

SUMMARY OF EAST SIDE UNION HIGH SCHOOL DISTRICT'S 2015-2018 LCAP

AUGUST 2015

DISTRICT PROFILE:

- ESUHSD educates approximately 23,628 students, including some **54% high need students** under LCFF and 15% English learners. The district has 16 public schools with very different concentrations of high-need students – *see page 17*
- Test Scores: ESUHSD students are generally **performing below state averages** and ESUHSD English Learners are **performing far below** their English proficient peers – *see page 17*
- English learner reclassification rates in ESUHSD are below both the state and the county averages – *see page 17*

LCAP REVIEW SECTIONS:

- Stakeholder Engagement:* ESUHSD partnered with Californians for Justice to organize student forums to solicit student input on areas that need improvement, conducted surveys for staff, students, and parents. The District, however, failed to provide translated copies of its LCAP to stakeholders, and asserts that “[b]ased on input from all stakeholders” they opted to make few changes to their LCAP – *see page 2*
- Annual Update:* ESUHSD stayed relatively true to the allocated amounts in the 2014-15 school year, but provided very little reflection and no measuring stick for stakeholders to assess the outcomes – *see page 4*
- Goals and Measurable Outcomes:* Measurable outcomes for the district are sorely lacking, and are presented as target rates, preventing community stakeholders from being able to assess the District’s progress – *see page 6*
- Actions and Expenditures:*
 - Positives: The District made a significant investment in reducing class sizes, and funding restorative justice programs – *see page 10*
 - Areas for growth: Nearly all funding is designated as District Wide spending for all students. The District fails to specify how these services are the most effective use of funds to meet the district’s goals for high-need students – *see page 8*

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PART A. LCAP Section 1: Stakeholder Engagement

1a) What did this district do to engage parents, community members and students in developing, reviewing and supporting implementation of the LCAP?

- The District conducted surveys for staff, students, and parents during December 2014 to try to get feedback and establish priorities for the upcoming LCAP and budget process. The top three priorities that were identified were class size reduction, increase college and career services, and teacher training.
- The District partnered with Californians for Justice (CFJ) to organize student forums to solicit student input on areas that need improvement. The forums were held on February 3rd and 10th.
- The District had two districtwide community forums on March 2nd and 9th and invited parents, staff, students, and community members to participate, and also sought input from members of the district's Budget Advisory Committee, District Advisory Committee/District English Learner Advisory Committee, and Migrant Education Committee. The District does not indicate if the DAC is made up of majority parents and/or includes parents of high-need students.

<ul style="list-style-type: none"> • The District involved the following groups of stakeholders: <ul style="list-style-type: none"> ○ Parents ○ High School students ○ East Side Union Administrators ○ Community Members ○ School Staff 	<ul style="list-style-type: none"> • The following Committees provided input: <ul style="list-style-type: none"> ○ District Advisory Committee (DAC) ○ District English Learners Advisory Committee (DELAC) ○ District's Budget Advisory Committee (BAC) ○ Migrant Education Committee (MEC)
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1b) What did the district do to ensure representation from high needs students? Who did they reach out to?

- The district notes that its engagement plan was to seek input from different constituents and specifically high-need students.
- The District partnered with CFJ to organize two student forums to seek student input.
- Beyond stating that they targeted students that traditionally do not participate in leadership activities, the District did not explain how it ensured representation of high needs students.

2a) What was the process for engagement? How were parents, community members, and students informed of engagement activities?

- The District coordinated with CFJ to organize student forums.
- The District does not provide details about how parents or community were contacted, or if each school performed outreach.

2b) What documents or information did the district share with the community? Was this information translated and if so, how? Was the completed draft LCAP provided in time for the community to review before it attended the public hearing? (How many days/weeks were provided?)

- Reviewing the School Board Meeting agenda for June 9, 2015 reveals that the District provided a power point presentation and a copy of the LCAP in English. The District did not clarify in the LCAP whether the information was translated to the public.
- The District does specify in the LCAP if the documents were translated, but the District has not published a translated LCAP online.
- The District additionally held a Vietnamese Parent Meeting and a Migrant Education Parent Meeting, in addition to DAC/DELAC meetings. We presume, but do not have confirmation that translation may have happened there.

3a) Did the district engage students, parents and community in reviewing its progress on goals, actions, outcomes and spending as reported in the Annual Update?

- The District reported to DAC/DELAC, parent groups, and surveyed all stakeholders in December 2014.
- The Parent and Community Involvement Specialist (PCIS) also made contact with students and families, though the annual update indicates those activities were focused on coordinating and facilitating site-based workshops and trainings for parents around adolescent development, A-G requirements, and School Loop and internet and technology safety, and not necessarily on the LCAP and Annual Update.

3b) Were there any changes made in the LCAP prior to adoption as a result of written comments or other feedback received through the engagement process?

- The District's annual update states that, based on the input from stakeholders, the District will continue to fund the services and positions that were included in the 2014 -2015 LCAP. For Year 2, the District plans to continue to increase the number of Counselors at all comprehensive high schools with the goal to have a minimum of 4 at each school.
- Also, an additional Librarian will be added so that all schools have one Librarian shared with one other site. A Site Support Tech will be allocated to Foothill Continuation High School to increase access to library and textbook services. In addition, the District will allocate funds to begin restoring class size back to the pre-recession levels, beginning with 2015-16 and concluding in 2016-17.

