INFORMATION REGARDING INSTRUCTIONAL BENFITS OF SCHOOLS STARTING IN AUGUST

The information below has been compiled in collaboration with the offices of School Operations, Curriculum, Instruction and School Support, Data and Accountability, and Budget Services.

Question 1: Do we have data supporting the instructional benefits of an Early Start Single Track Instructional Calendar?

While specific student academic results are difficult to attribute directly to the move to the Early Start Calendar, rationales for doing so are:

- Early Start allows instructional continuity that is uninterrupted by the winter break during the Fall semester. This is particularly important in secondary schools which rely on final semester examinations to determine final Fall semester marks.
- Testing windows on the California High School Exit Exam (CAHSEE) and the Advanced Placement (AP) Tests have not changed with the adoption of Early Start. The calendar affords teachers more time to prepare students for these assessments.

A. Student Academic Results:

1. Secondary Academic Marks
   The percentage of assigned Fall semester academic marks of C or higher have gained each year since 2010-11 through 2014-15. In 2010-11 and 2011-12 (traditional calendar), assigned C or higher rates were 69.3% and 69.9% respectively. Assigned C or higher rates in 2012-13, 2013-14 and 2014-15 (Early Start) were 70.8%, 72.0%, and 73.1%.

Percent of Assigned Fall Secondary Marks of C or Higher

	"Traditional" Calendar		Early Start Calendar		
Secondary Marks Assigned	2010-11	2011-12	2012-13	2013-14	2014-15
C or higher	69.3%	69.9%	70.8%	72.0%	73.1%**

Source: *MyData* ***Estimated, pending End Fall data refresh*

2. CAHSEE Pass Rates
   The overall CAHSEE pass rate in 2010-11 was 66% and 67% in 2011-12, the last year of the Traditional Calendar. In 2012-13, the first year of Early Start, the pass rate increased to 69%, but declined by one percent to 68% in 2013-2014. Taken individually, student pass rates on each ELA and mathematics section have steadily risen from 2010-11 through 2013-14. ELA pass rates for the four years: 75%, 76%, 77% and 78%. Math: 75%, 77%, 78% and 79%.

CAHSEE Pass Rates on the Grade 10 March Census Administration

	Percent Passing			
	"Traditional" Calendar		Early Start Calendar	
CAHSEE Section	2010-11	2011-12	2012-13	2013-14
Both ELA and Math	66%	67%	69%	68%
English Language Arts	75%	76%	77%	78%
Mathematics	75%	77%	78%	79%

Source: Office of Data and Accountability, September 2014 Informative

3. AP Tests

Despite declining District enrollments overall, the number of students who have enrolled in AP Courses has steadily increased each school year. The number of AP Exams taken increased from 41,440 in 2011-12 to 48,252 in 2013-14. The percentage of students who receive an AP Exam qualifying score of 3 or higher has remained relatively unchanged for the past four years: 39.6%, 40.6%, 39.5% and 39.4%, 2010-11 through 2013-14 respectively. However because of the increased number of students enrolled and taking these assessments, the raw number of students who attain a qualifying score has increased. Approximately 3,800 more students in 2013-14 received a qualifying score than did in 2010-2011.

Districtwide Enrollment, AP Enrollment, Courses and Tests Taken

8-25: UNDER REVIEW BY ODA for possible 14-15 updates

	"Traditional" Calendar		Early Start Calendar		
	2010-11	**2011-12**	**2012-13**	**2013-14**	**Percent Increase/Decrease 11-12 to 13-14**
Gr 9-12 Enrollment	166,479	161,177	148,772	152,444	-5%
AP Enrollment*	24,304	26,183	26,341	28,160	8%
AP Total Courses Enrolled (Gr 9-12)	39,711	42,882	44,485	48,272	13%
AP Tests Taken	38,340	41,440	45,213	48,252	16%
Percentage of AP Tests with 3 or Higher	39.6	40.6	39.5	39.4	-3%

Source: Office of Data and Accountability, July 2014 Informative

B. Qualitative College and Career Outcomes

1. More time to prepare for submission of college and university applications which continue to come due in late Fall.
2. Earlier access to college and university summer programs and to summer job opportunities.

starts later than August 11, without compromising the "unified" fall semester ending before the winter break. The Board approved 2015-16 calendar addresses both components of the request from the Board. Members of the community have also voiced their request to "push" the start of the year to August 18. Providing more balanced semesters would require either an August 11 start date, or finishing the first semester after the winter break.

