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

Island High School

CDS Code:
01611190134304

Date of this revision:
3/20/15

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:

Principal: Ben Washofsky

Telephone Number: 510-748-4025

Address: 500 Pacific Ave. Alameda CA 94501
E-mail address: bwashofsky@alameda.k12.ca.us

Alameda Unified School District

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

Table of Contents

TABLE OF CONTENTS

LCAP Goals

- **Goal #1 (Site and Districtwide)**
  Student Engagement: eliminate barriers to student success and maximize learning time.

- **Goal #2 (Site and Districtwide)**
  Improved Academic Performance for ALL: Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).

- **Goal #3 (Site and Districtwide)**
  Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success

- **Goal #4 (Districtwide Only)**
  Basic Services: Ensure that ALL students have access to the required basic services

Data Analysis in relation to LCAP Goals

Island High Background Information

Island High is a continuation high school serving credit deficient students who were not successful in traditional high school. All students at Island High are credit deficient: Island sees this credit deficiency as a symptom of some underlying problem which needs to be identified and addressed. These underlying problems generally fall into one or several categories: truancy, family crisis like the death or incarceration of a parent, homelessness and transiency, drug and alcohol involvement, social and school alienation resulting in behavioral or disciplinary problems, involvement with the juvenile justice system, and low academic skills.

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
Analysis

At Island, we are using two metrics to track attendance. We are working to improve the # of students who have 90% attendance or better, and overall increase in ADA based on positive attendance. Island prides itself on working on eliminating barriers students have previously experienced in schools that have prevented success. We have partnered with the School Based Health Center to provide readily available mental health support, anger management and conflict resolution counseling, and a bridge to treatment program that helps students address their substance use and abuse issue. SBHC also provides other health screenings, and this year was certified to help sign students and their families up for Covered California. In our move to our new site, we also worked with SBHC to certify a space on our campus where they can

arrange to have a therapist on site to provide barrier removal and to reduce time students spent off campus accessing supportive services. We also expanded our offerings by arranging for a 2nd year school psych intern to provide counseling support, and taking on a school counseling intern to provide counseling support. We continue to invest in having a student support provider (SSP) who works with students and their family's to identify and help remove their barriers to attending class. We are working to increase overall attendance by 5%, and to increase the number of students attending 90% or better by 5%.

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

Island focuses on the least restrictive discipline when addressing negative student behaviors. Students are given many opportunities to redirect their behavior and participate in programs provided by SBHC before suspensions are given. Island has participated in Yr1 of PBIS. We will continue to roll it out as a way to help change culture and work to find alternates to suspension. Students will first meet with their teachers or counselors to address the issues, then with the principal. If needed SSTs will be held, and only when other means of discipline are not successful will we look to suspensions. The goal is to encourage students to focus on their actions so they can learn from negative behavior and stay in the classroom

Need: Improve rates of completion at Middle and High School
Metrics: % of students dropping out of middle school/high school and high school graduation rate
Table 1.5: Total and disaggregated middle school drop-out rate data for school and districtwide
Table 1.6: Total and disaggregated high school drop-out rate data for school and districtwide
Table 1.6: Total and disaggregated high school graduation rate data for school and districtwide
Analysis
We hold weekly attendance meetings and biweekly student meetings that address individual student needs. Meetings are attended by the Principal, Counselor, Sp.Ed Resource teacher, Student Life Coordinator, Attendance Clerk, and Student Support Provider. As needed, our student support provider works with the individual student to identify the barriers to their attendance and success, and after identifying the issue, the SSP will help the student address those concerns.

Each student is assigned to an advisory, meeting four times a week for forty minutes a day. During this time, students can meet with their advisor to address barriers to education, or they can go to seek extra support from other teachers. We are in the process of evaluating this portion of our program and will be adding RTI strategies to further support academic barrier removal and to increase academic achievement.

Island high hosts the Teen Parenting (CAL-Safe) program on our site. The program is open to any teen parent in the district as long as they are a still a student of any district school. CAL-Safe serves two key purposes. The first is to provide daycare during school hours to ensure that teen parents can continue to actively participate in their education. The second is to provide pre/post natal education to our teen parents to ensure continued success of these new families and to help reduce stress on a new parent's life. These classes are taught using the CA state standards for child development, and teen parents are also able to earn high school credit for participating in these classes.