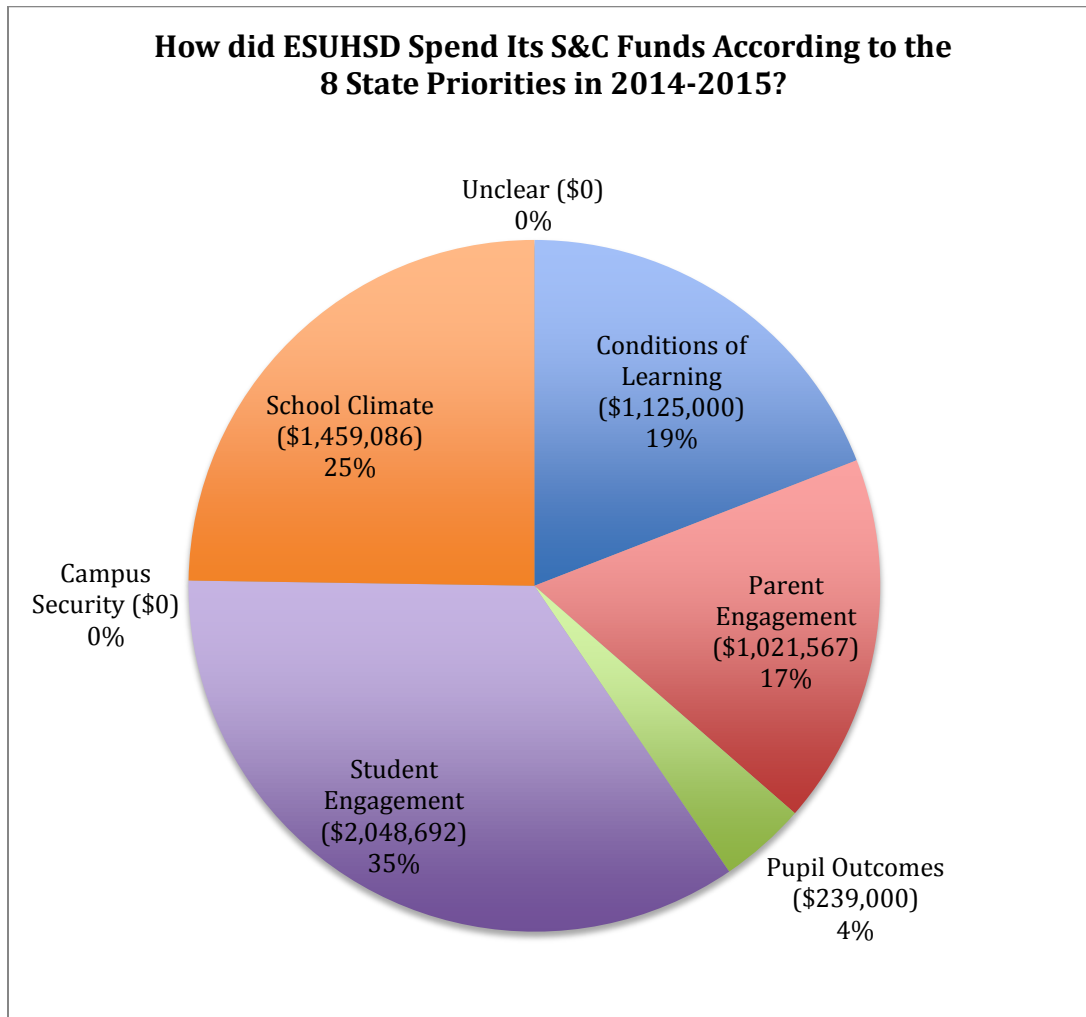
PART B. LCAP Section 2: 2014-2015 Annual Update

The district's Annual Update for 2014-15 starts on page 27 of the LCAP.

4a) According to the Annual Update, how much supplemental and concentration funding did the district spend last year? Does it match what the district said it planned to spend?

- The District planned actions and services totaling **\$5,960,000** (this is likely S&C funds, but it does not specify).
- The District estimates its actual annual expenses at **\$5,893,345**.
- In last year's LCAP, the district reported that it would receive \$8 million in S&C funds.

4b) How did the district spend its Supplemental & Concentration dollars last year?



Area	8 State Priority Categories	Total \$
Conditions of Learning	1.1 Basic Services: Teachers (Credentialed & Properly Assigned)	\$0
	1.2 Basic Services: Standards-aligned instructional materials (Textbooks)	\$0
	1.3 Basic Services: School Facilities in Good Repair	\$0
	2. Implementation of State Standards (CCSS & ELD)	\$1,125,000
	7. Course Access	\$0
Parent Engagement	3. Parental Involvement	\$1,021,567
Pupil Outcomes	4. Student Achievement	\$239,000
	4.1 Student Achievement Indirect	\$0
	8. Other Student Outcomes*	\$0
Student Engagement	5. Student Engagement / Social Emotional Support	\$2,048,692
Campus Security	6.1 School Climate: SROs/ Police/ Security Guards	\$0
School Climate	6.2 School Climate: Restorative Justice, Cultural Competency, & Other strategies	\$1,459,086
Unclear	9. School Site	\$0
	10. Unclear	\$0
	*Social Sciences, Foreign Language, HS Science, Art, Career Technical Education, Health, PE, etc.	

4c) Did the district do what it said it would do in the 2014-15 LCAP? (Summarize any significant increases/decreases in funding, actions that were not implemented or changed)

- There are no significant discrepancies, but the district was expected to spend at least \$7.9 million in supplemental and concentration funds (money to support high-need students under LCFF), and the LCAP only accounts for approximately \$5.9 million in spending for 2014-15. The additional funds appear to have been distributed directly to school sites.

4d) Did the District report on whether it met its expected outcomes and reflect on how progress or lack of progress will impact its approach for the 2015-16 LCAP?

- No. The district only had 3 measurable outcomes in last year's LCAP: Graduation Rate Target: 84% Reduction Drop-out Rate Target: 12% A-G Completion Rate Target: 41%. The district reports that it will not have the data to report on these actions until the fall and will revisit the growth targets when this data is available. The district did not report on many other measurements that it was required to include in the LCAP but did not include. (See pp.6-7 of the summary below.)
- While the District does explain briefly what actions it plans to continue in the 2015-16 LCAP, the District fails to assess the "effectiveness of the specific actions" and describe "the specific actions the school district will make as a result of the review and assessment." (Example on LCAP p. 30.)

4e) Does the district plan to make any significant changes to actions/service this year (2015-16) compared to last year (2014-15)?

- In 2015-2016, ESUHSD will continue nearly identical actions/services to those in the 2014-15 LCAP. The funding has been increased for each action, and significant increases were made for class size restoration, restorative justice and Positive Behavior Intervention Strategies, and New Tech based learning models.

PART C. LCAP Section 2: Goals & Measurable Outcomes

The goals and measurable outcomes for each goal are located on different pages of the LCAP.

6) What are the district's goals outlined in Section 2 of the LCAP?

Districts are required to create goals as well as metrics and progress indicators each year that show how they plan to reach their goals. Below are the four goals that ESUHSD outlined in Section 2 of their LCAP. The goals were identical from both 2014-15 and 2015-16.

GOAL 1: The district will provide high quality instruction and learning opportunities preparing every student to graduate ready for college and career. (Page 10 of the LCAP.)

GOAL 2: Establish a healthy school culture to address the disengagement of students that lead to students dropping out and not graduating. (Page 15 of the LCAP.)

GOAL 3: The district will develop and implement a strong guidance program to help students meet the graduation and A-G requirements. (Page 21 of the LCAP.)

GOAL 4: Implement New Tech at James Lick High School as a model in the use of project based learning. (Page 25 of the LCAP.)

7) How is the district measuring its annual progress?

- The LCAP provides no measurable outcomes for the 2014-15 school year, and states that the data will be unavailable until the Fall.
- The LCAP does provide some targets for the 2015-16 school year, but fails to provide measurable outcomes, which are indicated on the chart below.

