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

Haight Elementary School

CDS Code:
01 61119 6090047

Date of this revision:
4/17/15

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

Data Analysis in relation to LCAP Goals:

Guiding questions for each LCAP Goal area: (see each section for specifics)

What trends are observable in your site's data?

- *We are growing in size, from 438 students in 2013-2014 to 452 in 2014-2015.*
- *In increasing percentage of our students are considered unduplicated students, from a percentage of 64.8% in 2013-2014 to 65% in 2014-2015.*
- *During this same period, more of our students were considered SED, growing in numbers from 244 students in 2013-2014 to 294 students in 2014-2015 while our numbers of ELs stayed steady, from 170 students in 2013-2014 to 168 students in 2014-2015.*
- *Our reclassification data shows 2 LTELS with 1 reclassified for a rate of 33%. Haight has a consistently high rate of reclassification and has been acknowledged for this success with the Title 1 Academic Achievement Award in 2014.*

Our current data for attendance and suspension rates is not complete and may change by the end of the year. With that said, looking at our most recent data:

- *Our 96% attendance rate has improved 7.2 % over 2 years. There is also evidence of decreasing truancy as measured by drop in unexcused absences from 21.3 in 2013 to our current rate of 5.7%.*
- *Our suspension rate dropped so far this year from 3.4% last year to 1.9% this year.*
- *Our 5th grade CST Science data shows significant achievement difference in scoring proficient with Asian students with a 63% compared to 43% for Hispanic students. Our SED students scored proficient at 47% and our ELLs scored proficient at a rate of 18%.*

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% *4%* *1.63%* *7%* *8%*	2.53% 3.5% 1.58% 6.5% 7.5%	2.28% 3.0% 1.53% 6% 7.0%	2.05% 2.5% 1.48% 5.5% 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 8th grade (Source: Data Quest)	0.63%	0.62%	0.61%	0.60%
		1.6	**High School Drop-out Rate:** % of students in 9th grade cohort not finishing 12th grade (Source: Data Quest)	8.6%	8.1%	7.6%	7.1%
		1.7	**High School Graduation Rate:** % of students in 9th 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. As a school, 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.

Haight Elementary has an attendance rate of 67.3% overall, an improvement over the past 2 years of data of almost 5%. Our ELLs are currently meeting the district target of 78.6% as well as our Asian students with an 81.9% attendance rate. All other subgroups are not meeting this year's target, with our AA, Hispanic/Latino students with attendance rates of 54.2% and 59.6% respectively. So far in 2015, Haight students' truancy rate is 5.7%. This represents a continuing downward trend overall from 21.9% truancy in 2013 and 17% in 2014. We believe our success in lower the number of unexcused absences is due to tight monitoring of daily attendance and a lot of parent education in our office, on

our website and over the phone. Our budget will pay for an additional hour per day of our Attendance Clerk's time, which has allowed us to more closely monitor students' attendance and intervene and counsel families who are showing a pattern of absences, especially unexcused absences.

It can be difficult to understand the nuances of district and state attendance policies, especially for limited English speaking families. We strive to have a personal connection with our families as they stop in the office or call us on the phone. Our attendance clerk goes out of her way to explain to families the requirements for excused absences and for student contracts, which is helping to reduce the number of unexcused absences. Ideally, we would like to increase her hours in order to be more proactive in our attendance monitoring.

We stress that attendance is state policy and is to be taken seriously. We use district policies and procedures (SART, SARB) to support and enforce on-time daily attendance. Next year, our intention to do increased parent outreach, especially with our Kindergarten parents, to stress the importance of establishing the habits of good attendance with our youngest students.

Attendance issues are often one symptom of a greater need of support for a student and their family. Through weekly meetings, Haight uses a collaborative approach between teachers, Title 1 and ELD specialists and Special Education staff to routinely meet to discuss and coordinate services for our most at risk student. Through SSTs and BIT meetings, attendance concerns are addressed along with other areas of need. We are increasing our counseling support from 1 day to 2 days per week, which will allow us to serve more students and we will prioritize students with attendance concerns in addition to other needs in our planning for services.

We also plan to target our hard-to-reach families through personalized phone calls in order to build the connections between home and school and work in partnership with families. We will use release time with a floating sub to allow time for teachers to do additional outreach to families, through phone calls and additional conferences. We will use staff development opportunities to learn culturally relevant strategies to improve our skills for cross- cultural connections at Haight, especially with our Latino and African American parents as well as ways to increase parent engagement opportunities. Translation support for this effort will also be critical given the diversity of languages spoken at Haight.

We also use the following opportunities to reiterate our expectations to strive for great school attendance rates:
School handbook
Eagle News - newsletter articles about attendance and it's impact on student achievement
Announcements at Morning Assemblies
PTA, ELAC and SSC meetings
SST and IEP discussions
Student awards/incentives
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

Analysis
Suspensions deprive children of learning opportunities. While we understand there are circumstances where suspension or expulsion would be required, every 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, and skills for problem solving and conflict resolution.

Our suspension rate has been lower so far this year from a rate of 3.4% last year to 1.9% this year. Haight has been hard at work implementing the Positive Behavior Intervention and Supports (PBIS) for our tier 1 behavior system. Building on previous strategies of Character Education, Caring Schools Curriculum and funding for Peacemakers, we have deepened the shared beliefs and procedures for a positive school culture and social emotional learning for students.

Through our successful implementation of Tier 1 PBIS, we will continue to explicitly teaching the expected behavior and routines and monitoring for consistency.   We closely monitor student behavior in the common areas of the school (hallways, stairways, cafeteria, playground) where there is lower adult supervision, which allows us to intervene and coach students before there are problems. Close supervision during recess in particular helps redirect and encourage appropriate play, problem solving and conflict resolution using the Peace Path process.

As we develop our Tier 2 interventions, we will expand our supports for behavior to build upon our structured recess for students who struggle in more unstructured settings and develop additional intervention supports for social emotional learning and developing social emotional competencies. We have a strong history of collaboration between teachers, Title 1 Specialist and the Special Ed team who meet routinely to discuss students in need of additional support and coaching for appropriate emotional responses. Our PBIS team is made up of teachers, Special Education staff and Counselor who provide valuable insights and strategies across settings.   We are currently piloting Tier 2 strategies such as Check In, Check Out to further ensure positive behavioral outcomes for our Tier 2 students.

