Alternative Education

Single Plan for Student Achievement (SPSA)

2019-2020

May 15, 2019

Stakeholder Input Timeline

Alternative Education 2019-2020

EVENT	LOCATION	DATE
Faculty	Room 103	1/15/19
SSC	Room 103	1/23/19
Leadership	Room 103	2/4/19
Faculty	Room 103	3/19/19
Leadership	Room 103	4/4/2019
ELMAC	Room 103	4/24/19
Faculty	Room 103	4/30/19
SSC	Room 103	5/1/19
Leadership	Room 103	5/13/19

TUSD LCAP Goal 1: Ensure that all students have equitable access to and are successful within a rich variety of rigorous, and standards-aligned set of learning opportunities that promote college and career readiness and preparation for a productive future as citizens in global society.

Alternative Education Goal 1: Provide all students with opportunities to make up credits to attain a high school diploma and opportunities to explore and learn about college & career opportunities.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2019-2020
College and Career Indicator (CCI)		
Graduation Rate	80.3% / 94%	85% / 96%

Additional outcomes for students in 2019-20 (including yellow, orange, red areas, and underperforming subgroups/grade levels):
● The graduation rate for Shery is in the green for our Hispanic and Socioeconomically Disadvantaged populations. They increased 11.5 points and 5.7 points respectively.
No other sub groups had a color performance band but our Students with Disabilities increased 14.6 points, Hispanic increased 11.5 points, Socioeconomically Disadvantaged increased 5.7 points and the White population maintained from last year.
Before the dashboard we calculated our graduation rate as all students who graduated with either us or their home school but attended Shery during part or all of their senior year. We were at 91% and increased to 94% based on this formula. We would like to increase this to 96% in the coming year.
● In Fall 2018 , 14 students had enrolled at El Camino College. Another 17 finished the enrollment process at Shery during the year. So far during the 2018-19 school year, 27 students completed enrollment for Fall 2019 and another 8 in the process. Our hope is that all these students will be active students in Fall 2019.
● We had 19 students at SoCalRoc that completed classes during the Fall 2018 session. We currently have 18 enrolled in Spring 2019. Our goal is to continue to have students who enroll complete these valuable courses.

1.1 - Actions and Services: Ensure strong instruction for all students by focusing on strengthening grade level and content through Professional Learning Communities (PLCs).

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Leadership planning time	8,000	Supplemental	Continue to build on existing RtI program and address critical needs of student populations	-PLC sign in sheets -Survey for all graduating students

1.3 - Actions and Services: Ensure all students have sufficient instructional materials by providing adequate quantities of texts and other materials.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Provide high interest, lower level reading and support materials and resources to help students move forward in gaining proficiency in all subjects	4000 3000	Supplemental Other	Purchase materials for teachers to engage all students in the learning process including students who may be struggling	-Pre & post assessments -Formative assessments in portfolios

1.4 - Actions and Services: Ensure students are college and career ready through articulated counseling and supports in grades 6-12.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Invite representatives from community colleges on a regular basis to campus			Facilitate the enrollment process at school for post-secondary programs	Survey with students in college programs after graduation

1.4 - Actions and Services: Ensure students are college and career ready through articulated counseling and supports in grades 6-12.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Take students on field trips to 4 year, 2 year, and trade schools Take academic field trips to supplement core curriculums	3,500	Supplemental	Take students on college visits	Field trip sign in sheets/survey of grads attending college programs after graduation

1.4 - Actions and Services: Ensure students are college and career ready through articulated counseling and supports in grades 6-12.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Provide career and post-secondary seminars and workshops for students. Students will receive classroom instruction on Career Interest and Exploration	532	Student Achievement	Exploration of specific career pathways and industries	Results of interest/career inventories

Goal 2: All underperforming student groups will meet or exceed standards in a rigorous curriculum that includes English Language Arts and math, science social studies, and other disciplines such as career technical subjects and physical education

Alternative Education Goal 2: Help targeted students improved their academic skills and achieve their high school diploma