State Priority Areas	How will the district measure progress?
CONDITIONS OF LEARNING	
Basic Services: Degree to which...	Teachers are appropriately assigned and credentialed: <ul style="list-style-type: none"> • Not included in measurable outcomes and must be added.
	Students have access to standards aligned instructional materials: <ul style="list-style-type: none"> • Not included in measurable outcomes and must be added.
	School facilities are in good repair: <ul style="list-style-type: none"> • Not included in measurable outcomes and must be added.
Implementation of State Standards	Implementation of Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) for all students, and English language development (ELD) standards for English learners: <ul style="list-style-type: none"> • Not included in measurable outcomes and must be added.
Course Access	Student enrollment in a broad course of study: <ul style="list-style-type: none"> • Not included in measurable outcomes and must be added.
STUDENT OUTCOMES	
Student Achievement:	Performance on standardized tests: <ul style="list-style-type: none"> • Not included in measurable outcomes and must be added.
	EL reclassification rate: <ul style="list-style-type: none"> • Not included in measurable outcomes and must be added.

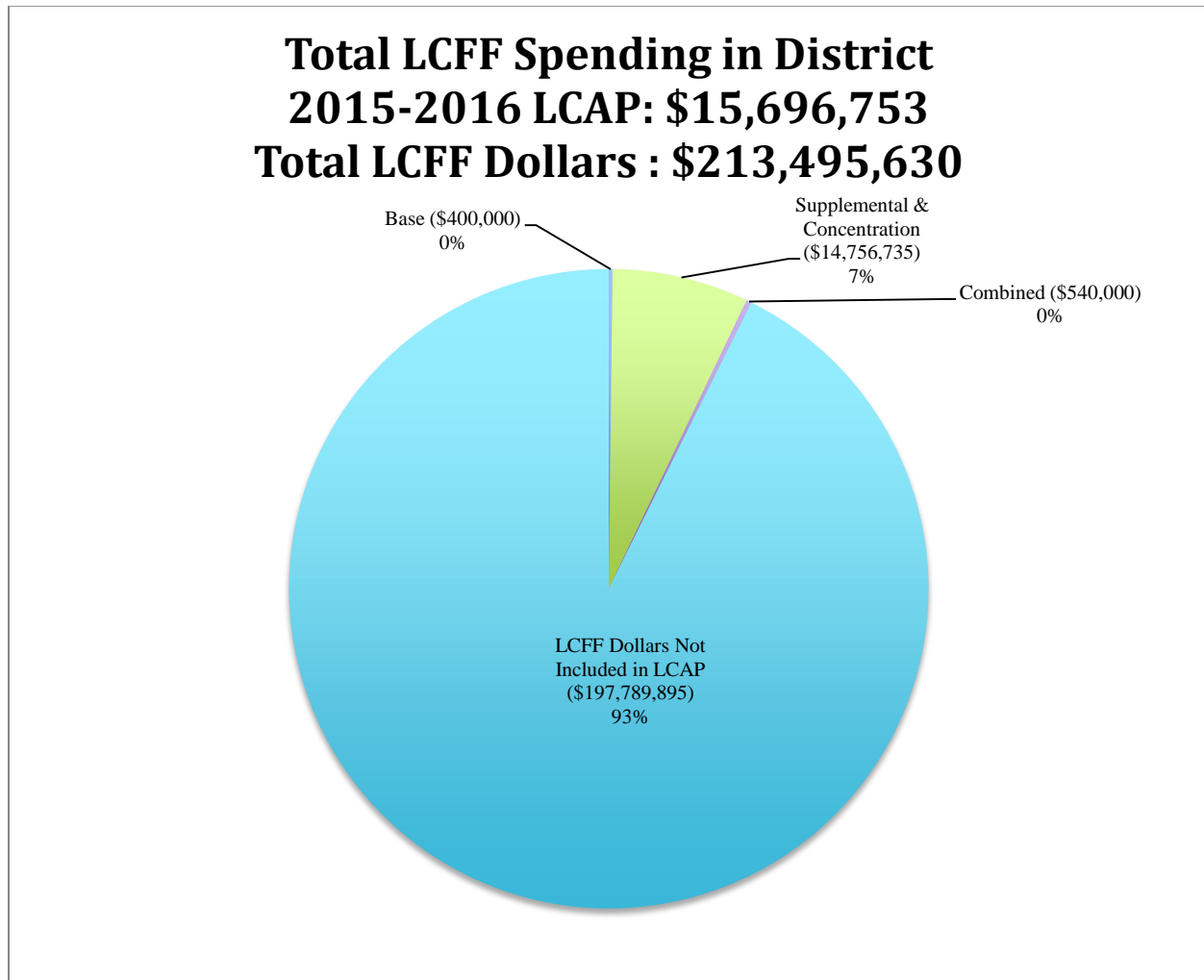
	Share of ELs that become English proficient (CELDT scores): <ul style="list-style-type: none"> Not included in measurable outcomes and must be added..
	Share of students college and career ready: <ul style="list-style-type: none"> A-G completion rate target: 44% Hispanic A-G completion rate target: 28% African-American A-G completion rate target: 32% (+ It's good that the district has designed different targets for different ethnic groups; Δ The district has failed to establish a baseline, so there is no way for stakeholders to measure the progress toward this target.)
	Share of students that pass Advanced Placement exams with 3 or higher: <ul style="list-style-type: none"> Not included in measurable outcomes and must be added.
	Share of students determined prepared for college by the Early Assessment Program: <ul style="list-style-type: none"> Not included in measurable outcomes and must be added.
Other Student Outcomes	
ENGAGEMENT	
Student Engagement	School attendance rates: <ul style="list-style-type: none"> Not included in measurable outcomes and must be added.
	Chronic absenteeism rates: <ul style="list-style-type: none"> Not included in measurable outcomes and must be added.
	High school dropout rates: <ul style="list-style-type: none"> Reduction dropout rate target: 86% Hispanic reduction dropout rate target: 16% African American reduction dropout rate target: 11% (+ It's good that the district has designed different targets for different ethnic groups; Δ The district has failed to establish a baseline, so there is no way for stakeholders to measure the progress toward this target.)
	High school graduation rates: <ul style="list-style-type: none"> Graduation rate target: 86% Hispanic graduation rate target: 77% African American graduation rate target: 82% (+ It's good that the district has designed different targets for different ethnic groups; Δ The district has failed to establish a baseline, so there is no way for stakeholders to measure the progress toward this target.)
	Student suspension rates: <ul style="list-style-type: none"> Not included in measurable outcomes and must be added.
	Student expulsion rates: <ul style="list-style-type: none"> Not included in measurable outcomes and must be added.
School Climate	Student suspension rates: <ul style="list-style-type: none"> Not included in measurable outcomes and must be added.
	Other local measures including school surveys: <ul style="list-style-type: none"> Not included in measurable outcomes and must be added..
	Efforts to seek parent input in district and school site decision making: <ul style="list-style-type: none"> Not included in measurable outcomes and must be added.
Parent Involvement	Promotion of parental participation: <ul style="list-style-type: none"> Not included in measurable outcomes and must be added.

