

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

Maya Lin School

CDS Code:
01611190126656

Date of this revision:
April 27, 2015

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

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Alameda Unified School District

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

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LCAP Goals

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

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

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

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

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

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

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

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

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% 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 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

Data Analysis

The attendance rate at Maya Lin increased .3% in the beginning of the 2014-2015 school year compared to 2013-2014 from 67.3% to 67.6%. From August to December 2014, by sub-group, our EL students had an attendance rate of 77.8%; SED 65.5%; Hispanic Latino 60%; African American 47.5%; White 74.3% and Special Education 60%. While the attendance rate of our EL students is above the school wide attendance rate, our SED and African American attendance rates are below 67.6%. This is an area to focus our attention and examine individual student attendance issues and what resources they may need to improve attendance. School wide we will continue to acknowledge outstanding attendance at each trimester and establish individual "attendance motivation" plans with individual students/families as needed. Attendance data of individual students needs to be shared with the staff regularly so a school wide team strategy/plan can be developed to support the family in ensuring on time daily attendance of their child. It will be useful to have two years of attendance data by sub group to determine the effectiveness of current interventions and attendance practices.

Attendance is critical for the success of all children. The following family/student resources and student incentives are used to communicate the importance of on time daily attendance to student achievement:

- School handbook
- Newsletter articles about attendance
- Announcements at Morning Assemblies
- PTA, ELAC, Title 1 and SSC meetings
- SST and IEP discussions
- Office/Attendance counsel for families
- Student awards/incentives
- Alarm clocks distributed as needed
- Bus passes for qualifying families
- Student services support (calls, home visitations, letters, SART/SARB)
- Looping school wide structure K/1 – 2/3 – 4/5 allows the student/family to build strong connections with the classroom teacher that supports achievement
- Counseling for students identified through staff members for social/emotional support

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

Data Analysis

The suspension rate at Maya Lin has dropped from 4.7% in 2013-2014 to 1.2% for August – December of 2014. This data needs to be reviewed by the individual students involved to determine if the proper academic and social emotional supports are in place.

Suspensions deprive children of learning opportunities. Every effort is given to proactively support students to learn how to participate productively and respectfully in our school community and to make positive school choices. The following school wide programs support a positive school climate and teach students the skills of problem solving and conflict resolution:

- PBIS (Positive Behavior Intervention and Support) Coaching Cohort First Year 2014-2015
- Peacemaker Program
- Lifeskills and Lifelong Guidelines
- Classroom Community Meetings
- Classroom buddies, Peer-Cross-Age Buddies
- School wide Rules and Procedures: Clipboard Notices and Proof of Responsibility
- Service Learning (4/5th Grade Go Green Leader/Recycling Monitors, Student Council/Leadership, 3rd – 5th Grade Peacemakers, 5th Grade Playground Equipment Monitors, 3rd Grade Pre School Helpers)
- On site counseling
- Assemblies (character education, Soul Shoppe, performing artists and authors)

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

Data Analysis

Magnet Program

Maya Lin School opened in August 2012 as an arts integration – inquiry learning AUSD magnet school. It is the first K-5 magnet school in Alameda Unified. From 2012-2014, the teaching staff and administration at Maya Lin School received 90 hours of training in Integrated Learning through the Alameda County Office of Education. This is a requirement for all teaching staff at Maya Lin School. This training provided common professional development in integrating the arts into the curriculum to support academic learning. This integrated, inquiry based academic curriculum is the core of our magnet school program. The design of our program is based on Project Zero, a research project from Harvard University, and the work of Lois Hetland and the Studio Habits of Mind – SHoM. Teachers use components from the Teaching for Understanding Framework to develop integrated units focused on grade level curriculum. This curriculum also aligns with the objectives of the new Common Core.

During the 2014-2015 school year, staff developed an instructional practices rubric with the purpose of defining best practices of our arts integration inquiry learning program. This work has also enabled us as a staff to further articulate the instruction and program we provide to our students.

Students at Maya Lin School receive one hour of art instruction a week from our onsite Museum of Children's Arts (MOCHA) teacher. As they develop their art skills, their ability to represent their thinking visually increases. Classroom teachers and the Library Media Center teacher collaborate with the MOCHA artist to support the work of the integrated units. Students use research journals to collect notes/information on their projects and reflect on their learning. Student created rubrics, a Ladder of Feedback and student reflection are all examples of assessments being used to measure student learning.

Maya Lin School Demographics

Demographic Data Percent of School Population

	2012-2013		2013-2014		2014-2015	
Ethnicity	# students	%	# students	%	# students	%
Asian	53	17.7%	56	18.4%	47	16.7%
African American	53	17.7%	43	14.1%	31	11.3%
Hispanic	57	19%	64	21%	59	21%
Filipino	46	15%	43	14.1%	34	12%
Caucasian	68	27.7%	83	27.2%	95	33.8%
Other	23	7.7%	16	5.3%	15	5.3%

Socio Economically Disadvantaged and English Learner Populations

	2012-2013	2013-2014	2014-2015
SED	51%	48%	44%
ELL	42%	34%	29%

Enrollment priority at Maya Lin School is given to siblings and residents in the former Washington School attendance area. We are working closely with Alameda Unified Student Services to monitor our enrollment as our school grows. Our school Reform Coordinator works closely with AUSD Student

Services to ensure enrollment information is disseminated in multiple languages to our community. As a new school, we are interested in determining patterns in enrollment and changing demographics. This demographic information is also important in analyzing our student achievement data and evaluation of our school wide goals.

