Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.
Appendix A: Priorities 5 and 6 Rate Calculations
Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.] Essential data to support completion of this LCAP. Please analyze the LEA’s full data set; specific links to the rubrics are also provided within the template.

<table>
<thead>
<tr>
<th>LEA Name</th>
<th>East Side Union High School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact Name and Title</td>
<td>Glen Vander Zee, Assoc. Supt Educational Svc</td>
</tr>
<tr>
<td>Email and Phone</td>
<td><a href="mailto:vanderzeeg@esuhsd.org">vanderzeeg@esuhsd.org</a> (408) 347-5170</td>
</tr>
</tbody>
</table>

2017-20 Plan Summary

THE STORY
Briefly describe the students and community and how the LEA serves them.

The East Side Union High School District’s goal is that every student graduates prepared for college and career, empowered to transform their lives and thrive in a global society. Serving over 22,000 students who reflect the diversity of San Jose, the District plan continues to work in an alliance with our seven feeder districts to ensure that we are ready to connect with students as they enter high school so that they maintain or regain their footing on a pathway toward high school success.

The East Side Union High School District is the largest 9-12 district in Northern California. As such, it takes its role seriously in being the conduit that connects incoming middle school students to post-high school success.

Our students’ diversity in terms of ethnicity, language, socio-economic status, and residential status, as well as their interests, aspirations, post-high school plans and pre-high school preparation demands that East Side must provide high quality instruction and learning opportunities, address student disengagement, offer individual education plans for over 12% of our population, and implement a strong guidance program to help students meet A-G requirements if all of our students are to be successful. Therefore, we have taken action across our District to achieve these goals.

We continually explore and set systems in place to close achievement gaps and change policies and implement new programs. We have established a default pathway for all students that leads to college and career readiness. In addition, we offer concurrent enrollment possibilities for study at community colleges, college going programs, a partnership with the Silicon Valley Career Technical Education center, as well as the Spartan East Side Promise—opening the door to post-high success to all.

The East Side Union High School District serves the over 22,000 students in 11 comprehensive schools, 3 Small But Necessary schools, and 2 alternative and continuation sites. Additionally the District offers Adult Transition Program, Adult Education, as well as oversees a number of charter schools. The diversity of our students that enriches our learning environments is detailed below:
The East Side District covers a large geographical area of San Jose, California. As such, the district serves populations that have prospered as full participants of Silicon Valley’s opportunities for success, as well as those who have yet to gain full access. We serve populations of great wealth and great need, communities of isolation and integration, first-generation high school graduates/college goers and those for whom college and university education systems are well known. The East Side Union School District serves students on grade level and those below it. Due to all of the realities that make East Side the district it is, we seek success for each East Side student with the following Vision, Mission and Core Values for all our community.

**Vision:** Every student graduates prepared for college and career. empowered to thrive in a global society.

**Mission:** We align decisions to create safe, dynamic and relevant learning environments that inspire critical thinking, problem solving and innovation.

**Core Values:**
- **Equity:** We allocate resources, develop practices, and cultivate mindsets to ensure that every student meets or exceeds standards.
- **Inclusiveness:** We model personal and professional integrity through processes that are respectful, transparent, and proactively engage parents, students, staff, and community.
- **Commitment to Excellence:** We believe in continuous improvement through a culture of openness, inquiry and collaboration. We honor those who take responsibility, demonstrate creativity and take initiative.
- **Diversity:** We see diversity as a valuable asset that enriches our world-view and strengthens our community.
- **Professional Capacity:** We believe in and invest in the development of every employee and volunteer in our system.
**LCAP HIGHLIGHTS**

Identify and briefly summarize the key features of this year’s LCAP.

This year’s LCAP contains four major changes in the structure, focus, and monitoring of goals and student groups, including:

- A move from 3 goals to 5 by way of the effort to synthesize the previous Key Performance Measures & the new 5 reported areas of the California Dashboard.
- The Development of 3 spheres of data reporting and monitoring for continuous improvement.
- The targeting of new and existing services to focus on the students for whom the LCAP intends to support.
- Embracing our role as 9-12 district of high mobility, we have added an emphasis on ensuring all freshmen start their sophomore year with 60 credits and meeting students who join us after the start of high school with added supports.

The site meetings and survey feedback was clear—Our learning committee does not wish to see substantial changes to the action items and expenditures that have previously comprised our plan for student success. The Advisory Committee's analysis of the data and input from community meetings lead to the conclusion that our community does not wish to remove any service or action in previous LCAP plans, but rather to 1.) introduce metrics to measure their effectiveness, 2.) to direct services in the plan with specific metrics and monitoring of ELL, SED and Foster Youth who receive those services, and 3.) direct more services and planning to Long-Term English Learners and Foster Youth, as well as “gap” sub-groups not specifically spelled out in the LCAP.

The first change to the 2017-2020 plan proposes a move to five goals:

1. **College and Career**: Provide high quality instruction, learning opportunities, as well as guidance supports to prepare every student to graduate ready for college and career.
2. **Graduation Rate**: Provide the physical, emotional, social and academic supports to ensure students are making appropriate yearly progress toward high school graduation.
3. **English Language Learners**: Provide the program, supports and instructional strategies to obtain English proficiency and the overall academic success of short-term and long-term English Language Learners.
4. **Decrease Suspensions**: Establish and sustain healthy school cultures through relationship-centered practices to keep students engaged in their learning environment.
5. **Chronic Absenteeism**: Engage with and connect students and families to appropriate staff, supports, and programmatic alternatives to increase student attendance in school.

