

Taft Union High School District

Summary of Local Control and Accountability Plan, Progress Indicators & Actions for 2019-20

Goal 1: The district will provide rigorous and relevant instruction that prepares students to be career, college and future ready.		
Goal 1	Progress Indicators	Actions and Services 2019-20
<p>Priority 1(a): Basic Services: Teachers appropriately assigned and fully credentialed for assignment: 18-19 Maintain the increase from 2017-2018 in 2018-2019, pending credentialing trends. Baseline 96% are fully credentialed and appropriately assigned.</p> <p>Priority 1(b): Basic Services: Pupils access to standards-aligned materials 18-19 Maintain access to standards-aligned materials and ensure materials are appropriately aligned, per state adoption availability. Baseline All pupils have access to standards-aligned materials and materials are appropriately aligned, per state adoption availability</p>	<p>Priority 1(a): Metric/Indicator: Met 96% of teachers are fully credentialed and appropriately assigned.</p> <p>Priority 1(b): Metric/Indicator: Met Pupils access to standards-aligned material was 100% maintained based on the availability of standards-aligned curriculum (i.e. Next Generation Science Standards).</p>	<p>Priority 1(a): Continue to maintain an appropriately assigned and credentialed teaching staff.</p> <p>Priority 1(b): Continue to implement standards-aligned instructional materials in English Language Arts, Math and Social Science using action plans created by each department. Purchase standards-aligned instructional materials for physics and chemistry courses. Provide professional development for teaching staff on how to use the digital content available through online texts.</p> <p>As Fine Arts curriculum and materials require updating, CCSS-aligned materials will be purchased.</p>