Alameda Unified Early Literacy Survey Assessment – ELS – End of First Grade

2013-2014	2014-2015
70% Proficient	72.3% Proficient

On the 2013-2014 end of year ELS, the following first grader demographic sub groups scored below the overall school proficiency of 71.7%: African American 45.5 proficient, Hispanic students 56.3% proficient; Filipino and Vietnamese both 50% proficient. We will continue to use the Fountas Pinnell to assess kindergarten, first and second grade students at the end of the year for proficiency in the development of reading skills and comprehension.

Alameda Unified Math Unit Tests

Staff are currently administering the Alameda Unified Math unit tests. These assessments are new this year. They are one measure teachers use to determine progress toward grade level CCSS math goals. Classroom instruction, assignments and teacher made assessments are ongoing, regular measures used by staff to monitor individual student growth and inform instruction.

By the end of the 2015-2016 school year, all students will demonstrate increased academic performance, empowerment and use of academic voice as teachers continue to use the arts and inquiry practices to integrate learning across the curriculum, implement research based CCSS instructional strategies, (IBD, RTI, math multiple methods, Systematic ELD, Bay Sci), analyze incremental formative data from multiple sources to provide strategic differentiated learning support, and continue to collaborate in a strong Professional Learning Community to improve professional practices.

At Maya Lin School, the following efforts support increased student achievement:

- Staff Development, AUSD Teacher Collaboration Days, Site waiver for collaboration
- District-trained CCSS Leadership teams
- Site Leadership team
- Staff Meetings
- AUSD Math Coaches
- AUSD CCSS Professional development days for literacy and math
- Alameda County Office of Education Summer Integrated Learning Institute
- FOSS implementation for Hands-on Science, NGSS integration with ELA
- RTI Strategic Learning Groups for students performing below grade level with a focus on SED and EL students
- Student Study Team and other Specialist meetings
- After school programs (LEAPS, Alameda Arts, Alameda Music Project)
- School wide reading volunteer program
- Title 1 Literacy teacher
- EL para professional to work with families on supporting their child's achievement

- Site data analysis
- Grade level, Grade level loop and Grade level looping cohort meetings ongoing
- Arts integration and inquiry learning focus: School wide use of the Studio Habits of Mind (SHoM)
- Assemblies and field trips to enrich learning

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

Data Analysis

There are currently 79 EL students at Maya Lin School. The four major language groups are Spanish, Vietnamese, Cantonese and Tagalog. To date, 4 EL students have been reclassified this school year. We are monitoring 6 students who were previously reclassified in the past two years. This year small targeted groups of EL students were formed based on CELDT proficiency levels and teacher assessment. The ELD teacher used Leveled Literacy Instruction and Inquiry By Design incorporating specific ELD strategies in order to meet students ELD goals/standards.

ELD students have unique language needs that require specialized instruction and supports. Student progress is reviewed on an ongoing basis to determine program and group adjustment. The beginning of the 2014-2015 school year, the Leveled Literacy program was used with our EL. We are currently transitioning from LLI to Systematic ELD with some of our EL students as staff are trained. We monitor the progress of our EL students in reading, writing, listening and speaking on the CELDT. Our ELD teacher works with classroom teachers to scaffold instruction as necessary for the EL students. Our goal is for students to progress one CELDT level each year.

At Maya Lin School, the following efforts support the English acquisition rate for ELLs:

- Training & implementation for Systematic ELD
- ELD Teacher and para professional
- RTI Strategic Learning Groups
- Integrated ELD in the classroom: differentiation, scaffolding, arts integration and inquiry learning school wide magnet program focus
- After school programs (LEAPS, Alameda Music Project)

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

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. Our school wide magnet focus of arts integration and inquiry learning provides multiple opportunities beyond the traditional learning experience for the EL to demonstrate their understanding and strengthen their academic voice. Professional development will be provided for all teachers to implement Systematic and Integrated ELD.

At Maya Lin School, the following efforts support the implementation of state standards for EL:

- Training and implementation for Systematic ELD (EL Achieve)
- ELD Teacher and para professional
- RTI Strategic Learning Groups
- Integrated ELD in the classroom: differentiation, scaffolding, arts integration and inquiry learning school wide magnet program focus
- After school programs (LEAPS, Alameda Music Project)

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

Data Analysis

Integrating the multiple talents and resources of our families into the school program is part of the mission for Maya Lin School. Engaging families as active partners in the academic and social emotional progress of their children is an ongoing goal. Classroom and school wide communication tools are used to build a strong home-school bridge of information regarding the overall academic/social emotional progress of their child. This year, 98% of families attended the December Parent/Family conferences. Over 30 families attend our Title 1/ELAC Literacy events. Over 65% of Maya Lin families attended the Halloween Haunt and Multicultural Dinner community events. Each morning, there is a morning opening ceremony, and a Spanish and Cantonese translation of the weekly events is provided once each week during this ceremony. This year, we had 30 School Smarts graduates from Maya Lin School.

