

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

Donald Lum Elementary School

CDS Code:

01611196090005

Date of this revision:

2015.03.04

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

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Alameda Unified School District

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

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LCAP Goals

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

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

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

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

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

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

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

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

Data Analysis in relation to LCAP Goals

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

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

Need: Improve attendance rates to maximize learning time

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

Table 1.1: Total and disaggregated attendance data for school and districtwide

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

Lum Students with 96% attendance (2015-2016 District Target: 76.5%)

2013: 76.6% 2014: 74.5% 2015: 76.3%

Lum Students Attending 96% by Sub Group (August 2014-December 2014)

All 76.5%

ELD 77.8%

SED 70.9%

Special Ed 74.4%

504 75.0%

AA 71.9%

Asian 82.6%

Filipino	81.3%
Hisp/Lat	58.3%
White	82.6%
Am In/A	100%
Pac Isl	40.0%

Lum Students with 3+ Unexcused Absences (2015-2016 District Target: 18.7%)

2013% Truant:	4.0%
2014% Truant:	4.6%
2014 (Aug-Dec)% Truant:	3.0%

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. We use district policies and procedures (SART, SARB) to support and enforce on-time daily attendance.

Lum Elementary School has a current attendance rate of 96% with 3% of students identified as truant. Overall we are close to the 2015-2016 target (76.5%) at 76.3%. However, our Latinos have an attendance rate of 56.3%, our African-Americans are at 71.9%, and our Socioeconomically Disadvantage students are at 70.9%.

We will make our attendance policies clear through our school handbook. We will remind all families of the importance of on-time attendance via school newsletter, the Bear Facts. We will remind students and families during our Morning Assemblies. Our office staff will also support families in increasing their on-time attendance.

We will attempt to address attendance challenges with our struggling families through SST's, IEP's, Student Services Support (calls, home visitations, letters, SART, and SARB). For Spanish-speaking families, we will work with Student Services to have interpreters present as much as possible.

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

Lum Student Suspension Rate (District Target: 2.53%)

2013:	0.7%
2014:	2.0%
2015 (August 2014-December 2014):	0.9%

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, skills for problem solving and conflict resolution.

To decrease our suspension rates even further and to decrease the overrepresentation of African-Americans being suspended, we will deepen our implementation of Positive Behavior Intervention and Support (PBIS). We hope that this will have the overall effect of creating a more nurturing and positive learning environment as opposed to a punitive and negative one. We will make our school expectations (i.e., the Four Be's) as explicit as possible and remind students as often as needed. We will also explicitly teach monthly character traits or life skills. We will honor students who exemplify the Four Be's and the monthly character traits through monthly reward programs. In doing so, we hope to show our children the benefits of making positive choices at school and in their lives. We will also have school assemblies on character education, ability awareness, multiculturalism, and environmental responsibility to ensure they understand that the choices they make can and do make a difference in our world.

Along the same lines, we will use restorative practices to exemplify for the school community that it is more important to repair harm and to restore trust than to simply punish. We will also offer leadership opportunities for our upper elementary children. This includes Conflict Managers, Junior Coaches, Kindergarten Buddies, Classroom Buddies, Peer- and Cross-Age Buddies, Student Council, Go Green/Recycling Monitors, and Student-Led Assemblies. In doing so, we will provide them with training, support, and trust in their ability to lead by example. We hope this will have the effect of building up their self-confidence and ability to persevere through challenging situations. In building these characteristics, we increase the chances that they will make safe, respectful, and responsible choices, not choices that lead to suspension.

Our PTA has invested in the Boost! Program, a program that builds more structured and thus safer recesses. It also provides support to our student leadership programs, such as Conflict Managers, Junior Coaches, and Kindergarten Buddies.

Finally, we will provide greater socioemotional supports to our most at-risk children. We are co-funding along with the PTA on-site counseling for one or two days a week. We hope that this more targeted support will strengthen our children in making safe, respectful, and responsible choices that keep them out of the realm behaviors that require use of suspensions.