PART D. LCAP Sections 2 & 3: Actions & Expenditures

8) How much LCFF money will ESUHSD receive in 2015-2016 and how much will specifically be for high-need students? How much LCFF spending is reflected in the district's LCAP?

- Total LCFF dollars: \$213,495,630 (according to 2015-16 adopted budget).
- Estimated Base Grant: \$189 million (based on district's reported S&C grant)
- Supplemental & Concentration Grants: \$14,807,194 (according to the LCAP).¹

Currently the LCAP only accounts for S&C funds, and a very few small allocations from Base and Combined funds. The District is currently working with the county to include other funding sources that give a more complete picture as to the efforts East Side is making to serve all students, and will provide us with the revised LCAP after the school board takes action. That action will address the inclusion of other funding sources and metrics but not alter the distribution of the LCAP funds reflected in the current plan.



¹ Source: Calculation provided by ESUHSD.

9) Does ESUHSD clearly justify districtwide and school wide expenditures of supplemental and concentration dollars as required by the regulations in Section 3A? (p. 40)

- No. As a district with an enrollment of high need students less than 55% of the total district enrollment, ESUHSD is required to describe in the LCAP how the districtwide expenditures are **principally directed** towards meeting the district's goals for high-need students. The District must also describe how these services are the **most effective use** of funds to meet the district's goals for high-need students in the state priority areas and back that up with some research, theory or practice. However, the District fails to provide this mandatory information in the LCAP.
- The proportion of high-need students varies greatly across ESUHSD schools, with one high school serving just 6% low-income students while another serves 90%. The district must make sure that the money generated by high-need students is reaching those students.
- The district is spending \$12,554,703 on districtwide services, and should justify why providing these services districtwide as opposed to in a more targeted fashion is the most effective use of funds.

10a) Does ESUHSD properly explain how supplemental and concentration dollars pushed down to school sites will be spent according to the regulations?

- No. The District states in its LCAP that "\$2,681,032 was distributed to the school sites based on the number of unduplicated ELL, low-income, and foster youth students to provide additional supplemental services at each of their sites to improve student achievement of eligible students. The services and expenditures are outlined in each of the school's Single Plan for Student Achievement approved by their School Site Council."
- This information is only contained within Section 3, and the specific actions being funded at school sites are not described in the LCAP or an appendix.
- The district should ensure that money being sent to school sites is being spent to support high-need students. In particular, at schools with less than 40% high-need students, the district must ensure that supplemental & concentration funds being spent school wide are the most effective use of funds to support high-need students.

10b) Does ESUHSD properly and clearly calculate the proportion by which the district must increase or improve services for high need students above what it does for all students? What is the District's minimum proportionality percentage? (The district must grow services for high need students by this amount.)

- In Section 3.B, the District reports that its proportionality percentage is 7.83%.
- The LCAP states that "The district has allocated additional staff to support the state's eight (8) priorities with a target of serving eligible unduplicated students. There are some resources that have been allocated to Decile 1-3 that serve a high concentration of eligible unduplicated students. As additional funds are available and we have restored base services more targeted services will be allocated to eligible unduplicated students."
- The District states in Section 3.A that "The District is recovering from a deep recession and it is restoring vital services that are needed in order to provide a quality education and supports for ALL its students. The funds are targeted to support the needs of the eligible students but other students can benefit of the improvements being made by the additional services."
- The District's focus on using the funding generated by high-need students to restore base services for all students raises questions about whether it is meeting its obligation to grow services for high-need students above what it is providing for all students.

10c) Is the District planning to spend supplemental and concentration (S&C) dollars in a way that is unclear how the spending will serve high-need students?

- The District states that it is spending S&C funding with the hopes of improving "services that are needed in order to provide a quality education and supports for ALL its students." These services will certainly benefit high-need students, but the District fails to specify how the S&C funds are **principally directed** towards meeting the district's goals, or how these services are the **most effective use** of funds to meet the district's goals for high-need in the state priority areas.
- The largest of these expenses is the \$4.6 million to restore class size by 2 students per class at every school in the district. It appears that class size reduction for the entire district is being funded out of S&C dollars generated by high-need students, even though some schools and presumably some classes may have very few or no high-need students (p. 11.)

10d) How will the supplemental and concentration funds be used to better support the priority areas that local stakeholders care about?

Student and Parents Care About:

- Transitional Resources (33%)
 - TECHNICAL COURSES: Students voiced they do not feel adequately prepared for life after high school. Students recommend a selection of life skill courses, such as time & priority management, and financial management courses.
- Classroom Environment (28%)
 - COLLABORATIVE CLASSROOM ENVIRONMENT: Fostering a classroom environment for students to be active learners and feel they are contributing to their learning. This can look like providing support to teachers to cater to different learning styles and cultural competency trainings.
- Social & Emotional Support (17%)
 - RESTORATIVE JUSTICE PROGRAM: Students stated discipline policies at schools are not effective in addressing the root issue. Instead, there needs to be a solution based approach taking into account students' needs and struggles.
- Physical Resource (12%)
 - BATHROOM CONDITIONS: Provide working and adequately stocked bathrooms. Students shared they were unable to utilize some of their school bathrooms due to unsanitary conditions and bathroom facilities in poor condition.
 - BUS PASSES: Provide bus passes to low-income students so that they have reliable transportation to and from school.
- Academic Support (10%)
 - A-G SUPPORT: Targeting students who are not A-G on track and providing specific resources and support based on need. This can look like developing an academic plan with students not A-G on track or recruiting them to college & career activities.

The LCAP describes investments in priority areas that students have identified including restorative justice and A-G support. The District largely fails to specify where the funding for each action in the LCAP is coming from, and except for a few instances where they specify that the funding comes from Base or Combined funds, leaves the area for this information blank in the LCAP. It is likely that this money will come from Supplemental and Concentration funding, but the LCAP does not specify. Because the district currently only includes 7% of its LCFF dollars in the LCAP, it is possible that the district plans actions and services in community priority areas but these services do not appear in the LCAP.

