

**ALAMEDA UNIFIED SCHOOL DISTRICT  
SINGLE PLAN FOR STUDENT ACHIEVEMENT  
2015-16**

**Alameda High School**

CDS Code:

01611190130229

Date of this revision:

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Alameda Unified School District

The District Governing Board approved this revision of the School Plan on \_\_\_\_\_

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## LCAP Goals

- **Goal #1 (Site and Districtwide)**

Student Engagement: eliminate barriers to student success and maximize learning time.

- **Goal #2 (Site and Districtwide)**

Improved Academic Performance for ALL: Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).

- **Goal #3 (Site and Districtwide)**

Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success

- **Goal #4 (Districtwide Only)**

Basic Services: Ensure that ALL students have access to the required basic services

## Data Analysis in relation to LCAP Goals

Alameda's overall enrollment has slightly dropped in the last five years. Enrollment in the 2010-2011 school year was 1810 and it is currently hovering around 1740. Since the last full WASC visit in 2008, the demographics have remained consistent. There is a 3.3% increase in White students, a 2% decrease in Chinese students.

Alameda's discipline in the last 6 years has significantly decreased. In the 2011-2012 school year there were 236 total suspensions and last year there were 70. One factor that may be attributed to this decrease in suspensions is the hiring of a Dean of Student Support in 2011-2012. With a Dean on board there are now four Administrators on Staff. During the 2012-2013 school year, Alameda High School began implementing restorative practices as alternatives to traditional discipline. This included expanding the use of community service, conflict resolution meetings, parent-teacher-dean conferences, as well as On-Campus-Suspension to reduce out of school suspensions. With the use of restorative practices and alternatives to exclusionary discipline, suspension days have been reduced dramatically and fewer students have been suspended for disruption "K" infractions. During the 2013-2014 school year, the Dean expanded on these restorative practices by implementing parent shadows as an option for students to decrease their suspension days. If a parent agrees to shadow his/her child for one school day, the suspension can be reduced or eliminated entirely. Anecdotal evidence has shown that parent shadows have proven to be very effective deterrents for many students.

A lot of has changed since the last official WASC six years ago. These changes have been made both at the site and at District Office. Since the last WASC six years ago, the entire administration team at Alameda High has changed. Robert Ithurnburn is the current principal in his second year at the school. We also have two Assistant Principals, Michael Lee in his fifth year and Clare Zapata in her second year. Also new since the last WASC is the addition of Eric Shawn, Dean of Students, in his third year. At the district level, our Assistant Superintendent, Sean McPhetridge was just named Interim Superintendent. The District office has undergone a whole new makeover with new hires in Assistant Superintendent, Assessment, Business Services, ELD Coordinator, Fiscal Services, Food and Nutrition Services, Human Resources, Legal Services, Student Services, and the Director of Teaching and

Learning. All of these new hires have made for and 100% change in the executive cabinet. Starting the next calendar year, Alameda will also have three new school board members and a new Mayor. The Average Daily Attendance over the last 5 years has remained consistent around 96%. There has been a decrease in the number of tardies since the 2014-2015 school year with the implementation of a new tardy policy. The current tardy policy works so that students receive a lunch detention on the same day of a first period tardy. Students also receive a lunch detention on the following day when they are late to the period after lunch. By focusing on two periods a day, we have been able to decrease tardies by approximately 70%. Students can be seen across campus running to class so they don't get a lunch detention assigned to them. Teachers have reported a dramatic change in the academic culture now that the majority of students are in class on-time at the start of the school day and on-time returning from lunch.

With the implementation of the California State Common Core Standards, the District has partnered with Inquiry By Design to support teachers and students as they transition to the Common Core Standards. We formed the partnership with IBD in 2008-2009, with implementation beginning in full in 2009-2010 academic year. Over this period English teachers have attended Inquiry By Design (IBD) trainings on close reading, deep thinking, and text based analysis. In addition to English teachers, some Science teachers and Social Studies teachers have attended IBD workshops to learn more about IBD strategies that can be used in their respective classrooms. We currently are in the 1st year of a 3 year contract with the IBD organization and do plan on their being a part of our ELD curriculum for the foreseeable future.

Alameda High School is in the second year of implementation of a co-teaching model. Every co-taught class has one General Education teacher and one Special Education teacher who work together to provide support and instruction for students. This system allows students IEPs to spend a greater percentage of their academic day in a general education setting. Each co-taught class has no more than 25% of students with IEP's enrolled in the class. Currently there are six Co-taught classes, including two Co-taught Geometry classes, one Co-taught Biology, one Co-Taught US History, one Co-Taught Government, and one Co-taught Modern World History. Co-taught teachers have participated in trainings that covered best practices for co-teaching, disability awareness, and test and curriculum modifications.

Math intervention as Alameda High School has taken many forms over the past 6 years. Offerings of Pre-Algebra and Strategic Algebra in addition to math labs were the practice a few years back. More recently, the district has moved towards the Common Core implementation of the math levels at the middle schools and so fewer students are coming to Alameda High School having already taken Algebra. Pre-Algebra is no longer offered at Alameda High School and Algebra or Strategic Algebra are the entry point for the math pathways.

An Algebra lab taken in addition to Algebra is still in place for students identified needing assistance by their middle school math teacher upon entering high school. In addition, a Geometry lab has been added to support students in eleventh and twelfth grade who unsuccessfully attempted Geometry and still need assistance passing the class.

In the last five years Alameda sophomore students have continued to pass the English and Math CAHSEE at about a 94% passing rate. By 12<sup>th</sup> grade this percentage approaches more than 99%. Alameda High School's API has dropped 10 points during the 2012-2013 school year but still remained above 800. There will be no opportunity to change this that now that the test is no longer administered to all ninth through eleventh graders and the AYP/API system is being revamped.

AHS implemented the national Link Crew program during the 2013-2014 school year and is currently on its second year of implementation. Link Crew is a freshman transition program staffed by the Dean of Students and three teachers that pairs Junior and Senior students with Freshman students prior to the start of their 9<sup>th</sup> grade year. During the summer, prior to the start of the school year, the Link Crew is trained in team bonding activities and prepares a half day "Link Day" for all incoming Freshmen.

During the “Link Day” an enigmatic link crew coordinator fires up the Freshmen with introductory activities designed to welcome our Freshmen and prepare them for what high school has in store. The Freshmen are then paired-up with their Link Crew Leaders who engage them in small groups in a series of experiences to bond them together and provide key learnings for success in high school. The Link Crew shows students where their classes may be and provides them with a list of ten things all Freshmen should know at Alameda High School. Once the school year begins, the Link Leaders meet with their Freshmen to check-in and provide support. The Link Crew is divided into 6 committees (Social, Service, Fundraising, Academic Follow Ups, Tutoring, and Spirit) led by Link Crew Leaders who plan events and create support networks (both academic and social) throughout the school year to ensure Freshman students are connected to school and have the greatest chance for academic and social success. Lastly, the Link Crew is an alternative leadership program, engaging 100-120 student leaders who drive cultural change at Alameda High School. In its first year of implementation, the Link Crew also provided focused tutoring prior to each semester final. In the current school year the Link Crew is expanding its tutoring operations to a weekly session and using its link crew leaders to target students in need of focused academic support. We are in the process of collecting and analyzing data regarding the Link Crew’s measurable outcomes for Freshman student learning. We hope to see an improvement in Freshman attendance (decreased truancies and tardiness from Freshman students), discipline (decreased number of Freshman discipline incidents), spirit (increased number of Freshman students attending and participating in extracurricular events), connection and confidence (increased feeling of connection to high school and feeling of support from the school community), and grades (fewer Ds and Fs; more freshmen leaving first year with necessary credits/A-G requirements). During the fall of this year, parents, students, and staff were asked to respond to a set of survey questions intended to provide feedback as to areas of strength and growth for the school. Following is a brief summary and notes about responses to fall 2014 survey to students, staff and parents in preparation for the spring 2015 WASC visit:

1. The vast majority (80%+) of all stakeholders (students, staff, parents) who responded said they would give AHS an A or B
2. Teachers at AHS set high standards for achievement for students.  
Again, the majority (80%+) of each group responded “always” or “often.”
3. Teachers show how classroom lessons are helpful to students in real life.  
--Some discrepancy here in how staff responded as opposed to students/parents  
79% of staff responded “always” or “often,” but only 45% of students and 63% of parents responded “always” or “often.”
4. Strong agreement that students contribute to a culture of acceptance (90% of teachers agree or strongly agree; 78% of students and 79% of parents agree/strongly).
5. Strong agreement that adults foster a culture of acceptance, especially among staff and student responses (90% of staff agree/strongly agree and 78% of students agree/strongly agree).
6. Most stakeholders who responded agree or strongly agree that it is important that the school encourages students to give back to their community. (80% of students, 95% of staff, 90% of parents).
7. Most stakeholders agree that teachers care about students at AHS.
8. Teachers provide feedback about how students are performing in class--some discrepancy with this question. 91% of staff agree or strongly agree with this statement; 67% of students and 69% of parents agree or strongly agree.
9. Most stakeholders agree or strongly agree that AHS teachers give students individual help when they need it.  
81% of students, 94% of teachers and 68% of parents agree or strongly agree

10. Students are comfortable asking teachers for help.  
72% of staff agree/strongly agree, but only 50% of students and 58% of parents agree/strongly agree.
11. Teachers notice if students are having trouble learning something.  
83% of teachers agree or strongly agree with this statement, but only 46% of students and 43% of parents agree or strongly agree with this. Overall area of growth?
12. AHS prepares students for their post-high school plans.  
55% of students agree or agree strongly; 69% of teachers agree/strongly and 65% of parents agree/strongly.

As a result of data review, answers to surveys, and anecdotal observations throughout the WASC self-study, the following evidence resulted in the development of the 3 Critical Learner Needs as move forward.

Performance of identified subgroups, ELL, SPED, Low SES, Hispanic/Latino, and African American are, on multiple measures, lower in performance than Asian and White students.

Alameda High School has a fairly high graduation rate over the past three years 93.3% but has a significantly lower percentage (61%) of students meeting the UC/CSU A-G graduation requirements. The discrepancy between the graduation rates and A-G compliance is concerning and a current focus for Alameda High School.

All groups surveyed felt that Alameda High School can improve on preparing students for their post high school plans.

Although more students from underrepresented groups are challenging themselves in attempting Advanced Placement classes, supports for these students have not been implemented and should be a focus for Alameda High School.

## **2. Critical Learner Needs**

### **Critical Learner Need #1:**

AHS students from underrepresented groups need additional support to thrive in all rigorous and academic settings.

### **Critical Learner Need #2:**

Students need relevant curriculum and effective instruction in order to have the opportunity to achieve equitable outcomes.

### **Critical Learner Need #3:**

Students need options and support in developing their academic plan to achieve their post-secondary goals.

## **3. Questions Raised Through Analysis of Data**

1. Why is there such a wide discrepancy between graduation rates and students meeting the A-G requirements?
2. How can Alameda High School support the success of students from underrepresented groups in AP and Honors classes?
3. How can the underrepresented and at-risk populations of students at Alameda High School be supported in their achievement of academic success more efficiently?
4. How can Alameda High School better prepare for students for their post high school lives through the standards based curriculum and career technical education.

**Goal #1: Eliminate barriers to student success and maximize learning time.**

| <b>AUSD Local Control and Accountability Plan (LCAP) 2015-16 Districtwide Goal 1</b> |   |             |   |              |                |              |              |
|--|---|-------------|---|--------------|----------------|--------------|--------------|
| <b>Major Goals</b>   | <b>Areas of Need</b>                                | <b>Ref.</b> | <b>Metrics</b>  | <b>14-15</b> | <b>Targets</b> |              |              |
|  |   |             |   |              | <b>15-16</b>   | <b>16-17</b> | <b>17-18</b> |
| <b>Eliminate barriers to student success and maximize learning time</b>              | <b>Improve attendance</b>                           | <b>1.1</b>  | <b>Basic Attendance Rates:</b><br>% of students attending school 96% of the year<br>(Source: Aeries)  | 75.5%        | 76%            | 76.5%        | 77%          |
|  |   | <b>1.2</b>  | <b>Chronic Absenteeism:</b><br>% of students with 3 or more unexcused absences<br>(Source: Aeries)  | 19.7%        | 19.2%          | 18.7%        | 18.2%        |
|  | <b>Decrease class time missed due to discipline</b> | <b>1.3</b>  | <b>Suspension Rate:</b><br>% of students suspended per year<br><ul style="list-style-type: none"> <li>• All Students</li> <li>• SED</li> <li>• ELD</li> <li>• AA</li> <li>• Spec Ed</li> </ul> (Source: Aeries) | 2.78%        | 2.53%          | 2.28%        | 2.05%        |
|  |   |             |   | 4%           | 3.5%           | 3.0%         | 2.5%         |
|  |   |             |   | 1.63%        | 1.58%          | 1.53%        | 1.48%        |
|  |   |             |   | 7%           | 6.5%           | 6%           | 5.5%         |
|  |   |             |   | 8%           | 7.5%           | 7.0%         | 6.5%         |
|  | <b>Improve Completion rates</b>                     | <b>1.4</b>  | <b>Expulsion Rate:</b><br>% of students expelled per year<br>(Source: Aeries)   | 0.1%         | 0.075%         | 0.050%       | .025%        |
|  |   | <b>1.5</b>  | <b>Middle School Drop-out Rate:</b><br>% of students in given cohort not completing 8 <sup>th</sup> grade<br>(Source: Data Quest)   | 0.63%        | 0.62%          | 0.61%        | 0.60%        |
|  |   | <b>1.6</b>  | <b>High School Drop-out Rate:</b><br>% of students in 9 <sup>th</sup> grade cohort not finishing 12 <sup>th</sup> grade<br>(Source: Data Quest)   | 8.6%         | 8.1%           | 7.6%         | 7.1%         |
|  |   | <b>1.7</b>  | <b>High School Graduation Rate:</b><br>% of students in 9 <sup>th</sup> grade cohort completing all graduation requirements<br>(Source: Data Quest)   | 86%          | 86.5%          | 87%          | 87.5%        |

**Need: Improve attendance rates to maximize learning time**

Metrics: % of students attending school at least 96% of time, % of students identified as truant

Table 1.1: Total and disaggregated attendance data for school and district wide

Table 1.2: Total and disaggregated truancy data for school and districtwide

*Alameda High increased the overall attendance rate over the past few years and it now .1% away from reaching the district's goal. However, a concerted effort targeting our significant subgroups needs to be a focus. AHS will try to impact a positive change by reaching out to families more when attendance issues arise.*

*Truancy, however, remains a bigger issue for AHS. We have seen a significant increase in the percentage of students with 3 or more unexcused absences. Part of this may be attributed to a greater attentiveness to attendance. Moving forward, monthly reports and more timely notification may elicit a positive result. More frequent meetings with students with more than 3 unexcused absences will also occur.*

