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

Paden School

CDS Code:
01-61110-6090120

Date of this revision: April 24, 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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<td>1.1</td>
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(Source: Aeries)</td>
<td>75.5%</td>
<td>76%</td>
<td>76.5%</td>
<td>77%</td>
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<tr>
<td>1.2</td>
<td>Chronic Absenteeism:
% of students with 3 or more unexcused absences
(Source: Aeries)</td>
<td>19.7%</td>
<td>19.2%</td>
<td>18.7%</td>
<td>18.2%</td>
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<tr>
<td rowspan="2">Decrease class time missed due to discipline</td>
<td>1.3</td>
<td>Suspension Rate:
% of students suspended per year
• All Students
• SED
• ELD
• AA
• Spec Ed
(Source: Aeries)</td>
<td>2.78%
4%
1.63%
7%
8%</td>
<td>2.53%
3.5%
1.58%
6.5%
7.5%</td>
<td>2.28%
3.0%
1.53%
6%
7.0%</td>
<td>2.05%
2.5%
1.48%
5.5%
6.5%</td>
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<tr>
<td>1.4</td>
<td>Expulsion Rate:
% of students expelled per year
(Source: Aeries)</td>
<td>0.1%</td>
<td>0.075%</td>
<td>0.050%</td>
<td>.025%</td>
</tr>
<tr>
<td rowspan="3">Improve Completion rates</td>
<td>1.5</td>
<td>Middle School Drop-out Rate:
% of students in given cohort not completing 8th grade
(Source: Data Quest)</td>
<td>0.63%</td>
<td>0.62%</td>
<td>0.61%</td>
<td>0.60%</td>
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<td>1.6</td>
<td>High School Drop-out Rate:
% of students in 9th grade cohort not finishing 12th grade
(Source: Data Quest)</td>
<td>8.6%</td>
<td>8.1%</td>
<td>7.6%</td>
<td>7.1%</td>
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<tr>
<td>1.7</td>
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% of students in 9th grade cohort completing all graduation requirements
(Source: Data Quest)</td>
<td>86%</td>
<td>86.5%</td>
<td>87%</td>
<td>87.5%</td>
</tr>
</table>

Need: Improve attendance rates to maximize learning time

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

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

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

Attendance is critical for the success of all children. As a school, we work with families to ensure they understand the importance of consistent on-time attendance and how it relates to academic, social and emotional success. We use district policies and procedures (Student Attendance Review Team (SART) at the District level, Student Attendance Review Board (SARB) at the school site) to support and enforce on-time daily attendance. Paden School has an attendance rate of 65.7% with 1.9% of students identified as truant. The percent of students identified as truant has dropped precipitously in the last three years from 9.4% to 1.9%. We attribute that change to increased awareness resulting from schoolwide incentive programs and increased focus on attendance in school communications. The overall attendance rate has fluctuated over the last few years but basically remains the same. Next year we will have to make the goal of not missing more than 3 days the whole school year more visible. The distance between perfect attendance and 3 absences may not have been something parents thought about.

We point to the importance of daily attendance through the following:
Paden School Handbook-revised and provided to families yearly
Paden Pelican Newsletter letters from the Principal-biweekly, sent home through email and paper
Announcements at Opening Ceremony-highlighting students with perfect attendance and grade levels with
    improved attendance
PTA, ELAC and SSC meetings
Student Study Team (SST) and Individual Education Plans (IEP) discussions with families
Office/Attendance counsel for families with the health clerk and principal
Student awards/incentives: monthly grade level awards for 98% or improved attendance; trimester perfect
    attendance awards
Student services support (calls, home visitations, letters, SART/SARB)

Need: Decrease interruptions of learning by suspension and expulsion
Metrics: % of students suspended and expelled
Table 1.3: Total and disaggregated suspension data for school and districtwide
Table 1.4: Total and disaggregated expulsion data for school and districtwide- NA
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 K-5 curriculum (Caring School Community, Steps to Respect, Protected Classes Literature Lessons) along with character education to support student citizenship, a positive school climate, and to develop the skills for problem solving and conflict resolution. The rate of suspensions has decreased drastically over the last three years from 5.8% to .6% the first half of this school year. We attribute this change to implementation of Positive Behavior Intervention Systems, including school wide routines and procedures, taught and practiced at every grade level throughout the year. We continue to put additoinal systems in place to support students make good choices before suspension becomes an issue.

Additional Paden efforts include:
PBIS- including School wide Rules and Behavioral Expectations to teach and practice desired behaviors and
    Pelican Awards for following school rules with monthly drawings for students from each grade level
Intervention Team-teachers recommend students struggling; team meets with parents to problem solve,
    set goals, and monitor progress
Lifeskills and Lifelong Guidelines-weekly focus highlighted at Opening Ceremony with connections made to
    specific activities at the school
Fifth Grade Conflict Managers-students apply for the job of working with K-2 students at lunch time to
    solve problems; Psych Intern trains students and meets with them monthly to check in
Kindergarten Buddies, Classroom buddies-building cross-age relationships creates a stronger community
Digital Citizenship contracts-Media Center teacher reviews and has students sign
Service Learning (Go Green Leader/Recycling Monitors), Student Council/Leadership
On-site counseling-teachers or families recommend for counseling with 2 Psych Interns
Assemblies- character education, anti-bully, multi-cultural

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

AUSD Local Control and Accountability Plan (LCAP) 2015-16 Districtwide Goal 2

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

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

Need: Improve student achievement on both state and local assessments

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

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

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

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

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

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

By the end of the 2015-2016 school year, using high-leverage research-based Common Core State Standards (CCSS) instructional strategies designed to find, empower and validate academic voice

(Instruction by Design(IBD), Universal Design for Learning(UDL), Response to Intervention (RTI), Core Six, math multiple methods, Systematic English Language Development (ELD), and BaySci), and through analyzing formative data to provide strategic differentiated learning support, all students will demonstrate increased academic performance.