<p>Priority 1(c): Basic Services: School facilities maintained in good repair-</p> <ul style="list-style-type: none"> - Maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report <p>18-19</p> <p>Maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report</p> <p>Baseline</p> <p>Maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report</p> <p>Priority 2(a):</p> <p>Implementation of State Standards: Implementation of CA academic and performance standards:</p> <ul style="list-style-type: none"> - Teachers across curricular areas have partially implemented CCSS and substantially implemented ELD standards. <p>18-19</p> <p>Maintain 90% of teachers receive CCSS professional development</p> <p>Teachers across curricular areas will substantially to fully implemented CCSS and substantially implemented ELD standards as reported on faculty survey.</p> <p>All core area departments</p>	<p>Priority 1(c):</p> <p>Metric/Indicator: Met</p> <p>All facilities continue to have an overall rating of "Good" as indicated on the FIT report.</p> <p>Priority 2(a):</p> <p>Metric/Indicator: Not Met</p> <p>68.5% of teachers reported receiving substantial CCSS professional development through professional subject matter conferences and/or workshops and during training for the IlluminateEd assessment system. 29% reported minimally receiving training.</p>	<p>Priority 1(c): Continue to maintain an overall rating of "GOOD" on all facilities as indicated on the FIT report by repairing any facilities that are marked less than "Good".</p> <p>Priority 2(a): Continue to implement state standards in core subject areas and ELD. Continue with IlluminateEd to enable teachers and departments to analyze student achievement data to assist in classroom instructional strategies, benchmarks, and formative assessments. State standards-based assessments given throughout the year will improve CAASPP assessment rates. Additionally, staff will use reporting from programs that support instruction (e.g. "No Red Ink", IXL - math, IXL - Spanish, Accelerated Reader, Read 180, System 44, Albert AP) to inform grade-level instruction. The data will guide instructional support for students. These strategies are principally directed for English Learners and low-income students. Interim block assessments will be incorporated in Math and English content areas and the data provided by these assessments will be used department-wide to inform instruction.</p>
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<p>will engage in summer curriculum development to support common core standards. Baseline</p> <p>90% of teachers receive CCSS professional development</p> <p>Priority 2(b): Implementation of State Standards: Programs/Services to enable English Learners access to CCSS and ELD standards 18-19 Maintain ELD services for EL levels 1, 2 & 3 in English and sheltered academic instruction, as well as provide bilingual instructional assistants in other academic areas.</p> <p>Continue to implement state standards in core subject areas and ELD</p> <p>Create a Level 3 ELD class for additional support to ELD students</p> <p>100% of bilingual aides will receive professional development in SDAIE strategies for working with students</p>	<p>Priority 2(b): Metric/Indicator: Met All teachers were provided the opportunity to attend professional development on The ELD Framework & Teaching Strategies That Work. The workshop was presented by the TUHS ELD teacher, a TUHS core subject area teacher and the TUHS assistant principal during the District Professional Development Day on October 15, 2018. the ELD standards and strategies for working with English learners.</p> <p>Provided ELD services for EL Levels 1, 2, & 3 in English and sheltered academic instruction, as well as provide bilingual instructional assistants in other academic areas.</p> <p>State standards in core</p>	<p>Priority 2(b): Continue to Maintain ELD services for EL levels 1, 2 & 3 in English and sheltered academic instruction, as well as provide the support of bilingual instructional assistants in other academic areas. Continue to provide professional development for teachers and instructional assistants that specifically meet the needs of English Learners, Special Education students, and socio-economically disadvantaged students during District professional development days and workshops.</p> <p>Expand support of EL students and special education students through the use of System 44 and Read 180 to provide a personalized learning experience for students who are reading two or more years below grade level. The curriculum will be used to address the learning gaps.</p>
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<p>Baseline Maintain ELD services for EL levels 1, 2 & 3 in English and sheltered academic instruction, as well as provide bilingual instructional assistants in other academic areas.</p> <p>100% of bilingual aides will receive professional development in SDAIE strategies for working with students</p> <p>Priority 4(a): Pupil Achievement: Statewide assessments: CAASPP-Overall Achievement in English Language Arts: 18-19</p> <p>Increase the students meeting or exceeding standards by 3% from 2018. Decrease the students scoring not met by 3% Baseline</p> <p>Students scoring met or exceeded standard 37% Students nearly met 29% Students not meeting standard: 33%</p>	<p>subject areas and ELD classes will continue to be implemented.</p> <p>Level 3 ELD class provided additional support to ELD students.</p> <p>100% of Bilingual Aides received training on the ELPAC and SDAIE strategies that enhance language development.</p> <p>Priority 4(a) Metric/Indicator: Not Met Goal: Increase the students meeting or exceeding ELA standards by 3% from 2017. Decrease the students scoring not met by 3% 2017-18 <u>The All Students</u> group performance level in English Language Arts was 41.6 points below the standard and decreased by 29.9 points over the previous year. 2016-17 11.6 points below the standard for All Students group</p> <p>Students that received a score of nearly met or not met on the English</p>	<p>Priority 4(a): With the new modified schedule to allow for sheltered student support time two days a week, students will be given supplemental instruction opportunities with instructional aides and AVID tutors beyond the school day. Instructional supports (AVID tutoring, etc.) during and beyond the school day will be principally directed towards effectively meeting the needs of English Learners, homeless/foster students and low-income students needing additional assistance.