| Goal | Target Description | Student Group | Actual 2017-18 | Actual 2018-19 | Target 2018-19 | Target 2019-20 |
|---|---|---|---|---|---|---|
| 100% Graduation | 4-Year Cohort Graduation Rate | All Students | 77.3% | 79.1% | 87% | 89% |
| 100% Graduation | 4-Year Cohort Graduation Rate | Socioeconomically Disadvantaged | 77.7% | 79.2% | 86% | 88% |
| 100% Graduation | 4-Year Cohort Graduation Rate | English Learners | 51.2% | 53.6% | 66% | 69% |
| 100% Graduation | 4-Year Cohort Graduation Rate | African-American | 75.7% | 78.1% | 81% | 84% |
| 100% Graduation | 4-Year Cohort Graduation Rate | Students with Disabilities | 59.1% | 61.9% | 64% | 67% |
| 100% Graduation | 4-Year Cohort Graduation Rate | Foster Youth | 52.1% | 68.9% | 54% | 57% |
| 100% Graduation | Cohort Dropout Rate (High School) | All Students | 13.0% | 12.1% | | |
| 100% Graduation | Cohort Dropout Rate (High School) | Socioeconomically Disadvantaged | 12.4% | 11.7% | | |
| 100% Graduation | Cohort Dropout Rate (High School) | English Learners | 27.5% | 26.5% | | |
| 100% Graduation | Cohort Dropout Rate (High School) | African-American | 13.8% | 13.6% | | |
| 100% Graduation | Cohort Dropout Rate (High School) | Students with Disabilities | 15.0% | 15.7% | | |
| 100% Graduation | Cohort Dropout Rate (High School) | Foster Youth | 28.2% | 11.1% | | |
| 100% Graduation | Percentage of graduating cohort completing A-G requirements with a "C" or better | All Students | 47.9% | 46.7% | 46% | 48% |
| 100% Graduation | Percentage of graduating cohort completing A-G requirements with a "C" or better | Socioeconomically Disadvantaged | 47.2% | 45.8% | 46% | 48% |
| 100% Graduation | Percentage of graduating cohort completing A-G requirements with a "C" or better | English Learners | 21.4% | 24.8% | 28% | 31% |
| 100% Graduation | Percentage of graduating cohort completing A-G requirements with a "C" or better | African-American | 37.1% | 36.8% | 40% | 43% |
| 100% Graduation | Percentage of graduating cohort completing A-G requirements with a "C" or better | Students with Disabilities | 20.5% | 22.3% | 24% | 27% |
| 100% Graduation | Percentage of graduating cohort completing A-G requirements with a "C" or better | Foster Youth | 35.0% | 17.8% | 42% | 45% |
| 100% Graduation | Percentage of graduation cohort receiving a qualifying score of "3" or higher on at least 2 Advanced Placement exams | All Students | 10.4% | 15.3% | | |
| 100% Graduation | Percentage of graduation cohort receiving a qualifying score of "3" or higher on at least 2 Advanced Placement exams | Socioeconomically Disadvantaged | 9.1% | 14.0% | | |
| 100% Graduation | Percentage of graduation cohort receiving a qualifying score of "3" or higher on at least 2 Advanced Placement exams | English Learners | 1.8% | 5.2% | | |

| Goal | Target Description | Student Group | Actual 2017-18 | Actual 2018-19 | Target 2018-19 | Target 2019-20 |
|---|---|---|---|---|---|---|
| 100% Graduation | Percentage of graduation cohort receiving a qualifying score of "3" or higher on at least 2 Advanced Placement exams | African-American | 4.6% | 6.5% | | |
| 100% Graduation | Percentage of graduation cohort receiving a qualifying score of "3" or higher on at least 2 Advanced Placement exams | Students with Disabilities | 0.7% | 1.9% | | |
| 100% Graduation | Percentage of graduation cohort receiving a qualifying score of "3" or higher on at least 2 Advanced Placement exams | Foster Youth | 0.0% | 4.4% | | |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in English Language Arts | All Students | 19.8% | 21.7% | 28% | 32% |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in English Language Arts | Socioeconomically Disadvantaged | 17.7% | 19.1% | 26% | 30% |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in English Language Arts | English Learners | 0.20% | 0.6% | 5% | 6% |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in English Language Arts | Reclassified English Learners | | 20.2% | | |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in English Language Arts | African-American | 13.4% | 12.4% | 16% | 19% |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in English Language Arts | Latino | | 18.7% | | |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in English Language Arts | Students with Disabilities | 2.3% | 2.6% | 4% | 5% |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in English Language Arts | Foster Youth | 0.9% | 9.9% | 11% | 12% |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in Math | All Students | 7.1% | 8.6% | 12% | 15% |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in Math | Socioeconomically Disadvantaged | 5.7% | 6.9% | 11% | 14% |

