

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

Amelia Earhart School

CDS Code:
01611196100374

Date of this revision: 3-1-2015

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

At Earhart, our school mission states: Amelia Earhart School inspires academic excellence, a passion for learning and a respect for self and community. Our work embodies this mission and fully aligns with LCAP goals. See narratives for each goal below.

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 - All Students - SED - ELD - AA - Spec Ed (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%
		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%	7.1%
		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 districtwide

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

Attendance is critical for the success of all children. At Earhart, we work with families to ensure they understand the importance of consistent on-time attendance and how it relates to academic, social and emotional success. We use district policies and procedures (SART, SARB) to support and enforce on-time daily attendance. From August through December 2014, Earhart School had an attendance rate that showed 81.7% of students attending at least 96% of the time. We traditionally have had a high attendance rate (82% and 79% in subsequent years), and this is above the district target of 74.7% for the school year. Our spring 2014 attendance dropped due to thirty-two confirmed cases of Whooping Cough. However, when looking at the data for our subgroup populations, attendance rates were stronger for our ELD students(82.4%), our African American students(92.7%)and our Asian students(87.2%). Of concern are our Hispanic students(65.2%) reaching the 96% district goal.

Traditionally our rate of chronic absenteeism is low with rates of .3-1% with 0 this year. We will continue to work with our families for attendance issues.

Our site efforts to improve attendance rates include:

School handbook

Letters and newsletter articles about attendance

Announcements at Morning Assemblies

PTA, ELAC and SSC meetings

SST and IEP discussions

Office/Attendance counsel for families

Encouraging families to use Independent Study if they must be gone.

Student services support (calls, home visitations, letters, SART/SARB)

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

Suspensions deprive children of learning opportunities. While we understand there are circumstances where suspension or expulsion would be required, significant effort is given to proactively support students to learn how to participate productively and respectfully in our school community and to make good school choices. We use AUSD adopted curriculum (Caring School Community, Steps to Respect, Protected Classes Literature Lessons) along with character education to support student citizenship, a positive school climate, skills for problem solving and conflict resolution. For the school year 13-14, Earhart had a suspension rate of .3% (2 suspensions). During the period from August 2014-April 2015 Earhart had a suspension rate of 0%. Over the years, our school has maintained a low rate of suspension, and we aim to continue our concerted efforts to stay well below the district suspension rate through working individually with students who are struggling with behavior.

Additional site efforts to reduce suspensions include:

School-wide Behavior Expectations (rules) & routines explicitly taught & reinforced

Lifeskills program

Service Learning (Go Green/Recycling Monitors, Student Council)

Peer buddies, and Cross-Age K-Buddy program

Recess Contracts and alternatives

Digital Citizenship contracts

On-site counseling (MFT Intern)

Student Study Team that may focus exclusively on behavior and IEP meetings

Assemblies (character education, anti-bully, multi-cultural, ability awareness)

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)	NE W	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)	(-5) 47% (5+) 78%	(-5) 48% (5+) 79%	(-5) 49% (5+) 80%	(-5) 50% (5+) 81%
	Increase College and Career Readiness	2.9	a-g Completion: % of graduating seniors completing UC 'a-g' requirements All SED ELD AA Hispanic Special Ed (Source: CALPADS)	48% 42% 2.9% 14% 22% 9.5%	50% 44% 4% 16% 24% 10%	51% 47% 7% 19% 27% 12%	52% 50% 10% 22% 30% 14%

Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)		2.10	Early Assessment Program (EAP): % of 11 th grade students demonstrating college readiness on EAP in Math and English Standard Exceeded Standard Met Standard Nearly Met Standard Not Met (Source: California State University ets.org)	Baseline	+1% +1% +1% -3%	+1% +1% +1% -3%	+1% +1% +1% -3%
		2.11	Advanced Placement (AP) Exam Pass Rate: % of AP Exams taken with a score of 3 or more All SED ELD AA Hispanic Spec Ed (Source: College Board)	69%	70%	71%	72%
		2.12	College-level coursework: % of students enrolling in an AP or college course All SED AA Latino Spec Ed ELD (Source: Aeries)	36% 15.1% 6.6% 8.3% 3.5% 7.4%	36.5% 16% 7.5% 9% 3.8% 9%	37% 18% 10% 12% 4.3% 12%	37.5% 20% 15% 17% 4.8% 15%
	Implementation of State Standards for English Learners	2.13	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)	86%	96%	100%	100%
		2.14	English Language Development (ELD) Standard Implementation: % of ELs receiving appropriate designated ELD instruction aligned to ELD Standards (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 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

By the end of the 2015-2016 school year, through using high-leverage research-based CCSS instructional strategies designed to find, empower and validate academic voice (IBD, UDL, RTI, Core Six, math multiple methods, Systematic ELD, BaySci), and through analyzing formative data to provide strategic differentiated learning support, all students will demonstrate increased academic performance.