**Need: Decrease interruptions of learning by suspension and expulsion**

Metrics: % of students suspended and expelled

Table 1.3: Total and disaggregated suspension data for school and districtwide

Table 1.4: Total and disaggregated expulsion data for school and districtwide

*AHS has steadily decreased our suspension rates by about 1% over each of the past three years.*

*Restorative justice practices, parent involvement, and programs promoting better choices attribute to the change. It is our intent to stay the course with the practices that we've been implementing.*

**Need: Improve rates of completion at Middle and High School**

Metrics: % of students dropping out of middle school/high school and high school graduation rate

Table 1.5: Total and disaggregated middle school drop-out rate data for school and districtwide

Table 1.6: Total and disaggregated high school drop-out rate data for school and districtwide

Table 1.6: Total and disaggregated high school graduation rate data for school and districtwide

*Alameda High has decreased the dropout rate over the past two years, going from 6.3% to 2.5%.*

*Counseling and administration will continue to work together to identify and meet with seniors in danger of not meeting requirements for graduation. The Dean of students will continue to monitor student progress and direct students to supports and programs designed to assist them such as Island High School for students who are credit deficient.*

*Alameda High has seen an increase in our graduation rate over the past 3 years but still needs to focus on the graduation rates of our significant subgroups Hispanic or Latino which has consistently been less than 90%.*



**Goal 2: Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)**

| <b>AUSD Local Control and Accountability Plan (LCAP) 2015-16 Districtwide Goal 2</b>  |  |             |  |                            |                            |                            |                            |
|---|--|-------------|--|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>Major Goals</b>  | <b>Areas of Need</b>   | <b>Ref.</b> | <b>Metrics</b>   | <b>14-15</b>               | <b>Targets</b>             |                            |                            |
|   |  |             |  |                            | <b>15-16</b>               | <b>16-17</b>               | <b>17-18</b>               |
| <b>Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)</b> | <b>Improve Student Achievement on both Statewide and Local Assessments</b> | <b>2.1</b>  | <b>State Achievement Test:</b><br>% of students demonstrating proficiency (Level 3 or 4) on California Assessment of Student Performance and Progress (CAASPP) in ELA and Math (Source: CAASPP)    | Baseline                   | 3% Increase                | 3% Increase                | 3% Increase                |
|   |  | <b>2.2</b>  | <b>Local Assessment:</b><br>% of students demonstrating proficiency by end of 1 <sup>st</sup> grade on Early Literacy Survey (ELS) (Source: EADMS Data Management System)                          | 85%                        | 89%                        | 90%                        | 92%                        |
|   |  | <b>2.3</b>  | <b>Local Assessment:</b><br>% of students demonstrating proficiency on Local ELA, Writing, and Math Benchmarks (Source: EADMS Data Management System)  | N/A                        | Baseline                   | TBD                        | TBD                        |
|   |  | <b>2.4</b>  | <b>Academic Performance Index:</b><br>Schoolwide and District API performance (Source: Data Quest)   | N/A                        | Baseline                   | TBD                        | TBD                        |
|   |  | <b>2.5</b>  | <b>Career Pathway Completion:</b><br>% of students completing Career Technical Education (CTE) pathway (Source: CALPADS)   | NEW                        | Baseline                   | TBD                        | TBD                        |
|   | <b>Improve English Learner (EL) Achievement</b>                            | <b>2.6</b>  | <b>EL Reclassification Rate:</b><br>% of English Learners reclassifying to Fluent English Proficient (FEP) (Source: Local Data)  | 17%                        | 17.5%                      | 18%                        | 18.5%                      |
|   |  | <b>2.7</b>  | <b>Annual Measurable Achievement Objective (AMAO) 1:</b> % of students meeting annual California English Language Development Test (CEDLT) growth target (Source: Title III Accountability Report) | 73%                        | 74%                        | 75%                        | 76%                        |
|   |  | <b>2.8</b>  | <b>Annual Measurable Achievement Objective (AMAO) 2:</b> % of students demonstrating proficiency on CELDT (Source: Title III Accountability Report)  | (-5)<br>47%<br>(5+)<br>78% | (-5)<br>48%<br>(5+)<br>79% | (-5)<br>49%<br>(5+)<br>80% | (-5)<br>50%<br>(5+)<br>81% |

|  |  |      |  |  |  |   |   |
|--|--|------|--|--|--|---|---|
| Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s) | Increase College and Career Readiness                  | 2.9  | <b>a-g Completion:</b><br>% of graduating seniors completing UC 'a-g' requirements<br>All 48%<br>SED 42%<br>ELD 2.9%<br>AA 14%<br>Hispanic 22%<br>Special Ed 9.5%<br>(Source: CALPADS)   | 48%  | 50%                                      | 51%                                     | 52%                                       |
|  |  | 2.10 | <b>Early Assessment Program (EAP):</b><br>% of 11 <sup>th</sup> grade students demonstrating college readiness on EAP in Math and English<br><br>Standard Exceeded<br>Standard Met<br>Standard Nearly Met<br>Standard Not Met<br>(Source: California State University ets.org) | Baseline                                     | +1%<br>+1%<br>+1%<br>-3%                 | +1%<br>+1%<br>+1%-3%                    | +1%<br>+1%<br>+1%-3%                      |
|  |  | 2.11 | <b>Advanced Placement (AP) Exam Pass Rate:</b><br>% of AP Exams taken with a score of 3 or more<br>All<br>SED<br>ELD<br>AA<br>Hispanic<br>Spec Ed<br>(Source: College Board)   | 69%  | 70%                                      | 71%                                     | 72%                                       |
|  |  | 2.12 | <b>College-level coursework:</b><br>% of students enrolling in an AP or college course<br>All<br>SED<br>AA<br>Latino<br>Spec Ed<br>ELD<br>(Source: Aeries)   | 36%<br>15.1%<br>6.6%<br>8.3%<br>3.5%<br>7.4% | 36.5%<br>16%<br>7.5%<br>9%<br>3.8%<br>9% | 37%<br>18%<br>10%<br>12%<br>4.3%<br>12% | 37.5%<br>20%<br>15%<br>17%<br>4.8%<br>15% |
|  | Implementation of State Standards for English Learners | 2.13 | <b>English Learner Access to Common Core State Standards (CCSS):</b><br>% of ELs accessing CCSS state standards in setting with English-only peers<br>(Source: Local Enrollment Data)  | 86%  | 96%                                      | 100%                                    | 100%                                      |
|  |  | 2.14 | <b>English Language Development (ELD) Standard Implementation:</b><br>% of ELs receiving appropriate designated ELD instruction aligned to ELD Standards<br>(Source: Local Enrollment Data)  | 50%  | 60%                                      | 80%                                     | 100%                                      |

**Need: Improve student achievement on both state and local assessments**

Metrics: % of student demonstrating proficiency on state achievement tests, Early Literacy Survey, Math Benchmarks, school API, career pathway completion

Table 2.1: Total and disaggregated California Assessment of Student Progress and Performance (CAASPP) proficiency data for school and districtwide

Table 2.2: Total and disaggregated Early Literacy Survey (ELS) proficiency by end of 1<sup>st</sup> grade for school and districtwide

Table 2.3: Total and disaggregated Math Benchmark performance for school and districtwide

Table 2.4: Total and disaggregated API/AYP data for school and districtwide

Table 2.5: Total and disaggregated career pathway completion for school and districtwide

*The school and district use professionally acceptable processes to collect, disaggregate, analyze and report student performance data. The district Assessment Office provides the school with composite and disaggregated data to monitor student achievement based on standardized testing. Although we are transitioning to Common Core assessments we will continue to administer, collect data, disaggregate, analyze, and report data for the following tests. Students are still testing on 10<sup>th</sup> Grade Life Science STAR exam, the EAP assessments for 11<sup>th</sup> graders, California High School Exit Exam (CAHSEE), California English Language Development Test (CELDT), math benchmarks by subject, 11<sup>th</sup> grade common core test, 9<sup>th</sup> grade Physical Fitness Tests, and all Advanced Placement Exams (AP).*

*All of the above mentioned tests provide data disaggregated by grade level, ethnicity, gender, and socioeconomic level. They also provide the school with analysis in the form of tables and graphs tracking changes from year to year. The primary tool used by district Assessment for analysis is the “Measures” program provided by Datawise Corporation. Alameda High School (AHS) teachers have access to Measures to further disaggregate student data by class and cluster of standard, and have the capability to study the testing profile of individual students.*

*The school administration reports the overall progress of students in State and Advanced Placement testing to the staff at Principal’s council and faculty meetings and to the School Site Council and PTSA. During these presentations, administrators discuss trends and achievement gaps, and steps being taken and needing to be taken to close them. Parents receive the testing reports on their own child forwarded from the California Department of Education through the district and school and from the College Board.*

*The school communicates student progress to parents formally eight times a year, as mid-quarter progress reports, quarterly grades, and semester grades. Coded comments on progress reports and grades provide parents with additional feedback on their child’s progress and growth. Many teachers post grades weekly in the classroom. Teachers, parents, and students have access to School Loop, a web based software system that facilitates communication between teachers parents and students. Teachers aren’t required to use School Loop. Teachers can post assignments, notes, grades, etc. and in turn, students and parents receive daily emails or phone calls about the updates. AHS, in cooperation with the district office, is building capacity for teachers to use School Loop and encouraging parents and student s to register. All report card grades, testing grades, discipline reports, attendance reports, transcripts, and demographics are stored in our school database called Aeries.*

**Need: Increase rate of English language acquisition by English Learners (ELs)**

Metrics: % of ELs reclassifying to Fluent English Proficiency (FEP), meeting annual California English Language Development Test (CELDT) target, and demonstrating proficiency on CELDT

Table 2.6: Total and disaggregated EL reclassification data for school and districtwide

Table 2.7: Total and disaggregated CELDT growth target achievement data for school and districtwide

Table 2.8: Total and disaggregated CELDT proficiency data for school and districtwide

*In 2013/2014 Alameda High School failed to meet their AMAO of 76% for students designated CELDT. 66% students who have been assessed for less than 5 years met their growth targets, whereas only 40% of students assessed for more than 5 years met their target. Systematic ELD and Constructing Meaning professional development are district wide initiatives and are intended to address this failure.*

**Need: Increase performance on indicators of college and career readiness**

Metrics: % of seniors completing UC 'a-g' requirements, 11<sup>th</sup> grade proficiency on Early Assessment Program (EAP), Advanced Placement Exam pass rate, students enrolling in AP/college course

Table 2.9: Total and disaggregated UC 'a-g' completion data for school and districtwide

Table 2.10: Total and disaggregated EAP data for school and districtwide

Table 2.11: Total and disaggregated AP Exam pass rate data for school and districtwide

Table 2.12: Total and disaggregated AP/College course enrollment data for school and districtwide

*Although the district reports that only 61% if students met their A-G requirements, we contend that the percentage is closer to 71%. Students who take courses at the community college and students who remediate failing grades through other programs are not registering to have completed their A-G requirements; students who transfer into Alameda High School from other programs are not registering as having completed their A-G requirements; and students who took subject matter tests to meet requirements are not registering as successfully completed their A-G requirements. Alameda High School has seen a decrease in the percentage of our AP pass rate but it comfortable in the decrease. Having opened-up our classes to any student wanting to challenge themselves, we have seen the decrease in the pass rate percentage but have also seen a dramatic increase in the raw number of students earning a 3 or higher on the exam. It is our intent to now focus on the type of student who is not fairing well on the exam and provide them the tools necessary for them to be successful.*

**Need: Implementation of State Standards for English Learners (ELs)**

Metrics: % of ELs accessing CCSS in setting with English-only peers and receiving appropriate designated ELD instruction aligned to ELD standards

Table 2.13: Total and disaggregated ELA and Math course enrollment data for ELs - school and districtwide

Table 2.14: Total and disaggregated ELD enrollment data for ELs – school and districtwide

*More than 60% of of ELs are accessing CCSS in setting with English-only peers, and only 39% are receiving appropriate designated ELD instruction aligned to ELD standards. Starting next year, all ELL students will be placed in ELD leveled classes so that they can receive the appropriate designated ELD instruction aligned to the ELD standards.*

*This year, not all ELs are placed in college-prep English courses. However, starting in the 2015-2016 academic year they will be. All ELs who do not have an IEP designating learning disabilities in the moderate to severe range are enrolled in A-G approved math courses.*

*Alameda High School's English Language Learners represent 11% of the total student population of the school.*

**Goal #3: Support parent/guardian development as knowledgeable partners and effective advocates for student success**

| <b>AUSD Local Control and Accountability Plan (LCAP) 2015-16 Districtwide Goal 4</b> |  |      |  |               |               |               |               |
|--|--|------|--|---------------|---------------|---------------|---------------|
| Major Goals  | Areas of Need                                    | Ref. | Metrics  | 14-15         | Targets       |               |               |
|  |  |      |  |               | 15-16         | 16-17         | 17-18         |
| Ensure that ALL students have access to the required basic services                  | Maintenance of a Highly Qualified Teaching Staff | 4.1  | <b>Credentialing:</b><br>% of teachers fully credentialed and highly qualified<br>(Source: AUSD Human Resources)                       | 100%          | 100%          | 100%          | 100%          |
|  |  | 4.2  | <b>English Learner (EL) Authorization:</b><br>% of teachers qualified to teach ELs<br>(Source: AUSD Human Resources)                   | 98%           | 99%           | 100%          | 100%          |
|  |  | 4.3  | <b>Assignment:</b><br>% of teachers appropriately assigned<br>(Source: AUSD Human Resources)   | 100%          | 100%          | 100%          | 100%          |
|  | Provision of Adequate Instructional Materials    | 4.4  | <b>Williams Complaints – Textbooks:</b><br>Number of substantiated Williams textbook complaints per year<br>(Source: Local Board Data) | 0             | 0             | 0             | 0             |
|  | Maintenance of a Safe Learning Environment       | 4.5  | <b>Facilities Rating:</b><br>% of facilities<br>(Source: Local Board Data)   | Maintain 100% | Maintain 100% | Maintain 100% | Maintain 100% |

**Need: Improve home to school communication and overall parent/guardian awareness of student progress**

Metric: % of parents/guardians reporting that they feel informed about student progress

Table 3.1: Total and disaggregated parent survey data for school and districtwide

*According to school survey, only 69% of parents feel that there is adequate school to home communication. Alameda High will assign site-level discretionary funding to pay for postage for school to home communication in addition to the use of School Loop and Blackboard Connect.*

**Need: Increase parent/guardian participation in educational events**

Metric: % of students whose parent/guardian attends 2+ non-mandatory educational events

Table 3.2: Total and disaggregated P/G participation survey data for school and districtwide

## Theory of Action

### If:

- we eliminate barriers to student success and maximize learning time
- focus on measured growth for every student relative to their individual performance level(s)
- support all students in becoming college and work ready
- support parent/guardian development as knowledgeable partners and effective advocates for student success and
- provide students with access to the required basic services

### Then:

- we will close the access and achievement gaps for our English Learners, Socioeconomically Disadvantaged students, and other significant student groups where such gaps exist