California Ed Code §46200/§46208 specifies that the required number of instructional days is 180. There are no requirements specified for balancing the number of instructional days in the fall and spring semesters. The California Department of Education website at http://www.cde.ca.gov/ci/gs/hs/hsgrfaq.asp provides this guidance when considering high school graduation requirements:

- "Most California public high schools require the equivalent of between 22 and 26 yearlong courses. Two semester courses equal one yearlong course. A yearlong course constitutes one Carnegie unit. Semester courses constitute one-half of a Carnegie unit."
- "A year of study is two semesters of study in the same or related subject area... However, local school districts determine the actual organization of instructional time depending on their master schedule. *Variances apply depending on holidays, professional development days, and block scheduling.* (Emphasis added)."

One year in California university systems is defined by the *body of knowledge* that may be attained in a yearlong course. The requirements may also be satisfied through exams (Advanced Placement, SAT, etc.) or by validation.

For secondary courses that are considered yearlong (e.g., English 8 AB, Algebra II AB), instructional continuity continues. However, the number of instructional days between grade marks reporting windows (i.e., 5-week, mid-term, 15-week, final) will differ where semesters are not balanced. In the currently proposed 2015-2016 calendar, each of the four fall semester course instructional periods would be roughly 5-6 days shorter than spring semester instructional periods.

Courses most affected by unbalanced semesters are one-semester courses in middle and high school such as Government, Economics, Health, Art, and other elective courses, etc. Teachers must condense, or expand, their delivered curriculum depending on which semester they are teaching the course. In high school, students completing a fall course offering (for example, Health) receive the same credit (one-half Carnegie unit) as students completing a spring course offering, despite the different amount of curriculum learned. Carnegie units apply to middle schools only for middle school courses that can be accepted for high school credit, such as Algebra I or World Languages.

There is no exact required number of days that represents a Carnegie unit. Carnegie units require that 60 hours of instruction are completed. Courses completed in Summer School (whether for remediation or enrichment) award the same course credit/Carnegie units as courses completed in a semester during the regular school year. Summer School courses are 60 hours long, versus 90 semester days in an evenly balanced school year. Although currently greater in length, the spring semester hosts standardized testing (SBAC, CAHSEE, AP testing). These assessments, while important, compromise the actual number of days devoted solely to instructional delivery during the spring.

Question 3: Is there a loss of District revenue due to students not returning to school in mid-August?

The District receives State apportionment based on Average Daily Attendance (ADA) generated as of the Second Principal Apportionment period (P-2), i.e., attendance from the beginning of the school year through about April 15. ADA is calculated by dividing the *total student attendance days* by the *total instructional days* as of P-2 period. The maximum ADA that one student can generate is one unit of ADA. If a student is in attendance for the entire P-2 period, then that student's *P-2 ADA percentage to enrollment* is 100%.

The table below reflects the P-2 ADA as a percentage to norm enrollment for the last four school years for District schools, including affiliated charter schools. Based on the table below, there is no significant change in P-2 ADA to enrollment percentage.

P2 Average Daily Attendance Rate

Fiscal Year	P2 ADA as a Percentage of Norm Enrollment
2010-11	94.34%
2011-12	94.73%
2012-13	94.65%
2013-14	94.93%

There was no significant difference in absence rates during the first two weeks of school over the past four years. In 2010-11 and 2011-12 when school started in September, the absence rate was 1.2% in 2010-11 and .8% in 2011-12. For the two years of the early start calendar, absence rates were 1% in 2012-13 on the first day of school and .8% in 2013-14. The absence rate for the second week of school was slightly higher in 2010-11, compared to school years 2011-12, 2012-13 and 2013-14.