SCHOOL CLIMATE: RESTORATIVE JUSTICE, CULTURAL COMPETENCY, AND OTHER STRATEGIES: \$1,959,000

Goal 15-16:	Actions:	Budgeted 2015-16	Funding Source
2.2	Decrease suspension and expulsion rates for overrepresented students by implementing alternatives to suspension and restorative justice practices and Positive Behavior Intervention Strategies (PBIS).	\$540,000	Combined
2.3	District will allocate a Social Worker for each site to support the social emotional needs of students that get in the way of them being successful in school.	\$1,375,000	S&C
2.7	A Counselor (0.5 FTE) will be allocated to the District Office to help support Foster Youth, McKinney-Vento, and students returning from Juvenile Hall.	\$44,000	S&C

STUDENT ENGAGEMENT/SOCIAL EMOTIONAL SUPPORT: \$3,424,500

Goal 15-16:	Actions:	Budgeted 2015-16	Funding Source
1.5	Additional Librarian Services will be allocated to comprehensive high schools to increase the access to the library resources. This will allow for 1 Librarian to be shared between 2 schools. Foothill Continuation High School will be allocated a Site Support Tech to allow access to the library resources.	\$360,000	S&C
2.1 a	Increase the number of students making annual progress towards graduation by monitoring their progress on provide interventions when needed.	\$200,000	S&C
2.1 b	Implement Project Word to help support African American students.	\$30,000	S&C
2.4	District will hire a Coordinator of Student Services to develop and implement strategies that target the reduction of student absenteeism, suspensions and expulsions.	\$152,000	S&C
2.6	One additional nurse will continue to be funded to help support the medical needs that students require.	\$82,500	S&C
3.2	The District will define the core counseling services that students will receive at each grade level. Additional Counselor will be funded to each school with the goal of having a minimum of 4 Counselors at each site. Counselors will monitor student's annual progress towards graduation. Counselors will actively recruit and reenroll non-grads for a 5th year or alternative graduate program.	\$1,200,000	S&C
3.4	Counselor will be allocated to monitor and support the focus subgroups to Decile 1-3 schools. All African American students will have an Individual Learning Plan developed by September 30th and updated twice a year. All African American students will be actively recruited to ensure they attend the Summer Bridge Program.	\$750,000	S&C
3.5	A Counselor will be allocated to Silicon Valley Career Technical Education to support and monitor East Side students attending the program. A Counselor will be allocated to the Small But Necessary Schools to support and monitor students attending these schools.	\$250,000	S&C
4	Increase the number of students making annual progress towards graduation by utilizing the New Tech project based learning model. Reduce class size at James Lick in order to implement team teaching New Tech model (3.8 FTE).	\$400,000	S&C

STUDENT ACHIEVEMENT: \$489,000

Goal 15-16:	Actions:	Budgeted 2015-16	Funding Source
1.2	The District will develop a comprehensive assessment system to monitor student's progress in student achievement in the face of the Common Core State Standards and the District's graduate profile. The Director of Accountability will assist in the development of a plan to regularly measure and monitor the impact of interventions and instructional practices on student achievement of Common Core and the 5 Cs. (0.5 FTE)	\$89,000	S&C
1.4	Provide A-G credit recovery/acceleration options during the school day, and after school, and in the summer.	\$200,000	Base
3.3	NEW 2015-16 ACTION: Provide A-G credit recovery and acceleration options both during the school year and in the summer.	\$200,000	Base

CLASS SIZE REDUCTION: \$4,632,203

Goal 15-16:	Actions:	Budgeted 2015-16	Funding Source
1.6	NEW 2015-16 ACTION: The District will restore class size by 2 students per class.	\$4,632,203	S&C

IMPLEMENTATION OF STATE ACADEMIC STANDARDS: \$1,320,000

Goal 15-16:	Actions:	Budgeted 2015-16	Funding Source
1.1	Professional development modeling coaching with an equity emphasis to support the shifts in instruction necessary for the implementation of common core for ALL administrators and ALL teachers. Hire instructional coaches to support the shifts in instruction necessary given the new Common Core State Standards and the diversity of our student population.	\$1,320,000	S&C
1.3	Identify online assessment system district wide to monitor the progress of student achievement of Common Core and the 5Cs. Develop rubrics to measure 21st century skills and Common Core proficiencies.	\$0	S&C