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

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

AUSD Local Control and Accountability Plan (LCAP) 2015-16 Districtwide Goal 2							
Major Goals	Areas of Need	Ref.	Metrics	14-15	Targets		
					15-16	16-17	17-18
Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)	Improve Student Achievement on both Statewide and Local Assessments	2.1	State Achievement Test: % of students demonstrating proficiency (Level 3 or 4) on California Assessment of Student Performance and Progress (CAASPP) in ELA and Math (Source: CAASPP)	Baseline	3% Increase	3% Increase	3% Increase
		2.2	Local Assessment: % of students demonstrating proficiency by end of 1 st grade on Early Literacy Survey (ELS) (Source: EADMS Data Management System)	85%	89%	90%	92%
		2.3	Local Assessment: % of students demonstrating proficiency on Local ELA, Writing, and Math Benchmarks (Source: EADMS Data Management System)	N/A	Baseline	TBD	TBD
		2.4	Academic Performance Index: Schoolwide and District API performance (Source: Data Quest)	N/A	Baseline	TBD	TBD
		2.5	Career Pathway Completion: % of students completing Career Technical Education (CTE) pathway (Source: CALPADS)	NE W	Baseline	TBD	TBD
	Improve English Learner (EL) Achievement	2.6	EL Reclassification Rate: % of English Learners reclassifying to Fluent English Proficient (FEP) (Source: Local Data)	17%	17.5%	18%	18.5%
		2.7	Annual Measurable Achievement Objective (AMAO) 1: % of students meeting annual California English Language Development Test (CEDLT) growth target (Source: Title III Accountability Report)	73%	74%	75%	76%
		2.8	Annual Measurable Achievement Objective (AMAO) 2: % of students demonstrating proficiency on CELDT (Source: Title III Accountability Report)	(-5) 47% (5+) 78%	(-5) 48% (5+) 79%	(-5) 49% (5+) 80%	(-5) 50% (5+) 81%
	Increase College and Career Readiness	2.9	a-g Completion: % of graduating seniors completing UC 'a-g' requirements All SED ELD AA Hispanic Special Ed (Source: CALPADS)	48% 42% 2.9% 14% 22% 9.5%	50% 44% 4% 16% 24% 10%	51% 47% 7% 19% 27% 12%	52% 50% 10% 22% 30% 14%

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

Need: Improve student achievement on both state and local assessments

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

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

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

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

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

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

Analysis

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

All grades will continue to increase student academic voice through the CCSS by ensuring that they weave student listening, student speaking, and critical thinking into their daily instruction.

Grades TK-2 will continue to use

Grades 3-5 will continue to use Inquiry by Design (IBD) to design Tier 1 instruction for all students Central Office and through teacher collaboration, teachers will further increase their knowledge and understanding of how to effectively increase student academic voice and mastery of grade-level skills and concepts.

Teacher Collaboration Days for Bay Sci, CCSS, PBIS, UDL, and IBD

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

Site Leadership team

Faculty Meetings

Math Coaches

Summer Math Institute

FOSS implementation for Hands-on Science, NGSS integration with ELA (science notebooking)

RTI Strategic Learning Groups/Platooning/tiered interventions

Student Study Team and other Specialist meetings

Learning Center Model (Full inclusion, differentiation, scaffolding, accommodations/adaptations)

Before/After School Intervention Classes

Step Up Reading First (SURF) Program

I Can Read, 1:1 volunteers

Site Literacy/ELD Coach, Math Coach

Successmaker (differentiated instruction & assessment, during day/after or before school?)

Site data analysis

Grade-level and cross-grade level study teams

Teacher collaboration (sub/release days, hourly, common prep)

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

Lum EL Students in 2014-2015: 163
Lum Enrollment in 2014-2015: 513
% of Lum Enrolmmment EL's in 2014-2015: 32%
Lum Reclassified Students in 2015: 11
Lum % of EL's Reclassified in 2015: 6.7%
Lum % of Total EL's Reclassified as of 12/2014: 55%
Lum % of EL's Proficient on CELDT: 81%

Analysis

English Learner (EL) students have unique language needs that require specialized instruction and supports. 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 will provide training and support for teachers to deliver designated and integrated ELD instruction for all English Learners. The Central Office is providing us with an allocation of 1.5 ELD/Literacy Coaches to support our site in rolling out Year 1 (of our 3-year plan) of Systematic ELD for designated ELD instruction. To work towards compliance with meeting the needs of EL's, we will begin with at least two grade levels in which Systematic ELD will be taught to EL's. They will be grouped according to their language proficiency. Non-ELL's (English Only children and Reclassified children) will receive targeted literacy or math instruction during this time. They will be grouped according to their proficiency levels. Periodic benchmark assessments will allow for regrouping should students progress or demonstrate that they need higher levels of support. These coaches will also provide literacy and EL support for integrated ELD instruction. They will work collaboratively with classroom teachers to strengthen their instructional supports (e.g., differentiation, scaffolding) and structures for EL's during the rest of the day when students are not in designated ELD.