Districtwide Absence Rate - First 2 Weeks of Instruction

	WEEK 1					WEEK 2				
Year (date range)	M	T	W	Th	Fr	M	T	W	Th	Fr
2010-2011 (9/13 - 9/24)	1.2%	1.5%	1.7%	2.0%	2.7%	3.4%	3.0%	2.7%	3.0%	3.7%
2011-2012 (9/7 - 9/16)			0.8%	1.3%	1.8%	2.3%	2.1%	2.1%	2.3%	3.0%
2012-2013 (8/13 - 8/24)		1.0%	1.2%	1.6%	2.3%	2.4%	2.2%	2.1%	2.0%	3.1%
2013- 2014 (8/12 - 8/23)		0.8%	1.2%	1.4%	2.1%	2.7%	2.3%	2.2%	2.4%	3.2%

Early Start Analysis
Electricity Consumption (kWh)
June-August 2010-2014

The table below provides information regarding the District's electricity consumption for the months of June and August for the years 2010-2014. For the purpose of this comparison 2010 is considered the baseline that 2011-14 electricity consumption is measured against. Assuming $0.16 per kWh and based on annual kWh differences, the data indicates the following cost impact:

- Due to the reduction of occupied days in June, Early Start resulted in an approximate decrease of $371,384 in 2013 and $6,806 in 2014 for electricity costs versus baseline.
- Due to the addition of occupied days in August, Early Start resulted in an approximate increase of $1,789,871 in 2012, $1,143,166 in 2013, and $1,870,355 in 2014 for electricity costs versus baseline.

Additional factors to be considered when interpreting the data:

- The Early Start calendar went into effect in August 2012 (highlighted).
- The average temperature for August of 2012 and 2014 was higher than previous years, as indicated by a higher number of cooling degree days*. Cooling degree days are determined from the KCQT weather station, located on the campus of USC.
- The same set of sites were used for each year, excluding new sites opening during or after 2010, and sites with solar photovoltaic systems

For August, the electricity consumption will increase because students and staff are on campus and using the air-conditioning systems. Note that 2015 data is not available at this time.

	June				August			
	KWH	Cooling Degree Days*	Percent Difference to Baseline (2010)	Cost Difference to Baseline (2010)	KWH	Cooling Degree Days*	Percent Difference to Baseline (2010)	Cost Difference to Baseline (2010)
2010	37,786,311	152			37,401,200	255		
2011	38,858,171	66	2.84%		38,586,678	232	3.17%	
2012	38,294,813	98	1.35%		48,587,898	369	29.91%	$1,789,871.68
2013	35,465,161	167	-6.14%	-$371,384	44,545,993	241	19.10%	$1,143,166.88
2014	37,743,774	128	-0.11%	-$6,806	49,133,454	329	31.37%	$1,877,160.64

* **Cooling Degree-Days** or CDD are the number of degrees that a day's average temperature is above 65° Fahrenheit. To calculate the CDD, take the average of a day's high and low and subtract 65. For

Early Start Analysis
HVAC Service Call Data Last 5 Fiscal Years

The table below provides information regarding the number of service calls received and the cost to repair HVAC systems for the years 2010-2015 and for the months of June, August and September. These are the months where the volume of service calls is affected by the Early Start calendar. With school starting in August more occupants are on campuses and this will cause more service calls to be generated. The month of September is included for two reasons - first because traditionally school started in September prior to 2012; and second because after Early Start implementation the number of calls in September tended to go down because many of the repairs are now occurring in August when the service calls are placed. An exception to this trend occurred in September 2014 where we experienced significantly warmer temperatures as compared to September 2013. We incurred the highest service call repair cost in 2012, the first year of Early Start. The second highest year was 2011 when school started in September.

Heating Ventilation and Air Conditioning Service Call data June – September Last 5 Fiscal Years

	2010		2011		2012		2013		2014		2015	
MONTH	Calls Received	Total Labor & Material Cost	Calls Received	Total Labor & Material Cost	Calls Received	Total Labor & Material Cost	Calls Received	Total Labor & Material Cost	Calls Received	Total Labor & Material Cost	Calls Received	Total Labor & Material Cost
JUN	1763	$ 997,909.71	1374	$1,100,383.44	1096	$ 828,614.50	917	$ 519,798.05	2510	$ 670,305.17	2,597	$1,196,432.75
AUG*	1877	$ 871,048.37	1989	$1,096,541.80	5158	$1,844,550.44	3422	$1,055,786.56	3449	$ 987,305.66	4,148	$1,599,840.49
SEP	3426	$ 837,127.31	3592	$1,582,386.58	2955	$1,660,469.90	2934	$1,327,260.87	4319	$1,408,499.42	TBD	TBD
Grand Total	7066	$2,706,085.38	6955	$3,779,311.82	9209	$4,333,634.83	7273	$2,902,845.48	10278	$3,066,110.25	6,745	$2,796,273.25