</p> <p>Additionally, the new modified schedule will allow for departments to develop and analyze data from common assessments and benchmarks. With this data analysis, departments will make informed instructional decisions along with allowing for intervention for students in need of additional individualized support.</p> <p>Develop Multi-Tiered Systems of Support (MTSS) in Math and English through professional development and curriculum development opportunities for staff. Faculty will visit high-performing schools as they develop the MTSS system for the District.</p> <p>Continue to provide access to and instruction on Google Classroom, instructional technology integration and internet safety for students, parents, and staff, including electronic help resources. Along with access will come instruction on the use of technology for academic purposes, with an emphasis on meeting the needs of low-income students and English Learners.</p> <p>Continue support of the co-teaching model for Special Education through regular professional development and consultation (eight days) with both the general education teacher and the special education teacher. These strategies are principally directed to meet</p>
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<p>CAASPP-Overall Achievement in Math 18-19 Increase the students meeting or exceeding standards by 3% and decrease the students scoring not met by 3% on CAASPP.</p> <p>Baseline Students scoring met or exceeded standard 16%. Students nearly met 27%</p> <p>Students not meeting standard: 57%</p> <p>CAASPP- Subgroups 18-19 <u>Socially Economically Disadvantaged</u>: We will increase the students</p>	<p>Language Arts standards decreased by 8% - Goal Not Met</p> <p>2015-16 62% received a nearly met or not met score 2016-17 54% received a nearly met score or not met score</p> <p>CAASPP-Overall Achievement in Math Metric/Indicator: Not Met 2017-18 <u>The All Students group</u> performance level was 132.2 points below the standard and decreased by 13.5 points over the previous year. 2016-17 118.7 points below the standard for All Students group 2017-18 132.2 points below the standard for All Students group</p> <p>Students that received a score of nearly met or not met on the Math standards decreased by 2% - Goal Not Met 2015-16 84% received a nearly met or not met score 2016-17 86% received a nearly met score or not met score</p> <p>Metric/Indicator: Not Met CAASPP Subgroups English Language Arts</p>	<p>the needs of low-income students and English Learners.</p> <p>ELA department will continue to use “No Red Ink” to improve writing through grammar instruction and Accelerated Reader to improve reading fluency and comprehension. ELA department will work alongside other departments to develop a Writing Across the Curriculum Plan. ELA department will also explore a department wide assessment of students in the 3rd quarter to ensure that they are appropriately placed for the following school year.</p> <p>Math department will explore the resequencing of math courses and a possible 3rd year math requirement to address the academic needs of students. The Math department will continue to use IXL to support the learning needs of students.</p>
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<p>meeting or exceeding standards and decrease the students scoring not met on CAASPP.</p> <p><u>English Learners:</u> We will Increase the students meeting or exceeding standards and decrease the students scoring not met on CAASPP.</p> <p><u>Students with Disabilities:</u> We will Increase the students meeting or exceeding standards and decrease the students scoring not met on CAASPP.</p> <p>Baseline</p> <p><u>Socially Economically Disadvantaged on CAASPP</u></p> <p>Students scoring met or exceeded standard</p> <p>26% ELA 13% Math</p> <p>Students nearly met</p> <p>29%ELA 28%Math</p> <p>Students not meeting standard:</p> <p>35% ELA 60% Math</p> <p><u>English Learners:</u></p> <p>Students nearly met</p> <p>11%ELA 10%Math</p> <p>Students not meeting</p>	<p><u>Goal: Socioeconomically Disadvantaged:</u> We will Increase the students meeting or exceeding standards and decrease the students scoring not met on CAASPP - Goal Not Met</p> <p>2017-18</p> <p><u>The Socioeconomically Disadvantaged</u> subgroup performance level was 50.9 points below the standard and decreased by 30.2 points over the previous year.</p> <p><u>Goal: The English Learners subgroup:</u> We will Increase the students meeting or exceeding standards and decrease the students scoring not met on CAASPP. - Goal Not Met</p> <p>2017-18</p> <p><u>The English Learners subgroup</u> performance level was 145.7 points below the standard and decreased by 66.3 points over the previous year. Current English Learners performance level was 170.5 points below the standard and there was no data on the decrease in points over the previous year.</p> <p><u>Reclassified English Learners</u> performance level was 115.6 points below the standard and decreased by 53.9 points over the previous year.</p> <p><u>English Only student</u></p>	
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<p>standard: 89% ELA 90% Math</p> <p><u>Students with Disabilities</u> Students nearly met 13%ELA 0%Math</p> <p>Students not meeting standard: 88% ELA 100% Math</p>	<p>performance level was 29.4 points below the standard and decreased by 31.5 points over the previous year. <u>The Hispanic subgroup</u> performance level was 60.2 points below the standard and decreased 35 points over the previous year.</p> <p>2017-18 <u>Students with Disabilities:</u> We will Increase the students meeting or exceeding standards and decrease the students scoring not met on CAASPP.</p> <p>2018 No performance color</p> <p>CAASPP Subgroups Math - Goal Not Met Goal: <u>Socioeconomically Disadvantaged:</u> We will Increase the students meeting or exceeding standards and decrease the students scoring not met on CAASPP - Goal Not Met</p> <p>2017-18 The <u>Socioeconomically Disadvantaged</u> subgroup performance level was 145.4 points below the standard and decreased by 20.4 points over the previous year. Goal: The <u>English Learners</u> subgroup: We will Increase the students meeting or exceeding standards and</p>	
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decrease the students scoring not met on CAASPP. - Goal Not Met