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

AUSD Local Control and Accountability Plan (LCAP) 2015-16 Districtwide Goal 2							
Major Goals	**Areas of Need**	**Ref.**	**Metrics**	**14-15**	**Targets**		
					15-16	**16-17**	**17-18**
Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)	**Improve Student Achievement on both Statewide and Local Assessments**	**2.1**	**State Achievement Test:** % of students demonstrating proficiency (Level 3 or 4) on California Assessment of Student Performance and Progress (CAASPP) in ELA and Math (Source: CAASPP)	Baseline	3% Increase	3% Increase	3% Increase
		2.2	**Local Assessment:** % of students demonstrating proficiency by end of 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%
	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%

				Baseline			
Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)		**2.10**	**Early Assessment Program (EAP):** % of 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

Students are at Island because they are currently credit deficient, and are not on track to graduate on time. Credit earning, therefore, is one the best indicators of progress towards success. We constantly measure the number of credits each student earns during each six-week grading period. We analyze all sources of credits including classes, contracts and outside learning opportunities. Given the transient nature of our student population, credit earning is one of the best measures of student progress towards graduation. After analyzing the data, the IHS staff will reflect on their CCSS assignments and adjust as needed to continue to ensure that students continue to be actively engaged and the CCSS aligned instruction continues to help students find success.

We also analyze CAHSEE results to ensure that students that need extra support are placed into appropriate intervention classes. Intervention teachers meet with the counselor to review the test data for each of their students to help guide curriculum building.

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

When a student is identified as EL, they are placed in our Sheltered English class. There, students focus specifically on English Language development. Students receive support in all classes. Because all students come to Island having struggled to find success in traditional environments, all teachers work to provide scaffolded and differentiated instruction to foster successful learning. As part of the CCSS integration process, all staff have received additional training in vocabulary and literacy development, and all classes have integrated vocabulary development activities to help all students become more proficient in English.

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

We believe that every student who wants to can graduate, no matter how far behind you are when you arrive. We want to give you the skills you need to get through high school, then to plan for life after high school. Students work with their advisor and the Life After High School teacher to develop resumes, cover letters, take career inventory surveys, and participate in mock interviews. Students also use their time to create their plan and to discuss it with their teachers to ensure that they have the skills needed to be successful.

Our goal is that by the time an Island student is ready to graduate, they have completed our Life After High School course, and they are college/career ready. At least 95% of graduating seniors will take part in the LAHS course, and all students will work during advisory on LAHS tasks that may include completing a Resume and Cover Letter, or completing their FAFSA forms.

Need: Implementation of State Standards for English Learners (ELs)
Metrics: % of ELs accessing CCSS in setting with English-only peers and receiving appropriate designated ELD instruction aligned to ELD standards
Table 2.13: Total and disaggregated ELA and Math course enrollment data for ELs - school and districtwide
Table 2.14: Total and disaggregated ELD enrollment data for ELs – school and districtwide
Analysis
Outside of the 1 period a day of Sheltered English, EL students participate fully in the general curriculum. Our Sheltered English teacher has provided PD around vocabulary and student engagement/motivation to the whole staff to make sure that all students are engaged in their learning. We also track CELDT data and CELDT reclassification as indicators of success for our EL students. We will also provide teacher/staff led professional development to ensure that we are appropriately implementing our program.

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">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

Every six weeks, on the day that transcripts become available for the preceding hex, Island has a Family Night event in which all students and their families are invited to come together, pick up their students latest transcript, meet with the faculty (all of whom are present) and celebrate their student's success. Most students and families who attend have a long history of avoiding such school events. We consider attendance at Family Night and other optional events to be an indicator of student engagement in school and other pro-social attitudes. Over the last few years Island families have attended at a high rate

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
Analysis
Historically, Island has had a difficult time encouraging family engagement with the decision making process including family and student attendance at School Site Councils. In 2015-16 we will continue to focus on recruiting families to participate in our school site council. We will work to provide snacks as an incentive for family engagement. We will also work with families to identify the best time for our meetings to help encourage attendance. Our goal is to see a 10% increase in parent participation.