We have not had statewide testing in English Language Arts and math since 2013; hence there are no comparisons or API/AYP scores. Last year we piloted SBAC and this year third through fifth grade students will be take CAASPP, based on CCSS. Although the state has determined this year's data will not count towards an accountability system, we will receive data on how our students perform and be able to identify areas of need. Statewide Science testing shows a gap between our English Learners/Socioeconomically Disadvantaged (SED) and Asian/White students. A smaller percentage of Paden ELs scored proficient than the district average, 27% compared to 37%. Although a higher percentage of our SED students scored proficient than the district average (43% compared to 35%), it does not compare to the Asian/White students (67% and 84%). This gap supports the need for continued work in comprehension for both ELs and SED, work being done in small group instruction throughout the day. For example, Title 1 and Title 3 staff continue to provide literacy intervention at a separate time for kindergarten through second grade students who do not meet grade level benchmarks.

Data on the Early Literacy Survey (ELS) shows Paden students very close to district performance over the last two years. Overall proficiencies comparing Paden to the District look like this: 84% to 86% in 2013 and 82% to 83% in 2014. January 2015 data shows a significant lag compared to the district but we believe this will disappear by June. Even ELs and SED students have performed within 2-3 percentage points of the district average the last two years. This growth has resulted from focused attention on early literacy skills during small group instruction which has been refined each year to be increasingly targeted. District purchase of Literacy Learning Intervention (LLI) has greatly supported this effort.

Math benchmarks are newly created tests that will be refined over the coming years, formative measures that help teachers identify strengths and weaknesses of students and plan lessons. Paden students in kindergarten and first grade scored similarly to others across the district on the benchmarks. Second graders scored similarly except on the third benchmark where only 49% were proficient compared to 81% of district students. Fourth graders didn't reach the district average on benchmark one (61% compared to 79% of the district) but outscored the district average on the other two benchmarks (59% to 37% and 61% to 30%). 12% more of Paden fifth grades were proficient on benchmark one than the district average, while 8% fewer Paden students scored proficient on the second benchmark and 6% fewer on the third. We have yet to see if the benchmarks are good indicators of how students will perform on CAASPP.

As you can see from the list of activities below we continue to offer many opportunities for all students to meet standards. Paden students demonstrate grade level standards in mathematics. This year we have new unit tests so we do not have district comparisons. The data shows areas of strength and weakness at each grade level which helps teachers identify where they need to provide students additional support.

Paden School Strategies to Improve Student Achievement:
Staff Development (Bay Sci, Writer's Workshop, and Systematic ELD)

Teacher Collaboration Days
District-trained CCSS Leadership teams, train the trainer model (see district initiatives above)
Site Leadership team-lead staff professional development, provide coaching support
Faculty Meetings-one staff meeting a month is set aside for teacher led professional development,
currently we are working on implementing writer's workshop
AUSD Math Coaches
AUSD Summer Math Institute
FOSS implementation for Hands-on Science, NGSS integration with ELA (science notebooking)
RTI Strategic Learning Groups/Platooning/tiered interventions including Literacy Learning Intervention
(LLI), Systematic Instruction in Phonics and Phonemic Awareness (SIPPS), Making Connections, Razz
Kids, Successmaker (SME), and Guided Reading
SST and other Specialist meetings-
Supplemental Educational Services (SES)
Learning Center Model (Full inclusion for Special Education students into general education classrooms;
Special Education teachers providing support to all students who need it, not dependent on having
an IEP.)
Before/after school intervention classes- Razkids before school for 4th/5th graders; SME afterschool for
3nrd-5th
I Can Read, 1:1 volunteers trained by Title 1 teacher to provide coaching to 1st and 2nd graders who
need more support
Site Title 1 Staff including a .8FTE teacher and .8 FTE para providing literacy and ELD support
Grade level data analysis of benchmark data and collaborative planning
Grade-level and cross-grade level study teams

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

English Learners 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. We assess each student three times a
year using ADEPT in order to monitor progress and identify missing skills. Our goal is for students to
progress one CELDT level each year. This year AUSD is providing training and support for teachers to
deliver designated ELD instruction for all English Learners. The few teachers not receiving training this
year will be trained in the fall. Students at those grade levels not recieving training are being instructed
by ELD and Title 1 staff. As we implement designated ELD it will also be important to create a picture of
what integrated ELD would look like across the grade levels. 78% of Paden English Learners increased
their CELDT level in the 2014-2015 school year above the AUSD goal. We re-designated one student as
fluent; these numbers vary according to the population each year and because we have redesignated
many more students in the past and such a high percentage of students are making expected progress
we can accept this number for this year.

Academic achievement data at the school level continues to show that English Learners are not making

the progress needed to meet grade level standards, especially in the area of reading comprehension. For that reason, we have reorganized our SWAP time to be focused on English Language Development (ELD). For the past five years students have been grouped for small group instruction based on literacy needs. Although our SED students have made gains they are not consistent across the community. This year every English Learner at Paden is getting 30-45 minutes a day of designated ELD as required by law. We expect to see the impact of this change in 1st grade ELS scores, where we had 56.3% of English Learners proficient this January compared to 72.8% across the district. Data from June over the last two years shows that by the end of the year our English Learners have caught up and we expect to see the same this year. Our students learn these discreet skills and meet the benchmark. We are looking for the systematic ELD instruction to support growth in reading comprehension so they perform as well as our English only students on CAASPP and on CST Science in 5th grade.

Paden Strategies to support English Learners:
Training & implementation of Systematic ELD
ELD Teacher Coach
RTI Strategic Learning Groups/Platooning

Need: Implementation of State Standards for English Learners (ELs)
Metric: % of ELs accessing CCSS in setting with English-only peers and receiving appropriate designated ELD instruction aligned to ELD standards
Table 2.13: Total and disaggregated ELA and Math course enrollment data for ELs - school and districtwide
Table 2.14: Total and disaggregated ELD enrollment data for ELs – school and districtwide
Analysis

English Learners need access to grade-level core content. We use a variety of strategies to support cognitive development 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 over the next several years.