In the spring of 2014, 97.2% of Earhart graders were Proficient or Advanced on the Early Literacy Survey (ELS). Amelia Earhart School continues to maintain a high rate of proficiency for literacy. As part of an RTI-like model, we have developed a comprehensive early literacy support program that provides parallel intensive instruction in first grade in addition to regular small group instruction. This includes differentiated instruction with targeted practice to develop phonics, decoding, and knowledge of sight words and vocabulary. For our identified struggling and at-risk readers in grades two and three, we also offer intensive reading intervention classes in small groups three days a week for an hour. With strategic support, we're expecting all of our students to make gains in their reading. Last year, our struggling and non-proficient students made an average gain of 8 or more in their reading levels. For example, in first grade our targeted students started at level Below A, A or B, and they ended the school year at H/I (proficient). Our advanced first grade students progressed to levels L and M (end of 2nd grade).

At all grade levels, we are improving classroom instruction to address Common Core State Standards. In particular, we have increased our use of informational text, higher-level questioning that requires students to support their reasoning and to cite evidence, and student engagement in academic discourse. We are also increasing teacher and student use of technology to support learning (Smartboards, iPads, Chromebooks, Google Drive and web-based programs).

All second and third grade students, and targeted 4th and 5th grade students, use Successmaker three times per week. Successmaker is a computer program that provides targeted instruction at each student's assessed level. Individual growth per student varies depending upon time spent in the program. Our Successmaker program supports academic growth, and it can provide increased benefits when used strategically. Last year 6 of our 10 targeted 4th and 5th grade students progressed to Benchmark according to SM reports. This year our Successmaker focus is to increase reading achievement, although some students are enrolled in math if this is an area of weakness for them.

Spring 2014 fifth grade CST Science scores showed Amelia Earhart students at 91 % Proficient and Advanced. There were a majority of the students scoring advanced with 63%. We believe these strong scores are due to our Innovative program and an increased effort to teach more daily in every classroom. We are continuing our BaySci science training and weekly science collaboration for teachers to address the Next Generation Science Standards (NGSS).

Earhart efforts for improving student achievement:

Site Staff Development & Teacher Collaboration for CCSS (ie: CCSS ELA, Core Six, BaySci NGSS)

Staff participation in district training (ie: IBD, UDL, RTI, Math Initiative, Systematic ELD)

District-trained Leadership teams, train the trainer model (see district initiatives above)

Site Leadership/CCSS team

Site data analysis

Professional development, collaboration and planning at Faculty Meetings

Math Coaches

Our Innovative Program, M(MSTEM), NGSS integration with ELA (science notebooking)

RTI Strategic Learning Groups for tiered interventions

Student Study Team and other specialist meetings

After school intervention and enrichment classes

Book Clubs

Site Literacy and Math Support Coordinators

Successmaker Computer Instruction (differentiated instruction & assessment, during & after school)

Technology training and use for Smartboards, Chromebooks, ipads, GoogleDocs & GoogleDrive, Brainpop, Discovery Education, and other internet resources

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

ELD students have unique language needs that require specialized instruction and support.

Resources and services are matched to the language proficiencies of the students. We monitor student progress in reading, writing, listening and speaking on the CELDT. Our goal is for students to progress one CELDT level each year. We will provide training and support for teachers to deliver designated and integrated ELD instruction for all English Learners. (Fall 2015)

Earhart School has 112 ELD students (23.8% of our population). This year we had 47 students who increased in their CELDT level.(52%) The AUSD target is 22.8%. 8 of our EL students were redesignated in the Fall of 2014, and 9 more students are eligible for redesignation this Spring based on new CELDT scores. School wide we have only one "Long term EL."