In this progression towards full support of EL needs, we will provide Afterschool Newcomer Support for those children just arriving from countries with different primary languages. This daily afterschool program will meet the academic, social, and emotional needs of these students in acclimating to a new school, a new community, a new country. In doing so, we hope that we will be able to meet the goal of their language growth by at least one CELDT per year.

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

Site Specific Data

2014-2015 CAASPP CST Science Grade 5 Baseline for Proficient and Advanced

All: 82%

ELD 82%

SED 74%

Asian 86%

Latino 77%

White 85%

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

Analysis

See analysis above for “Need: Increase rate of English language acquisition by English Learners (ELs).”

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

AUSD Local Control and Accountability Plan (LCAP) 2015-16 Districtwide Goal 3							
Major Goals	Areas of Need	Ref.	Metrics	14-15	Targets		
					15-16	16-17	17-18
Support parent/guardian development as knowledgeable partners and effective advocates for student success	Efforts to seek input from Parents/Guardians	3.1	Seeking Input: % of parents/guardians that feel informed about their student’s progress in school as reported on parent/guardian survey (Source: LCAP Parent Survey)	93%	93.5%	94%	94.5%
	Promotion of Parent/Guardian Participation	3.2	Participation: % of parents/guardians attending non-mandatory educational school events (Source: LCAP Parent Survey)	54%	57%	60%	63%

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

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

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

% of Lum parents/guardians reporting that they feel informed about student progress (Target: 94%): 86%

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: provide parents/guardians with summative scores of how their children performed on a standardized state assessment.
- Report Cards three times a year: provide parents with opportunities to learn about their children's progress throughout the school year. It also offers parents informative data with which they can work more closely with teachers on supporting their children.
- Parent-Teacher Conferences, in the fall and as needed in the spring: provides structured meetings for parents/guardians to discuss a child's progress.
- Translation available for parent meetings: increases the ability of EL parents/guardians to better understand their children's progress and how to best work together with the teacher to maximize their children's learning and achievement.
- SST (Student Study Team)/IEP (Individualized Education Plans)/504/IIP (Individualized Intervention Plan) Meetings: provides a broader spectrum of the school team to collaborate on children who are at highest risk of not achieving academic, social, and emotional growth.
- Fall Back-to-School and Kindergarten Information Night: provides parents the opportunities to see and understand more fully the learning environments of their children for the upcoming school year.
- School Smarts Parent training, including language-specific School Smarts sessions: provides parents with the opportunity to learn more about how they may support and strengthen their children's education.
- Principal's Message in "Bear Facts" newsletter (bimonthly): provides the principal with an opportunity to share the school's focus on character development and how it supports the academic, social, and emotional success for all students.
- Bi-Monthly Principal Chats: provides parents the opportunity to speak personally with the principal in a more relaxed setting. The principal also gains the opportunity to learn more about parents and guardians and what they hope for the school community.
- Website Postings: informs parents/guardians of upcoming events and different ways for them to participate more actively in their children's education. It also provides contact information for all staff members to facilitate home-school communication.
- Teacher Newsletters: provides parents/guardians with a more intimate update of what learning is occurring in individual classrooms and how parents/guardians may work more closely with individual teachers.