Grade level collaboration between classroom teachers, special education staff, Title 1 and ELD specialists allows for ongoing and flexible small groups to provide tiered intervention to meet student needs and support a positive mindset towards school. Flexible grouping and progress monitoring ensure that students are well matched for intervention services. SST and BIT meetings allow us to prioritize students most in need of support and develop both academic and behavioral intervention plans to address their needs. As mentioned earlier, we also plan to increase our counseling services from 1 day to 2 for social skills and friendship groups & 1:1 social/emotional support, and supervision of counseling interns.

Because we believe in supporting the whole child, next year we will more closely monitor for full implementation of the Caring School Community curriculum. We are also exploring the implementation of school-wide Mindfulness and other stress relief strategies to further develop our students' skills for self-regulation, calming, refocusing and encouraging a sense of well being for all Haight Students. We are also implementing 'Brain Break' or movement breaks systematically to allow for the movement and stretch breaks needed by our students. We will use a web resource, GoNoodle to provide a range of options for teachers to model different styles of movement breaks. We plan to

provide structured recess support in the form of organized games and alternative recess choices. We also will have a school-wide focus on a Growth Mindset to develop resilience in all of students by increasing their focus on effort and hard work instead of giving up with a Fixed Mindset about their potential.

Additional site efforts include:
Promote safe, inclusive school environment and support for Social Emotional Learning
Tier 1:
PBIS – School-wide Rules of 3B's – Posters, Kickoff, explicit teaching of routines and procedures
Redesign of discipline notices and Eagle Eye Caught You Being Great
Monday Morning Meeting to celebrate positive student behavior and build positive school culture
Caring School Community; Protected Classes; Steps to Respect;
Life Skills and Lifelong Guidelines Instruction and student acknowledgements
Peacemakers training and assemblies, school-wide use of conflict resolution/I-Messages
Peace Path Restorative Practices
Walking Discipline Notice
Assemblies (character education, anti-bully, multi-cultural/ability awareness)
Kindergarten Buddies, Classroom buddies, Peer-Cross-Age Buddies
Service Learning (Go Green Leader/Recycling Monitors), Student Council/Leadership)
Lunch Bunch Alternative Lunch/Recess environment
Brain Break support from OT staff and Go Noodle

Tier 2:
On-site counseling (Psych Interns, counseling interns)
Special Education/Title I Collaboration meetings
SST Coordination and Follow-up
BIT (Behavior Intervention Team)
Triad Classrooms
PAS (Pass to Alternative Setting) for cool down or break
Room 11 Behavioral Supports
Structured recess
Social Skills – Lunch bunch
Counseling groups
RTI Groups – LLI,
Reading Intervention Specialist
Periodic OT classroom interventions
Relaxation group

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

Major Goals	Areas of Need	Ref.	Metrics	14-15	Targets		
			AUSD Local Control and Accountability Plan (LCAP) 2015-16 Districtwide Goal 2				
					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 1st 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)	(-5) 47% (5+) 78%	(-5) 48% (5+) 79%	(-5) 49% (5+) 80%	(-5) 50% (5+) 81%

Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)	**Increase College and Career Readiness**	**2.9**	**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%
		2.10	**Early Assessment Program (EAP):** % of 11th 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

Analysis

By the end of the 2015-2016 school year, we will strengthen our use on high-leverage and research-based CCSS instructional strategies to find, empower and validate students' academic voice by supporting teacher professional development efforts for district initiative including IBD, UDL, RTI, Core Six, Math Multiple Methods, Systematic ELD, BaySci, and district led Explore the Core workshops).   We will continue to analyze formative data to monitor student performance and provide strategic differentiated learning support through tiered intervention groups at all grade levels to increase each student's academic performance.

In addition to strong foundational teaching in reading, writing and math and building upon district initiatives like BaySci, IBD and Math coaching, we will explore addressing the Common Core standards and engaging students in deeper learning experiences through engineering extensions to our FOSS kits and developing students skills for collaboration and group skills with explicit instruction for cooperative learning and role responsibilities training. We will also work with District personnel to provide our teachers with professional development about the framework of UDL (Universal Design for Learning) to improve and optimize teaching and learning to meet the diverse needs of our students. We believe addressing the range of needs for engagement, representation and action/expression of learning; we will improve academic outcomes for all students.

Teachers have already approved a waiver to increase collaboration time 2 Wednesdays per month to support this effort. We have allocated additional funds to support 2 additional hours of paid collaboration time per month to deepen our level of implementation. To support increased differentiation, we will explore developing a blended learning model in classrooms that will feature small group rotations, including a technology rotation and adaptive software for language arts and math such as FrontRow Math and LightSail Literacy accelerator or Successmaker. Teachers will be trained to integrate chrome books and ipads into daily instruction to support more personalized learning opportunities for students.

We will continue to support Tiered Reading Intervention to provide intensive intervention program for at-risk sub groups and targeted students, conduct T1 meetings and support and collaborate with teachers about student needs. Our Title 1 Specialist plays a critical role in managing the assessments, coordination of services, professional development, and small group academic planning and instructional support for our students. We will support continued building of capacity for providing designated and integrated ELD instruction through our ELD Coaches and training for

EL Achieve. We will further support small group differentiation and support through the use of 2 Para educators in addition to our Title 1 Para, which will allow them to be able to provide push in support 4 days a week for 2.5 hours per day.

Given the disparity in our student performance data on the Science CST, we have targeted science achievement as a school-wide goal. If our Innovative Plan is approved, we will be able to increase student engagement for science through the integration of engineering and technology, which we believe will result in increased science interest, competency and higher levels of student performance. By focusing on hands on STEM and other projects, more of the instructional day will be student centered which will allow students to develop their skills for working in groups to problem solve and think critically as well. It will further develop their academic voice and the skills of communication, collaboration, and creativity.