Paden Examples:
Training & implementation for Systematic ELD (EL Achieve)
ELD Teacher/Coach
RTI Strategic Learning Groups/Platooning/tiered interventions
Integrated ELD in the classroom through differentiation and scaffolding

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

			AUSD Local Control and Accountability Plan (LCAP) 2015-16 Districtwide Goal 3				

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

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

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

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

Analysis

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

Academic Reporting
- CAASPP Test Reports mailed home
- Report Cards three times a year
- Parent-Teacher Conferences, in the fall
- Student-Led Conferences in the spring
- Homework
- ELD (English Language Development) Redesignation Ceremony

Supporting Student Success
- SST (Student Study Team) and IIP (Individualized Intervention Plan) Meetings throughout the year based on student need
- IEP (Individualized Education Plans) and 504 Meetings based on federal compliance
- Intervention Team Meetings monthly
- PARI (Promotion, Acceleration, Retention, Intervention) process

Parent Education and Information Sharing
- Back to School and Kindergarten Information Nights
- School Smarts Parent training, including language-specific School Smarts sessions
- Principal/Teacher/PTA Newsletters and Websites

- Open House Activities in spring
- School marquee and website
- Robocalls throughout the school year
- Title 1 Annual Parent Meeting at flexible times
- School-Family Title 1 Compact
- Parental Involvement Policy
- PTA meetings and Family Fun events, monthly
- Dad's Club
- Common Core Presentations
- Parent Volunteers: classrooms, cafeteria, chaperones, art docent, garden/science
- ELL (English Language Learner) Parent Survey
- Attendance/SART and Awards, throughout the year
- Translation available for parent meetings

Parent Involvement in Decision Making
- ELAC (English Language Advisory Council), monthly
- SSC (School Site Council), monthly

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. The last two years we have had very successful Title 1 evenings by pairing them with a Literacy Event. This year it was a poetry reading. We realize if students are going to perform parents are willing to come listen and learn.

- ELAC (English Language Advisory Council), monthly
- Back to School Night in the fall
- Title 1 Annual Parent Meeting at flexible times
- Open House in the spring
- School Smarts Parent training in the fall
- PTA, monthly
- Dad's Club
- PTA Family Fun Nights monthly
- Safe Routes to School (Walk n' Roll)
- Common Core Presentations
- Life Skills at Opening Ceremony weekly
- Field Trips
- ELD (English Language Development) Re-designation Ceremony
- Multicultural Night
- Attendance Awards throughout the year
- Fifth Grade Promotion
- Book Fairs
- Talent Show
- Assemblies
- Information sent in home languages

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 (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.

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

Paden 2013-14 SARC: http://www.doc-tracking.com/screenshots/Serve/4550/2014/WilliamGPadenElementarySchool.pdf