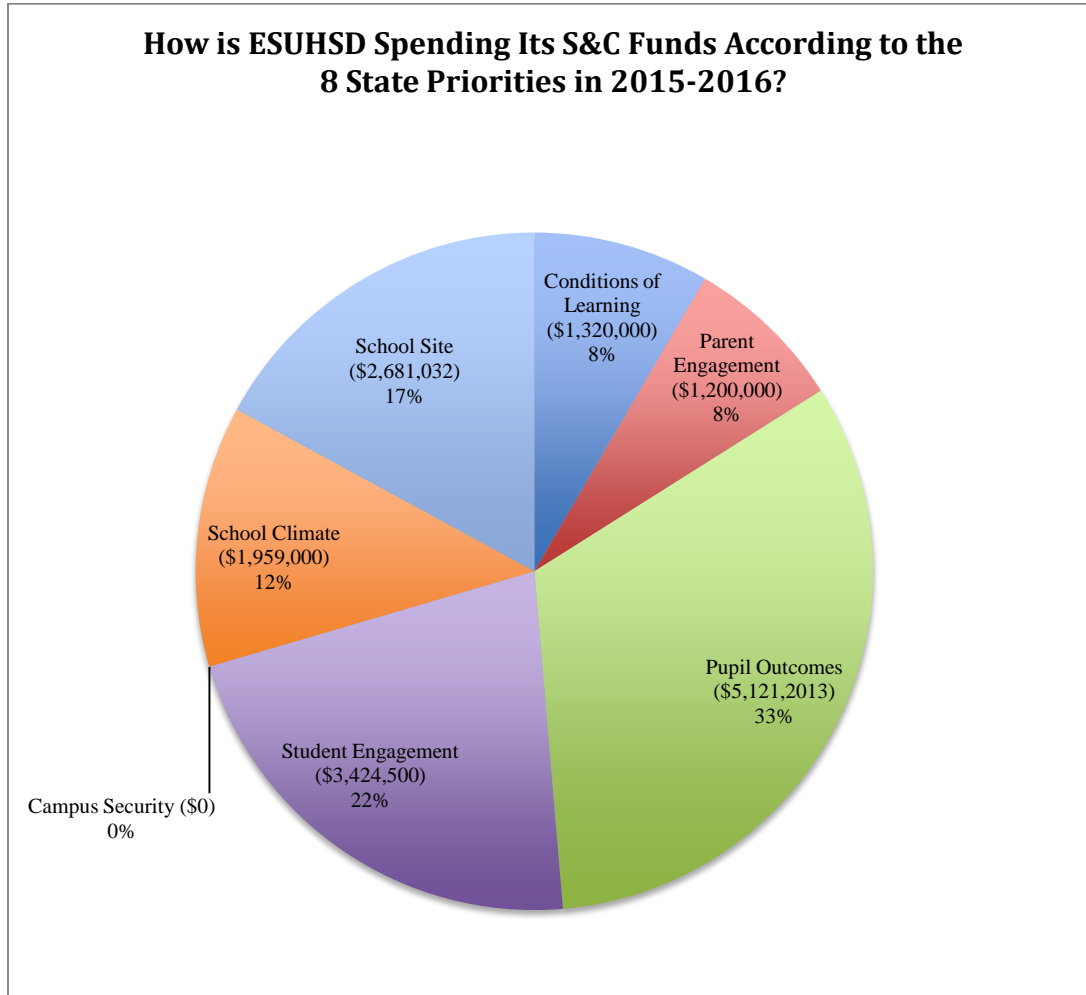
PARENTAL INVOLVEMENT: \$1,200,000

Goal 15-16:	Actions:	Budgeted 2015-16	Funding Source
2.5	District will allocate Parent and Community Involvement Specialist to each site and parent centers will be established to help engage parents and improve the communication between home and school. Schools will provide parent educational workshops to assist parents in supporting their student's educational needs (i.e. college readiness, School Loop training, financial aid). Provide the resources being disseminated to parents in multiple languages.	\$1,200,000	S&C

COURSE ACCESS: \$0

Goal 15-16:	Actions:	Budgeted 2015-16	Funding Source
3.1	Develop College & Career Readiness Indicators (5Cs) -Critical Thinking -Communication -Collaboration -Creativity -Civic Engagement Develop rubrics to measure 21st century skills and Common Core proficiencies.	\$0	S&C