Finally, along with Mindfulness coaching for students, we will promote a school-wide focus on a Growth Mindset. Students will learn that effort and persistence leads to success, not talent and encourage our students and teachers to talk about academic rigor and challenge in new terms to change their fixed mindsets about learning. Teachers and staff will model that believe through their feedback and coaching roles with students.

Other Strategic Opportunities:
Teacher Collaboration (sub/release days, hourly, common prep...)
Approval of a Waiver to increase opportunities for collaboration
Supplemental Sub Release for peer observations, data analysis, academic conferences
Ongoing, additional Staff Collaboration to develop our Innovative Plan proposal
Staff Development, Teacher Collaboration Day/s for Science (BaySci) and ELA/ELD CCSS Instruction
District-trained Leadership teams, train the trainer model (see district initiatives above)
Site Leadership team
Faculty Meetings
Use of CCSS best instructional practices (i.e.: Reading for Meaning, Circle of Knowledge, Think-Pair-Share, group & partner work)
FOSS implementation for Hands-on Science, NGSS integration with ELA (science notebooking)
RTI Strategic Learning Groups/Grade Level Tiered intervention Groups
Student Study Team and other Specialist meetings
Learning Center Model (Full inclusion, differentiation, scaffolding, accommodations/adaptations)
Grade-level and cross-grade level study teams
Software and Technology for Blended Learning i.e. Successmaker (differentiated instruction & assessment)
Rotational stations model to provide small group instruction and adaptive software use for reading and math
Plan and implement math intervention support
Site data analysis
Math Coaches

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
Analysis

ELD students require specialized instruction and supports to ensure their successfully acquisition of English Language skills. Resources and services are matched to the language proficiency 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 provide designated ELD instruction through our Tiered Intervention Groups. With the addition of 1.5 ELD Coaching, we will be able to provide training and support for teachers to deliver designated and integrated ELD instruction for all English Learners. Haight Elementary had 78% of its students increase in their CELDT level during the 2014-2015 school year. We're proud to be a Title 1 School that met the AYP goal as well. The reclassification rate of 33% continues the positive trend for Haight students moving toward English proficiency.

Efforts to support our English Learners at Haight include:
Implementation of Systematic and Integrated ELD instruction to increase students' acquisition of academic language
Ongoing coordination and Collaboration between our Title I and ELD Specialists Specialist
RTI Strategic Learning Groups/Platooning/tiered interventions
Student monitoring and ongoing assessment
Teacher Teams receiving training for implementation for Systematic ELD
Integrated ELD in the classroom: differentiation, scaffolding, and vocabulary development
Strong outreach efforts for ELAC
Translation of communication materials for families in Vietnamese, Chinese, and Spanish

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
Analysis

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
Analysis

English Learners need access to language development to support grade-level core content area learning and explicit language instruction in every class, every day. They also need dedicated ELD block at their proficiency level to support students for continuous improvement in the use and complexity of use of English and to provide a bridge to academic success.

We use a variety of strategies to support language skills demanded by CCSS including support for increasing understanding of the purposes and complexity of language use, increasing text complexity, skills close reading and evidence-based writing, reading and writing across the curriculum, and support for collaboration. Professional development will be provided for all teachers to implement Systematic and Integrated ELD.

Site Specific Examples:
Specialist and Teacher Teams Training & implementation for Systematic ELD (EL Achieve)
ELD Coach support for deepening understanding of Systematic and Integrated ELD instruction
Continued support for flexible RTI Strategic Learning Groups/Platooning/tiered interventions to support differentiated ELD support
Support professional development for teachers to implement Integrated ELD instruction, which includes reading and writing across the curriculum and academic language development.

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

<table>
<tr><td colspan="8" align="center">AUSD Local Control and Accountability Plan (LCAP) 2015-16 Districtwide Goal 3</td></tr>
<tr><td rowspan="2">Major Goals</td><td rowspan="2">Areas of Need</td><td rowspan="2">Ref.</td><td rowspan="2">Metrics</td><td rowspan="2">14-15</td><td colspan="3" align="center">Targets</td></tr>
<tr><td>15-16</td><td>16-17</td><td>17-18</td></tr>
<tr><td rowspan="2">Support parent/ guardian development as knowledgeable partners and effective advocates for student success</td><td>Efforts to seek input from Parents/ Guardians</td><td>3.1</td><td>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)</td><td>93%</td><td>93.5%</td><td>94%</td><td>94.5%</td></tr>
<tr><td>Promotion of Parent/ Guardian Participation</td><td>3.2</td><td>Participation:
% of parents/guardians attending non-mandatory educational school events
(Source: LCAP Parent Survey)</td><td>54%</td><td>57%</td><td>60%</td><td>63%</td></tr>
</table>

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

Analysis

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.

- CAASPP 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
- Homework
- SST (Student Study Team)/IEP (Individualized Education Plans)/504/IIP (Individualized Intervention Plan) Meetings/(Behavioral Intervention Team) Meetings, weekly 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/Teacher/PTA Electronic and Paper Newsletters, weekly, translated in Vietnamese, Chinese and Spanish
- Open House in spring
- School website

- Robocalls throughout the school year
- ELAC (English Language Advisory Council), monthly
- SSC (School Site Council), monthly
- Title 1 Annual Parent Meeting at flexible times
- School-Family Agreement
- Parental Involvement Policy
- PTA meetings/ events, monthly
- Dad's Club
- Common Core Presentations
- Parent Volunteers: classrooms, cafeteria, chaperones, art docent, garden/science
- ELL (English Language Learner) Parent Survey
- ELD (English Language Development) Re-designation Ceremony
- Attendance Awards, throughout the year