GOAL 1: STUDENT ENGAGEMENT

GOAL	NEED/METRIC							ACTIONS AND SERVICES	TARGET POPULATION				FUNDING STREAM			EXPENDITURE AMOUNT	PERSONS RESPONSIBLE	IMPLEMENTATION TIMELINE
Eliminate barriers to student success and maximize learning time	1.1	1.2	1.3	1.4	1.5	1.6	1.7		SW	AUD	EL	SED	LCFF BASE	LCFF SUPP	T1	**(DETAIL BY FUNDING STREAM IF MULTIPLE)**		
Need: Improve attendance rates to maximize learning time **1.1 Basic Attendance Rates:** % of students attending school 96% of the year	X	X						**PROMOTE HIGH ATTENDANCE RATE** - SCHOOL HANDBOOK, NEWSLETTERS, ANNOUNCEMENTS, AWARDS	X				X			$8,600 SUPPLIES	PRINCIPAL, OFFICE STAFF, TEACHERS, PTA	AUGUST 2015 THROUGH JUNE 2016
1.2 Chronic Absenteeism: % of students with 3 or more unexcused absences	X	X						**MONITOR AND SUPPORT HIGH ATTENDANCE RATE** - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS	X				X			SEE ABOVE	PRINCIPAL, OFFICE STAFF, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
Need: Decrease interruptions of learning by suspension and expulsion **1.3 Suspension Rate:** % of students suspended per year			X	X				**PROVIDE CLEAR EXPECTATIONS** - SCHOOL BEHAVIOR EXPECTATIONS/CITIZEN AGREEMENTS, DIGITAL CITIZENSHIP, ANTI-BULLY AND BEHAVIOR CONTRACTS	X				X			SEE ABOVE	PRINCIPAL, TEACHERS, ALL STAFF, PARENTS, PSCYH INTERNS	AUGUST 2015 THROUGH JUNE 2016
1.4 Expulsion Rate: % of students expelled per year **Need: Improve rates of completion at Middle and High School** **1.5 Middle School Drop-out Rate:** % of students in given cohort not completing 8th grade			X	X				**PROVIDE SAFE, INCLUSIVE SCHOOL ENVIRONMENT & CHARACTER EDUCATION** - CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, CITIZENSHIP EDUCATION, PADEN PELICAN AWARDS	X				X X		X	$550 SHARE911	PRINCIPAL, TEACHERS, ALL STAFF SHARE 911	AUGUST 2015 THROUGH JUNE 2016
1.6 High School Drop-out Rate: % of students in 9th grade cohort not finishing 12th grade	X	X	X	X				**BEHAVIOR INTERVENTION SUPPORT** - PBIS, INTERVENTION TEAM, ON-SITE COUNSELING/ FRIENDSHIP GROUPS	X				X		X	$3000 INTERN $3000 INTERN	PRINCIPAL, TEACHERS, PSYCH, PSYCH INTERN	AUGUST 2015 THROUGH JUNE 2016
1.7 High School Graduation Rate: % of students in 9th grade cohort completing all graduation requirements	X	X	X	X				**SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES** - STUDENT COUNCIL, EQUIPMENT MANAGERS, CONFLICT MANAGERS, OTHER STUDENTS JOBS, READING BUDDIES	X							PTA	PRINCIPAL, TEACHERS, BOOST STAFF, STUDENTS, PTA	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				**SCHOOL ACTIVITIES AND EVENTS** - MULTICULTURAL NIGHT, ANTI-BULLY ASSEMBLY, ETC.	X							PTA	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 (2.1–2.14)	ACTIONS AND SERVICES	TARGET POPULATION (SW / AUD / EL / SED)	FUNDING STREAM (LCFF BASE / LCFF SUPP / T1)	EXPENDITURE AMOUNT (DETAIL BY FUNDING STREAM IF MULTIPLE)	PERSONS RESPONSIBLE	IMPLEMENTATION TIMELINE
Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)							
Need: Improve student achievement on both state and local assessments **2.1 State Achievement Test:** % of students demonstrating proficiency on California Assessment of Student Performance and Progress (CAASPP) in ELA and Math **2.2 Local Assessment:** % of students demonstrating proficiency by end of 1st grade on Early Literacy Survey (ELS) **2.3 Local Assessment:** % of students demonstrating proficiency on Math Benchmarks by end of year **2.4 Academic Performance Index:** Schoolwide and District API performance **2.5 Career Pathway Completion:** % of students completing Career Technical Education (CTE) pathway	2.1 X, 2.2 X, 2.3 X, 2.4 X, 2.6 X, 2.7 X, 2.8 X, 2.13 X, 2.14 X	**PROFESSIONAL DEVELOPMENT & COLLABORATION** FOR CCSS, SYSTEMATIC ELD, MATH, IBD, BAYSCI, UDL, RTI & TECHNOLOGY	SW X, AUD X	LCFF SUPP X, T1 X	$3,600 SUBS $1,000 TRAVEL	PRINCIPAL, AUSD LEADERS, SITE LEADERSHIP TEAMS, TEACHERS, COACHES	AUGUST 2015 THROUGH JUNE 2016
	2.1 X, 2.2 X, 2.3 X, 2.4 X, 2.6 X, 2.7 X, 2.8 X, 2.13 X, 2.14 X	**READING AND MATH DIFFERENTIATION** (IE: SYSTEMATIC & INTEGRATED ELD, STRATEGIC LEARNING GROUPS/PLATOONING)	SW X	LCFF SUPP X, T1 X	$73,000 T1 TCHR $32,000 PARA	.8 FTE TITLE 1 TCHR .8 TITLE 1 PARA PRINCIPAL, TEACHERS, ELD COACH, , MATH COACHES	AUGUST 2015 THROUGH JUNE 2016
Need: Increase rate of English language acquisition by English Learners (ELs) **2.6 EL Reclassification Rate:** % of English Learners reclassifying to Fluent English Proficient (FEP) **2.7 Annual Measurable Achievement Objective (AMAO) 1:** % of students meeting annual California English Language Development Test (CEDLT) growth target **2.8 Annual Measurable Achievement Objective (AMAO) 2:** % of students demonstrating proficiency on CELDT	2.1 X, 2.2 X, 2.3 X, 2.4 X, 2.6 X, 2.7 X, 2.8 X, 2.13 X, 2.14 X	**READING AND MATH INTERVENTION** (IE: BEFORE/AFTER SCHOOL GROUPS)	SW X	LCFF BASE X, T1 X	$1,077 PARA HRLY TITLE 1 TCHR ABOVE	PRINCIPAL, TEACHERS, .8FTE TITLE 1 TEACHER, PARAPROFESSIONAL	SEPTEMBER 2015 THROUGH JUNE 2016
	2.1 X, 2.2 X, 2.3 X, 2.4 X, 2.6 X, 2.13 X, 2.14 X	**SUCCESSMAKER** FOR READING AND MATH INTERVENTION & ACCELERATION (DURING, BEFORE, AND/OR AFTER SCHOOL)	SW X		SEE PARA HRLY ABOVE	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 11th grade students demonstrating college readiness on EAP in Math and English **2.11 Advanced Placement (AP) Exam Pass Rate:** % of AP Exams taken with a score of 3 or more **2.12 College-level coursework:** % of students enrolling in an AP or college course	2.1 X, 2.2 X, 2.3 X, 2.4 X, 2.6 X, 2.7 X, 2.8 X, 2.13 X, 2.14 X	**INTEGRATE TECHNOLOGY** TO SUPPORT TEACHING FOR COMMON CORE	SW X		DISTRICT PROVIDED MC TEACHERS	PRINCIPAL, TEACHERS, MEDIA CENTER SPECIALIST, TECH. ASSISTANT	AUGUST 2015 THROUGH JUNE 2016
	2.1 X, 2.2 X, 2.3 X, 2.4 X, 2.6 X, 2.7 X, 2.8 X, 2.13 X, 2.14 X	**PROVIDE INSTRUCTIONAL MATERIALS** FOR COMMON CORE	SW X	LCFF BASE X, LCFF BASE X	$8,600 SUPPLIES $10,000 DUPL	PRINCIPAL, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
	2.1 X, 2.2 X, 2.3 X, 2.4 X, 2.6 X, 2.7 X, 2.8 X, 2.13 X, 2.14 X	**PROVIDE BOOKS/ADITIONAL TEXT** FOR COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)	SW X	LCFF BASE X	$1,000 BOOKS	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	2.1 X, 2.2 X, 2.3 X, 2.4 X, 2.6 X, 2.7 X, 2.8 X, 2.13 X, 2.14 X	**ELD COACHING** AND SUPPORT FOR SYSTEMATIC ELD IMPLEMENTATION	AUD X		DISTRICT PROVIDED	PRINCIPAL, ELD COACH, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
	2.1 X, 2.2 X, 2.3 X, 2.4 X, 2.6 X, 2.7 X, 2.8 X, 2.13 X, 2.14 X	**ELD PARAPROFESSIONAL SUPPORT** FOR SYSTEMATIC ELD	AUD X	T1 X	$8,100 PARA	PRINCIPAL, ELD COACH, .2 FTE PARA	AUGUST 2015 THROUGH JUNE 2016
	2.1 X, 2.2 X, 2.3 X, 2.4 X, 2.6 X, 2.7 X, 2.8 X, 2.13 X, 2.14 X	**INDIVIDUALIZED INTERVENTION PLANS, STUDENT STUDY TEAM & BEHAVIOR INTERVENTION TEAM PROCESSES** FOR STRUGGLING AND AT-RISK STUDENTS	SW X			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	PERSONS RESPONSIBLE	IMPLEMENTATION TIMELINE
Support parent/guardian development as knowledgeable partners and effective advocates for student success **Need: Improve home to school communication and overall parent/guardian awareness of student progress** **3.1 Seeking Input:** % of parents/guardians that feel informed about their student's progress in school as reported on parent/guardian survey **Need: Increase parent/guardian participation in educational events** **3.2 Participation:** % of parents/guardians attending non-mandatory educational school events	3.1	3.2					SW	AUD	EL	SED	LCFF BASE	LCFF SUPP	T1	**(DETAIL BY FUNDING STREAM IF MULTIPLE)**		
	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			$8600 SUPPLIES	PRINCIPAL, TEACHERS, PARENT VOLUNTEERS, PTA	AUGUST 2015 THROUGH JUNE 2016
		X				**PARENT OUTREACH FOR INVOLVEMENT** – PTA, ROOM PARENTS, NEWSLETTERS & EMAILS FOR SCHOOL/CLASS EVENTS, ACTIVITIES (IE: FIELD TRIPS)	X							SEE ABOVE	PRINCIPAL, TEACHERS, PTA, ROOM PARENTS	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								PRINCIPAL, PSYCH., RESOURCE SPECIALIST, TEACHERS, OTHER AUSD SPECIALISTS	AUGUST 2015 THROUGH JUNE 2016
	X	X				**ELAC/DELAC** TO INFORM & SUPPORT ENGLISH LEARNER FAMILIES			X						ELD TEACHER, PRINCIPAL	OCTOBER 2015 THROUGH MAY 2016
	X	X				**SCHOOL SITE COUNCIL** FOR COMMUNITY-BASED SCHOOL DECISION-MAKING	X								PRINCIPAL	SEPTEMBER 2015 THROUGH JUNE 2016
		X				**GATE ADVISORY** TO PLAN AND DELIVER INSTRUCTIONAL CHALLENGE OPPORTUNITIES FOR IDENTIFIED GATE AND/OR HIGH ACHIEVING STUDENTS	X							VOLUNTEER	PRINCIPAL, TEACHERS, GATE PARENTS	SEPTEMBER 2015 THROUGH JUNE 2016
	X	X				**PARENT EDUCATION OPPORTUNITIES** – SCHOOL SMARTS, PARENT MATH UNIVERSITY, CCSS NIGHT, SAFETY INFO NIGHT, PTA EVENTS	X								PRINCIPAL, TEACHERS, PTA	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								PRINCIPAL, TEACHERS, PTA	AUGUST 2015 THROUGH JUNE 2016