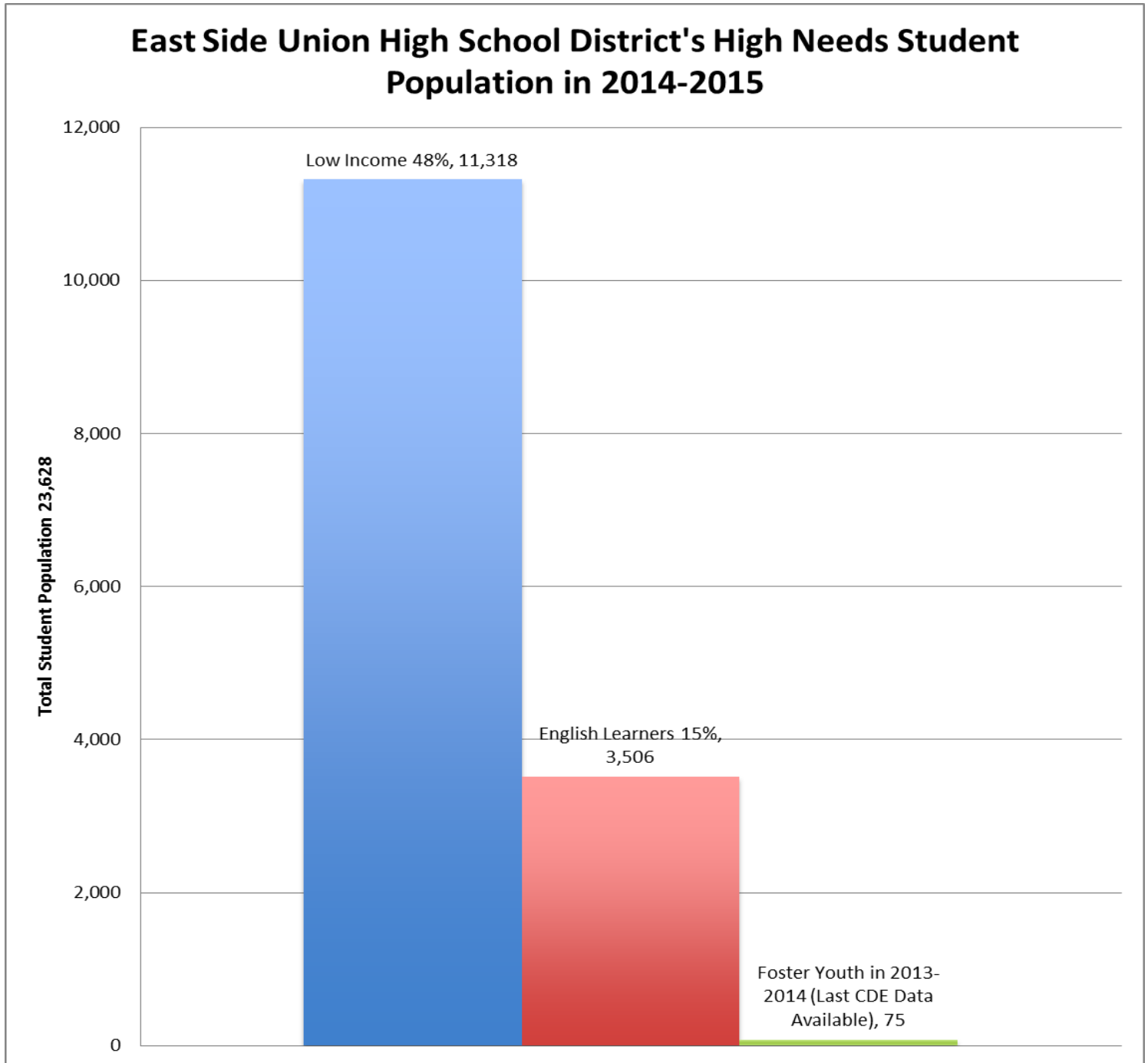
S&C SPENDING ACCORDING TO THE EIGHT STATE PRIORITIES

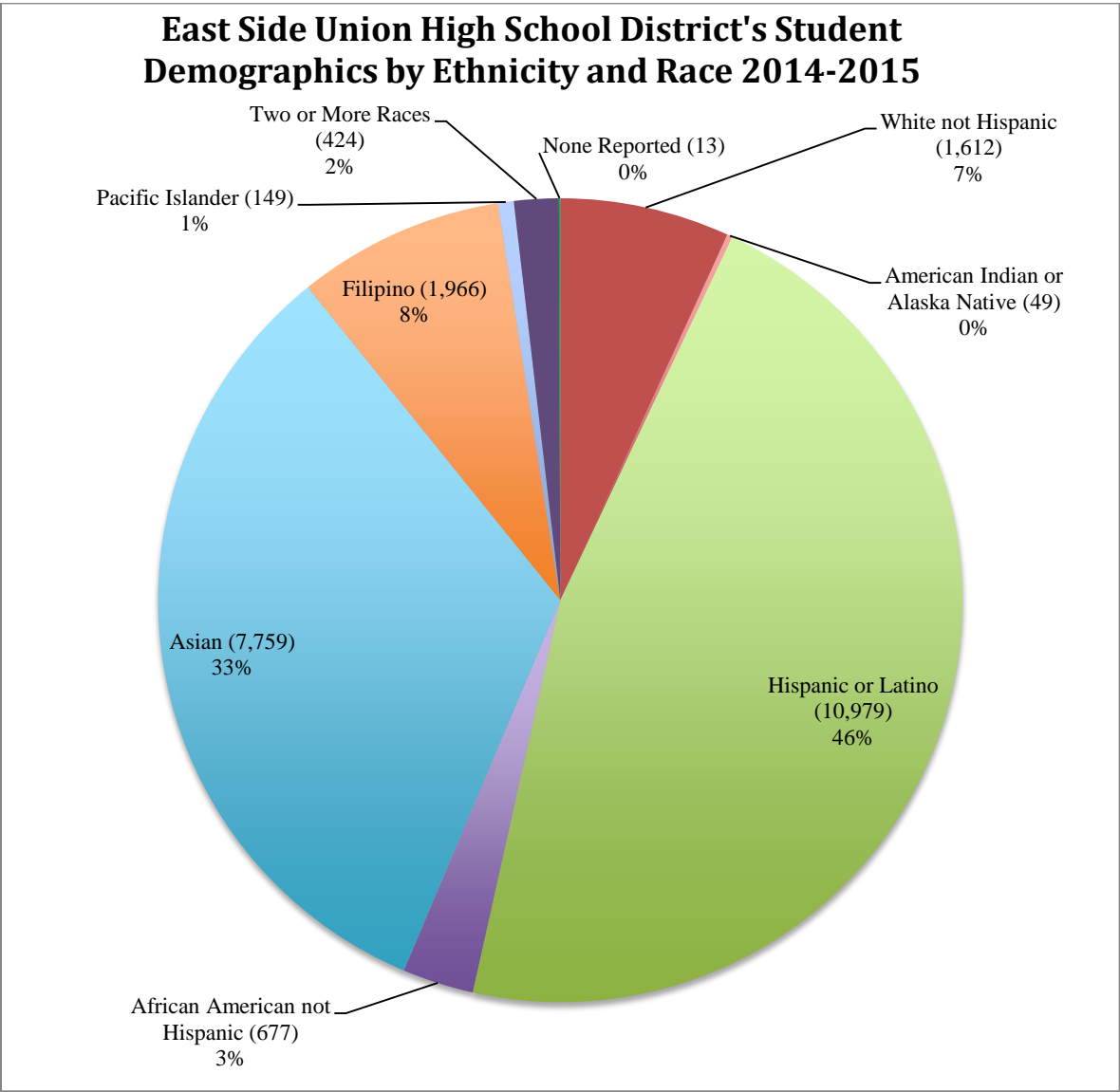


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	2. Implementation of State Standards (CCSS & ELD)	\$1,320,000
	7. Course Access	\$0
Parent Engagement	3. Parental Involvement	\$1,200,000
Pupil Outcomes	4. Student Achievement	\$489,000
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	8. Other Student Outcomes*	\$0
Student Engagement	5. Student Engagement / Social Emotional Support	\$3,424,500
Campus Security	6.1 School Climate: SROs/ Police/ Security Guards	\$0
School Climate	6.2 School Climate: Restorative Justice, Cultural Competency, & Other strategies	\$1,959,000
Unclear	9. School Site	\$2,681,032
	10. Unclear	\$0
*Social Sciences, Foreign Language, HS Science, Art, Career Technical Education, Health, PE, etc.		

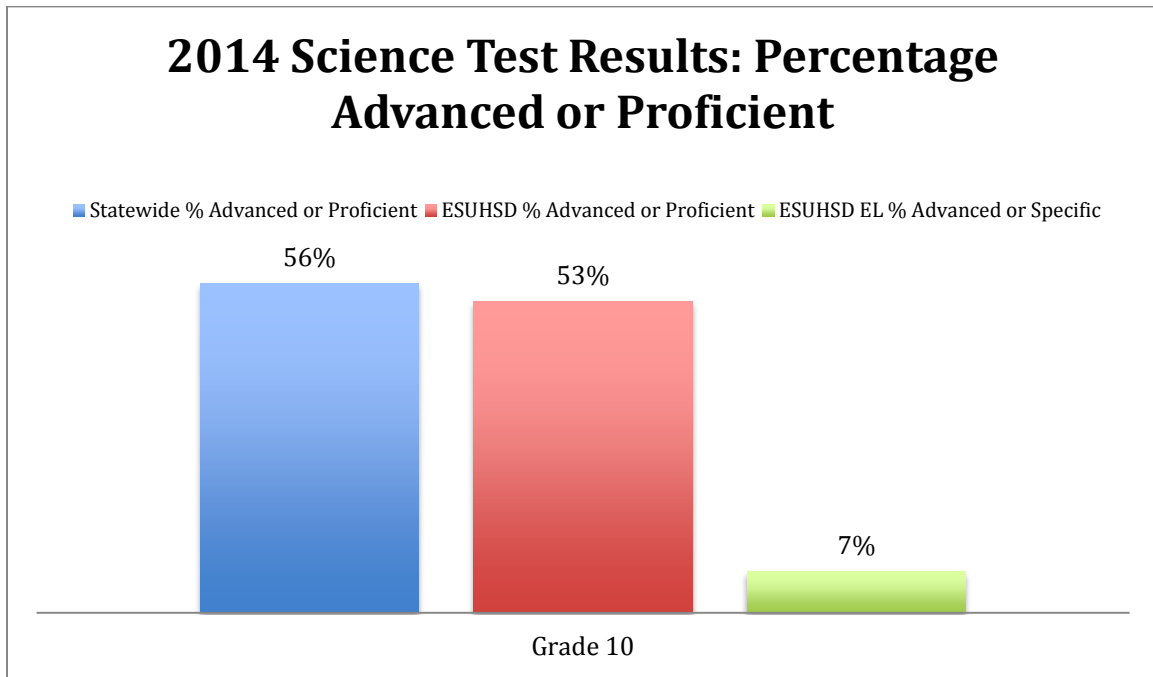
APPENDIX: DISTRICT PROFILE

STUDENT DEMOGRAPHICS (Source: Dataquest)