2017-18

The English Learners subgroup performance level was 215.8 points below the standard and decreased by 43.5 points over the previous year. Current English Learners performance level was 236.4 points below the standard and there was no data on the decrease in points over the previous year.

Reclassified English Learners performance level was 192.3 points below the standard and decreased by points 32.1 over the previous year.

English Only student performance level was 132.1 points below the standard and decreased by 20.4 points over the previous year.

The Hispanic subgroup performance level was 133.5 points below the standard and decreased by 5.7 points over the previous year.

The White subgroup performance level was 131.1 points below the standard and decreased by 23.7 point over the previous year.

2017-18

Students with Disabilities: We will Increase the students meeting or exceeding

<p>Priority 4(c): Pupil Achievement: UC/CSU/Technical Education</p> <p>18-19 Increase the number of students meeting A-G requirements by 1%. Increase district wide CTE enrollments by 1%</p> <p>Baseline Students graduating with A-G requirements in 15-16 was 25% Student enrollment in CTE courses was 929 for the 15-16 school year with 54 completers</p>	<p>standards and decrease the students scoring not met on CAASPP.</p> <p>2018 No performance color</p> <p>Beginning - 69%</p> <p>2018 ELPAC Baseline</p> <p>17-18 Level 4 - 12.4% Well Developed Level 3 - 26.9% Moderately Developed Level 2 - 23.9% Somewhat Developed Level 1 - 35.8% Beginning Stage</p> <p>Transition from CELDT to ELPAC in 2017-18</p> <p>Priority 4(c): Metric/Indicator: Not Met Pupil Achievement: UC/CSU/Technical Education</p> <p>2017-18 Increase the number of students meeting A-G requirements by 1%. Increase district wide CTE enrollments by 1% Students graduating with A-G requirements in 17-18 was 22%</p> <p>2017-18 Increase district wide CTE enrollments by 1% Student enrollment in CTE</p>	<p>Priority 4(c): Continue to maintain career pathways and CTE courses, implement Success 101 course for freshmen and Career Choices curriculum modules for grades 10-12. Visits to colleges, fine arts festivals, and/or businesses will continue. Strategies are principally directed towards exposing low income, English Learners and Homeless/Foster students to future college/career planning.</p> <p>With the reduction in faculty, the career center has been closed yet, we will continue to maintain employment-related training and career guidance through the Success 101 class for freshmen and modules for grades 10-12 using the Career Choices curriculum and within the courses of the 11 career pathways available to students. Within the current offering of courses, staff wo;; explore the possible inclusion of other disciplines into current pathways (ex: translation in medical and/or law enforcement) and the formation of pathways within current courses (ex: Visual and Performing Arts)</p> <p>Continue to pursue A-G approval in electives and CTE courses.</p> <p>Continue implementation of the College Bound Parent Meeting. This meeting engaged all parents of students preferenced in AP and A-G level courses for the 2019-20 school year in an attempt to address the dropout rate in these higher level courses at the semester. This meeting included an explanation of the College Bound Contract and information delivered by teachers of the courses for the upcoming school year. (In its first year, the College Bound Meeting had 245 parents in attendance with their students).</p>
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<p>Priority 4(d): Pupil Achievement: CELDT Progress CELDT 2014-2015 (District): 18-19 N/A Baseline Transition to ELPAC in 2017-18</p> <p>Priority 4(e): Pupil Achievement EL Reclassification Rate: 18-19</p>	<p>courses was 412 for the 17-18 school year with 80 completers</p> <p>Baseline Students graduating with A-G requirements in 15-16 was 25%</p> <p>Student enrollment in CTE courses was 929 for the 15-16 school year with 54 completers</p> <p>Priority 4(d): Metric/Indicator: In Transition from CELDT to ELPAC 2017-18 CELDT Initial Assessment Advanced - 6% Early Advanced - 0% Intermediate - 25% Early Intermediate - 0% Beginning - 69%</p> <p>2018 ELPAC Baseline 17-18 Level 4 - 12.4% Well Developed Level 3 - 26.9% Moderately Developed Level 2 - 23.9% Somewhat Developed Level 1 - 35.8% Beginning Stage Transition from CELDT to ELPAC in 2017-18</p> <p>Priority 4(e):</p>	<p>Priority 4(d): Continued participation in the ELD Network to determine best practices and supports for our EL students. Additional support of EL students through the exposure to System 44 and Read 180 curriculum in both their ELD class and in a Read/Write course offered to reinforce needed foundational skills.</p> <p>Continue Universal Design for Learning (UDL) training to address the needs of English Learners and Special Education students.</p> <p>Priority 4(e): Continued celebration of reclassification with annual recognitions. Provide professional development to all staff regarding the supports that are most effective in addressing the needs of EL learners at all levels.</p>
