

# Local Control Accountability Plan Goals & Strategic Plan Key Performance Indicators



December 13, 2018

# LCAP Goals

Goal 1 : College and Career Readiness

Goal 2: Graduation Rate

Goal 3: English Language Learners

Goal 4: Decrease Suspensions

Goal 5: Attendance – Chronic Absenteeism

# Key Performance Indicators

1. Improved graduation rate
2. Decreased dropout rate
3. Improved A-G completion rate (15 course sequence for UC/CSU qualification)
4. Develop College & Career Readiness Indicators (5Cs) –Critical Thinking, Communication, Collaboration, Creativity, Civic Engagement
5. Decrease achievement gaps as defined in measures 1-3 and other indicators, such as suspension and expulsion rates.

# Equitable East Side Communities

As a district we are committed to building capacity amongst all staff members to ensure that equity and inclusion are essential principles of our school system.

Specifically, we will build capacity to attain equitable ESUHSD communities where:

- **ALL** students are **welcomed** as they are
- **strengths** and areas of **growth for all students are known and supported**
- adults **positively respond** to the social-emotional, wellness, and academic needs of every student
- **ALL** students are provided **tasks that demand production through and beyond DOK 3** so that they can **communicate** like a scientist, mathematician, historian, artist, literary critic, and more.

## 2017-18 ESUHSD Demographics

Subgroup	# of Students	% of Population
African American	581	2.5%
American Indian or Alaska Native	58	0.2%
Asian	8,612	36.9%
Filipino	1,836	7.9%
Hispanic or Latino	10,368	44.4%
Pacific Islander	135	0.6%
White	1,282	5.5%
Two or More Races	455	1.9%
Socioeconomically Disadvantaged	12862	55.1%
Foster Youth	65	0.3%
Homeless Youth	198	0.8%
English Language Learners	3911	16.8%
Students With Disabilities	2454	10.5%
Total District Enrollment	23,336	

### Focus Groups

- African American
- Hispanic
- Asian
- Socioeconomically Disadvantaged - SED
- Students With Disabilities - SWD
- English Language Learners - ELL

# Goal 1: UC/CSU A-G LCAP & KPM

Public Data

2016-17 ACGR not comparable to prior years

- A-G rate = 50.7%
- Increase of 4.2%
- Above State
- Below County
- Higher than 4 of 5 of comparable districts
- 2015-16 A-G Rate = 45.5%

## A-G Rates:

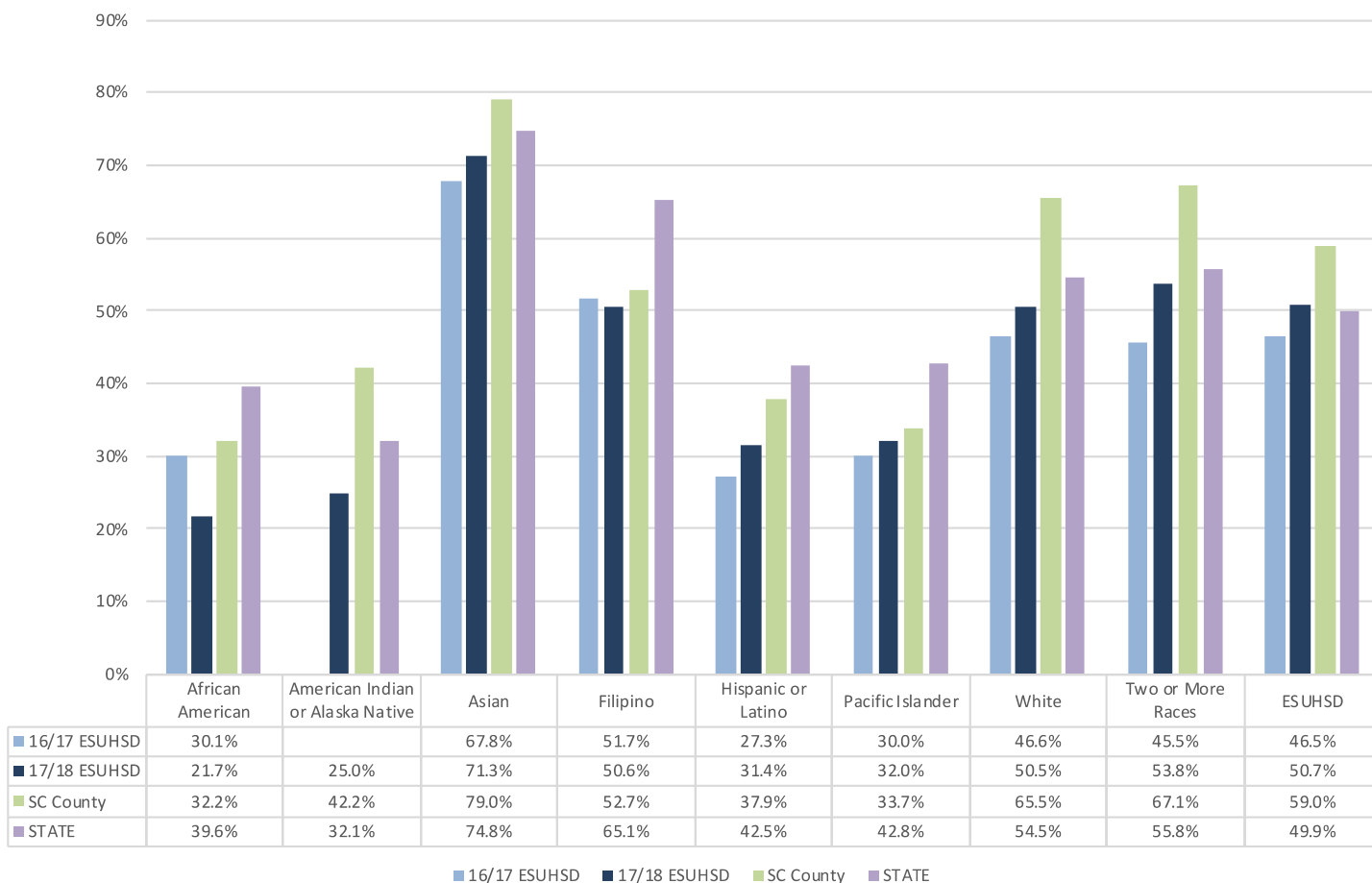
Hispanic = 31.4% Inc of 4.1%

African American = 21.7%

Dec of 8.4%

Asian = 71.3% Inc of 3.5

Public Adjusted 4-year Cohort Outcomes  
2016-17 & 2017-18 Percent of Graduates Completing UC/CSU A-G Courses  
ESUHSD, SC County, State  
Charter Schools Not Included In District Data



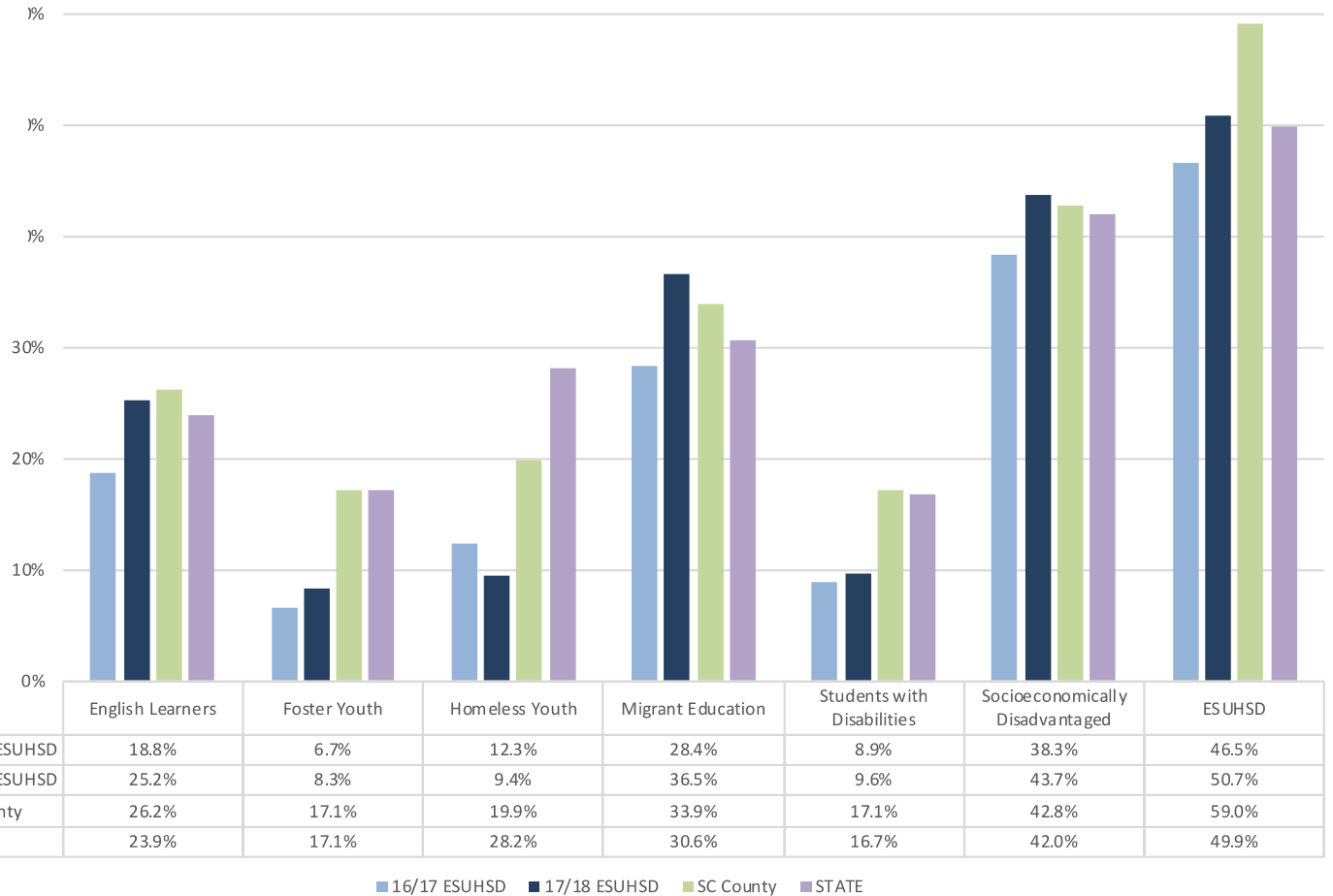
- As a system, East Side produces disproportionate A-G rates for student groups.
- East Side exits Asian students A-G ready at 2.3 times the rate of Hispanic students and 3.3 times the rate of African American students.