The second change introduces three spheres of metrics to focus and monitor student progress and action effectiveness, namely:

1. Large, summative “end game” metrics, such as graduation rate, that mirror the State Dashboard metrics.
2. Progress and annual metrics that allow us to monitor progress toward the metrics of the first sphere.
3. Metrics for each action item to judge action item effectiveness toward progress in the first two spheres.

The third change brought about by the advisory committee is the introduction of metrics and outcomes for action items previously considered district wide to ensure that these actions target results for English Language Learners, Socio-Economically Disadvantaged students, Foster Youth and “gap groups” not included in the LCAP.
REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Our greatest progress as a district has occurred districtwide in addressing success rates for students in terms of graduation, meeting A-G requirements, lowering suspension rates, increasing attendance.

ESUHSD Key Highlights:

- Overall, the District defined graduation rate increased by 2.8% (District Defined Cohort 2012-2016)
- Students that come in as 9th graders and stay with our District for all 4 years experience a higher graduation success rate. 4-year Cohort Graduation Rates for Class of 2016:
  - Hispanic Grad Rate = 91.4%
  - African American Grad Rate = 94.3%
  - Asian Grad Rate = 96.8%

- Class of 2015:
  - 73% of graduates enrolled in college in the Fall immediately after high school
- 92% of graduates who enrolled in college immediately following graduation returned to college for a second year
- A total of 5,392 students took 10,353 AP exams (2015-2016), reflecting an increase of +422 exams and +249 students compared to the previous school year
  - 30.8% of students took at least one AP exam, and of those students, 65.4% scored a 3 or higher on at least one exam
  - In the past 5 years, there’s been an increase of 1,360 students taking AP exams

- 2016 A-G Course Completion Rate District defined = 51.4%
  - Hispanic A-G Completion Rate = 31.3%
  - African American A-G Completion Rate = 33.3%
  - Asian A-G Completion Rate = 73.1%

- The Dropout Rate has decreased 5.7% from 2012-2016
- Suspensions have dropped from 1,878 to 954 from 2012-2016

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Our greatest needs continue to be the gaps in performance of traditionally underperforming sub groups as compared with district averages.

There are still areas of improvement for Hispanic and African American students in terms of closing the achievement gaps with Asian and White student counterparts.

**Areas Of Growth:**
- Increased Local Graduation Rate
- Increased UC/CSU A-G Completion Rates
- Increased EAP College Readiness
- Increased Enrollment in AP Courses

**Areas To Work On:**
- Increase Graduation Rates for All Students
  - Increase 9th Grade Success Rates
- Decrease Dropout rates for All Students
  - Increase 9th Grade Success Rates
- Increase the Percentage of African American and Hispanic Students Taking AP Courses
- Increase UC/CSU A-G Completion Rates
  - Increase Success Rates in Core Courses
- Increase performance for students with disabilities in all areas
- Increase performance for short-term and long-term English Language Learners in all areas
Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

In the areas currently reported in the California Department of Education’s performance dashboard, a number of student groups experience performance gaps in key areas. These same groups experience gaps in areas not yet reported or are unreported by the dashboard.

African American, Hispanic, English Language Learners, Pacific Islanders and Students with disabilities currently have performance gaps in the areas of suspension, EL progress and Graduation Rate. These same groups are predicted to have similar gaps evidenced when the other areas of the dashboard are reported, as well as gaps on the District’s “Sphere Two” metrics that monitor progress to the areas identified in the dashboard.
INCREASED OR IMPROVED SERVICES
If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Based on staff and stakeholder feedback and research on effective practices we are implementing more than 30 LCAP Action/Services to improve services for the low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs, and site stakeholder input.

With a focus on freshman and students who enter our system after high school, we have increased, improved and directed metrics to target services to the group identified by the LCAP in the following areas:

- Use of metrics to ensure that the counselors, social workers, instructional coaches, and increased numbers of teachers direct their efforts to English Language Learners, SED, Foster Youth and “gap” group students.
- Targeted actions for Foster Youth
- Increasing emphasis on Long Term English Language Learners through professional development, academic language development in content areas and on-going student monitoring
- Targeting service provision with supplemental dollars allocated to sites for these student groups at the Freshman level

BUDGET SUMMARY
Complete the table below. LEAs may include additional information or more detail, including graphics.

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>AMOUNT</th>
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<tbody>
<tr>
<td>Total General Fund Budget Expenditures for LCAP Year</td>
<td>$278,784,344</td>
</tr>
<tr>
<td>Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year</td>
<td>$195,722,767</td>
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</tbody>
</table>

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Expenditures that are not included in the LCAP are primarily operational costs that contribute to schools overall function:

1. General supplies such as books, paper, pencils, toner and other miscellaneous office supplies $4.0 million
2. Copier lease and contract with service providers, utilities, phone services, insurance and other operation services $10.9 million
3. Other tuition payments $3.38 million and debt services of $2.14 million
4. Contribution to Restricted Routine Maintenance $7.3 million
5. Contribution to Special Ed $39.6 million
6. Contribution to Child Nutrition Program $545 thousand
7. Contribution to Child Development Program $375 thousand

$2,928,668 was adj. down due to STRS on Behalf calculation changed