| Goal | Target Description | Student Group | Actual 2017-18 | Actual 2018-19 | Target 2018-19 | Target 2019-20 |
|------|-------------------|---------------|----------------|----------------|----------------|----------------|
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in Math | English Learners | 0.7% | 0.6% | 4% | 6% |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in Math | Reclassified English Learners | | 7.6% | | |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in Math | African-American | 3.4% | 2.7% | 6% | 8% |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in Math | Latino | | 6.1% | | |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in Math | Students with Disabilities | 0.5% | 0.9% | 2% | 3% |
| 100% Graduation | Percentage of 11th grade students demonstrating college readiness via the Early Assessment Program (EAP) in Math | Foster Youth | 0.0% | 3.6% | 6% | 7% |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 6-8) | All Students | -32.5 | -26.5 | -23.1 | -16.1 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 6-8) | Socioeconomically Disadvantaged | -47.1 | -41.1 | -32.6 | -23.6 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 6-8) | English Learners | -156.8 | -139.7 | -139.1 | -130.1 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 6-8) | Reclassified English Learners | -28.8 | -22.7 | -17.4 | -10.4 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 6-8) | African-American | -61.7 | -55.8 | -46.9 | -37.9 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 6-8) | Latino | -47.2 | -41 | -34.2 | -25.2 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 6-8) | Students with Disabilities | -132.4 | -123.5 | -116.9 | -107.9 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 6-8) | Foster Youth | -92 | -78.5 | -73 | -64 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 3-5) | All Students | -22.8 | -18.4 | -18.6 | -11.8 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 3-5) | Socioeconomically Disadvantaged | -37.9 | -34 | -26.4 | -16.4 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 3-5) | English Learners | -112.1 | -102.2 | -93.3 | -83.3 |

| Goal | Target Description | Student Group | Actual 2017-18 | Actual 2018-19 | Target 2018-19 | Target 2019-20 |
|---|---|---|---|---|---|---|
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 3-5) | Reclassified English Learners | -1.8 | 7 | 7.8 | 15.8 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 3-5) | African-American | -52.4 | -50 | -39.2 | -29.2 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 3-5) | Latino | -36.3 | -31.5 | -25.9 | -15.9 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 3-5) | Students with Disabilities | -113.6 | -100.3 | -97.3 | -87.3 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grades 3-5) | Foster Youth | -75.4 | -68.3 | -26.4 | -16.4 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grade 11) | All Students | -6 | -2 | 8 | 10 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grade 11) | Socioeconomically Disadvantaged | -11.7 | -8.6 | 6 | 9 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grade 11) | English Learners | -149.8 | -137.5 | -125.4 | -120.4 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grade 11) | Reclassified English Learners | 3.1 | 6.1 | 16.9 | 18.9 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grade 11) | African-American | -41.8 | -45 | -22.4 | -17.4 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grade 11) | Latino | -12.8 | -8.6 | 4 | 7 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grade 11) | Students with Disabilities | -115.2 | -108.8 | -95.7 | -90.7 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for English Language Arts (Grade 11) | Foster Youth | -37.9 | -69.9 | -26 | -21 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 6-8) | All Students | -69 | -64.2 | -55.5 | -46.5 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 6-8) | Socioeconomically Disadvantaged | -85.9 | -81.3 | -68.4 | -58.4 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 6-8) | English Learners | -189.8 | -177.2 | -173.9 | -163.9 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 6-8) | Reclassified English Learners | -65.7 | -60.8 | -46.2 | -36.2 |

