

LCAP Evaluation

The approved plan includes an “Annual Update” which serves as a comprehensive review of the targeted goals, annual measureable outcomes, actions, services, and expenditures. This snapshot focuses on the Annual Measureable Outcomes (AMOs) which is a progress comparison of 2015-16 to 2016-17.

Please note that the Alameda County Office of Education (ACOE) has informed us that we cannot share preliminary SBA data publicly (CAASPP is investigating potential errors in the statewide data), so it cannot be part of a Board information item this week. Updated SBA information will be shared publicly as soon as the State Department makes necessary adjustments and correction to the statewide data. This explains the redacted sections in this attachment.

Goal 1: Provide high quality classroom instruction and curriculum that promote college and career readiness, with academic interventions in place to eliminate barriers to student success

Metrics

Annual Measureable Outcome (AMO)	Key ✓ - Met ⊖ - Not Met
a) 100% of teachers in the district are appropriately assigned and fully credentialed in the subject area and for the students they are teaching	✓
b) 100% of students in the school district have sufficient access to the standards-aligned instructional materials	✓
c) 100% of school facilities are maintained in good repair	✓
d) 90% of ELA, Math and Science Teachers will be trained in CCSS/NGSS which will be fully implemented in the classroom	✓
e) 75% of trained teachers will report site-level support in implementation of the state standards (uncollected due to need for improved metric)	N/A

f) 80% of or more of all **3rd Graders** will be **reading proficiently** according to the **TCRWP** with **subgroups increasing by 7%** more than the previous year

All	82% ✓
EL	44% (+3) ⚠
SED	53% (-1) ⚠
Black/AA	62% (+5) ⚠
Latino	77% (+14) ✓
White	93% (+2) N/A
SwD	35% (+1) ⚠
Unduplicated	64% (+10) ✓
Non-Undupl.	91% (+1) N/A

g) **3rd Graders proficient in English-Language Arts (ELA)** as determined by the **Smarter Balanced Assessment (SBA)** will **never drop below the 2014-15 baseline percentage** of students meeting or exceeding standards

2014-15 Baseline
 All: 53%
 EL: 24%
 SED: 24%,
 Black/AA: 14%
 Latino: 37%
 SwD: 17%

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h) 8th Graders Math proficiency as determined by the Smarter Balanced Assessment (SBA) will **never drop below the 2014-15 baseline percentage** of students meeting or exceeding standards

2014-15 Baseline
 All: 49%
 EL: 11%
 SED: 27%
 Black / AA: 11%
 Latino: 34%
 White: 89%
 SWD: 6%

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i) 11th Graders demonstrating college preparedness in ELA and Mathematics pursuant to the **Early Assessment Program** (a score of 3 or higher on the SBA), will **never drop below the baseline percentage** of students meeting or exceeding standards set.