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.
- ELAC (English Language Advisory Council), monthly
- SSC (School Site Council), monthly
- Report Cards three times a year
- School-Family Agreement
- Parental Involvement Policy
- SST (Student Study Team)/IEP (Individualized Education Plans)/504/IIP (Individualized Intervention Plan) Meetings/(Behavioral Intervention Team) Meetings, weekly throughout the year
- Parent-Teacher Conferences, in the fall and as needed in the spring
- Back to School Night in the Fall
- Title 1 Annual Parent Meeting at flexible times
- Open House in the spring
- School Smarts Parent training in the fall
- PTA, monthly
- Dad's Club
- Parent Volunteers: classrooms, cafeteria, chaperones, art docent, garden/science
- Game Nights
- Fall Festival
- Robocalls, throughout the school year
- School website
- Safe Routes to School (Walk n' Roll), monthly
- Common Core Presentations
- Life Skills, monthly assembly
- Principal/Teacher Newsletters, weekly
- Student Performance/Music Concerts
- Field Trips

- ELD (English Language Development) Redesignation Ceremony
- Multicultural Night, in the spring
- Lunar Celebration, in the winter
- Attendance Awards, throughout the year
- Fifth Grade Promotion
- Book Fairs, fall and spring
- Talent Show
- Assemblies

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
- educate students using Common Core strategies (i.e.: close reading, multiple methods, student voice/discourse, compare and contrast, construct viable arguments citing evidence)
- provide access and instructional support for students and teachers to use technology and digital media strategically and capably

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/

Haight 2013-14 SARC: http://www.doc-tracking.com/screenshots/Serve/4550/2014/HenryHaightElementarySchool.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	PERSONS RESPONSIBLE	IMPLEMENTATION TIMELINE
Eliminate barriers to student success and maximize learning time	1.1	1.2	1.3	1.4	1.5	1.6	1.7		SW	AUD	EL	SED	LCFF BASE	LCFF SUPP	T1	**(DETAIL BY FUNDING STREAM IF MULTIPLE)**		
Need: Improve attendance rates to maximize learning time **1.1 Basic Attendance Rates:** % of students attending school 96% of the year	X	X						**PROMOTE HIGH ATTENDANCE RATE** - SCHOOL HANDBOOK, NEWSLETTERS, ANNOUNCEMENTS, AWARDS, COPYING, POSTAGE –	X				X			$13,520 COPYING /POSTAGE	PRINCIPAL, OFFICE STAFF, TEACHERS, PTA	AUGUST 2015 THROUGH JUNE 2016
1.2 Chronic Absenteeism: % of students with 3 or more unexcused absences **Need: Decrease interruptions of learning by suspension and expulsion**	X	X						**MONITOR AND SUPPORT HIGH ATTENDANCE RATE** – *EXTRA HOUR FOR ATTENDANCE CLERK*, PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS	X				X			$3,562 (.125 FOR ATTENDANCE CLERK HOUR)	PRINCIPAL, OFFICE STAFF, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
1.3 Suspension Rate: % of students suspended per year **1.4 Expulsion Rate:** % of students expelled per year			X	X				**PROVIDE CLEAR EXPECTATIONS** - PBIS IMPLEMENTATION WITH SCHOOL BEHAVIOR EXPECTATIONS, BEHAVIORAL DATA COLLECTION	X				X			N/A DISTRICT	PRINCIPAL, PBIS TEAM, TEACHERS, ALL STAFF, PARENTS	AUGUST 2015 THROUGH JUNE 2016
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			X	X				**PROVIDE SAFE, INCLUSIVE SCHOOL ENVIRONMENT & CHARACTER EDUCATION** - CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, LIFE SKILLS AWARDS, MINDFULNESS, GROWTH MINDSET, *BOOKS AND SUPPLIES*	X				X			$10,000 BOOKS AND SUPPLIES	PRINCIPAL, TEACHERS, ALL STAFF	AUGUST 2015 THROUGH JUNE 2016
1.7 High School Graduation Rate: % of students in 9th grade cohort completing all graduation requirements	X	X	X	X				**BEHAVIOR INTERVENTION SUPPORT** - ON-SITE COUNSELING (2 DAYS PLUS INTERNS), PBIS, BIT, FRIENDSHIP GROUPS, LUNCH BUNCH	X					X	X	$29,748 ($14,874 + $14,874) .4 COUNSELING	PRINCIPAL, TEACHERS, SPECIAL ED SPECIALISTS, COUNSELOR AND INTERNS	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				**SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES** - STUDENT COUNCIL, GO GREEN TEAM, CROSS-AGE BUDDIES, PEACEMAKER PROGRAM	X							$0	PRINCIPAL, PTA, VOLUNTEERS	AUGUST 2015 THROUGH JUNE 2016
								SCHOOL ACTIVITIES AND EVENTS - INTERNATIONAL NIGHT, ANTI-BULLY ASSEMBLY, ETC.								$0	PRINCIPAL, PTA, VOLUNTEERS	AUGUST 2015 THROUGH JUNE 2016

