2017 – 2020 Local Control & Accountability Plan (LCAP)

2019 Update
Public Hearing

Acalanes Union High School District

June 5, 2019

Local Control and Accountability Plan

- Requirement – part of the Local Control Funding Formula

- 3 – year plan (2017-2020) to support continuous improvement. 2019-2020 LCAP is third year of 3-year plan

- Stakeholder input guides LCAP development & revision

- 8 State priorities and over 20 required metrics must be included

- LCAP template revisions for 2019-2020 include changes to the Plan Summary section: Improvement to budget overview and changes to meet ESSA comprehensive support and improvement requirements

- Newly implemented 2019-2020 Federal Addendum will supplement the LCAP to ensure compliance with Every Student Succeeds Act (ESSA)

- 2019-2020 budget must align to 2019-2020 LCAP priorities

2018 LCAP Development Timeline

- February – June – 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 5 – Public hearing on LCAP and 2019-2020 Budget

- June 27 – Board approval of LCAP and 2019-2020 Budget

LCAP State Priorities

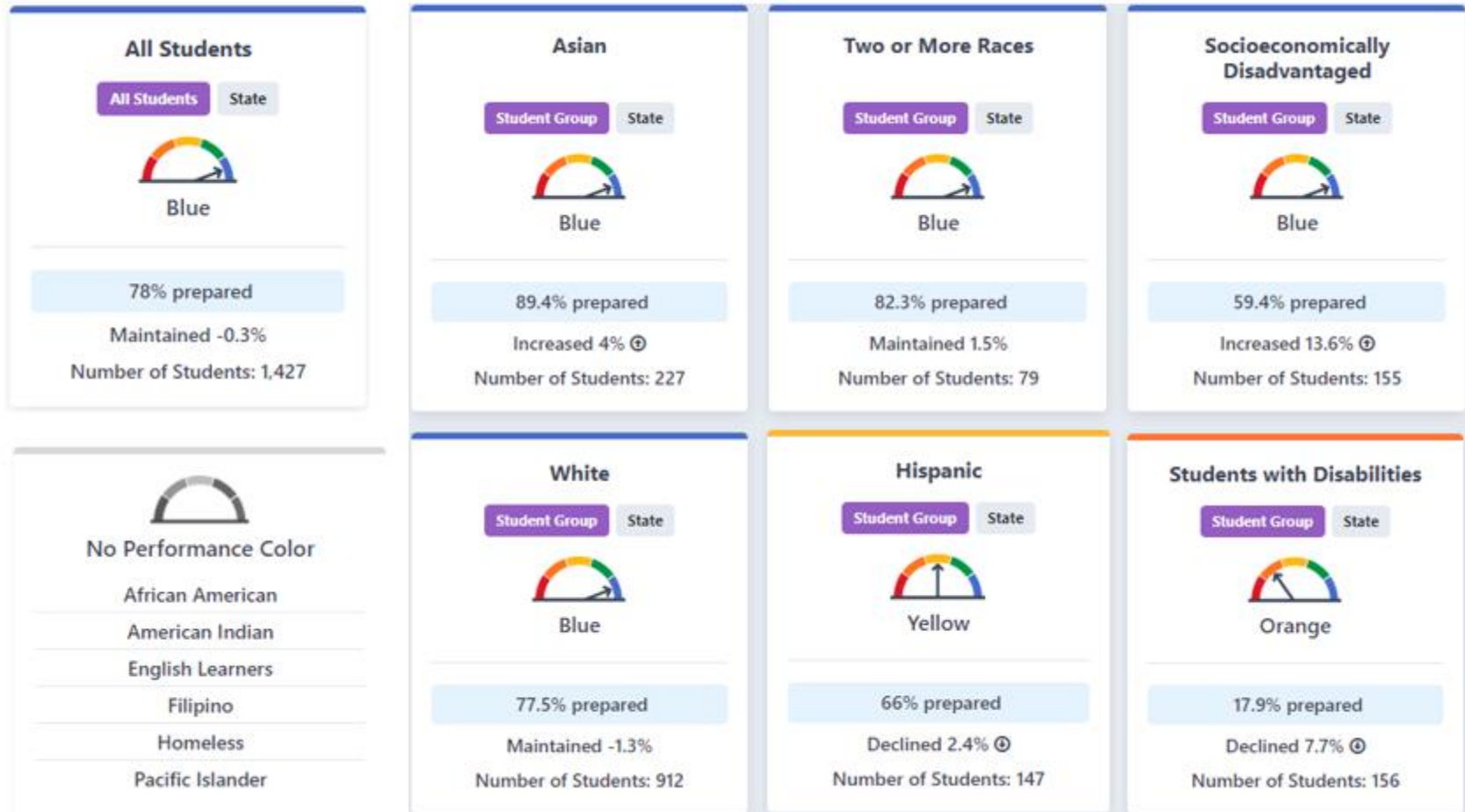State Priorities established by Education Code 52060