**AUSD SARCS:** <http://www.doc-tracking.com/screenshots/Serve/4550/>

**Alameda High School 2013-14 SARC:** <http://www.doc-tracking.com/screenshots/Serve/4550/2014/AlamedaHighSchool.pdf>

RECORD OF AGREEMENTS: ALIGNMENT OF ACTIONS AND SERVICES TO GOALS

GOAL 1: STUDENT ENGAGEMENT

| GOAL   | NEED/METRIC |     |     |     |     |     |     | ACTIONS AND SERVICES  | TARGET POPULATION |     |    |     | FUNDING STREAM |           |    | EXPENDITURE AMOUNT<br><br>(DETAIL BY FUNDING STREAM IF MULTIPLE) | PERSONS RESPONSIBLE | IMPLEMENTATION TIMELINE   |
|--|-------------|-----|-----|-----|-----|-----|-----|---|-------------------|-----|----|-----|----------------|-----------|----|--|---------------------|---------------------------|
|  | 1.1         | 1.2 | 1.3 | 1.4 | 1.5 | 1.6 | 1.7 |   | SW                | AUD | EL | SED | LCFF BASE      | LCFF SUPP | T1 |  |                     |                           |
| <b>Eliminate barriers to student success and maximize learning time</b><br><br><b>Need: Improve attendance rates to maximize learning time</b><br><b>1.1 Basic Attendance Rates:</b><br>% of students attending school 96% of the year<br><br><b>1.2 Chronic Absenteeism:</b><br>% of students with 3 or more unexcused absences<br><br><b>Need: Decrease interruptions of learning by suspension and expulsion</b><br><b>1.3 Suspension Rate:</b><br>% of students suspended per year<br><br><b>1.4 Expulsion Rate:</b><br>% of students expelled per year<br><br><b>Need: Improve rates of completion at Middle and High School</b><br><b>1.5 Middle School Drop-out Rate:</b><br>% of students in given cohort not completing 8 <sup>th</sup> grade<br><br><b>1.6 High School Drop-out Rate:</b><br>% of students in 9 <sup>th</sup> grade cohort not finishing 12 <sup>th</sup> grade<br><br><b>1.7 High School Graduation Rate:</b><br>% of students in 9 <sup>th</sup> grade cohort completing all graduation requirements |             |     |     |     |     |     |     |   |                   |     |    |     |                |           |    |  |                     |                           |
|  | X           |     |     |     |     |     |     | CONTINUANCE OF TARDY POLICY WHEREBY STUDENTS TARDY TO FIRST CLASS OF THE DAY OR FIRST CLASS AFTER LUNCH WILL BE MANDATED TO DETENTION THE FOLLOWING DAY.  | X                 |     |    |     |                |           |    | NA   | DEAN OF STUDENTS    | ONGOING                   |
|  |             |     | X   |     |     |     |     | CONTINUANCE OF RESTORATIVE PRACTICE FOR STUDENTS AND PARACTICE OF PARENT SHADOWING IN LIEU OF SUSPENSION  | X                 |     |    |     |                |           |    | NA   | DEAN OF STUDENTS    | ONGOING                   |
|  |             |     |     |     |     | X   |     | ADMINISTRATION WILL MEET WITH ALL SENIORS NEEDING TO REMEDIATE CREDITS OR COMPLETE ANY WAIVER PROCESS AND HAVE THEM SIGN THE SENIOR AGREEMENT ACKNOWLEDGING THEIR BEING IN DANGER OF NOT GRADUATING | X                 |     |    |     |                |           |    | NA   | ADMINISTRATIVE TEAM | BY APRIL 1                |
|  |             |     |     |     |     |     |     |   |                   |     |    |     |                |           |    |  |                     |                           |
|  | X           | X   | X   | X   |     | X   | X   | HOURLY AND RELEASE TIME FOR CLASSIFIED TO WORK ON PROJECTS INTENDED TO AID STUDENTS IN SUCCESSFUL COMPLETION OF SCHOOL  | X                 |     |    |     |                |           |    | \$5,540 OF SITE DISCRETIONARY FUNDING                            | ADMINISTRATIVE TEAM | 2015 – 2016 ACEDEMIC YEAR |
|  |             |     |     |     |     |     |     |   |                   |     |    |     |                |           |    |  |                     |                           |
|  |             |     |     |     |     |     |     |   |                   |     |    |     |                |           |    |  |                     |                           |
|  |             |     |     |     |     |     |     |   |                   |     |    |     |                |           |    |  |                     |                           |
|  |             |     |     |     |     |     |     |   |                   |     |    |     |                |           |    |  |                     |                           |

RECORD OF AGREEMENTS: ALIGNMENT OF ACTIONS AND SERVICES TO GOALS

GOAL 2: STUDENT ACHIEVEMENT

| GOAL   | NEED/METRIC |     |     |     |     |     |     |     |     |      |      |      |      |      | ACTIONS AND SERVICES  | TARGET POPULATION |     |    |     | FUNDING STREAM |           |    | EXPENDITURE AMOUNT<br><br>(DETAIL BY FUNDING STREAM IF MULTIPLE) | PERSONS RESPONSIBLE         | IMPLEMENTATION TIMELINE         |  |                           |
|--|-------------|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|---|-------------------|-----|----|-----|----------------|-----------|----|--|-----------------------------|---------------------------------|--|---------------------------|
|  | 2.1         | 2.2 | 2.3 | 2.4 | 2.5 | 2.6 | 2.7 | 2.8 | 2.9 | 2.10 | 2.11 | 2.12 | 2.13 | 2.14 |   | SW                | AUD | EL | SED | LCFF BASE      | LCFF SUPP | T1 |  |                             |                                 |  |                           |
| <b>Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)</b><br><br><b>Need: Improve student achievement on both state and local assessments</b><br>2.1 State Achievement Test: % of students demonstrating proficiency on California Assessment of Student Performance and Progress (CAASPP) in ELA and Math<br>2.2 Local Assessment: % of students demonstrating proficiency by end of 1 <sup>st</sup> grade on Early Literacy Survey (ELS)<br>2.3 Local Assessment: % of students demonstrating proficiency on Math Benchmarks by end of year<br>2.4 Academic Performance Index: Schoolwide and District API performance<br>2.5 Career Pathway Completion: % of students completing Career Technical Education (CTE) pathway<br><br><b>Need: Increase rate of English language acquisition by English Learners (ELs)</b><br>2.6 EL Reclassification Rate: % of English Learners reclassifying to Fluent English Proficient (FEP)<br>2.7 Annual Measurable Achievement Objective (AMAO) 1: % of students meeting annual California English Language Development Test (CEDLT) growth target<br>2.8 Annual Measurable Achievement Objective (AMAO) 2: % of students demonstrating proficiency on CELDT<br><br><b>Need: Increase performance on indicators of college and career readiness</b><br>2.9 a-g Completion: % of graduating seniors completing UC ‘a-g’ requirements<br>2.10 Early Assessment Program (EAP): % of 11 <sup>th</sup> grade students demonstrating college readiness on EAP in Math and English<br>2.11 Advanced Placement (AP) Exam Pass Rate: % of AP Exams taken with a score of 3 or more<br>2.12 College-level coursework: % of students enrolling in an AP or college course<br><br><b>Need: Implementation of State Standards for English Learners (ELs)</b><br>2.13 English Learner Access to Common Core State Standards (CCSS): % of ELs accessing CCSS state standards in setting with English-only peers<br>2.14 English Language Development (ELD) Standard Implementation: % of ELs receiving appropriate designated ELD instruction aligned to ELD Standards |             |     |     |     |     | X   | X   | X   |     |      |      |      | X    | X    | PROVIDE TRAINING FOR SYSTEMATIC ELD FOR SECONDARY TEACHERS  |                   |     | X  |     |                |           |    |  | \$5,000.00 OF DISCRETIONARY | ADMINISTRATION/ ELD COORDINATOR | SEPTEMBER 1, 2015                      |                           |
|  |             |     |     |     |     | X   | X   | X   |     |      |      |      | X    | X    | PROVIDE TRAINING FOR CONSTRUCTING MEANING FOR ELD AND SHELTERED TEACHERS  |                   |     | X  |     |                |           |    |  |                             | TRAINING PROVIDED BY DISTRICT   | DISTRICT ELL COORDINATOR               | 2016                      |
|  |             |     |     |     |     | X   | X   | X   |     |      |      |      |      |      | RELEASE PERIOD FOR SITE LEVEL ELL COORDINATOR   |                   | X   |    |     | X              |           |    |  |                             | \$19,419                        | ELL SITECOORDINATOR/ ADMIN             | 2015 – 2016 ACADMIC YEAR  |
|  | X           |     |     |     |     |     |     |     | X   |      |      |      |      |      | PROVIDE .4 FTE FOR ACADEMIC ENRICHMENT COURSE TO SERVE STUDENTS WITH ORANIZATIONAL NEEDS AND ACADEMIC SUPPORT NEEDS                                       |                   |     |    | X   |                |           |    |  |                             | \$38,838                        | AE TEACHER/ADMIN                       | 2015 – 2016 ACADEMIC YEAR |
|  |             |     |     |     |     | X   | X   | X   | X   |      |      |      | X    | X    | PROVIDE FOR SUPPLEMENTATAL BOOKS AND MATERIALS FOR ELD CLASSES AND THE AE PROGRAM   |                   |     | X  | X   |                |           |    |  |                             | \$383.00                        | AE TEACHER/SITE ELD COORDINATOR/AD MIN | 2015 – 2016 ACADEMICYEAR  |
|  | X           |     |     |     |     | X   | X   | X   | X   | X    | X    | X    | X    | X    | TEACHER HOURLY TO PROVIDE TUTORING OUTSIDE OF THE INSTRUCTIONAL SCHOOL DAY, AND SUBSTITUTE TEACHERS TO PROVIDE RELEASE FOR TEACHERS TO MEET FOR PLANNING. | X                 |     |    |     |                |           |    |  |                             | \$23,240 FROM DISCRETIONARY     | ADMIN                                  | 2015 – 2016 ACADEMIC YEAR |
|  |             |     |     |     |     |     |     |     |     |      |      |      |      |      |   |                   |     |    |     |                |           |    |  |                             |                                 |  |                           |
|  |             |     |     |     |     |     |     |     |     |      |      |      |      |      |   |                   |     |    |     |                |           |    |  |                             |                                 |  |                           |
|  |             |     |     |     |     |     |     |     |     |      |      |      |      |      |   |                   |     |    |     |                |           |    |  |                             |                                 |  |                           |



RECORD OF AGREEMENTS: ALIGNMENT OF ACTIONS AND SERVICES TO GOALS

GOAL 3: PARENT/GUARDIAN ENGAGEMENT

| GOAL  | NEED/METRIC |     |  |  |  | ACTIONS AND SERVICES                                   | TARGET POPULATION |     |    |     | FUNDING STREAM |           |    | EXPENDITURE AMOUNT<br><br>(DETAIL BY FUNDING STREAM IF MULTIPLE) | PERSONS RESPONSIBLE | IMPLEMENTATION TIMELINE   |
|---|-------------|-----|--|--|--|--|-------------------|-----|----|-----|----------------|-----------|----|--|---------------------|---------------------------|
| Support parent/guardian development as knowledgeable partners and effective advocates for student success<br><br>Need: Improve home to school communication and overall parent/guardian awareness of student progress<br><br>3.1 Seeking Input:<br>% of parents/guardians that feel informed about their student’s progress in school as reported on parent/guardian survey<br><br>Need: Increase parent/guardian participation in educational events<br><br>3.2 Participation:<br>% of parents/guardians attending non-mandatory educational school events | 3.1         | 3.2 |  |  |  |  | SW                | AUD | EL | SED | LCFF BASE      | LCFF SUPP | T1 |  |                     |                           |
|   | X           | X   |  |  |  | TO PROVIDEFOR POSTAGE FOR SCHOOL TO HOME COMMUNICATION | X                 |     |    |     |                |           |    | \$12,000 FROM SITE DISCRETIONARY                                 | ADMINISTRATIVE TEAM | 2015 – 2016 ACADEMIC YEAR |
|   |             |     |  |  |  |  |                   |     |    |     |                |           |    |  |                     |                           |
|   |             |     |  |  |  |  |                   |     |    |     |                |           |    |  |                     |                           |
|   |             |     |  |  |  |  |                   |     |    |     |                |           |    |  |                     |                           |
|   |             |     |  |  |  |  |                   |     |    |     |                |           |    |  |                     |                           |
|   |             |     |  |  |  |  |                   |     |    |     |                |           |    |  |                     |                           |
|   |             |     |  |  |  |  |                   |     |    |     |                |           |    |  |                     |                           |
|   |             |     |  |  |  |  |                   |     |    |     |                |           |    |  |                     |                           |
|   |             |     |  |  |  |  |                   |     |    |     |                |           |    |  |                     |                           |
|   |             |     |  |  |  |  |                   |     |    |     |                |           |    |  |                     |                           |
|   |             |     |  |  |  |  |                   |     |    |     |                |           |    |  |                     |                           |
|   |             |     |  |  |  |  |                   |     |    |     |                |           |    |  |                     |                           |

## Alameda High Budget Packet

| Budget Summary       |                                    | B3                | C112                  | C113                | C114             | C122             | C135             | C137              |                    |                |
|----------------------|------------------------------------|-------------------|-----------------------|---------------------|------------------|------------------|------------------|-------------------|--------------------|----------------|
| Resource             | Program                            | 15-16             | Certificated Salaries | Classified Salaries | Benefits         | Supplies         | Services         | Total Budgeted    | Unbudgeted Balance | Check          |
| <a href="#">0001</a> | <a href="#">Discretionary</a>      | \$                | \$                    | \$                  | \$               | \$               | \$               | \$                |                    |                |
|                      | <a href="#">LCFF Supplemental</a>  | 199,835           | 19,650                | 3,798               | 4,099            | 79,000           | 93,288           | 199,835           | \$ -               | 199,835        |
| <a href="#">0002</a> | <a href="#">Grant</a>              | \$                | \$                    |                     | \$               | \$               | \$               | \$                |                    |                |
|                      |                                    | 59,040            | 38,423                | \$ -                | 8,559            | 11,658           | 400              | 59,040            | \$ -               | 59,040         |
| <a href="#">3010</a> | <a href="#">T1, Part A</a>         | \$ -              | \$ -                  | \$ -                | \$ -             | \$ -             | \$ -             | \$ -              | \$ -               | 0              |
| <a href="#">0002</a> | <a href="#">In Lieu of Title 1</a> | \$ -              | \$ -                  | \$ -                | \$ -             | \$ -             | \$ -             | \$ -              | \$ -               | 0              |
|                      | <a href="#">Innovative</a>         | \$ -              |                       |                     |                  |                  |                  |                   |                    |                |
| <b>Grand Total</b>   |                                    | <b>\$ 258,875</b> | <b>\$ 58,073</b>      | <b>\$ 3,798</b>     | <b>\$ 12,658</b> | <b>\$ 90,658</b> | <b>\$ 93,688</b> | <b>\$ 258,875</b> | <b>\$ -</b>        | <b>258,875</b> |

## Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

| State/Federal Programs  | Allocation  |
|---|-------------|
| <input type="checkbox"/> LCFF Supplemental Funding (0002)   | \$59,040.00 |
| <input type="checkbox"/> Title I, Part A: Schoolwide Program<br><u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas   | \$          |
| <input type="checkbox"/> Title I, Part A: Targeted Assistance Program<br><u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency   | \$ 0        |
| <input type="checkbox"/> Title I, Part A: Program Improvement<br><u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups   | \$ 0        |
| <input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting<br><u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals  | \$ 0        |
| <input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology<br><u>Purpose</u> : Support professional development and the use of technology  | \$ 0        |
| <input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students<br><u>Purpose</u> : Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards | \$ 0        |
| <input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities<br><u>Purpose</u> : Support learning environments that promote academic achievement   | \$ 0        |
| <input type="checkbox"/> Title V: Innovative Programs<br><u>Purpose</u> : Support educational improvement, library, media, and at-risk students   | \$ 0        |
| <input type="checkbox"/> Other Federal Funds (list and describe <sup>1</sup> )  | \$ 0        |
| Total amount of state and federal categorical funds allocated to this school  | \$59,040.00 |

<sup>1</sup> For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

## SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

| Names of Members                      | Gender | Race/ *<br>Ethnicity | Primary<br>Language | Principal | Classroom<br>Teacher | Other School<br>Staff | Parent or<br>Community<br>Member | Secondary<br>Student |
|---------------------------------------|--------|----------------------|---------------------|-----------|----------------------|-----------------------|----------------------------------|----------------------|
| Jennifer Bui                          | F      | Asian                | Eng                 |           |                      |                       | X                                |                      |
| Anna Chin                             | F      | Asian                | Eng                 |           |                      |                       | X                                |                      |
| Mindi Chen                            | F      | Asian                | Eng                 |           |                      |                       | X                                |                      |
| Pauline Chow                          | F      | Asian                | Eng                 |           |                      |                       | X                                |                      |
| Julian Pelzner                        | M      | Cau                  | Eng                 |           |                      |                       |                                  | X                    |
| Sue Erdmann                           | F      | Cau                  | Eng                 |           | X                    |                       |                                  |                      |
| Robert Ithurburn                      | M      | Cau                  | Eng                 | X         |                      |                       |                                  |                      |
| Judith klinger                        | F      | Cau                  | Eng                 |           | X                    |                       |                                  |                      |
| Alex Petropoulakis                    | M      | Cau                  | Eng                 |           | X                    |                       |                                  |                      |
| Marc Ramirez                          | M      | Lat                  | Eng                 |           | X                    |                       |                                  |                      |
|                                       |        |                      |                     |           |                      |                       |                                  |                      |
|                                       |        |                      |                     |           |                      |                       |                                  |                      |
|                                       |        |                      |                     |           |                      |                       |                                  |                      |
| <b>#s of members of each category</b> |        |                      |                     |           |                      |                       |                                  |                      |

*\*See race/ethnicity codes*

*It is important to accurately determine the board's policy before proceeding with the school planning process.*

**50% of the SSC is elected parents and community members and 50% is elected school staff.**

### CALIFORNIA EDUCATION CODE

#### Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

**Questions for site to address:**

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

Yes

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

No

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

Parent surveys and outreach

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

One of the School Site Members is on the ELAC committee

## RECOMMENDATIONS AND ASSURANCES

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

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

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

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

- ☒ School Advisory Committee for State Compensatory Education Programs
- ☒ English Learner Advisory Committee
- ☐ Community Advisory Committee for Special Education Programs
- ☐ Gifted and Talented Education Program Advisory Committee
- ☐ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: April 22, 2015.

Attested:  
Robert J. Thurburn  
Typed name of school principal

Robert J. Thurburn  
Signature of school principal

4/22/15  
Date

Pauline Chow  
Typed name of SSC chairperson

Pauline Chow  
Signature of SSC chairperson

4/22/2015  
Date

## Appendix A: Special Education

**Question:**

Are special education staff members providing support to general education students at your school site?  
If so, please provide a description of the ways in which support/services are provided.

Special Education teachers who push-in into general education classes or co-teach in general education classes will assist both students with and without IEPs.

# DATA APPENDIX: Local Control and Accountability Plan (LCAP)

## Aligned Data

### Revised May 2015

#### Alameda Unified School District Enrollment and Unduplicated Count

| School       | 2013-14 Enrollment | SED (Number of Students) | English Learners (Number) | Unduplicated Students (Number) | Unduplicated Students (Percentage) | 2014-15 Enrollment | SED (Number of Students) | English Learners (Number) | Unduplicated Students (Number) | Unduplicated Students (Percentage) |
|--------------|--------------------|--------------------------|---------------------------|--------------------------------|------------------------------------|--------------------|--------------------------|---------------------------|--------------------------------|------------------------------------|
| Bay Farm     | 561                | 37                       | 89                        | 112                            | 20%                                | 572                | 45                       | 83                        | 117                            | 20%                                |
| Earhart      | 618                | 58                       | 112                       | 147                            | 23.8%                              | 622                | 54                       | 114                       | 141                            | 22.6%                              |
| Edison       | 484                | 62                       | 55                        | 88                             | 18.1%                              | 486                | 58                       | 56                        | 86                             | 17.6%                              |
| Franklin     | 311                | 60                       | 41                        | 79                             | 25.4%                              | 326                | 50                       | 42                        | 77                             | 23.6%                              |
| Haight       | 438                | 244                      | 168                       | 284                            | 64.8%                              | 452                | 254                      | 168                       | 294                            | 65%                                |
| Lum          | 509                | 168                      | 163                       | 252                            | 49.5%                              | 519                | 159                      | 168                       | 247                            | 47.5%                              |
| Maya Lin     | 325                | 152                      | 103                       | 183                            | 56.3%                              | 321                | 134                      | 85                        | 169                            | 52.6%                              |
| Otis         | 565                | 104                      | 113                       | 163                            | 28.8%                              | 588                | 100                      | 113                       | 161                            | 27.3%                              |
| Paden        | 329                | 157                      | 106                       | 196                            | 66.4%                              | 316                | 140                      | 106                       | 184                            | 58.2%                              |
| Ruby Bridges | 579                | 406                      | 180                       | 451                            | 77.9%                              | 588                | 398                      | 184                       | 449                            | 76.3%                              |
| Jr. Jets     | 184                | 115                      | 40                        | 123                            | 66.8%                              | 229                | 128                      | 57                        | 150                            | 65.6%                              |
| Lincoln MS   | 956                | 181                      | 92                        | 234                            | 24.5%                              | 900                | 139                      | 85                        | 193                            | 21.4%                              |
| Wood MS      | 429                | 248                      | 115                       | 285                            | 59.6%                              | 439                | 217                      | 111                       | 257                            | 58.5%                              |
| AHS          | 1787               | 403                      | 213                       | 505                            | 28.1%                              | 1746               | 396                      | 190                       | 496                            | 28%                                |
| ASTI         | 170                | 40                       | 6                         | 44                             | 25.9%                              | 170                | 52                       | 9                         | 55                             | 32%                                |
| EHS          | 1038               | 467                      | 189                       | 539                            | 51.9%                              | 1052               | 446                      | 197                       | 520                            | 49.4%                              |
| ISHS         | 172                | 93                       | 27                        | 108                            | 62.8%                              | 144                | 83                       | 14                        | 90                             | 63%                                |
| AUSD         | 9484               | 2996                     | 1812                      | 3794                           | 40%                                | 9499               | 2854                     | 1783                      | 3688                           | 38.8%                              |

Source: CALPADS

## LCAP Goal One: Student Engagement

### 1.1 Increase the % of students attending school 96% of the school year (173/180 days)

#### 2015-16 Target: 76%

#### 1.1A Students with 96% Attendance by Sub Group

| Group           | 2013               |  | 2014               |  | January 2015       |  |
|-----------------|--------------------|--|--------------------|--|--------------------|--|
|                 | Number of Students | Percentage of Students with 96% Attendance | Number of Students | Percentage of Students with 96% Attendance | Number of Students | Percentage of Students with 96% Attendance |
| AUSD            | 7134               | 75.2%                                      | 7130               | 74.4%                                      | 7097               | 74.7%                                      |
| ELD             | 1499               | 78.9%                                      | 1371               | 79.7%                                      | 1384               | 79.3%                                      |
| SED             | 2358               | 68%  | 2347               | 70.2%                                      | 2221               | 69.3%                                      |
| Foster          | 3                  | 100%                                       | 11                 | 64%  |                    |  |
| Special Ed      | 560                | 59.6%                                      | 2221               | 61%  | 570                | 65.4%                                      |
| AA              | 696                | 62.8%                                      | 687                | 62.5%                                      | 652                | 61.7%                                      |
| Asian           | 2783               | 88.9%                                      | 2734               | 86.9%                                      | 2700               | 86.7%                                      |
| Filipino        | 625                | 78.2%                                      | 646                | 76.7%                                      | 634                | 76.1%                                      |
| Latino          | 855                | 62.1%                                      | 931                | 62.4%                                      | 950                | 63.5%                                      |
| White           | 2052               | 71.8%                                      | 1984               | 71.6%                                      | 2019               | 73.1%                                      |
| Am In/Al Native | 42                 | 52.5%                                      | 55                 | 55.6%                                      | 68                 | 54.4%                                      |
| Pac Islander    | 78                 | 76%  | 82                 | 74.5%                                      | 69                 | 60%  |

Source: Aeries





### 1.1B Students With 96% Attendance by School Site

| School Site  | 2013               |  | 2014               |  | January 2015       |  |
|--------------|--------------------|--|--------------------|--|--------------------|--|
|              | Number of Students | Percentage of Students with 96% Attendance | Number of Students | Percentage of Students with 96% Attendance | Number of Students | Percentage of Students with 96% Attendance |
| AUSD         | 7134               | 76.3%                                      | 7130               | 68.5%                                      | 7097               | 74.7%                                      |
| AHS          | 1371               | 76.3%                                      | 1313               | 73.9%                                      | 1324               | 76.4%                                      |
| EHS          | 774                | 70.6%                                      | 762                | 71.1%                                      | 744                | 68.5%                                      |
| ASTI         | 148                | 88.1%                                      | 149                | 86.6%                                      | 150                | 86.2%                                      |
| Lincoln MS   | 819                | 81.3%                                      | 784                | 81.2%                                      | 756                | 83.5%                                      |
| Wood MS      | 415                | 71.7%                                      | 344                | 73.5%                                      | 328                | 71.1%                                      |
| Jr. Jets     | --                 | -  | 133                | 69.6%                                      | 173                | 74.6%                                      |
| Bay Farm     | 438                | 80.7%                                      | 471                | 81.6%                                      | 459                | 79.1%                                      |
| Earhart      | 497                | 82.3%                                      | 498                | 79.3%                                      | 512                | 81.7%                                      |
| Edison       | 388                | 79.3%                                      | 389                | 78.3%                                      | 382                | 76.4%                                      |
| Franklin     | 246                | 75.9%                                      | 250                | 75.3%                                      | 249                | 74.1%                                      |
| Haight       | 270                | 60.5%                                      | 307                | 65.9%                                      | 321                | 67.2%                                      |
| Lum          | 406                | 76.6%                                      | 401                | 74.5%                                      | 403                | 76.3%                                      |
| Maya Lin     | 230                | 71.7%                                      | 231                | 67.3%                                      | 221                | 67.6%                                      |
| Otis         | 452                | 82%  | 459                | 79.4%                                      | 481                | 80%  |
| Ruby Bridges | 428                | 64.3%                                      | 395                | 62.8%                                      | 383                | 61.9%                                      |
| Paden        | 252                | 69.6%                                      | 244                | 70.3%                                      | 211                | 65.7%                                      |

Source: Aeries

**1.1 Increase the % of students attending school 96% of the school year (173/180 days).**

**2015-16 Target: 76%**

### 1.1C Students Attending 96% by Site and Sub Group August-December 2014

| Group           | Alameda High School (Number of Students) | Alameda High School (Percentage of Students) | Encinal High School (Number of Students) | Encinal High School (Percentage of Students) | ASTI (Number of Students) | ASTI (Percentage of Students) |
|-----------------|--|--|--|--|---------------------------|-------------------------------|
| All             | 1324                                     | 76.40%                                       | 744                                      | 68.5%  | 150                       | 86.2%                         |
| ELD             | 131                                      | 77.10%                                       | 171                                      | 81.8%  | 7                         | 87.5%                         |
| SED             | 338                                      | 76.30%                                       | 343                                      | 68.6%  | 57                        | 93.4%                         |
| Foster          | 0  | 0  | 2  | 100.0%                                       | 0                         | NA                            |
| Special Ed      | 93                                       | 62%  | 64                                       | 56.6%  | 3                         | 100%                          |
| 504             | 29                                       | 51.80%                                       | 17                                       | 53.1%  | 1                         | 50%                           |
| AA              | 75                                       | 66.40%                                       | 129                                      | 59.7%  | 6                         | 60%                           |
| Asian           | 655                                      | 89.20%                                       | 221                                      | 85.0%  | 92                        | 93.9%                         |
| Filipino        | 72                                       | 69.20%                                       | 121                                      | 75.2%  | 19                        | 86.4%                         |
| Latino          | 144                                      | 64.90%                                       | 121                                      | 60.8%  | 17                        | 85%                           |
| White           | 366                                      | 68%  | 137                                      | 64.6%  | 13                        | 68.4%                         |
| Am In/Al Native | 4  | 50%  | 5  | 25.0%  | 2                         | 100%                          |
| Pac Islander    | 8  | 53.30%                                       | 9  | 52.9%  | 1                         | 33.3%                         |

Source: Aeries

### 1.1C Students Attending 96% by Site and Sub Group August-December 2014

| Group           | Lincoln MS<br>(Number of<br>Students) | Lincoln MS<br>(Percentage of<br>Students) | Junior Jets<br>(Number of<br>Students) | Junior Jets<br>(Percentage of<br>Students) | Wood MS<br>(Number of<br>Students) | Wood MS<br>(Percentage of<br>Students) |
|-----------------|---------------------------------------|---|--|--|------------------------------------|--|
| All             | 756                                   | 83.5%                                     | 173                                    | 74.6%                                      | 328                                | 71.1%                                  |
| ELD             | 68                                    | 93.2%                                     | 48                                     | 84.2%                                      | 92                                 | 80.7%                                  |
| SED             | 128                                   | 84.8%                                     | 100                                    | 73.5%                                      | 164                                | 67.5%                                  |
| Foster          | 1                                     | 100%                                      | 0                                      | 0  | 1                                  | 33.3%                                  |
| Special Ed      | 77                                    | 74.8%                                     | 18                                     | 62.1%                                      | 44                                 | 58.7%                                  |
| 504             | 16                                    | 72.7%                                     | 1                                      | 50%  | 8                                  | 72.7%                                  |
| AA              | 44                                    | 73.3%                                     | 35                                     | 70%  | 43                                 | 55.8%                                  |
| Asian           | 336                                   | 91.6%                                     | 43                                     | 91.5%                                      | 128                                | 87.1%                                  |
| Filipino        | 50                                    | 86.2%                                     | 31                                     | 83.8%                                      | 53                                 | 80.3%                                  |
| Latino          | 74                                    | 80.4%                                     | 37                                     | 69.8%                                      | 46                                 | 59.7%                                  |
| White           | 246                                   | 77.4%                                     | 21                                     | 65.6%                                      | 47                                 | 60.3%                                  |
| Am In/Al Native | 2                                     | 33.3%                                     | 2                                      | 33.3%                                      | 3                                  | 50%                                    |
| Pac Islander    | 4                                     | 100%                                      | 4                                      | 57.1%                                      | 8                                  | 80%                                    |