| Goal | Target Description | Student Group | Actual 2017-18 | Actual 2018-19 | Target 2018-19 | Target 2019-20 |
|---|---|---|---|---|---|---|
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 6-8) | African-American | -107.1 | -104.3 | -91.3 | -81.3 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 6-8) | Latino | -86.8 | -82.6 | -71.9 | -61.9 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 6-8) | Students with Disabilities | -179.1 | -168.3 | -161.4 | -151.4 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 6-8) | Foster Youth | -140 | -128.3 | -121 | -111 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 3-5) | All Students | -35.6 | -30.4 | -33 | -29 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 3-5) | Socioeconomically Disadvantaged | -49 | -44 | -37.4 | -29.4 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 3-5) | English Learners | -102.3 | -96.5 | -85.9 | -77.9 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 3-5) | Reclassified English Learners | -18.8 | -8.4 | -14 | -10 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 3-5) | African-American | -69.2 | -64.8 | -56.2 | -48.2 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 3-5) | Latino | -47.6 | -42.4 | -37.2 | -29.2 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 3-5) | Students with Disabilities | -114.6 | -103.2 | -99.9 | -91.9 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grades 3-5) | Foster Youth | -81.9 | -73.9 | -67 | -59 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grade 11) | All Students | -89.7 | -85.2 | -71.1 | -64.1 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grade 11) | Socioeconomically Disadvantaged | -96.1 | -92.5 | -70.8 | -60.8 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grade 11) | English Learners | -200.6 | -190.9 | -180.2 | -170.2 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grade 11) | Reclassified English Learners | -83.9 | -80.2 | -65.4 | -58.4 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grade 11) | African-American | -131.4 | -133.6 | -106.5 | -96.5 |

| Goal | Target Description | Student Group | Actual 2017-18 | Actual 2018-19 | Target 2018-19 | Target 2019-20 |
|---|---|---|---|---|---|---|
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grade 11) | Latino | -99.5 | -94.7 | -75 | -65 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grade 11) | Students with Disabilities | -196.8 | -194.8 | -171.2 | -161.2 |
| Proficiency for All | Average Distance from Standard Met on the Smarter Balanced Assessment for Mathematics (Grade 11) | Foster Youth | -136.5 | -143.8 | -112.6 | -102.6 |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Kinder | All Students | 69% | 68.0% | 75% | 79% |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Kinder | Socioeconomically Disadvantaged | 66% | 65.0% | 71% | 75% |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Kinder | Fluent English (EO, IFEP, RFEP) | | 72.0% | | |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Kinder | English Learners | | 60.0% | Benchmark | TBD |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Kinder | ELD 1-3 | 40% | 49.0% | Benchmark | TBD |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Kinder | ELD 4-5 | 85% | 90.0% | Benchmark | TBD |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Kinder | Reclassified English Learners | N/A | 100.0% | Benchmark | TBD |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Kinder | African-American | 64% | 61.0% | 70% | 74% |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Kinder | Latino | 66% | 65.0% | 72% | 76% |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Kinder | Students with Disabilities | 36% | 37.0% | 48% | 52% |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Kinder | Foster Youth | 61% | 59.0% | 65% | 69% |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Grade 2 | All Students | 71% | 69.0% | 76% | 79% |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Grade 2 | Socioeconomically Disadvantaged | 68% | 65.0% | 74% | 78% |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Grade 2 | Fluent English (EO, IFEP, RFEP) | | 79.0% | | |

