

**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 12th 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 9th 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.

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

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

<p>Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)</p>	<p>Increase College and Career Readiness</p>	<p>2.9</p> <p>a-g Completion: % of graduating seniors completing UC ‘a-g’ requirements</p> <p>All 48% 50% 51% 52% SED 42% 44% 47% 50% ELD 2.9% 4% 7% 10% AA 14% 16% 19% 22% Hispanic 22% 24% 27% 30% Special Ed 9.5% 10% 12% 14% (Source: CALPADS)</p>				
		<p>2.10</p> <p>Early Assessment Program (EAP): % of 11th grade students demonstrating college readiness on EAP in Math and English</p> <p>Standard Exceeded Standard Met Standard Nearly Met Standard Not Met (Source: California State University ets.org)</p>	Baseline	+1% +1% +1% -3%	+1% +1% +1%- 3%	+1% +1% +1%- 3%
		<p>2.11</p> <p>Advanced Placement (AP) Exam Pass Rate: % of AP Exams taken with a score of 3 or more</p> <p>All SED ELD AA Hispanic Spec Ed (Source: College Board)</p>	69%	70%	71%	72%
		<p>2.12</p> <p>College-level coursework: % of students enrolling in an AP or college course</p> <p>All 36% 36.5% 37% 37.5% SED 15.1% 16% 18% 20% AA 6.6% 7.5% 10% 15% Latino 8.3% 9% 12% 17% Spec Ed 3.5% 3.8% 4.3% 4.8% ELD 7.4% 9% 12% 15% (Source: Aeries)</p>				
	<p>Implementation of State Standards for English Learners</p>	<p>2.13</p> <p>English Learner Access to Common Core State Standards (CCSS): % of ELs accessing CCSS state standards in setting with English-only peers (Source: Local Enrollment Data)</p>	86%	96%	100%	100%
		<p>2.14</p> <p>English Language Development (ELD) Standard Implementation: % of ELs receiving appropriate designated ELD instruction aligned to ELD Standards (Source: Local Enrollment Data)</p>	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 1st 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 10th Grade Life Science STAR exam, the EAP assessments for 11th graders, California High School Exit Exam (CAHSEE), California English Language Development Test (CELDT), math benchmarks by subject, 11th grade common core test, 9th 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, 11th 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% of 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

AUSD Local Control and Accountability Plan (LCAP) 2015-16 Districtwide Goal 4							
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	Credentialing: % of teachers fully credentialed and highly qualified (Source: AUSD Human Resources)	100%	100%	100%	100%
		4.2	English Learner (EL) Authorization: % of teachers qualified to teach ELs (Source: AUSD Human Resources)	98%	99%	100%	100%
		4.3	Assignment: % of teachers appropriately assigned (Source: AUSD Human Resources)	100%	100%	100%	100%
	4.4	Williams Complaints – Textbooks: Number of substantiated Williams textbook complaints per year (Source: Local Board Data)	0	0	0	0	
	4.5	Facilities Rating: % of facilities (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 (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			
<p>Eliminate barriers to student success and maximize learning time</p> <p>Need: Improve attendance rates to maximize learning time 1.1 Basic Attendance Rates: % of students attending school 96% of the year</p> <p>1.2 Chronic Absenteeism: % of students with 3 or more unexcused absences</p> <p>Need: Decrease interruptions of learning by suspension and expulsion 1.3 Suspension Rate: % of students suspended per year</p> <p>1.4 Expulsion Rate: % of students expelled per year</p> <p>Need: Improve rates of completion at Middle and High School 1.5 Middle School Drop-out Rate: % of students in given cohort not completing 8th grade</p> <p>1.6 High School Drop-out Rate: % of students in 9th grade cohort not finishing 12th grade</p> <p>1.7 High School Graduation Rate: % of students in 9th grade cohort completing all graduation requirements</p>	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	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 (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				
<p>Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)</p> <p>Need: Improve student achievement on both state and local assessments 2.1 State Achievement Test: % of students demonstrating proficiency on California Assessment of Student Performance and Progress (CAASPP) in ELA and Math 2.2 Local Assessment: % of students demonstrating proficiency by end of 1st grade on Early Literacy Survey (ELS) 2.3 Local Assessment: % of students demonstrating proficiency on Math Benchmarks by end of year 2.4 Academic Performance Index: Schoolwide and District API performance 2.5 Career Pathway Completion: % of students completing Career Technical Education (CTE) pathway</p> <p>Need: Increase rate of English language acquisition by English Learners (ELs) 2.6 EL Reclassification Rate: % of English Learners reclassifying to Fluent English Proficient (FEP) 2.7 Annual Measurable Achievement Objective (AMAO) 1: % of students meeting annual California English Language Development Test (CEDLT) growth target 2.8 Annual Measurable Achievement Objective (AMAO) 2: % of students demonstrating proficiency on CELDT</p> <p>Need: Increase performance on indicators of college and career readiness 2.9 a-g Completion: % of graduating seniors completing UC 'a-g' requirements 2.10 Early Assessment Program (EAP): % of 11th grade students demonstrating college readiness on EAP in Math and English 2.11 Advanced Placement (AP) Exam Pass Rate: % of AP Exams taken with a score of 3 or more 2.12 College-level coursework: % of students enrolling in an AP or college course</p> <p>Need: Implementation of State Standards for English Learners (ELs) 2.13 English Learner Access to Common Core State Standards (CCSS): % of ELs accessing CCSS state standards in setting with English-only peers 2.14 English Language Development (ELD) Standard Implementation: % of ELs receiving appropriate designated ELD instruction aligned to ELD Standards</p>						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	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 (DETAIL BY FUNDING STREAM IF MULTIPLE)	PERSONS RESPONSIBLE	IMPLEMENTATION TIMELINE	
	3.1	3.2					SW	AUD	EL	SED	LCFF BASE	LCFF SUPP	T1				
<p>Support parent/guardian development as knowledgeable partners and effective advocates for student success</p> <p>Need: Improve home to school communication and overall parent/guardian awareness of student progress</p> <p>3.1 Seeking Input: % of parents/guardians that feel informed about their student's progress in school as reported on parent/guardian survey</p> <p>Need: Increase parent/guardian participation in educational events</p> <p>3.2 Participation: % of parents/guardians attending non-mandatory educational school events</p>	X	X				TO PROVIDE FOR 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
0001	Discretionary	\$ 199,835	\$ 19,650	\$ 3,798	\$ 4,099	\$ 79,000	\$ 93,288	\$ 199,835	\$ -	199,835
	LCFF Supplemental	\$	\$		\$	\$	\$	\$		
0002	Grant	59,040	38,423	\$ -	8,559	11,658	400	59,040	\$ -	59,040
3010	T1, Part A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0
0002	In Lieu of Title 1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0
	Innovative	\$ -								
Grand Total		\$ 258,875	\$ 58,073	\$ 3,798	\$ 12,658	\$ 90,658	\$ 93,688	\$ 258,875	\$ -	258,875

