

Supplement to Board Document: Table A

Summary of Early LCAP Outcomes

These outcomes are organized by Goal. Following each goal are the prioritized Preliminary Annual Measurable

*Less than 10 Students.

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Goal 1 Prioritized Preliminary Annual Measurable Outcomes (AMOs)	2014-15	2015-16
<p>1h) The percentage of students overall and in each significant subgroup (EL, SED, African-American and Latino students, and students with disabilities) in Mathematics CCSS Standards in Grade 8 as determined by the Smarter Balanced Assessment (SBA)** will never drop below the baseline percentage set in 2014-2015.</p>	<p><u>Grade 8 SBA Math Baseline (% At/ Above):</u> All: 55% EL: 18% SED: 34% Black / AA: 21% Latino: 39% SPED: 11%</p>	<p><u>Prelim. Grade 8 SBA Math (% At/ Above):</u> All: 49% (-6) EL: 11% (-7) SED: 28% (-6) Black / AA: 11% (-10) Latino: 34% (-5) SPED: 4% (-7)</p>

1i) The percentage of students in Grade 11 who will demonstrate 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.

<u>Grade 11 students</u>	
#	k - 3
<i>ELA</i>	<i>Math</i>
All: 25%	All: 23%
EL: 5%	EL: 5%
SED: 25%	SED: 13%
AA: 21%	AA: 10%
Latino: 32%	Latino: 16%

Conditionally Ready for College - Level 3
 Early indicator. If students take and receive a "C" or better in the appropriate courses in Grade 12, they will not have to take college entry courses or any placement exams.

Ready for College - Level 4
 Students in level 4 do not have to take college entry courses or any placement exams.

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Goal 1 Prioritized Preliminary Annual Measurable Outcomes (AMOs)	2014-15	2015-16
<p>1m) 5% more students overall and in each significant subgroup (All, EL, SED, African-American and Latino students) will have successfully completed courses that satisfy UC or CSU entrance requirements.</p> <p><i>Note: Final results for the Class of 2016 is not released until Spring, 2017. Results reflect the percent and number of BHS students meeting State report, scores unavailable for Unduplicated.</i></p>	<p><u>2013-14 BHS Graduates with UC/CSU Required Courses:</u> Percent (Number) All: 54.7% (400) EL: * SED: 33.2% (84) Black / AA: 25% (38) Latino: 39.6% (55) Special Education: *</p>	<p><u>2014-15 BHS Graduates with UC/CSU Required Courses:</u> Percent (Number) Gain All: 65.9% (467) +11.2 EL: * SED: 41.5% (90) +8.3 Black / AA: 40.4% (59) +15.4 Latino: 50.8% (67) +11.2 Special Education*</p>

The Goal 1 LCFF Actions/Services that attributed to the growth in these metrics include: Extensive teacher training in the Common Core, K-8 RTI services in ELA and Math, Literacy Coaches, Math Coaches, Super Science Saturdays, AVID and the High-School Bridge pro7 54hat satisfy

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Goal 1 Actions and Services	2014-15	2015-16																					
1.15S) AVID: Expand AVID (Advancement via Individual Determination) in the High School to increase access to postsecondary education. High School AVID Enrollment:	14-15 Gr 11 AVID Students <u>(% At/ Above) on the EAP:</u>	15																					
<table border="1"> <thead> <tr> <th data-bbox="99 378 360 447"></th> <th data-bbox="360 378 516 447">14-15</th> <th data-bbox="516 378 706 447">15-16</th> </tr> </thead> <tbody> <tr> <td data-bbox="99 447 360 516">All</td> <td data-bbox="360 447 516 516">70</td> <td data-bbox="516 447 706 516">85</td> </tr> <tr> <td data-bbox="99 516 360 585">EL/RFEP</td> <td data-bbox="360 516 516 585">50% (35)</td> <td data-bbox="516 516 706 585">48% (41)</td> </tr> <tr> <td data-bbox="99 585 360 655">SED</td> <td data-bbox="360 585 516 655">68% (48)</td> <td data-bbox="516 585 706 655">74% (63)</td> </tr> <tr> <td data-bbox="99 655 360 724">AA</td> <td data-bbox="360 655 516 724">30% (21)</td> <td data-bbox="516 655 706 724">29% (25)</td> </tr> <tr> <td data-bbox="99 724 360 793">Latino</td> <td data-bbox="360 724 516 793">51% (35)</td> <td data-bbox="516 724 706 793">47% (40)</td> </tr> <tr> <td data-bbox="99 793 360 835">Unduplicated</td> <td data-bbox="360 793 516 835">68% (48)</td> <td data-bbox="516 793 706 835">74% (63)</td> </tr> </tbody> </table>		14-15	15-16	All	70	85	EL/RFEP	50% (35)	48% (41)	SED	68% (48)	74% (63)	AA	30% (21)	29% (25)	Latino	51% (35)	47% (40)	Unduplicated	68% (48)	74% (63)	There were 11 students tested, less than 10 scored at / above proficiency in ELA and Mathematics. <i>* There were less than 10 SPED students in HS AVID</i>	
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1.16S) High-School Bridge Eleventh Graders
Performance
See Goal Above

*Grades were not available at the time of print.
We will be looking at multiple measures to*

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Prioritized Indicators: State (Local Control Funding Formula) and Federal (Every Student Succeeds Act)
The measures below will be required as part of the new State and Federal Accountability Act. The outcomes / metrics highlighted in grey are those prioritized by the Superintendent's Cabinet as targeted growth areas.

8 Local Control Funding Formula Priorities (State)	Every Student Succeeds Act (Federal)
<p><i>Basic (Priority 1)</i> Qualified teachers: Recruitment and Retention of Teachers of Color</p> <p>Sufficient instructional materials; Facilities in good repair</p> <p><i>Implementation of State Standards (Priority 2)</i> Implementation of content standards, including English Language Development integrated in the Core Subjects, Technology and Next Generation Science (NGSS)</p> <p><i>Parental involvement (Priority 3)</i> As measured by the District LCAP Survey and Office of Family Engagement and Equity (OFEE) measures</p> <p><i>Pupil achievement (Priority 4)</i></p>	