

Tabs	Data or Performance Measure
(A)(2)(d)	School Demographics
(A)(4)(a)	Performance on summative assessments (proficiency status and growth)
(A)(4)(b)	Decreasing achievement gaps
(A)(4)(c)	Graduation rates
(A)(4)(d)	College enrollment rates
(A)(4)(e)	Postsecondary Degree Attainment
(E)(3) All	The number and percentage of participating students, by subgroup, whose teacher of record and principal are a highly effective teacher and a highly effective principal.
(E)(3) PK-3(a-b)	(a) Age-appropriate measure of students' academic growth; (b) Age-appropriate non-cognitive indicator of growth
(E)(3) 4-8(a)	On track to college- and career-readiness
(E)(3) 4-8(b-c)	(b) Grade-appropriate academic leading indicator of successful plan implementation; (c) Grade-appropriate health or social-emotional leading indicator of successful plan implementation
(E)(3) 9-12(a)	The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.
(E)(3) 9-12(b)	number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator
(E)(3) 9-12(c)	number and percentage of participating students who are or are on track to being career-ready.
(E)(3) 9-12(d-e)	(d) Grade-appropriate academic leading indicator of successful plan implementation; (e) Grade-appropriate health or social-emotional leading indicator of successful plan implementation
Competitive preference	

Instructions

Grantees should complete the white fields in each of the tabs for the performance measures and student outcome goals that they reported on in their approved application and approved Scope of Work (SOW).

Data should be reported at the LEA, school, and grade band level, consistent with each grantee's approved application and SOW. Grantees should customize the italicized text in the tables.

School and grade band data are only collected for participating students and when LEAs set (E)(3) performance measures at the school or grade band level in their approved application and SOW.

All (A)(4) student outcome goals will be reported at the LEA level (as required by the Elementary and Secondary Education Act or ESEA).

LEAs and consortia will report data in a manner consistent with the definitions in the RTT-D application package, which are provided in the last section of the instructions document.

Use the Performance Measure Narrative form to provide data collection information, data notes, and additional information about the data provided in the data table.

(A)(2)(d) School Demographics

Instructions: Enter actual numbers or estimates as of June 30, 2014 (please note where estimates are used) in the table below. Percentage columns will automatically calculate in the sheet. **Note:** The data are reported at the school level, as of June 30, 2014. Add rows to the table below for each participating school.

Narrative: Use the Performance Measure Narrative form to briefly explain any changes in the number of participating students and provide data collection information, data notes, and additional information about the data provided in the data table.

LEA (Column relevant for consortium applicants)	Participating School in application	NCES School ID number	Participating school as of June 30, 2014 (Y/N)	Grades/Subjects included in Race to the Top - District Plan	# of participating Educators	# of participating Students	# of participating high-need students*	# of participating students from low-income families	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low-income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
NHUSD	Alvarado Elementary	62691004065	Y	K-5	62	924	495	495	924	100%	54%	9%
NHUSD	Delaine Eastin Elementary	62691008675	Y	K-5	46	912	193	193	912	100%	21%	3%
NHUSD	Guy Jr. Emanuele Elementary	62691007481	Y	K-5	38	702	404	404	702	100%	58%	7%
NHUSD	Hillview Crest Elementary	62691004071	Y	K-5	35	666	459	459	666	100%	69%	8%
NHUSD	Tom Kitayama Elementary	62691007480	Y	K-5	45	933	419	419	933	100%	45%	7%
NHUSD	Pioneer Elementary	62691007795	Y	K-5	44	855	320	320	855	100%	37%	6%
NHUSD	Searles Elementary	62691004074	Y	K-5	40	719	478	478	719	100%	66%	8%
NHUSD	Alvarado Middle	62691004066	Y	6 - 8	63	1452	524	524	1452	100%	36%	9%
NHUSD	Cesar Chavez Middle	62691004073	Y	6 - 8	69	1342	762	762	1342	100%	57%	13%
NHUSD	Conley-Caraballo Alternative	62691011552	Y	9 - 11	5	11	8	8	11	100%	73%	0%
NHUSD	Conley-Caraballo Core	62691011551	Y	9 - 12	12	183	92	92	183	100%	50%	2%
NHUSD	James Logan High School	62691004072	Y	9 - 12	191	3767	1597	1597	3767	100%	42%	27%
NHUSD	Decoto School (IS)	62691013202	Y	K-12	6	185	66	66	185	100%	36%	1%
TOTAL				0	656	12651	5817	5817	12651	1300%	644%	100.0%

(A)(4)(a) Performance on summative assessments (proficiency status)

Narrative: Use the Performance Measure Narrative form to provide the summative assessments being used, the methodology for determining status, and to provide data collection information, data notes, and additional information about the data provided in the data table.

Summative assessments being used: California Standards Tests (CST) in English Language Arts (ELA)

Methodology for determining status: Percent Proficient and Advanced

Methodology for determining growth: Projected change in percentage of students scoring proficient or advanced on grade level CST's in ELA

Goal area	Subgroup	SY 2012-13	SY 2013-14
		Percent Proficient and Advanced	Percent Proficient and Advanced
Percent at or above proficient - ELA	Asian		
	2nd	67.00%	N/A
	3rd	62.00%	N/A
	4th	76.00%	N/A
	5th	77.00%	N/A
	6th	72.00%	N/A
	7th	78.00%	N/A
	8th	72.00%	N/A
	9th	75.00%	N/A
	10th	71.00%	N/A
	11th	66.00%	N/A
	Overall	71.60%	N/A
Percent at or above proficient - ELA	Filipino		N/A
	2nd	65.00%	N/A
	3rd	49.00%	N/A
	4th	76.00%	N/A
	5th	74.00%	N/A
	6th	62.00%	N/A
	7th	65.00%	N/A
	8th	64.00%	N/A
	9th	70.00%	N/A
	10th	59.00%	N/A
11th	53.00%	N/A	

	Overall	63.70%	N/A
Percent at or above proficient - ELA	American Indian or Alaska		
	2nd	0.00%	N/A
	3rd	0.00%	N/A
	4th	0.00%	N/A
	5th	0.00%	N/A
	6th	0.00%	N/A
	7th	0.00%	N/A
	8th	0.00%	N/A
	9th	0.00%	N/A
	10th	0.00%	N/A
	11th	0.00%	N/A
	Overall	0.00%	N/A
Percent at or above proficient - ELA	White		
	2nd	66.00%	N/A
	3rd	48.00%	N/A
	4th	68.00%	N/A
	5th	72.00%	N/A
	6th	68.00%	N/A
	7th	66.00%	N/A
	8th	57.00%	N/A
	9th	66.00%	N/A
	10th	57.00%	N/A
	11th	56.00%	N/A
	Overall	62.40%	N/A
Percent at or above proficient - ELA	Two or More Races		
	2nd	67.00%	N/A
	3rd	56.00%	N/A
	4th	80.00%	N/A
	5th	66.00%	N/A
	6th	49.00%	N/A
	7th	58.00%	N/A
	8th	62.00%	N/A
	9th	73.00%	N/A
	10th	53.00%	N/A
	11th	67.00%	N/A