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<p>Increase redesignation rate by 2% from previous year. Baseline</p> <p>Redesignation rate FEP 2015-16 baseline of 26.4%</p> <p>Priority 4(f): Pupil Achievement Percentage of Pupils passing AP exam with a 3 or higher: 18-19 Percentage of pupils passing AP exams will increase by 2% from previous year. Baseline 2015-16 38.5% passed with a score of 3 or better</p> <p>Priority 4(g): Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness on EAP (or other) 18-19 EAP preparedness - percentage of students demonstrating preparedness will grow by 3% from previous year in</p>	<p>Metric/Indicator: Not Met Priority 4(e): Pupil Achievement EL Reclassification Rate: 2017-18 Increase redesignation rate by 2% from previous year. 17-18 Redesignation rate FEP - 18.2% Baseline Redesignation rate FEP 2015-16 baseline of 26.4%</p> <p>Priority 4(f) Metric/Indicator: Not Met Priority 4(f): Pupil Achievement Percentage of Pupils passing AP exam with a 3 or higher: 2017-18 Percentage of pupils passing AP exams will increase by 2% from previous year. 2017-18 21.9% passed with a score of 3 or better Baseline 2015-16 38.5% passed with a score of 3 or better</p> <p>Priority 4(g): Metric/Indicator: Not Met Pupil Achievement Percentage of Pupils who participate in and demonstrate college preparedness on EAP (or other) 2017-18</p>	<p>Priority 4(f): As in Priority 4(c), continue implementation of College Bound Parent Meeting. This meeting engaged all parents of students preferenced in AP/A-G level courses for the 2019-20 school year. This meeting included an explanation of the College Bound Contract and information delivered by teachers of the courses for the upcoming school year. In its first year, the College Bound Meeting has 245 parents in attendance with their students.</p> <p>Continue to use Albert AP test prep software and continue professional development for AP teachers on ongoing basis.</p> <p>Priority 4(g): As in Priority 2(a), implement state standards in core subject areas and ELD. Continue with IlluminateEd to enable teachers and departments to analyze student achievement data to assist in classroom instructional strategies, benchmarks, and formative assessments. State standards-based assessments given throughout the year will improve CAASPP assessment rates. These strategies are principally directed for English Learners and low-income students. Interim block assessments will be incorporated in Math and English content areas.</p>
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<p>Math and English. Baseline English 2015-16 - Prepared 14% - Partially Prepared 32% Math 2015-16 - Prepared 4% - Partially Prepared 11%</p> <p>Priority 5(a): Pupil Engagement: School attendance rates 18-19 Increase by 1% from previous year. Baseline 2015-16 Attendance rate 92%</p>	<p>EAP preparedness - percentage of students demonstrating preparedness will grow by 3% from previous year in Math and English. English EAP Ready-Prepared, Level 4 (8.85%) EAP Conditional-Partially prepared, Level 3 (28.76%) Not EAP Ready-Not prepared, Level 2 (26.99%) Not EAP Ready-Level 1 (35.4%) Math EAP Ready-Prepared, Level 4 (2.25%) EAP Conditional-Partially Prepared, Level 3 (11.71%) Not EAP Ready-Not prepared< Level 2 (22.9%) Not EAP Ready-Level 1 (63.06 %) Baseline English 2015-16 - Prepared 14% - Partially Prepared 32% Math 2015-16 - Prepared 4% - Partially Prepared 11%</p> <p>Priority 5(a): Metric/Indicator: Met Priority 5(a): Pupil Engagement: School attendance rates 2017-18 Increase by 1% from previous</p>	<p>Priority 5(a): Continue implementation of the Alternative to Suspension (ATS) Program and continue the implementation of Personalized Academic Center (PAC). Funds will be principally directed to keep district low-income and English Learner student populations on campus with the ability to personalize learning needs through alternative class assignments as need.</p>
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<p>Priority 5(b): Pupil Engagement: Chronic Absenteeism rates 18-19 Decrease current Chronic Absenteeism rate by 1% from the previous year Baseline 2015-16 12%</p> <p>Priority 5(d): Pupil Engagement: High School Dropout rate 18-19 Maintain High School Dropout rate of less than 2% Baseline 2015-16 dropout rate 2.5</p> <p>Priority 5(e): Pupil Engagement: Graduation Rate 18-19 Maintain graduation status Baseline 2015-16: 93.7%</p>	<p>year. 2017-18 Attendance rate 95.32% Baseline 2015-16 Attendance rate 92%</p> <p>Priority 5(b): Metric/Indicator: Not Met Priority 5(b): Pupil Engagement: Chronic Absenteeism rates 2017-18 Decrease current Chronic Absenteeism rate by 1% from the previous year 2017-18 - 17.4% Baseline 2015-16 12%</p> <p>Priority 5(d): Metric/Indicator: Met Pupil Engagement: High School Dropout rate 2017-18 Maintain High School Dropout rate of less than 2% 2016-17 Annual Adjusted Grade 9-12 Dropout Rate 0.7% (most recent year data is available) Baseline 2015-16 dropout rate 2.5</p> <p>Priority 5(e): Metric/Indicator: Met Pupil Engagement: Graduation Rate 2017-18 Maintain graduation</p>	<p>Priority 5(b): Continue to implement Attention2Attendance and Behavior Alert programs to make early contact with students and parents and connect with resources to assist them in improving school attendance. Continue making home visits to homes of students who are chronically absent.</p> <p>Priority 5(d): As in 5(a), continue implementation of the Alternative to Suspension (ATS) Program and continue the implementation of Personalized Academic Center (PAC). Funds will be principally directed to keep district low-income and English Learner student populations on campus with the ability to personalize learning needs through alternative class assignments as need.</p> <p>Staff will continue to explore alternative credit recovery models and online programs to address the needs of students with disabilities and EL students.</p> <p>Priority 5(e): As in 5(a), continue implementation of the Alternative to Suspension (ATS) Program and continue the implementation of Personalized Academic Center (PAC). Funds will be principally directed to keep district low-income and English Learner student populations on campus with the ability to personalize learning needs through alternative class assignments as need.</p> <p>Staff will continue to explore alternative credit recovery models and online programs to address the needs of students with disabilities and EL students.</p>
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	<p>status All Students: 95.4%</p> <p>Subgroups: White: 95.7% Socioeconomically Disadvantaged: 94.5% Hispanic: 94.3%</p> <p>2016-17 All Students: 95.2%</p> <p>Baseline 2015-16: 93.7%</p>	
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Goal 2: To assist students and staff in developing personal awareness skills so they may contribute to a positive and collaborative learning/work environment.