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
Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)	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			
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:** School wide and District API performance **2.5 Career Pathway Completion:** % of students completing Career Technical Education (CTE) pathway	X	X	X	X		X	X	X					X	X	**PROFESSIONAL DEVELOPMENT & COLLABORATION** FOR CCSS, SYSTEMATIC ELD, MATH, IBD, BAYSCI, UDL, RTI, SOCIAL EMOTIONAL LEARNING &TECHNOLOGY	X	X					X	$11,385 HOURLY COLLABORATION (2 ADDITIONAL HOURS/MONTH FOR EACH CLASSROOM TEACHER TO COLLABORATE WITH GRADE LEVEL)	PRINCIPAL, AUSD LEADERS, SITE LEADERSHIP TEAMS, TEACHERS, COACHES	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	**TITLE I SPECIALIST FOR INTERVENTION SUPPORT, DATA ANALYSIS AND READING AND MATH DIFFERENTIATION** (IE: SYSTEMATIC & INTEGRATED ELD, STRATEGIC LEARNING GROUPS/PLATOONING)	X	X					X	$89,968 TITLE 1 SPECIALIST	PRINCIPAL, TEACHERS, ELD COACH, READING/MATH COACHES	AUGUST 2015 THROUGH JUNE 2016
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	X	X	X	X		X	X	X					X	X	**LANGUAGE ARTS AND MATH DIFFERENTIATION SUPPORT** (IE: SYSTEMATIC & INTEGRATED ELD, STRATEGIC LEARNING GROUPS/PLATOONING, BLENDED LEARNING, INTEGRATED PROJECTS, GATE)	X	X	X					$11,165 FLOATING SUB FOR RELEASE FOR CO-TEACHING, COACHING, PLANNING AND PEER OBSERVATION	PRINCIPAL, TEACHERS, TITLE I AND ELD SPECIALIST	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	**READING INTERVENTION SUPPORT /TITLE I PARA**	X	X					X	$24,500 TITLE 1 PARA	PRINCIPAL, TEACHERS, T1 SPECIALIST AND T1 PARA	SEPTEMBER 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	**PROVIDE INSTRUCTIONAL SUPPORT FOR SMALL GROUP INTERVENTION SUPPORT AND BLENDED LEARNING**	X	X					X	$19,040 2 PARA 4 DAYS/WEEK, 2.5 HOURS	PRINCIPAL, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
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	X	X	X	X		X							X	X	**SUCCESSMAKER** OR EQUIVALENT FOR READING AND MATH INTERVENTION & ACCELERATION (DURING, BEFORE, AND/OR AFTER SCHOOL)	X	X						DISTRICT	PRINCIPAL, TEACHERS, MEDIA CENTER SPECIALIST, TECHNOLOGY ASSISTANT	SEPTEMBER 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	**INTEGRATE TECHNOLOGY** AND SOFTWARE TO SUPPORT TEACHING FOR COMMON CORE ELA AND ELD AND MATH AND BLENDED LEARNING OPPORTUNITIES	X	X						$4500 (MEASURE A FUNDS)	PRINCIPAL, TEACHERS, MEDIA CENTER SPECIALIST, TECH. ASSISTANT	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	**DEVELOP CURRICULUM PLANNING STRATEGIES UTILIZING UNIVERSAL DESIGNS FOR LEARNING (UDL)**	X							$0 DISTRICT TRAINER	PRINCIPAL, TEACHERS, ELD COACH, READING/MATH COACHES	AUGUST 2015 THROUGH JUNE 2016
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	**ELD COACHING** AND SUPPORT FOR SYSTEMATIC ELD IMPLEMENTATION		X						1.5 ELD COACH DISTRICT PROVIDED	PRINCIPAL, ELD COACH, TEACHERS	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 AND AT-RISK STUDENTS	X						X	SEE T1 SPECIALIST, COLLABORATION WITH SPECIAL ED STAFF AND COUNSELOR	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** – BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP & CELDT TEST SCORES SENT HOME, PARENT NEWSLETTERS, PHONE CALLS, EMAILS &TRANSLATORS WHEN NEEDED	X	X					X	$708 TRANSLATION AND PERSONALIZED PHONE CALLS, INVITES	PRINCIPAL, TEACHERS, ELD COACH, OFFICE STAFF	AUGUST 2015 THROUGH JUNE 2016
		X				**PARENT OUTREACH FOR INVOLVEMENT** – PTA, ROOM PARENTS, NEWSLETTERS & EMAILS FOR SCHOOL/CLASS EVENTS, ACTIVITIES (IE: FIELD TRIPS)	X	X						SEE ABOVE	PRINCIPAL, PTA, TEAHCERS, TITLE I SPECIALIST, ELD COACH	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	X						$0	PRINCIPAL, PSYCH., RESOURCE SPECIALIST, TEACHERS, OTHER AUSD SPECIALISTS	AUGUST 2015 THROUGH JUNE 2016
	X	X				**ELAC/DELAC** TO INFORM & SUPPORT ENGLISH LEARNER FAMILIES			X					SEE PROACTIVE COMMUNICATION	PRINCIPAL, ELD COACHES	OCTOBER 2015 THROUGH MAY 2016
	X	X				**SCHOOL SITE COUNCIL** FOR COMMUNITY-BASED SCHOOL DECISION-MAKING	X	X						$0	PRINCIPAL, TITLE I SPECIALIST, STAFF	SEPTEMBER 2015 THROUGH JUNE 2016
		X				**GATE ADVISORY** TO PLAN AND DELIVER INSTRUCTIONAL CHALLENGE OPPORTUNITIES FOR IDENTIFIED GATE STUDENTS, AEF CLASSES	X	X						$0	PRINCIPAL, TITLE I SPECIALIST, STAFF	SEPTEMBER 2015 THROUGH JUNE 2016
	X	X				**PARENT EDUCATION OPPORTUNITIES** – SCHOOL SMARTS, PARENT MATH UNIVERSITY, SCIENCE MUSEUM, CCSS NIGHT, SAFETY INFO NIGHT,	X	X						$0	PRINCIPAL, PTA, TITLE I SPECIALIST, ELD COACH	SEPTEMBER 2015 THROUGH JUNE 2016
		X				**FAMILY ENGAGEMENT OPPORTUNITIES** –OPEN HOUSE, FAMILY MATH & SCIENCE NIGHT, SCIENCE FAIR, ART SHOW, MUSIC CONCERTS, INTERNATIONAL NIGHT, BOOK FAIRS, WALK-AND-ROLL, FALL CARNIVAL, WALK-A-THON, MOVIE NIGHTS, SPRING FESTIVAL	X	X						$0	PRINCIPAL, TITLE I SPECIALIST, ELD COACH, STAFF, PTA	AUGUST 2015 THROUGH JUNE 2016
	X	X				**CONDUCT AND ANALYZE RESULTS OF SCHOOL SELF-ASSESSMENT FOR FAMILY-SCHOOL PARTNERSHIPS**	X	X						N/A DISTRICT SUPPORT	PRINCIPAL, COORDINATOR OF FAMILY INVOLVEMENT AND COMMUNITY ENGAGEMENT, TEACHERS, PTA	AUGUST 2015 THROUGH JUNE 2016
	X	X				**DEVELOPMENT OF STRATEGIC PLAN FOR FAMILY INVOLVEMENT AND COMMUNITY ENGAGEMENT AND WELCOMING SCHOOL CLIMATE –** DEVELOP IMPLEMENTATION PLAN TO INCREASE FAMILY OUTREACH, COMMUNICATION AND OPPORTUNITIES FOR ENGAGEMENT.								N/A DISTRICT SUPPORT	PRINCIPAL, COORDINATOR OF FAMILY INVOLVEMENT AND COMMUNITY ENGAGEMENT, TITLE I SPECIALIST, ELD COACH, STAFF, PTA	AUGUST 2015 THROUGH JUNE 2016
	X	X				**DEVELOP COLLEGE AND CAREER GOAL SETTING AND SCHOOL CLIMATE INITIATIVE** INCREASE STUDENT/FAMILY AWARENESS AND GOAL SETTING ATMOSPHERE THROUGH SCHOOL-WIDE, VISUAL DISPLAYS AND CLASSROOM ACTIVITIES TO INCREASE COMMITTMENT TO COLLEGE AND CAREER GOALS	X	X						N/A	PRINCIPAL, COORDINATOR OF FAMILY INVOLVEMENT AND COMMUNITY ENGAGEMENT, TEACHERS, PTA	AUGUST 2015 THROUGH JUNE 2016