	Overall	63.10%	N/A
Percent at or above proficient - ELA	Other Pacific Islander		
	2nd	36.00%	N/A
	3rd	35.00%	N/A
	4th	0.00%	N/A
	5th	60.00%	N/A
	6th	64.00%	N/A
	7th	76.00%	N/A
	8th	43.00%	N/A
	9th	74.00%	N/A
	10th	35.00%	N/A
11th	55.00%	N/A	
	Overall	47.80%	N/A
Percent at or above proficient - ELA	English Learners		
	2nd	35.00%	N/A
	3rd	16.00%	N/A
	4th	31.00%	N/A
	5th	24.00%	N/A
	6th	11.00%	N/A
	7th	13.00%	N/A
	8th	5.00%	N/A
	9th	15.00%	N/A
	10th	1.00%	N/A
11th	4.00%	N/A	
	Overall	15.50%	N/A
Percent at or above proficient - ELA	Socioeconomically		
	2nd	36.00%	N/A
	3rd	33.00%	N/A
	4th	49.00%	N/A
	5th	48.00%	N/A
	6th	43.00%	N/A
	7th	36.00%	N/A
	8th	40.00%	N/A
	9th	48.00%	N/A
	10th	37.00%	N/A
11th	33.00%	N/A	

	Overall	40.30%	N/A
Percent at or above proficient - ELA	Hispanic or Latino		
	2nd	39.00%	N/A
	3rd	35.00%	N/A
	4th	47.00%	N/A
	5th	49.00%	N/A
	6th	44.00%	N/A
	7th	37.00%	N/A
	8th	40.00%	N/A
	9th	44.00%	N/A
	10th	36.00%	N/A
11th	28.00%	N/A	
	Overall	39.90%	N/A
Percent at or above proficient - ELA	African American		
	2nd	25.00%	N/A
	3rd	45.00%	N/A
	4th	50.00%	N/A
	5th	52.00%	N/A
	6th	54.00%	N/A
	7th	34.00%	N/A
	8th	42.00%	N/A
	9th	41.00%	N/A
	10th	40.00%	N/A
11th	39.00%	N/A	
	Overall	42.20%	N/A
Percent at or above proficient - ELA	Students with Disabilities		
	2nd	20.00%	N/A
	3rd	22.00%	N/A
	4th	50.00%	N/A
	5th	28.00%	N/A
	6th	39.00%	N/A
	7th	50.00%	N/A
	8th	33.00%	N/A
	9th	36.00%	N/A
	10th	30.00%	N/A
11th	17.00%	N/A	

	Overall	32.50%	N/A
Data Source: Files 171, 175 and 178 Academic Achievement in Mathematics & Academic Achievement in Reading/Language Arts			

(A)(4)(a) Performance on summative assessments (proficiency status)			
Narrative: Use the Performance Measure Narrative form to provide the summative assessments being used, the methodology			
Summative assessments being used: California Standards Tests (CST) in Math			
Methodology for determining status: Percent Proficient and Advanced			
Methodology for determining growth: Projected change in percentage of students scoring proficient or advanced on grade level CST's in Math			
Goal area	Subgroup	SY 2012-13	SY 2013-14
		Percent Proficient and Advanced	Percent Proficient and Advanced
Percent at or above proficient - Math	Asian		
	2nd	79.00%	N/A
	3rd	82.00%	N/A
	4th	83.00%	N/A
	5th	79.00%	N/A
	6th	65.00%	N/A
	7th	27.00%	N/A
	8th	18.40%	N/A
	9th	24.20%	N/A
	10th	22.60%	N/A
	11th	12.60%	N/A
	Overall	49.28%	N/A
Percent at or above proficient - Math	Filipino		
	2nd	71.00%	N/A
	3rd	74.00%	N/A
	4th	80.00%	N/A
	5th	71.00%	N/A
	6th	51.00%	N/A
	7th	27.00%	N/A
	8th	16.20%	N/A
	9th	20.80%	N/A
	10th	18.80%	N/A
	11th	11.20%	N/A
	Overall	44.10%	N/A
Percent at or above proficient - Math	American Indian or Alaska Native		
	2nd	0.00%	N/A
	3rd	0.00%	N/A
	4th	0.00%	N/A
	5th	0.00%	N/A
	6th	0.00%	N/A

	7th	0.00%	N/A
	8th	0.00%	N/A
	9th	0.00%	N/A
	10th	0.00%	N/A
	11th	0.00%	N/A
	Overall	0.00%	N/A
Percent at or above proficient - Math	White		
	2nd	64.00%	N/A
	3rd	69.00%	N/A
	4th	70.00%	N/A
	5th	67.00%	N/A
	6th	56.00%	N/A
	7th	23.00%	N/A
	8th	19.40%	N/A
	9th	19.80%	N/A
	10th	21.20%	N/A
	11th	8.80%	N/A
	Overall	41.82%	N/A
Percent at or above proficient - Math	Two or More Races		
	2nd	72.00%	N/A
	3rd	77.00%	N/A
	4th	78.00%	N/A
	5th	71.00%	N/A
	6th	48.00%	N/A
	7th	22.00%	N/A
	8th	14.60%	N/A
	9th	9.60%	N/A
	10th	1.80%	N/A
	11th	0.00%	N/A
	Overall	39.40%	N/A
Percent at or above proficient - Math	Other Pacific Islander		
	2nd	64.00%	N/A
	3rd	58.00%	N/A
	4th	0.00%	N/A
	5th	70.00%	N/A
	6th	36.00%	N/A
	7th	41.00%	N/A

	8th	11.20%	N/A
	9th	5.40%	N/A
	10th	1.00%	N/A
	11th	15.00%	N/A
	Overall	30.16%	N/A
Percent at or above proficient - Math	English Learners		
	2nd	52.00%	N/A
	3rd	48.00%	N/A
	4th	46.00%	N/A
	5th	33.00%	N/A
	6th	15.00%	N/A
	7th	4.00%	N/A
	8th	4.00%	N/A
	9th	7.20%	N/A
	10th	2.40%	N/A
	11th	0.60%	N/A
	Overall	21.22%	N/A
Percent at or above proficient - Math	Socioeconomically Disadvantaged		
	2nd	52.00%	N/A
	3rd	59.00%	N/A
	4th	56.00%	N/A
	5th	51.00%	N/A
	6th	39.00%	N/A
	7th	13.00%	N/A
	8th	13.00%	N/A
	9th	15.20%	N/A
	10th	17.20%	N/A
	11th	9.80%	N/A
	Overall	32.52%	N/A
Percent at or above proficient - Math	Hispanic or Latino		
	2nd	53.00%	N/A
	3rd	59.00%	N/A
	4th	53.00%	N/A
	5th	48.00%	N/A
	6th	39.00%	N/A
	7th	10.00%	N/A
	8th	12.60%	N/A
	9th	9.00%	N/A

	10th	17.20%	N/A
	11th	10.20%	N/A
	Overall	31.10%	N/A
Percent at or above proficient - Math	African American		
	2nd	44.00%	N/A
	3rd	59.00%	N/A
	4th	44.00%	N/A
	5th	48.00%	N/A
	6th	38.00%	N/A
	7th	8.00%	N/A
	8th	5.20%	N/A
	9th	3.00%	N/A
	10th	2.60%	N/A
	11th	6.80%	N/A
	Overall	25.86%	N/A
Percent at or above proficient - Math	Students with Disabilities		
	2nd	31.00%	N/A
	3rd	46.00%	N/A
	4th	50.00%	N/A
	5th	44.00%	N/A
	6th	22.00%	N/A
	7th	8.00%	N/A
	8th	1.00%	N/A
	9th	1.20%	N/A
	10th	0.00%	N/A
	11th	0.00%	N/A
	Overall	20.32%	N/A
Data Source: Files 171, 175 and 178 Academic Achievement in Mathematics & Academic Achievement in Reading/Language			

(A)(4)(b) Decreasing achievement gaps

Narrative: Use the Performance Measure Narrative form to provide methodology for determining achievement gap and data collection information, data notes, and additional information about the data provided in the data table.