At Maya Lin School, the following efforts support home to school communication and overall parent/guardian awareness of student progress:

- CAASPP Test Reports mailed home
- Report Cards three times a year
- Parent-Teacher Conferences, in the fall and as needed in the spring
- Translation available for parent meetings
- Homework
- SST (Student Study Team)/IEP (Individualized Education Plans)/504/IIP (Individualized Intervention Plan) Meetings/(Behavioral Intervention Team) Meetings, weekly throughout the year
- PARI (Promotion, Acceleration, Retention, Intervention) process
- Fall Back to School and Kindergarten Information Night
- School Smarts Parent training, including language-specific School Smarts sessions
- Principal/Teacher/PTA Newsletters

- Open House in spring
- School website
- Robocalls, throughout the school year
- ELAC (English Learners Advisory Committee) 4 meetings a year
- SSC (School Site Council), monthly
- Title 1 Annual Parent/Family Meeting and Literacy events
- Title 1 School-Family Agreement and Notification
- Title 1 and ELL Summer School
- PTA meetings/ events, monthly
- Climate Meetings, as needed throughout the year
- Parent Volunteers: classrooms, cafeteria, chaperones, garden/science
- ELL (English Language Learner) Parent Survey in multiple languages
- ELD (English Language Development) Redesignation certificates end of the year recognition
- Attendance/SART and Awards, throughout the year
- Lifeskill Compliments

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 Learner Advisory Committee) 4 meetings a year
- Back to School Night in the fall
- Title 1 Annual Parent/Family meeting and Literacy events
- Open House (in the spring)
- School Smarts Parent training (in winter)
- PTA, monthly
- PTA Movie and Game Nights
- Halloween Haunt, Multicultural Dinner and Science Maker's Fair
- Safe Routes to School (Walk n' Roll), monthly
- Lifeskill compliments
- Field Trips
- ELD (English Language Development) Redesignation certificates end of the year recognition
- Translation of key documents/reports and translators at school events
- Attendance Awards, throughout the year
- Fifth Grade Promotion
- Book Fair - fall
- 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
- provide students with access to the required basic services
- educate students using Common Core strategies (ie: 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.

If:

- we continue to implement an inquiry based integrated arts program

then:

- we will engage all learners and 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/>