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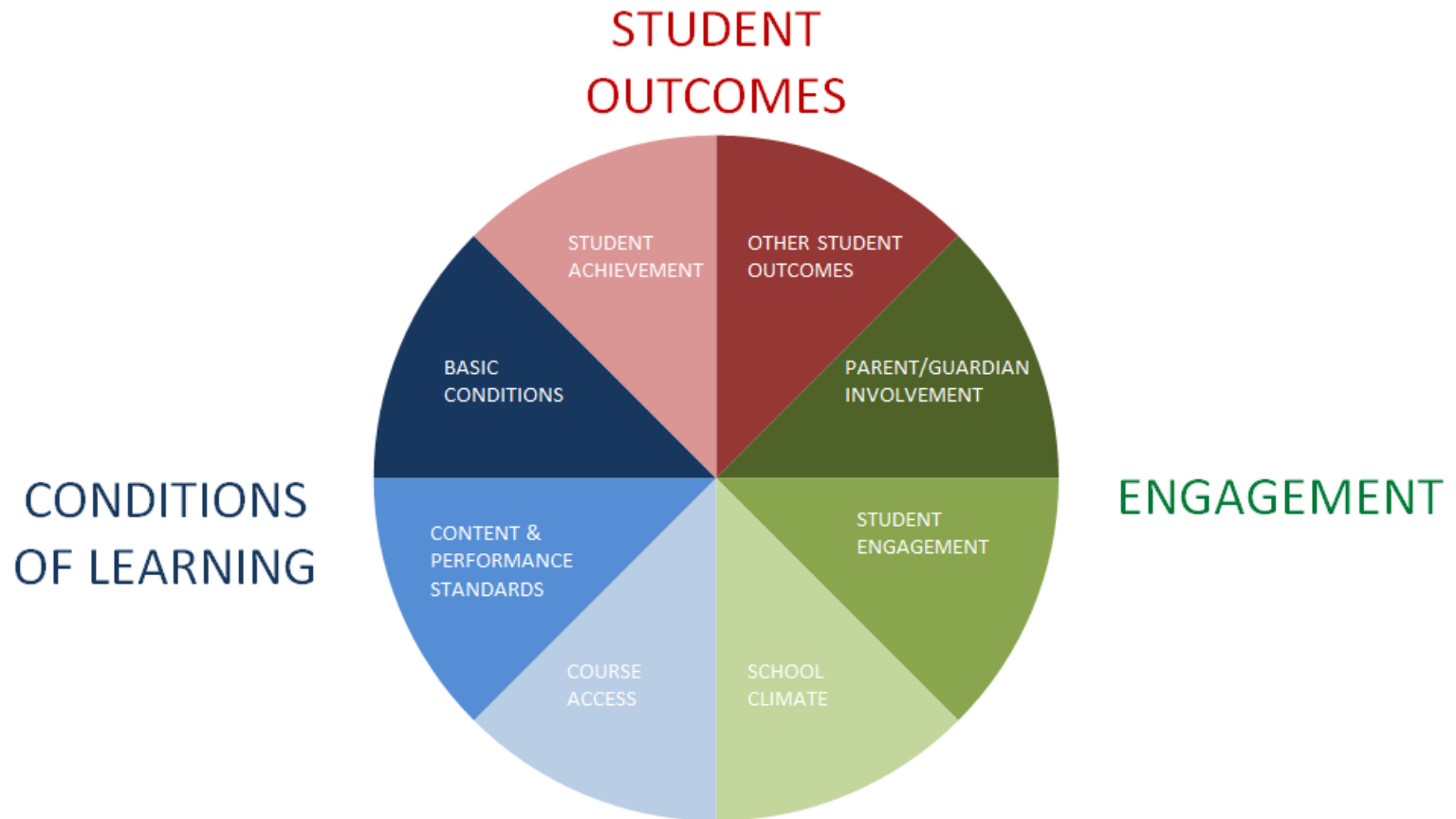
California Dashboard