Summative assessments being used: California Standards Test (CST) in English Language Arts (ELA)

Methodology for determining status: Percent Proficient and Advanced

Methodology for determining growth: The District's Director of Evaluation, Research and Assessment compared the percentages of our highest achieving subgroup, Asian students, achieving Proficient or Advanced levels on grade-level CST's in ELA, to every other statistically significant subgroup in the district.

Goal area	Subgroup and Comparison Group	SY 2012-13	SY 2013-14
Percent at or above proficient - ELA	Asian & Filipino		
	2nd	2.00%	N/A
	3rd	13.00%	N/A
	4th	0.00%	N/A
	5th	3.00%	N/A
	6th	10.00%	N/A
	7th	13.00%	N/A
	8th	8.00%	N/A
	9th	5.00%	N/A
	10th	12.00%	N/A
	11th	13.00%	N/A
	Overall	7.90%	N/A
Percent at or above proficient - ELA	Alaska Native		
	2nd	0.00%	N/A
	3rd	0.00%	N/A
	4th	0.00%	N/A
	5th	0.00%	N/A
	6th	0.00%	N/A
	7th	0.00%	N/A
	8th	0.00%	N/A
	9th	0.00%	N/A
	10th	0.00%	N/A

	11th	0.00%	N/A
			N/A
Percent at or above proficient - ELA	Asian & White		
	2nd	1.00%	N/A
	3rd	14.00%	N/A
	4th	8.00%	N/A
	5th	5.00%	N/A
	6th	4.00%	N/A
	7th	12.00%	N/A
	8th	15.00%	N/A
	9th	9.00%	N/A
	10th	14.00%	N/A
	11th	10.00%	N/A
	Overall	9.20%	N/A
Percent at or above proficient - ELA	Asian & Two or More Races		
	2nd	0.00%	N/A
	3rd	56.00%	N/A
	4th	80.00%	N/A
	5th	66.00%	N/A
	6th	49.00%	N/A
	7th	58.00%	N/A
	8th	62.00%	N/A
	9th	73.00%	N/A
	10th	53.00%	N/A
	11th	67.00%	N/A
	Overall	56.40%	N/A
Percent at or above proficient - ELA	Asian & Other Pacific Islander		
	2nd	31.00%	N/A
	3rd	27.00%	N/A
	4th	0.00%	N/A
	5th	17.00%	N/A
	6th	8.00%	N/A
	7th	2.00%	N/A
	8th	29.00%	N/A
	9th	1.00%	N/A
	10th	36.00%	N/A

	11th	11.00%	N/A
	Overall	16.20%	N/A
Percent at or above proficient - ELA	Asian & Hispanic or Latino		
	2nd	28.00%	N/A
	3rd	27.00%	N/A
	4th	29.00%	N/A
	5th	28.00%	N/A
	6th	28.00%	N/A
	7th	41.00%	N/A
	8th	32.00%	N/A
	9th	31.00%	N/A
	10th	35.00%	N/A
	11th	38.00%	N/A
	Overall	31.70%	N/A
Percent at or above proficient - ELA	Asian & African American		
	2nd	42.00%	N/A
	3rd	17.00%	N/A
	4th	26.00%	N/A
	5th	25.00%	N/A
	6th	18.00%	N/A
	7th	44.00%	N/A
	8th	30.00%	N/A
	9th	34.00%	N/A
	10th	31.00%	N/A
	11th	27.00%	N/A
	Overall	29.40%	N/A
Percent at or above proficient - ELA	Asian & English Learners		
	2nd	32.00%	N/A
	3rd	46.00%	N/A
	4th	45.00%	N/A
	5th	53.00%	N/A
	6th	61.00%	N/A
	7th	65.00%	N/A
	8th	67.00%	N/A
	9th	60.00%	N/A
	10th	70.00%	N/A

	11th	62.00%	N/A
	Overall	56.10%	N/A
Percent at or above proficient - ELA	Disadvantaged		
	2nd	31.00%	N/A
	3rd	29.00%	N/A
	4th	27.00%	N/A
	5th	29.00%	N/A
	6th	29.00%	N/A
	7th	42.00%	N/A
	8th	32.00%	N/A
	9th	27.00%	N/A
	10th	34.00%	N/A
	11th	33.00%	N/A
	Overall	31.30%	N/A
Percent at or above proficient - ELA	Disabilities		
	2nd	46.00%	N/A
	3rd	40.00%	N/A
	4th	26.00%	N/A
	5th	49.00%	N/A
	6th	33.00%	N/A
	7th	28.00%	N/A
	8th	39.00%	N/A
	9th	39.00%	N/A
	10th	41.00%	N/A
	11th	49.00%	N/A
	Overall	39.00%	N/A

Data Source: Files 171, 175 and 178 Academic Achievement in Mathematics & Academic Achievement in Reading/Language Arts

(A)(4)(b) Decreasing achievement gaps

Narrative: Use the Performance Measure Narrative form to provide methodology for determining achievement gap and data collection information, data notes, and additional information about the data provided in the data table.

Summative assessments being used: California Standards Test (CST) in Math

Methodology for determining status: Percent Proficient and Advanced

Methodology for determining growth: The District's Director of Evaluation, Research and Assessment compared the percentages of our highest achieving subgroup, Asian students, achieving Proficient or Advanced levels on grade-level CST's in Math, to every other statistically significant subgroup in the district.