# Goal 1: UC/CSU A-G LCAP & KPM

Public Data

2016-17 ACGR not comparable to prior years

Public Adjusted 4-year Cohort Outcomes  
2016-17 & 2017-18 Percent of Graduates Completing UC/CSU A-G Courses  
ESUHSD, SC County, State  
Charter Schools Not Included In District Data



- A-G rates for:
- SED & Mig Ed are above County and State
  - FY, HY, SWD are below County and State
  - EL below county and above state

A-G Rates:  
 Eng learners = 25.2% Inc  
 Stu w/Disabilities = 9.6% Inc  
 Inc  
 Socioeconomically  
 Disadvantaged = 43.7% Inc  
 Inc  
 Foster Youth = 8.3% Inc  
 Homeless Youth = 9.4% Dec

- As a system, East Side produces disproportionate A-G rates for special student groups.
- East Side graduates ELL, SED, SWD, Foster Youth and Homeless Youth A-G ready at lower rates when compared to all students.

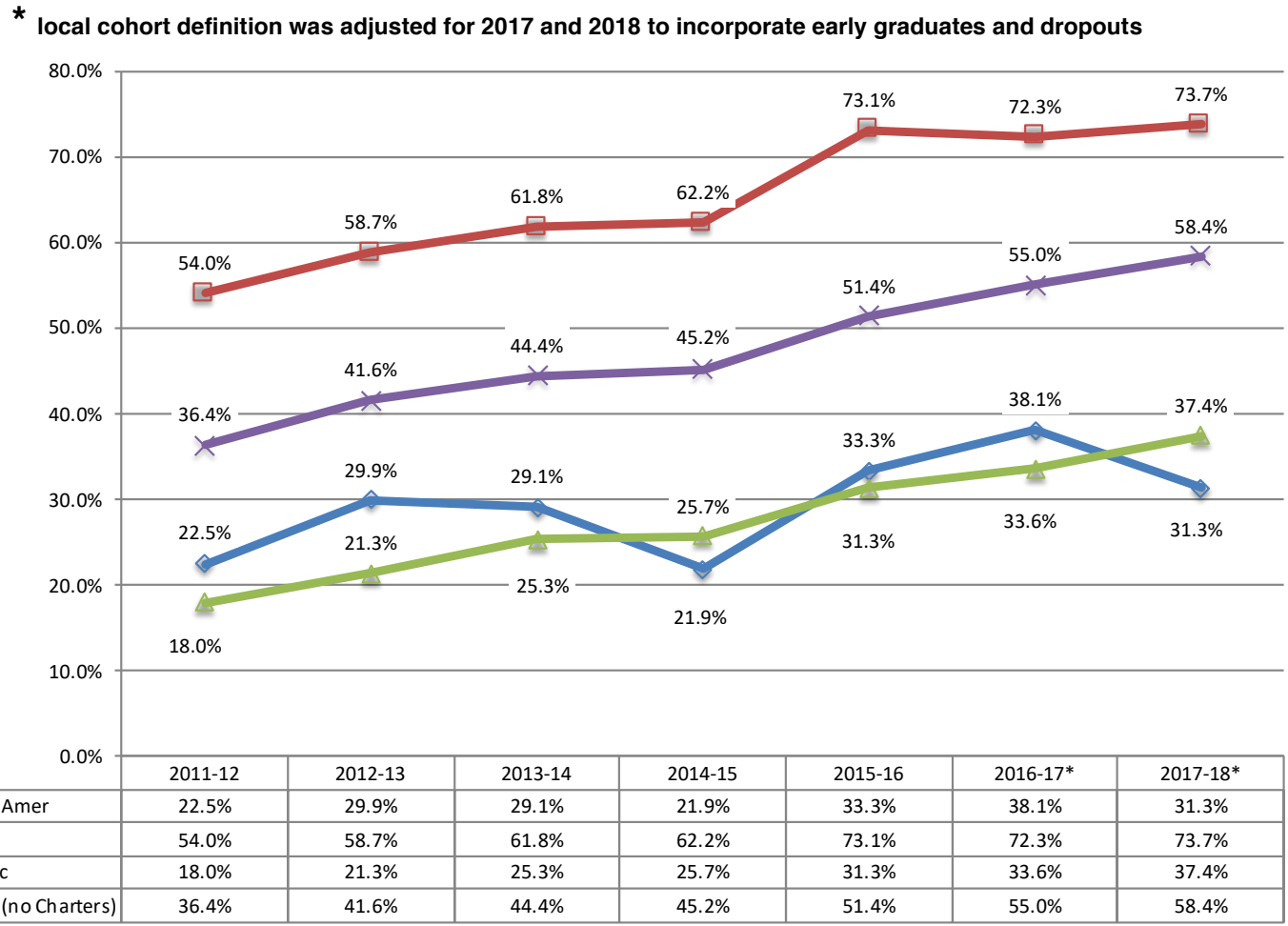
# Goal 1: UC/CSU A-G

## LCAP & KPM

- Local Cohort A-G rate = 58.4%
- Overall increase
- Does not include charters - District
- 74% of seniors are in the local cohort

### Local Defined Cohort Data

**East Side Union High School District Local Cohort Percent of Graduates Completing UC/CSU A-G 2012-2018**



- Students who are enrolled in the district all 4 years have higher UC/CSU A-G course completion rates.
- Hispanic and African American graduates exit East Side high schools with UC/CSU courses completed at lower rates than Asian students



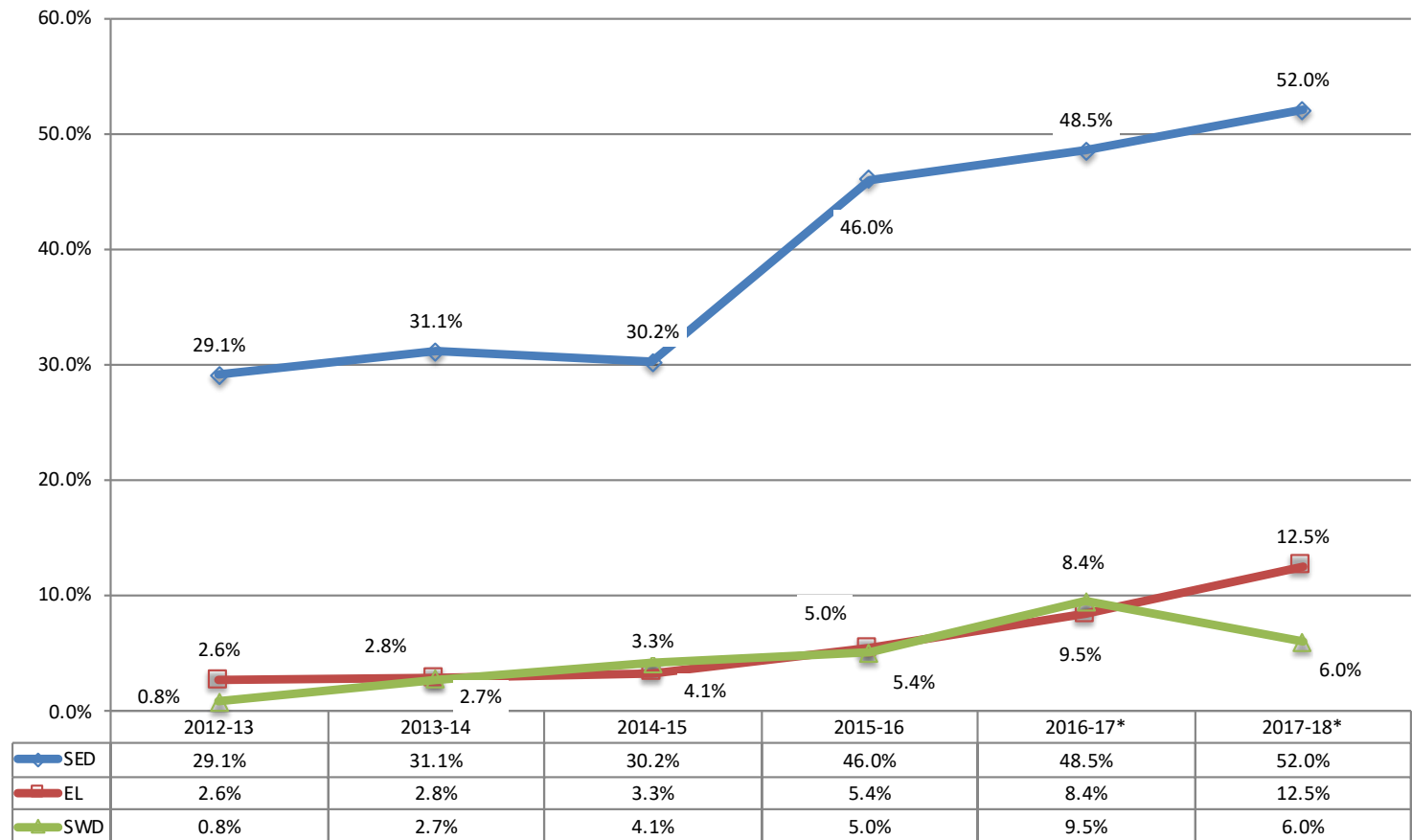
# Goal 1: UC/CSU A-G LCAP & KPM

## Local Defined Cohort Data

### East Side Union High School District Local Cohort Percent of Graduates Completing UC/CSU A-G 2012-2018

#### SED, EL, and SWD Subgroups

\* local cohort definition was adjusted for 2017 and 2018 to incorporate early graduates and dropouts










- Increased rates for SED & ELL
- Does not include charters

- Local Cohort English Language Learner and Students With Disabilities graduates exit East Side high schools with UC/CSU A-G courses completed at lower rates than all other student subgroups.

