

SMUHSD 2016-19 LCAP 概述

學區正在尋求公眾對隨附的《地方控制責任計畫 (LCAP) 草案》的意見。以下是這份文檔的概述。

LCAP 的內容分三個部分。第一部分總結了學區在一年期間所採取的參與流程，目的是讓利益相關方參與對學區進展情況的審查工作，並告知他們接下來將採取的舉措/新計畫。第二部分又分成兩節內容：2016-19 年計畫和「年度更新」，總結了上年的目標、成果和行動以及估算的實際支出。最後，第三部分內容是學區為補充資源的支出提供的解釋和/或理由。補充資源是根據學區內「無重複學生」的人數計算得出的金額。這一術語是為了統計我們學區內的低收入、英語學習生、寄養/無家可歸青少年的人數，針對這些人群我們會收到針對性（「分類」）資源。「無重複」是指在統計時我們僅計算他們一次，因為很多這些學生可能屬於以上不止一種類別。請參看下文我們對 LCAP 詳細內容的概述。

第 1 部分：參與流程

學區就 2015-18 LCAP 的成果和行動對利益相關者開展很多外聯活動，此文檔對相關詳情進行了概述。關鍵的回饋包括：

- 在學區成績差距方面繼續保持警惕，在此方面的目標/成果仍然沒有統一
- 在縮小成績差距方面需要繼續調整相關工作和成果
- 需要為學生提供更多的具有差異化的心理健康支援

第 2 部分（第 1 節）：2016-19 年計畫

經過修訂的 LCAP 仍然擁有三大目標，但已經對這些目標進行了修改，以反映不斷變化的學區管理方式和優先事務。目標 3 的改動最大，現在這一目標重點關注學生的社會情感福祉，以及學區如何為學生及其家庭提供支援從而不斷改善他們在此方面的健康狀況。

- 目標 1：SMUHSD 將為所有學生提供優質的教學環境
- 目標 2：SMUHSD 將提升學業期望和成績，培養為大學和就業做好準備的學生，並制定和衡量我們在此方面的工作情況，尤其是我們在成績差距方面的工作
- 目標 3：SMUHSD 將繼續加強和改善學生的社會情感健康狀況

第 2 部分（第 2 節）2015-16 年度更新概述：

「年度更新」指出，儘管本學區的表現整體來說超過本州和本地區的其他高中學區，而且已經在成績/成果差距方面取得了一些進展，但是很多差距依然存在，需要在這些成果的可預測性方面繼續保持警惕。此外，「年度更新」的流程提醒學區重新思考 2016-19 學年的資源配置問題。例如，學區將在為學生提供干預/支援服務的學校提供更大的靈活性，從而更快地加速提升以往成績不佳的學生群體的成績。學區工作人員繼續與其 LCAP 範本供應商合作，將面的圖表納入 LCAP，並納入最終版本的文檔內（將於 2016 年 6 月 23 日教委會會議上接受審批）。我們將在此備忘錄的隨後幾頁提供這些圖表（納入 LCAP 第 2 部分），供您參考。

第 3 部分（A 和 B）：

LCAP 的最後一部分概述了學區將如何支出其補充資源，來提供除了為所有學生提供的服務之外的上述服務/支援。以下章節對這些服務進行了概述。

2015-16 年度更新成果

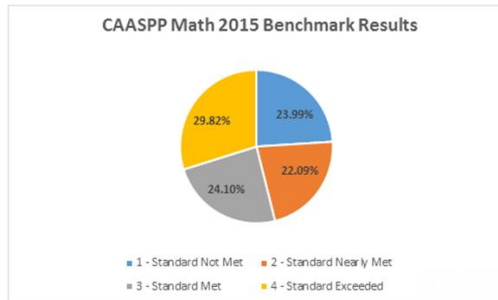
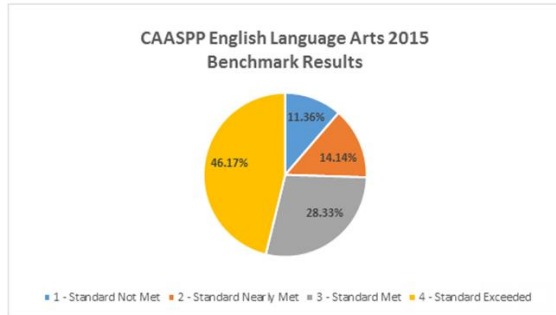
資料附件（將納入最終版 LCAP）