Source: Aeries

### 1.1C Students Attending 96% by Site and Sub Group August-December 2014

| Group           | Bay Farm<br>(Number of<br>Students) | Bay Farm<br>(Percentage of<br>Students) | Edison<br>(Number of<br>Students) | Edison<br>(Percentage of<br>Students) | Earhart<br>(Number of<br>Students) | Earhart<br>(Percentage of<br>Students) | Franklin<br>(Number of<br>Students) | Franklin<br>(Percentage of<br>Students) |
|-----------------|-------------------------------------|---|-----------------------------------|---------------------------------------|------------------------------------|--|-------------------------------------|---|
| All             | 459                                 | 79.1%                                   | 382                               | 76.4%                                 | 512                                | 81.7%                                  | 249                                 | 74.1%                                   |
| ELD             | 69                                  | 83.1%                                   | 42                                | 77.8%                                 | 89                                 | 82.4%                                  | 35                                  | 77.8%                                   |
| SED             | 36                                  | 66.7%                                   | 45                                | 66.2%                                 | 50                                 | 84.7%                                  | 43                                  | 74.1%                                   |
| Foster          | 2                                   | 66.7%                                   | 1                                 | 100%                                  | 0                                  | NA                                     | 0                                   | NA                                      |
| Special Ed      | 35                                  | 77.8%                                   | 29                                | 65.9%                                 | 42                                 | 82.4%                                  | 11                                  | 64.7%                                   |
| 504             | 16                                  | 64%                                     | 3                                 | 100%                                  | 7                                  | 77.8%                                  | 0                                   | NA                                      |
| AA              | 20                                  | 74.1%                                   | 13                                | 72.2%                                 | 38                                 | 92.7%                                  | 12                                  | 54.5%                                   |
| Asian           | 235                                 | 86.4%                                   | 81                                | 90%                                   | 224                                | 87.2%                                  | 48                                  | 85.7%                                   |
| Filipino        | 14                                  | 66.7%                                   | 16                                | 72.7%                                 | 49                                 | 84.5%                                  | 20                                  | 83.3%                                   |
| Latino          | 54                                  | 69.2%                                   | 41                                | 64.1%                                 | 60                                 | 65.2%                                  | 32                                  | 62.7%                                   |
| White           | 127                                 | 77%                                     | 222                               | 75.5%                                 | 134                                | 79.3%                                  | 129                                 | 74.1%                                   |
| Am In/Al Native | 4                                   | 50%                                     | 7                                 | 77.8%                                 | 5                                  | 83.3%                                  | 6                                   | 85.7%                                   |
| Pac Islander    | 5                                   | 55.6%                                   | 2                                 | 66.7%                                 | 2                                  | 50%                                    | 1                                   | 100%                                    |

Source: Aeries

### 1.1C Students Attending 96% by Site and Sub Group August-December 2014

| Group           | Haight<br>(Number of<br>Students) | Haight<br>(Percentage of<br>Students) | Lum<br>(Number of<br>Students) | Lum<br>(Percentage of<br>Students) | Maya Lin<br>(Number of<br>Students) | Maya Lin<br>(Percentage of<br>Students) | Otis<br>(Number of<br>Students) | Otis<br>(Percentage of<br>Students) |
|-----------------|-----------------------------------|---------------------------------------|--------------------------------|------------------------------------|-------------------------------------|---|---------------------------------|-------------------------------------|
| All             | 321                               | 67.3%                                 | 403                            | 76.5%                              | 221                                 | 67.6%                                   | 481                             | 80%                                 |
| ELD             | 136                               | 78.6%                                 | 130                            | 77.8%                              | 63                                  | 77.8%                                   | 95                              | 88.8%                               |
| SED             | 192                               | 69.1%                                 | 122                            | 70.9%                              | 93                                  | 65.5%                                   | 73                              | 69.5%                               |
| Foster          | 1                                 | 25%                                   | 0                              | NA                                 | 1                                   | 100%                                    | 0                               | NA                                  |
| Special Ed      | 16                                | 64%                                   | 32                             | 74.4%                              | 33                                  | 68.8%                                   | 24                              | 72.7%                               |
| 504             | 2                                 | 100%                                  | 3                              | 75%                                | 0                                   | 0                                       | 2                               | 28.6%                               |
| AA              | 45                                | 54.2%                                 | 46                             | 71.9%                              | 19                                  | 47.5%                                   | 16                              | 57.1%                               |
| Asian           | 122                               | 81.9%                                 | 161                            | 82.6%                              | 38                                  | 74.5%                                   | 149                             | 88.2%                               |
| Filipino        | 35                                | 67.3%                                 | 39                             | 81.3%                              | 28                                  | 73.7%                                   | 22                              | 73.3%                               |
| Latino          | 62                                | 59.6%                                 | 56                             | 58.3%                              | 45                                  | 60%                                     | 72                              | 76.6%                               |
| White           | 50                                | 64.1%                                 | 95                             | 82.6%                              | 81                                  | 74.3%                                   | 211                             | 79.3%                               |
| Am In/Al Native | 3                                 | 75%                                   | 4                              | 100%                               | 6                                   | 60%                                     | 4                               | 80%                                 |
| Pac Islander    | 4                                 | 57.1%                                 | 2                              | 40%                                | 2                                   | 100%                                    | 7                               | 87.5%                               |

Source: Aeries

### 1.1C Students Attending 96% by Site and Sub Group August-December 2014

| Group           | Paden<br>(Number of Students) | Paden<br>(Percentage of Students) | Ruby Bridges<br>(Number of Students) | Ruby Bridges<br>(Percentage of Students) |
|-----------------|-------------------------------|-----------------------------------|--------------------------------------|--|
| All             | 211                           | 65.7%                             | 383                                  | 61.9%                                    |
| ELD             | 74                            | 69.8%                             | 134                                  | 70.2%                                    |
| SED             | 96                            | 64.4%                             | 254                                  | 59.5%                                    |
| Foster          | 96                            | 64.4%                             | 255                                  | 59.2%                                    |
| Special Ed      | 0                             | NA                                | 1                                    | 25%                                      |
| 504             | 20                            | 69%                               | 29                                   | 45.3%                                    |
| AA              | 0                             | NA                                | 2                                    | 50%                                      |
| Asian           | 24                            | 55.8%                             | 87                                   | 52.7%                                    |
| Filipino        | 61                            | 74.4%                             | 106                                  | 76.3%                                    |
| Latino          | 29                            | 63%                               | 36                                   | 78.3%                                    |
| White           | 41                            | 65.1%                             | 48                                   | 41.4%                                    |
| Am In/Al Native | 50                            | 65.8%                             | 90                                   | 75.6%                                    |
| Pac Islander    | 5                             | 55.6%                             | 6                                    | 40%                                      |
| All             | 1                             | 50%                               | 9                                    | 50%                                      |

Source: Aeries

### 1.1 Decrease the % of Students with Chronic Absenteeism (% of Students with 3+ Unexcused Absences).

### 1.2A Sub Group Students with 3+ unexcused absences. 2015-16 Target 19.2%

| Sub Group           | 2013<br>% Truant | 2013<br># Students | 2014<br>% Truant | 2014<br># Students | 2015<br>(Aug-Dec)<br>% Truant | 2015<br>(Aug-Dec)<br># Students |
|---------------------|------------------|--------------------|------------------|--------------------|-------------------------------|---------------------------------|
| All                 | 23.3%            | 2206               | 20.7%            | 1984               | 11.5%                         | 1089                            |
| ELD                 | 21.1%            | 400                | 17.4%            | 299                | 9.1%                          | 159                             |
| SED                 | 32.7%            | 1094               | 30.9%            | 991                | NA                            | NA                              |
| Foster              | 100%             | 3                  | 52.9%            | 9                  | NA                            | NA                              |
| Special Ed          | 34.4%            | 323                | 30.4%            | 279                | 21.8%                         | 190                             |
| 504                 | 41.7%            | 463                | 36.9%            | 406                | 26.8%                         | 283                             |
| AA                  | 16%              | 502                | 14.1%            | 445                | 6%                            | 187                             |
| Asian               | 23.3%            | 186                | 20%              | 168                | 9.4%                          | 78                              |
| Filipino            | 32.2%            | 445                | 28.1%            | 419                | 17.2%                         | 258                             |
| Latino              | 19%              | 544                | 17%              | 471                | 8.4%                          | 231                             |
| White               | 30%              | 24                 | 32.3%            | 32                 | 20.8%                         | 26                              |
| Am In/<br>Al Native | 32.6%            | 42                 | 33.1%            | 43                 | 22.6%                         | 26                              |

Source: Aeries

**1.2B School Site. Students with 3+unexcused absences.  
2015-16 Target 19.2%**

| School Site  | 2013  | 2013<br># Students | 2014<br>% Truant | 2014<br># Students | 2015<br>(Aug-Dec)<br>% Truant | 2015<br># Students |
|--------------|-------|--------------------|------------------|--------------------|-------------------------------|--------------------|
| AUSD         | 23.3% | 2206               | 20.7%            | 1984               | 11.5%                         | 1089               |
| AHS          | 38.5% | 692                | 40.3%            | 715                | 57.5%                         | 355                |
| EHS          | 74.5% | 817                | 57.5%            | 616                | 36.7%                         | 399                |
| ASTI         | 7.1%  | 12                 | 9.3%             | 16                 | 3.4%                          | 6                  |
| ISLAND       | NA    | NA                 | NA               | NA                 | NA                            | NA                 |
| Lincoln MS   | 10.3% | 104                | 8.5%             | 82                 | 2.1%                          | 19                 |
| Wood MS      | 34.2% | 198                | 37%              | 173                | 25.4%                         | 117                |
| JR. Jets     | NA    | NA                 | 37.7%            | 72                 | 11..2%                        | 26                 |
| Bay Farm     | 8.8%  | 48                 | 3.6%             | 21                 | 1.6%                          | 9                  |
| Earhart      | .3%   | 2                  | 1%               | 6                  | 0                             | 0                  |
| Edison       | .8%   | 4                  | 2%               | 10                 | .06%                          | 3                  |
| Franklin     | 13.3% | 43                 | 7.8%             | 26                 | 4.2%                          | 14                 |
| Haight       | 21.3% | 95                 | 17%              | 79                 | 5.7%                          | 27                 |
| Lum          | 4%    | 21                 | 4.6%             | 25                 | 3%                            | 16                 |
| Maya Lin     | 4.7%  | 15                 | 2.3%             | 8                  | 2.1%                          | 7                  |
| Otis         | 0     | 0                  | 0%               | 0                  | 1.3%                          | 8                  |
| Ruby Bridges | 18.2% | 121                | 18.6%            | 117                | 12.4%                         | 77                 |
| Paden        | 9.4%  | 34                 | 5.2%             | 18                 | 1.9%                          | 6                  |

Source: Aeries

**1.3 Decrease the % of student suspensions.**

| Student Group | Percentage of Students in Group Suspended (2013) | Number of Students in Group Suspended (2013) | Percentage of Students in Group Suspended (2014) | Number of Students in Group Suspended (2014) | Percentage of Students in Group Suspended (2015) | Number of Students in Group Suspended (2015) |
|---------------|--|--|--|--|--|--|
| All Students  | 4.2%   | 454  | 2.9%   | 290  | 1.3%   | 126  |
| ELD           | 3.5%   | 81   | 1.4%   | 29   | 1.2%   | 22   |
| SED           | 6.9%   | 263  | 4.0%   | 149  | 2.1%   | 65   |
| Foster        | ND   | 1  |  | 1  | 13ND   | ND   |
| Special Ed    | 13.6%  | 151  | 7.3%   | 81   | 3.80%  | 42   |
| AA            | 13.1%  | 167  | 7.5%   | 86   | 4.50%  | 49   |
| Asian         | 1.8%   | 56   | .8%  | 26   | 1%   | 21   |
| Filipino      | 3.8%   | 31   | 2.5%   | 20   | .96%   | 8  |
| Latino        | 5.1%   | 86   | 3.2%   | 57   | 1.40%  | 22   |
| White         | 2.9%   | 93   | 1.9%   | 59   | .75%   | 23   |
| Pac Islander  | 10.1%  | 12   | 5.1%   | 6  | .80%   | 1  |

Source: Data Quest

### 1.3D Student Suspension Rate by School Site

| School Site     | 2013 Rate<br>(Year End) | 2013 #<br>(Year End) | 2014Rate<br>(Year End) | 2014#<br>(Year End) | 2015 Rate | 2015# (Aug-<br>Dec) |
|-----------------|-------------------------|----------------------|------------------------|---------------------|-----------|---------------------|
| AUSD            | 4.1%                    | 469                  | 3.3%                   | 318                 | 1.3%      | 126                 |
| AHS             | 4.3%                    | 80                   | 3.1%                   | 55                  | 2.2%      | 39                  |
| EHS             | 7.5%                    | 87                   | 4.6%                   | 49                  | 2.6%      | 28                  |
| ASTI            | 0                       | 0                    | 9.3%                   | 16                  | .6%       | 1                   |
| IS HS           | 11.3%                   | 32                   | NA                     | NA                  | NA        | NA                  |
| Lincoln MS      | 3.5%                    | 35                   | 2.8%                   | 27                  | .8%       | 7                   |
| Wood MS         | 10.9%                   | 65                   | 5.7%                   | 27                  | 3.5%      | 16                  |
| Jr. Jets        | NA                      | NA                   | 14.7%                  | 28                  | .9%       | 2                   |
| Bay Farm        | .4%                     | 2                    | .9%                    | 5                   | .2%       | 1                   |
| Earhart         | .7%                     | 4                    | .3%                    | 2                   | 0         | 0                   |
| Edison          | .4%                     | 2                    | .6%                    | 3                   | 1.4%      | 7                   |
| Franklin        | 1.2%                    | 4                    | .9%                    | 3                   | 0         | 0                   |
| Haight          | 1.7%                    | 8                    | 3.4%                   | 16                  | 1.9%      | 9                   |
| Lum             | .7%                     | 4                    | 2.0%                   | 11                  | .9%       | 5                   |
| Maya Lin        | 3.2%                    | 11                   | 4.7%                   | 16                  | 1.2%      | 4                   |
| Otis            | .2%                     | 1                    | 1.9%                   | 11                  | .5%       | 3                   |
| Ruby<br>Bridges | 3.7%                    | 27                   | 2.1%                   | 13                  | .3%       | 2                   |
| Paden           | 5.8%                    | 22                   | 3.5%                   | 12                  | .6%       | 2                   |