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 advocated for student success and
- provide students with access to the required basic services

Then:

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

This TOA is the minimum requirement to align your SPSA with the LCAP. You may add a site-specific "if" statement or a second site-specific TOA. This is not required.

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

Island High 2013-14 SARC: http://www.doc-tracking.com/screenshots/Serve/4550/2014/IslandContinuationHighSchool.pdf

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 **Need: Improve attendance rates to maximize learning time** **1.1 Basic Attendance Rates:** % of students attending school 96% of the year **1.2 Chronic Absenteeism:** % of students with 3 or more unexcused absences **Need: Decrease interruptions of learning by suspension and expulsion** **1.3 Suspension Rate:** % of students suspended per year **1.4 Expulsion Rate:** % of students expelled per year **Need: Improve rates of completion at Middle and High School** **1.5 Middle School Drop-out Rate:** % of students in given cohort not completing 8th grade **1.6 High School Drop-out Rate:** % of students in 9th grade cohort not finishing 12th grade **1.7 High School Graduation Rate:** % of students in 9th grade cohort completing all graduation requirements	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)		
	X	X	X	X		X	X	The school will continue to add and refine intervention curriculum and systems in response to student need	X				X			General Fund – No additional funds req. Cost include in base allocation.	SCHOOL STAFF	YEAR LONG PROGRAM
				X			X	CAHSEE E/LA and Math - All students who previously failed the CAHSEE will be placed in intervention classes. 90% of students previously failing the test will pass prior to completing all other requirements for graduation.	X				X			General Fund – No additional funds req. Cost include in base allocation.	COUNSELOR AND CAHSEE PREP TEACHERS	YEAR LONG PROGRAM
	X							ELD Program -90% of ELD students make CELDT improvements of at least one step over their prior tests.			X		X			General Fund – No additional funds req. Cost include in base allocation.	PRINCIPAL AND EL COORDINATOR	YEAR LONG PROGRAM
	X	X				X	X	Services for Pregnant and Parenting Students (CAL-Safe program) - 100% of teen parents who enroll in the program continue to actively engage in school by maintaining a 75% or better attendance rate, and by meeting their hex number. A student's Hex number is the number of credits a student needs to earn each hex to graduate on time.	X					X		$113,791	DELINDA HANSEN AND PRINCIPAL	YEAR LONG PROGRAM
	X	X	X	X		X	X	Improve Advisory program to ensure continued success of students and support in removing barriers to student success - 100% of students who need support removing barriers actively engage their advisor for support.	X				X			General Fund – No additional funds req. Cost include in base allocation.	PRINCIPAL AND ADVISORY COMMITTEE	YEAR LONG PROGRAM
	X	X	X	X		X	X	Student Support Provider will continue to work with youth to address barriers to attendance and participation in the classroom.	X				X			General Fund – No additional funds req. Cost include in base allocation.	PRINCIPAL, COUNSELOR AND SSP	YEAR LONG PROGRAM
	X	X	X	X		X	X	IMPLEMENT POSITIVE BEHAVOIR INTERVENTION AND SUPPORTS (PBIS) YEAR 2. DISTRICT WIDE INITIATIVE THAT	X				X			General Fund – No additional funds req. Cost include in base allocation.	PRINCIPAL AND PBIS LEADERSHIP TEAM.	YEAR LONG PROGRAM
	X	X	X	X		X	X	Maintain afterschool program and increase offerings and participation - 20% of students needing extra support access afterschool programs. 5% increase in Cyber high use in afterschool hours.	X						X	0002- In lieu of Title 1 funds. - $22,500	Principal and student life coordinator.	YEAR LONG PROGRAM
	X	X	X	X		X	X	Provide informal educational opportunities to foster learning. Opportunities may include outside of class learning, visits to museums, or other field trips. – These activates will help re-engage our traditionally disengaged population into school.		X					X	0002 – LCFF Supp - $1270	Principal and student life coordinator.	YEAR LONG PROGRAM
	X	X	X	X		X	X	Provide 2nd year Psych intern to continue to ensure that all students mental health needs will be met and help remove barriers to education.	X						X	0002 – In Lieu of Title 1 $2000	Principal and student life coordinator.	YEAR LONG PROGRAM

