

SMUHSD 2016-19 LCAP Overview

The district seeks public input regarding the attached *Draft Local Control Accountability Plan (LCAP)*. What follows is a summary of the document.

The LCAP is organized into three sections. The first element summarizes the engagement process the district undertook over the course of the year to involve stakeholders in reviewing district progress and informing next steps/new initiatives. The second component is divided into two pieces - the plan for 2016-19 and the "Annual Update" which summarizes the previous year's goals, outcomes and actions, as well as estimated actual expenditures. Finally, the third section of the document is intended for the district to explain and/or justify how it is expending its Supplemental resources. The Supplemental resources are a calculated amount that is generated by the population of "unduplicated pupils" in the district. This term is meant to account for the Low-income, English Learner, Foster/Homeless Youth in our district for whom we once received targeted ("categorical") resources. They are called "unduplicated" to indicate that we are to only count them once in our calculations, since many of these students might be in more than one of these categories. Please find below, a summary of the details of our LCAP.

Section 1: Engagement Process

The district undertook significant outreach to stakeholders regarding the outcomes and actions in the 2015-18 LCAP and the details are summarized in the document. Key feedback included:

- *Continued vigilance regarding district Achievement Gaps with disaggregated goals/outcomes in this regard*
- *Need to continue work to align effort and outcomes regarding closing achievement gaps*
- *Need for more and differentiated mental health supports for students*

Section 2 (Part 1): 2016-19 Plan

The revised LCAP continues to have three goals, but these goals have been modified to reflect evolving district leadership and priorities. The goal with the most significant change was Goal 3 which is now focused on student social emotional well-being and how the district will support students and their families continuously improve their health in this regard.

- *Goal 1: SMUHSD will provide high quality teaching and learning environments to all students*
- *Goal 2: The SMUHSD will increase academic expectations and performance to create college- and career-ready students and measure and develop our work in this regard, especially as relates to our Achievement Gaps*
- *Goal 3: The SMUHSD will continue to enhance and improve the social-emotional health of its students*

Section 2 (Part 2) 2015-16 Annual Update Summary:

The "Annual Update" indicates that while the district continues to generally out-perform other high school districts in the state and region, and that it has made some headway on its Achievement/Outcome Gaps, many of the gaps persist and will require continued vigilance regarding the predictability of these outcomes. In addition, the Annual Update process prompted the district to re-think some of its resource allocation for the 2016-19 school years. For example, the district will provide more flexibility to sites regarding the provision of intervention/support options for students - so as to more rapidly accelerate achievement among out historically underachieving student populations. District staff continues to work with its LCAP template vendor on integrating the charts below into the LCAP, and will have integrated into the final document (to be approved at the June 23, 2016 board meeting). We provide the charts on the subsequent pages of this memo (referenced within section 2 of the LCAP) for your information now.

Section 3 (A and B):

The Final section of the LCAP summarizes how the district is spending its Supplemental resources to provide services/supports above beyond those services being provided to all students. These services are summarized in these sections.

2015-16 Annual Update Outcomes

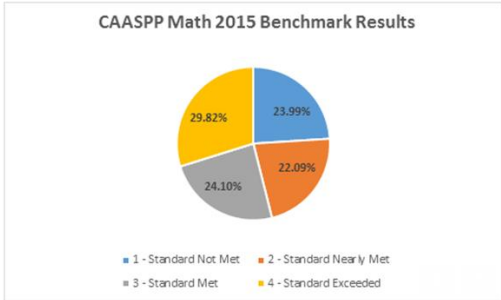
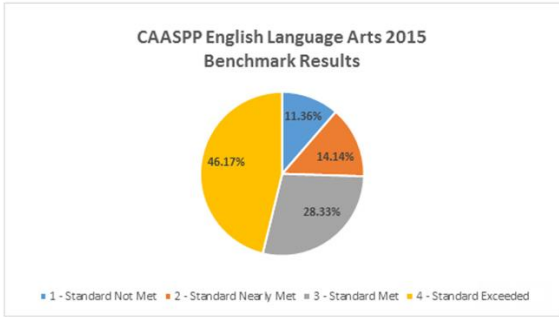
Data Attachments (to be included in final LCAP)

2.1.1 Decrease in number of 9th/10th grade Hispanic/Latino students/ LTELs receiving F/D grades in English and Algebra I

9th/10th Grade Hispanic and Long Term English Learner (LTEL) Students with F/D Grade in Algebra 1, A-G Course		
Year	Hispanic	LTEL
2014	16.4%	11.0%
2015	14.4%	11.0%

9th/10th Grade Hispanic and Long Term English Learner (LTEL) Students with F/D Grade in English, A-G Course		
Year	Hispanic	LTEL
2014	7.4%	2.7%
2015	6.9%	3.1%

2.1.3. Increase from baseline CAASPP results in math/ELA (11th gr.) for students not meeting and nearly meeting standard



2.3.1 15% Increase in number of grades C or above for Academic Core classes [UC/a-g] 9th, 10th 11th