Paden Elementary Budget Packet

Resource	Program	B3 15-16	C112 Certificated Salaries Object 1xxx	C113 Classified Salaries Object 2xxx	C114 Benefits Object 3xxx	C122 Supplies Object 4xxx	C135 Services Object 5xxx	Total Budgeted	Unbudgeted Balance	C137 Check
0001	Discretionary	$ 29,227	$ 6,844	$	$ 1,065	$ 9,618	$ 11,700	$ 29,227	$	29,227
0002	LCFF Supplemental Grant	$ 37,105	$	$ 28,000	$ 12,659	$	$	$ 40,659	$ (3,554)	40,659
3010	T1, Part A	$ 82,200	$ 66,762	$	$ 15,443	$	$	$ 82,205	$ (5)	82,205
0002	In Lieu of Title 1 Innovative	$	$	$	$	$	$	$	$	0
	Grand Total	**$ 148,532**	**$ 73,606**	**$ 28,000**	**$ 29,167**	**$ 9,618**	**$ 11,700**	**$ 152,091**	**$ (3,559)**	**152,091**
			50%	19%	20%	6%	8%			

Budget Summary

Form C: Programs Included in this Plan

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

State/Federal Programs	**Allocation**
☐ LCFF Supplemental Funding (0002)	$ 37,105
☐ Title I, Part A: Schoolwide Program <u>Purpose</u>: Upgrade the entire educational program of eligible schools in high poverty areas	$ 82,200
☐ Title I, Part A: Targeted Assistance Program <u>Purpose</u>: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 0
☐ Title I, Part A: Program Improvement <u>Purpose</u>: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	$ 0
☐ Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u>: Improve and increase the number of highly qualified teachers and principals	$ 0
☐ Title II, Part D: Enhancing Education Through Technology <u>Purpose</u>: Support professional development and the use of technology	$ 0
☐ Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u>: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$ 0
☐ Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u>: Support learning environments that promote academic achievement	$ 0
☐ Title V: Innovative Programs <u>Purpose</u>: Support educational improvement, library, media, and at-risk students	$ 0
☐ Other Federal Funds (list and describe[1])	$ 0
Total amount of state and federal categorical funds allocated to this school	$ 119,305

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[1] For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ * Ethnicity	Primary Language	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tim Velasco	M	W	E				X	
Teresa Casco	F	W	E				X	
Jorge Gomez	M	H	Sp				X	
Veronica Miramontes	F	H	Sp				X	
Lisa Cuenca	F	Ph	E				X	
Lily Bianchi	F	W	E		X			
Marcia Gill	F	W	E		X			
Kelli Patterson	F	W	E		X			
Suki Mozenter	F	W	E			X		
Katherine Barr	F	W	E	X				
#s of members of each category				1	3	1	5	

See race/ethnicity codes

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

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

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

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, GATE Advisory, PTA and Leadership in our SSC. When recruiting nominees for parent representation, we actively sought parents from different stakeholder groups. The composition changes depending on parent availability.