*2015 August data is through August 28, 2015

Instructional Calendars in the Greater Los Angeles Area

(All Calendars are for 2015-16 unless otherwise noted next to school district name)

	1ST DAY OF SCHOOL	THANKSGIVING WEEK-DAYS OFF	LAST DAY OF SEMESTER 1	WINTER BREAK	FIRST DAY OF SEMESTER 2	SPRING BREAK	LAST DAY OF SCHOOL
	August 18	**M-F**	**December 18**	**December 21-January 8**	**January 11**	**March 21-25**	**June 10**
	August 14	M-F	December 18	December 21-January 1	January 4	March 28-April 1	May 27
	August 11	M-F	December 16	December 19-January 2	January 3	March 27-31	May 26
	August 18	M-F	Trimesters	December 21-January 8	Trimesters	March 21-April 1	June 17
	August 12	M-F	December 18	December 21-January 1	January 4	March 14-18	May 26
	August 10	M-F	December 23	December 26-January 6	January 9	March 13-17	May 25
	August 9	M-F	December 22	December 25-January 5	January 8	March 12-16	May 24
	August 31	M-F	January 29	December 21-January 1	February 1	March 28-April 1	June 16
	September 1	Th-F	December 23	December 24-January 1	January 4	4-day vac. in Febr. and April	June 20
	August 24	M-F	December 18	December 21-January 1	January 4	April 4-April 8	June 9
	August 17	Th-F	December 18	December 21-January 1	January 4	March 21-25	May 26
	August 26	M-F	December 18	December 21-January 1	January 4	April 4-April 8	June 9
	August 31	M-F	December 23	December 26-January 6	January 9	April 3-April 7	June 15
	August 30	M-F	December 22	December 25-January 5	January 8	April 2-April 6	June 14
	August 17	M-F	December 18	December 21-January 1	January 4	March 28-April 1	June 3
	August 24	W-F	December 18	December 21-January 1	January 4	March 28-April 8	June 10
	August 26	M-F	January 21	December 21-January 1	January 25	March 28-April 1	June 10
	August 25	M-F	January 22	December 21-January 1	January 25	March 28-April 1	June 9
	August 23	M-F	January 27	December 19-January 2	January 30	April 3-April 7	June 9
	August 10	M-F	December 18	December 21-January 6	January 7	March 21-25	June 1
	August 10	W-F	December 18	December 21-January 1	January 4	April 4-April 8	May 24
6-17	August 8	W-F	December 16	December 19-January 2	January 3	April 3-April 7	May 23
	August 26	W-F	December 18 January 21HS	December 21-January 1	January 4 January 26	March 28-April 1	June 8
	September 8	Th-F	January 29	December 21-January 1	February 2 February 1-sem. break	April 4-April 8	June 17
	September 7	Th-F	January 31	December 19-January 2	February 2 February 1-sem. break	April 3-April 7	June 20
	August 12	M-F	December 17	December 21-January 1	January 4	March 21-28	May 27
ays)	August 16	M-F	December 22	December 26-January 6	January 9	March 27-31	June 1
ays)	August 14	M-F	December 21	December 25-January 5	January 8	March 26-30	May 31
	September 2	M-F	January 29	December 21-January 1	February 1	March 28-April 1	June 16