9th, 10th, and 11th Graders w/ At Least 1 C or Better Grade, Fall A-G Courses							
Year	Aragon	Burlingame	Capuchino	Hillsdale	Mills	Peninsula Alternative	San Mateo
2015	90.90%	88.80%	91.20%	84.20%	96.20%	Unavailable	76.30%
2014	88.10%	80.70%	85.10%	89.20%	88.80%	Unavailable	77.00%

2.3.2 10% Increase in number of students with GPA above 2.0 for all subgroups

Site	% of Students w/ Total GPAs 2.0 or Higher 2014	% of Students w/ Total GPAs 2.0 or Higher 2015	% Increase/Decrease in Higher GPAs
Aragon	93.3%	93.3%	0.0%
Burlingame	93.3%	95.7%	2.3%
Capuchino	87.1%	89.9%	2.9%
Hillsdale	88.0%	87.5%	-0.5%
Mills	93.4%	93.7%	0.3%
Peninsula	56.0%	48.3%	-7.7%
San Mateo	85.5%	84.7%	-0.8%

2.3.3 5% decrease in number of non-grads as measured by CALPADS reports including Cohort Graduation rates

Year	Total Graduate Completers	Total Non-Graduate Completers	Percentage of Non-Graduate Completers
2015	1917	23	1.19%
2014	1900	26	1.35%

Note: Includes NPS School Group count for SMUHSD

2.3.4 10% decrease in number of non-grads in targeted subgroup Cohort Graduation Rates: Latino/Low Income/EL/SWD

Year	Grads with UC/CSU Required Courses		
	Hispanic or Latino, of Any Race	Socioeconomically Disadvantaged	English Learners
2013-14	168 (33.7 %)	140 (34.6 %)	16 (11.7 %)
2014-15	157 (32.3 %)	155 (35.1 %)	30 (19.2 %)

2.4.1 5% Increase number of underrepresented subgroups enrolled in AP/IB classes

AP Enrollment

Subject	2015 Potential AP Students	2014 AP Students	
		Exam Takers	Exams 3 or Higher
Art History	791	0	0
Biology	643	241	214
Calculus AB	575	302	233
Chemistry	618	183	121
Comparative Government & Politics	688	0	0
Computer Science A	643	75	33
English Language	1141	408	318
English Literature	791	345	257
Environmental Science	779	164	115
European History	1096	216	161
Human Geography	1030	1	1

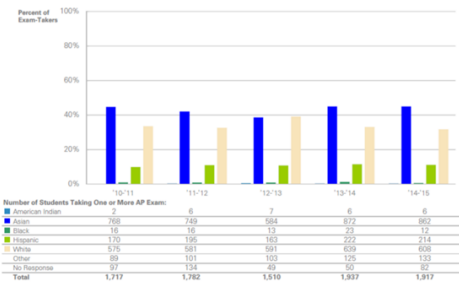
Subject	2015 Potential AP Students	2014 AP Students	
		Exam Takers	Exams 3 or Higher
Macroeconomics	579	88	57
Microeconomics	742	107	72
Music Theory	821	0	0
Physics B	579	326	240
Physics C: Electricity & Magnetism	417	4	4
Physics C: Mechanics	554	8	8
Psychology	1243	155	121
Statistics	708	241	172
U.S. Government & Politics	688	258	159
U.S. History	911	423	323
World History	1066	2	1

School	Total
Burlingame HS	352
Mills HS	218
Capuchino HS	82
Aragon HS	277
Hilldale HS	175
San Mateo HS	180
Grand Total	1284

2.4.2 5% Increase in number of underrepresented students taking AP/IB exams

San Mateo Union High School District				California - Public Schools			
	# of Exam-Takers	% of Total	# of Exams Taken	# of Exams Taken	% of Total	# of Exams Taken	# of Grades 3-6
Total	1,917	100.0%	4,564	329,134	100.0%	619,052	362,140
Change from last year	-1.0%	-1.0%	+1.0%	+2.7%	+4.9%	+5.0%	+3.1%
Female	1,022	53.3%	2,129	1,676	188,229	57.2%	344,403
Change from last year	+2.8%	+2.8%	+7.6%	+7.6%	+5.4%	+5.0%	+4.7%
Male	895	46.7%	2,435	1,688	140,911	42.8%	275,090
Change from last year	-3.0%	-3.0%	-0.2%	-0.2%	+4.2%	+5.1%	+1.7%
American Indian	6	0.3%	19	12	1,500	0.5%	2,294
Change from last year	0.0%	0.0%	+18.2%	+71.4%	+2.0%	+4.6%	+3.3%
Asian	902	45.0%	2,005	1,614	80,390	24.4%	174,076
Change from last year	+1.3%	+1.3%	+5.4%	+5.4%	+0.9%	+2.4%	+2.3%
Black	12	0.6%	22	15	10,922	3.3%	18,807
Change from last year	+47.0%	+47.0%	+40.0%	+1.4%	+3.9%	+3.9%	+1.1%
Hispanic Overall	214	11.2%	395	269	122,625	37.3%	214,510
Change from last year	+3.6%	+3.6%	+7.1%	+12.2%	+6.8%	+7.9%	+4.1%
Mexican American	99	5.2%	148	105	84,433	26.7%	148,057
Change from last year	+5.7%	+5.7%	+11.8%	+5.6%	+7.6%	+7.6%	+5.4%
Puerto Rican	4	0.2%	9	9	842	0.3%	1,542
Change from last year	0.0%	0.0%	+22.5%	-	+1.7%	+2.0%	+1.1%
Other Hispanic	111	5.8%	198	152	37,950	11.3%	64,311
Change from last year	+1.8%	+1.8%	+6.6%	+4.3%	+8.0%	+9.0%	+5.7%
White	608	31.7%	1,327	1,047	88,915	26.4%	162,841
Change from last year	+4.9%	+4.9%	+2.9%	+0.5%	+0.6%	+1.8%	+0.8%
Other	133	6.9%	307	220	12,285	3.8%	24,962
Change from last year	+4.4%	+4.4%	+22.2%	+6.2%	+0.2%	+3.9%	+4.4%
No Response	82	4.3%	125	83	14,399	4.4%	19,793
Change from last year	+64.0%	+64.0%	+43.1%	+103.7%	+9.7%	+9.7%	+71.2%