# Goal 1: On Track A-G

## LCAP & KPM

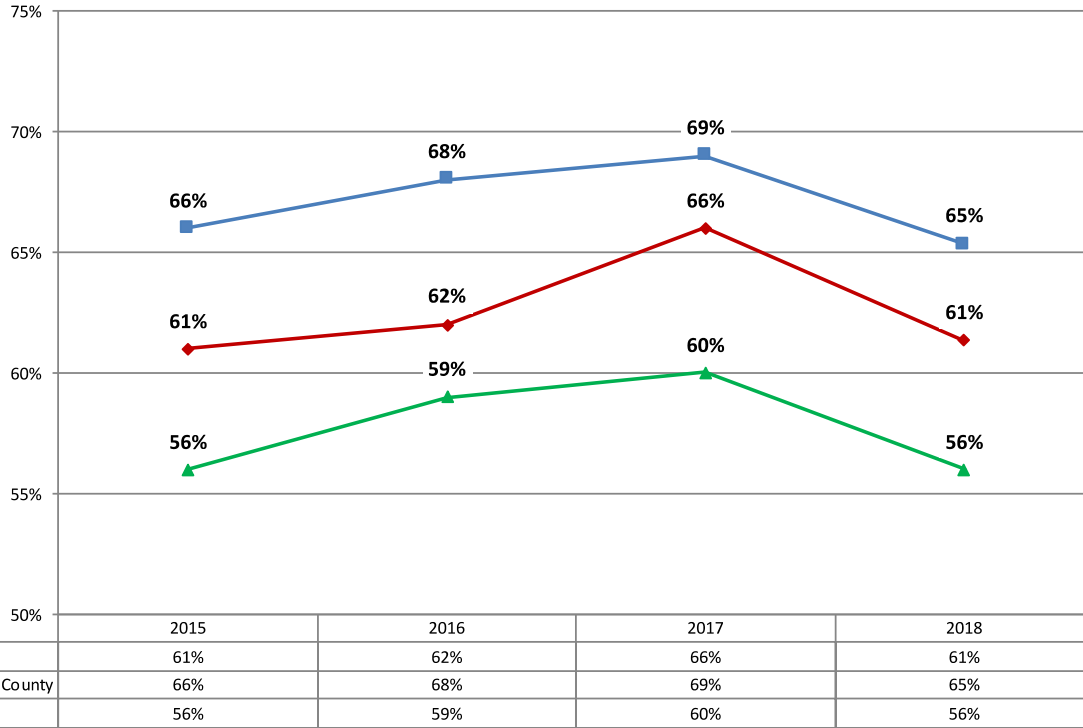
On Track for A-G Completion  
East Side Union High School District

	Grade 9			Grade 10			Grade 11		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
 All Students	52.7%	51.8%	53.9%	37.2%	39.3%	41.8%	24.9%	27.2%	28.8%
 African American	29.8%	27.0%	33.6%	17.4%	18.5%	20.3%	14.5%	12.1%	13.6%
 Asian	76.9%	75.5%	78.7%	58.2%	62.4%	65.6%	43.9%	42.0%	45.2%
 Hispanic	30.7%	29.5%	28.5%	16.7%	17.6%	19.3%	9.1%	12.5%	12.3%
Native American	31.3%		37.1%	11.8%	14.3%		0.0%		
Pacific Islander	37.0%	34.2%	41.9%	24.1%	15.4%	21.2%	3.4%	17.2%	
Two or More Races	61.4%	55.6%	61.9%	41.9%	37.2%	47.2%	22.1%	33.3%	27.6%
White	58.1%	54.0%	55.1%	41.1%	43.9%	41.3%	22.4%	28.9%	33.1%
 ELL	15.7%	17.2%	17.0%	7.4%	6.5%	7.5%	1.4%	4.4%	2.7%
 SED	41.0%	40.6%	41.9%	27.3%	28.6%	31.0%	17.2%	21.1%	20.7%
 SWD	7.0%	8.7%	5.6%	2.8%	2.3%	3.6%	2.1%	1.0%	1.3%

- On track increased at each grade level
- On track decrease as grade level increases
- Grades instrumental factor - Students must earn C's in A-G courses

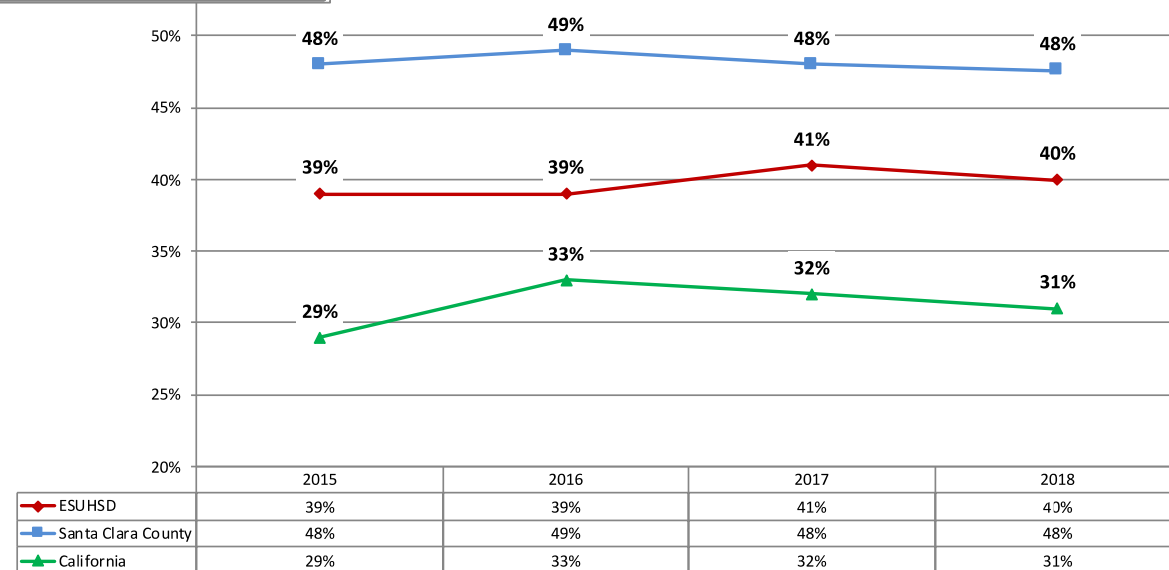
# Goal 1: SBAC – Smarter Balanced Assessment - EAP

**ESUHSD, County, State  
2015 - 2018 CAASPP ELA/Literacy Results  
Standard Met or Exceeded  
EAP Conditionally Ready/College Ready**



- 61% of 11 gr met or exceeded standard in ELA
- 61% of 11 gr conditionally college ready or college ready
- Above the state and below the county
- Above all 5 comparable districts

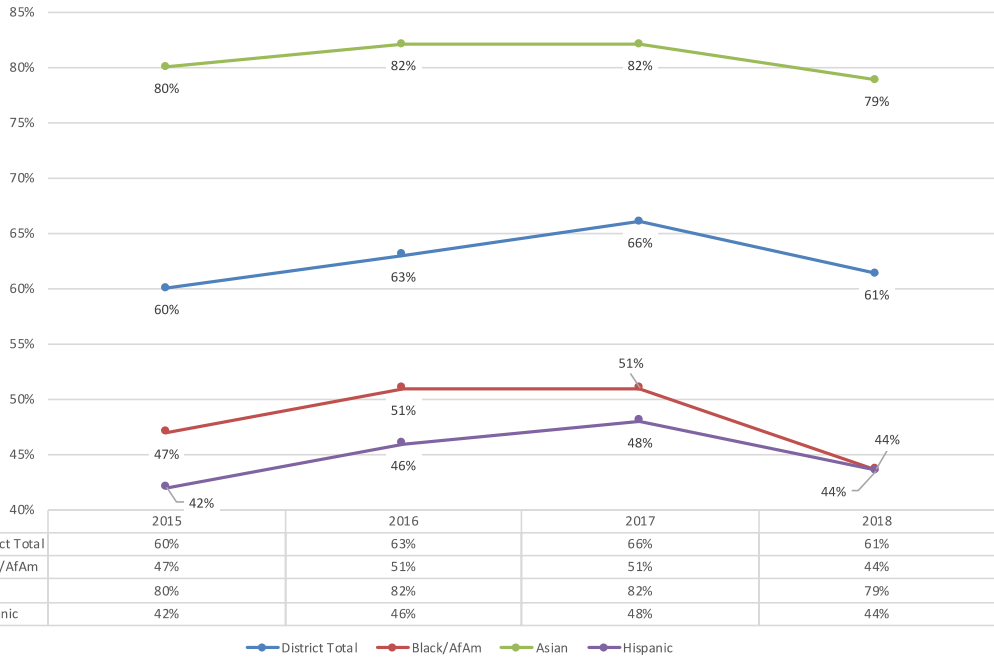
**ESUHSD, County, State  
2015 - 2018 CAASPP Math Results  
Standard Met or Exceeded  
EAP Conditionally Ready/College Ready**



- 40% of 11 gr met or exceeded standard in Math
- 40% of 11 gr conditionally college ready or college ready
- Above the state and below the county
- Above all 5 comparable districts