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?

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

RECOMMENDATIONS AND ASSURANCES

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

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

2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.

3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan *(Check those that apply)*:

*   ____ School Advisory Committee for State Compensatory Education Programs

*   ✓ English Learner Advisory Committee

*   ____ Community Advisory Committee for Special Education Programs

*   ____ Gifted and Talented Education Program Advisory Committee

*   ____ Other *(list)*

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

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

6. This school plan was adopted by the school site council on: _*March 19, 2015*_ .

Attested:

Katherine Barr
Typed name of school principal

Kelli Patterson
Typed name of SSC chairperson

_____   3/19/15
Signature of school principal   Date

Kelli Pattun   3/19/15
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 need Tier 3 interventions. This is a proactive measure for intervention and to decrease the number of students referred for Special Education assessments. Support for students is provided in small groups by general education and special education teachers as well as trained paraprofessionals. Students are identified by multiple measures, and services focus on the development of foundational skills.

Our K-2 special education teacher creates instructional groups for the students on her caseload. She then works with the general education teachers to see if there are other students who need the foundational reading and math skills as well as social skills training happening in that classroom. AUSD Teachers on Special Assignment support the SPED teacher with curriculum and assessments. The staff monitor student progress and discuss it at SST and IIP meetings to determine if the remediation is having the expected impact. If students are not making progress in this small group it tells us that assessment is probably needed so that additional time can be provided.

Our 3rd-5th grade special education teacher provides Tier 3 interventions in English language arts (ELA)and math. He is an integral part of the math platooning at grades four and five, teaching Math Triumphs to students who are two years behind their peers. All the teachers meet weekly to plan and monitor student progress. All students take the district benchmarks so teachers can see what they know and are able to do and respond accordingly. He also provides Language! to students who are behind in ELA. Our goal is always to move students out of the intensive groups as soon as possible.

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

At Paden 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. We also have an active parent community who often provide enrichment opportunities to high achieving students after school.

Title I Schoolwide Program Plan
Ten Required Components

School Site: Paden Elementary School

COMPONENT 1: COMPREHENSIVE NEEDS ASSESSMENT

- *The English Language Advisory Group meets regularly throughout the year and provides feedback on how their children are doing and needs still to be met. This information goes to the staff and to SSC when appropriate.*
- *School Site Council meets monthly to monitor the Single School Plan, to problem solve issues that arise in the community and to provide input on possible initiatives.*
- *PTA also meets monthly. In these meetings issues often surface that come back to one of the advisory councils or to staff.*
- *Student achievement is assessed annually through multiple measures at the district level (benchmark assessments in English Language Arts (ELA) and math) and state level (Smarter Balanced Assessment (SBAC) as well as California Standards Test (CST) in science. This data is reviewed by staff and SSC. Data is presented to PTA. Next year we will have baseline data from SBAC that will inform staff how well students are moving towards Common Core State Standards (CCSS). This new information will require additional time for analysis and determining next steps.*
- *Grade level teams meet in Grade Level Study Teams for grade level collaboration to review student progress by looking at student work and benchmark data. Teams develop intervention plans and then monitor student progress throughout the year.*
- *Physical fitness testing is given in grade 5. Results improved last year so we will continue to help students set goals and to provide them feedback throughout the year on progress towards the goal. We will also continue to pretest in the winter and send that data home to families as a way to connect with parents and to get them on board with the goals we have for student fitness.*
- *Needs Assessment Results:*
- *We piloted SBAC last year. We know that across the nation approximately 33% of students were proficient in reading and math. We did not receive results from the pilot. The ELA and math benchmarks, based on the newly implemented CCSS, provided some information to teachers but it informed the district wide system more than giving results on specific strengths and weaknesses in a class. Teachers reviewed the data and learned what they could by identifying specific standards where students needed more time or different instruction.*
- *An achievement gap is notably evident in language arts between Hispanic/African American and White/Asian as well as between English Learners and non-English Learners. This gap persists as seen on local assessments and student work. We will begin implementing Systematic English Language Development (ELD) this spring as teachers receive the training. During the first part of the year Title 1 and ELD staff have been providing designated ELD to students.*
- *Using additional resources for English Learners made it feel like we did not have enough support for literacy. We will monitor the CELDT and SBAC scores over the next sevearl years in order to determine if this was the best use of resources, realzing that all English Learners must recieve both integrated and designated ELD daily.*

COMPENENT 2: SCHOOLWIDE REFORM STRATEGIES

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

Language Arts: All TK-2nd grade teachers continue to use parts of Houghton Mifflin Reading as the core of their ELA instruction as we identify and purchase additional materials aligned with CCSS. This core program is supplemented with other research based programs such as-Lucy Calkins' Units of Study, Step Up to Writing, Great Books and Guided Reading. Since our 3rd grade teachers were trained this year, all 3rd- 5th grade teachers use Instruction By Design (IBD) as the process and materials for ELA instruction and supplement with the resources listed above. The District provides professional development and ongoing coaching for teachers in IBD.