Goal area	Subgroup and Comparison Group	SY 2012-13	SY 2013-14
Percent at or above proficient - Math	Asian & Filipino		
	2nd	8.00%	N/A
	3rd	8.00%	N/A
	4th	3.00%	N/A
	5th	8.00%	N/A
	6th	14.00%	N/A
	7th	0.00%	N/A
	8th	2.20%	N/A
	9th	3.40%	N/A
	10th	3.80%	N/A
	11th	1.40%	N/A
	Overall	5.18%	N/A
Percent at or above proficient - Math	Asian & American Indian or Alaska Native		
	2nd	0.00%	N/A
	3rd	0.00%	N/A
	4th	0.00%	N/A
	5th	0.00%	N/A
	6th	0.00%	N/A
	7th	0.00%	N/A
	8th	0.00%	N/A
	9th	0.00%	N/A
	10th	0.00%	N/A
	11th	0.00%	N/A
	Overall	0.00%	N/A
	Asian & White		
	2nd	15.00%	N/A

Percent at or above proficient - Math	3rd	13.00%	N/A
	4th	13.00%	N/A
	5th	12.00%	N/A
	6th	9.00%	N/A
	7th	4.00%	N/A
	8th	-1.00%	N/A
	9th	4.40%	N/A
	10th	1.40%	N/A
	11th	3.80%	N/A
		Overall	7.46%
Percent at or above proficient - Math	Asian & Two or More Races		
	2nd	7.00%	N/A
	3rd	5.00%	N/A
	4th	5.00%	N/A
	5th	8.00%	N/A
	6th	17.00%	N/A
	7th	5.00%	N/A
	8th	3.80%	N/A
	9th	14.60%	N/A
	10th	20.80%	N/A
	11th	12.60%	N/A
	Overall	9.88%	N/A
Percent at or above proficient - Math	Asian & Other Pacific Islander		
	2nd	15.00%	N/A
	3rd	24.00%	N/A
	4th	0.00%	N/A
	5th	9.00%	N/A
	6th	29.00%	N/A
	7th	-14.00%	N/A
	8th	7.20%	N/A
	9th	18.80%	N/A
	10th	21.60%	N/A
	11th	-2.40%	N/A
	Overall	10.82%	N/A
	Asian & Hispanic or Latino		
	2nd	26.00%	N/A
	3rd	23.00%	N/A

Percent at or above proficient - Math	4th	30.00%	N/A
	5th	31.00%	N/A
	6th	26.00%	N/A
	7th	17.00%	N/A
	8th	5.80%	N/A
	9th	15.20%	N/A
	10th	5.40%	N/A
	11th	2.40%	N/A
	Overall	18.18%	N/A
Percent at or above proficient - Math	Asian & African American		
	2nd	35.00%	N/A
	3rd	23.00%	N/A
	4th	39.00%	N/A
	5th	31.00%	N/A
	6th	27.00%	N/A
	7th	19.00%	N/A
	8th	13.20%	N/A
	9th	21.20%	N/A
	10th	20.00%	N/A
	11th	5.80%	N/A
	Overall	23.42%	N/A
Percent at or above proficient - Math	Asian & English Learners		
	2nd	27.00%	N/A
	3rd	34.00%	N/A
	4th	37.00%	N/A
	5th	46.00%	N/A
	6th	50.00%	N/A
	7th	23.00%	N/A
	8th	14.40%	N/A
	9th	17.00%	N/A
	10th	20.20%	N/A
	11th	12.00%	N/A
	Overall	28.06%	N/A
	Asian & Socioeconomically Disadvantaged		
	2nd	27.00%	N/A
	3rd	23.00%	N/A

Percent at or above proficient - Math	4th	27.00%	N/A
	5th	28.00%	N/A
	6th	26.00%	N/A
	7th	14.00%	N/A
	8th	5.40%	N/A
	9th	9.00%	N/A
	10th	5.40%	N/A
	11th	2.80%	N/A
	Overall	16.76%	N/A
Percent at or above proficient - Math	Asian & Students with Disabilities		
	2nd	48.00%	N/A
	3rd	36.00%	N/A
	4th	33.00%	N/A
	5th	35.00%	N/A
	6th	43.00%	N/A
	7th	19.00%	N/A
	8th	17.40%	N/A
	9th	23.00%	N/A
	10th	22.60%	N/A
	11th	12.60%	N/A
	Overall	28.96%	N/A
Data Source: Files 171, 175 and 178 Academic Achievement in Mathematics & Academic Achievement in Reading/Language Arts			

(A)(4)(c) Graduation rates (as defined in the Definitions)			
Narrative: Use the Performance Measure Narrative form to provide data collection information, data notes, and additional information about the data provided in the data table.			
Goal area	Subgroup	SY 2012-13	SY 2013-14
High school graduation rate	OVERALL	79.90%	85.24%
	<i>Hispanic or Latino of Any Race</i>	70.80%	77.31%
	<i>American Indian or Alaska Native, Not Hispanic</i>	100%	25%
	<i>Asian, Not Hispanic</i>	88.30%	92.61%
	<i>Pacific Islander, Not Hispanic</i>	79%	91.84%
	<i>Filipino, Not Hispanic</i>	90%	90.73%
	<i>African American, Not Hispanic</i>	68.80%	88.24%
	<i>White, Not Hispanic</i>	82.90%	70.51%
	<i>Two or More Races, Not Hispanic, Not Hispanic</i>	80%	100%
Data Source: Files 150, 151, and 174 Regulatory Adjusted-Cohort Graduation Rates			
Graduation rate means the four-year or extended-year adjusted cohort graduation rate as defined by 34 CFR 200.19(b)(1).			
* The graduation rate data for 2013-14 is not yet certified at the state level, but this is the data we have captured at the district level. The final state certified data be available in December 2014.			

(A)(4)(d) College enrollment rates (as defined in the Definitions)

Narrative: Use the Performance Measure Narrative form to provide data collection information, data notes, and additional information about the data provided in the data table.

Note: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2011-12, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows:

- o (College enrollment SY 2011-12) = Number of SY 2009-10 graduates enrolled in a higher-education institution during the 16 months after graduation
- o (College enrollment rate) = (College enrollment SY 2011-12)÷(Cohort Population, e.g., total number of SY 2009-10 graduates)*100

Goal area	Subgroup	SY 2011-12	SY 2012-13
College enrollment rate	OVERALL	73.00%	77%
	<i>Asian</i>	N/A	N/A
	<i>Filipino</i>	N/A	N/A
	<i>American Indian or Alaska Native</i>	N/A	N/A
	<i>White</i>	N/A	N/A
	<i>Two or More Races</i>	N/A	N/A
	<i>Native Hawaiian or Pacific Island</i>	N/A	N/A
	<i>English Learners</i>	N/A	N/A
	<i>Socioeconomically Disadvantage</i>	N/A	N/A
	<i>Hispanic</i>	N/A	N/A
	<i>African American</i>	N/A	N/A
	<i>Students with Disabilities</i>	N/A	N/A
Data Source: National Student Clearinghouse			
Data Source: File 160 College Enrollment			

(A)(4)(e) Postsecondary Degree Attainment			
Narrative: Use the Performance Measure Narrative form to provide methodology for postsecondary degree attainment and data collection information, data notes, and additional information about the data provided in the data table.			
Goal area	LEA	SY 2012-13	SY 2013-14
Postsecondary degree attainment	OVERALL	293	216
Degree attainment (both 2 and 4 year) from 2008 and 2009 graduates compiled from National Student Clearinghouse.			

Performance Measure E3(c) (c) Percentage of students District-wide achieving at least 1 year of growth per year on NWEA English Language Arts test.