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2019-20
English Learner Performance (ELA CAASPP - Met/Exceeded %) (Math CAASPP - Met/Exceeded %)	0% 0%	5% 5%
EL Reclassification Rate	12 ELs 0 Redesignation	Our numbers change daily
ELA CAASPP (Met/Exceeded %)	16%	20%
Math CAASPP (Met/Exceeded %)	2%	5%
AP Exam Pass Rate		
CSU/UC A-G Rate		
EAP for ELA: EAP for Math		

Additional outcomes for students in 2019-20 (including yellow, orange, red areas, and underperforming subgroups/grade levels):
- For Eng/LA, we were in the red although no sub-groups were given a performance color. The only groups that had enough students to get information were our Hispanic students who declined 27.2 points and our Socioeconomically Disadvantaged students who declined 7.6 points. To address this we are working with our low readers in our Reading class using Fountas & PInnell, as well as, using the NewsELA curriculum with many classes on campus.

- For Math, we were in the orange although again no sub-groups were given a performance color. Again only our Hispanic students and Socioeconomically Disadvantaged students had enough students to have any data. Both groups increased 24.5 & 50.1 points. We will begin using IXL with all our math students to help improve our Math scores and more importantly our students' math abilities so they have skills they need in postsecondary and career pathways.
- Our EL subgroup is too small to have color designation in ELA or Math.
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2.1 - Actions and Services: Students in need of additional instruction will be provided with intervention within the school day at a time where core instruction is not occurring

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Continue to develop and implement an Alternative Education Response to Intervention (RtI) plan to support underperforming students	23,000	Supplemental	Use 1 section as Intervention to provide students with a variety of support including 1 to 1 intervention, small group pull-out, academic planning, and attendance data collecting. Provide incentives through our PBIS program and school-wide recognition	- Graduation rate -Absences/tardy summaries -RtI assignments and student work

2.2 - Actions and Services: Continue to provide site specific intervention support and staffing to ensure success for students including during the school day, beyond the bell, and extended year opportunities for all students.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Students will receive extended learning time beyond the school day	5,000	Supplemental	3 times a week after-school tutorial, Concurrent Independent Study & summer school for students who qualify with good attendance and progress in classes	- Graduation rate -List of students returning to home school

2.3 - Actions and Services: Continue to support current EL and Redesignated Fluent English Proficient students and provide intervention support.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Using Fountas & Pinnell reading levels, create a reading class to increase literacy and comprehension, and assist in obtaining post-secondary goals. Get new ELD Coord trained in F & P.	1,000	Supplemental	Getting accurate reading levels on all Shery students to properly place in a new reading course taught by the EL Coordinator/RSP teacher to help improve their literacy. Emphasis on EL and other students who struggle with reading	Pre and Post assessment data showing improved reading

2.4 - Actions and Services: Provide additional staffing, professional development, materials and technology/licensing to all schools to support the current intervention model with an emphasis on ELA, reading, math, and technology focusing on English Learners and other underperforming subgroups specific to site determined supplement needs.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Provide digital learning supports for low performing and targeted student populations	5,119	Supplemental	Newsela and iXL	Improved scores on CAASPP

2.5 - Actions and Services: Provide supplemental assistance and materials including print and 21st century tools and technology.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Provide additional technology to increase 21st century classrooms and increase computer literacy in students.	5390 10,000 249	Supplemental Other Student Achievement	Continue to provide necessary technology to provide multiple modes of instruction to meet all students' needs	Utilization of new technology by students

Goal 3: Implement an effective, cohesive and sustainable professional development model that maximizes the conditions of learning for all students, while implementing California Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades K-12 including the effective recruitment and development of teachers.

Alternative Education Goal 3: Encourage all staff to stay current in their practice and curriculum through district trainings/adoption committee/4 X 5 meetings and conferences

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2019-20
Full credentialed & teaching in field	91%	100%
Percent of teachers who participate in regular and on-going PLC's in implementing all standards, effective instruction, and student learning.	100%	100%

Additional outcomes for _school/teachers_ in 2019-20 (_based on_ yellow, orange, red areas, and underperforming subgroups/grade levels _as indicated in Goals 1 & 2_)
- Provide training of specific support resources to raise targeted populations CAASPP scores.
- Send teachers to conferences targeted for our at-risk youth.