During the '08-'09 school year different grade levels experimented with swapping students for tiered intervention for differing periods of time. Currently all grade levels participate in a school wide tiered intervention that we call SWAP (Switching With A Purpose). HIstorically we've provided a mixture of enrichment and Tier 2 and Tier 3 intervention using the following research based programs: Literacy Learning Intervention (LLI), Systematic Instruction in Phonics and Phonemic Awareness (SIPPS), Quick Reads, Making Connections, Language! and Guided Reading. In light of the data showing our English Learners have not made the gains expected we changed the major focus and are providing designated English Language Development during this time. Every English Learner at Paden is recieving 30-45 minutes of designated ELD four times a week. In addition we are able to provide LLI in 1st-3rd grades and several SIPPS groups. Our English Learners are making good progress this year on internal measures and we continue to monitor their progress to look for trends over time. Students who are proficient are accelerated with enriched curriculum during this time.

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

In the '07-'08 school year we adopted Everyday Counts Math as a school wide supplement to the Harcourt Brace math program. Staff continue to implement this program that supports students' math fluency and long term retention of concepts.

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

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

COMPONENT 4: PROFESSIONAL DEVELOPMENT

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

- *Implementation of Common Core State Standards (CCSS) continues to be the focus of the majority of professional development this year. The Instructional Leadership Team provided professional development monthly at a staff meeting and offered support monthly during a Wednesday early release day. The majority of the time was spent on implementing Lucy Calkins' Units of Study, a writer's workshop curriculum aligned to the CCSS writing types. Some of our staff meeting time has been focused on sharing student writing and beginning to calibrate on scoring. Four staff were trained at Newark this summer and they have been leading this work. We look forward to having the remaining staff trained soon.*

- *Teachers worked with math coaches weekly.*

- *They Bay Sci teacher supports other staff in implementing FOSS and using science as the content for literacy instruction.*

- *ASUD offered our school Positive Behavior and Intervention Systems (PBIS) training last year. The Intervention Team is taking the Year 2 training and meeting montly to support implementation. We believe improved school climate and lowered suspension rates are a result of this implementation.*

- *The Title 1 teacher and principal attended Universal Design for Learning (UDL) training provided by AUSD. We look forward to the coaching support needed to make this information available to classroom teachers who are implementing Tier 1 support to all students. With the time to plan collaboratively this could be a powerful force to improve instruction.*

- *The focus of our professional development in 2015-2016 will continue to be CCSS and to use what we've learned through PBIS to refine the systems already in place.*

- *In addition, the remaining four staff will receive training in designated English Language Development. We know that we also need to develop a clear picture of what integrated ELD looks like so students are supported throughout their day.*

- *We continue to seek outside partners to provide teachers support focused on infusing arts education in the classroom. PTA and our families support this initiative.*

- *All teachers participate in Grade Level Study Teams to support student learning through data discussions and intervention planning.*

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

- *The school site, together with the district personnel office, actively recruits and hires teachers who are highly qualified, as defined by NCLB. One hundred percent of Paden's teachers are highly qualified and have CLAD or CLAD alternative certification.*

COMPONENT 6: PARENT INVOLVEMENT

The Paden School staff, PTA, School Site Council and English Learner Advisory Committee all work collaboratively to provide the following activities designed to strengthen the home-

school relationship and ensure that all parent voices are heard and supported through the following activities.

- *Families attend Morning Ceremony each day at 8:20. Life skill acknowledgements, birthdays, awards for basic facts and attendance, and parent acknowledgements are given. The pledge and a song or dance is done to build school community.*
- *PTA and SSC conduct open meetings each month. Both meetings include time for comments from the public. SSC agendas are posted 72 hours in advance.*
- *ELAC meets three times a year. These meetings include ample time for parents/guardians to voice concerns and ask questions as well as professional development to support parent participation in their child's education.*
- *Working with California PTA, we offer School Smarts Academy each year to help parents understand how to advocate for their children as active members of the school community, with translators for speakers of other languages. This year AUSD sponsored Vietnamese and Tagalog School Smarts Academies.*
- *We send 'Wednesday Notes' home every other week, including a letter from the principal, announcements from the district, upcoming calendar of events, and general information. Flyers from a variety of sources go home each week.*
- *Parents and guardians help organize an ice cream social and monthly Family Fun Nights. These special events are attended by hundreds of participants.*
- *Teachers and parents work together to support Back to School Night, Open House, Multi-Cultural Night, and music/performance nights.*
- *Student Study Team meetings are held as needed (weekly) to engage family members as part of the team creating the most effective support systems for their children, academically and socially.*
- *Individual report card conferences are held each fall for families to meet with teachers and discuss their child's progress. Student led conferences are held each spring for families to witness student work and growth for the school year.*

COMPONENT 7: TRANSITIONS

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

COMPONENT 8: TEACHER DECISION-MAKING

- *Paden School is designed with grade level teams for on-going collaboration. Collaboration is organized by grade level and each team meets with the Title 1 teacher, English language development (ELD) teacher, resource teacher and the principal every trimester to monitor student progress and adjust SWAP groups and curriculum as needed.*

- *Every teacher assumes various leadership roles at the school in 'Share the Wealth'. Each year teachers sign up for various committees and are elected to some positions. Last year we learned the importance of having one or two teams focused on the most important work. Our Intervention and Instructional Leadership Teams have organized the work and professional development this year and will continue to do so next year.*

- *Teachers work as a group to review and update our 'Theory of Action' for continuous improvement as documented in the Single School Plan.*

COMPONENT 9: SAFETY NET

Paden School has a pro-active set of components to ensure the success of all students with either academic and/or social skill deficits. The following are part of the school's safety net:

Academic: We will continue with the following:

- *Incoming K students are screened in May in a K interview to assess academic and developmental readiness.*

- *All students (grades K-5) are assessed in the first two weeks of enrollment to determine areas of strength/need. These include, but are not limited to sight words, fluency, and math. On-going assessment and progress monitoring occurs throughout the year.*