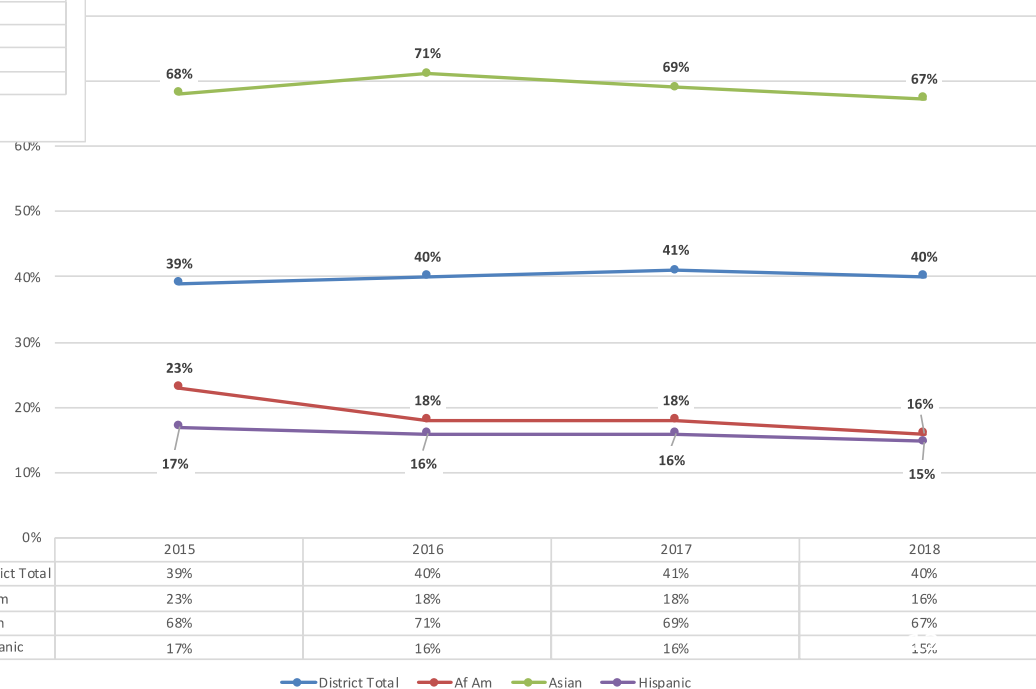
# Goal 1: SBAC – Smarter Balanced Assessment - EAP LCAP & KPM

East Side Union High School District  
2015 -2018 CAASPP ELA/Literacy Results  
Standard Met or Exceeded  
EAP Conditionally Ready/College Ready  
District, African American, Asian & Hispanic Subgroups



- All subgroup decreased in ELA
- Disproportionality between
- Hispanic, African American & Asian subgroups
- County and State decreases in same subgroups

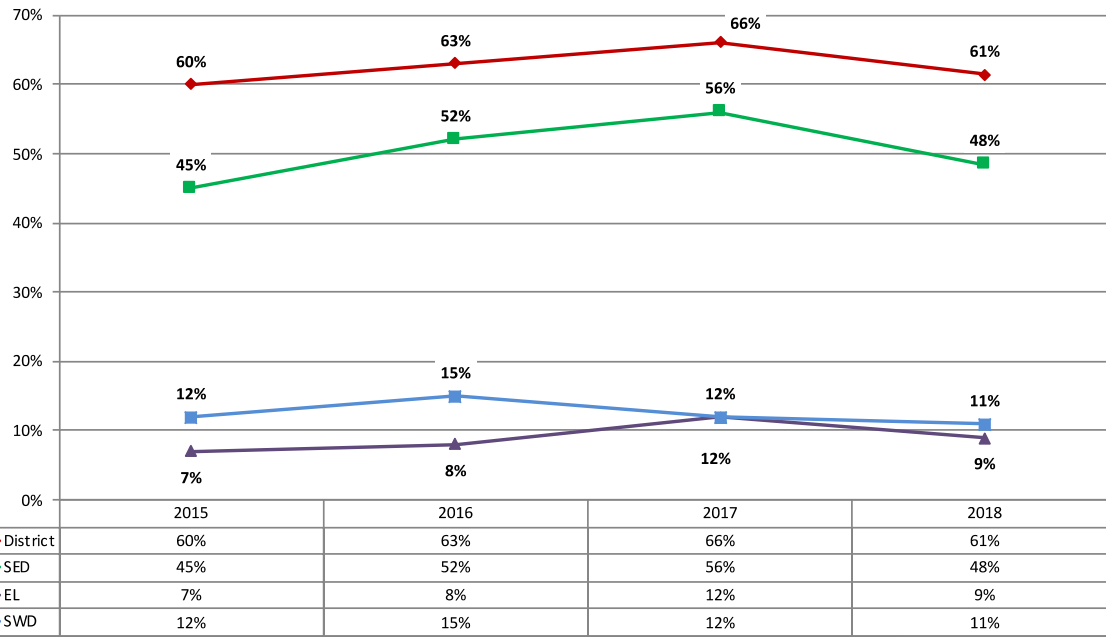
East Side Union High School District  
2015 -2018 CAASPP MATH Results  
Standard Met or Exceeded  
EAP Conditionally College Ready/College Ready  
District, African American, Asian & Hispanic Subgroups



- All subgroups decreased in Math
- Disproportionality between Hispanic, African American & Asian subgroups
- County and State decreases in same subgroups

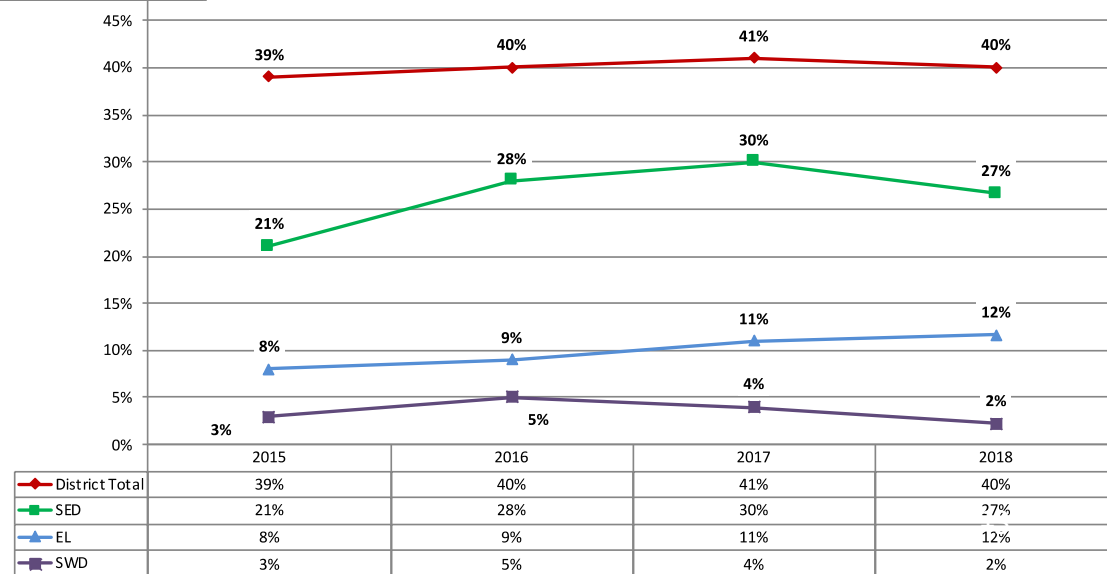
# Goal 1: SBAC – Smarter Balanced Assessment - EAP LCAP & KPM

East Side Union High School District  
2015-2018 CAASPP ELA/Literacy Results  
Standard Met or Exceeded  
EAP Conditionally Ready/College Ready  
by SED, ELs, and SWD



- SED, SWD & ELL decreased in ELA
- Decreases for county and state in same subgroups
- Disproportionality between SWD & ELL subgroups and District
- Focus on targeted instruction

East Side Union High School District  
2015 -2018 CAASPP MATH Results  
Standard Met or Exceeded  
EAP Conditionally College Ready/College Ready  
for SED, EL and SWD



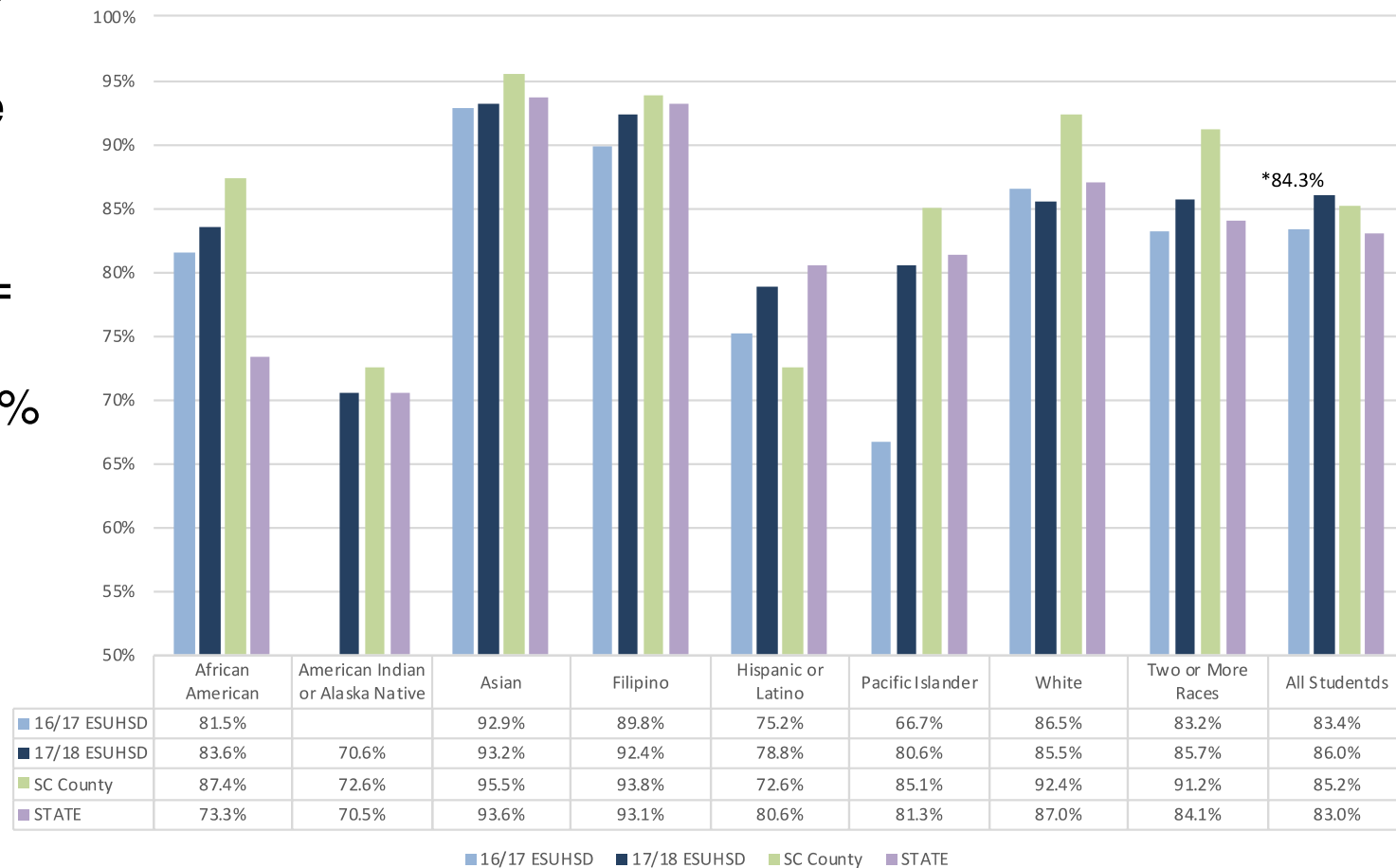
- SED & SWD subgroups decreased in Math
- ELL increased in Math
- Decreases for county and state for ELL & SED
- Disproportionality between ELL & SWD subgroups and district
- Focus on targeted instruction