- PTA Newsletters (weekly): provides parents with important information on how to participate more actively through an already-existing strong network of parents.
- PTA “Fall Family Fun Night”: provides the school community with an opportunity to celebrate and know each other in a more social setting.
- PTA Family Fun Nights (monthly): provides parents/guardians with opportunities to learn more about how to become more actively involved in their children’s education in a celebratory atmosphere.
- PTA Monthly Meetings: provide parents with an opportunity to offer their input on how the PTA can best support the school’s learning community.
- PTA Read-a-Thon: provides parents/guardians and community members the opportunity to work with children at increasing their love for reading.
- Open House in spring
- School marquee
- Robocalls, throughout the school year
- ELAC (English Language Advisory Council), monthly
- SSC (School Site Council), monthly
- Common Core Presentations
- Climate Meetings, as needed throughout the year
- Parent Volunteers: classrooms, cafeteria, chaperones, art docent, garden/science
- ELL (English Language Learner) Parent Survey

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
- Back to School Night in the fall
- Open House in the spring
- School Smarts Parent training in the fall
- PTA, monthly
- Safe Routes to School (Walk n’ Roll), monthly
- Common Core Presentations
- Field Trips
- Multicultural Night, in the spring
- 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 (e.g., 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/>

Lum 2013-14 SARC: <http://www.doc-tracking.com/screenshots/Serve/4550/2014/DonaldD.LumElementarySchool.pdf>