Maya Lin 2013-14 SARC: <http://www.doc-tracking.com/screenshots/Serve/4550/2014/MayaLinElementarySchool.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,	AUGUST 2015 THROUGH JUNE 2016
	X	X						MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS	X				X	X		N/A	PRINCIPAL, OFFICE STAFF, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
	X	X						SOCIAL EMOTIONAL SUPPORT SCHOOL COUNSELOR AND INTERNS	X				X			MAGNET SCHOOL FUNDS 56,000	STAFF,COUNSELOR, PRINCIPAL	AUGUST 2015 THROUGH JUNE 2016
	X	X						LOOPING STRUCTURE SCHOOL WIDE K/1, 2/3, 4/5	X				X			MAGNET SCHOOL FUNDS 60,000	PRINCIPAL,STAFF	AUGUST 2015 THROUGH JUNE 2016
			X	X				PROVIDE CLEAR EXPECTATIONS – PBIS TRAINING SCHOOL BEHAVIOR EXPECTATIONS/SCHOOL WIDE RULES, CLIPBOARD NOTICES, PROOF OF RESPONSIBILITY	X				X			AUSD SUPPORTED PBIS TRAINING	PRINCIPAL, TEACHERS, ALL STAFF, PARENTS	AUGUST 2015 THROUGH JUNE 2016
			X	X				PROVIDE SAFE, INCLUSIVE SCHOOL ENVIRONMENT & CHARACTER EDUCATION – CLASSROOM COMMUNITY MEETINGS, MINDFULNESS EDCUATION, LIFESKILL AWARDS, PEACEMAKERS PROGRAM, SOUL SHOPPE, DAILY OPENING CEREMONY	X				X			PTA - 1500 SOUL SHOPPE PEACEMAKERS	PRINCIPAL, TEACHERS, ALL STAFF	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				BEHAVIOR INTERVENTION SUPPORT – PBIS IMPLEMENTATION, ON-SITE COUNSELING, FRIENDSHIP GROUPS	X				X			AUSD SUPPORTED PBIS TRAINING	PRINCIPAL, TEACHERS, PSYCH, PSYCH INTERN	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - STUDENT LEADERSHIP, CROSS GRADE LEVEL BUDDIES, PEACEMAKER PROGRAM, GO GREEN AND PLAYGROUND EQUIPMENT MONITORS,LEAPS	X				X			N/A	PRINCIPAL,STAFF,STU DENTS, PTA ,VOLUNTEERS,LEAPS STAFF	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				SCHOOL ACTIVITIES AND EVENTS - MULTICULTURAL NIGHT, HALLOWEEN HAUNT, PTA MOVIE/GAME NIGHT, TALENT SHOW, SCIENCE MAKER’S FAIR, GARDEN COORDINATOR, ASSEMBLIES, TITLE 1/ELAC LITERACY EVENTS	X							PTA GARDEN CORDINATOR - 9800	PRINCIPAL,STAFF, PTA, VOLUNTEERS	AUGUST 2015 THROUGH JUNE 2016
								WEEKLY ART AND SPANISH INSTRUCTION K-5	X				X			MAGNET SCHOOL FUNDS 84,000	PRINICPAL,MOCHA ARTIST,STAFF	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 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 (CELDT) growth target 2.8 Annual Measurable Achievement Objective (AMAO) 2: % of students demonstrating proficiency on CELDT Need: Increase performance on indicators of college and career readiness 2.9 a-g Completion: % of graduating seniors completing UC ‘a-g’ requirements 2.10 Early Assessment Program (EAP): % of 11 th grade students demonstrating college readiness on EAP in Math and English 2.11 Advanced Placement (AP) Exam Pass Rate: % of AP Exams taken with a score of 3 or more 2.12 College-level coursework: % of students enrolling in an AP or college course Need: Implementation of State Standards for English Learners (ELs) 2.13 English Learner Access to Common Core State Standards (CCSS): % of ELs accessing CCSS state standards in setting with English-only peers 2.14 English Language Development (ELD) Standard Implementation: % of ELs receiving appropriate designated ELD instruction aligned to ELD Standards	X	X	X	X		X	X	X					X	X	PROFESSIONAL DEVELOPMENT & COLLABORATION FOR CCSS, SYSTEMATIC ELD, MATH, IBD, BAYSCI, RTI: STAFF MEETINGS AND COLLABORATION ARTS INTEGRATED LEARNING – ACOE SUMMER INSTITUTE, TEACHER HOURLY FOR INTEGRATED LEARNING SCOPE AND SEQUENCE DEVELOPMENT	X	X			X	X	X	TITLE 1 LITERACY TEACHER 79,200 LCFF SUP 11,800 MAGNET SCHOOL FUNDS MOCHA 54,000 ACOE PD – 3,000; TEACHER HOURLY 15,840 MAGNET FUNDS	PRINCIPAL, AUSD LEADERS, SITE LEADERSHIP TEAMS, TEACHERS, COACHES	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	READING AND MATH DIFFERENTIATION (IE: SYSTEMATIC & INTEGRATED ELD, RTI, MATH COACHES, AUSD CCSS TRAINING, GRADE LEVEL LOOPING, CLASS SIZE 25 – 1: 4 TH /5 TH)	X	X				X	X	TITLE 1 LITERACY TEACHER 79,200 LCFF SUP 11,800 MAGNET SCHOOL FUNDS .50 ELD TEACHER- 40,000	PRINCIPAL, TEACHERS, TITLE 1 AND ELD TEACHERS,AUSD MATH COACHES	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	READING AND MATH INTERVENTION (RTI READING GROUPS, EL SUPPORT, LEAPS)	X	X			X		X	TITLE 1 LITERACY TEACHER 79,200 LCFF SUP 11,800 MAGNET SCHOOL FUNDS .50 ELD TEACHER- 40,000 LCFF PARA PROFESSIONAL- 13, 300	PRINCIPAL, TEACHERS, TITLE 1 AND ELD TEACHERS,AUSD MATH COACHES	SEPTEMBER 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE; CHROME BOOKS	X	X			X			AUSD PROVIDED CHORME BOOKS	PRINCIPAL, TEACHERS, MEDIA CENTER SPECIALIST	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	PROVIDE INSTRUCTIONAL MATERIALS FOR COMMON CORE, INTEGRATED ARTS LEARNING	X	X			X			DISCRETIONARY – 5,000 AUSD	PRINCIPAL, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	PROVIDE BOOKS/ADDITIONAL TEXT FOR COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)	X		X		X			DISCRETIONARY – 5,000	PRINCIPAL, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	ELD COACHING AND SUPPORT FOR SYSTEMATIC ELD IMPLEMENTATION			X					DISTRICT PROVIDED	PRINCIPAL, ELD COACH, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	ELD PARAPROFESSIONAL SUPPORT FOR SYSTEMATIC ELD			X			X		LCFF 13,300	PRINCIPAL, ELD COACH, PARA	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	INDIVIDUALIZED INTERVENTION PLANS, STUDENT STUDY TEAM & BEHAVIOR INTERVENTION TEAM PROCESSES FOR STRUGGLING AND AT-RISK STUDENTS	X				X	X	X	TITLE 1 LITERACY TEACHER 79,200 LCFF SUP 11,800 MAGNET SCHOOL FUNDS .50 ELD TEACHER – 40,000	PRINCIPAL, PSYCH., RESOURCE SPECIALIST, TEACHERS, TITLE 1 AND ELD TEACHERS	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, PARENT-TEACHER CONFERENCES, CAASPP & CELDT TEST SCORES SENT HOME, PARENT NEWSLETTERS, PHONE CALLS, EMAILS, TRANSLATORS WHEN NEEDED, TRANSLATIONS OF SCHOOL NEWSLETTERS	X							PTA OR MAGNET FUNDS FOR TRANSLATION COSTS	PRINCIPAL,OFFICE STAFF,TEACHERS	AUGUST 2015 THROUGH JUNE 2016
		X				PARENT OUTREACH FOR INVOLVEMENT – PTA, ROOM PARENTS, NEWSLETTERS , EMAILS FOR SCHOOL/CLASS EVENTS, ACTIVITIES (IE: FIELD TRIPS, FIELD DAY)	X							PTA SUPPORTED CHILDCARE AND DINNER	PRINCIPAL,OFFICE STAFF,TEACHERS,PTA	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., TITLE 1, ELD TEACHERS,COUNSELOR OTHER AUSD SPECIALISTS	AUGUST 2015 THROUGH JUNE 2016
	X	X				ELAC/DELAC TO INFORM & SUPPORT ENGLISH LEARNER FAMILIES			X					N/A	PRINCIPAL, PSYCH., TITLE 1, ELD TEACHERS	OCTOBER 2015 THROUGH MAY 2016
	X	X				SCHOOL SITE COUNCIL FOR COMMUNITY-BASED SCHOOL DECISION-MAKING	X							N/A	PRINCIPAL, SSC MEMBERS	SEPTEMBER 2015 THROUGH JUNE 2016
	X	X				PARENT EDUCATION OPPORTUNITIES – SCHOOL SMARTS, MOCHA NIGHT, MATH UNIVERSITY, LITERACY EVENTS, PTA EVENTS	X							PTA SUPPORTED CHILDCARE AUSD SCHOOL SMARTS SUPPORT	PRINCIPAL,TITLE 1, PTA	SEPTEMBER 2015 THROUGH JUNE 2016
		X				FAMILY ENGAGEMENT OPPORTUNITIES –OPEN HOUSE, BACK TO SCHOOL NIGHT, HALLOWEEN HAUNT, MULTICULTURAL DINNER, SCIENCE MAKER’S FAIR, ART SHOW, MUSIC CONCERTS, BOOK FAIR, WALK-AND-ROLL, WALK-A-THON, PTA MOVIE/GAME NIGHTS	X							PTA 1,000	PRINCIPAL,TEACHERS, PTA	AUGUST 2015 THROUGH JUNE 2016