# Goal 2: Graduation Rate LCAP & KPM

Public Data 2016-17 ACGR not comparable to prior years

- Grad rate = 86.0% Inc = 2.6%
- Above County & State
- Higher than 4 of 5 of comparable districts
- 2016-17 Grad Rate = 83.4
  - \*Adjusted = 84.3%
- 2015-16 Grad Rate = 85.0%

Public Adjusted 4-year Cohort Outcomes  
2016-17 & 2017-18 4 year Cohort Graduation Rate  
ESUHSD, SC County, State  
Charter Schools Not Included In District Data  
\* Graduation rates adjusted to account for data discrepancy



Grad Rates:  
Hispanic = 78.8% Inc = 3.6%  
African American = 83.6% Inc = 2.1%  
Asian = 93.2% Inc = 0.3%

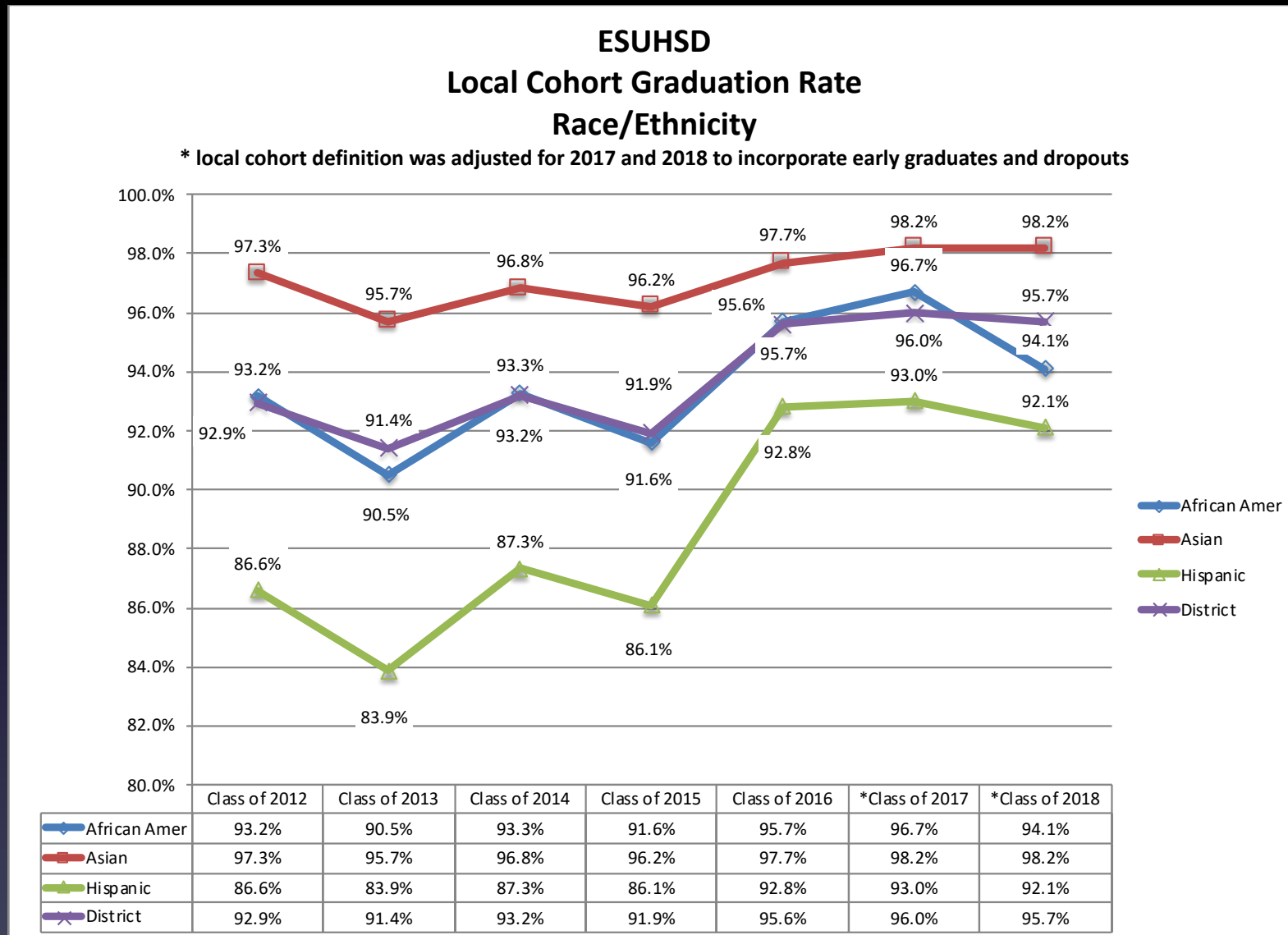
- Disproportionality exists among subgroup graduation rates
- As a system, ESUHSD graduates Hispanic and African American students at lower rates than Asian students.
- When the data on graduates in 2016-17 is adjusted to account for a data error, the district 2017-18 graduation rate shows a 1.7% increase.

# Goal 2: Graduation Rate

## LCAP & KPM

### Local Defined Cohort Data

- Graduation rates higher for students who stay in ESUHSD for all 4 year
- All above 90%
- Smaller disproportionality

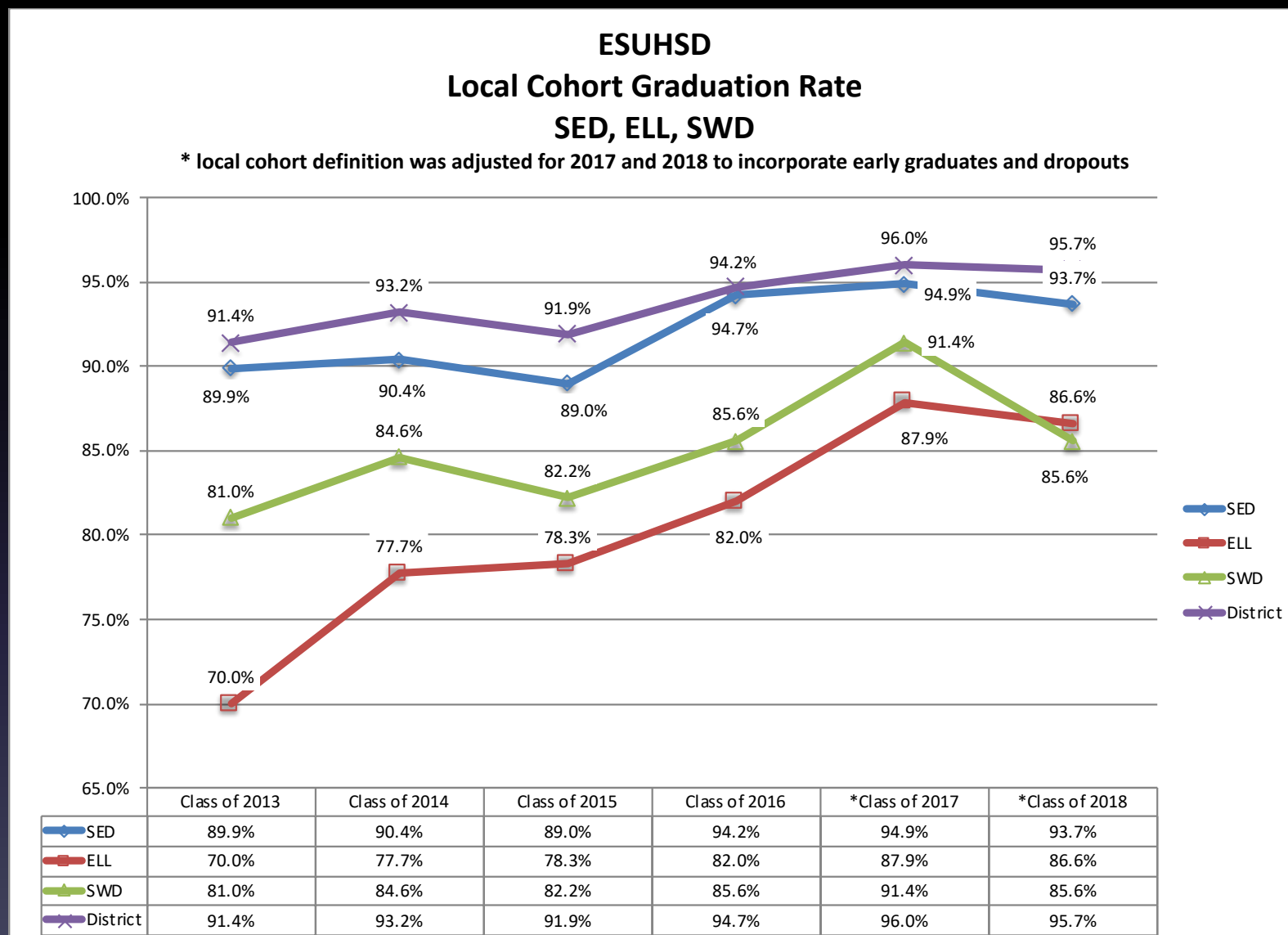


# Goal 2: Graduation Rate

## LCAP & KPM

### Local Defined Cohort Data

- Higher grad rates for students in ESUHSD all 4 years
- Certificate of Completion counted for SWD
- All above 85%
- Smaller Disproportionality