2.1.1 英語和代數 I 成績為 F/D 的 9 年級/10 年級西班牙裔/拉丁裔學生/LTEL 學生人數減少

| 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. 未達標和接近達標學生的數學/ELA（11 年級）的基本 CAASPP 成績提升



2.3.1 9 年級、10 年級和 11 年級學術核心課程[UC/a-g]成績為 C 或以上的學生人數增加 15%

| 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 所有子群體 GPA 成績 2.0 以上的學生人數增加 10%

| 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 以 CALPADS 報告（包括整體畢業率）衡量的未畢業學生人數下降 5%

| 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 目標子群體整體畢業率中的未畢業人數下降 10%：拉丁裔/低收入/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 AP/IB 班級的弱勢子群體的人數增加 5%

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 |

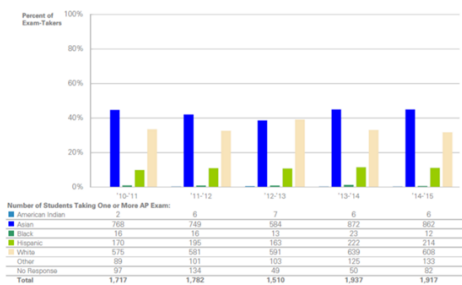
| Subject | 2015 Potential AP Students | 2014 AP Students | |
|------------------------------------|----------------------------|------------------|-------------------|
| | | Exam Takers | Exams 3 or Higher |
| Macroeconomics | 579 | 88 | 57 |
| Microeconomics | 742 | 107 | 72 |
| Music Theory | 821 | 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 |
| Hillsdale HS | 175 |
| San Mateo HS | 180 |
| Grand Total | 1284 |