- *New students with a primary language other than English are assessed on the CELDT for English Language proficiency before they enter school in the fall or shortly after their enrollment date during the year. Students are reassessed on CELDT on a yearly basis. Staff provides instruction based on students' proficiency level on the ADEPT and administers this assessment 3 times a year to monitor progress.*

- *An Individual Intervention Plan (IIP) is developed for every student who performs below benchmark, is at risk of retention, and scores 2.5 or lower on multiple measures. Families meet with the teacher to discuss the plan. Teachers use on-going assessments to modify lessons and provide in-class intervention (tier 1 intervention) through differentiated instruction and small group work. In addition, students who need it receive Tier 3 targeted intervention in ELA, spending time in the Learning Center (tier 3 intervention) as a guest.*

- *Interventions are intensive, flexible, and research based instructional programs. These programs include Literacy Learning Intervention, SIPPS, Making Connections and Language!*

- *Alameda Education Foundation sponsors after school enrichment classes for students in grades K-5.*

- *Positive study skills are taught in a variety of ways, including note taking skills, long term projects, school assignment calendars and goal setting/behavior contracts with students.*

English Learners: English Learners comprise 30% of our total school population. We will continue with the following:

- Daily ELD instruction based on ADEPT proficiency levels.

- ELD para push-in and pull-out support.

- CBET class and School Smart Academy for new EL families to learn about US schools and how to help their children with school.

- ELAC parent meetings held regularly throughout the school year.

Social: After a Comprehensive Needs Assessment, we made changes in the work we doing on school climate so that students would feel safe and respected by their fellow students. We will:

- Implement AUSD curriculum that supports anti-bullying techniques and strategies.
- Implement Positive Behavior Intervention Systems including schoolwide behavioral expectations, specific rule and a reward system.
- Utilize class meetings as prescribed in the Caring Schools Community curriculum.
- Students in need of support to develop positive relationships with peers, process difficult life challenges, learn to control anger, or develop greater self-confidence are offered services from our second year psych intern. Referrals are based on teacher and administrative input.
- When appropriate, an individual contract is developed with the parent, student and teacher. The contract will have goals for the child and include a home/school component.
- Responsible older students assist with student jobs. These include student council, greeter at the curb, rainy day monitor, lunchroom monitor and play structure monitor.
- A school resource officer is available to help students resolve conflicts and understand the consequences of their actions at and beyond school.

COMPONENT 10: COORDINATION AND INTEGRATION

- Intervention Team, met monthly to look at academic and social interventions across the site. Student Study Team meetings as needed to discuss students' academic and social needs, develop academic and social interventions and monitor student progress.
- SWAP (Switching With A Purpose) currently occurs 4 days a week for grades K-5 coordinated by ELD Teacher and the Title 1 Teacher and supported by the Title 1 and ELD paras.
- Learning Center was implemented this year with the goal of having every child in the Least Restrictive Environment (LRE). Special Day Class students have seats on general education teachers rosters as appropriate. Resource and full inclusion paraprofessionals provide in class support to students.

- *Staff provides before and/or after school support to targeted students.*
- *Programs and materials are purchased to support Tier 2 and Tier 3 interventions. Teachers are encouraged to attend trainings and to collaborate for various intervention/curriculum programs.*
- *The principal and teachers attended PBIS and ILT training. The Instructional Leadership Team attended AUSD provided training. Training is brought back to staff through monthly staff meetings designated for professional development.*
- *The principal and teachers meet every trimester in Grade Level Study teams to review student progress towards IIP goals and state standards.*

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

Source: Aeries

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

2015-16 Target: 76%

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

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

Source: Aeries

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

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

Source: Aeries

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

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

Source: Aeries

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

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

Source: Aeries

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

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

Source: Aeries

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

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

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

Source: Aeries

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

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

Source: Aeries

1.3 Decrease the % of student suspensions.

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

Source: Data Quest

1.3D Student Suspension Rate by School Site

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

Source: Aeries

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

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

Source: Data Quest

1.5 Decrease the rate of middle school drop outs.

2015-16 Target .62% Students.

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

Source: Data Quest

1.6 Decrease the 9th Grade Cohort Drop Out Rate.

2015-16 Target: 8.1%

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

Source: Data Quest

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

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

Source: Data Quest

1.7 Increase the 9th Grade Cohort High School Graduation Rate

2013-14 Graduating Cohort

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

Source: Data Quest March 3, 2015

LCAP Goal Two: Student Achievement

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

2.1A CAASPP CST Science: % Proficient and Advanced

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

Source: CDE

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

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

Source: CDE

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

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

Source: CDE

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

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

Source: CDE

2.1B 2014 Science CST Scores

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

2.1 CAHSEE Demographic Analysis Math Three Year Trend

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

2.1 Demographic Analysis CAHSEE Math Three Year Trend.

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

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

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

CAHSEE Demographic Analysis ELA Three Year Trend

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

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

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

Source: Measures

2.3 Local Assessment

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

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

Source: Measures

2.4 Increase API Annual Performance Indicator
Baseline to be Established

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

2.6 Increase the % of English Learners Reclassified Annually

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

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

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

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

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

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

Source: Title III Accountability Report CDE

AUSD English Learner Data March 2015 (Reference Data)

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

College and Career Readiness

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

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

2.10 Early Assessment Program

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

2015-16: New baseline to be established through CAASPP

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

2.11 Advanced Placement Exam Passing Rate

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

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

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

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

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

Source: Aeries and CALPADS Enrollment Primary Status by Subgroup.

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

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

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

2014-15	36%	Paden, Haight, HS, MS

LCAP Goal Three: Parent/Guardian Engagement

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

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

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

2015-16: Baseline to be Established

LCAP Goal Four: Basic Services

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

2014-15	98.6%

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

2014-15	98%

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

2014-15	99%

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

2014-15	100% Compliant

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

Languages of the Alameda Unified School District- Non Metric

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

Eight Major Languages Spoken by English Learners

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

Other Languages with at Least 10 English Learners

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