# Goal 2: Graduation Rate

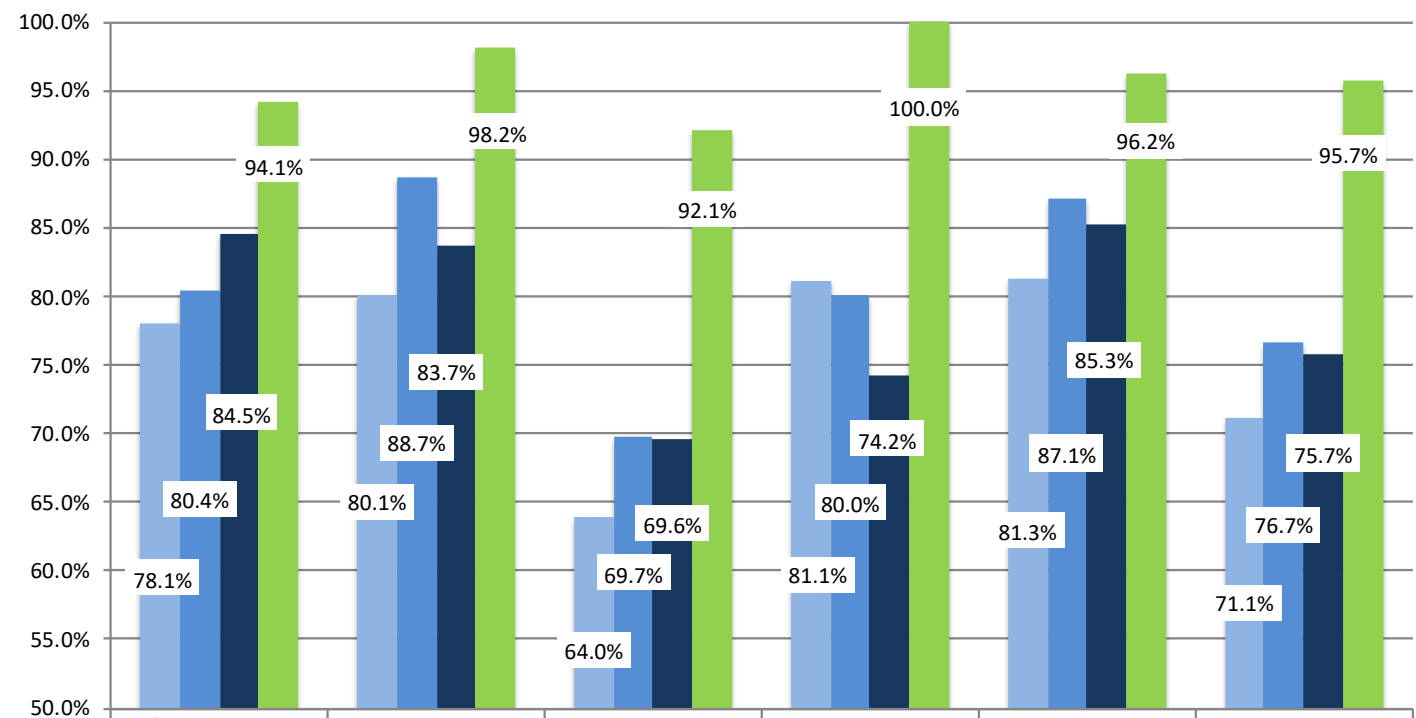
## LCAP & KPM

Not In local Defined Cohort Data

- 26% of Grads are not in district all 4 years
- Significantly lower grad rates for students not in district all 4 years

### ESUHSD 2015-16 & 2016-17 & 2017-18 Non-Cohort Grad Rate Vs Cohort Grad Rate 2016-17

\* local cohort definition was adjusted for 2017 and 2018 to incorporate early graduates and dropouts



	African American	Asian	Hispanic	Two or more Races	White	District
Non-Cohort 2015-16	78.1%	80.1%	64.0%	81.1%	81.3%	71.1%
*Non-Cohort 2016-17	80.4%	88.7%	69.7%	80.0%	87.1%	76.7%
*Non-Cohort 2017-18	84.5%	83.7%	69.6%	74.2%	85.3%	75.7%
*Cohort 2017-18	94.1%	98.2%	92.1%	100.0%	96.2%	95.7%

# Goal 2: Graduation Rate

## LCAP & KPM

On Track For Graduation

**East Side Union High School District 2016, 2017 & 2018  
Percent of Students On Track for Graduation**

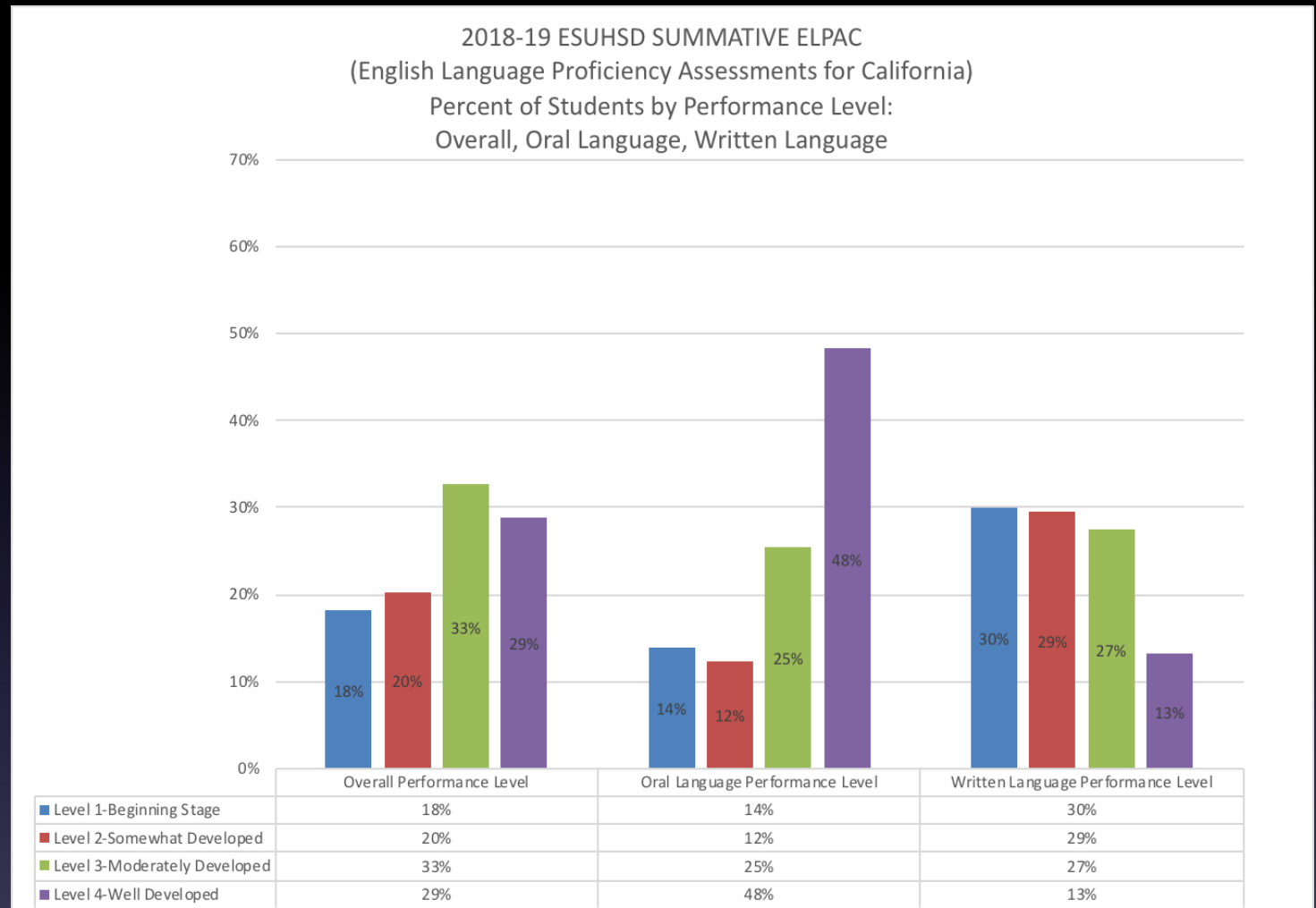
	Grade 9 2016	Grade 9 2017	Grade 9 2018	Grade 10 2016	Grade 10 2017	Grade 10 2018	Grade 11 2016	Grade 11 2017	Grade 11 2018
All Students	72%	69%	70%	64%	64%	63%	57%	60%	61%
Native American	44%	35%	54%	18%	29%			24%	
Asian	91%	88%	90%	83%	85%	85%	77%	79%	80%
African American	55%	53%	55%	54%	41%	47%	47%	48%	41%
Hispanic	55%	51%	49%	45%	44%	42%	38%	41%	42%
Pacific Islander	59%	55%	63%	62%	50%	47%	41%	59%	
Two or more races	79%	74%	75%	70%	64%	68%	64%	66%	64%
White	72%	72%	72%	67%	65%	65%	60%	61%	64%
SWD	51%	49%	45%	41%	37%	36%	40%	37%	35%
ELL	45%	49%	45%	38%	40%	38%	29%	37%	37%
Socioeconomically Disadvantaged	58%	60%	61%	54%	55%	53%	43%	53%	53%