2014 ELA Baseline
 All: 61%
 EL: 5%
 SED: 32%
 Black/AA: 25%
 Latino: 54%
 SwD: 16%

2014 Math Baseline

ELA	
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Math

<p>All: 43% EL: 13% SED: 16% Black/AA: 11% Latino: 26% SwD: 3%</p>	<table border="1"> <tr><td>■</td><td>■</td></tr> <tr><td>■</td><td>■</td></tr> <tr><td>■</td><td>■</td></tr> <tr><td>■</td><td>■</td></tr> <tr><td>■</td><td>■</td></tr> <tr><td>■</td><td>■</td></tr> <tr><td>■</td><td>■</td></tr> <tr><td>■</td><td>■</td></tr> <tr><td>■</td><td>■</td></tr> </table>	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■	■
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<p>j) Class of 2016 percentage of students who passed at least 1 or more AP Exams</p> <p>(previous metric collected was not the correct metric so 2016-17 data serves as a baseline)</p>	<table border="1"> <tr><td>All</td><td>78% (661)</td></tr> <tr><td>Black/AA</td><td>15% (10)</td></tr> <tr><td>Latino</td><td>83% (133)</td></tr> <tr><td>White</td><td>88% (264)</td></tr> <tr><td>EL</td><td>76% (73)</td></tr> <tr><td>Unduplicated</td><td>60% (143)</td></tr> <tr><td>Non-Unduplicated</td><td>85% (518)</td></tr> </table>	All	78% (661)	Black/AA	15% (10)	Latino	83% (133)	White	88% (264)	EL	76% (73)	Unduplicated	60% (143)	Non-Unduplicated	85% (518)				
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<p>k) Class of 2016 BHS Graduates with UC/CSU Required Courses will Increase by 5%</p>	<p>Class of 2016 UC/CSU Eligibility</p> <table border="1"> <tr><td>All (69%)</td><td>+3% </td></tr> <tr><td>EL (17%)</td><td>-2% </td></tr> <tr><td>SED (48%)</td><td>+6% </td></tr> <tr><td>AA (37%)</td><td>-3% </td></tr> <tr><td>Latino (62%)</td><td>+11% </td></tr> <tr><td>SwD (*)</td><td>*Less than 10</td></tr> </table> <p>Class of 2016 CTE Pathway Completion</p>	All (69%)	+3%	EL (17%)	-2%	SED (48%)	+6%	AA (37%)	-3%	Latino (62%)	+11%	SwD (*)	*Less than 10						
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<p>Class of 2016 BHS Graduates with CTE Pathway Completion will Increase by 5%</p>	<p>N/A</p>													
<p>l)</p> <ul style="list-style-type: none"> ● 90% all students the 2017 Cohort (Class 2016) will graduate ● Number of graduates in the significant subgroups increasing by 2% annually 	<table border="1"> <tr> <td>All (87%)</td> <td></td> </tr> <tr> <td>EL (69%)</td> <td>+8% ✓</td> </tr> <tr> <td>SED (82%)</td> <td>+2% </td> </tr> <tr> <td>AA (84%)</td> <td>+4% </td> </tr> <tr> <td>Latino (86%)</td> <td>+5% ✓</td> </tr> <tr> <td>SwD (72%)</td> <td>-4% </td> </tr> </table>		All (87%)		EL (69%)	+8% ✓	SED (82%)	+2%	AA (84%)	+4%	Latino (86%)	+5% ✓	SwD (72%)	-4%
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<p>m)</p> <ul style="list-style-type: none"> ● 10% or less of all students in the 2017 Cohort (Class of 2016) will drop out ● Number of Dropouts in the significant subgroups are to decrease by 2% annually ● Less than 10 Middle School students will drop out annually 	<p>Class of 2016 Dropouts</p> <table border="1"> <tr> <td>All (10.7%)</td> <td>-1.8% </td> </tr> <tr> <td>EL (20.0%)</td> <td>-5.7% ✓</td> </tr> <tr> <td>SED (14.4%)</td> <td>-1.6% </td> </tr> <tr> <td>AA (13.5%)</td> <td>-4.7% ✓</td> </tr> <tr> <td>Latino (10.4%)</td> <td>-4.1% ✓</td> </tr> <tr> <td>SwD (16.1%)</td> <td>+3.2% </td> </tr> </table> <p>Less than 10 Middle School students dropped out ✓</p>		All (10.7%)	-1.8%	EL (20.0%)	-5.7% ✓	SED (14.4%)	-1.6%	AA (13.5%)	-4.7% ✓	Latino (10.4%)	-4.1% ✓	SwD (16.1%)	+3.2%
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Goal 2: End the racial predictability of academic achievement by ensuring that all systems are culturally and linguistically responsive to the needs of our students.

Metrics

Annual Measureable Outcome (AMO)	<p style="text-align: center;">Key  - Met  - Not Met</p>
a) 90% of teachers will be trained in culturally relevant instruction and inclusive practices and strategies for African American students and English Learners to use effective strategies that address students' multiple intelligences	✓
b) 75% of teachers will indicate use of equity strategies in their classroom - (not collected)	N/A
c) Percentage of newly hired teachers who are Black/AA or Latino should be 22% or higher	34% (+4%) ✓
d) 15% or more of teachers are Black/AA or Latino	22% (+0%) ✓
e) 51% of English learners demonstrated at least one year of growth on the CELDT	N/A* *state targets discontinued
f) The number of English Learners (enrolled in US schools 5 years or more): LTELs: 105 / 5.6% (+.07%) At-Risk of being a LTEL: 254 / 13.6% (-2%)	N/A* *state targets discontinued
g) 7% of English Learners will be reclassified using the Berkeley Unified School District Reclassification Rate	13% ✓

Goal 3: Ensure all school sites have safe, welcoming and inclusive climates for all students and their families, so that all students are in their classes ready to learn.

