

Livermore High School
School Plan for Student Achievement 2019 – 2020
Executive Summary



Overview of School Demographics

- 1,878 Students
- 29.71% Hispanic/Latino
- 49.36% White
- .43% American Indian or Alaska Native
- 8.36% Asian
- 2.18% Black or African American
- .32% Native Hawaiian or other Pacific Islander
- 26% Socioeconomically Disadvantaged (SED)
- 6% English Learner (EL)
- 11% Students with Disabilities (SWD)

2018– 2019 Data Trends (Highlights)

- 61.8% of students who graduated from LHS in 2019 were college/career ready, up 4.9% from previous year.
- LHS had an chronic absenteeism rate of 7.3%, down from 7.7% the previous year.
- LHS had a 1% decline in overall suspension rate from the previous year, bringing the rate to 1.3%.
- LHS had a 7% increase in the percentage of students achieving the Healthy Fitness Zone (passing 5 or 6 of the tests), bringing the total percentage for 2018-2019 to 75%.
- The most recent California Healthy Kids Survey (2017-2018) for LHS showed that 90% of 9th grade and 86% of LHS 11th grade students feel a moderate to high connection to school, and 84% of 9th grade and 87% of 11th grade students feel a moderate to high level of caring relationships with adults on campus.

2018-2019 Data Analysis and Conclusions

- In 2019, the percentage of students meeting or exceeding English Language Arts (ELA) standards declined from 64% to 61%. The pass rate for LHS students on the 2018-2019 District Literacy Assessment Benchmark was 39% for 9th grade, 28% for 10th grade, 72% for 11th grade, and 44% for 12th grade. Focus is needed on improving skills in the areas of Reading and Writing.
- In 2019, the percentage of LHS students meeting or exceeding Math standards declined from 48% to 41%. The rate in 2018-2019 for LHS students passing Algebra 1 with a C or higher was 64.5%. Focus is needed on providing support to students who struggle with math, particularly with Algebra 1, and with improving skills in the area of Concepts and Procedures.
- The 2019 LHS UC/CSU a-g completion rate was 56%, up from 3% in 2018. More attention is needed on getting students to enroll in these important courses.
- The LHS African American student group experienced suspension rate increase of 4.3% in the 2018-2019 school year, bringing the rate to 6.8%. We attribute this to the abrupt end of the African American Scholars Program (AASP) at the beginning of the school

year due to the contractor going out of business. A replacement mentoring program is being implemented this school year.

2019-2020 LCAP Site Goals

- All student groups will increase in Reading and Writing skills as measured by the Smarter Balanced Assessment Consortium (SBAC) and the District Literacy Benchmark Assessment.
- All student groups will increase in math skills as measured by the SBAC.
- The Algebra 1 pass rate (C or better) will increase from 64.5% to 75%.
- EL students will move up at least one performance level as measured by the ELPAC, including EL 4 students being reclassified as RFEP.
- The graduation rate of every student group will increase by 2%.
- The a-g completion rate of every student group will increase from 56 to 65%.
- The California Healthy Kids Survey of 2019-2020 will show an increase in 9th and 11th grade students reporting a moderate to high connection to school, perception of school as safe or very safe, and caring relationships with adults on campus.
- The overall suspension will decrease to below 1% and there will be a 2% decrease for each of the following student groups: African American, Students with Disabilities, and Hispanic.
- The Average Daily Attendance (ADA) rate will increase to 96% overall, with a 5% improvement in the habitually truant student population.
- The percentage of students passing 5 to 6 standards on the FitnessGram will increase by 5%.

2019-2020 Key Strategies to Meet Goals

- All English and Math teachers, including Special Education teachers, will review the 2018-2019 SBAC scores to determine strengths, weaknesses, and where additional attention is needed.
- English staff will develop pacing guides for the newly adopted *StudySync* curriculum and determine common assessments.
- English and Math teachers will review results of assessments, both individually and as grade-level teams, to guide planning and instruction and to revisit content taught but not learned.
- The English Department will continue to pilot the CSU-developed *Expository Reading and Writing Curriculum* to prepare students for the demands of college reading and writing.
- All Algebra 1 teachers will take part in the Silicon Valley Mathematics Initiative (SVMI).
- Standards-aligned supplemental curriculum in support of newly arrived EL students (EL 1 and 2) will be purchased and implemented with ELD classes.
- EL students will be provided with support in both push-in and pull-out models.
- Academic counselors, including the Migrant/Immigrant/First Generation counselor, will maintain the status of each student's a-g and Career Technical Education (CTE) pathway completion progress and meet with students to encourage enrollment in these courses.
- LHS will take part in the LVJUSD High School Positive Behavior Interventions and Supports (PBIS) Cohort, attending all four training sessions.
- LHS will partner with the African American Body of Laboratory Employees (ABLE) to meet with African American students twice per month to provide mentorship, college/career guidance, and to build community and self-confidence.

- LHS will continue to partner with Horizons to implement a suspension reduction program that infuses tiered student services into our disciplinary protocol.
- LHS teachers will be introduced to trauma informed decisions about classroom management by providing an overview of the impact of trauma on students and exploring how adverse life experiences can impact behavior in the classroom.
- Students identified as habitually truant will be closely monitored by Child Welfare and Attendance (CWA) Aides, the administrative team, and the counseling staff, with regular check-in with the families.
- BlackBoard will be used to send out monthly reminders regarding the importance of attendance.
- The Migrant/Immigrant/First Generation counselor will continue to run a boys group for Hispanic students, and La Familia will do the same for female Hispanic students.
- Release time will be provided for PE teachers to review FitnessGram data and determine adjustments required to warm-ups and curriculum.

2019-2020 Measures of Success

- Increase in percent of students meeting or exceeding standards in English and Math per the 2019-2020 SBAC.
- Increase in percent of students at each grade level passing the District Literacy Assessment benchmark.
- Increase in the Algebra 1 pass rate (C or better).
- Every EL students moves up at least one performance level as measured by the ELPAC.
- Increase in the graduation rate of every student group.
- Increase in the a-g completion rate of every student group.
- The California Healthy Kids Survey of 2019-2020 shows an increase in 9th and 11th grade students reporting a moderate to high connection to school, perception of school as safe or very safe, and caring relationships with adults on campus.
- Decrease in the overall suspension to below 1%, and a 2% decrease for the following student groups: African American, Students with Disabilities, and Hispanic.
- Increase in the Average Daily Attendance (ADA) rate to 96% overall, with a 5% improvement in the habitually truant student population.
- Increase of 5% in the percentage of students passing 5 to 6 standards on the FitnessGram.