Maya Lin Elementary Budget Packet

Budget Summary

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	Unbudg eted Balance	C137 Check
0001	Discretionary	\$ 29,596	\$ 840	\$ 4,265	\$ 1,913	\$ 12,778	\$ 9,800	\$ 29,596	\$ -	29,596
0002	LCFF Supplemental Grant	\$ 34,235	\$ 10,562	\$ 12,930	\$ 8,109	\$ 2,634	\$ -	\$ 34,235	\$ -	34,235
3010	T1, Part A	\$ 79,200	\$ 64,255	\$	\$ 15,492	\$ -	\$ -	\$ 79,747	\$ (547)	79,747
0002	In Lieu of Title 1	\$ -	\$ -	\$	\$	\$ -	\$ -	\$ -	\$ -	0
1100	Innovative	\$ 322,167	\$ 214,116	\$	\$ 50,451	\$ -	\$ 57,600	\$ 322,167	\$ -	322,167
Grand Total									\$ (547)	465,745
			62%	4%	16%	3%	14%			

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)	\$ 34,235
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$ 79,200
<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	\$ 113,435

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
Judith Goodwin	F	700	E	X				
Lori Bustos	F	700	E			X		
Glenda McDowell	F	700	E		X			
Brian Dodson	M	700	E		X			
Sarah Zegarra	F	299	E		X			
Jessica Reed	F	700	E				X	
Jose Alvarez	M	600	E				X	
Jenna Phillips	F	700	E				X	
Victoria Hefner	F	700	E				X	
Leona Toves	F	302	E				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, the council is predominantly Caucasian. There is one Asian member on the council and no African American members.

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?

The principal meets with the ELAC committee to gain input on the plan. Our ELD teacher, who coordinates site ELAC meetings, works with the principal to include the input of the ELAC committee.

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
 - ☐ School Advisory Committee for State Compensatory Education Programs
 - ☒ English Learner Advisory Committee
 - ☐ Community Advisory Committee for Special Education Programs
 - ☐ Gifted and Talented Education Program Advisory Committee
 - ☐ Other *(list)*
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 4.22.2015.

Attested:

Judith Goodwin
Typed name of school principal

 4.27.15
Signature of school principal Date

Jose Alvarez
Typed name of SSC chairperson

 4-27-15
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.

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.

INSERT SITE-SPECIFIC DESCRIPTION HERE

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. Our school wide magnet program focus of arts integration and inquiry learning allows the GATE student to demonstrate their understanding through the visual arts in numerous classroom based projects. Classroom, Library Media and art staff create projects across the disciplines which provide the GATE student to utilize arts, technology and classroom learning experiences to demonstrate their understanding of a concept.