Our efforts to increase the rate of English language acquisition for EL's:

Training & implementation for Systematic ELD

ELD Teacher Coach

Ongoing training on the new ELD/ELA Standards

Specific vocabulary instruction in all curricular areas

RTI Strategic Learning Groups/Platooning/tiered interventions

Integrated ELD in the classroom: differentiation, scaffolding

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

Metric: % 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

English Learners need access to grade-level core content areas. We use a variety of strategies to support cognitive functions and uses demanded by the CCSS, support productive engagement, and develop metalinguistic understanding. Professional development will be provided for all teachers to implement Systematic and Integrated ELD.

Site efforts include:

Training & implementation for Systematic ELD (EL Achieve)

ELD Teacher/Coach

Ongoing training on the new ELD/ELA Standards

RTI Strategic Learning Groups/Platooning/tiered interventions (ie: ELA small reading groups in K-3 include EL instructional groups)

Integrated ELD in the classroom: differentiation, scaffolding

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 3							
Major Goals	Areas of Need	Ref.	Metrics	14-15	Targets		
					15-16	16-17	17-18
Support parent/guardian development as knowledgeable partners and effective advocates for student success	Efforts to seek input from Parents/Guardians	3.1	Seeking Input: % of parents/guardians that feel informed about their student's progress in school as reported on parent/guardian survey (Source: LCAP Parent Survey)	93%	93.5%	94%	94.5%
	Promotion of Parent/Guardian Participation	3.2	Participation: % of parents/guardians attending non-mandatory educational school events (Source: LCAP Parent Survey)	54%	57%	60%	63%

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

Metric: 95% of Earhart parents/guardians reporting that they feel informed about student progress

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

Home-School communication is essential for creating a partnership with families to build knowledge and capacity to advocate and support student academic, emotional and social progress. We provide our families with up-to-date information through a variety of means, and we regularly inform parents of individual student progress, involving families as active team members to monitor, support and nurture the achievement of their children.

Amelia Earhart School Home-to-School communication includes:

- School Handbook
- School marquee and website
- Autodialer calls, throughout the school year
- CAASPP & CELDT test reports mailed home
- Report Cards three times a year
- Parent-Teacher Conferences, in the fall and as needed in the spring
- Translation available for parent meetings
- Phone calls and emails
- Homework
- Parent workshops on Common Core
- PTA emails about activities/events
- SST (Student Study Team), IEP (Individualized Education Plans), 504, IIP (Individualized Intervention Plan) meetings throughout the year
- PARI (Promotion, Acceleration, Retention, Intervention) process
- Fall Back to School and Kindergarten Information Night
- School Smarts Parent training, including language-specific School Smarts sessions
- Principal/PTA/Teacher Newsletters, weekly
- Open House in spring
- ELAC (English Language Advisory Council),
- SSC (School Site Council), monthly
- PTA meetings/events/informational nights, monthly
- Room Parent Coordinators
- Parent Volunteers: classrooms, cafeteria, chaperones, art docent, garden/science
- ELL (English Language Learner) Parent Survey
- ELD (English Language Development) Redesignation Ceremony (at Morning Assembly)
- Attendance - SART and awards

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

Family participation in educational events is a key factor in supporting student achievement. These community building activities empower our families with the connections, knowledge and skills to successfully navigate our educational system and to advocate for their children.

Earhart has high parent and community involvement. Every year we have approximately 40 volunteers who sign-in each day to help support programs such as Motor Fitness, reading groups, Art and Garden Docent, cooking and classroom endeavors. Additionally we have twenty Coasties (Active Coast Guard) volunteers on our campus each week. Parents also assist with, yard duty and field trips. This year we had an 95% attendance rate at Back-to-School Night. Our Innovative Plan Extravaganza's draw 4-500 people three times each year. Well-over 300 people attended family engagement activities such as Art and Music Celebrations, Kindergarten Music concerts, Science based musicals performed by each grade level. We still need to improve attendance at ELAC meetings, since attendance over the past few years ranges from 4-10 attendees for these parent meetings. This year we have been having ELAC prior to our Innovative Plan evenings and attendance is greatly improved.