	August 31	M-F	January 27	December 26-January 6	January 30	April 17-21	June 15
	August 26	M-F	December 18	December 21-January 1	January 4	April 4-April 8	June 16
***	August 29	Th-F	December 23	December 26-January 6	January 9	April 10-14	June 8
	August 24	M-F	January 29	December 21-January 8	February 1	March 28-April 1	June 16
	September 8	W-F	December 18	December 21-January 1	January 4	5-day vac. in Febr. and April	June 23 7-12 June 24 K-6
y	August 12	W-F	December 17	December 18-January 8	January 11	March 28-April 1	June 2
	August 6	M-F	December 17	December 21-January 1	January 4	March 21-28	May 24
	August 26	M-F	January 29	December 21-January 8	February 1	April 4-8	June 16
	August 24	M-F	January 27	December 19-January 6	January 30	April 3-7	June 15
	August 23	M-F	January 26	December 18-January 5	January 29	April 2-6	June 14
	August 19	M-F	December 18	December 21-January 8	January 11	March 28-April 1	June 9
	August 17	M-F	December 18	December 21-January 1	January 5 Jan. 4=PF	March 14-18	June 2
	August 15	M-F	December 22	December 23-January 6	January 9	March 20-24	June 1
	August 21 –Gr 7 August 24-all others	M-F	January 22	December 21-January 1	January 25	April 4-8	June 8-HS June 9-El, MS
	August 26 –Gr 7 August 29-all others	M-F	January 27	December 26-January 6	January 30	April 3-7	June 14-HS June 15-El, MS
	August 3	M-F	December 17	December 18-January 8	January 11	March 21-April 1	June 2
16-17	August 1	M-F	December 15	December 16-January 6	January 9	March 20-31	June 1
D	August 20	Th-F	December 18	December 21-January 1	January 6	March 21-April 1	June 9
D 16-17	August 22	Th-F	December 23	December 26-January 6	January 10	April 3-April 14	June 9
	August 20	M-F	January 21	December 21-January 1	January 25 Jan. 22=PF	April 4-8	June 8
	August 18	W-F	January 22	December 21-January 1	January 26 Jan. 25=PF	March 28-April 1	June 9
	August 12	M-F	trimesters	December 21-January 8	trimesters	March 21-25	June 3
	August 12	M-F	December 18	December 21-January 4	January 5	March 21-25	June 2

JSD- future calendars will start 2 weeks prior to Labor Day

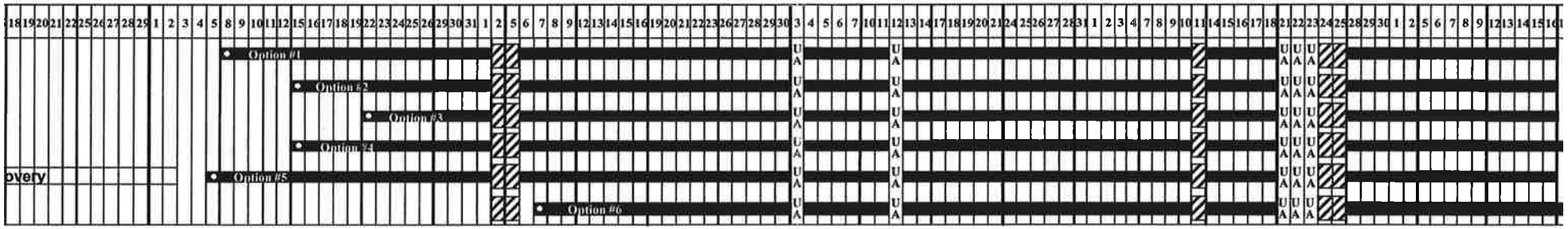
/ USD switched to earlier start this school year

LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

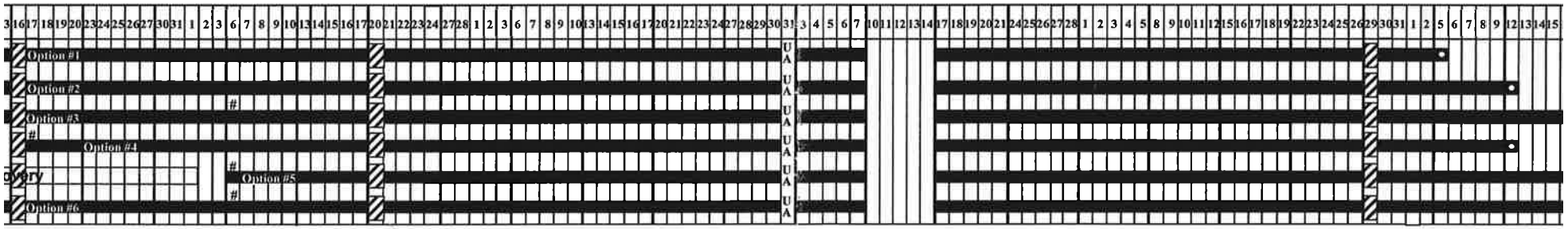
HOLIDAY
DIA DE FIESTA

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2016-2017
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN

AUGUST / AGOSTO — SEPTEMBER / SEPTIEMBRE — OCTOBER / OCTUBRE — NOVEMBER / NOVIEMBRE — DECEM / DICIEM



JARY / RO — FEBRUARY / FEBRERO — MARCH / MARZO — APRIL / ABRIL — MAY / MAYO — JUNI / JUNI



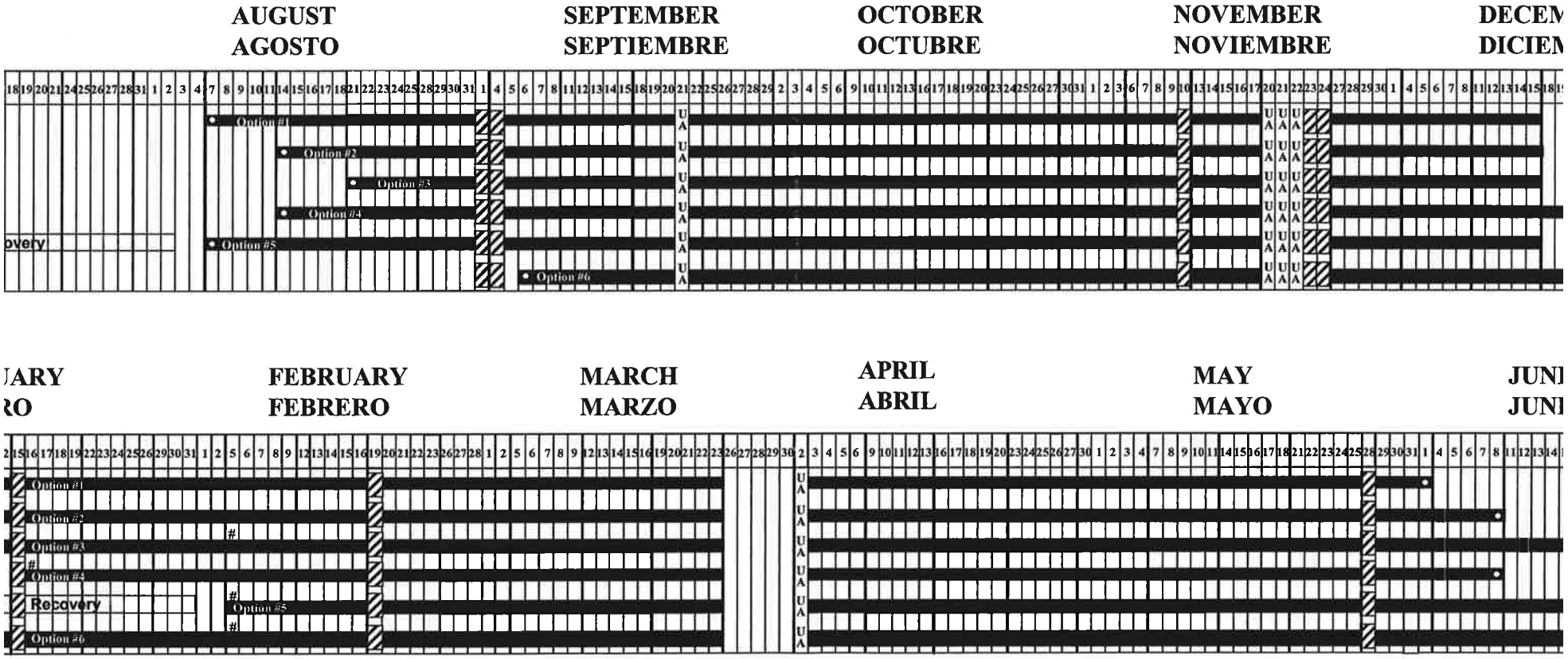
nester 2

ıber of ructional Days emester 1	Number of Instructional Days in Semester 2	Remarks
	96	Semester 1 finishes before winter break
	101	Semester 1 finishes before winter break
	87	Semester 1 continues after winter break
	96	Semester 1 finishes before winter break
	95	Semester 1 finishes before winter break
	93	Semester 1 continues after winter break

LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

HOLIDAY
DIA DE FIESTA

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2017-2018
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN



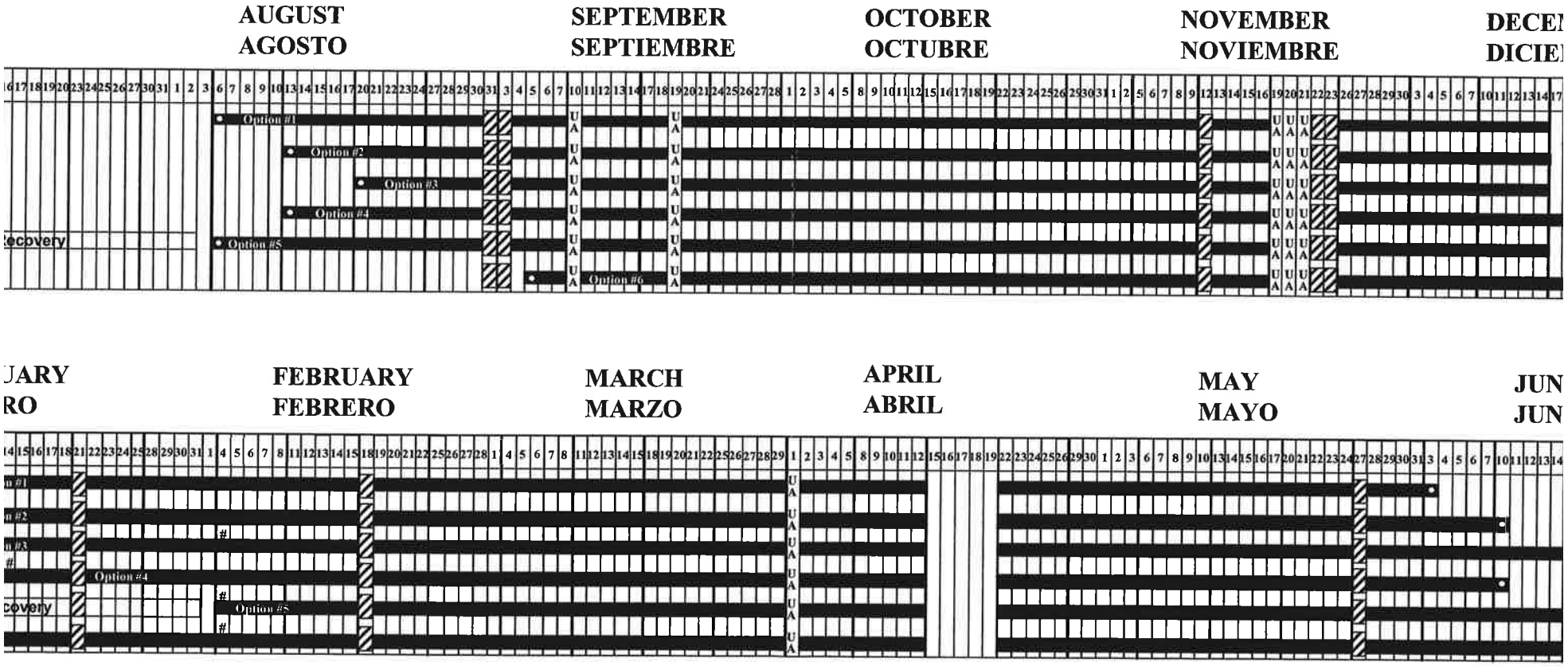
nester 2

ber of uctional Days mester 1	Number of Instructional Days in Semester 2	Remarks
	95	Semester 1 finishes before winter break
	100	Semester 1 finishes before winter break
	86	Semester 1 continues after winter break
	95	Semester 1 finishes before winter break
	95	Semester 1 finishes before winter break
	94	Semester 1 continues after winter break

LOS ANGELES UNIFIED SCHOOL DISTRICT
DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

HOLIDAY
DIA DE FIESTA

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2018-2019
CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN



mester 2

ber of uctional Days mester 1	Number of Instructional Days in Semester 2	Remarks
	96	Semester 1 finishes before winter break
	101	Semester 1 finishes before winter break
	87	Semester 1 continues after winter break
	96	Semester 1 finishes before winter break
	96	Semester 1 finishes before winter break
	94	Semester 1 continues after winter break