<p align="center">Goal 2</p>	<p align="center">Progress Indicators</p>	<p align="center">Actions and Services 2019-20</p>
<p>Priority 5(a): Pupil Engagement: School attendance rates 18-19 Increase by 1% from previous year. Baseline 2015-16 Attendance rate 92%</p>	<p>Priority 5(a): Metric/Indicator: Met Pupil Engagement: School attendance rates 2017-18 Increase by 1% from previous year. 2017-18 Attendance rate 95.32% Baseline 2015-16 Attendance rate 92% - Continue to provide training to staff and students on personal awareness (E-Colors) and implement strategies in classes. - Provide professional development to staff on the Positive Behavior Intervention and Support (PBIS) programs - Continue implementation of</p>	<p>Priority 5(a): Continue implementation of the Alternative to Suspension (ATS) Program and continue the implementation of Personalized Academic Center (PAC). Funds will be principally directed to keep district low-income and English Learner student populations on campus with the ability to personalize learning needs through alternative class assignments as need.</p> <p>Staff will continue to explore alternative credit recovery models and online programs to address the needs of students with disabilities and EL students.</p>

<p>Priority 5(b): Pupil Engagement: Chronic Absenteeism rates 18-19 Decrease current Chronic Absenteeism rate by 1% from the previous year Baseline 2015-16 12%</p> <p>Priority 5(d): Pupil Engagement: High School Dropout rate 18-19 Maintain High School Dropout rate of less than 2% Baseline 2015-16 dropout rate 2.5</p>	<p>the Alternative to Suspension (ATS) Program and investigate the establishment of an Alternative Learning Center (ALC) - Implement the Human Element course (a project that celebrates students' similarities and differences and promotes kindness)</p> <p>Priority 5(b): Metric/Indicator: Not Met Priority 5(b): Pupil Engagement: Chronic Absenteeism rates 2017-18 Decrease current Chronic Absenteeism rate by 1% from the previous year 2017-18: 17.4% Baseline 2015-16: 12%</p> <p>Priority 5(d): Metric/Indicator: Met Priority 5(d): Pupil Engagement: High School Dropout rate 2017-18 Maintain High School Dropout rate of less than 2% 2016-17 Annual Adjusted Grade 9-12 Dropout Rate 0.7% (most recent year data is available) Baseline 2015-16 dropout rate 2.5</p>	<p>Priority 5(b): Continue to implement Attention2Attendance and Behavior Alert programs to make early contact with students and parents and connect with resources to assist them in improving school attendance. Continue making home visits to homes of students who are chronically absent.</p> <p>Priority 5(d): Continue to implement the Human Element course (a project that celebrates students' similarities and differences and promotes kindness) and begin professional development for reintroduction of Link Crew program.</p> <p>As in Priority 6(c), Implement the Sandy Hook Promise programs: Start with Hello, Signs of Suicide and Safety Assessment & intervention programs and the Say Something Anonymous Reporting System that provides 24/7/365 access to crisis intervention counselors and referrals.</p>
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<p>Priority 5(e): Pupil Engagement: Graduation Rate 18-19 Current Graduation will increase by 1% Baseline 2015-16 93.7%</p> <p>Priority 6 (a): School Climate: Pupil suspension rate 18-19 Decrease by 3% from previous year. Baseline 2014-15 11.3%</p> <p>Priority 6 (b): School</p>	<p>Priority 5(e): Metric/Indicator: Met Pupil Engagement: Graduation Rate 2017-18 Maintain graduation status <u>All Students:</u> 95.4% Subgroups: <u>White:</u> 95.7% <u>Socioeconomically Disadvantaged:</u> 94.5% <u>Hispanic:</u> 94.3% 2016-17 <u>All Students:</u> 95.2% Baseline 2015-16: 93.7%</p> <p>Priority 6 (a): Metric/Indicator: Not Met School Climate: Pupil suspension rate 2017-18 Decrease by 3% from previous year. <u>All Students:</u> 5.3% - 0.7% Declined <u>White:</u> 6.2% Maintained <u>Socioeconomically Disadvantaged:</u> 5.6% Maintained <u>Students with Disabilities:</u> 8.5% Declined <u>Hispanic:</u> 4.7% Declined <u>English Learners:</u> 7.4% Declined Baseline 2014-15 11.3%</p> <p>Priority 6 (b): Metric/Indicator: Met</p>	<p>Priority 5(e): As in 5(a), continue implementation of the Alternative to Suspension (ATS) Program and continue the implementation of Personalized Academic Center (PAC). Funds will be principally directed to keep district low-income and English Learner student populations on campus with the ability to personalize learning needs through alternative class assignments as need.