AUHSD Data: College/Career Indicator - Prepared

All Students

All Students | State

Blue

78% prepared

Maintained -0.3%

Number of Students: 1,427

Asian

Student Group | State

Blue

89.4% prepared

Increased 4%

Number of Students: 227

Two or More Races

Student Group | State

Blue

82.3% prepared

Maintained 1.5%

Number of Students: 79

Socioeconomically Disadvantaged

Student Group | State

Blue

59.4% prepared

Increased 13.6%

Number of Students: 155

No Performance Color

African American

American Indian

English Learners

Filipino

Homeless

Pacific Islander

White

Student Group | State

Blue

77.5% prepared

Maintained -1.3%

Number of Students: 912

Hispanic

Student Group | State

Yellow

66% prepared

Declined 2.4%

Number of Students: 147

Students with Disabilities

Student Group | State

Orange

17.9% prepared

Declined 7.7%

Number of Students: 156

Student groups ≥ 25 are reported on the California Dashboard

California Dashboard

AUHSD Data: English Language Arts – Smarter Balanced Assessment

All Students

All Students | **State**

Green

83.3 points above standard

Declined 10.8 Points ⊕

Number of Students: 1,301

Asian

Student Group | **State**

Blue

118.1 points above standard

Maintained -2.7 Points

Number of Students: 162

Socioeconomically Disadvantaged

Student Group | **State**

Blue

47.2 points above standard

Increased 29.2 Points ⊕

Number of Students: 110

Hispanic

Student Group | **State**

Green

62.6 points above standard

Maintained -0.7 Points

Number of Students: 141

No Performance Color

African American

American Indian

Filipino

Foster Youth

Pacific Islander

Two or More Races

Student Group | **State**

Green

103.2 points above standard

Declined 23.9 Points ⊕

Number of Students: 128

White

Student Group | **State**

Green

79.5 points above standard

Declined 13.2 Points ⊕

Number of Students: 822

English Learners

Student Group | **State**

Yellow

17.3 points below standard

Increased 8.4 Points ⊕

Number of Students: 32

Students with Disabilities

Student Group | **State**

Orange

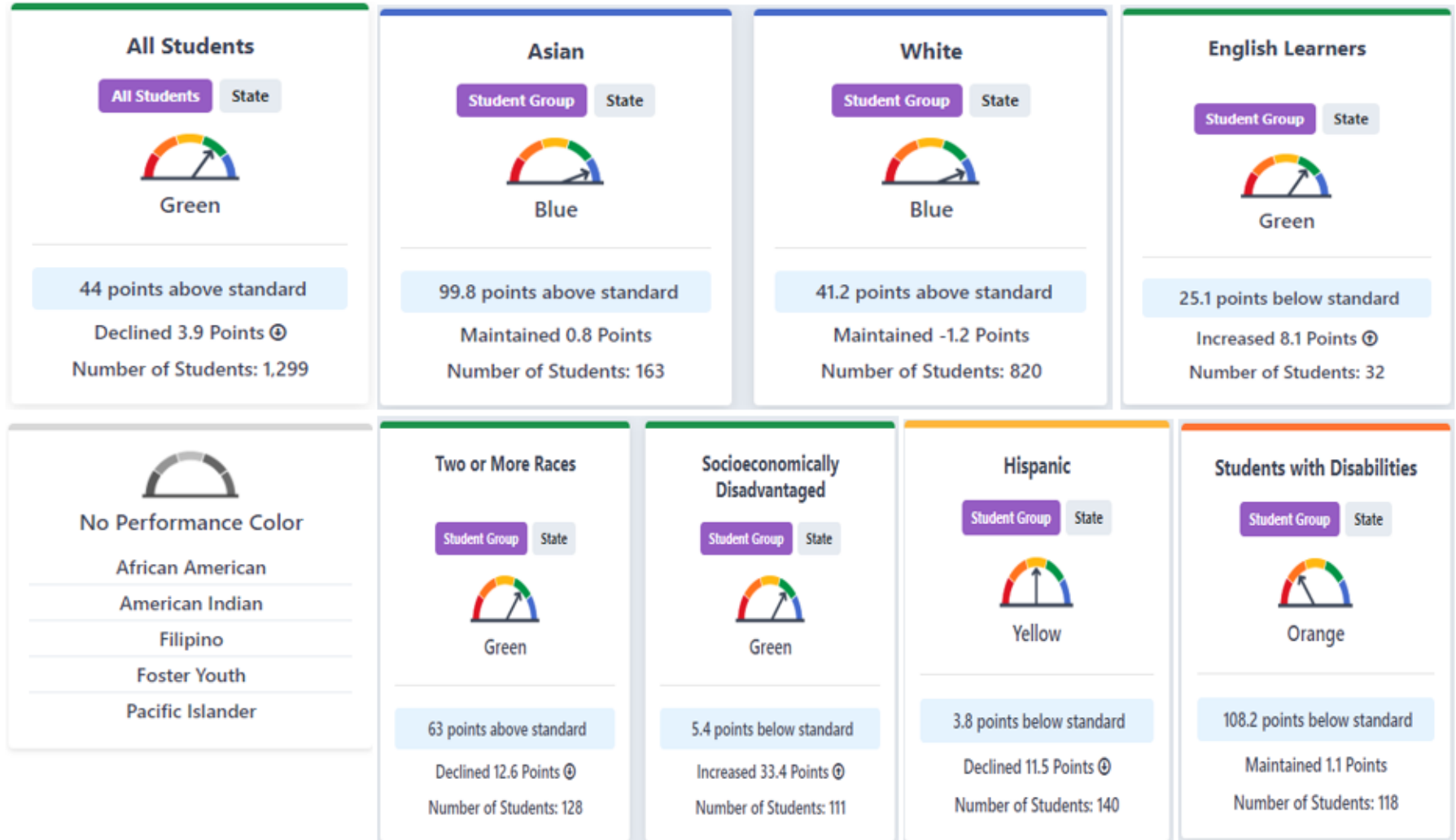41.8 points below standard

Declined 6.6 Points ⊕

Number of Students: 118

Student groups ≥ 25 are reported on the California Dashboard

California Dashboard
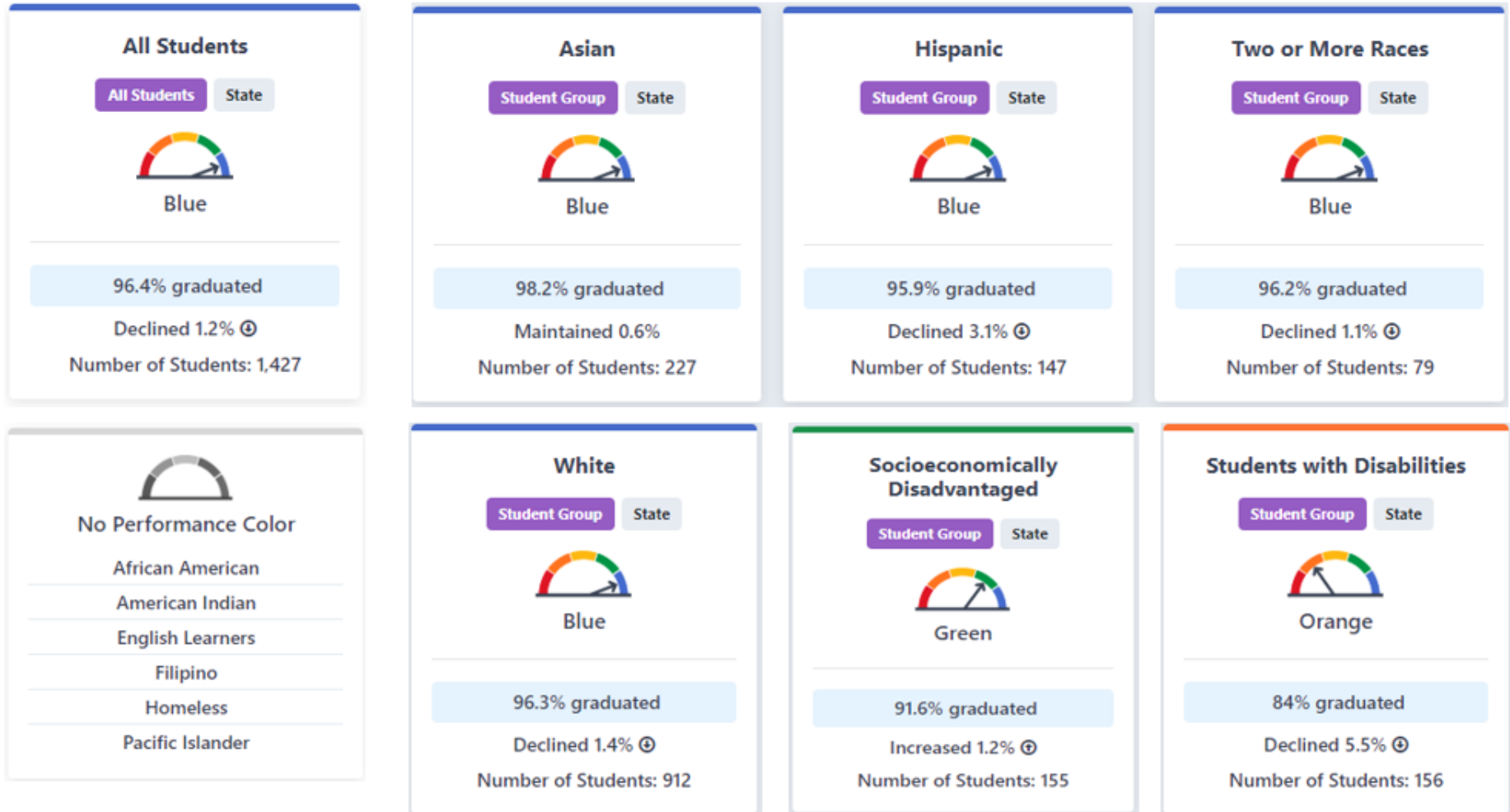
AUHSD Data: Mathematics – Smarter Balanced Assessment

