4.15 (on a 5-point scale with 5 being most stressed by schoolwork) as measured by the Stanford Survey of Adolescent School Experiences	Survey not administered	The 2019 data will be 4.0 (on a 5-point scale with 5 being most stressed by schoolwork) as measured by the Stanford Survey of Adolescent School Experiences	Survey not administered
9 Metric of Wellness Center use and efficacy	Not available	Develop measure and establish baseline for Wellness Center use and efficacy  (Actual: Wellness Centers still being deployed and systems are under development. Measure of use and efficacy will be established in 2018-2019)	Yearly gains to be made and expected measureable outcome will be established on this metric following measurement system development and establishment of baseline	Yearly gains to be made and expected measureable outcome will be established on this metric following measurement system development and establishment of baseline



# 2018-2019 Goals, Metrics & Highlighted Action

## 5. Provide safe, engaging and inclusive school sites and classrooms that address the social-emotional needs of all students (School climate and Social-emotional development)

### Highlighted Action:

- Maintain strong extra-curricular and co-curricular programs
- Parent education – further coordinate/support through wellness centers
- Intervention to support lower achieving students
- Surveys – California Healthy Kids Survey and Survey of Adolescent School Experiences (alternating years)
- Refine Human & Social Development class (curriculum development, PD, implementation)
- Continue to study refinements to new schedule to support the student experience
- Structure “Academy” offerings to support student wellness
- Campus (E-team) and District equity work
- Develop student leadership in equity, inclusion and bullying prevention
- Improve digital citizenship program and educate regarding use of social media
- Evaluate homework policy
- Improve District parent/community communication systems
- Examine absence policies and practices (in light of chronic absenteeism rates)
- Fully implement new model for wellness centers and include District-wide collaboration
- Implement and further develop revised Freshmen seminar series
- Improve school safety planning and response to crisis
- Examine/support student academic integrity
- Examine and further develop disciplinary and restorative justice practices and student supervision



# 2018-2019 LCFF Supplemental Funding Budget

LCFF Supplemental Funded Items	2018-2019 Budget	2017-2018 Expenditure
English Language Development Program summer enrichment, advancement and remediation program	\$10,000	\$5,000
Summer School Supplemental, Remedial Support & Credit	\$115,000	\$110,000
Software Support for Student Data Analysis	\$25,000	\$35,000
Equity Program Development, Student Leadership Development and Professional Development	\$127,000	\$78,000
Professional Development for Response to Intervention	\$25,000	\$50,000
District Social Worker (Oversight of Wellness Centers and Auxiliary Services)	\$144,058	\$120,000
Wellness Center Intake Specialist Support	\$128,872	
Instructional Coaches (.2FTE per school)		\$100,000
Teachers on Special Assignment (Academy and RTI Support .2FTE per school)	\$111,413	
Targeted Counseling for EL Students	\$23,865	
<b>Total Budgeted Expenditures</b>	<b>\$700,208</b>	<b>\$498,000</b>



# Local Control and Accountability Plan

Questions and Input