</p> <p>Staff will continue to explore alternative credit recovery models and online programs to address the needs of students with disabilities and EL students.</p> <p>Priority 6 (a): Maintain curriculum development and planning time as the District shifts to MTSS approach in addressing the varied needs of students in the district. Based upon the needs of students through the MTSS approach, 2019-20 planning to district faculty/staff/students and parents will be addressed. At Buena Vista High School, teams will continue with the implementation of PBIS and participate in ongoing professional development.</p> <p>While efforts to address schoolwide systems of support for students develop, a continued focus on student recognition activities will remain. Wildcat to Watch and Feed the Brain recognition events highlight the academic excellence of students on a regular basis.</p> <p>Priority 6 (b): As in Priority 6(a), maintain curriculum development and planning time as the District shifts to MTSS approach in addressing the varied needs of students in the district.</p>
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<p>Climate: Pupil expulsion rate 18-19 Maintain expulsion rate of less than 1% Baseline 2014-15: 0.2%</p> <p>Priority 6 (c): School Climate: Other local measures (surveys): Focus Questions: School safety & Connectedness ? Continue to monitor "School Safety" 18-19 Increase feeling of safety by all groups by 3%. Increase feeling of being connected at school by 3% in all groups. Baseline Feeling of safety at school - Students responding positively 78% - Parents/Community responding positively 84%, Staff responding positively 82% Feel connected to school - Students responding positively 74% - Parents/Community 90% - Staff responding positively 76%</p>	<p>School Climate: Pupil expulsion rate 2017-18 Maintain expulsion rate of less than 1% Expulsion Rate: 0.28% Baseline 2014-15: 0.2%</p> <p>Priority 6 (c): Metric/Indicator: Not Met School Climate: Other local measures (surveys): Focus Questions: School safety & Connectedness ? Continue to monitor "School Safety" 18-19 Increase feeling of safety by all groups by 3%. Increase feeling of being connected at school by 3% in all groups. Baseline Feeling of safety at school - Students responding positively 78% - Parents/Community responding positively 84%, Staff responding positively 90% Feel connected to school - Students responding positively 75% - Parents/Community 90% - Staff responding positively 74%</p>	<p>Based upon the needs of students through the MTSS approach, 2019-20 planning to district faculty/staff/students and parents will be addressed. At Buena Vista High School, teams will continue with the implementation of PBIS and participate in ongoing professional development.</p> <p>While efforts to address schoolwide systems to support students develop, a continued focus on recognition will remain. These recognitions in Wildcat to Watch by faculty and staff and Feed the Brain events to highlight the academic excellence of students on a regular basis.</p> <p>Priority 6 (c): Implement Share911 workplace emergency management system that allows any employee to initiate emergency communication. Implement Sandy Hook Promise programs: Start with Hello, Signs of Suicide and Safety Assessment & intervention programs and the Say Something Anonymous Reporting System that provides 24/7/365 access to crisis intervention counselors and referrals. To continue developing a collaborative work environment, and promoting staff attendance at the annual staff are attending the Labor Management Institute during the summer. District will provide release time for District Learning Team members to meet quarterly.</p>
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Goal 3 – To increase parent and community participation that supports the preparation of students to be career, college and future ready