All Students

All Students | State

Green

44 points above standard

Declined 3.9 Points

Number of Students: 1,299

Asian

Student Group | State

Blue

99.8 points above standard

Maintained 0.8 Points

Number of Students: 163

White

Student Group | State

Blue

41.2 points above standard

Maintained -1.2 Points

Number of Students: 820

English Learners

Student Group | State

Green

25.1 points below standard

Increased 8.1 Points

Number of Students: 32

No Performance Color

African American

American Indian

Filipino

Foster Youth

Pacific Islander

Two or More Races

Student Group | State

Green

63 points above standard

Declined 12.6 Points

Number of Students: 128

Socioeconomically Disadvantaged

Student Group | State

Green

5.4 points below standard

Increased 33.4 Points

Number of Students: 111

Hispanic

Student Group | State

Yellow

3.8 points below standard

Declined 11.5 Points

Number of Students: 140

Students with Disabilities

Student Group | State

Orange

108.2 points below standard

Maintained 1.1 Points

Number of Students: 118

Student groups ≥ 25 are reported on the California Dashboard

California Dashboard

AUHSD Data: Graduation Rate – 4 year cohort

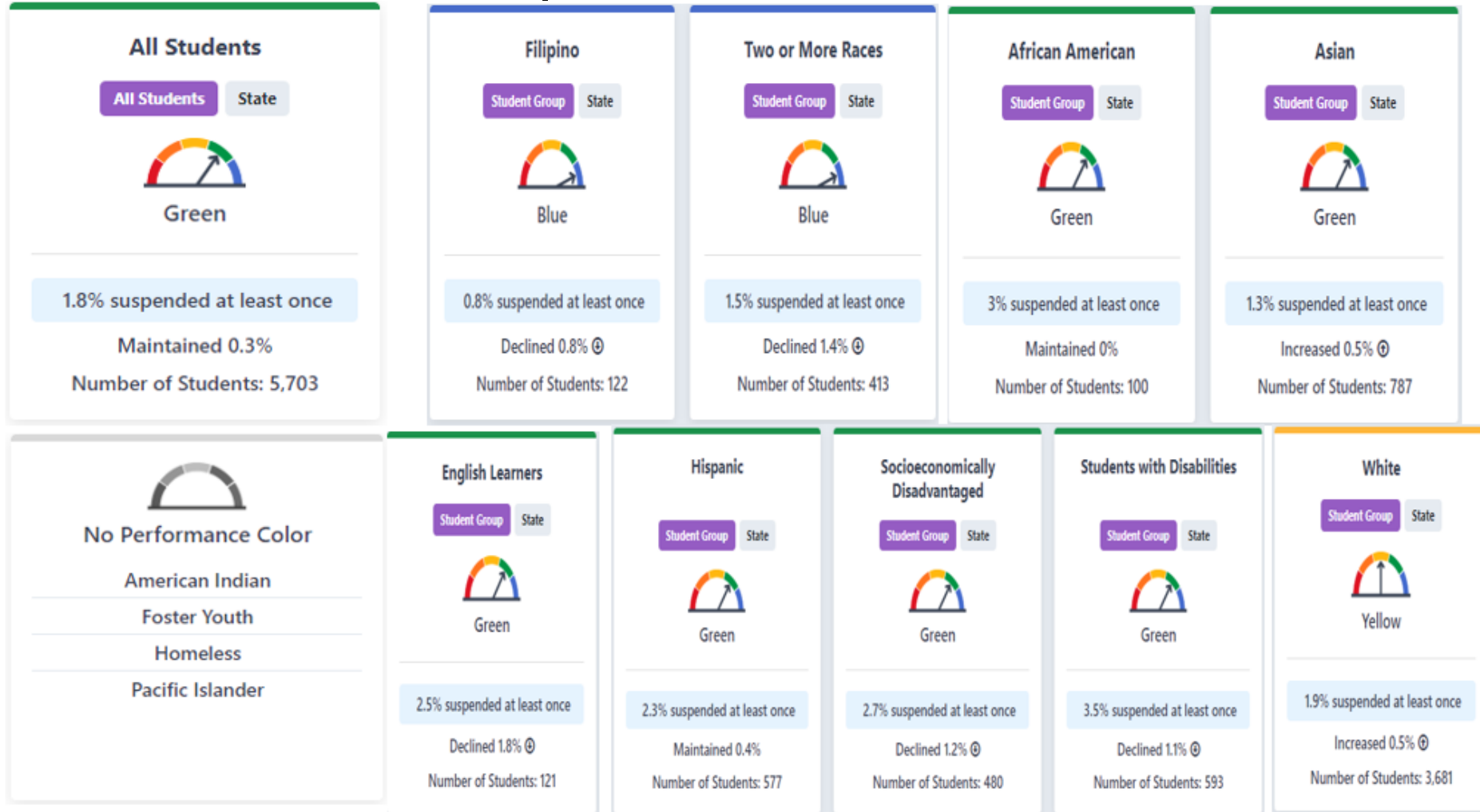### All Students

All Students **State**

Blue

96.4% graduated

Declined 1.2% ⊕

Number of Students: 1,427

Asian

Student Group **State**

Blue

98.2% graduated

Maintained 0.6%

Number of Students: 227

Hispanic

Student Group **State**

Blue

95.9% graduated

Declined 3.1% ⊕

Number of Students: 147

Two or More Races

Student Group **State**

Blue

96.2% graduated

Declined 1.1% ⊕

Number of Students: 79

No Performance Color

African American

American Indian

English Learners

Filipino

Homeless

Pacific Islander

White

Student Group **State**

Blue

96.3% graduated

Declined 1.4% ⊕

Number of Students: 912

Socioeconomically Disadvantaged

Student Group **State**

Green

91.6% graduated

Increased 1.2% ⊕

Number of Students: 155

Students with Disabilities

Student Group **State**

Orange

84% graduated

Declined 5.5% ⊕

Number of Students: 156

Student groups ≥ 25 are reported on the California Dashboard

California Dashboard

AUHSD Data: Suspension Rates

All Students
All Students | State

Green

1.8% suspended at least once

Maintained 0.3%

Number of Students: 5,703

Filipino
Student Group | State

Blue

0.8% suspended at least once

Declined 0.8% ⊕

Number of Students: 122

Two or More Races
Student Group | State

Blue

1.5% suspended at least once

Declined 1.4% ⊕

Number of Students: 413

African American
Student Group | State

Green

3% suspended at least once

Maintained 0%

Number of Students: 100

Asian
Student Group | State

Green

1.3% suspended at least once

Increased 0.5% ⊕

Number of Students: 787

No Performance Color
American Indian

Foster Youth

Homeless

Pacific Islander

English Learners
Student Group | State

Green

2.5% suspended at least once

Declined 1.8% ⊕

Number of Students: 121

Hispanic