Title I Schoolwide Program Plan

Ten Required Components

School Site: Maya Lin School

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

Comprehensive Needs Assessment:

- A family survey was sent home in March, 2014 and 79% of families responded. In addition, a student survey was given and all students in grades K-5 participated.
- Family survey results indicate a majority of families believe the school magnet program of arts integration and inquiry learning supports their child's learning. They also believe the educational program in reading and math is meeting the educational needs of their child. Student survey results show that most students feel encouraged and respected by all staff.
- A majority of K-5th grade students believe the RtI reading groups are helping them to learn.
- Student achievement is assessed through classroom assessments, assignments and performances of understanding linked to our integrated units of instruction. District benchmark assessments linked to the new CCSS in ELA and Math are being developed. Upon completion, these measures will be used annually in addition to school wide assessments in math and reading to determine student progress.
- Grade level teams meet for collaboration to review data, review intervention plans, and adjust response to intervention plans to support student achievement.
- A contract waiver is in place to support school wide collaboration time. This time is used to meet whole staff or in grade levels to review and assess instructional practices in our arts integration inquiry learning program and Response to Intervention (RtI) groups
- Physical fitness testing is given in grade 5.

Needs Assessment Results

- On the AUSD Early Literacy Survey, 70.0% of first graders were proficient on the end of the year assessment. In March 2015, 72.3% of first grade students were proficient
- All kindergarten students are individually assessed on the Fountas Pinnell reading assessment
- During the 2014-2015 school year, K-5 teaching staff administered new AUSD Unit tests in math to mark progress towards the CCSS and inform classroom instruction.

CST Results 2013

- 2013 CST results show a significant achievement gap in ELA between Hispanic /African American students and White/Asian.
- In math there is also a significant achievement gap between African American students and White/Asian
- Our two significant subgroups ELL and SED scored significantly below the school
- wide proficiency in ELA

Maya Lin School will focus on the following areas to support the academic needs of our students:

- Support non proficient EL and SED students in English Language Arts through a targeted school wide RtI program. Identified students will receive small group explicit instruction in their identified areas of need.
- Work with the district to implement targeted instructional programs (Leveled Literacy and El Achieve) for qualifying students
- Continue implementation our magnet school program focused on integrated learning using the arts and inquiry to support the academic achievement of all students.

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

The complete plan for supporting student academic progress is outlined in the Record of Agreements in the Single Plan for Student Achievement. Major plan components include:

- Implementation of CCSS best instructional strategies to strengthen student engagement
- Schoolwide RtI program to provide targeted instruction in English Language Arts
- Ongoing professional development in math working with the AUSD provided math coaches
- Schoolwide magnet program structure of grade level looping
- Actively engage students through thinking structures/dialogues to create understanding goals for learning
- Inquiry By Design instructional practices implemented by 4/5th grade, ELD and Title 1 teachers
- Active use of visual thinking strategies to reinforce instruction
- Staff will continue training in arts integration and inquiry learning provided through the Alameda County Office of Education
- Integrated learning units developed using the Teaching for Understanding framework
- Positive school climate supported by school wide Lifeskills and Lifelong Guidelines, Morning Circle and student leadership opportunities
- Implement Positive Behavior Plan Intervention Plan (PBIS) as a Tier 1 School

After School Programs

- LEAPS, one of the Maya Lin after school program serves approximately 85 students with an academic support and enrichment program. This program is contracted out by AUSD to Bay Area Community Resources.
- The Alameda Parks and Recreation Department and Girl's Inc. serve a small number of Maya Lin students in an after school program that is located off site. This program also provides academic support and enrichment activities.
- Alameda Arts serves approximately 35 students through a fee based program focused on arts enrichment activities.
- The Alameda Music Project provides choir enrichment classes two days a week after school for approximately 60 students.

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

The school site, together with the district personnel office, work to ensure that teachers are highly qualified, as defined by NCLB. District office reviews teachers' credentials and files with the site managers and maintains required attestation documents.

COMPONENT 4: PROFESSIONAL DEVELOPMENT

Teachers, administrators and support staff participate in a variety of professional development activities focused on research based practices. The professional development this year at Maya Lin focused on:

- Math coaching at grade K-5 supported by the AUSD math initiative
- Professional development on arts integration and inquiry learning
- AUSD trainings in CCSS, RtI and El Achieve
- Utilization of student data to drive instructional and effective teaching strategies in ELA and Math to support the academic achievement of all students but especially our EL and SED students
- Ongoing discussion and dialogue as a staff on research based practices that support the achievement of students from diverse backgrounds with a wide variety of needs.
- All teachers participate in Grade Level meetings to support student learning through data discussions and intervention plans

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

The school sites, together with the district personnel office, actively recruit and hire teachers who are highly qualified and appropriately credentialed for the position they are assigned to.