RECORD OF AGREEMENTS: ALIGNMENT OF ACTIONS AND SERVICES TO GOALS
GOAL 2: STUDENT ACHIEVEMENT

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

Need: Improve student achievement on both state and local assessments
2.1 State Achievement Test: % of students demonstrating proficiency on California Assessment of Student Performance and Progress (CAASPP) in ELA and Math
2.2 Local Assessment: % of students demonstrating proficiency by end of 1st grade on Early Literacy Survey (ELS)
2.3 Local Assessment: % of students demonstrating proficiency on Math Benchmarks by end of year
2.4 Academic Performance Index: Schoolwide and District API performance
2.5 Career Pathway Completion: % of students completing Career Technical Education (CTE) pathway

Need: Increase rate of English language acquisition by English Learners (ELs)
2.6 EL Reclassification Rate: % of English Learners reclassifying to Fluent English Proficient (FEP)
2.7 Annual Measurable Achievement Objective (AMAO) 1: % of students meeting annual California English Language Development Test (CEDLT) growth target
2.8 Annual Measurable Achievement Objective (AMAO) 2: % of students demonstrating proficiency on CELDT

Need: Increase performance on indicators of college and career readiness
2.9 a-g Completion: % of graduating seniors completing UC 'a-g' requirements
2.10 Early Assessment Program (EAP): % of 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

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

Need/Metric (2.1–2.14)	ACTIONS AND SERVICES	Target Pop. (SW/AUD/EL/SED)	Funding (LCFF BASE/LCFF SUPP/T1)	EXPENDITURE AMOUNT	PERSONS RESPONSIBLE	IMPLEMENTATION TIMELINE
2.1, 2.4, 2.11	Services for Pregnant and Parenting Students (CAL-Safe program)	SW	LCFF SUPP	$113,791 (SEE ABOVE)	DELINDA HANSEN AND PRINCIPAL	YEAR LONG PROGRAM
2.1, 2.5, 2.6, 2.7, 2.13, 2.14	ELD Program - 90% of ELD students make CELDT improvements of at least one step over their prior tests.	AUD	LCFF BASE	General Fund – No additional funds req. Cost include in base allocation.		YEAR LONG PROGRAM
2.5, 2.11	Integrate workplace skills training into a multi-strand Life After High School Program (LAHS).		LCFF BASE	General Fund – No additional funds req. Cost include in base allocation.	Principal, Counselor, Life After High School Staff.	YEAR LONG PROGRAM
2.5, 2.11	**Provide work readiness programs and work-based learning experiences for students. Students work with the LAHS teacher to apply for work permits and jobs, and prepare Resumes and Cover Letters. Students are able to earn credit through Work Experience programs.**		LCFF BASE	General Fund – No additional funds req. Cost include in base allocation.	Principal, Counselor, Life After High School Staff.	YEAR LONG PROGRAM
2.5, 2.11	**Provide extra training and curriculum to advisory program around Career and College Readiness. - Add RTI Strategies to provide additional small group intervention time.**		LCFF BASE	General Fund – No additional funds req. Cost include in base allocation.	Principal, teacher committee on advisory.	YEAR LONG PROGRAM
2.1, 2.4, 2.5, 2.11	Maintain afterschool program and increase offerings and participation - 20% of students needing extra support access afterschool programs. 5% increase in Cyber high use in afterschool hours.	SW	T1	0002- In lieu of Title 1 funds. - $22,500	Principal and student life coordinator.	YEAR LONG PROGRAM
2.1, 2.2, 2.3	PROVIDE TARGETED MATH INTERVENTION INSTRUCTION FOR STUDENTS IN NEED.	AUD	T1	0002 – LCFF SUPPLEMENTAL -$9170	PRINCIPAL AND TEACHER	YEAR LONG PROGRAM
2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.13, 2.14	PROVIDED TARGETED PD INSTRUCTION AND TEACHER RELEASE TIME AROUND EL INSTRUCTION, CCSS AND STUDENT ENGAGEMENT STRATEGIES. INCLUDING 20 HOURS AND 8 SUB DAYS.	AUD	T1	0002 – LCFF SUPPLEMENTAL / IN LIEU OF TITLE 1, $1831	PRINCIPAL AND TEACHERS	YEAR LONG PROGRAM