Source: Aeries

### 1.4 Decrease the % of Student Expulsions

Target 2015-16: .075

| School Site    | 2013 Rate<br>(Year End) | 2013 #<br>(Year End) | 2014Rate<br>(Year End) | 2014#<br>(Year End) | 2015 Rate | 2015# (Aug-<br>Dec) |
|----------------|-------------------------|----------------------|------------------------|---------------------|-----------|---------------------|
| AUSD           | .01                     | 4                    | 0                      | 0                   | 0         | 0                   |
| AHS            | 0                       | 1                    | 0                      | 0                   | 0         | 0                   |
| EHS            | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| ASTI           | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| IS HS          | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| Lincoln MS     | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| Wood MS        | .3                      | 2                    | 0                      | 0                   | 0         | 0                   |
| Jr. Jets       | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| Bay Farm       | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| Earhart        | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| Edison         | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| Franklin       | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| Haight         | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| Lum            | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| Maya Lin       | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| Otis           | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| Ruby Bridges   | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| Paden          | 0                       | 0                    | 0                      | 0                   | 0         | 0                   |
| Alameda County | .1%                     | 185                  | .01%                   | 129                 | 0         | 0                   |
| California     | .1%                     | 8266                 | .1%                    | 6611                | 0         | 0                   |

Source: Data Quest

**1.5 Decrease the rate of middle school drop outs.**

**2015-16 Target .62% Students.**

| School     | 2011-12 | 2012-13 | 2013-14 |
|------------|---------|---------|---------|
| Lincoln MS | 0       | 0       | 0       |
| Jr. Jets   | NA      | NA      | 0       |
| Wood MS    | 0       | 2       | 0       |

Source: Data Quest

**1.6 Decrease the 9<sup>th</sup> Grade Cohort Drop Out Rate.**

**2015-16 Target: 8.1%**

| Year         | All  | ELD   | SED   | Special Ed | AA    | Latino | Asian | Am Ind/Al Native | Pacific Islander | Filipino | White | Multi |
|--------------|------|-------|-------|------------|-------|--------|-------|------------------|------------------|----------|-------|-------|
| 2013-14#     | 70   | 23    | 45    | 15         | -10   | 16     | 19    | -10              | -10              | -10      | 15    | -10   |
| 2013-14 Rate | 8.6% | 11.7% | 11.7% | 15.3%      | 12.2% | 15.2%  | 6.2%  | 0                | 7.1%             | 8.4%     | 7.4%  | 12.5% |
| 2012-13#     | 74   | 29    | 52    | -10        | 16    | 23     | 19    | 0                | -10              | -10      | -10   | -10   |
| 2012-13 Rate | 8.4% | 14.3% | 11.5% | 9.5%       | 16.5% | 18.4%  | 5.9%  | 0                | 12.5%            | 6.5%     | 3.3%  | 22.2% |
| 2011-12 #    | 81   | 25    | 56    | 19         | 26    | -10    | 14    | -10              | -10              | -10      | 23    | -10   |
| 2011-12 Rate | 9.2% | 11.4% | 9.9%  | 13.6%      | 23.6% | 6.9%   | 4.2%  | 33.3%            | 7.1%             | 9.2%     | 9.9%  | 16.7% |

Source: Data Quest

**1.6B Decrease the 9<sup>th</sup> Grade Cohort Drop Out Rate by School Site**

|              | AUSD | Alameda HS | Encinal HS | ASTI  | Island HS |
|--------------|------|------------|------------|-------|-----------|
| 2013-14 #    | 70   | 18         | 19         | -10   | NA        |
| 2013-14 Rate | 8.6% | 4.2%       | 7.9%       | 0     | NA        |
| 2012-13 #    | 74   | 12         | 27         | -10   | NA        |
| 2012-13 Rate | 8.4% | 2.5%       | 10.6%      | 0     | NA        |
| 2011-12 #    | 81   | 30         | 27         | -10   | NA        |
| 2011-12 Rate | 9.2% | 6.3%       | 10.3%      | 33.3% | NA        |

Source: Data Quest

**1.7 Increase the 9<sup>th</sup> Grade Cohort High School Graduation Rate**

**2013-14 Graduating Cohort**

|                  | AUSD  | Alameda HS | Encinal HS | ASTI | Island HS |
|------------------|-------|------------|------------|------|-----------|
| All Students     | 86%   | 92.6%      | 86.7%      | 100% | 86%       |
| Latino           | 76.2% | 85.1%      | 78.6%      | 100% | 76.2%     |
| American Indian  | *     | NA         | 100%       | NA   | 50%       |
| Asian            | 89.3% | 92.5%      | 83.5%      | 100% | 89.3%     |
| Pacific Islander | 85.7% | 100%       | 100%       | NA   | 85.7%     |
| Filipino         | 88.4% | 94.7%      | 95.1%      | NA   | 88.4%     |
| African American | 76.8% | 100%       | 81.8%      | 100% | 76.8%     |
| White            | 89.1% | 93.3%      | 89.4%      | 100% | 89.1%     |

Source: Data Quest March 3, 2015

## LCAP Goal Two: Student Achievement

### 2.1 Increase the % proficient on the California Assessment of Academic Performance Progress (CAASPP) 2015-16: Establish Baseline

#### 2.1A CAASPP CST Science: % Proficient and Advanced

| Grade | All | ELD | SED | Special Ed | AA  | Asian | Filipino | Latino | Pac Islander | White | Multi |
|-------|-----|-----|-----|------------|-----|-------|----------|--------|--------------|-------|-------|
| Gr 5  | 72% | 37% | 35% | 58%        | 57% | 79%   | 71%      | 58%    | 46%          | 89%   | 87%   |
| Gr 8  | 78% | 44% | 61% | 41%        | 58% | 83%   | 75%      | 60%    | *            | 87%   | 81%   |
| Gr10  | 64% | 16% | 50% | 36%        | 44% | 73%   | 70%      | 49%    | *            | 79%   | 70%   |

Source: CDE

#### 2.1B CAASPP CST Science Grade 5 New Baseline 2014-15 % Proficient and Advanced.

| School       | All   | ELD | SED | Special Ed | AA  | Asian | Filipino | Latino | Pac Islander | White | Multi |
|--------------|-------|-----|-----|------------|-----|-------|----------|--------|--------------|-------|-------|
| Bay Farm     | 81.8% | *   | *   | *          | *   | 82%   | *        | *      | *            | 94%   | *     |
| Earhart      | 91%   | *   | *   | *          | *   | 97%   | *        | *      | *            | 90%   | *     |
| Edison       | 93.7% | 94% | *   | *          | *   | *     | *        | *      | *            | 93%   | *     |
| Franklin     | 85.5% | *   | 50% | *          | *   | *     | *        | *      | *            | 93%   | *     |
| Haight       | 58.3% | 18% | 47% | *          | *   | 63%   | *        | 43%    | *            | *     | *     |
| Lum          | 82%   | 82% | 74% | *          | *   | 86%   | *        | 77%    | *            | 85%   | *     |
| Maya Lin     | 39.6% | 9%  | 35% | *          | *   | 38%   | *        | *      | *            | *     | *     |
| Otis         | 76.3% | 81% | 63% | *          | *   | 71%   | *        | *      | *            | 87%   | *     |
| Paden        | 60.3% | 27% | 43% | *          | *   | 67%   | *        | *      | *            | 84%   | *     |
| Ruby Bridges | 73.6% | 45% | 60% | *          | 82% | 74%   | *        | 36%    | *            | 83%   | *     |

Source: CDE

#### 2.1B CAASPP CST Science Grade 8 New Baseline 2014-15 % Proficient and Advanced.

| School   | All   | ELD | SED | Special Ed | AA  | Asian | Filipino | Latino | Pac Islander | White | Multi |
|----------|-------|-----|-----|------------|-----|-------|----------|--------|--------------|-------|-------|
| Jr. Jets | 64%   | *   | 50% | *          | *   | *     | *        | *      | *            | *     | *     |
| Lincoln  | 83.3% | 33% | 72% | 50%        | 72% | 87%   | 94%      | 63%    | *            | 86%   | 82%   |
| Wood     | 69%   | 46% | 63% | *          | 55% | 76%   | 67%      | 59%    | *            | 88%   | *     |

Source: CDE

#### 2.1B CAASPP CST Science Grade 10 New Baseline 2014-15 % Proficient and Advanced.

| School  | All   | ELD | SED | Special Ed | AA  | Asian | Filipino | Latino | Pac Islander | White | Multi |
|---------|-------|-----|-----|------------|-----|-------|----------|--------|--------------|-------|-------|
| AHS     | 70.8% | 17% | 51% | 38%        | 50% | 74%   | 56%      | 49%    | *            | 82%   | *     |
| ASTI    | 80.5% | 79% | *   | *          | *   | 100%  | *        | *      | *            | *     | *     |
| Encinal | 57.8% | 12% | 46% | *          | 42% | 56%   | 73%      | 55%    | *            | 70%   | 56%   |
| Island  | 50%   | *   | *   | *          | *   | *     | *        | *      | *            | *     | *     |

Source: CDE



**2.1B 2014 Science CST Scores**

|                  | Grade 5 |       |       | Grade 8 |       |       | Grade 10 |      |       |
|------------------|---------|-------|-------|---------|-------|-------|----------|------|-------|
|                  | 2012    | 2013  | 2014  | 2012    | 2013  | 2014  | 2012     | 2013 | 2014  |
| # Tested         | 633     | 699   | 689   | 461     | 490   | 519   | 698      | 731  | 622   |
| Mean Scale Score | 377.9   | 388.3 | 387.5 | 416.7   | 420.8 | 407.6 | 374.8    | 373  | 377.8 |
| Advanced         | 31%     | 34%   | 34%   | 55%     | 54%   | 50%   | 36%      | 36%  | 39%   |
| Proficient       | 38%     | 36%   | 42%   | 18%     | 28%   | 28%   | 29%      | 28%  | 28%   |
| Basic            | 20%     | 21%   | 17%   | 14%     | 9%    | 15%   | 22%      | 22%  | 22%   |
| Below Basic      | 7%      | 5%    | 5%    | 7%      | 5%    | 5%    | 6%       | 8%   | 7%    |
| Far Below Basic  | 4%      | 4%    | 2%    | 6%      | 4%    | 2%    | 7%       | 5%   | 4%    |

**2.1 CAHSEE Demographic Analysis Math Three Year Trend**

| Year | Site        | # Tested | % Pass | % Prof | Prob/ Stats | Number Sense | Algebra Functions | Measure Geo | Alg I |
|------|-------------|----------|--------|--------|-------------|--------------|-------------------|-------------|-------|
| 2014 | County 2014 | 9338     | 88%    | 69%    | 80%         | 80%          | 80%               | 76%         |       |
| 2014 | DISTRICT    | 745      | 92%    | 71%    | 80%         | 82%          | 81%               | 79%         | 75%   |
| 2013 | DISTRICT    | 637      | 91%    | 71%    | 80%         | 81%          | 81%               | 77%         | 76%   |
| 2012 | DISTRICT    | 697      | 90%    | 73%    | 78%         | 78%          | 82%               | 78%         | 85%   |
| 2014 | Amer Ind    | 1        | 0%     | 0%     | 31 %        | 35%          | 20 %              | 44 %        | 8%    |
| 2013 | Amer Ind    |          |        |        |             |              |                   |             |       |
| 2012 | Amer Ind    | 2        | 50%    | 50%    | 58%         | 53%          | 58%               | 53%         | 30%   |
| 2014 | Asian       | 230      | 99%    | 87%    | 86%         | 88%          | 89%               | 86%         | 87%   |
| 2013 | Asian       | 277      | 97%    | 89%    | 83%         | 89%          | 86%               | 86%         | 84%   |
| 2012 | Asian       | 266      | 97%    | 87%    | 83%         | 84%          | 87%               | 87%         | 83%   |
| 2014 | Pac Island  | 9        | 44%    | 33%    | 64%         | 70%          | 64%               | 53%         | 55%   |
| 2013 | Pac Island  | 6        | 83%    | 50%    | 68%         | 69%          | 66%               | 74%         | 57%   |
| 2012 | Pac Island  | 10       | 90%    | 70%    | 68%         | 75%          | 79%               | 78%         | 63%   |
| 2014 | Filipino    | 50       | 94%    | 80%    | 81 %        | 81%          | 83%               | 76%         | 80%   |
| 2013 | Filipino    | 58       | 86%    | 55%    | 74%         | 76%          | 73%               | 70%         | 68%   |
| 2012 | Filipino    | 86       | 88%    | 64%    | 74%         | 74%          | 78%               | 74%         | 71%   |
| 2014 | Hispanic    | 97       | 79%    | 53%    | 72%         | 74%          | 72%               | 66%         | 62%   |
| 2013 | Hispanic    | 129      | 80%    | 59%    | 77%         | 75%          | 76%               | 72%         | 65%   |
| 2012 | Hispanic    | 79       | 70%    | 53%    | 73%         | 67%          | 75%               | 69%         | 65%   |
| 2014 | AA          | 70       | 70%    | 30%    | 68%         | 65%          | 67%               | 59%         | 57%   |
| 2013 | AA          | 74       | 77%    | 51%    | 71%         | 71%          | 71%               | 65%         | 60%   |
| 2012 | AA          | 66       | 74%    | 42%    | 68%         | 67%          | 70%               | 62%         | 60%   |
| 2014 | White       | 151      | 96%    | 80%    | 84%         | 85%          | 85%               | 79%         | 79%   |
| 2013 | White       | 170      | 95%    | 82%    | 84%         | 84%          | 85%               | 81%         | 76%   |
| 2012 | White       | 181      | 91%    | 78%    | 81%         | 80%          | 84%               | 79%         | 75%   |
| 2014 | Multi       | 29       | 93%    | 88%    | 77%         | 78%          | 80%               | 75%         | 73%   |
| 2013 | Multi       | 39       | 97%    | 68%    | 69%         | 74%          | 76%               | 70%         | 73%   |
| 2012 | Multi       | 8        | 88%    | 63%    | 69%         | 74%          | 76%               | 70%         | 73%   |