Metrics

Annual Measureable Outcome (AMO)	<p style="text-align: center;">Key  - Met  - Not Met</p>																
<p>a) The percentage of K-5 students in the significant subgroups scoring at a 3 or better in the Social-Emotional Domains section of the Elementary CCSS Report Card will increase for all subgroups</p>	<table border="1" data-bbox="841 989 1386 1482"> <tr> <td>EL (83%)</td> <td>+5% </td> </tr> <tr> <td>SED (75%)</td> <td>-2% </td> </tr> <tr> <td>Black/AA (60%)</td> <td>-5% </td> </tr> <tr> <td>Latino (82%)</td> <td>-1% </td> </tr> <tr> <td>SwD (56%)</td> <td>-1% </td> </tr> <tr> <td>White (90%)</td> <td>New metric</td> </tr> <tr> <td>Unduplicated (74%)</td> <td>New metric</td> </tr> <tr> <td>Non-Unduplicated (89%)</td> <td>New metric</td> </tr> </table>	EL (83%)	+5% 	SED (75%)	-2% 	Black/AA (60%)	-5% 	Latino (82%)	-1% 	SwD (56%)	-1% 	White (90%)	New metric	Unduplicated (74%)	New metric	Non-Unduplicated (89%)	New metric
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<p>b) The percentage of the cohort of students in Grades 5, 7, 9 and 11 reporting School Connectedness biannually via CHKS will increase 5% overall and for subgroups</p>	<table border="1" data-bbox="927 1585 1317 1833"> <tr> <td>Grade 5</td> <td>72% (+6%) </td> </tr> <tr> <td>Grade 7</td> <td>61% (+2%) </td> </tr> <tr> <td>Grade 9</td> <td>53% (+3%) </td> </tr> <tr> <td>Grade 11</td> <td>48% (-7%) </td> </tr> </table>	Grade 5	72% (+6%) 	Grade 7	61% (+2%) 	Grade 9	53% (+3%) 	Grade 11	48% (-7%) 								
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	Data provided by CHKS is not broken down by subgroup										
<p>c) The number* of students who are chronically absent (more than 18 days) will be reduced by 7% overall to be 793 and 15% or more to be 212 for African American students (*Number will be adjusted based on enrollment.)</p> <p>2015-16 % / Number All: 8% / 853 EL: 8% / 79 SED: 12% / 459 AA: 14% / 249 Latino: 18% / 387</p>	Currently N/A										
<p>d) The School Attendance Rates will grow annually by 2% to be 98.6% or greater</p>	94.9% (no change) 										
<p>e) The number of middle and high school African American students who are suspended or expelled at least once will be reduced each year by at least 15% of students to be 122</p>	<table border="1" data-bbox="824 898 1417 1087"> <thead> <tr> <th data-bbox="824 898 1122 1024"># of Black/AA Secondary Students Suspended</th> <th data-bbox="1122 898 1417 1024">% of Black/AA Secondary Student Population</th> </tr> </thead> <tbody> <tr> <td data-bbox="824 1024 1122 1087">86 (-57) ✓</td> <td data-bbox="1122 1024 1417 1087">9% (-4%) ✓</td> </tr> </tbody> </table> <p data-bbox="954 1184 1279 1220">Expulsions less than 10 ✓</p>	# of Black/AA Secondary Students Suspended	% of Black/AA Secondary Student Population	86 (-57) ✓	9% (-4%) ✓						
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<p>f) The number of middle and high school students who participate in restorative justice practices as an alternative to suspension was tracked in the Student Information System</p>	✓										
<p>g) The percentage of families who indicate that they are English Learners, Socioeconomically Disadvantaged, Special Education, African American and/or Latino and report connectedness to schools and access to school resources will be at 75% or more.</p>	<p data-bbox="824 1499 1089 1535"><u>School Connectedness</u></p> <table border="1" data-bbox="824 1560 1417 1871"> <tbody> <tr> <td data-bbox="824 1560 1122 1623">SwD</td> <td data-bbox="1122 1560 1417 1623">N/A*</td> </tr> <tr> <td data-bbox="824 1623 1122 1686">SED</td> <td data-bbox="1122 1623 1417 1686">95.7% ✓</td> </tr> <tr> <td data-bbox="824 1686 1122 1749">EL</td> <td data-bbox="1122 1686 1417 1749">N/A*</td> </tr> <tr> <td data-bbox="824 1749 1122 1812">Black/AA</td> <td data-bbox="1122 1749 1417 1812">93.5% ✓</td> </tr> <tr> <td data-bbox="824 1812 1122 1871">Latino</td> <td data-bbox="1122 1812 1417 1871">93.9% ✓</td> </tr> </tbody> </table>	SwD	N/A*	SED	95.7% ✓	EL	N/A*	Black/AA	93.5% ✓	Latino	93.9% ✓