Student Group | State

Green

2.3% suspended at least once

Maintained 0.4%

Number of Students: 577

Socioeconomically Disadvantaged
Student Group | State

Green

2.7% suspended at least once

Declined 1.2% ⊕

Number of Students: 480

Students with Disabilities
Student Group | State

Green

3.5% suspended at least once

Declined 1.1% ⊕

Number of Students: 593

White
Student Group | State

Yellow

1.9% suspended at least once

Increased 0.5% ⊕

Number of Students: 3,681

Student groups ≥ 25 are reported on the California Dashboard

California Dashboard

AUHSD Data: Local Indicators

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)**

2019-2020 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	Williams compliance: Teachers are appropriately assigned and fully credentialed (#1A)*	100% compliance for appropriately assigned staff	100% compliance for appropriately assigned staff (Actual: 100%)	100% compliance for appropriately assigned staff (Actual: 100%)	100% compliance for appropriately assigned staff
2	Recruit and retain quality employees (qualitative measure)	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 (Actual: 100% / 99%)	Recruit and hire quality classified, certificated and administrative employees at 100% Retain 100% of employees without "unexplained" departure for lateral position
3	Certificated staff "diversity" – increase racial and ethnic diversity of certificated staff (Students of color make up 33% (2015) of the District student population)	10% teachers of color	12% teachers of color (Actual: 11%)	14% teachers of color (Actual: xx%) New methodologies of measurement under development to obtain a more accurate measure of progress.	16% teachers of color

2019-2020 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
- Alternative education program staffing and staff development
- Improve recruitment and training of substitute teachers (short and long term)

2019-2020 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 – facilites 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 (Actual: 90%)	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 new rolling five year plan (Actual: 20%)	20% complete after year one with new rolling five year plan
5	Measure of wireless functionality and 1:1 efforts	Not available	Establish baseline (Actual: Not completed)	Establish baseline (Actual: Eight reports of WiFi dead spots or poor WiFi functionality were submitted to the IT Department during the 2017-2018 school year)	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	The District has approximately 285 classrooms to modernize. (Actual: Established baseline)	10% of classrooms will be modernize (29 classrooms) (Actual: an additional 25 classrooms were completed bringing the total above 40)	20% of classrooms will be modernized (58 classrooms)

2019-2020 Goals, Metrics & Highlighted Action

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

Highlighted Action:

- Deferred maintenance plan – focus on roofing projects