Earhart Parent engagement activities include:

- Classroom and Lunchtime volunteering
- ELAC (English Language Advisory Council), monthly
- ELD (English Language Development) Redesignation Ceremony
- K Play dates
- First Day Coffee and Tea with the principal
- Back to School Night in the fall
- Open House in the spring
- School Smarts Parent training in the fall
- PTA, monthly
- Room Parent Tea
- Safe Routes to School program (Walk n' Roll, Bike Fest)
- Science Musicals
- Fall Festival
- Innovative Plan Extravaganza Nights
- Movie Nights
- Music Concerts
- Field Trips and Field studies
- Book Fair
- Art and Music Evening
- Fifth Grade Picnic and Promotion

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 parent/guardian development as knowledgeable partners and effective advocates for student success
- utilize instructional technology
- use CCSS-aligned and instructional best practices
- students receive rigorous instruction in math, science and technology, and if the instruction is provided daily and is coordinated, integrated and linked to the standards
- music is used as a tool to enhance memory
- vocabulary is taught explicitly in all curricular areas
- we support all students in becoming college and work ready

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/>

Earhart 2013-14 SARC: <http://www.doc-tracking.com/screenshots/Serve/4550/2014/AmeliaEarhartElementarySchool.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			
Eliminate barriers to student success and maximize learning time Need: Improve attendance rates to maximize learning time 1.1 Basic Attendance Rates: % of students attending school 96% of the year 1.2 Chronic Absenteeism: % of students with 3 or more unexcused absences Need: Decrease interruptions of learning by suspension and expulsion 1.3 Suspension Rate: % of students suspended per year 1.4 Expulsion Rate: % of students expelled per year 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 1.6 High School Drop-out Rate: % of students in 9th grade cohort not finishing 12th grade 1.7 High School Graduation Rate: % of students in 9th grade cohort completing all graduation requirements	X	X						PROMOTE HIGH ATTENDANCE RATE - SCHOOL HANDBOOK, NEWSLETTERS, LETTERS, ANNOUNCEMENTS, AWARDS	X				X				PRINCIPAL, OFFICE STAFF, TEACHERS, PTA	AUGUST 2015 THROUGH JUNE 2016
	X	X						MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS	X				X			1 HR OFFICE HEALTH CLERK TIME DAILY PAID BY PTA	PRINCIPAL, OFFICE STAFF, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
			X	X				PROVIDE CLEAR EXPECTATIONS - SCHOOL BEHAVIOR EXPECTATIONS, DIGITAL CITIZENSHIP, ANTI-BULLY AND RECESS CONTRACTS, SOAR	X							N/A	PRINCIPAL, TEACHERS, ALL STAFF, PARENTS	AUGUST 2015 THROUGH JUNE 2016
			X	X				PROVIDE SAFE, INCLUSIVE SCHOOL ENVIRONMENT & CHARACTER EDUCATION - CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, CITIZENSHIP EDUCATION, LIFESKILL AWARDS, DKG CITIZENSHIP AWARD, MONTHLY SOAR RECOGNITION	X							N/A	PRINCIPAL, TEACHERS, ALL STAFF	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				BEHAVIOR INTERVENTION SUPPORT - ON-SITE COUNSELING FOR STUDENTS WITH AN IEP, LUNCH BUNCH,MFT INTERN	X				X				PRINCIPAL, TEACHERS, PSYCH, MFT INTERN	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - STUDENT COUNCIL, PEER BUDDIES, KINDER YARD MENTORS, DESTINATION IMAGINATION	X							BOOST! LEADERSHIP \$8,832 FROM PTA	PRINCIPAL, TEACHERS, BOOST STAFF, STUDENTS	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				SCHOOL ACTIVITIES AND EVENTS - INNOVATIVE PROGRAM NIGHTS, SOUL SHOPPE, FIELD STUDIES, MOVIE NIGHTS, FUN RUN, WELCOME BACK ON THE GREEN	X							VARIOUS EVENT FUNDING FROM PTA	PRINCIPAL, PTA, VOLUNTEERS	AUGUST 2015 THROUGH JUNE 2016
								SAFETY DRILLS – FIRE, EARTHQUAKE, LOCKDOWN, ALERT WARNING	X				X			SHARE 911 \$900 (0001)		