COMPONENT 6: PARENT INVOLVEMENT

Communication and collaboration with the community and our families is a component of the magnet program design for Maya Lin School. Our PTA, School Site Council/Title 1 Advisory Group, English Language Arts Advisory Committee (ELAC) and the teacher Leadership Team work collaboratively to plan and organize events aimed at increasing family involvement and strengthening the home school relationship. Activities that support this goal are:

- Families attend Morning Opening each day at 8:20a.m. Lifeskills are acknowledged and student birthdays with each student receiving a card, journal and pencil. A focus Lifeskills for the week and school wide procedures are presented.
- ELAC parent meetings held 4 times throughout the year. These meetings are also learning events for parents on how to help their child develop strong literacy skills.
- Encourage parent/community involvement through parent committees organized through our PTA to support/create school projects and PTA events.
- A bi-weekly newsletter, is sent home on Wednesday and contains a calendar of events, information about community events and guidance on supporting your child's academic success at home.
- Ongoing updates to the school website which include posting the newsletter, updates on the calendar and information on our developing magnet school program.
- Community members are invited and welcomed at PTA and School Site Council meetings that are held monthly, and ELAC meetings that are held four times a year.
- Back to School Night is held in the fall and Open House in the spring.
- Report card conferences are held in December for all students and the spring as necessary to meet with parents/guardians and discuss the academic progress of their child.
- Weekly Student Study Team meetings include the parents/guardians to discuss and problem solve the needs of Maya Lin's most "at risk" students.
- School Smarts Academy supported by the Maya Lin PTA and district provides 7 weeks of instruction for families on supporting their child's success at school. This year, we had 30 graduates from the Maya Lin School Smarts Academy.

COMPONENT 7: TRANSITIONS

- Maya Lin School actively works with the K/1 team, the office staff and student services to make a smooth transition to kindergarten. The K/1 team attends the Kindergarten Information Night and K/1 teachers conduct interviews for incoming students to make appropriate groupings. The principal meets with the families of the on-site Transitional Kindergarten class to provide information on the magnet school program and review the process for enrollment. Our on-site special education preschool classes and staff work with the principal and transitional kindergarten teacher to mainstream students between the two programs.
- LEAPS, Alameda Parks and Recreation and Girl's Inc. provide after school childcare. Academic support, homework assistance and enrichment activities are all part of these programs.
- Maya Lin School works closely with AUSD middle schools to coordinate the transition of our 5th grade students. This includes placement testing and exchange of critical student information. Our 5th graders take part in a promotion ceremony in June supported by the efforts of our 5th grade teachers, PTA and 4th grade parent volunteers.
- Maya Lin Staff works closely with district staff to ensure students eligible for summer school are invited to attend.

COMPONENT 8: TEACHER DECISION-MAKING

The school wide plan must include teachers in decision-making.

- The Maya Lin Leadership Team meets monthly with the principal to plan staff meetings, review the calendar of events, develop the agenda for collaboration meetings and review student data to assess the progress of the school in meeting the goals of the Single School Plan for Student Achievement.
- Maya Lin is a small school. Each staff member, certificated and classified, has a part and is involved in accomplishing and leading the work of the school. These activities include School Site Council, PTA Liaison, ELAC meetings, School Improvement Committees, Community Gardening and Recycling Programs, Technology and Student Intervention and Support (SST, Grade Level Meetings).

COMPONENT 9: SAFETY NET

Maya Lin School has the following safety net components in place to identify and support students in need of academic and/or social emotional assistance:

- Incoming kindergarten students are assessed in a Kindergarten Interview to assess academic and developmental readiness.
- Every new student (beyond kindergarten) is assessed for literacy and math skills within two weeks of their enrollment. Ongoing assessment and progress monitoring occurs throughout the year. Our most “at risk” students are also assessed twice a year using the Fountas Pinnell assessment.
- New students with a primary language other than English are assessed on the CELDT for English Language proficiency before they enter the school in the fall or within the first week of their enrollment date during the year. The CELDT is administered each year to continuing English Learners. This data is monitored closely for progress towards achieving the CCSS for English Learners and eventual reclassification.
- An Individual Intervention Plan (IIP) is developed for every student who performs below grade level standards and is at risk of retention. Families meet with the teacher to discuss the plan. Teachers use on-going assessments to modify lessons and provide in-class intervention (Tier 1 intervention) through differentiated instruction and small group work. In addition, students are grouped 4 days a week for targeted (Tier 2 intervention) intervention in ELA. Finally, some students visit the RSP or SDC program (Tier 3 intervention) as a guest.
- Families of English Learners are pleased with the academic program offered at Maya Lin School and the progress their child is making towards English Language Proficiency. We will continue with the following:
 - o Daily ELD support in the regular classroom
 - o ELD para push-in and pull-out support
 - o ELD teacher push-in and pull-out support
 - o ELAC meetings held regularly throughout the year
 - o Parent Education Nights on homework support
- There is a 60% counselor available on site 2.5 days a week. Counseling interns are on site 2 days a week.
- Students receive extended instruction through the LEAPS after school program. This includes homework help, enrichment, and specific interventions.
- Positive study skills are taught in a variety of ways, including note taking skills, long term projects, school assignment calendars and goal setting/behavior contracts with students. Building positive study habits and routines are reinforced daily through classroom instruction.
- The Student Study Team meets weekly to review the needs of our most “at risk” students. Plans are developed and coordinated with the assistance of the Title 1 Specialists, Counselor, School Psychologist, Special Education staff and the Principal.