## 2.1 Demographic Analysis CAHSEE Math Three Year Trend.

| Year | Site             | # Tested | % Pass | %Prof | ProbStats | Number Sense | Algebra Function | Measure Geo | Alg I |
|------|------------------|----------|--------|-------|-----------|--------------|------------------|-------------|-------|
| 2014 | English Only     | 335      | 88%    | 67%   | 79%       | 80%          | 79%              | 74%         | 74%   |
| 2013 | English Only     | 408      | 90%    | 73%   | 80%       | 81%          | 81%              | 78%         | 72%   |
| 2012 | English Only     | 375      | 90%    | 73%   | 79%       | 78%          | 82%              | 77%         | 74%   |
| 2014 | Initially Fluent | 76       | 96%    | 88%   | 88%       | 86%          | 88%              | 85%         | 84%   |
| 2013 | Initially Fluent | 91       | 97%    | 86%   | 85%       | 89%          | 88%              | 86%         | 81%   |
| 2012 | Initially Fluent | 104      | 98%    | 87%   | 85%       | 84%          | 88%              | 88%         | 82%   |
| 2014 | Re Class         | 132      | 98%    | 89%   | 89%       | 87%          | 88%              | 88%         | 86%   |
| 2013 | Re Class         | 100      | 100%   | 91%   | 85%       | 89%          | 87%              | 86%         | 82%   |
| 2012 | Re Class         | 75       | 97%    | 91%   | 85%       | 85%          | 87%              | 88%         | 85%   |
| 2014 | EL               | 94       | 85%    | 48%   | 69%       | 73%          | 75%              | 67%         | 65%   |
| 2013 | EL               | 116      | 83%    | 55%   | 68%       | 75%          | 72%              | 65%         | 68%   |
| 2012 | EL               | 142      | 81%    | 54%   | 69%       | 71%          | 74%              | 70%         | 65%   |
| 2014 | Low SES          | 226      | 84%    | 58%   | 75%       | 76%          | 76%              | 69%         | 68%   |
| 2013 | Low SES          | 241      | 86%    | 65%   | 74%       | 78%          | 77%              | 73%         | 69%   |
| 2012 | Low SES          | 244      | 84%    | 66%   | 66%       | 74%          | 75%              | 79%         | 74%   |
| 2014 | High SES         | 404      | 95%    | 80%   | 84%       | 84%          | 85%              | 82%         | 81%   |
| 2013 | High SES         | 490      | 94%    | 79%   | 82%       | 84%          | 84%              | 82%         | 77%   |
| 2012 | High SES         | 434      | 94%    | 78%   | 81%       | 80%          | 84%              | 81%         | 77%   |
| 2014 | Spec Ed          | 41       | 49%    | 22%   | 57%       | 60%          | 55%              | 49%         | 46%   |
| 2013 | Spec Ed          | 48       | 48%    | 33%   | 66%       | 62%          | 61%              | 57%         | 53%   |
| 2012 | Spec Ed          | 36       | 53%    | 17%   | 53%       | 56%          | 59%              | 49%         | 47%   |

## 2.1 CAHSEE Demographic Analysis Three Year Trend ELA 10<sup>TH</sup> Grade Census

| Year | Site       | #<br>Tested | %<br>Pass | %<br>Prof | Word<br>Analysis | Read/Comp | Lit/Resp | Writ/Strat | Write/Con | Essay |
|------|------------|-------------|-----------|-----------|------------------|-----------|----------|------------|-----------|-------|
| 2014 | County     | 9402        | 86%       | 65%       | 81%              | 83%       | 82%      | 77%        | 81%       | 2.6   |
| 2014 | District   | 644         | 87%       | 67%       | 81%              | 84%       | 83%      | 78%        | 81%       | 2.6   |
| 2013 | District   | 750         | 89%       | 70%       | 86%              | 83%       | 82%      | 77%        | 79%       | 2.7   |
| 2012 | District   | 719         | 89%       | 69%       | 84%              | 81%       | 86%      | 76%        | 82%       | 2.6   |
| 2014 | Amer Ind   |             |           |           |                  |           |          |            |           |       |
| 2013 | Amer Ind   |             |           |           |                  |           |          |            |           |       |
| 2012 | Amer Ind   | 1           | 0%        | 0%        | 29%              | 39%       | 55%      | 50%        | 27%       | 2.0   |
| 2014 | Asian      | 228         | 93%       | 75%       | 84%              | 88%       | 86%      | 82%        | 84%       | 2.7   |
| 2013 | Asian      | 275         | 90%       | 74%       | 87%              | 82%       | 83%      | 80%        | 81%       | 2.8   |
| 2012 | Asian      | 267         | 91%       | 73%       | 83%              | 83%       | 86%      | 79%        | 84%       | 2.7   |
| 2014 | Pac Island | 10          | 70%       | 40%       | 67%              | 71%       | 75%      | 68%        | 69%       | 2.5   |
| 2013 | Pac Island | 7           | 71%       | 29%       | 80%              | 72%       | 76%      | 61%        | 61%       | 2.4   |
| 2012 | Pac Island | 11          | 73%       | 27%       | 78%              | 68%       | 82%      | 70%        | 62%       | 2.2   |
| 2014 | Filipino   | 50          | 88%       | 70%       | 81%              | 82%       | 86%      | 80%        | 83%       | 2.7   |
| 2013 | Filipino   | 59          | 85%       | 51%       | 82%              | 75%       | 75%      | 71%        | 77%       | 2.7   |
| 2012 | Filipino   | 88          | 90%       | 60%       | 84%              | 79%       | 83%      | 73%        | 84%       | 2.6   |
| 2014 | Hispanic   | 96          | 81%       | 47%       | 77%              | 80%       | 79%      | 70%        | 74%       | 2.4   |
| 2013 | Hispanic   | 126         | 87%       | 60%       | 85%              | 81%       | 80%      | 73%        | 75%       | 2.4   |
| 2012 | Hispanic   | 83          | 87%       | 61%       | 82%              | 78%       | 84%      | 73%        | 76%       | 2.4   |
| 2014 | AA         | 74          | 74%       | 41%       | 72%              | 73%       | 72%      | 66%        | 70%       | 2.2   |
| 2013 | AA         | 79          | 75%       | 54%       | 82%              | 76%       | 76%      | 69%        | 71%       | 2.3   |
| 2012 | AA         | 70          | 74%       | 47%       | 89%              | 70%       | 78%      | 63%        | 73%       | 2.2   |
| 2014 | White      | 157         | 90%       | 78%       | 83%              | 86%       | 87%      | 81%        | 85%       | 2.6   |
| 2013 | White      | 172         | 97%       | 87%       | 90%              | 90%       | 89%      | 82%        | 83%       | 2.8   |
| 2012 | White      | 191         | 94%       | 83%       | 90%              | 87%       | 90%      | 82%        | 86%       | 2.7   |
| 2014 | Multi      | 29          | 93%       | 69%       | 82%              | 84%       | 83%      | 79%        | 81%       | 2.5   |
| 2013 | Multi      | 32          | 97%       | 72%       | 84%              | 83%       | 84%      | 84%        | 82%       | 2.8   |
| 2012 | Multi      | 8           | 88%       | 38%       | 80%              | 76%       | 88%      | 69%        | 81%       | 2.3   |

### CAHSEE Demographic Analysis ELA Three Year Trend

| Year | Site             | # Tested | % Pass | % Prof | Word Analysis | Read/Comp | Lit/Resp | Writ/Strat | Write/Con | Essay |
|------|------------------|----------|--------|--------|---------------|-----------|----------|------------|-----------|-------|
| 2014 | English Only     | 345      | 87%    | 69%    | 80%           | 83%       | 84%      | 77%        | 81%       | 2.5   |
| 2013 | English Only     | 412      | 92%    | 76%    | 88%           | 85%       | 85%      | 78%        | 80%       | 2.7   |
| 2012 | English Only     | 394      | 91%    | 74%    | 88%           | 83%       | 87%      | 78%        | 84%       | 2.6   |
| 2014 | Initially Fluent | 77       | 98%    | 87%    | 87%           | 90%       | 90%      | 86%        | 88%       | 2.8   |
| 2013 | Initially Fluent | 91       | 98%    | 81%    | 92%           | 89%       | 87%      | 84%        | 86%       | 2.9   |
| 2012 | Initially Fluent | 106      | 97%    | 90%    | 89%           | 87%       | 91%      | 85%        | 89%       | 2.8   |
| 2014 | Re Class         | 129      | 97%    | 82%    | 87%           | 89%       | 87%      | 86%        | 86%       | 2.8   |
| 2013 | Re Class         | 129      | 100%   | 89%    | 89%           | 88%       | 88%      | 82%        | 85%       | 2.8   |
| 2012 | Re Class         | 75       | 99%    | 91%    | 89%           | 87%       | 90%      | 84%        | 89%       | 2.8   |
| 2014 | EL               | 93       | 68%    | 20%    | 68%           | 71%       | 69%      | 62%        | 68%       | 2.0   |
| 2013 | EL               | 116      | 63%    | 20%    | 74%           | 65%       | 65%      | 65%        | 65%       | 2.2   |
| 2012 | EL               | 143      | 72%    | 29%    | 69%           | 70%       | 74%      | 61%        | 70%       | 2.2   |
| 2014 | Low SES          | 226      | 78%    | 49%    | 76%           | 77%       | 76%      | 69%        | 74%       | 2.4   |
| 2013 | Low SES          | 241      | 80%    | 51%    | 81%           | 75%       | 76%      | 71%        | 73%       | 2.4   |
| 2012 | Low SES          | 254      | 82%    | 51%    | 77%           | 75%       | 80%      | 69%        | 86%       | 2.3   |
| 2014 | High SES         | 411      | 93%    | 77%    | 83%           | 87%       | 87%      | 83%        | 85%       | 2.7   |
| 2013 | High SES         | 494      | 94%    | 80%    | 89%           | 86%       | 86%      | 81%        | 82%       | 2.8   |
| 2012 | High SES         | 446      | 93%    | 80%    | 89%           | 87%       | 87%      | 83%        | 85%       | 2.7   |
| 2014 | SWD              | 49       | 41%    | 22%    | 62%           | 60%       | 62%      | 52%        | 58%       | 1.9   |
| 2013 | SWD              | 57       | 49%    | 25%    | 73%           | 62%       | 65%      | 55%        | 60%       | 2.1   |
| 2012 | SWD              | 53       | 55%    | 21%    | 70%           | 60%       | 69%      | 52%        | 61%       | 1.9   |

### 2.2 Increase the % of Students Achieving Proficiency by end of 1<sup>st</sup> Grade on Early Literacy Survey

#### 2015-16 Target 89%

| Group            | May 2013 | May 2014 | January 2015* |
|------------------|----------|----------|---------------|
| All              | 85.7%    | 83%      | 83.3%         |
| EL               | 71.4%    | 75%      | 72.8%         |
| SED              | 74.2%    | 76%      | 71%           |
| African American | 67%      | 67%      | 67.1%         |
| Filipino         | 88%      | 83%      | 83%           |
| Latino           | 82%      | 78%      | 78.9%         |
| Asian            | 86.9%    | 85.66%   | 83.9%         |
| White            | 91%      | 91%      | 91.3%         |

Source: Measures

## 2.3 Local Assessment

### 2.3 Increase the % of Students Achieving Proficiency on Math Benchmarks annually.

| Grade    | Benchmark One |         | Benchmark Two |         | Benchmark Three |         |
|----------|---------------|---------|---------------|---------|-----------------|---------|
|          | 2013-14       | 2014-15 | 2013-14       | 2014-15 | 2013-14         | 2014-15 |
| <b>K</b> | 94%           | N/A     | 88%           | N/A     | 87%             | N/A     |
| <b>1</b> | ND            | N/A     | 79%           | N/A     | 77%             | N/A     |
| <b>2</b> | 87%           | N/A     | 74%           | N/A     | 81%             | N/A     |
| <b>3</b> | 63%           | N/A     | 65%           | N/A     | 68%             | N/A     |
| <b>4</b> | 79%           | N/A     | 37%           | N/A     | 30%             | N/A     |
| <b>5</b> | 37%           | N/A     | 29%           | N/A     | 40%             | N/A     |
| <b>6</b> | 56%           | 89%     | 75%           | N/A     | 82%             | N/A     |
| <b>7</b> | 82%           | 86%     | 57%           | N/A     | N/A             | N/A     |
| <b>8</b> | 69%           | 54%     | 84%           | N/A     | N/A             | N/A     |

Source: Measures

### 2.4 Increase API Annual Performance Indicator

Baseline to be Established

### 2.5 Increase the rate of Career Pathway Completion

Baseline to be Established

### 2.6 Increase the % of English Learners Reclassified Annually

| School Site       | Enrollment Source Data Quest | ELD Enrollment Source Data Quest | % ELD Source Local Calculation | Long Term English Learner (LTEL) Enrollment Source: Title III Accountability Report | # of Students Re Designated 2013-14 Source: Local Data | % pf Students Re Designated 2013-14 Source: Local Calculation |
|-------------------|------------------------------|----------------------------------|--------------------------------|---|--|---|
| District          | 9628                         | 1812                             | 18%                            | 543   | 199  | 10.9%   |
| AHS               | 1728                         | 213                              | 10%                            | 128   | 29   | 13.6%   |
| Encinal           | 1172                         | 222                              | 19%                            | 253   | 26   | 11.7%   |
| ASTI              | 168                          | 6                                | 5%                             | 6   | 2  | 33.3%   |
| Island            | 166                          | 27                               | 12%                            | 26  | 14   | 51.8%   |
| <b>Total HS</b>   | <b>3234</b>                  | <b>468</b>                       | <b>13%</b>                     | <b>413</b>  | <b>71</b>  | <b>15.1%</b>  |
| Lincoln           | 901                          | 92                               | 8%                             | 80  | 13   | 14.1%   |
| Wood              | 448                          | 115                              | 25%                            | 83  | 11   | 9.5%  |
| Jets              | 224                          | 40                               | 24%                            | ND  | 3  | 7.5%  |
| <b>Total MS</b>   | <b>1573</b>                  | <b>247</b>                       | <b>15%</b>                     | <b>163</b>  | <b>40</b>  | <b>16.1%</b>  |
| Bay Farm          | 570                          | 89                               | 14%                            | 17  | 13   | 14.6%   |
| Earhart           | 624                          | 112                              | 17%                            | 10  | 9  | 8%  |
| Edison            | 480                          | 55                               | 11%                            | 1   | 5  | 9%  |
| Franklin          | 330                          | 41                               | 13%                            | 4   | 2  | 4.8%  |
| Haight            | 488                          | 168                              | 34%                            | 25  | 14   | 8.3%  |
| Lum               | 514                          | 163                              | 32%                            | 9   | 11   | 6.7%  |
| Maya Lin          | 316                          | 103                              | 26%                            | 0   | 7  | 6.7%  |
| Otis              | 592                          | 113                              | 18%                            | 15  | 2  | 1.76%   |
| Paden             | 315                          | 106                              | 33%                            | 11  | 10   | 9.4%  |
| Ruby Bridges      | 592                          | 180                              | 31%                            | 1   | 15   | 8.3%  |
| <b>Total Elem</b> | <b>4821</b>                  | <b>1130</b>                      | <b>23%</b>                     | <b>93</b>   | <b>88</b>  | <b>7.78%</b>  |