Haight Elementary Budget Packet

Budget Summary

Resource	Program	15-16 (B3)	Certificated Salaries (C112) Object 1xxx	Classified Salaries (C113) Object 2xxx	Benefits (C114) Object 3xxx	Supplies (C122) Object 4xxx	Services (C135) Object 5xxx	Total Budgeted	Unbudgeted Balance	Check (C137)
0001	Discretionary	$ 41,674	$ -	$ 3,582	$ 1,606	$ 21,086	15,400	$ 41,674	$ -	41,674
0002	LCFF Supplemental Grant	$ 59,655	$ 33,974	$ -	$ 8,197	$ 17,484	$ -	$ 59,655	$ (0)	59,655
3010	T1, Part A	$ 150,600	$ 89,968	$ 24,500	32,665	3,467	$ -	150,600	$ -	150,600
0002	In Lieu of Title 1 Innovative	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0
	Grand Total	$ 251,929	$ 123,942	$ 28,082	$ 42,468	$ 42,037	$ 15,400	$ 251,929	$ (0)	251,929
			49%	11%	17%	17%	6%			

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Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school <u>participates</u> 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 <u>participates</u>. If the school receives <u>funding</u>, then the plan must include the proposed expenditures.)

State/Federal Programs	Allocation
X ☐ LCFF Supplemental Funding (0002)	$59,963
X ☐ Title I, Part A: School wide Program <u>Purpose</u>: Upgrade the entire educational program of eligible schools in high poverty areas	$150,000
☐ 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	$

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[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
Tracey Lewis	F	W	E	x				
Caroline Topeé,	F	H	SP				x	
Julie Vogel	F	W	E				x	
Cherish Portolese	F	W	E				x	
Jennifer Hankerson	F	AA	E				x	
Lorin Heller	M	W	E				x	
George Shih	M	A	CH		x			
Scott Hixon	M	W	E		x			
Barbara Little	F	W			x			
Donna Loudon	F	W	E			x		
#s of members of each category	7 F 3 M	W – 7 H- - 1 A – 1 AA – 1						

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, our current make up underrepresent Asian 1/10, Hispanic 1/10, AA 1/10, White 7/10

Racial/Ethnic Groups	School Population	SSC Composition
African American	14%	10%
Asian	31%	10%
Hispanic/Latino	20%	10%
White	16%	70%
Filipino	10%	0%

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. We also try to provide an electronic way for parents to give feedback if they are unable to come to meetings.

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?

Our ELD teacher, who coordinates site ELAC meetings, assists in the writing of our plan. We held an ELAC meeting on 12/3/14 and asked members about their perspective on the needs at our school. They recommended the following:

-More computers in the classroom

Current state of technology: We have 2 fixed computer labs, which teachers must take their classes to, rather than using technology flexibly in their classrooms. We currently have 2 chrome carts that must be shared between 450 students. This is the same amount of Chrome Books received by smaller schools such as Paden and Maya Lin. If we had 500 students, we would receive a 3rd cart. We also have 32 Ipads, without a charging cart, making their use in multiple classrooms challenging. We recently utilized Measure A funds to purchase an Ipad cart. We are also in the process of purchasing 30 additional ipads and a cart to increase their availability in classrooms. Given our student population numbers, this amount of technology is not sufficient to provide all classrooms access during any given day. We have made technology acquisition a top priority in our application for the Innovative Plan funds.

-More guidance on how to be involved as a parent:

Haight hosted an additional School Smarts session for Vietnamese speaking families in addition to our regular School Smarts session. Additional parent engagement opportunities are included in our Innovative Plan.

-More phone call reminders about upcoming meetings.

    We have recently instituted robo call reminders for ELAC meetings

-High quality teachers

    Retaining and recruiting top-notch teachers is a priority for next year.

-Bilingual books for students

    We have limited funds for expanding our library of bilingual books. We will prioritize their inclusion in our purchase of books and other instructional materials with next year's funds.

-More after school tutoring

    Our LEAPS program is likely to expand which will increase the number of student who will be able to receive homework support. We are also working to include AEF classes on site for our students and scholarship funds to pay for those students with financial need. We would like to connect with high school students to provide additional homework help for community service hours.

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: ___4.21.15___.

Attested:

Tracey Lewis
_____
Typed name of school principal

_____
Signature of school principal

4.28.15
_____
Date

Caroline Topeé
_____
Typed name of SSC chairperson

_____
Signature of SSC chairperson

April 27, 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.

Haight Elementary has a Learning Center called CAMP, which supports both general education and special education students. Under the guidelines for RTI, our special education and general education teachers collaborate to support the learning needs of students who qualify for Tier 2 interventions. The collaboration between Special Education, Title 1 and ELD staff on a regular, ongoing basis helps to coordinate services and monitor student improvement. This is a proactive measure for intervention with the goal of decreasing the number of students referred for assessments. Support for students is provided in small groups. Students are identified by multiple measures, and services focus on the development of foundational skills, behavioral supports and counseling
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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 Haight Elementary School, all GATE students have access to a variety of opportunities within the classroom. Students have access to web-based software. Teachers provide special projects that students explore using research skills and focusing on depth and complexity.   The core of the GATE program is the differentiated instruction that the teachers provide each day integrated into the standards based classroom instruction to challenge and maximize the GATE student's potential. Each year we look forward to adding enrichment activities/classes in higher level thinking skills that will further support GATE and our other high achieving students. The goal of our Innovative Plan proposal is to increase the opportunities for open-ended problem solving and critical thinking in the context of high interest science, math, engineering and technology learning.