3.1 - Actions and Services: Continue to develop, strengthen and sustain our Professional Learning Communities (PLC).				
Activities/Expenditures	**Budgeted Amount**	**Funding Source**	**Description**	**Progress Monitored via:**
Provide opportunities for staff to participate in training and conferences so they are better prepared to work with and help all students and their needs (i.e. conferences focusing on at-risk students and content specific)	7500	Supplemental	Teachers attend up to date trainings on best practices in their curricular areas and with at-risk students to help meet the diverse needs of our students	Grad rate & credit completion of all students

3.1 - Actions and Services: Continue to develop, strengthen and sustain our Professional Learning Communities (PLC).

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Weekly Professional Learning Communities		(See Action 1.1)	Professional development with a focus on targeted student supports via PLC and RtI	Successful students academically & improved CAASPP scores and graduation rate

3.1 - Actions and Services: Continue to develop, strengthen and sustain our Professional Learning Communities (PLC).

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
RtI PD		(see Action 1.1)	Administration, Site Leadership and Intervention Team will provide PD as needed to improve Tier, 1, 2 and 3 Intervention practices	PD Debrief Form follow-up

3.3 - Actions and Services: Continue to provide English Language Arts (ELA) professional development supporting differentiated learning and instruction

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Guided Reading Training			One teacher participating district-led Guided Reading training	More students having access to Fountas & Pinnell strategies

Goal 4: Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school.

Alternative Education Goal 4: Expand and improve the multi-tiered systems of support programs in order to improve the behavioral intervention for all students as well as provide a means for regular attendance and progress monitoring

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2019-20
Chronic Absentee Rate	25% of students were chronically (10+ days) absent each quarter	20% or less will be chronically (10+ days) absent each quarter
Suspension Rate	32 suspensions	Decrease suspensions by 20% by trying new interventions and resources
School Climate Survey - Local Indicator*	At the beginning of the year we did the School Climate survey with most of our student population. Results varied with 72% agree with "I like school." as the lowest and then ranging up to 95% agree with "Teachers treat me with respect."	Would like to raise the % of students who like school and I feel successful in school by 10% (72% & 75% to 82% and 85%)

Additional outcomes for students in 2019-20 (including yellow, orange, red areas, and underperforming subgroups/grade levels):
- 2017-18 suspensions showed our HIspanic, SED, and White population were in the Red. Hispanic went up 5.1 points, Socioeconomically Disadvantaged went up 2.7 points, and White went up 2.5 points. Our other groups had no color performance band but our African-American group went up 15.2 points, EL population when up 11.7 and our Students with Disabilities went up 10.1 points. We are going to be utilizing additional resources in the community to try to help our students with multiple drug offenses to try to decrease all our subgroups points and move our red groups to orange.

4.1 - Actions and Services: Provide direct social-emotional supports for students.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Utilize district interns and Diversion counselors to address social-emotional needs and drug use			Reach out to multiple community resources to bring services to our students/families or use to refer out	Referrals and decrease in suspensions

4.2 - Actions and Services: To promote emotional security and engagement, and encourage a sense of belonging as students continue through high school.

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Support our Leadership program in promoting positive interactions and campus activities and creating more confident, responsible students at Shery High.	1000	Student Achievement	Leadership provides spirit activities to encourage students to become prideful in our school and involved.	Sign up sheets for involvement in activities

4.3 - Actions and Services: Expand Multi-Tiered System of Support (MTSS) program

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Continue to develop and implement multi-tiered system of support program, through PBIS training for administrators, counselors, teachers and staff to support students along with RtI intervention/instruction strategies. Provide RtI development time for all teachers. Provide teachers with program supplies and resources.	Refer to 2.1	Supplemental	Continue PBIS implementation including breakfast socials, student of quarter luncheons, other incentives	Parent sign in sheets from campus activities

4.4 - Actions and Services: Provide family and student support services for homeless, foster youth and low income students by evaluating and responding to their individual needs