Performance Measure (All Applicants – c)	Applicable Population	Subgroup	SY 2012-13	SY 2013-14
c) Percentage of students District-wide achieving at least 1 year of growth per year on NWEA English Language Arts test.	<i>K - 12 students</i>	All participating students	29%	41%
		<i>African American</i>	31%	34%
		<i>Chinese</i>	28%	50%
		<i>Asian Indian</i>	31%	43%
		<i>Filipino</i>	30%	44%
		<i>Hipanic</i>	28%	38%
		<i>Other Pacific Islander</i>	28%	40%
		<i>Vietnamese</i>	36%	47%
		<i>White</i>	30%	44%
		<i>Socioeconomically Disadvantaged</i>	28%	42%
		<i>English Learner</i>	30%	43%
<i>Special Education</i>	28%	42%		

Performance Measure (E)(3)(Grades PreK-3)(a, b)						
(a) Age-appropriate measure of students' academic growth: (Percentage of Kindergarten students who reach grade-level literacy cut point on NWEA by end of Kindergarten)						
(b) Age-appropriate non-cognitive indicator of growth						
<i>Narrative: Use the Performance Measure Narrative form to provide a description of the age-appropriate (a) measure of students' academic growth and (b) non-cognitive indicator of growth in the cells below, as well as the methodology for calculating the measure. Also provide data collection information, data notes, and additional information about the data provided in the data table. Do not complete chart if the PreK-3 population is not part of your application.</i>						
Performance Measure	Applicable Population	Subgroup	SY 2012-13	SY 2013-14		
a) Percentage of Kindergarten students who reach grade-level literacy cut point on NWEA by end of Kindergarten	<i>All Kindergarten students</i>	All participating students	40%	51%		
		<i>African American</i>	38%	57%		
		<i>Chinese</i>	74%	80%		
		<i>Asian Indian</i>	38%	65%		
		<i>Filipino</i>	54%	55%		
		<i>Hispanic</i>	23%	30%		
		<i>Other Pacific Islander</i>	64%	55%		
		<i>Vietnamese</i>	44%	60%		
		<i>White</i>	40%	46%		
		<i>Socioeconomically disadvantaged</i>	24%	35%		
		<i>English Learner</i>	29%	44%		
<i>Special Education</i>	28%	28%				
Performance Measure	Applicable	Subgroup	SY 2012-13		SY 2013-14	
			Total Population of students	75% of the social-emotional indicators	Total Population of students	Meeting 75% of the social-emotional
b) The number and percentage of participating students, by sub-group, who are meeting 75% of their social-emotional indicators by the end of Trimester 1 as measures by the Desired Results Developmental Profile (DRDP).	<i>All Kindergarten Students</i>	All participating students	N/A	N/A	100%	60%
		<i>African American</i>	N/A	N/A	8%	49%
		<i>Chinese</i>	N/A	N/A	8%	71%
		<i>Asian Indian</i>	N/A	N/A	11%	66%
		<i>Filipino</i>	N/A	N/A	20%	63%
		<i>Hispanic</i>	N/A	N/A	37%	53%
		<i>Other Pacific Islander</i>	N/A	N/A	2%	64%
		<i>Vietnamese</i>	N/A	N/A	5%	63%
		<i>White</i>	N/A	N/A	8%	59%
		<i>Socioeconomically disadvantaged</i>	N/A	N/A	45%	57%
		<i>English Learner</i>	N/A	N/A	46%	63%
<i>Special Education</i>	N/A	N/A	6%	30%		

Performance Measure (E)(3)(Grades 4-8)(a) On track to college- and career-readiness [The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the number and percentage of 6th grade students achieving NWEA Reading assessment (RIT 216 or greater)].

Narrative: Use the Performance Measure Narrative form to provide the definition of the Grade 4-8 on track indicator of college and career-readiness, data collection information, data notes, and additional information about the data provided in the data table.

Subgroup	SY 2012-13			SY 2013-14		
	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100
All participating students	393	780	50%	508	916	55%
<i>African American</i>	31	68	46%	36	89	40%
<i>Chinese</i>	42	58	72%	48	65	74%
<i>Asian Indian</i>	48	69	70%	52	75	69%
<i>Filipino</i>	100	183	55%	143	219	65%
<i>Hispanic</i>	118	284	42%	146	321	45%
<i>Other Pacific Islander</i>	19	29	66%	16	31	52%
<i>Vietnamese</i>	14	31	45%	10	35	29%
<i>White</i>	43	83	52%	58	105	55%
<i>Socioeconomically Disadvantaged</i>	141	386	37%	159	478	33%
<i>English Learner</i>	194	413	47%	255	488	52%
<i>Special Education</i>	20	89	22%	15	129	12%

Performance Measure (E)(3)(Grades 4-8)(b, c)				
(b) Grade-appropriate academic leading indicator of successful plan implementation				
(c) Grade-appropriate health or social-emotional leading indicator of successful plan implementation				
Narrative: Use the Performance Measure Narrative form to provide the definition of the the age-appropriate (a) measure of students' academic growth and (b) non-cognitive indicator of growth in the cells below, as well as the methodology for calculating the measure, data collection information, data notes, and additional information about the data provided in the data table.				
Performance Measure	Applicable Population	Subgroup	SY 2012-13	SY 2013-14
b) Percentage of students Achieving Proficiency on NWEA Math in Gr. 6 (Spring 2012 NWEA Math Scores of 225 RIT or Greater)	Grade 6	All participating students	54%	35%
		<i>African American</i>	41%	28%
		<i>Chinese</i>	81%	63%
		<i>Asian Indian</i>	62%	53%
		<i>Filipino</i>	63%	44%
		<i>Hispanic</i>	47%	23%
		<i>Other Pacific Islander</i>	48%	29%
		<i>Vietnamese</i>	71%	57%
		<i>White</i>	46%	32%
		<i>Socioeconomically Disadvantaged</i>	42%	27%
		<i>English Learner</i>	54%	41%
<i>Special Education</i>	28%	15%		
e) Percentage of students that report high levels of "Opportunities for Meaningful Participation" in the annual RTT-D Evaluation Survey of Students.*	Grades 5-8	All participating students	59.78% (n=1,698)	50.91% (n=1,491)
		<i>Hispanic</i>	55.68%	50.15%
		<i>Am. Indian/ Alaska Native</i>	n/a	32.00%
		<i>Asian</i>	64.70%	59.68%
		<i>African American</i>	66.25%	43.90%
		<i>Filipino</i>	n/a	50.98%
		<i>Pacific Islander</i>	n/a	47.83%
		<i>White</i>	73.02%	66.15%
		<i>Mixed (two or more races)</i>	n/a	48.66%
		<i>Other</i>	56.67%	48.46%
		<i>Decline to State</i>	50.00%	28.95%

*In place of the bi-annual CHKS, we implemented annual surveys to students, asking for their level of agreement with these statements:

1. I share ideas during class discussions.
2. I have the opportunity to be creative at school.
3. There is an adult at school I can talk to about academic problems.**
4. My teacher believes I will be a success.
5. What we learn in school seems meaningful.

The results for this indicator were calculated by taking the number of students who indicated "Agree" or "Strongly Agree" to all five statements and dividing that total by the total number of students who responded to all five statements.

**In the baseline administration, 5th grade students were asked for their level of agreement with, "I can talk to my teacher if I have a problem."

Performance Measure	Applicable Population	Subgroup	SY 2012-13	SY 2013-14
d) Reduction in number of students suspended for CA Education Code section 48900(k). (Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.)	Grades 6-8	All participating students	118	65
		Hispanic	45	39
		<i>Am. Indian/ Alaska Native</i>	1	3
		<i>Asian</i>	9	3
		<i>African American</i>	42	12
		<i>Other Pacific Islander</i>	2	1
		<i>White</i>	12	6
		<i>Filipino</i>	7	1

Performance Measure (E)(3)(Grades 9-12)(a) The number and percentage of participating students who complete and submit the Free Application for Federal Student Aid (FAFSA) form.