RECORD OF AGREEMENTS: ALIGNMENT OF ACTIONS AND SERVICES TO GOALS

GOAL 1: STUDENT ENGAGEMENT

GOAL	NEED/METRIC							ACTIONS AND SERVICES	TARGET POPULATION				FUNDING STREAM			EXPENDITURE AMOUNT (DETAIL BY FUNDING STREAM IF MULTIPLE)	PERSONS RESPONSIBLE	IMPLEMENTATION TIMELINE
	1.1	1.2	1.3	1.4	1.5	1.6	1.7		SW	AUD	EL	SED	LCFF BASE	LCFF SUPP	T1			
Eliminate barriers to student success and maximize learning time Need: Improve attendance rates to maximize learning time 1.1 Basic Attendance Rates: % of students attending school 96% of the year 1.2 Chronic Absenteeism: % of students with 3 or more unexcused absences Need: Decrease interruptions of learning by suspension and expulsion 1.3 Suspension Rate: % of students suspended per year 1.4 Expulsion Rate: % of students expelled per year Need: Improve rates of completion at Middle and High School 1.5 Middle School Drop-out Rate: % of students in given cohort not completing 8 th grade 1.6 High School Drop-out Rate: % of students in 9 th grade cohort not finishing 12 th grade 1.7 High School Graduation Rate: % of students in 9 th grade cohort completing all graduation requirements																		
	X	X						PROMOTE HIGH ATTENDANCE RATE - SCHOOL HANDBOOK, NEWSLETTERS, ANNOUNCEMENTS, AWARDS	X				X			N/A	PRINCIPAL, OFFICE STAFF, TEACHERS, PTA	AUGUST 2015 THROUGH JUNE 2016
	X	X						MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS	X				X			N/A	PRINCIPAL, OFFICE STAFF, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
			X	X				PROVIDE CLEAR EXPECTATIONS - SCHOOL BEHAVIOR EXPECTATIONS, DIGITAL CITIZENSHIP	X				X			N/A	PRINCIPAL, TEACHERS, ALL STAFF, PARENTS	AUGUST 2015 THROUGH JUNE 2016
			X	X				PROVIDE SAFE, INCLUSIVE SCHOOL ENVIRONMENT & CHARACTER EDUCATION - CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, SCHOOL CHARACTER/LIFESKILL AWARDS	X				X			N/A	PRINCIPAL, TEACHERS, ALL STAFF	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				BEHAVIOR INTERVENTION SUPPORT - PBIS, ON-SITE COUNSELING		X				X		\$7,400	PRINCIPAL, OUTSIDE COUNSELING CONTRACTOR	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - STUDENT COUNCIL, BOOST! LEADERSHIP, JR. COACHES, CONFLICT MANAGERS, KINDERGARTEN BUDDIES	X							N/A	PRINCIPAL, TEACHERS, PTA, BOOST STAFF, STUDENTS	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				SCHOOL ACTIVITIES AND EVENTS - MULTICULTURAL NIGHT, ABILITY AWARENESS WEEK, ANTI-BULLY ASSEMBLY	X							N/A	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				
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	2.12	2.13	2.14		SW	AUD	EL	SED	LCFF BASE	LCFF SUPP	T1							
Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)																													
Need: Improve student achievement on both state and local assessments 2.1 State Achievement Test: % of students demonstrating proficiency on California Assessment of Student Performance and Progress (CAASPP) in ELA and Math 2.2 Local Assessment: % of students demonstrating proficiency by end of 1 st grade on Early Literacy Survey (ELS) 2.3 Local Assessment: % of students demonstrating proficiency on Math Benchmarks by end of year 2.4 Academic Performance Index: Schoolwide and District API performance 2.5 Career Pathway Completion: % of students completing Career Technical Education (CTE) pathway	X	X	X	X		X	X	X					X	X	PROFESSIONAL DEVELOPMENT & COLLABORATION FOR CCSS, SYSTEMATIC ELD, MATH, IBD, BAYSCI, UDL, RTI & TECHNOLOGY	X	X								N/A	PRINCIPAL, AUSD LEADERS, SITE LEADERSHIP TEAMS, TEACHERS, COACHES	AUGUST 2015 THROUGH JUNE 2016		
	X	X	X	X		X	X	X					X	X	READING AND MATH DIFFERENTIATION (E.G.,: SYSTEMATIC & INTEGRATED ELD, STRATEGIC LEARNING GROUPS/PLATOONING)	X		X		X					N/A	PRINCIPAL, TEACHERS, ELD COACH, READING/MATH COACHES	AUGUST 2015 THROUGH JUNE 2016		
	X	X	X	X		X	X	X					X	X	READING AND MATH INTERVENTION (E.G.: BEFORE/AFTER SCHOOL GROUPS, LITERACY PARA, AFTER-SCHOOL EL SUPPORT)		X				X			\$14,000 – LITERACY PARA \$4551 – AFTER-SCHOOL INTERVENTION \$1230 – AFTER-SCHOOL SUPPORT FOR UNDUPLICATED STUDENTS \$4613 – AFTER-SCHOOL SUPPORT FOR NEWCOMERS AND STRUGGLING EL’S	PRINCIPAL, TEACHERS, ELD COACH, READING/MATH COACHES, LITERACY PARA, AFTER-SCHOOL INTERVENTION PARAS	SEPTEMBER 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	SUCCESSMAKER FOR READING AND MATH INTERVENTION & ACCELERATION (DURING, BEFORE, AND/OR AFTER SCHOOL)	X	X							N/A	PRINCIPAL, TEACHERS, MEDIA CENTER SPECIALIST, TECHNOLOGY ASSISTANT	SEPTEMBER 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 11 th grade students demonstrating college readiness on EAP in Math and English 2.11 Advanced Placement (AP) Exam Pass Rate: % of AP Exams taken with a score of 3 or more 2.12 College-level coursework: % of students enrolling in an AP or college course	X	X	X	X		X	X	X					X	X	INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE	X		X						N/A	PRINCIPAL, TEACHERS, MEDIA CENTER SPECIALIST, TECH. ASSISTANT	AUGUST 2015 THROUGH JUNE 2016			
	X	X	X	X		X	X	X					X	X	PROVIDE INSTRUCTIONAL MATERIALS FOR COMMON CORE	X		X		X				\$28,881	PRINCIPAL, TEACHERS	AUGUST 2015 THROUGH JUNE 2016			
	X	X	X	X		X	X	X					X	X	PROVIDE BOOKS/ADITIONAL TEXT FOR COMMON CORE (E.G. LITERATURE, INFORMATIONAL TEXT FOR CLASSROOM LEVELED LIBRARIES)		X				X			\$7000	PRINCIPAL, TEACHERS	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						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								N/A	PRINCIPAL, PSYCH., RESOURCE SPECIALIST, TEACHERS, OTHER AUSD SPECIALISTS	AUGUST 2015 THROUGH JUNE 2016			