Note: On Track for Graduation is based on credits earned by the end of summer. GD  
9 = 60, GD 10 = 120, GD 11 = 180

- 70% of 9th graders on track for graduation
- On track status decreases as grade level increases
- Disproportionality exists between subgroups at all grades for on track status

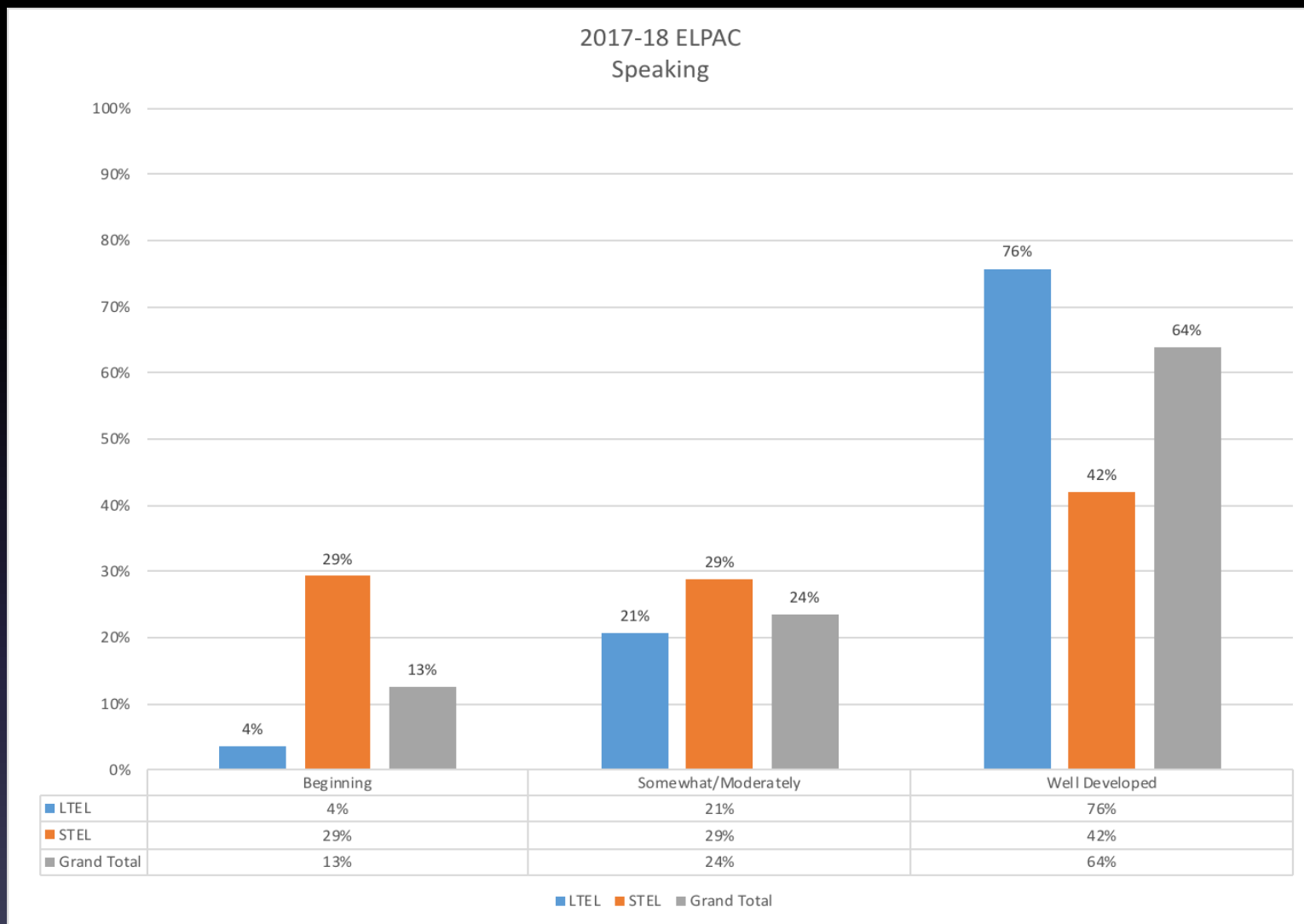
# Goal 3: English Language Proficiency - ELPAC

- 48% of ELL have well developed Oral Language
- 13% of ELL have well developed written language
- 2/3 of ELL are Long Term ELL – attended US school more than 6 years



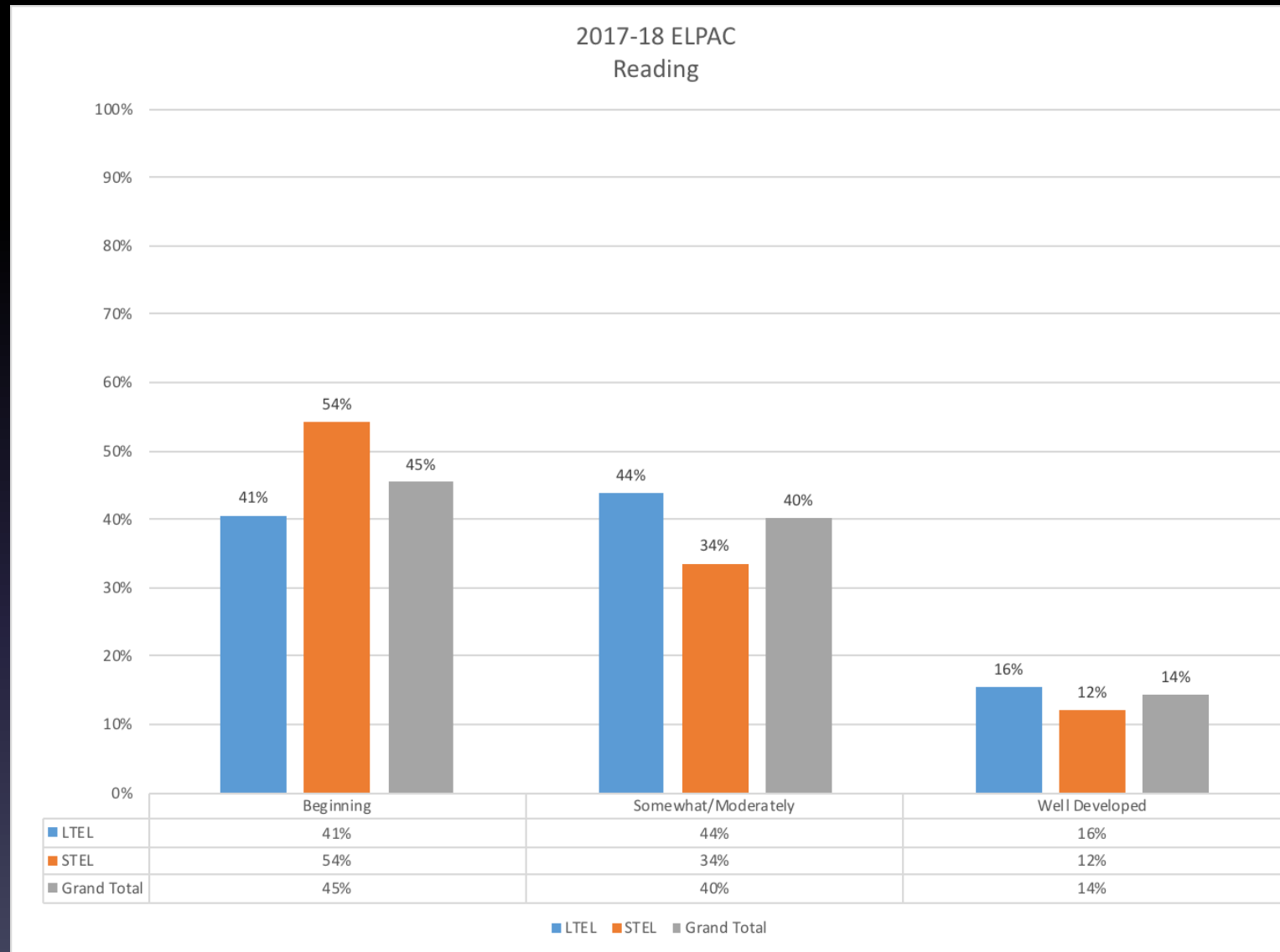
# Goal 3: English Language Proficiency - LCAP

- 76% of LTELs have well developed speaking skills
- Well developed conversational speech can mask the need for support in other domains