Narrative: Use the Performance Measure Narrative form to provide data collection information, data notes, and additional information about the data provided in the data table.

Subgroup	SY 2012-13			SY 2013-14		
	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (A/B)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	% who completed and submitted FAFSA (A/B)*100
All participating students	530	921	57.55%	554	912	60.75%
<i>Hispanic</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Amer. Ind./ Alsk Nat.</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Asian</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Other Pacific Islander</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Filipino</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>African American</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>White</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Two or more races</i>	N/A	N/A	N/A	N/A	N/A	N/A

Performance Measure (E)(3)(Grades 9-12)(b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (as defined in the definitions). The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant's on-track indicator (the number and percentage of participating students, by sub-group, who take the PSAT in 10th grade and were described as being college ready by the College Board).

Narrative: Use the Performance Measure Narrative form to provide data collection information, data notes, and additional information about the data provided in the data table.

Subgroup	SY 2012-13			SY 2013-14		
	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	% who are on track to college- & career-readiness (A/B)*100
All participating students	N/A	N/A	N/A	218	651	33%
<i>African American</i>	N/A	N/A	N/A	6	86	7%
<i>Chinese</i>	N/A	N/A	N/A	44	65	68%
<i>Asian Indian</i>	N/A	N/A	N/A	25	74	34%
<i>Filipino</i>	N/A	N/A	N/A	68	206	33%
<i>Hispanic</i>	N/A	N/A	N/A	36	279	13%
<i>Other Pacific Islander</i>	N/A	N/A	N/A	5	19	26%
<i>Vietnamese</i>	N/A	N/A	N/A	19	35	54%
<i>White</i>	N/A	N/A	N/A	30	88	34%
<i>Other Ethnic</i>	N/A	N/A	N/A	N/A	N/A	N/A
<i>Socioeconomically Disadvantaged</i>	N/A	N/A	N/A	11	475	2%
<i>English Learner</i>	N/A	N/A	N/A	4	91	4%
<i>Special Education</i>	N/A	N/A	N/A	6	65	9%

Performance Measure (E)(3)(Grades 9-12)(c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. [Number and percentage of students in grades 9-12 receiving credit for at least one career technical education class.]"

Narrative: Use the Performance Measure Narrative form to provide a description of the Performance Measure, as well as the methodology for calculating the measure, other data collection information, data notes, and additional information about the data provided in the data table.

Subgroup	SY 2012-13			SY 2013-14		
	# Participating Students on track	Total # of Participating Students	% on track (A/B)*100	# Participating Students on track	Total # of Participating Students	% on track (A/B)*100
All participating students	873	3833	23	1055	3763	28
<i>American Indian/Alaskan Native</i>	3	11	27	5	11	45
<i>Asian Indian</i>	66	320	21	108	323	33
<i>Black or African American</i>	78	362	22	75	345	22
<i>Cambodian</i>	4	20	20	7	13	54
<i>Chinese</i>	25	279	9	41	274	15
<i>Filipino</i>	212	904	23	257	894	29
<i>Guamanian</i>	1	10	10	3	10	30
<i>Hawaiian</i>	2	6	33	5	10	50
<i>Hispanic</i>	315	1181	27	343	1183	29
<i>Hmong</i>	0	0	0	0	1	0
<i>Japanese</i>	4	22	18	4	19	21
<i>Korean</i>	3	13	23	7	15	47
<i>Laotian</i>	1	3	33	0	1	0
<i>Other Asian</i>	15	48	31	17	51	33
<i>Other Pacific Islander</i>	28	125	22	41	127	32
<i>Samoan</i>	2	18	11	11	20	55
<i>Vietnamese</i>	38	181	21	45	175	26
<i>White</i>	76	330	23	86	291	30

Performance Measure (E)(3)(Grades 9-12)(d, e)

(d) Grade-appropriate academic leading indicator of successful plan implementation

(e) Grade-appropriate health or social-emotional leading indicator of successful plan implementation

Narrative: Use the Performance Measure Narrative form to provide a description of the Performance Measure, as well as the methodology for calculating the measure, other data collection information, data notes, and additional information about the data provided in the data table.

Subgroup	Applicable Population	Subgroup	SY 2012-13		SY 2013-14	
			Number Passed	Percent Passed	Number Passed	Percent Passed
d) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on number of students passing Algebra by end of 9th grade.	All students in Grades 7- 9 taking Algebra	All participating students	744	73%	661	78%
		American Indian/Alaskan	1	50%	0	0%
		African American	43	49%	46	61%
		Asian	171	90%	133	90%
		Hispanic	219	61%	229	70%
		Pacific Islander	209	83%	181	87%
		Two or More Races	41	77%	38	78%
		White	60	79%	34	74%
		Socioeconomically Disadvantaged	358	66%	328	70%
		English Learner	62	55%	62	61%
		Special Education	46	78%	26	60%
e) Percentage of students that report high levels of "Opportunities for Meaningful Participation" in the annual RTT-D Evaluation Survey of Students.*	10th and 12th grade students	All participating students	46.45% (n=1,225)	55.12% (n=1,319)		
		Hispanic	47.79%	54.33%		
		Am. Indian/ Alaska Native	n/a	66.67%		
		Asian	46.63%	55.21%		
		African American	65.06%	59.34%		
		Filipino	n/a	57.14%		
		Pacific Islander	n/a	72.00%		
		White	38.33%	53.62%		
		Mixed (two or more races)	n/a	51.31%		
		Other	44.03%	60.92%		
		Decline to State	24.39%	35.71%		

*In place of the bi-annual CHKS, we implemented annual surveys to students, asking for their level of agreement with these statements:

1. I share ideas during class discussions.
2. I have the opportunity to be creative at school.
3. There is an adult at school I can talk to about academic problems.
4. There is an adult at school who believes I will be a success.
5. What we learn in school seems meaningful.

The results for this indicator were calculated by taking the number of students who indicated "Agree" or "Strongly Agree" to all five statements and dividing that total by the total number of students who responded to all five statements.

Competitive Preference Priority: Performance Measures

Narrative: Use the Performance Measure Narrative form to provide data collection information, data notes, and additional information about the data provided in the data table.

