

18-19 data is highlighted:	<span style="background-color: purple; width: 15px; height: 15px; display: inline-block;"></span>
19-20 data is highlighted:	<span style="background-color: yellow; width: 15px; height: 15px; display: inline-block;"></span>
20-21 data is highlighted:	<span style="background-color: lightblue; width: 15px; height: 15px; display: inline-block;"></span>
21-22 data is highlighted:	<span style="background-color: orange; width: 15px; height: 15px; display: inline-block;"></span>
22-23 data is highlighted:	<span style="background-color: lightgreen; width: 15px; height: 15px; display: inline-block;"></span>

Baseline m 1	Baseline Yr	Actual Data	Target (yr 3)
--------------	-------------	-------------	---------------

01: Ensure that all students can demonstrate proficiency in math and literacy skills for multiple College and Career Readiness options using both in-person and independent studies instructional opportunities.

**Explanation of Goal Development:** Analysis of student performance on CAASPP showed that at most 44.4% of students are proficient in ELA and 26.5% of students are proficient in Math. Stakeholder focus groups showed that having students be academically proficient in reading, writing and math as well as being college or career ready were top priorities for a majority of stakeholder groups. We plan to improve RLA and Math skills performance by closely monitoring metrics 4.A.1 - CAASPP ELA and metrics 4.A.2 - CAASPP Math. These metrics along with actions that will expand the MTSS tiered intervention system's academic supports and provide additional staff for math instruction will assist us in

1.A: Maintain the % of teachers who are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching at	100%	100%	100%
1.B.1: Increase the % of students with CA State Standards aligned core curriculum to	100%	100%	100%
2.A: Increase the % implementation of CA State Standards for all students to	93%	65%	95%
4.A.1: Increase the % meeting standard on CAASPP ELA to	38.4%	N/D	45%
4.A.2: Increase the % meeting standard on CAASPP Math to	26.0%	N/D	30%
4.B: Increase the % of students successfully completing CTE pathways to	14.2%	48.0%	22%
4.C: Increase the % of students successfully completing A-G requirements to	47.0%	51.0%	60%
4.G: Increase the % of students CCR based on EAP (CA Dashboard, Status) to	N/D	N/D	N/D
7.A: Maintain the % of students enrolled in required courses of study at	100%	100%	100%
7.B: Maintain the # of instances each unduplicated student participates in programs or services for UDS ( per UDS average ) above	4.3	5.5	4.3
7.C: Maintain the # of instances each exceptional needs student participates in programs or services for ENS ( per ENS average ) above	3.2	3.3	3.2

18-19 data is highlighted:	<span style="background-color: purple; width: 15px; height: 15px; display: inline-block;"></span>
19-20 data is highlighted:	<span style="background-color: yellow; width: 15px; height: 15px; display: inline-block;"></span>
20-21 data is highlighted:	<span style="background-color: lightblue; width: 15px; height: 15px; display: inline-block;"></span>
21-22 data is highlighted:	<span style="background-color: orange; width: 15px; height: 15px; display: inline-block;"></span>
22-23 data is highlighted:	<span style="background-color: lightgreen; width: 15px; height: 15px; display: inline-block;"></span>

Baseline m 1	Baseline Yr	Actual Data	Target (yr 3)
--------------	-------------	-------------	---------------

02: Maintain a school environment that is physically, socially and emotionally safe and welcoming to all students, parents and community members causing connectedness with the school to increase.

**Explanation of Goal Development:** Analysis of data such as the Chronic Absenteeism Rate ( 14.9% ) showed that engagement and connectedness with the school can increase. Stakeholder focus groups showed the desire to have students be college and career ready and to be more self-aware / responsible. LGUHSD plans to improve the outcomes on the Chronic Absenteeism Rate and the Suspension Rate over the course of this plan. These metrics along with actions that will staff 3.0 counselors, a full time health aide and a community liaison position to promote stronger relations with parents and the community will help the district achieve this goal.

1.C: Maintain the % on the <i>Facilities Inspection Tool</i> overall rating above	92.7%	95.6%	90%
3.A.1: Increase the % on the <i>District Parent Survey</i> agreeing that district seeks parent input ( Item 24 ) to	64.7%	50.0%	70.0%
3.A.2: Increase the % of households responding to the <i>District Parent Survey</i> to	12%	9%	20%
3.B: Maintain the # of instances a parent of each unduplicated student participates in school program or service for UDS ( per UDS average ) above	0.3	1.9	0.3
3.C: Maintain the # of instances a parent of each exceptional needs student participates in a school program or service for ENS ( per ENS average ) above	1.3	1.7	1.3
4.F: Increase the % of AP exam passes to total students with a three or higher to	10.7%	50.0%	40%
5.A: Maintain the School attendance rate above	99.3%	95.9%	95%
5.B: Decrease the % on Chronic absenteeism rate (CA Dashboard, Status) to	14.9%	N/D	12.0%
5.D: Decrease the % on High school dropout rate to	6%	8.0%	5%
5.E: Maintain the % on High school graduation rate above	90.2%	N/D	90.2%
6.A: Decrease the % on Suspension rate (CA Dashboard, Status) to	5.4%	N/D	4.0%
6.B: Maintain the % on Expulsion rate below	0%	0%	3%
6.C.1: Increase the # on the <i>District School Climate Survey</i> overall index rating to	75.3	74.6%	80
6.C.2: Increase the % of stakeholders that perceive school as safe or very safe ( weighted equally by certificated staff, classified staff, students and parents ) to	77.1%	79.4%	80%
6.C.3: Increase the % of stakeholders that report high connectedness with school ( weighted equally by certificated staff, classified staff, students and parents ) to	59.9%	63.0%	65%

- 18-19 data is highlighted:
- 19-20 data is highlighted:
- 20-21 data is highlighted:
- 21-22 data is highlighted:
- 22-23 data is highlighted:

8.A: Increase the % of students completing 2 formative local assessments to

Baseline m 1	Baseline Yr	Actual Data	Target (yr 3)
	61%	55%	75%

03: Ensure that all ELs make progress towards proficiency on the ELPAC and on CAASPP ELA and CAASPP Math.

**Explanation of Goal Development:** Analysis of EL student performance on the ELPAC showed that 46% of ELs made progress towards English proficiency. Stakeholder focus groups discussed how having EL students become more proficient in english was critical to improving their outcome on CAASPP Math and English assessments. We plan to improve EL student progress towards English proficiency to 50%. These metrics along with actions that will provide ELD instruction to all students in need of ELD will work together to improve the English Learner Progress indicator will help the district achieve this goal

1.B.2: Increase the % of ELs with CA State Standards aligned ELD curriculum to	100%	100%	100%
2.B: Increase the % implementation of SBE adopted ELD standards for all ELs to	83%	51%	90%
4.D: Maintain the % of ELs making progress towards English Proficiency (CA Dashboard, Status) to	46%	N/D	50%
4.E: Increase the % of ELs reclassified (Reclassification Rate) to	10.7%	0.0%	12%
4.H: Maintain the % of English Learner Progress (CA Dashboard, Status) above	34.7%	N/D	40%