- 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
- Student bathroom "remodel" projects at each school
- Develop Facilities Master Plan

2019-2020 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	Williams compliance – students have access to standards-aligned instructional materials (#1B)*	100% Williams compliance – standards-aligned instructional materials.	100% Williams compliance – standards-aligned instructional materials. (Actual: 100%)	100% Williams compliance – standards-aligned instructional materials. (Actual: 100%)	100% Williams compliance – standards-aligned instructional materials.
2	Implementation of the academic content and performance standards adopted by the State Board of Education (#2A)*	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. (Actual: NGSS fully implemented, SS-History Framework fully implemented)	Implementation of World Language courses of study to align with 2019 World Language Framework.
3	Percentage of students achieving "Meets" or "Exceeds" standard in ELA/Literacy as measured by the Smarter Balanced Assessment.(#4A)*	83% of students achieved "Meets" or "Exceeds" standard in ELA/Literacy as measured by the 2016 Smarter Balanced Assessment.	85% of students will achieve "Meets" or "Exceeds" standard in ELA/Literacy as measured by the 2017 Smarter Balanced Assessment. (Actual: 83.8%)	86% of students will achieve "Meets" or "Exceeds" standard in ELA/Literacy as measured by the 2018 Smarter Balanced Assessment. (Actual: 82.74%)	86% of students will achieve "Meets" or "Exceeds" standard in ELA/Literacy as measured by the 2019 Smarter Balanced Assessment.
4	Percentage of students achieving "Meets" or "Exceeds" standard in Mathematics as measured by the Smarter Balanced Assessment. (#4A)*	69% of students achieved "Meets" or "Exceeds" standard in Mathematics as measured by the 2016 Smarter Balanced Assessment.	72% of students will achieve "Meets" or "Exceeds" standard in Mathematics as measured by the 2017 Smarter Balanced Assessment. (Actual: 69.1%)	72% of students will achieve "Meets" or "Exceeds" standard in Mathematics as measured by the 2018 Smarter Balanced Assessment. (Actual: 68.7%)	72% of students will achieve "Meets" or "Exceeds" standard in Mathematics as measured by the 2019 Smarter Balanced Assessment.
5	Increase the Academic Performance Index – Not Applicable (#4B)	Not applicable	Not applicable	Not applicable	Not applicable

2019-2020 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. (Actual: 76.4%)	80.0% 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. (Actual: 15.4%)	24% 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 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. (Actual: 50.0%)	52.0% 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)	EAP data not provided for school or district. (Actual: NA)	EAP data not provided for school or district.
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% (Actual: 96.4%)	The cohort graduation rate in 2019 will be 98.5%