RECORD OF AGREEMENTS: ALIGNMENT OF ACTIONS AND SERVICES TO GOALS

GOAL 3: PARENT/GUARDIAN ENGAGEMENT

GOAL	NEED/METRIC					ACTIONS AND SERVICES	TARGET POPULATION				FUNDING STREAM			EXPENDITURE AMOUNT (DETAIL BY FUNDING STREAM IF MULTIPLE)	PERSONS RESPONSIBLE	IMPLEMENTATION TIMELINE
	3.1	3.2					SW	AUD	EL	SED	LCFF BASE	LCFF SUPP	T1			
<p>Support parent/guardian development as knowledgeable partners and effective advocates for student success</p> <p>Need: Improve home to school communication and overall parent/guardian awareness of student progress</p> <p>3.1 Seeking Input: % of parents/guardians that feel informed about their student’s progress in school as reported on parent/guardian survey</p> <p>Need: Increase parent/guardian participation in educational events</p> <p>3.2 Participation: % of parents/guardians attending non-mandatory educational school events</p>																
	X	X				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		\$1000 - TRANSLATION	LITERACY/ELD COACH, PTA, PRINCIPAL, OFFICE MANAGER, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
		X				PARENT OUTREACH FOR INVOLVEMENT – PTA, ROOM PARENTS, NEWSLETTERS & EMAILS FOR SCHOOL/CLASS EVENTS, ACTIVITIES (IE: FIELD TRIPS)	X							N/A	PTA, PRINCIPAL, ROOM PARENTS, TEACHERS, OFFICE MANAGER	AUGUST 2015 THROUGH JUNE 2016
	X	X				MEETINGS FOR INDIVIDUALIZED INTERVENTION PLANS, STUDENT STUDY TEAM & BEHAVIOR INTERVENTION TEAM PROCESSES FOR STRUGGLING AND AT-RISK STUDENTS	X							N/A	PRINCIPAL, PSYCH., RESOURCE SPECIALIST, TEACHERS, OTHER AUSD SPECIALISTS	AUGUST 2015 THROUGH JUNE 2016
	X	X				ELAC/DELAC TO INFORM & SUPPORT ENGLISH LEARNER FAMILIES			X					SEE ABOVE		OCTOBER 2015 THROUGH MAY 2016
	X	X				SCHOOL SITE COUNCIL FOR COMMUNITY-BASED SCHOOL DECISION-MAKING	X							N/A		SEPTEMBER 2015 THROUGH JUNE 2016
		X				GATE ADVISORY TO PLAN AND DELIVER INSTRUCTIONAL CHALLENGE OPPORTUNITIES FOR IDENTIFIED GATE STUDENTS	X							N/A		SEPTEMBER 2015 THROUGH JUNE 2016
	X	X				PARENT EDUCATION OPPORTUNITIES – SCHOOL SMARTS, PARENT MATH UNIVERSITY, CCSS NIGHT, SAFETY INFO NIGHT, PTA EVENTS	X							N/A		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, K PLAYDATES	X							N/A		AUGUST 2015 THROUGH JUNE 2016

2015-16 Site Budget

Lum Elementary Budget Packet								
Budget Summary		B3	C112	C113	C114	C122	C135	
Resource	Program	15-16	Certificated Salaries	Classified Salaries	Benefits	Supplies	Services	Total Budgeted
			Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx	
0001	Discretionary	\$ 47,851	\$ 3,000	\$ 455	\$ 600	\$ 28,881	\$ 14,915	\$ 47,851
0002	LCFF Supplemental Grant	\$ 50,225	\$ 5,843	\$ 18,551	\$ 8,380	\$ 9,051	\$ 8,400	\$ 50,225
3010	T1, Part A		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0002	In Lieu of Title 1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Innovative							
	Grand Total	\$ 98,076	\$ 8,843	\$ 19,006	\$ 8,980	\$ 37,932	\$ 23,315	\$ 98,076

Form C: Programs Included in this Plan

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

State/Federal Programs	Allocation
<input checked="" type="checkbox"/> LCFF Supplemental Funding (0002)	\$50,225
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u> : Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose</u> : Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/> Other Federal Funds (list and describe ¹)	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$50,225

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
Kathy Burigsay	F	W	English		X			
Lisa Goodwin	F	W	English		X			
Ryan Gross	F	W	English		X			
Anna Padrones	F	A	English			X		
Lawrence Gotanco	M	F	English	X				
Yenju Chen	F	A	English				X	
Jaqueline Jacques	F	H	Spanish				X	
Rob Mann	M	W	English				X	
Beth Ochsner	F	W	English				X	
Blanche Kim	F	A	English				X	
#s of members of each category								

**See race/ethnicity codes*

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

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

CALIFORNIA EDUCATION CODE

Section 52012

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

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

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

Questions for site to address:

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

Yes

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

No

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

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

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

Our ELD teacher, who coordinates site ELAC meetings, provides input from ELAC in the writing of our plan.