Note: May use performance measures from (E)(3) as appropriate

Performance Measure	Applicable Population	SY 2012-13	SY 2013-14
<i>[Describe performance measures here and related desired result]</i>			
<i>[Add more rows as needed]</i>			

Table X(6). Competitive Preference Priority: Performance Measures

1. Children will enter kindergarten ready to succeed in school.

Performance Measure	Applicable Population	SY 2012-13	SY 2013-14
1a) % of kindergarten students in the Kids' Zone who reach grade-level literacy cut point on NWEA by end of kindergarten.	All participating students	22%	23%
	<i>African American</i>	23%	37%
	<i>Chinese</i>	45%	50%
	<i>Asian Indian</i>	13%	38%
	<i>Filipino</i>	30%	36%
	<i>Hipanic</i>	19%	17%
	<i>Other Pacific Islander</i>	33%	5%
	<i>Vietnamese</i>	0%	0%
	<i>White</i>	31%	25%
	<i>Socioeconomically Disadvantaged</i>	16%	14%
	<i>English Learner</i>	17%	17%
<i>Special Education</i>	13%	12%	

Performance Measure	Applicable Population	SY 2012-13	SY 2013-14	SY 2014-15			
				Yes, Pre-School	No, Pre-School	Undetermined	Total
1b) Number and percentage of incoming kindergarten students in District with pre-school experience.	All participating students	N/A	N/A	599	231	157	987
	<i>African American</i>	N/A	N/A	23	12	7	42
	<i>Asian</i>	N/A	N/A	92	12	13	117
	<i>Asian Indian</i>	N/A	N/A	71	20	7	98
	<i>Filipino</i>	N/A	N/A	97	45	37	179
	<i>Hipanic</i>	N/A	N/A	252	98	66	416
	<i>Other Pacific Islander</i>	N/A	N/A	4	12	2	18
	<i>Vietnamese</i>	N/A	N/A	27	15	8	50
	<i>White</i>	N/A	N/A	25	15	10	50
	<i>Socioeconomically Disadvantaged</i>	N/A	N/A	193	77	60	330
	<i>English Learner</i>	N/A	N/A	11	5	34	50
	<i>Special Education</i>	N/A	N/A	40	1	7	48

Performance Measure	Applicable Population	SY 2012-13		SY 2013-14		SY 2014-15	
		Total KZ	KZ Low-Income	Total KZ	KZ Low-Income	Total KZ	KZ Low-Income
		1c) Number of low-income District students in Kids' Zone schools attending summer kindergarten transition program	All Kids' Zone School Students	18	7	28	18

Performance Measure	Applicable Population	Subgroup	SY 2012-13		SY 2013-14	
			Total Population of students	% of Students Meeting 75% of the social-emotional indicators	Total Population of students	% of Students Meeting 75% of the social-emotional indicators
d) The number and percentage of participating students, by sub-group, who are meeting 75% of their social-emotional indicators by the end of Trimester 1 as measures by the DRDP.	All Kindergarten Students	All participating students	N/A	N/A	100%	52%
		<i>African American</i>	N/A	N/A	9%	39%
		<i>Chinese</i>	N/A	N/A	4%	73%
		<i>Asian Indian</i>	N/A	N/A	7%	62%
		<i>Filipino</i>	N/A	N/A	13%	60%
		<i>Hispanic</i>	N/A	N/A	56%	52%
		<i>Other Pacific Islander</i>	N/A	N/A	2%	67%
		<i>Vietnamese</i>	N/A	N/A	2%	67%
		<i>White</i>	N/A	N/A	18%	54%
		<i>Socioeconomically disadvantaged</i>	N/A	N/A	58%	52%
		<i>English Learner</i>	N/A	N/A	49%	55%
Special Education	N/A	N/A	8%	17%		

Table X(6). Competitive Preference Priority: Performance Measures			
Performance Measure	Applicable Population	Target	
		SY 2012-13	SY 2013-14
2a) Number of students participating in health and mental health offered through Kids' Zone (including mental health).	All participating students	253	667
	<i>African American</i>	N/A	54
	<i>Chinese</i>	N/A	18
	<i>Asian Indian</i>	N/A	8
	<i>Filipino</i>	N/A	10
	<i>Hipanic</i>	N/A	501
	<i>Other Pacific Islander</i>	N/A	18
	<i>Vietnamese</i>	N/A	28
	<i>White</i>	N/A	42
	<i>Socioeconomically Disadvantaged</i>	N/A	N/A
<i>English Learner</i>	N/A	N/A	
Performance Measure	Applicable Population	Target	
		SY 2012-13	SY 2013-14
2b) Number of families participating in health and mental health offered through Kids' Zone (including mental health).	All families	180	478
	<i>African American</i>	N/A	N/A
	<i>Chinese</i>	N/A	N/A
	<i>Asian Indian</i>	N/A	N/A
	<i>Filipino</i>	N/A	N/A
	<i>Hipanic</i>	N/A	N/A
	<i>Other Pacific Islander</i>	N/A	N/A
	<i>Vietnamese</i>	N/A	N/A
	<i>White</i>	N/A	N/A
	<i>Socioeconomically Disadvantaged</i>	N/A	N/A
<i>English Learners / monolingual families</i>	N/A	N/A	
2c) Percentage of District children and youth with a medical home (not yet measured by District) We will not be collecting data on this performance measure.	All students	N/A	N/A
	<i>African American</i>	N/A	N/A
	<i>Chinese</i>	N/A	N/A
	<i>Asian Indian</i>	N/A	N/A
	<i>Filipino</i>	N/A	N/A
	<i>Hipanic</i>	N/A	N/A
	<i>Other Pacific Islander</i>	N/A	N/A
	<i>Vietnamese</i>	N/A	N/A
	<i>White</i>	N/A	N/A
	<i>Socioeconomically Disadvantaged</i>	N/A	N/A
<i>English Learner</i>	N/A	N/A	

Table X(6). Competitive Preference Priority: Performance Measures			
3. Elementary and secondary students achieve at least proficiency in core academic subjects.			
Performance Measure	Applicable Population	Target	
		SY 2012-13	SY 2013-14
3a) Percentage of students in the Kids' Zone achieving at least 1 year of growth per year on NWEA English Language Arts test.	All participating students	33%	42%
	<i>African American</i>	33%	36%
	<i>Chinese</i>	33%	40%
	<i>Asian Indian</i>	42%	43%
	<i>Filipino</i>	33%	41%
	<i>Hipanic</i>	31%	57%
	<i>Other Pacific Islander</i>	30%	42%
	<i>Vietnamese</i>	51%	48%
	<i>White</i>	35%	41%
	<i>Socioeconomically Disadvantaged</i>	32%	44%
	<i>English Learner</i>	33%	46%
<i>Special Education</i>	31%	47%	
3b) Percentage of students in the Kids' Zone Achieving Proficiency on NWEA Math in Gr. 6 (Spring 2012 NWEA Math Scores of 225 RIT or Greater)	All participating students	50%	37%
	<i>African American</i>	41%	21%
	<i>Chinese</i>	76%	83%
	<i>Asian Indian</i>	64%	27%
	<i>Filipino</i>	73%	50%
	<i>Hipanic</i>	45%	30%
	<i>Other Pacific Islander</i>	60%	46%
	<i>Vietnamese</i>	67%	65%
	<i>White</i>	33%	42%
	<i>Socioeconomically Disadvantaged</i>	42%	27%
	<i>English Learner</i>	52%	34%
<i>Students with Disabilities</i>	18%	10%	
3c) Percentage of students in Kids' Zone schools proficient	All participating students	43%	N/A
	<i>American Indian/Alaska Native</i>	33%	N/A
	<i>African American</i>	43%	N/A
	<i>Chinese</i>	100%	N/A
	<i>Asian Indian</i>	33%	N/A
	<i>Filipino</i>	71%	N/A

in California Standardized Tests (CST), English Language Arts, by the end of the third grade. Note that we did not administer the CST in California in 2013-14.	<i>Hispanic</i>	34%	N/A
	<i>Other Asian</i>	53%	N/A
	<i>Other Pacific Islander</i>	58%	N/A
	<i>Two or More Races</i>	23%	N/A
	<i>Vietnamese</i>	50%	N/A
	<i>White</i>	33%	N/A
	<i>Socioeconomically Disadvantaged</i>	33%	N/A
	<i>English Learner</i>	2%	N/A
	<i>Students with Disabilities</i>	20%	N/A
3d) Percentage of students in grades 4-8 in the Kids' Zone schools attending school at least 95% of school days	All participating students	76%	79%
	<i>African American</i>	65%	72%
	<i>Chinese</i>	94%	96%
	<i>Asian Indian</i>	88%	85%
	<i>Filipino</i>	83%	90%
	<i>Hispanic</i>	73%	76%
	<i>Other Pacific Islander</i>	81%	66%
	<i>Vietnamese</i>	96%	89%
	<i>White</i>	74%	76%
	<i>Socioeconomically Disadvantaged</i>	73%	75%
	<i>English Learner</i>	78%	79%
<i>Students with Disabilities</i>	58%	61%	