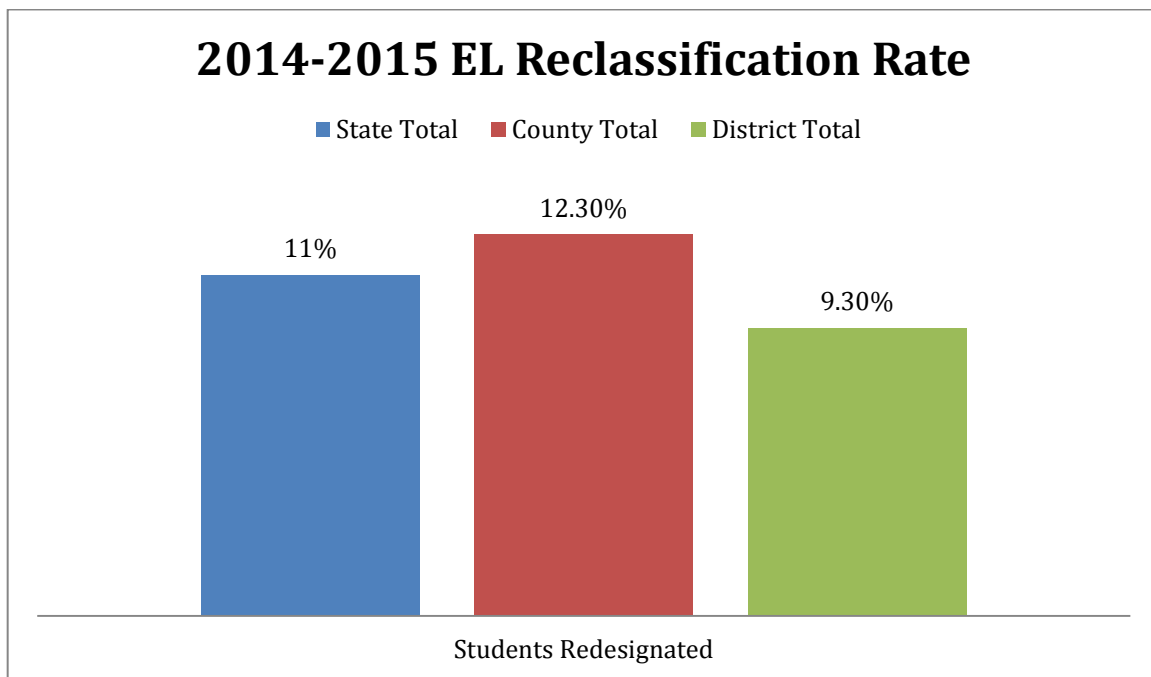




2014 TEST SCORES: STATE, DISTRICT & ENGLISH LEARNER COMPARISON



ENGLISH LEARNER RECLASSIFICATION RATES



	Total English Learners	Total Students Redesignated Fluent-English-Proficient
State	1,392,263	154,959
County	66,784	8,381
ESUHSD	5,247	490

*See California Department of Education, Data Quest, <http://data1.cde.ca.gov/dataquest/> (last visited Aug. 5, 2015).

LOW INCOME STUDENT DISTRIBUTION ACROSS THE DISTRICT

*See California Department of Education, Data Quest, <http://data1.cde.ca.gov/dataquest/> (last visited Aug. 5, 2015).

School	Type of School/District	Enrollment	Free or Reduced Price Meals	Percentage Free or Reduced Price Meals
Apollo High	Continuation High Schools	156	140	90%
William C. Overfelt High	High Schools (Public)	1,455	1254	86%
James Lick High	High Schools (Public)	1,108	873	79%
Yerba Buena High	High Schools (Public)	1,782	1390	78%
Foothill High	Continuation High Schools	343	231	67%
Andrew P. Hill High	High Schools (Public)	2,015	1250	62%
Mount Pleasant High	High Schools (Public)	1,452	877	60%
Oak Grove High	High Schools (Public)	1,903	958	50%
Independence High	High Schools (Public)	3,118	1551	50%
Calero High	Alternative Schools of Choice	339	155	46%
Pegasus High	Continuation High Schools	129	55	43%
Silver Creek High	High Schools (Public)	2,465	1035	42%
Phoenix High	Continuation High Schools	79	28	35%
Piedmont Hills High	High Schools (Public)	2,215	618	28%
Santa Teresa High	High Schools (Public)	2,306	462	20%
Evergreen Valley High	High Schools (Public)	2,763	441	16%

ENGLISH LEARNER STUDENT DISTRIBUTION ACROSS THE DISTRICT

*See California Department of Education, Data Quest, <http://data1.cde.ca.gov/dataquest/> (last visited Aug. 5, 2015).

School	Type of School/District	Enrollment	English Learners	Percentage English Learners
Calero High	Alternative Schools of Choice	339	96	28%
Yerba Buena High	High Schools (Public)	1,782	462	26%
William C. Overfelt High	High Schools (Public)	1,455	375	26%
Andrew P. Hill High	High Schools (Public)	2,015	438	22%
Foothill High	Continuation High Schools	343	74	22%
Apollo High	Continuation High Schools	156	32	21%
James Lick High	High Schools (Public)	1,108	203	18%
Independence High	High Schools (Public)	3,118	558	18%
Mount Pleasant High	High Schools (Public)	1,452	231	16%
Oak Grove High	High Schools (Public)	1,903	291	15%
Phoenix High	Continuation High Schools	79	11	14%
Pegasus High	Continuation High Schools	129	15	12%
Silver Creek High	High Schools (Public)	2,465	273	11%
Piedmont Hills High	High Schools (Public)	2,215	169	8%
Santa Teresa High	High Schools (Public)	2,306	128	6%
Evergreen Valley High	High Schools (Public)	2,763	140	5%

RECLASSIFIED AS FLUENT ENGLISH PROFICIENT (RFEP)

* See California Department of Education, Data Quest, <http://data1.cde.ca.gov/dataquest/> (last visited Aug. 5, 2015).

School	Type of School	Enrollment	English Learners	Fluent-English-Proficient Students	Students Redesignated FEP	Percentage Students Redesignated FEP
Apollo High	Continuation High Schools	156	32	74	0	0%
Phoenix High	Continuation High Schools	79	11	27	0	0%
Foothill High	Continuation High Schools	343	74	97	2	3%
Yerba Buena High	High Schools (Public)	1,782	462	1078	26	6%
Calero High	Alternative Schools of Choice	339	96	72	6	6%
Andrew P. Hill High	High Schools (Public)	2,015	438	1166	38	9%
Evergreen Valley High	High Schools (Public)	2,763	140	1686	15	11%
Oak Grove High	High Schools (Public)	1,903	291	895	36	12%
William C. Overfelt High	High Schools (Public)	1,455	375	747	48	13%
Piedmont Hills High	High Schools (Public)	2,215	169	1187	26	15%
Independence High	High Schools (Public)	3,118	558	1621	91	16%
Silver Creek High	High Schools (Public)	2,465	273	1345	45	16%
Santa Teresa High	High Schools (Public)	2,306	128	703	22	17%
Pegasus High	Continuation High Schools	129	15	57	3	20%
James Lick High	High Schools (Public)	1,108	203	539	43	21%
Mount Pleasant High	High Schools (Public)	1,452	231	689	59	26%