COMPONENT 10: COORDINATION AND INTEGRATION

- The Student Study Team meets weekly to discuss students' academic and social needs. Members of the SST include the Principal, Title 1 Literacy teacher, school counselor, School Psychologist, classroom teacher and the parents of the focus student. Follow-up meetings are scheduled to review student progress and ensure program coordination.
- RtI time currently occurs 4 days a week for grades K-5. This time provides small group targeted instruction to students at risk.
- ELD and RSP para support is provided for push-in and pull-out small group intervention.
- Intervention programs and materials are purchased to support Tier 2 and grade level specific interventions. Teachers are encouraged to attend trainings for various intervention/curriculum programs.
- Special Day Class students are mainstreamed into general education classes as appropriate.
- The principal and teachers meet at Grade Level Meetings throughout the year to review student progress toward IIP goals.

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

Revised May 2015

Alameda Unified School District Enrollment and Unduplicated Count

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

Source: CALPADS

LCAP Goal One: Student Engagement

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

2015-16 Target: 76%

1.1A Students with 96% Attendance by Sub Group

Group	2013		2014		January 2015	
	Number of Students	Percentage of Students with 96% Attendance	Number of Students	Percentage of Students with 96% Attendance	Number of Students	Percentage of Students with 96% Attendance
AUSD	7134	75.2%	7130	74.4%	7097	74.7%
ELD	1499	78.9%	1371	79.7%	1384	79.3%
SED	2358	68%	2347	70.2%	2221	69.3%
Foster	3	100%	11	64%		
Special Ed	560	59.6%	2221	61%	570	65.4%
AA	696	62.8%	687	62.5%	652	61.7%
Asian	2783	88.9%	2734	86.9%	2700	86.7%
Filipino	625	78.2%	646	76.7%	634	76.1%
Latino	855	62.1%	931	62.4%	950	63.5%
White	2052	71.8%	1984	71.6%	2019	73.1%
Am In/Al Native	42	52.5%	55	55.6%	68	54.4%
Pac Islander	78	76%	82	74.5%	69	60%

Source: Aeries

1.1B Students With 96% Attendance by School Site

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

Source: Aeries

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

2015-16 Target: 76%

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

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

Source: Aeries

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

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

Source: Aeries

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

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

Source: Aeries

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

Group	Haight (Number of Students)	Haight (Percentage of Students)	Lum (Number of Students)	Lum (Percentage of Students)	Maya Lin (Number of Students)	Maya Lin (Percentage of Students)	Otis (Number of Students)	Otis (Percentage of Students)
All	321	67.3%	403	76.5%	221	67.6%	481	80%
ELD	136	78.6%	130	77.8%	63	77.8%	95	88.8%
SED	192	69.1%	122	70.9%	93	65.5%	73	69.5%
Foster	1	25%	0	NA	1	100%	0	NA
Special Ed	16	64%	32	74.4%	33	68.8%	24	72.7%
504	2	100%	3	75%	0	0	2	28.6%
AA	45	54.2%	46	71.9%	19	47.5%	16	57.1%
Asian	122	81.9%	161	82.6%	38	74.5%	149	88.2%
Filipino	35	67.3%	39	81.3%	28	73.7%	22	73.3%
Latino	62	59.6%	56	58.3%	45	60%	72	76.6%
White	50	64.1%	95	82.6%	81	74.3%	211	79.3%
Am In/Al Native	3	75%	4	100%	6	60%	4	80%
Pac Islander	4	57.1%	2	40%	2	100%	7	87.5%

Source: Aeries

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

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

Source: Aeries

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

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

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

Source: Aeries

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

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

Source: Aeries

1.3 Decrease the % of student suspensions.

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

Source: Data Quest

1.3D Student Suspension Rate by School Site

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

Source: Aeries

1.4 Decrease the % of Student Expulsions

Target 2015-16: .075

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

Source: Data Quest

1.5 Decrease the rate of middle school drop outs.

2015-16 Target .62% Students.

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

Source: Data Quest

1.6 Decrease the 9th Grade Cohort Drop Out Rate.

2015-16 Target: 8.1%

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

Source: Data Quest

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

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

Source: Data Quest

1.7 Increase the 9th Grade Cohort High School Graduation Rate

2013-14 Graduating Cohort

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

Source: Data Quest March 3, 2015

LCAP Goal Two: Student Achievement

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

2.1A CAASPP CST Science: % Proficient and Advanced

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

Source: CDE

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

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

Source: CDE

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

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

Source: CDE

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

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

Source: CDE

2.1B 2014 Science CST Scores

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

2.1 CAHSEE Demographic Analysis Math Three Year Trend

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

2.1 Demographic Analysis CAHSEE Math Three Year Trend.

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

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

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

CAHSEE Demographic Analysis ELA Three Year Trend

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

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

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

Source: Measures

2.3 Local Assessment

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

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

Source: Measures

2.4 Increase API Annual Performance Indicator Baseline to be Established

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

2.6 Increase the % of English Learners Reclassified Annually

School Site	Enrollment Source Data Quest	ELD Enrollment Source Data Quest	% ELD Source Local Calculation	Long Term English Learner (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