AP: Participation by Ethnic Groups Taking One or More Exam



2.4.3 5% Increase in number of IB Diploma candidates (CHS)

2014				2015			
EXAM	# of Exams	# 4+	% 4+	EXAM	# of Exams	# 4+	% 4+
English A1 HL	72	68	94%	English A1 HL	54	50	94%
French B SL	19	13	68%	French B HL	2	2	100%
Spanish B HL	16	19	119%	French B SL	11	9	68%
Spanish B SL	40	34	85%	Spanish B HL	19	18	100%
His. Americas HL	74	56	76%	Spanish B SL	32	25	85%
Psychology SL	24	19	79%	His. Americas HL	67	50	76%
Biology HL	61	26	32%	Biology HL	63	18	32%
Biology SL	4	2	50%	Math Studies SL	25	5	20%
Math Studies SL	30	7	23%	Mathematics SL	39	7	23%
Mathematics SL	47	9	19%	Dance SL	0	0	0%
Dance HL	1	1	100%	Dance HL	8	7	86%
Dance SL			#DIV/0!	Film SL	7	4	100%
Film HL	7	6	86%	Theatre HL			86%
Theory Knowledge	25		0%	Theatre SL			100%
History EE	11		0%	Visual Arts Option A HL	4	2	50%
Visual Arts Option A SL	6	6	100%	Visual Arts Option A SL	1	1	100%
TOTALS	336	268	80%	TOTALS	332	198	60%

3.7 There was a decrease in the number of students with 18 or more absences. In 2014-15, the District had a 5.51% chronic absenteeism rate, and in 2015-16 a rate of 3.78%

	2014-15	2015-16
Attendance	95.9%	96.2%
Chronic Absenteeism	5.51%	3.78%

2015-16 Attendance

School	Total Enrollment	Total Present	% of Days Present	Total Days Excused	Total Days Unexcused	% of Absences (excused+unexcused)
AHS	244,855	237,176	96.9%	6,626	1,053	3.14%
BHS	226,006	218,941	96.9%	5,856	1,209	3.13%
CHS	189,900	181,278	95.5%	5,069	3,553	4.54%
HHS	230,077	221,813	96.4%	7,146	1,118	3.59%
MHS	201,058	195,875	97.4%	4,254	929	2.58%
PAHS	40,615	34,352	84.6%	2,034	4,229	15.42%
SMHS	268,533	258,603	96.3%	5,911	4,019	3.70%
Total	1,401,044	1,348,038	96.2%	36,896	16,110	3.78%

NOTE: USED Daily Attendance Summary Report for each school to pull this chronic absenteeism report and selected the following codes:

- Religion
- Illness
- Unexcused
- Truant
- Unverified

3.8 Latino suspension decreased by 0.4%; EL suspension stayed the same at 11.9%; Low-Income suspensions increased by 1.2%.

Suspension Days for Targeted Subgroups

	Hispanic or Latino	EL	SED
2014-15	144/ 2,490= 5.8%	117/ 982= 11.9%	110/ 1,930=5.7%
2015-16	138/2,534 = 5.4%	114/ 960=11.9 %	116/1,688 = 6.9%

3.9 There was a 0.16% decrease in number of total suspension days per school site

Total Suspension Days per School Site

	2014-15	2015-16
Aragon	26/8,321 = 0.31 %	11/8,626 = 0.13%
Burlingame	31/8,321 = 0.37 %	22/8,626 = 0.26%
Capuchino	38/8,321 = 0.46%	25/8,626 = 0.29%
Hillsdale	51/8,321 = 0.61%	61/8,626 = 0.71%
Mills	18/8,321 = 0.22%	20/8,626 = 0.23%
Peninsula	51/8,321 = 0.61%	68/8,626 = 0.79%
San Mateo	53/8,321 = 0.64%	59/8,626 = 0.68%
Total	270/8,321 = 3.24%	266/8,626 = 3.08%