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			
Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s) 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 1 st 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 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 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 11 th 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 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	X	X	X	X		X	X	X					X	X	PROFESSIONAL DEVELOPMENT & COLLABORATION FOR CCSS, SYSTEMATIC ELD, MATH, IBD, BAYSCI, WEEKLY SCIENCE COLLABORATION, UDL, RTI, TEAM COLLABORATION & TECH THURSDAYS.	X				X			15 SUB RELEASE DAYS \$1,800 + \$293 BENEFITS (0001)	PRINCIPAL, AUSD LEADERS, SITE LEADERSHIP TEAMS, TEACHERS, COACHES	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	READING AND MATH DIFFERENTIATION (IE: SYSTEMATIC & INTEGRATED ELD, STRATEGIC DATA DRIVEN LEARNING SUPPORT)	X		X		X			CONSULTANTS FOR TRAINING \$10,000 (0001) + \$30,000 FROM PTA	PRINCIPAL, TEACHERS, ELD COACH, READING/MATH COACHES	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	READING AND MATH INTERVENTION (IE: SMALL GROUP INSTRUCTION DURING SCHOOL DAY)	X		X		X	X		30 HRS OF TCHR HRLY \$923 + \$152 BENEFITS (0001) 20 HRS PARA HRLY \$380 + \$95 BENEFITS (0002)	PRINCIPAL, TEACHERS, ELD COACH, READING/MATH COACHES	SEPTEMBER 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	SUCCESSMAKER FOR READING AND MATH INTERVENTION & ACCELERATION (DURING, BEFORE, AND/OR AFTER SCHOOL)	X		X		X			.623 LIBRARY/TECH ASSISTANT \$13,750 + \$7,007 BENEFITS (0001)	PRINCIPAL, TEACHERS, MEDIA CENTER SPECIALIST, TECHNOLOGY ASSISTANT	SEPTEMBER 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE	X		X		X			SAME AS ABOVE	PRINCIPAL, TEACHERS, MEDIA CENTER SPECIALIST, TECH. ASSISTANT	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	PROVIDE INSTRUCTIONAL MATERIALS FOR COMMON CORE	X		X		X			\$6,128 SUPPLIES (0001)	PRINCIPAL, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	PROVIDE BOOKS/ADDITIONAL TEXT FOR COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)	X		X		X			\$2,000 BOOKS/ RESOURCES (0001) \$7,000 DUPLICATION (0001) ADDITIONAL \$7,000 FROM PTA	PRINCIPAL, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	ELD COACHING AND SUPPORT FOR SYSTEMATIC ELD IMPLEMENTATION			X					DISTRICT PROVIDED	PRINCIPAL, ELD COACH, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	COLABORATION BETWEEN ELD AND SPED TO BEST SERVICE STUDENTS IN BOTH CATEGORIES.			X			X		.75 PARAPROFESSIONAL \$21,000 + \$9,495 BENEFITS (0002)	PRINCIPAL, ELD COACH, PARA	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	INDIVIDUALIZED INTERVENTION PLANS, STUDENT STUDY TEAM & BEHAVIOR INTERVENTION TEAM PROCESSES FOR STRUGGLING, AT-RISK STUDENTS AND LONG TERM ELS	X							N/A	PRINCIPAL, PSYCH., RESOURCE SPECIALIST, TEACHERS, OTHER AUSD SPECIALISTS	AUGUST 2015 THROUGH JUNE 2016