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 <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 <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <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 <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 <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 <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 <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/> Other Federal Funds (list and describe ¹)	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$59,040.00

¹ 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/ * Ethnicity	Primary Language	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary 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 Ithurnburn	M	Cau	Eng	X				
Judith klinger	F	Cau	Eng		X			
Alex Petropoulakis	M	Cau	Eng		X			
Marc Ramirez	M	Lat	Eng		X			
#s of members of each category								

**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

[Signature]
Signature of school principal

4/22/15
Date

Pauline Chow
Typed name of SSC chairperson

[Signature]
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 (Number of Students)	Lincoln MS (Percentage of Students)	Junior Jets (Number of Students)	Junior Jets (Percentage of Students)	Wood MS (Number of Students)	Wood MS (Percentage of 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 (Number of Students)	Bay Farm (Percentage of Students)	Edison (Number of Students)	Edison (Percentage of Students)	Earhart (Number of Students)	Earhart (Percentage of Students)	Franklin (Number of Students)	Franklin (Percentage of 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 (Number of Students)	Haight (Percentage of Students)	Lum (Number of Students)	Lum (Percentage of Students)	Maya Lin (Number of Students)	Maya Lin (Percentage of Students)	Otis (Number of Students)	Otis (Percentage of 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 (Number of Students)	Paden (Percentage of Students)	Ruby Bridges (Number of Students)	Ruby Bridges (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 % Truant	2013 # Students	2014 % Truant	2014 # Students	2015 (Aug-Dec) % Truant	2015 (Aug-Dec) # 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/ 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 # Students	2014 % Truant	2014 # Students	2015 (Aug-Dec) % Truant	2015 # 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 (Year End)	2013 # (Year End)	2014Rate (Year End)	2014# (Year End)	2015 Rate	2015# (Aug- 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 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 (Year End)	2013 # (Year End)	2014Rate (Year End)	2014# (Year End)	2015 Rate	2015# (Aug- 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 9th 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 9th 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 9th 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 10TH Grade Census

Year	Site	# Tested	% Pass	% Prof	Word 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 1st 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
K	94%	N/A	88%	N/A	87%	N/A
1	ND	N/A	79%	N/A	77%	N/A
2	87%	N/A	74%	N/A	81%	N/A
3	63%	N/A	65%	N/A	68%	N/A
4	79%	N/A	37%	N/A	30%	N/A
5	37%	N/A	29%	N/A	40%	N/A
6	56%	89%	75%	N/A	82%	N/A
7	82%	86%	57%	N/A	N/A	N/A
8	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%
Total HS	3234	468	13%	413	71	15.1%
Lincoln	901	92	8%	80	13	14.1%
Wood	448	115	25%	83	11	9.5%
Jets	224	40	24%	ND	3	7.5%
Total MS	1573	247	15%	163	40	16.1%
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%
Total Elem	4821	1130	23%	93	88	7.78%

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 -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	
Dist	104	77	59	55	46	34	27	7	3	412	1,764	23%		74	111	128

College and Career Readiness

2.9 Increase % of graduating seniors completing UC A-G Requirements

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

2.10 Early Assessment Program

Increase % of 11th 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 9-12	Students Taking Exams	% Taking Exams	Number of Exams Taken	Exams 3+	% Passing with 3+
2012-13	1808 (Gr. 11-12)	893	49%	2892	1235	42.7%
Note change in mechanism of reporting (2013-14 grades 9-12 used vs. grades 11-12 only in 2012-13)						
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 (Number of Students)	2012-13 (Percentage of Group)	2013-14 (Number of Students)	2013-14 (Percentage of Group)	2014-15 (Number of Students)	2014-15 (Percentage 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
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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

Parent Survey 2013-14	
Elementary	86%
Middle	88%
High School	95%
AUSD	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.

2014-15	98.6%
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4.2 Increase the % of teachers qualified to teach ELD students.

2014-15	98%
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4.3 Increase the percentage of teachers appropriately assigned to subject areas as determined by credential.

2014-15	99%
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4.4. Maintain status of zero complaints and 100% compliance to Williams Act.

2014-15	100% Compliant
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**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

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

Other Languages with at Least 10 English Learners

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