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Monitor the identification and implementation of services and supports for students identified as Foster Youth and Homeless as required by Assembly Bills 490 and 167 and the McKinney-Vento Homeless Assistance Improvement (2001). Continue to monitor California Department of Social Services (DCSS) Foster Youth data according to AB 97.			Work with district to help identify students	Foster/homeless students identified in PowerSchool

4.4 - Actions and Services: Provide family and student support services for homeless, foster youth and low income students by evaluating and responding to their individual needs

Activities/Expenditures	Budgeted Amount	Funding Source	Description	Progress Monitored via:
Continue referral process for homeless families, and provide assistance in areas of need.	Refer to 2.1		Continue to work with district and social services personnel to identify and meet the needs of our foster and homeless youth and provide needed supports (i.e. TAP cards, tokens, other services)	Needs of foster/homeless youth met

Goal 5: Improve parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.

Alternative Education Goal 5: Continue to provide many ways of communicating with our parents and involving them in their child's successes and inform them when not being so successful

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Previous Year	2019-20
Parent Engagement Local Indicator (parent participation in SSC, ELMAC, and parent event attendance)	Our parent engagement gets better each year. No real stats for you but we are always adding events and opportunities for parents to be involved	Continue to offer & increase the number of parent engagement activities

Additional outcomes for students in 2019-20 (including yellow, orange, red areas, and underperforming subgroups/grade levels):
- Continue the very successful Parent Conference Night, Parent Education Events, as well as staff making a commitment to making calls home each month for both positive and lack of progress/concerns.

5.1 - Actions and Services: Improve home to school communication with parents and continue to seek their input at all sites				
Activities/Expenditures	**Budgeted Amount**	**Funding Source**	**Description**	**Progress Monitored via:**
Continue to provide opportunities for parent involvement at Shery High through Breakfast Socials, Student of the Quarter luncheons, and other celebrations	Refer to 2.1	Supplemental	Host multiple events for parents to be on campus to stay informed about their child's school experience as well as provide parent ed nights based on their feedback from survey at enrollment	Increased parent involvement & attendance at events

5.1 - Actions and Services: Improve home to school communication with parents and continue to seek their input at all sites				
Activities/Expenditures	**Budgeted Amount**	**Funding Source**	**Description**	**Progress Monitored via:**
Quarterly Progress Reports, transcripts and Academic Plans mailed home 4 times a year			We believe the more informed students and parents are of their academic progress helps to keep the students focused and therefore more students graduate	Graduation rate increases and more communication/ collaboration with parents

5.3 - Actions and Services: Provide parent education opportunities that align with targeted population parent needs				
Activities/Expenditures	**Budgeted Amount**	**Funding Source**	**Description**	**Progress Monitored via:**
Develop and implement a Shery plan for more consistent outreach and communication with parents via eBlasts, phone calls, mailings, and website			Use of all modes of communication to make sure parents are informed about their students progress and activities on campus. Recently used text and it was great!	-Parent feedback about being better informed -Teacher Communication Logs

5.3 - Actions and Services: Provide parent education opportunities that align with targeted population parent needs				
Activities/Expenditures	**Budgeted Amount**	**Funding Source**	**Description**	**Progress Monitored via:**
Provide parent education on school site services and programs through Back to School Night, Open House and Parenting Classes for all parents/students	1300	Supplemental	Host multiple events for parents to be on campus to stay informed about their child's school experience as well as provide parent ed nights based on their feedback from survey at enrollment	Increased parent involvement & attendance at events

5.4 - Actions and Services: Provide multiple opportunities for parent leadership, input and feedback on site advisory committees				
Activities/Expenditures	**Budgeted Amount**	**Funding Source**	**Description**	**Progress Monitored via:**
ELMAC and School Site Council			Ensure site participation in leadership and advisory positions	Sign in sheets from meetings

APPENDIX A

Annual Review and Analysis of Progress
(for 2019-2020 SPSA)

GOAL #1:

Identified Need	Action/Service	Expenditure	Expected Outcomes
Addressing the needs of our targeted population of low readers, especially our EL and our Special Ed populations	Through the use of Fountas & PInnell assessments, place students in a Reading class with our EL Coord/RSP teacher		Using Post-assessment data, class completion and graduation rate see increases in reading scores and more success of these students. These students will be more prepared for post-secondary life and more graduates.
Analysis of Results. What happened and why? What else did you notice?	We have definitely seen more positive attitudes with these students and higher class completion rates. We will not know about their final reading scores until assessments are done.		
Changes in actions/ services as a result of these outcomes.	We will definitely keep this program going.		