2019-2020 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
- Continue professional development for new school-day schedule
- Examine assessment and grading practices to support student learning (with focus on new schedule)
- Continue to study refinements to new schedule to support the student experience
- Implement homework policy and support teachers through collaboration and professional development
- Improve utilization of School Loop with Google Classroom integration
- Support and coordinate robust College/Career services
- Develop process to study the school day schedule during year 4 of four year implementation
- Support greater use of achievement data systems and analysis
- Review and further develop 1st Year Seminar program
- CTE Course/Program/Pathway Development
- Enhance alternative education program/options/flexibility (ACIS, work experience, other)
- Implement English language arts reading lists
- Enhance curricular articulation efforts with K-8 partner districts – math focus

2019-2020 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. (Actual: 76.4%)	80.0% 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. (Actual: 50.0%)	52.0% 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% (Actual: xxxx%)	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% (Actual: 22.0%)	Long-term English Learners (>6 years designated as EL) in 2019-2020 will be 18%

2019-2020 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. (Actual: xxxx%)	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% (Actual: 11.2%)	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. (Actual: Full implementation of California ELD Standards was achieved)	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% (Actual: 0.0%)	The 2019 percentage of English Learners who have passed an Advanced Placement examination will be 3%

2019-2020 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 was 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. (Actual: 8 – 20)	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 (Actual: Baseline measure still in development)	Yearly gains to be made and expected measureable outcome will be established on this metric following measurement system development and establishment of baseline

2019-2020 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
- Improve EL and special education parent communication and involvement in decision making
- Expand Ellevation, English Learner monitoring program, implementation
- Examine assessment and grading practices to support student learning (with focus on new schedule)
- Staff equity training with focus on race
- Implement homework policy and support teachers through collaboration and professional development
- 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
- Improve SchoolLoop posting and parent access options
- Support greater use of achievement data systems and analysis, particularly to examine achievement gaps

2019-2020 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	School attendance rate using three year average P2ADA/Enrollment. (#5A)*	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% (Actual: 95.79)	The school attendance rate using three year average P2ADA/Enrollment for 2019-2020 will be 96.00%
2	Student chronic absenteeism rates. (#5B)*	The student chronic absenteeism rates for 2016-2017 was 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% (Actual: xxxx%)	The student chronic absenteeism rates for 2019-2020 will be 6.5%
3	Student suspension rate. (#6A)*	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 1.3% for 2017-2018. (Actual: 1.8%)	The suspension rate will be 1.3% for 2018-2019.
4	Student expulsion rate. (#6B)*	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% (Actual: 0%)	The expulsion rate for 2018-2019 will be 0%

2019-2020 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
5 Academic integrity as indicated by the average times a year students "cheat" as reorted in the Stanford Survey of Adolescent School Experiences (#6C)	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." (Actual: The 2019 administration of the Stanford Survey of Adolescent School Experience was completed. The frequency measure of cheating was not reported; however, the percentage of students reporing they had cheated in the past month decreased from 92.7% in 2017 to 87.9% in 2019.)	Survey not administered
6 Teacher care and support as indicated by the admnistration 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. (Actual: The average number of teachers that "care about them and support them," as reported by the students was 3.57. This data point is na improvement from 2017, but did not reach the expected outcome. 70.0% of students reported they felt they had na adult at the school they "can go to," which was an improvement from 2017 when 62.2% reported such.)	Survey not administered

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
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. (Actual: 25.7%)	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. (Actual: 3.68)	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. (Actual: Baseline measure still in development)	Yearly gains to be made and expected measureable outcome will be established on this metric following measurement system development and establishment of baseline.

2019-2020 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
- 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 1st Year Seminar program
- 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

2019-2020 LCFF Supplemental Funding Budget

LCFF Supplemental Funded Items	2019-2020 Budget	2018-2019 Estimated Actual Expenditures
English Language Development Program summer enrichment, advancement and remediation program	$10,000	$10,000
Summer School Supplemental, Remedial Support & Credit	$128,000	$117,560
Software Support for Student Data Analysis	$30,000	$40,000
Equity Program Development, Student Leadership Development and Professional Development	$150,000	$145,650
Professional Development for Response to Intervention	$61,000	$25,000
Restorative Practice training	$15,000	
District Social Worker (Oversight of Wellness Centers and Auxiliary Services)	$144,000	$144,361
Wellness Center Intake Specialist Support	$112,000	$121,507
Summer Institute	$75,000	
Teachers on Special Assignment (Academy and RTI Support .2FTE per school)	$100,000	$89,429
Targeted Counseling for EL Students		$25,271
Total Budgeted Expenditures	**$825,000**	**$718,778**

Local Control and Accountability Plan

Questions and Input