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			
Support parent/guardian development as knowledgeable partners and effective advocates for student success Need: Improve home to school communication and overall parent/guardian awareness of student progress 3.1 Seeking Input: % of parents/guardians that feel informed about their student’s progress in school as reported on parent/guardian survey Need: Increase parent/guardian participation in educational events 3.2 Participation: % of parents/guardians attending non-mandatory educational school events																
	X	X				PROACTIVE COMMUNICATION – DAILY MORNING ASSEMBLIES, WELCOME BACK ON THE GREEN, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP & CELDT TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, EMAILS &TRANSLATORS WHEN NEEDED	X		X			X		3 HRS PARA HRLY FOR TRANSLATION \$57 + \$17 BENEFITS (0002)	PRINCIPAL, TEACHERS, PARA TRANSLATORS, OFFICE STAFF, PARENTS	AUGUST 2015 THROUGH JUNE 2016
		X				PARENT OUTREACH FOR INVOLVEMENT – PTA, ROOM PARENTS, NEWSLETTERS & EMAILS FOR SCHOOL/CLASS EVENTS, ACTIVITIES (IE: FIELD TRIPS)	X							N/A	PRINCIPAL, TEACHERS, PARA TRANSLATORS, OFFICE STAFF, PARENTS, PTA LEADERS	AUGUST 2015 THROUGH JUNE 2016
	X	X				PARENT TRAINING FOR VOLUNTEERS – HOW TO HELP WITH READING, ART, MOTOR FITNESS,ETC.	X							N/A	PRINCIPAL, TEACHERS, COACHES	AUGUST 2015 THROUGH JUNE 2016
	X	X				MEETINGS FOR INDIVIDUALIZED INTERVENTION PLANS, STUDENT STUDY TEAM & BEHAVIOR INTERVENTION TEAM PROCESSES FOR STRUGGLING AND AT-RISK STUDENTS	X							N/A	PRINCIPAL, PSYCH., RESOURCE SPECIALIST, TEACHERS, OTHER AUSD SPECIALISTS	AUGUST 2015 THROUGH JUNE 2016
	X	X				ELAC/DELAC TO INFORM & SUPPORT ENGLISH LEARNER FAMILIES			X					TRANSLATION, AS NOTED ABOVE	ELD TEACHER, PRINCIPAL	OCTOBER 2015 THROUGH MAY 2016
	X	X				SCHOOL SITE COUNCIL FOR COMMUNITY-BASED SCHOOL DECISION-MAKING	X							N/A	PRINCIPAL, TEACHERS/STAFF, PARENTS	SEPTEMBER 2015 THROUGH JUNE 2016
		X				GATE ADVISORY TO PLAN AND DELIVER INSTRUCTIONAL CHALLENGE OPPORTUNITIES FOR IDENTIFIED GATE STUDENTS	X							PTA & GATE PARENTS FUND \$2,000	GATE PARENTS, TEACHERS	SEPTEMBER 2015 THROUGH JUNE 2016
	X	X				PARENT EDUCATION OPPORTUNITIES – (IE: SCHOOL SMARTS, HOMEWORK DISCUSSION, EMOTIONAL WELL-BEING/CONFIDENCE, CURRICULUM DRIVEN WORKSHOPS PRESENTED BY TEACHERS ON CCSS)	X							DISTRICT, PTA AND OTHER FUNDS	PRINCIPAL, TEACHERS, PTA LEADERS	SEPTEMBER 2015 THROUGH JUNE 2016
		X				FAMILY ENGAGEMENT OPPORTUNITIES –OPEN HOUSE, INNOVATIVE PROGRAM NIGHTS, SCIENCE FAIR, ART SHOW, MUSIC CONCERTS, INTERNATIONAL NIGHT, BOOK FAIRS, WALK-AND-ROLL, CAMPUS CLEAN-UP, FUN RUN, MOVIE NIGHTS, K SUMMER PLAYDATES	X							N/A	PRINCIPAL, TEACHERS, PTA, EVENT COORDINATORS, VOLUNTEERS	AUGUST 2015 THROUGH JUNE 2016

Earhart Elementary 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
			Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx			
0001	Discretionary	\$ 57,348	\$ -	\$ 2,482	\$ -	\$ -	\$ -	\$ 2,482	\$ 54,866	0
	LCFF Supplemental	\$		\$						
0002	Grant	28,905	\$ -	3,157	\$ -	\$ -	\$ -	\$ 3,157	\$ 25,748	0
3010	T1, Part A		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0
0002	In Lieu of Title 1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0
	Innovative	\$127,794	\$ -	\$ 22,996	\$ -	\$ -	\$ -	\$ 22,996	\$ 104,798	0
Grand Total		\$214,047	\$ -	\$ 28,635	\$ -	\$ -	\$ -	\$ 28,635	\$ 185,412	0

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
☒ LCFF Supplemental Funding (0002)	\$ 32,390
☐ Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$
☐ Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
☐ 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
☐ 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
☐ Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 0
☐ 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
☐ Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 0
☐ Title V: Innovative Programs <u>Purpose</u> : Support educational improvement, library, media, and at-risk students	\$ 0
☐ Other Federal Funds (list and describe ¹)	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$ 32,390

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
Joy Dean	F	700	Eng	x				
James Myers	m	700	Eng				X	
Julie Taylor	F	700	Eng				X	
Hee Won Kim	F	700	Cantonese				X	
Richard Dudinski	m	700	Cantonese				X	
Stan Schonenberg	M	700	Eng				x	
Laura Friedlander	F	700	Eng		X			
Diane Alexander	F	700	Eng		X			
Todd Wolf	M	700	Eng		X			
Marianne Harms	F	500	Eng			X	x	
#s of members of each category				1	3	1	5	

**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?

Yes. Our student population is 45%Asian and 45% Caucasian. We also have a parent of a Bi-racial child who actively supports our small African American population.