**2.7 Increase the % of ELD students achieving proficiency on the CELDT Test as measured by the Annual Measureable Achievement Objective (AMAO)**

| School Site  | Target 59% |
|--------------|------------|
| District     | 75%        |
| AHS          | 72%        |
| EHS          | 71%        |
| ASTI         | *          |
| IS HS        | *          |
|              |            |
| Lincoln MS   | 87%        |
| Wood MS      | 78%        |
| Jr. Jets MS  | 77%        |
|              |            |
| Bay Farm     | 85%        |
| Earhart      | 81%        |
| Edison       | 73%        |
| Franklin     | --         |
| Haight       | 78%        |
| Lum          | 81%        |
| Maya Lin     | 63%        |
| Otis         | 69%        |
| Paden        | 78%        |
| Ruby Bridges | 69%        |
|              |            |

Source: Title III Accountability Data Report CDE \* Sub Group Number Low and Not Counted

**2.8 Increase the % of long and short term ELD students achieving proficiency on the CELDT Test as measured by the Annual Measureable Achievement Object AMAO 2**

| Site         | Target 22.8% | Target 49% |
|--------------|--------------|------------|
| District     | 43%          | 73.5%      |
| AHS          | 40%          | 66%        |
| Encinal      | 25%          | 80%        |
| ASTI         | --           | --         |
| Island       | --           | --         |
| Lincoln      | ---          | 83%        |
| Wood         | 26%          | 72%        |
| Jets         | ---          | 71%        |
| Bay Farm     | 71%          | NA         |
| Earhart      | 52%          | NA         |
| Edison       | 48%          | NA         |
| Franklin     | 36%          | NA         |
| Haight       | 36%          | NA         |
| Lum          | 44%          | NA         |
| Maya Lin     | 44%          | NA         |
| Otis         | 48%          | NA         |
| Paden        | 38%          | NA         |
| Ruby Bridges | 40%          | NA         |

Source: Title III Accountability Report CDE

**AUSD English Learner Data March 2015 (Reference Data)**

|             | 6-6.5 Yrs  | 7-7.5 Yrs | 8-8.5 Yrs | 9-9.5 Yrs | 10-10.5 Years | 11-11.5 Yrs | 12-12.5 Yrs | 13-13.5 Yrs | 14-14+ Yrs | Total LTELs | Total ELs    | % Total ELs |  | # To Redes | # SPED     | # At Risk<br>-5.5 Yrs |
|-------------|------------|-----------|-----------|-----------|---------------|-------------|-------------|-------------|------------|-------------|--------------|-------------|--|------------|------------|-----------------------|
| Bay Farm    | 6          | 2         | 1         |           |               |             |             |             |            | 9           | 81           | 11%         |  | 6          | 1          | 3                     |
| Earhart     | 1          |           |           |           |               |             |             |             |            | 1           | 112          | 1%          |  |            | 1          | 8                     |
| Edison      | 1          |           |           |           |               |             |             |             |            | 1           | 53           | 2%          |  | 1          |            | 8                     |
| Franklin    |            |           |           |           |               |             |             |             |            | 0           | 44           | 0%          |  |            |            | 3                     |
| Haight      | 2          |           |           |           |               |             |             |             |            | 2           | 168          | 1%          |  |            |            | 22                    |
| Lum         | 2          |           |           |           |               |             |             |             |            | 2           | 160          | 1%          |  |            |            | 14                    |
| Maya Lin    |            |           |           |           |               |             |             |             |            | 0           | 83           | 0%          |  |            |            | 15                    |
| Otis        | 1          |           |           |           |               |             |             |             |            | 1           | 106          | 1%          |  |            | 1          | 7                     |
| Paden       | 2          |           |           |           |               |             |             |             |            | 2           | 102          | 2%          |  |            |            | 10                    |
| Ruby B      | 1          |           |           |           |               |             |             |             |            | 1           | 186          | 1%          |  |            |            | 24                    |
| Jr Jets     | 14         | 18        | 8         |           |               |             |             |             |            | 40          | 53           | 75%         |  | 1          | 8          | 1                     |
| LMS         | 17         | 27        | 14        | 4         |               |             |             |             |            | 62          | 73           | 85%         |  | 15         | 21         | 6                     |
| WMS         | 33         | 21        | 20        | 2         |               |             |             |             |            | 76          | 111          | 68%         |  | 8          | 24         |                       |
| AHS         | 11         | 6         | 5         | 21        | 23            | 17          | 9           | 4           | 2          | 98          | 178          | 55%         |  | 16         | 33         | 4                     |
| ASTI        | 1          |           | 1         | 3         |               | 1           |             |             |            | 6           | 9            | 67%         |  | 3          |            | 1                     |
| EHS         | 12         | 3         | 6         | 24        | 22            | 11          | 11          | 3           |            | 92          | 223          | 41%         |  | 20         | 18         | 2                     |
| Island      |            |           | 4         | 1         | 1             | 5           | 7           |             | 1          | 19          | 22           | 86%         |  | 4          | 4          |                       |
| <b>Dist</b> | <b>104</b> | <b>77</b> | <b>59</b> | <b>55</b> | <b>46</b>     | <b>34</b>   | <b>27</b>   | <b>7</b>    | <b>3</b>   | <b>412</b>  | <b>1,764</b> | <b>23%</b>  |  | <b>74</b>  | <b>111</b> | <b>128</b>            |

**College and Career Readiness**
**2.9 Increase % of graduating seniors completing UC A-G Requirements**

| Group                   | Year    | AUSD         | AHS          | EHS          | ASTI         |
|-------------------------|---------|--------------|--------------|--------------|--------------|
| <b>All</b>              | 2011-12 | <b>50.9%</b> | <b>62%</b>   | <b>44%</b>   | <b>68%</b>   |
|                         | 2012-13 | <b>51.5%</b> | <b>61%</b>   | <b>28%</b>   | <b>100%</b>  |
|                         | 2013-14 | <b>49%</b>   | <b>61%</b>   | <b>36%</b>   | <b>90%</b>   |
| <b>African American</b> | 2011-12 | <b>17%</b>   | <b>28%</b>   | <b>18%</b>   | <b>25%</b>   |
|                         | 2012-13 | <b>18%</b>   | <b>20%</b>   | <b>4%</b>    | <b>100%</b>  |
|                         | 2013-14 | <b>22%</b>   | <b>36.8%</b> | <b>19%</b>   | <b>75%</b>   |
| <b>Asian</b>            | 2011-12 | <b>68%</b>   | <b>72%</b>   | <b>64%</b>   | <b>82%</b>   |
|                         | 2012-13 | <b>65%</b>   | <b>71%</b>   | <b>39%</b>   | <b>100%</b>  |
|                         | 2013-14 | <b>59.7%</b> | <b>68.7%</b> | <b>45%</b>   | <b>95%</b>   |
| <b>Latino</b>           | 2011-12 | <b>25%</b>   | <b>40%</b>   | <b>26%</b>   | <b>25%</b>   |
|                         | 2012-13 | <b>38%</b>   | <b>33%</b>   | <b>4%</b>    | <b>100%</b>  |
|                         | 2013-14 | <b>26%</b>   | <b>31.7%</b> | <b>13.6%</b> | <b>87.5%</b> |
| <b>Filipino</b>         | 2011-12 | <b>46%</b>   | <b>39%</b>   | <b>54%</b>   | <b>60%</b>   |
|                         | 2012-13 | <b>39%</b>   | <b>59%</b>   | <b>25%</b>   | <b>100%</b>  |
|                         | 2013-14 | <b>ND</b>    | <b>ND</b>    | <b>ND</b>    | <b>ND</b>    |
| <b>White</b>            | 2011-12 | <b>60%</b>   | <b>65%</b>   | <b>47%</b>   | <b>100%</b>  |
|                         | 2012-13 | <b>57%</b>   | <b>62%</b>   | <b>40%</b>   | <b>100%</b>  |
|                         | 2013-14 | <b>56.5%</b> | <b>62%</b>   | <b>40%</b>   | <b>100%</b>  |

## 2.10 Early Assessment Program

Increase % of 11<sup>th</sup> grade students demonstrating college readiness on EAP in Math and English.

2015-16: New baseline to be established through CAASPP

| Baseline  | Ready | Conditional |
|-----------|-------|-------------|
| 2014 Math | 18%   | 49%         |
| 2014 ELA  | 40%   | 18%         |

## 2.11 Advanced Placement Exam Passing Rate

Increase % Of AP Exams Taken with a score of 3 or more.

| District   | Enrollment<br>9-12  | Students<br>Taking<br>Exams | % Taking<br>Exams | Number of<br>Exams<br>Taken | Exams 3+ | % Passing<br>with 3+ |
|--|---------------------|-----------------------------|-------------------|-----------------------------|----------|----------------------|
| 2012-13  | 1808<br>(Gr. 11-12) | 893                         | 49%               | 2892                        | 1235     | 42.7%                |
| <b>Note change in mechanism of reporting (2013-14 grades 9-12 used vs. grades 11-12 only in 2012-13)</b> |                     |                             |                   |                             |          |                      |
| 2013-14  | 3555 (Gr 9-12)      | 829                         | 23%               | 1699                        | 1086     | 63.9%                |

## 2.12 Increase the % of students enrolling in an AP or college courses.

2.12A Increase the % of Grades 10-12 Students in Sub Groups Enrolled in AP College Courses.

| Group        | 2012-13<br>(Number of<br>Students) | 2012-13<br>(Percentage<br>of Group) | 2013-14<br>(Number of<br>Students) | 2013-14<br>(Percentage<br>of Group) | 2014-15<br>(Number of<br>Students) | 2014-15<br>(Percentage<br>of Group) |
|--------------|------------------------------------|-------------------------------------|------------------------------------|-------------------------------------|------------------------------------|-------------------------------------|
| All          | 703/2500                           | 28%                                 | 811/2357                           | 34%                                 | 1004/2320                          | 43%                                 |
| EL           | 21/364                             | 6%                                  | 17/312                             | 5%                                  | 35/296                             | 12%                                 |
| SED          | 142/895                            | 16%                                 | 107/808                            | 13%                                 | 257/777                            | 33%                                 |
| Foster       | 1                                  | ND                                  | 2                                  | ND                                  | 1                                  | ND                                  |
| Special Ed   | 11/246                             | 5%                                  | 4/257                              | 2%                                  | 13/228                             | 6%                                  |
| AA           | 16/305                             | 5%                                  | 14/299                             | 6%                                  | 66/283                             | 23%                                 |
| Asian        | 209/1139                           | 18%                                 | 202/1067                           | 19%                                 | 487/1028                           | 47%                                 |
| Pac Islander | 2/37                               | 5%                                  | 4/39                               | 10%                                 | 15/28                              | 54%                                 |
| Latino       | 21/365                             | 6%                                  | 23/368                             | 6%                                  | 91/375                             | 24%                                 |
| White        | 135/707                            | 19%                                 | 97/621                             | 16%                                 | 279/623                            | 45%                                 |

Source: Aeries and CALPADS Enrollment Primary Status by Subgroup.

2.13 Increase the % of English Learner students with access to Common Core State Standards in classrooms with English Only peers.

| Level      | 2014-15 | 2015-16 | 2016-17 |
|------------|---------|---------|---------|
| Secondary  | 76%     |         |         |
| Elementary | 100%    |         |         |

2.14 Increase the % of English Learner students receiving appropriate Designated ELD Instruction aligned to ELD standards

|         |     |                       |
|---------|-----|-----------------------|
| 2014-15 | 36% | Paden, Haight, HS, MS |
|---------|-----|-----------------------|



### **LCAP Goal Three: Parent/Guardian Engagement**

**3.1 Increase the % of parents that feel informed about their child's progress in school as reported on the LCAP Parent/Guardian Survey**

| <b>Parent Survey 2013-14</b> |     |
|------------------------------|-----|
| <b>Elementary</b>            | 86% |
| <b>Middle</b>                | 88% |
| <b>High School</b>           | 95% |
| <b>AUSD</b>                  | 92% |

**3.2 Increase % of parents attending non-mandatory school events two or more times per year as indicated on the LCAP Parent/Guardian Survey.**

**2015-16: Baseline to be Established**

### **LCAP Goal Four: Basic Services**

**4.1 Increase the % of teachers highly qualified in subject areas.**

|                |              |
|----------------|--------------|
| <b>2014-15</b> | <b>98.6%</b> |
|----------------|--------------|

**4.2 Increase the % of teachers qualified to teach ELD students.**

|                |            |
|----------------|------------|
| <b>2014-15</b> | <b>98%</b> |
|----------------|------------|

**4.3 Increase the percentage of teachers appropriately assigned to subject areas as determined by credential.**

|                |            |
|----------------|------------|
| <b>2014-15</b> | <b>99%</b> |
|----------------|------------|

**4.4. Maintain status of zero complaints and 100% compliance to Williams Act.**

|                |                           |
|----------------|---------------------------|
| <b>2014-15</b> | <b>100%<br/>Compliant</b> |
|----------------|---------------------------|

**4.5 Maintain status of 100% compliance on facilities rating as measured by Williams Complaints**  
**2015-16 Target Maintain 100% Compliance**

**Languages of the Alameda Unified School District- Non Metric**

There are 65 languages spoken by English Learners in AUSD. If we include Fluent English Proficient (FEP) students, there are 77 languages spoken in our district.

**Eight Major Languages Spoken by English Learners**

| <b>Language</b> | <b>Elementary</b> | <b>Middle</b> | <b>High</b> | <b>Total</b> |
|-----------------|-------------------|---------------|-------------|--------------|
| Cantonese       | 264               | 55            | 91          | <b>410</b>   |
| Spanish         | 184               | 50            | 79          | <b>313</b>   |
| Vietnamese      | 140               | 31            | 36          | <b>207</b>   |
| Tagalog         | 93                | 37            | 57          | <b>187</b>   |
| Arabic          | 80                | 12            | 21          | <b>113</b>   |
| Mandarin        | 52                | 5             | 18          | <b>75</b>    |
| Farsi           | 42                | 7             | 17          | <b>66</b>    |
| Mongolian       | 35                | 2             | 14          | <b>51</b>    |

**Other Languages with at Least 10 English Learners**

| <b>Language</b> | <b>Elementary</b> | <b>Middle</b> | <b>High</b> | <b>Total</b> |
|-----------------|-------------------|---------------|-------------|--------------|
| Korean          | 22                | 7             | 3           | <b>32</b>    |
| Nepali          | 18                | 3             | 5           | <b>26</b>    |
| Japanese        | 18                | -             | 5           | <b>23</b>    |
| Bosnian         | 14                | 1             | 7           | <b>22</b>    |
| Portuguese      | 8                 | 2             | 5           | <b>15</b>    |
| Thai            | 10                | 1             | 4           | <b>15</b>    |
| Amharic         | 9                 | 3             | 2           | <b>14</b>    |
| Punjabi         | 9                 | 1             | 4           | <b>14</b>    |
| Tigrinya        | 10                | 2             | 2           | <b>14</b>    |
| German          | 5                 | -             | 8           | <b>13</b>    |
| Cambodian       | 4                 | 5             | 3           | <b>12</b>    |
| French          | 7                 | 2             | 3           | <b>12</b>    |
| Russian         | 8                 | -             | 4           | <b>12</b>    |
| Italian         | 8                 | 1             | 2           | <b>11</b>    |
| Pashto          | 4                 | 5             | 2s          | <b>11</b>    |