TITLE I SCHOOLWIDE PROGRAM PLAN
TEN REQUIRED COMPONENTS
School Site: Haight Elementary School
COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

- Student achievement is assessed each trimester through multiple measures at the district level (benchmark assessments in English Language Arts and math. Student achievement is assessed annually at the state level through Smarter Balanced Assessment (SBAC) as well as California Standards Test (CST) in science. Staff and SSC review this data. Data is presented to PTA. Next year we will have baseline data from SBAC that will inform staff how well students are moving towards Common Core State Standards (CCSS). This new information will require additional time for analysis and determining next steps. The English proficiency of our English Learners is assessed each year on the CELDT.
- Each year teachers meet in Academic Conferences or Grade Level Study Teams to review student progress by looking at student work and benchmark data. Teams develop intervention plans and then monitor student progress throughout the year.
- The English Language Advisory Group meets regularly throughout the year and provides feedback on how their children are doing and needs still to be met.
- School Site Council meets monthly to monitor the Single School Plan, to problem solve issues that arise in the community and to provide input on possible initiatives.
- PTA also meets monthly. In these meetings issues often surface that come back to one of the advisory councils or to staff.
- Physical fitness testing is given in grade 5. Next year we will continue to help students set goals and to provide them feedback throughout the year on progress towards the goal. We will also pretest in the winter and send that data home to families as a way to connect with parents and to get them on board with the goals we have for student fitness.
- Needs Assessment Results:
- We piloted SBAC last year. We know that across the nation approximately 33% of students were proficient in reading and math. We did not receive results from the pilot. The ELA and math benchmarks, based on the newly implemented CCSS, provided some information to teachers but it informed the district wide system more than giving results on specific strengths and weaknesses in a class. Teachers reviewed the data and learned what they could by identifying specific standards where students needed more time or different instruction.
- As a school site we disaggregate our data to look for any achievement gaps that may exist across our subgroups including language, ethnicity, and socio-economically. Our last state wide assessments in 2013 indicated that gap between English Learners and English Only students has decreased significantly. These scores also showed no gap between our SED and Non SED students. Based on two years of significant gains in test scores, Henry Haight received a Title 1 Academic Achievement Award in 2013.
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COMPONENT 2:   SCHOOLWIDE REFORM STRATEGIES

We use a variety of research-based strategies to increase student performance in core academic areas.

Language Arts: All TK-3rd grade teachers utilize Houghton Mifflin Reading as the core of their ELA instruction. This core program is supplemented with non-fiction and fiction leveled book sets from our intervention library. All 4th and 5th grade teachers use Instruction By Design (IBD) as their core ELA instruction and supplement with Houghton Mifflin Reading and with non-fiction and fiction book sets.

Targeted instruction: At every grade level classroom teachers collaborate with support teachers (including ELD, Title 1, Special Ed) to create targeted groups for intervention and ELD instruction. Teachers review data and platoon students to provide targeted instruction or enrichment during a designated block of time four days a week. This designated time for ELD and intervention reduces pullout and helps ensure that students do not miss rigorous grade level instruction. We provide a mixture of enrichment and Tier 2 and Tier 3 intervention using the following research based programs: Literacy Learning Intervention (LLI), Systematic Instruction in Phonics and Phonemic Awareness (SIPPS), Quick Reads, Making Connections, Language! and Guided Reading.

Math: AUSD provides math coaches and professional development to all teachers K-5. Coaches are available to model lessons, observe, to support planning and data analysis. Paden students scored well in math on previous high stakes tests, which is why we have always focused our school resources in ELA.

  We also use Calendar Math (Everyday Counts Math?) as a school wide supplement to the Harcourt Brace math program. Staff continues to implement this program that supports students' math fluency and long term retention of concepts.

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school site, together with the district personnel office, works to ensure that teachers are highly qualified, as defined by NCLB. District office reviews teachers' credentials and files with the site managers and maintains required documentation. One hundred percent of Henry Haight's teachers are highly qualified and have CLAD or CLAD alternative certification.

COMPONENT 4: PROFESSIONAL DEVELOPMENT

The District provides professional development and ongoing coaching for teachers in IBD.

Teachers, administration, and support staff participate in a variety of professional development activities throughout the school year supported by the district.

- Implementation of Common Core State Standards (CCSS) continues to be the focus of the majority of professional development this year.
- Teachers worked with math coaches weekly.
- ASUD offered our school Positive Behavior and Intervention Systems (PBIS) training this year. A team of teachers, the psychologist and the principal attended 6 days of training, shared ideas with staff and proposed an implementation plan for next year.
- The principal, Title 1 teacher , ELD teacher, and four classroom teachers attended Systematic ELD training provided by EL Achieve and AUSD.
- Teachers in grades 3, 4, and 5 have attended IBD training throughout the year.

- Some teachers receive ongoing training with BaySci.
- All teachers participate in Academic Conferences to support student learning through data discussions and intervention plans.

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS
- The school site, together with the district personnel office, actively recruits and hires teachers who are highly qualified, as defined by NCLB. One hundred percent of Henry Haight's teachers are highly qualified and have CLAD or CLAD alternative certification.