<p style="text-align: center;">Goal 3</p>	<p style="text-align: center;">Progress Indicators</p>	<p style="text-align: center;">Actions and Services 2019-20</p>
<p>Priority 3(a): Parental Involvement: Efforts to seek parent input for decision making 18-19 - Continue with School Site Council participation at 10 or more parents</p> <p>- Reintroduce Parent Project and reach out to incoming freshman parents. Maintain at least 30 parents attending - Continue encouraging Parents to log into MyCATS and Increase from (current) 43.9% to 50% of parents logging in to MyCATS at least 11 times per month Baseline - 10 parents as part of school site council - 30 parents involved in parent project. - 43.9% to 50% of parents using MyCats a min. of 11 times a month.</p> <p>Priority 3(b): Parental Involvement: Participation of Parents for Unduplicated Pupils 18-19 Maintain parent participation in DELAC to an average of 20 parents per</p>	<p>Priority 3(a): Metric/Indicator: Partially Met Parental Involvement: Efforts to seek parent input for decision making 2017-18 - Maintained School Site Council participation with at least 10 or more. - Reintroduced Parent Academy but there was very little parent participation in the sessions offered during the 2017-18 school year. In contrast, there were 54 parents participating in continuing education through West Kern Adult Education Network. - 38% of parents survey use MyCATS monthly (1-5 times) and 34% of parents are using MyCATS 11 or more times per month to monitor student grades.</p> <p>Priority 3(b): Metric/Indicator: Met 2018-19 - 360 parents attended DELAC for the 2018-19 school year. Meetings were monthly rather than quarterly. This increased meeting frequency</p>	<p>Priority 3(a): Maintain meetings of School Site Council (SSC), DELAC teams, and District Learning Team (DLT). Teams will revisit and revise the goals for the district.</p> <p>Priority 3(b): Revisit parent education opportunities created through Parent Academy principally directed at serving Low-Income and English Learner student groups. Efforts to engage parents will include outreach through social media. Work with School Site Council and DELAC to set topics and dates early in the year.</p> <p>Continue education opportunities with a liaison for GED completion and ESL, Citizenship, Literacy courses in conjunction with West Kern Adult Education Network. Principally directed at serving Foster Youth, English Learners and Low-income parents.</p>

<p>meeting. Baseline 2016-17 Parent participation in DELAC meetings averaged 157.</p> <p>Priority 3(c): Parental Involvement: Participation of Parents of Pupils with Exceptional Needs 18-19 - Increase participation in IEP process to 100%. - Increase participation of parent meeting for AP students by 3% from 2017-18 benchmark Baseline 2016-2017 Parent participation 72% in IEP Process</p>	<p>resulted in was an average of 35 per meeting. - TUHSD began a more active presence on social media through the Taft Union High School District Facebook page. At the start of the 2018-19 school year, the TUHSD Facebook page was engaging approximately 500 people. Throughout the year, we have increased that engagement to 1,250 and see interaction with 6000+ members of our community through regular announcements and recognition of the students and events in the district. Our parent engagement on this platform increased by more than 100%.</p> <p>Priority 3(c): Metric/Indicator: Partially Met 2018-19 - Parent participation in the IEP process went from 98% in 2017-18 to 94.6%, a 3.4% decline.</p>	<p>Continue efforts to increase presence on social media through the District Facebook page. Work with the Video Production team to develop bilingual informational videos that parents can access online to learn how they can more actively participate in their students education.</p> <p>Priority 3(c): Efforts to establish a manageable and effective IEP process will continue in 2019-20. When all other methods of contact are unsuccessful, the District will conduct home visits with parents of pupils with exceptional needs who fail to attend the IEP meeting and participate in the process.</p>
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