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

We discuss issues, needs, ideas and proposals that come from staff meetings, ELAC, GATE Advisory, PTA and Leadership in our SSC. When recruiting nominees for parent representation, we actively sought parents from different stakeholder groups.

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 member of our SSC is also on our ELAC. We held an ELAC meeting on December 8 and asked members about the needs at our school. Our ELD teacher, who coordinates site ELAC meetings, assists in the writing of our plan.

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:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. 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.
3. 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: 3/1/15.

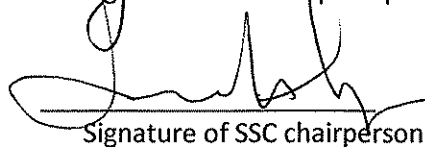
Attested:

Joy Dean
Typed name of school principal


Signature of school principal

4/21/15
Date

Jim Myers
Typed name of SSC chairperson


Signature of SSC chairperson

4.21.15
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.

Under the guidelines for Response to Intervention (RTI), our special education and general education teachers collaborate to support the learning needs of students who qualify for Tier 2 interventions in ELA and/or math, provided that all identified students with special needs are appropriately served. Our Specialized Academic Instruction Teacher consults with general education teachers on Universal Design for Learning (UDL) instructional strategies. This is a proactive measure for intervention and to decrease the number of students referred for assessment for Special Education. Support for students is provided in small groups via both a push-in and pull-out model. Students are identified by multiple measures, and services focus on the development of foundational skills.

APPENDIX B: GATE

Gifted And Talented Education (GATE) School Site Plan Addendum

In Alameda Unified School District (AUSD), students are made eligible for GATE in one of the three following ways:

- Achieving 98th percentile or higher on the Cognitive Abilities Test (CogAT) in 3rd grade.
- Achieving 98th percentile or higher on the California Standards Tests (CSTs) for two consecutive years in either English Language Arts or Math.
- Meeting both criteria listed above.

Students may also be nominated by their teacher or parent for additional GATE screening and eligibility. Those students designated as gifted will remain identified through 12th grade. Gifted students in 4th and 5th grades are clustered with other gifted students within their regular classroom community. In 6th and 7th grade students are clustered in their Language Arts Core.

The district's program for gifted learners is Differentiated Instruction, which is provided within the regular education setting. The use of Differentiated Instruction is part of California state requirements for specialized services for gifted students. Gifted students are clustered at each grade level and placed with a teacher who has received GATE certification and training.

At Earhart School all GATE and High Achieving students have access to a variety of learning opportunities. The core of the GATE program is the integrated differentiated instruction that teachers provide each day in the classroom to challenge and maximize the GATE student's potential. Earhart classroom teachers are GATE certified and provide lessons that encourage students to learn concepts to greater depth and complexity. Advanced students are challenged in math using flexible grouping.

Earhart also offers afterschool enrichment classes for GATE students. The focus this year has been learning to Code. Following the whole school participating in Hour of Code, we have offered a series of skill leveled coding classes after school. These have been a favorite with our GATE and High Achieving students. The core of our enrichment program for GATE and High Achievement program has been Book Clubs at grades 2,3, and 4. Using the Junior Great Books program, students meet three times a week during class time for differentiated learning using traditional literature in an inquiry format. The success of the program is evident in the student's interest in being in Book Club. At the 4th and 5th grade GATE and High Achieving students are offered participation in Destination Imagination. Teams of seven students meet weekly on STEM challenges and long term projects. The team managers are volunteer trained parents. The program culminates after sixteen weeks with a Regional, State and Global tournament. 4th and 5th graders are encouraged to work collaboratively with our younger students in science lab. A group of students have been invited to work one to one with our severely autistic K-2 students teaching a science lesson each week.

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/ AI Native	Pac 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 LTLEs	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