COMPONENT 6: PARENT INVOLVEMENT

The Henry Haight School staff, PTA, School Site Council and English Learner Advisory Committee all work collaboratively to provide the following activities designed to strengthen the home-school relationship and ensure that all parent voices are heard and supported through the following activities.
- Families attend Morning Ceremony each Monday at 8:20. Life skill acknowledgements, birthdays, awards for basic facts and attendance, and parent acknowledgements are given. The pledge and a song or dance is done to build school community.
- PTA and SSC conduct open meetings each month. Both meetings include time for comments from the public. SSC agendas are posted 72 hours in advance.
- Title 1 and ELAC provide meetings throughout the year. These meetings include ample time for parents/guardians to voice concerns and ask questions as well as professional development to support parent participation in their child's education.
- Working with California PTA, we offer School Smarts Academy each year to help parents understand how to advocate for their children as active members of the school community, with translators for speakers of other languages. This year AUSD sponsored Vietnamese and Tagalog School Smarts Academies.
- Our school website is updated weekly on School Loop and is easily translated into multiple languages.
- We send 'Wednesday Notes' home every other week, including a letter from the principal, announcements from the district, upcoming calendar of events, and general information. Flyers from a variety of sources go home each week. Translations are provided for school notices.
- Parents and guardians help organize Family Fun Nights. These special events are attended by hundreds of participants.
- Teachers and parents work together to support Back to School Night, Open House, Multi-Cultural Night, and music/performance nights.
- Student Study Team meetings are held as needed (weekly) to engage family members as part of the team creating the most effective support systems for their children, academically and socially. Behavior Intervention Team meetings are held monthly to help teachers and parents to work together to support students with behavioral needs.
- Individual report card conferences are held each fall for families to meet with teachers and discuss their child's progress. Conferences are held each spring for students with particular academic needs so families can discuss their child's growth for the school year.

COMPONENT 7: TRANSITIONS

Henry Haight School actively works with the TK/K team, the office staff and student services to make a smooth transition to kindergarten. The entire team attends the K Information Night. Teachers do a K interview to help place incoming students into appropriate groupings.
- The school supports students beyond the school day with an after school intervention program, SuccessMaker.
- 5th grade teachers work closely with Alameda Middle Schools to provide academic and social data on incoming students. Staff works hard to place students in appropriate classes for 6th grade.
- We make every effort to recruit and enroll students in appropriate summer school.

COMPONENT 8: TEACHER DECISION-MAKING

- Teachers participate in bi-weekly staff meetings. Our Leadership Team meets monthly and is comprised of a representative from each grade level, support staff, and the principal.   Teachers share a common prep that allows for collaboration within and across grade levels when needed. This is also a time when teachers can meet with support staff including teachers from Title 1, English language development (ELD), Special Education, PE, Music, Media Center and with the principal.
- Every teacher assumes various leadership roles at the school including SSC, AEA, PTA, School Event Committee, Innovative Plan, SST, PBIS,
- Teachers work as a group to review and update our 'Theory of Action' for continuous improvement as documented in the Single School Plan.

COMPONENT 9: SAFETY NET

Henry Haight is a diverse school with 60% of our students qualifying for Free or Reduced Lunch and 40% of our students who are English Learners. Henry Haight strives to ensure the success of all students with either academic and/or social skill deficits. The following are part of the school's safety net:

Academic: We will continue with the following:
- Teachers meet with support staff each spring to discuss student progress and to make recommendations for support for the following year.
- Incoming K students are screened in August by a K interview to assess academic and developmental readiness.
- All students (grades K-5) are assessed at the start of school to determine areas of strength/need. These include, but are not limited to sight words, fluency, and math. On-going assessment and progress monitoring occurs throughout the year.
- New students with a primary language other than English are assessed on the CELDT for English Language proficiency before they enter school in the fall or shortly after their enrollment date during the year. Students are reassessed on CELDT on a yearly

basis. The ELD teacher administers ADEPT testing for English Learners when additional information is needed to support students.

- An Individual Intervention Plan (IIP) is developed for every student who performs below benchmark, is at risk of retention, and scores 2.5 or lower on multiple measures. Families meet with the teacher to discuss the plan. Teachers use on-going assessments to modify lessons and provide in-class intervention (tier 1 intervention) through differentiated instruction and small group work. In addition, students are grouped 4 days a week for targeted intervention in ELA.
- Interventions are intensive, flexible, and research based instructional programs.
- LEAPS and Woodstock Child Development Center sponsors after school enrichment classes for students in grades K-5.
- Positive study skills are taught in a variety of ways, including note taking skills, long-term projects, school assignment calendars and goal setting/behavior contracts with students.
- We pay our Attendance clerk for an additional hour each day to promote student attendance.

English Learners:
- Daily ELD instruction based on English proficiency levels.
- CBET class and School Smart Academy for new EL families to learn about US schools and how to help their children with school.
- ELAC parent meetings held regularly throughout the school year.

Social:
- Provide counseling services to students in need of support to develop positive relationships with peers, process difficult life challenges, learn to control anger, or develop greater self-confidence
- Implement the school wide curriculum that support anti-bullying techniques and strategies including PeaceMakers.
- Utilize the class meetings as prescribed in the Caring Schools Community curriculum.
- When appropriate, an individual contract is developed with the parent, student and teacher. The contract will have goals for the child and include a home/school component.
- Responsible older students assist with student jobs. These include student council, greeter at the curb, rainy day monitor, lunchroom monitor and play structure monitor.
- Provide structured play opportunities to students during lunchtime for students in need.

COMPONENT 10: COORDINATION AND INTEGRATION
- Our Student Study Team meets during lunch biweekly and with the principal on alternate weeks to discuss students' academic and social needs, developing academic and social interventions and monitoring student progress. Behavior Intervention Team meeting as needed to develop support plans for students.
- Our support teachers meet with grade level teams throughout the year to coordinate the interventions.

- Our Special Education team coordinates services for students using a Learning Center model. Resource and full inclusion paraprofessionals provide in class support to students.
- Programs and materials are purchased to support Tier 2 and Tier 3 interventions. Teachers are encouraged to attend trainings and to collaborate for various intervention/curriculum programs.
- The principal and teachers attended RtI, PBIS and ILT training. The CCSS team attended AUSD provided training. Training is brought back to staff through monthly staff meetings designated for professional development.

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%

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	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 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

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%

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

2014-15	98%

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

2014-15	99%

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

2014-15	100% Compliant

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**