| Goal | Target Description | Student Group | Actual 2017-18 | Actual 2018-19 | Target 2018-19 | Target 2019-20 |
|---|---|---|---|---|---|---|
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Grade 2 | English Learners | | 41.0% | Benchmark | TBD |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Grade 2 | ELD 1-3 | 20% | 34.0% | Benchmark | TBD |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Grade 2 | ELD 4-5 | 62% | 86.0% | Benchmark | TBD |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Grade 2 | Reclassified English Learners | | 96.0% | Benchmark | TBD |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Grade 2 | African-American | 66% | 62.0% | 73% | 77% |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Grade 2 | Latino | 68% | 65.0% | 75% | 79% |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Grade 2 | Students with Disabilities | 27% | 27.0% | 47% | 51% |
| Proficiency for All | Percentage of students meeting early literacy benchmarks (End of Year DIBELS assessment) - Grade 2 | Foster Youth | 56% | 52.0% | 57% | 61% |
| 100% Attendance | Percentage of students attending school 96% or more (172-180 school days) | All Students | 67% | 40.2% | 63% | 64% |
| 100% Attendance | Percentage of students attending school 96% or more (172-180 school days) | Socioeconomically Disadvantaged | 66% | 40.3% | 62% | 63% |
| 100% Attendance | Percentage of students attending school 96% or more (172-180 school days) | English Learners | 65% | 42.1% | 60% | 61% |
| 100% Attendance | Percentage of students attending school 96% or more (172-180 school days) | African-American | 54% | 31.8% | 50% | 51% |
| 100% Attendance | Percentage of students attending school 96% or more (172-180 school days) | Students with Disabilities | 56% | 32.7% | 53% | 54% |
| 100% Attendance | Percentage of students attending school 96% or more (172-180 school days) | Foster Youth | 55% | 34.6% | 50% | 51% |
| 100% Attendance | Percentage of students absent 9 percent or more (16 days or more) – Chronic Absenteeism | All Students | 15% | 24.9% | 11% | 10% |
| 100% Attendance | Percentage of students absent 9 percent or more (16 days or more) – Chronic Absenteeism | Socioeconomically Disadvantaged | 16% | 26.2% | 12% | 11% |
| 100% Attendance | Percentage of students absent 9 percent or more (16 days or more) – Chronic Absenteeism | English Learners | 16% | 26.1% | 13% | 12% |

| Goal | Target Description | Student Group | Actual 2017-18 | Actual 2018-19 | Target 2018-19 | Target 2019-20 |
|---|---|---|---|---|---|---|
| 100% Attendance | Percentage of students absent 9 percent or more (16 days or more) – Chronic Absenteeism | African-American | 25% | 37.2% | 19% | 18% |
| 100% Attendance | Percentage of students absent 9 percent or more (16 days or more) – Chronic Absenteeism | Students with Disabilities | 22% | 34.4% | 18% | 17% |
| 100% Attendance | Percentage of students absent 9 percent or more (16 days or more) – Chronic Absenteeism | Foster Youth | 21% | 32.9% | 17% | 16% |
| School Safety | Single Student Suspension Rate (In & Out of School) | All Students | 0.47% | 0.4% | 0.45% | 0.40% |
| School Safety | Single Student Suspension Rate (In & Out of School) | Socioeconomically Disadvantaged | 0.56% | 0.7% | 0.45% | 0.40% |
| School Safety | Single Student Suspension Rate (In & Out of School) | English Learners | 0.36% | 0.3% | 0.41% | 0.36% |
| School Safety | Single Student Suspension Rate (In & Out of School) | African-American | 1.90% | 1.4% | 1.50% | 1.30% |
| School Safety | Single Student Suspension Rate (In & Out of School) | Students with Disabilities | 1.13% | 0.8% | 0.80% | 0.60% |
| School Safety | Single Student Suspension Rate (In & Out of School) | Foster Youth | 2.33% | 1.4% | 1.00% | 0.80% |
| School Safety | Instructional Days Lost to Suspension | All Students | 4636 | 3980 | 4656 | 4423 |
| School Safety | Instructional Days Lost to Suspension | Socioeconomically Disadvantaged | 4288 | 3663 | 3718 | 3532 |
| School Safety | Instructional Days Lost to Suspension | English Learners | 658 | 615 | 973 | 924 |
| School Safety | Instructional Days Lost to Suspension | African-American | 1706 | 1170 | 1529 | 1452 |
| School Safety | Instructional Days Lost to Suspension | Students with Disabilities | 1509 | 1180 | 1515 | 1439 |
| School Safety | Instructional Days Lost to Suspension | Foster Youth | 176 | 109 | 103 | 97 |