GOAL #2:

Identified Need	Action/Service	Expenditure	Expected Outcomes
More support for our students not proficient in Eng/LA and Math	Researched support programs to be incorporated in classes, through intervention and tutorial to support our low achieving students	3,100	Increased number of students reaching proficient in Eng/LA and Math. Better prepared students for post-secondary life and more graduates.
Analysis of Results. What happened and why? What else did you notice?	We purchased NewsELA licenses recently and have a few teachers already incorporating into their curriculum. Students are very responsive to the curriculum and we plan to build on that in more class rooms. We also just purchased IXL licenses and will be having all the Math teachers trained to use this with all our math students. We will also use through tutorial and intervention. Hoping to notice stronger more confident students and better scores on 2020 CAASPP.		

Changes in actions/ services as a result of these outcomes.	More time devoted to utilizing new programs and tracking students progress.

GOAL #3:

Identified Need	Action/Service	Expenditure	Expected Outcomes
Bring more positive recognition to students doing well in all areas: attendance, academic, behaviorally.	Incorporate Quarterly Assemblies to recognize students and Leadership Class Competition activities		Increased engagement and motivation from the students therefore leading to more successful students in the classroom which means more classes completed and more graduates
Analysis of Results. What happened and why? What else did you notice?	We started these assemblies and recognized students who were picked for Student of the Quarter by their teachers,Student Scholars who earned a certain number of credits that quarter, perfect monthly attenders and our Shery Knights winners who got the most tickets each month for being Respectful, Accountable, and Kind (PBIS). The students enjoy these and we add Leadership activities and raffle drawings for Shery items.		
Changes in actions/ services as a result of these outcomes.	This will continue to happen and grow. Would like to see more parents attend.		

APPENDIX B

Shery High
Budget Summary Worksheet
2018-2019

Funding Source:		Supp.	SA	Other	Title I	Total	District Contrib.
2018-2019 Allocation:		**46,752**	**1532**	**24,019**			
Focus Area Category #1	Goal #						
Leadership	1.1	**8,000**					
Supplemental Resources/Materials	1.3	**3,000**		3,000			
College Field Trips	1.4	**2,500**					
Career Exploration	1.4		532				
Focus Area Category #2	Goal #						
Intervention/RtI/PBIS	2.1	**22,000**					
Extended Learning-tutorial	2.2			6,000			
Digital Learning Support	2.4			5,119			
Technology	2.5	**3,952**		10,000			
Focus Area Category #3	Goal #						
Teacher Trainings/Conferences	3.1	**6,000**					
Focus Area Category #4	Goal #						
Leadership	4.2		1,000				
Focus Area Category #5	Goal #						
Parent Education Nights	5.3	**1,300**					
TOTAL BALANCE:		**46,752**	**1,532**	**24,019**			

Drevno
Budget Summary Worksheet
2018-2019

Funding Source:		Supp.	SA	Other	Title I	Total	District Contrib.
2018-2019 Allocation:		5,938	249				
Focus Area Category #1	Goal #						
Supplemental Resources	1.3	1,000					
College Field Trips	1.4	1,000					
Focus Area Category #2	Goal #						
Intervention/RtI/PBIS	2.1	1,000					
Technology	2.5	1,438	249				
Focus Area Category #3	Goal #						
Teacher Trainings/Conferences	3.1	1,500					
Focus Area Category #4	Goal #						
Focus Area Category #5	Goal #						
TOTAL BALANCE:		5,938	249				

APPENDIX C

**(Alternative Education)
School Site Council Membership
2018-2019**

Education Code Section 64001(g) requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current makeup of the school site council is as follows:

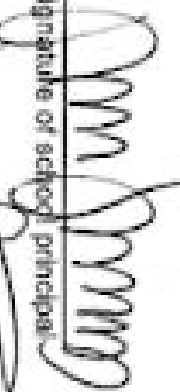| Names of Members	Principal	Teacher	Staff	Parent or Community	Student
Jamie Jimenez	X				
Marcie Long			X		
Zack Tubic		X			
Mike Barr		X			
Kathy Patterson		X			
Nick Mesta		X			
Sara Willey				X	
Jann Feldman				X	
Rachel Suit				X	
Jessica Hartlove					X
Morgyn Whysong					X
Jennifer Maldonado					X
Category Totals	1	4	1	3	3

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Form E: Recommendations and Assurances

The school site council recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The school site council is correctly constituted and was formed in accordance with district governing board policy and state law.

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

_X_ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Gifted and Talented Education Program Advisory Committee

___ Other (list)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the District Local Control Accountability Plan.

5. This school plan is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council at a public meeting on:

_____

Attested:

JAMIE JIMENEZ   Signature of school principal _____ 5/15/19
Typed name of school principal   Date

KATHY PATTERSON   Signature of SSC chairperson _____ 5/15/19
Typed name of SSC chairperson   Date

APPENDIX E

TUSD LCAP Data Table
2019-2020

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
College and Career Indicator (CCI)	55%	55%	57%	59%
Graduation Rate	Very High (95%)	Maintain Very High (96%)	Maintain Very High (97%)	Maintain Very High (97%)
Local Indicator - Percent of students with sufficient materials	100% (Met)	100% (Met)	100% (Met)	100% (Met)
Healthy Fitness Zone (HFZ) for 5th grade	72.9% (2015-16)	75%	76%	77%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA Dashboard (K-8)	High	High	Maintain High	Maintain High
Math Dashboard (K-8)	High	High	Maintain High	Maintain High
ELA CAASPP (K-8)	63% (met/exceeded)	65%	67%	69%
Math CAASPP (K-8)	55% (met/exceeded)	59%	60%	61%
English Learner Progress	Medium	High	Maintain High	Maintain High

EL Reclassification	10.6% (2016-17)	*12%*	14%	15%
AP Exam Pass Rate	71% (2015-16)	*72%*	73%	74%
CSU/UC A-G Rate	55% (2015-16)	*57%*	59%	60%
EAP for ELA: EAP for Math	72% (2015-16); 57% (2015-16)	*74%;* *59%*	76%; 61%	78%; 63%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fully Credentialed & teaching in field	100% (2016-17)	*100%*	100%	100%
Percent of teachers with ELD Authorization	100% (2016-17)	*100%*	100%	100%
Filling all Open Positions	92% (2016-17)	*100%*	100%	100%
Implementation of Standards Local Indicator	Met	*Met*	Met	Met
Percent of students taught by teachers who participate regularly in PLC's and Professional Development	100%	*100%*	100%	100%
Percent of teachers who participate in regular and on-going PLC's in implementing all standards, effective instruction, and student learning.	100%	*100%*	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate	96%	*96%*	Maintain 96% or higher	Maintain 96% or higher

Suspension Rate	1.9%	*1.7%*	Maintain or decrease from 1.7%	Maintain or decrease from 1.7%
Expulsion Rate	0.1%	*0.1%*	Maintain or decrease from 0.1%	Maintain or decrease from 0.1%
Chronic Absenteeism	0.5%	*0.5%*	Maintain or decrease from 0.5%	Maintain or decrease from 0.5%
Middle School Dropout	0.04%	*0.04%*	Maintain or decrease from 0.04%	Maintain or decrease from 0.04%
High School Dropout	0.18%	*0.3%*	Maintain or decrease from 0.3%	Maintain or decrease from 0.3%
School Climate - Local Indicator*	Met	*Met - 76%* *(ES - 79%; MS - 79%; HS - 72%)*	Met (Maintain or increase by 1%)	Met (Maintain or increase by 1%)
Percent of Schools with facilities in good repair	100%	*100%*	100%	100%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Parent Engagement Local Indicator	Met	*Met (see below)* *12 parents = average school committee participation;* *24 parents = average district-level committee participation;* *590 parents = average district-level workshop attendance*	Met (increase participation by 2% in all categories)	Met (increase participation by 2% in all categories)