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	<p>*Unable to report due to restrictions around asking demographic questions</p> <p><u>Access to School Resources</u></p> <table border="1" data-bbox="824 430 1417 737"> <tr> <td>SwD</td> <td>N/A*</td> </tr> <tr> <td>SED</td> <td>89.4% ✓</td> </tr> <tr> <td>EL</td> <td>N/A*</td> </tr> <tr> <td>Black/AA</td> <td>86.2% ✓</td> </tr> <tr> <td>Latino</td> <td>83.5% ✓</td> </tr> </table>	SwD	N/A*	SED	89.4% ✓	EL	N/A*	Black/AA	86.2% ✓	Latino	83.5% ✓
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<p>h) The percentage of families with students in subgroups participating in the LCAP Survey, will increase by 10% annually</p> <p>SwD: Not collected SED: Not collected EL: 10.28% (+9.12%) - not met Black/AA: 8.26% (+2.58%) - not met Latino: 12.23% (+5.71%) - not met</p>	<table border="1" data-bbox="824 896 1417 1276"> <tr> <td>SwD</td> <td>*Unable to report due to restrictions around asking demographic questions</td> </tr> <tr> <td>SED</td> <td>*Unable to report due to restrictions around asking demographic questions</td> </tr> <tr> <td>EL</td> <td>10.3% (+9.1%) ⚠</td> </tr> <tr> <td>Black/A A</td> <td>8.3% (+2.9%) ⚠</td> </tr> <tr> <td>Latino</td> <td>12.2% (+5.7%) ⚠</td> </tr> </table>	SwD	*Unable to report due to restrictions around asking demographic questions	SED	*Unable to report due to restrictions around asking demographic questions	EL	10.3% (+9.1%) ⚠	Black/A A	8.3% (+2.9%) ⚠	Latino	12.2% (+5.7%) ⚠
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<p>i) The family liaison will log 100% of their meetings with families in Illuminate. The logs will track the date, time and reason for the meeting (attendance, behavioral, complaint, referral for services), identifying focal student and/or other.</p>	<p style="text-align: center;">✓</p>										
<p>j) Participation of targeted families* will increase by 5% annually in the following activities:</p> <p>ELAC SGC</p>	<p><u>ELAC</u> Unable to collect due to restrictions around asking demographic questions</p> <p><u>SGC Elementary Schools</u></p> <table border="1" data-bbox="824 1782 1417 1843"> <tr> <td>Black/AA</td> <td>13.7% (-0.4%) ⚠</td> </tr> </table>	Black/AA	13.7% (-0.4%) ⚠								
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	<p><u>SGC Middle Schools</u></p> <table border="1"> <tr> <td>Black/AA</td> <td>2.2% (-4.5%) </td> </tr> <tr> <td>Latino</td> <td>4.9% (-7.6%) </td> </tr> </table>	Black/AA	2.2% (-4.5%) 	Latino	4.9% (-7.6%) 
Black/AA	2.2% (-4.5%) 				
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	<p><u>SGC High School</u></p> <table border="1"> <tr> <td>Black/AA</td> <td>37.8% (+7.7%) </td> </tr> <tr> <td>Latino</td> <td>6.7% (+5.0%) </td> </tr> </table>	Black/AA	37.8% (+7.7%) 	Latino	6.7% (+5.0%) 
Black/AA	37.8% (+7.7%) 				
Latino	6.7% (+5.0%) 				
	<p>Unduplicated, SED, EL, and SwD unable to collect due to restrictions around asking demographic questions</p>				

POLICY/CODE:

NA

FISCAL IMPACT:

As noted in the LCAP

STAFF RECOMMENDATION:

Receive the LCAP Goals 1 thru 3 Annual Measure Outcomes Snapshot provided under separate cover. Review and discuss the 2017-18 Local Control and Accountability Plan in relation to the evaluation findings.