Table X(6). Competitive Preference Priority: Performance Measures

4. High school students will graduate ready for college and career.

Performance Measure	Applicable Population	Target	
		SY 2011-12	SY 2012-13
4a) Decrease in gap in college enrollment among subgroups.	All participating students	73.00%	77%
	<i>Asian</i>	N/A	N/A
	<i>English Learner</i>	N/A	N/A
	<i>Socioeconomically Disadvantaged</i>	N/A	N/A
	<i>Hispanic or Latino</i>	N/A	N/A
	<i>Black or African American</i>	N/A	N/A
	<i>Disparity</i>	N/A	N/A

Subgroup	Applicable Population	Subgroup	SY 2012-13			SY 2013-14		
			Number Passed	Number Taken	Percent Passed	Number Passed	Number Taken	Percent Passed
d) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on number of students passing Algebra by end of 9th grade.	<i>All students in Kids' Zone Schools in Grades 7- 9 taking Algebra</i>	All participating students in the Kids' Zone Schools	496	720	69%	452	628	72%
		American Indian/Alaskan Native	1	2	50%	0	1	0%
		<i>African American</i>	31	66	47%	35	62	56%
		<i>Asian</i>	76	88	86%	58	71	82%
		<i>Hispanic</i>	195	324	60%	203	298	68%
		<i>Pacific Islander</i>	129	154	84%	111	130	85%
		<i>Two or More Races</i>	24	33	73%	26	37	70%
		<i>White</i>	40	53	75%	19	29	66%
		<i>Socioeconomically Disadvantaged</i>	358	530	68%	328	469	70%
		<i>English Learner</i>	56	103	54%	62	102	61%
<i>Special Education</i>	37	50	74%	19	36	53%		

Performance Measure	Applicable Population	Target	
		SY 2012-13	SY 2013-14
4c) Increase in number of AP Exams passed by NHUSD students (3 or above). Note that students may take multiple exams.	All participating students	808	860

Table X(6). Competitive Preference Priority: Performance Measures				
Performance Measure	Applicable Population	Subgroup	SY 2012-13	SY 2012-14
5. Students have stable environments for learning				
5a) Percentage of students that report high levels of "Opportunities for Meaningful Participation" on the RTT-D Evaluation Survey of Students*	Grades 5 & 8	All participating students	54.05% (n=679)	51.55% (n=611)
		Hispanic	56.02%	50.60%
		<i>Am. Indian/ Alaska Native</i>	n/a	33.33%
		<i>Asian</i>	56.00%	57.78%
		<i>African American</i>	60.71%	56.76%
		<i>Filipino</i>	n/a	46.55%
		<i>Pacific Islander</i>	n/a	85.71%
		<i>White</i>	56.52%	54.17%
		<i>Mixed (two or more races)</i>	n/a	51.26%
		<i>Other</i>	52.16%	52.54%
			<i>Decline to State</i>	36.67%
*In place of the bi-annual CHKS, we implemented annual surveys to students, asking for their level of agreement with				
5b) Percentage of students that report high levels of "Opportunities for Meaningful Participation" on the RTT-D Evaluation Survey of Students*	Grades 10 & 12	All participating students	45.88% (n=1,057)	54.44% (n=1,273)
		Hispanic	47.46%	52.71%
		<i>Am. Indian/ Alaska Native</i>	n/a	66.67%
		<i>Asian</i>	47.04%	55.29%
		<i>African American</i>	64.06%	58.14%
		<i>Filipino</i>	n/a	56.80%
		<i>Pacific Islander</i>	n/a	69.57%
		<i>White</i>	41.18%	52.94%
		<i>Mixed (two or more races)</i>	n/a	50.80%
		<i>Other</i>	42.86%	60.00%
			<i>Decline to State</i>	17.14%

*In place of the bi-annual CHKS, we implemented annual surveys to students, asking for their level of agreement with these statements:

1. I share ideas during class discussions.
2. I have the opportunity to be creative at school.
3. There is an adult at school I can talk to about non-academic problems.
4. There is an adult at school who believes I will be a success.
5. What we learn in school seems meaningful.

The results for this indicator were calculated by taking the number of students who indicated "Agree" or "Strongly Agree" to all five statements and dividing that total by the total number of students who responded to all five statements.

Performance Measure	Applicable Population	Subgroup	SY 2012-13	SY 2013-14
d) Reduction in number of students suspended for CA Education Code section 48900(k). (Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.)	Grades 6-8	Haven students suspended for	118	65
		Zone Students suspended for	25	7
		Hispanic	19	6
		<i>Am. Indian/ Alaska Native</i>	0	0
		<i>Asian/Asian Indian</i>	0	0
		<i>African American</i>	4	0
		<i>Other Pacific Islander</i>	1	1
		<i>White</i>	1	0
		<i>Filipino</i>	0	0

Table X(6). Competitive Preference Priority: Performance Measures			
Performance Measure	Applicable Population	Target	
		SY 2012-13	SY 2013-14
6. Families and the community support learning in school and out of school time			
a) Increase in number of students receiving academic intervention and homework support after school through Kids' Zone	All students	523	546
Performance Measure	Applicable Population	Target	
		SY 2012-13	SY 2013-14
b) Number of parents participating in APTT academic conferences	All students	N/A	Searles Attendance: In Sept. 434 parents of 697 participated= 62%, in May 370 participated=53%
	<i>African American</i>	N/A	N/A
	<i>Asian</i>	N/A	N/A
	<i>Filipino</i>	N/A	N/A
	<i>Latino</i>	N/A	N/A
	<i>Native Hawaiian / Pacific Islander</i>	N/A	N/A
	<i>2 or More Races</i>	N/A	N/A
	<i>White</i>	N/A	N/A
	<i>Socioeconomically Disadvantaged</i>	N/A	N/A
	<i>English Learner</i>	N/A	N/A
	<i>Students with Disabilities</i>	N/A	N/A
Performance Measure	Applicable Population	Target	
		SY 2012-13	SY 2013-14
c) Increase in number of District families reporting interaction with Kids' Zone partners	All students	Not yet measured; will begin to collect this data in 2013-14. Projections are rough estimates which may be changed based on 2013-14 baseline.	134