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	PERSONS RESPONSIBLE	IMPLEMENTATION TIMELINE
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	3.2					SW	AUD	EL	SED	LCFF BASE	LCFF SUPP	T1	**(DETAIL BY FUNDING STREAM IF MULTIPLE)**		
	X	X				Provide Family Night activities at least 5 times a year to encourage active family participation in a student's academic life – Provide food for families to eliminate barriers to attending.	X				X			$4411	PRINCIPAL	YEAR LONG PROGRAM
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**	X	X				Encourage Families to participate in the Island High School School Site Council. Increase number of outreach opportunities to family and community. Per WASC suggestion, Provide food for families to eliminate barriers to attending.	X					X		$500	PRINCIPAL AND SSC CHAIR	YEAR LONG PROGRAM
3.2 Participation: % of parents/guardians attending non-mandatory educational school events																

Island High Budget Packet

Resource	Program	B3 15-16	C112 Certificated Salaries Object 1xxx	C113 Classified Salaries Object 2xxx	C114 Benefits Object 3xxx	C122 Supplies Object 4xxx	C135 Services Object 5xxx	Total Budgeted	Unbudgeted Balance	C137 Check
0001	Discretionary	$ 28,208	$ 7,386	$ -	$ 1,784	$ 10,508	$ 8,530	$ 28,208	$ -	28,208
0002	LCFF Supplemental Grant	$ 10,440	$ 7,386	$ -	$ 1,784	$ -	$ 1,270	$ 10,440	$ -	10,440
0002	Teen Parenting	$ 113,791	$ 87,510	$ -	$ 21,198	$ 4,450	$ 633	$ 113,791	$ -	113,791
0002	In Lieu of Title 1	$ 29,200	$ 1,575	$ -	$ 256	$ 2,911	$ 24,500	$ 29,242	$ (42)	29,242
	Grand Total	**$ 181,639**	**$ 103,857**	**$ -**	**$ 25,022**	**$ 17,869**	**$ 34,933**	**$ 181,681**	**$ (42)**	**181,681**
			57%	0%	14%	10%	19%			

Budget Summary

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
☒ LCFF Supplemental Funding (0002)	$153,431
☐ Title I, Part A: Schoolwide Program <u>Purpose</u>: Upgrade the entire educational program of eligible schools in high poverty areas	$
☐ Title I, Part A: Targeted Assistance Program <u>Purpose</u>: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 0
☐ Title I, Part A: Program Improvement <u>Purpose</u>: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	$ 0
☐ Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u>: Improve and increase the number of highly qualified teachers and principals	$ 0
☐ Title II, Part D: Enhancing Education Through Technology <u>Purpose</u>: Support professional development and the use of technology	$ 0
☐ Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u>: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$ 0
☐ Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u>: Support learning environments that promote academic achievement	$ 0
☐ Title V: Innovative Programs <u>Purpose</u>: Support educational improvement, library, media, and at-risk students	$ 0
☐ Other Federal Funds (list and describe[1])	$ 0
Total amount of state and federal categorical funds allocated to this school	$153,451

---

[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
Fern Kruger	F	700	00		X			
Tonya Morgan	F	700	00			X		
Chris Mercado	M	400	00			X		
John Nolan	M	700	00		X			
Ben Washofsky	M	700	00	X				
Shayla Martinez	F	500	500					X
Diana Marquez	F	500	500				X	
Rey Cruz	M	500	00			X		
Marina Zepeda	F	500	00					
#s of members of each category								

See race/ethnicity codes

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

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

CALIFORNIA EDUCATION CODE
Section 52012
A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.
At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.
At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?
   No, at this time we lack regular sufficient parent participation. We have made this an ongoing goal for the upcoming school year and hope to raise participation at each meeting, and ensure active participation from many of our community groups.

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?
   While teachers and other staff on the SSC represent the staff as a whole, given the lack of sufficient student and parent participation this year, our SSC does not reflect the racial/ethnic/primary language composition of the school.