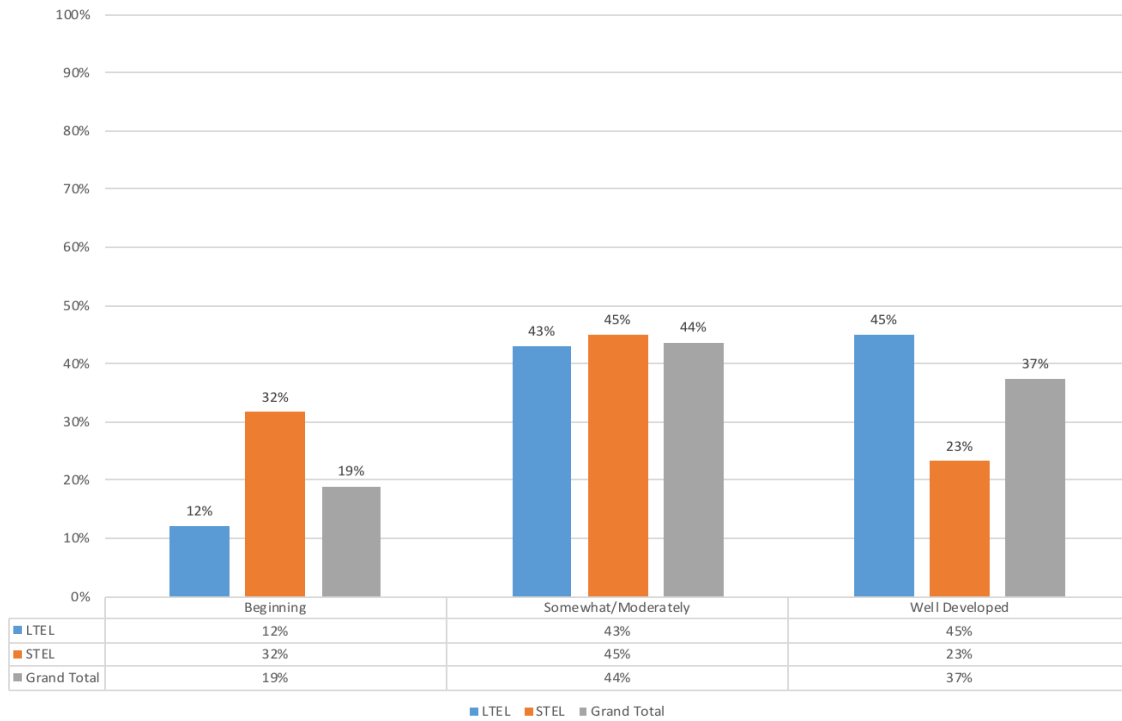
# Goal 3: English Language Proficiency - ELPAC

- 16% of LTELs have well developed reading skills
- LTELs struggle to read academic texts without instructional support and close reading strategies



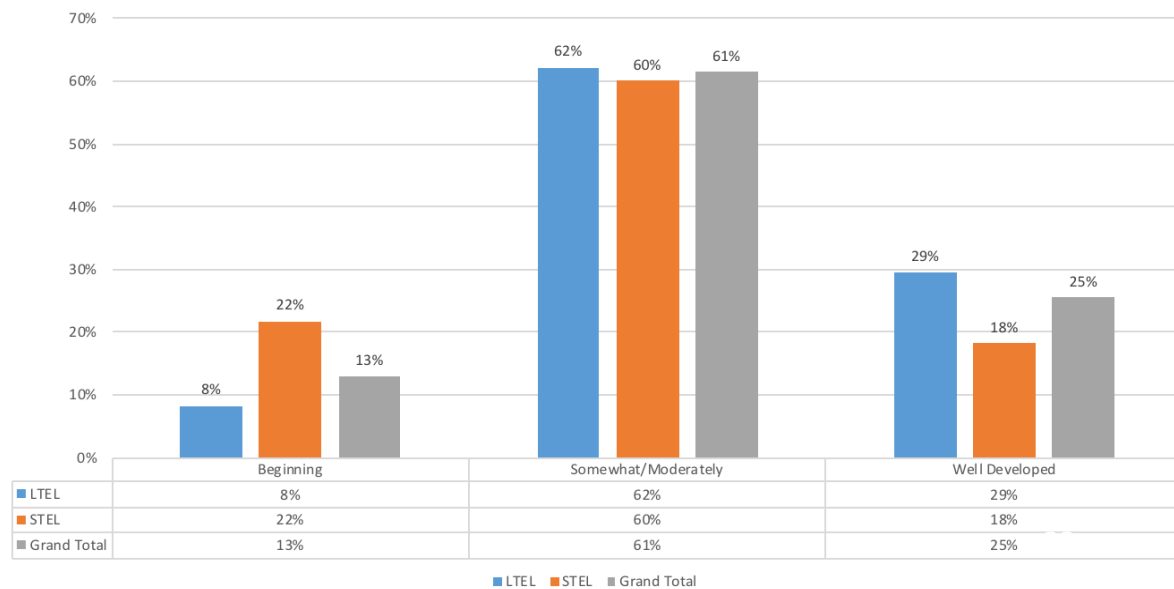
# Goal 3: English Language Proficiency - ELPAC

2017-18 ELPAC  
Listening



- 45% of LTELs have well developed listening skills
- 29% of LTELs have well developed writing skills

2017-18 ELPAC  
Writing



- LTELs need support to process and learn from academic lectures including note taking
- LTELs need academic writing support in all content areas

# Goal 4: Suspension Rates LCAP & KPM

ESUHSD Student Suspensions						
Year	Cumulative Enrollment	Total Suspensions	Unduplicated Count of Students Suspended	Suspension Rate	Percent of Students Suspended with One Suspension	Percent of Students Suspended with Multiple Suspensions
2017-18	24,364	1491	949	3.9%	72.1%	27.9%
2016-17	23,966	1,777	1,061	4.4%	66.3%	33.7%
2015-16	24,037	1,667	965	4.0%	67.7%	32.3%
2014-15	24,576	1,233	848	3.5%	75.2%	24.8%
2013-14	24,338	1,615	1,114	4.6%	73.6%	26.4%
2012-13	24,450	1,456	1,095	4.5%	77.2%	22.8%
2011-12	24,896	2,121	1,487	6.0%	72.8%	27.2%

The district suspension rate is above the county rate of 2.5% and the state rate of 3.5%

Lower rate of students suspended multiple times

The district suspension rate is below all of the similar districts.

Kern Union = 8.8%

Antelope Valley = 8.8%

Oxnard = 5.2%

Anaheim = 4.8%

Sweetwater = 4.4%

# Goal 4: Suspension Rates – I CAP & KPM

## ESUHSD Student Suspensions 2015/16, 2016-17, & 2017-18

Total suspensions include both in-school and out-of-school suspensions

	2017-18 Cumulative Enrollment	2015-16 Total Suspensions	2016-17 Total Suspensions	2017-18 Total Suspensions	2015-16 Students Suspended	2016-17 Students Suspended	2017-18 Students Suspended	2015-16 Suspension Rate	2016-17 Suspension Rate	2017-18 Suspension Rate
African American	651	107	144	155	60	84	84	8.6%	12.8%	12.9%
American Indian or Alaska Native	61	7	10	10	2	7	4	3.7%	11.9%	6.6%
Asian	8,760	93	107	107	76	89	89	1.0%	1.1%	1.0%
Filipino	1,895	41	43	41	30	29	36	1.6%	1.5%	1.9%
Hispanic or Latino	11,026	1,314	1,316	1,035	724	758	647	6.4%	6.9%	5.9%
Pacific Islander	140	29	12	10	13	9	10	9.4%	6.8%	7.1%
White	1,346	54	114	92	41	65	56	2.7%	4.6%	4.2%
Two or More Races	475	22	30	41	19	19	23	4.5%	4.3%	4.8%
<b>District no Charters</b>	<b>24,364</b>	<b>1,667</b>	<b>1,777</b>	<b>1,491</b>	<b>965</b>	<b>1,061</b>	<b>949</b>	<b>4.0%</b>	<b>4.4%</b>	<b>3.9%</b>
English Learners	4,237	517	507	403	259	267	258	6.6%	6.9%	6.1%
Foster Youth	171	63	51	59	32	27	29	16.9%	18.5%	17.0%
Homeless Youth	309	35	59	67	19	28	37	8.9%	10.4%	12.0%
Migrant Education	176	7	10	12	4	9	9	1.6%	3.9%	5.1%
Socioeconomically Disadvantaged	13,742	1,351	1,293	1,110	730	745	676	5.5%	5.7%	4.9%
Students with Disabilities	2,632	561	639	628	269	310	308	11.0%	12.7%	11.7%

- ESUHSD suspension rate is 3.9%
- ESUHSD is more likely to suspend African American, Hispanic, and special populations
- There were decreases in total suspensions, # of students suspended, and suspension rate



# Goal 5: Chronic Absenteeism

## LCAP & KPM

ESUHSD Chronic Absenteeism Rate		
	2016-17	2017-18
African American	18.4%	22.5%
American Indian or Alaska Native	32.1%	38.3%
Asian	4.4%	4.6%
Filipino	5.9%	7.7%
Hispanic or Latino	20.0%	22.1%
Pacific Islander	17.8%	18.1%
White	14.3%	15.5%
Two or More Races	12.9%	13.3%
<b>All Students</b>	<b>12.9%</b>	<b>14.1%</b>
English Learners	18.3%	19.1%
Foster Youth	56.3%	66.7%
Homeless Youth	44.5%	42.3%
Migrant Education	15.7%	15.5%
Socioeconomically Disadvantaged	16.4%	18.3%
Students With Disabilities	29.0%	30.0%

- Chronic Absentee = absent 10% or more of enrolled days
- 14% of students are chronically absent
- African American and Hispanic students have higher percentages of chronically absent students

# What Do We See?

- Increased Graduation Rates
- Increased A-G Rates
- Increased local cohorts A-G Rate
- High local cohort Grad Rates
- Improved on track A-G status each grade
- Decrease in suspension rate

# What Do We See?

- Disproportionality for all Groups present in all indicators
- System outcomes differ by:
  - Cohort vs Non-Cohort (4 year / 720 day enrollment)
  - Ethnicity, Language proficiency, Years in a US school, & Disability

# What Does It Mean?

- Non-cohort Success
  - Policies
  - System Supports
- Access to Depth of Knowledge 3 Level Instruction, Content, Instructional Supports
  - Academic Language
  - Culturally Responsive
  - Instructional Responses to Learning Needs

# How do We Respond?

- Move beyond surfacing students needing intervention
- Develop student data that informs the instructional shifts needed
- Incorporate the required system, instructional & cultural responses required
- District-wide commitment to engage in Multi-Tiered Systems of Support work