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - ☐ School Advisory Committee for State Compensatory Education Programs
 - ☒ English Learner Advisory Committee
 - ☐ Community Advisory Committee for Special Education Programs
 - ☐ Gifted and Talented Education Program Advisory Committee
 - ☐ Other (*list*)
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 05/07/2015.

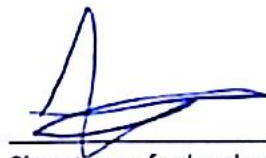
Attested:

LAWRENCE GOTANCO

Typed name of school principal

BETH OCHSNER

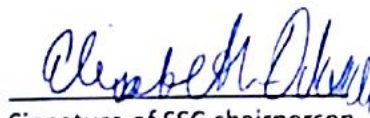
Typed name of SSC chairperson



Signature of school principal

2015.05.07

Date



Signature of SSC chairperson

5-7-2015

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.

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. This is a proactive measure for intervention and to decrease the number of students referred for assessments. Support for students is provided in small group. Students are identified by multiple measures, and services focus on the development of foundational skills.

APPENDIX B: GATE

Gifted And Talented Education (GATE) School Site Plan Addendum

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

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

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

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

At Lum 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.

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/AI 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/ AI Native	32.6%	42	33.1%	43	22.6%	26

Source: Aeries

1.2B School Site. Students with 3+unexcused absences.

2015-16 Target 19.2%

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

Source: Aeries

1.3 Decrease the % of student suspensions.

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

Source: Data Quest

1.3D Student Suspension Rate by School Site

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

Source: Aeries

1.4 Decrease the % of Student Expulsions

Target 2015-16: .075

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

Source: Data Quest

1.5 Decrease the rate of middle school drop outs.

2015-16 Target .62% Students.

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

Source: Data Quest

1.6 Decrease the 9th Grade Cohort Drop Out Rate.

2015-16 Target: 8.1%

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

Source: Data Quest

1.6B Decrease the 9th Grade Cohort Drop Out Rate by School Site

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

Source: Data Quest

1.7 Increase the 9th Grade Cohort High School Graduation Rate

2013-14 Graduating Cohort

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

Source: Data Quest March 3, 2015

LCAP Goal Two: Student Achievement

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

2.1A CAASPP CST Science: % Proficient and Advanced

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

Source: CDE

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

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

Source: CDE

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

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

Source: CDE

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

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

Source: CDE

2.1B 2014 Science CST Scores

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

2.1 CAHSEE Demographic Analysis Math Three Year Trend

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

2.1 Demographic Analysis CAHSEE Math Three Year Trend.

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

2.1 CAHSEE Demographic Analysis Three Year Trend ELA 10TH Grade Census

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

CAHSEE Demographic Analysis ELA Three Year Trend

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

2.2 Increase the % of Students Achieving Proficiency by end of 1st Grade on Early Literacy Survey 2015-16 Target 89%

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

Source: Measures

2.3 Local Assessment

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

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

Source: Measures

2.4 Increase API Annual Performance Indicator Baseline to be Established

2.5 Increase the rate of Career Pathway Completion Baseline to be Established

2.6 Increase the % of English Learners Reclassified Annually

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

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

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

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

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

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

Source: Title III Accountability Report CDE

AUSD English Learner Data March 2015 (Reference Data)

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

College and Career Readiness

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

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

2.10 Early Assessment Program

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

2015-16: New baseline to be established through CAASPP

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

2.11 Advanced Placement Exam Passing Rate

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

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

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

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

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

Source: Aeries and CALPADS Enrollment Primary Status by Subgroup.

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

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

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

2014-15	36%	Paden, Haight, HS, MS
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LCAP Goal Three: Parent/Guardian Engagement

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

Parent Survey 2013-14	
Elementary	86%
Middle	88%
High School	95%
AUSD	92%

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

2015-16: Baseline to be Established

LCAP Goal Four: Basic Services

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

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

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

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

2014-15	100% Compliant
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**4.5 Maintain status of 100% compliance on facilities rating as measured by Williams Complaints
2015-16 Target Maintain 100% Compliance**

Languages of the Alameda Unified School District- Non Metric

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

Eight Major Languages Spoken by English Learners

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

Other Languages with at Least 10 English Learners

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