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

   As with the lack of parent participation, we have made increasing student participation in our School Site Council a main priority of the current members of the council. We will be doing outreach to our leadership students, the creation of a leadership team with each advisory class sending one student to the leadership group has helped, though its work is ongoing. That group would also elect our student representative to the AUSD Board of Education.

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 SSC also acted as our ELAC this year, with our EL coordinator providing updates on the status of our EL students and any feedback our EL students were providing about how they were doing in school and changes they would like to see.
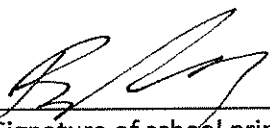
The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

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

- _X_ English Learner Advisory Committee

- ___ Community Advisory Committee for Special Education Programs

- ___ Gifted and Talented Education Program Advisory Committee

- ___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.

5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This school plan was adopted by the school site council on: _3/24/15_____.
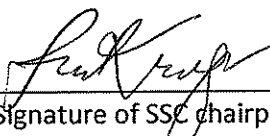
Attested:

___Ben Washofsky_____   _____   3/24/15
Typed name of school principal   Signature of school principal   Date

___Fern Kruger_____   _____   3/24/15
Typed name of SSC chairperson   Signature of SSC chairperson   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.

Island is a small school, with a smaller Special Education program, comprised of 1.4 FTE of RSP teacher/case managers, one day a week of a year 3 school psych intern, a shared school psychologist, and a Paraprofessional. They work as a team to ensure student's needs are being met. The Island Special Education staff works in collaboration with the general education staff to ensure that all students are able to access the general education curriculum, and will help gen ed staff scaffold and modify lessons and assignments appropriately.

DATA APPENDIX: Local Control and Accountability Plan (LCAP) Aligned Data
Revised May 2015

Alameda Unified School District Enrollment and Unduplicated Count

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

Source: CALPADS

LCAP Goal One: Student Engagement

1.1 Increase the % of students attending school 96% of the school year (173/180 days)
2015-16 Target: 76%
1.1A Students with 96% Attendance by Sub Group

Group	2013		2014		January 2015	
	Number of Students	Percentage of Students with 96% Attendance	Number of Students	Percentage of Students with 96% Attendance	Number of Students	Percentage of Students with 96% Attendance
AUSD	7134	75.2%	7130	74.4%	7097	74.7%
ELD	1499	78.9%	1371	79.7%	1384	79.3%
SED	2358	68%	2347	70.2%	2221	69.3%
Foster	3	100%	11	64%		
Special Ed	560	59.6%	2221	61%	570	65.4%
AA	696	62.8%	687	62.5%	652	61.7%
Asian	2783	88.9%	2734	86.9%	2700	86.7%
Filipino	625	78.2%	646	76.7%	634	76.1%
Latino	855	62.1%	931	62.4%	950	63.5%

White	2052	71.8%	1984	71.6%	2019	73.1%
Am In/Al Native	42	52.5%	55	55.6%	68	54.4%
Pac Islander	78	76%	82	74.5%	69	60%

Source: Aeries

1.1B Students With 96% Attendance by School Site

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

Source: Aeries

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

2015-16 Target: 76%

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

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

Source: Aeries

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

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

Source: Aeries

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

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

Source: Aeries

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

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

Am In/Al Native	3	75%	4	100%	6	60%	4	80%
Pac Islander	4	57.1%	2	40%	2	100%	7	87.5%

Source: Aeries

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

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

Source: Aeries

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

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

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

Source: Aeries

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

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

Source: Aeries

1.3 Decrease the % of student suspensions.

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

Source: Data Quest

1.3D Student Suspension Rate by School Site

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

Source: Aeries

1.4 Decrease the % of Student Expulsions
Target 2015-16: .075

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

Source: Data Quest

1.5 Decrease the rate of middle school drop outs.

2015-16 Target .62% Students.

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

Source: Data Quest

1.6 Decrease the 9th Grade Cohort Drop Out Rate.

2015-16 Target: 8.1%

Year	All	ELD	SED	Special Ed	AA	Latino	Asian	Am Ind/ Al Native	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**