2.4.2 參加 AP/IB 考試的弱勢子群體學生人數增加 5%

| AP | San Mateo Union High School District | | | | California Public Schools | | | |
|-----------------------|--------------------------------------|------------|------------------|-----------------|---------------------------|------------|------------------|-----------------|
| | # of Exam Takers | % of Total | # of Exams Taken | # of Grades 3/5 | # of Exam Takers | % of Total | # of Exams Taken | # of Grades 3/5 |
| Total | 1,917 | 100.0% | 4,164 | 2,257 | 209,134 | 100.0% | 619,053 | 302,140 |
| Change from last year | -1.0% | -1.6% | +3.7% | +4.9% | +5.9% | +5.9% | +2.1% | +2.2% |
| Grade: | | | | | | | | |
| Female | 1,022 | 53.3% | 2,123 | 1,076 | 188,223 | 90.0% | 344,463 | 187,037 |
| Change from last year | +3.8% | +3.8% | +7.8% | +7.8% | +5.4% | +5.4% | +2.2% | +2.2% |
| Male | 896 | 46.7% | 2,041 | 1,181 | 145,911 | 70.0% | 274,590 | 115,103 |
| Change from last year | -3.0% | -0.5% | -0.2% | +4.2% | +4.2% | +4.2% | +1.7% | +1.7% |
| Ethnic Group: | | | | | | | | |
| American Indian | 6 | 0.3% | 13 | 12 | 1,008 | 0.5% | 2,754 | 1,480 |
| Change from last year | 0.0% | -16.7% | +71.4% | +2.0% | +2.0% | +2.0% | +3.2% | +3.2% |
| Asian | 862 | 45.0% | 2,005 | 1,014 | 80,390 | 38.4% | 174,876 | 117,079 |
| Change from last year | -1.1% | +1.4% | +5.4% | +0.8% | +0.8% | +0.8% | +2.4% | +2.4% |
| Black | 12 | 0.6% | 22 | 15 | 10,932 | 5.2% | 18,057 | 7,050 |
| Change from last year | -47.8% | -43.6% | -40.0% | +1.4% | +1.4% | +1.4% | +1.1% | +1.1% |
| Hispanic Overall | 214 | 11.2% | 265 | 143 | 103,626 | 49.5% | 214,510 | 88,800 |
| Change from last year | -3.6% | -7.1% | -12.2% | +8.8% | +8.8% | +8.8% | +7.9% | +4.1% |
| Mexican American | 99 | 5.2% | 140 | 105 | 84,420 | 40.4% | 140,857 | 61,880 |
| Change from last year | -5.7% | -9.2% | -11.8% | +6.4% | +6.4% | +6.4% | +2.4% | +2.4% |
| Puerto Rican | 4 | 0.2% | 9 | - | 842 | 0.4% | 1,642 | 854 |
| Change from last year | 0.0% | +20.0% | - | - | - | - | +22.9% | +11.8% |
| Other Hispanic | 111 | 5.8% | 196 | 132 | 37,350 | 18.0% | 69,311 | 26,100 |
| Change from last year | -1.8% | -6.6% | -14.2% | +8.0% | +8.0% | +8.0% | +5.7% | +5.7% |
| White | 668 | 34.9% | 1,207 | 1,047 | 86,219 | 41.2% | 180,241 | 112,889 |
| Change from last year | -4.9% | -2.9% | -0.5% | +0.6% | +0.6% | +0.6% | +1.0% | +0.9% |
| Other | 133 | 6.9% | 307 | 223 | 12,366 | 5.9% | 24,962 | 15,489 |
| Change from last year | +4.4% | +20.0% | +72.2% | +0.2% | +0.2% | +0.2% | +3.4% | +3.4% |
| No Response | 62 | 3.2% | 126 | 93 | 14,299 | 6.8% | 19,793 | 9,253 |
| Change from last year | +64.0% | +57.0% | +43.1% | +103.7% | +103.7% | +103.7% | +96.7% | +71.2% |

AP: Participation by Ethnic Groups Taking One or More Exam



2.4.3 IB 文憑考生 (CHS) 人數增加 5%

| EXAM | 2014 | | | 2015 | | |
|-------------------------|------------|------|---------|------------|------|------|
| | # of Exams | # 4+ | % 4+ | # of Exams | # 4+ | % 4+ |
| English A1 HL | 72 | 68 | 94% | 54 | 50 | 94% |
| French B SL | 19 | 13 | 68% | 2 | 2 | |
| Spanish B HL | 16 | 19 | 119% | 11 | 9 | 68% |
| Spanish B SL | 40 | 34 | 85% | 19 | 18 | 100% |
| His. Americas HL | 74 | 56 | 76% | 32 | 25 | 85% |
| Psychology SL | 24 | 19 | 79% | 67 | 50 | 76% |
| Biology HL | 81 | 26 | 32% | 63 | 18 | 32% |
| Biology SL | 4 | 2 | 50% | 25 | 5 | 50% |
| Math Studies SL | 30 | 7 | 23% | 39 | 7 | 23% |
| Mathematics SL | 47 | 9 | 19% | 0 | 0 | 19% |
| Dance HL | 1 | 1 | 100% | 8 | 7 | 26% |
| Dance SL | | | #DIV/0! | 7 | 4 | 100% |
| Film HL | 7 | 6 | 86% | | | 86% |
| Theory Knowledge | 25 | | 0% | | | 100% |
| History EE | 11 | | 0% | | | |
| Visual Arts Option A HL | | | | 4 | 2 | |
| Visual Arts Option A SL | 6 | 6 | 100% | 1 | 1 | |
| TOTALS | 336 | 268 | 80% | 332 | 198 | 60% |

3.7 缺課 18 次或以上的學生人數下降。2014-15 年，學區的長期缺課率為 5.51%，而 2015-16 年為 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 拉丁裔停學率下降 0.4%；EL 停學率保持在 11.9%；低收入學生停學率上升 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 各學校平均總停課日數量下降 0.16%

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% |