

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

Ruby Bridges Elementary School

CDS Code:
01611190111765

Date of this revision: MARCH 4, 2015

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

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Alameda Unified School District

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

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LCAP Goals

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

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

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

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

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

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

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

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

Data Analysis in relation to LCAP Goals

- *Guiding questions for each LCAP Goal area:*

- *What trends are observable in your site's data?*
- *For areas where growth is observable, to what do you attribute the growth?*
- *For areas where growth is not observable or large gaps remain, what obstacles have you identified and what additional data might you need to increase your understanding?*
- *For all students and unduplicated students, what actions will you take to sustain current growth and address gaps in achievement?*

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

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

Need: Improve attendance rates to maximize learning time

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

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

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

Analysis

Attendance is critical for the success of all children. As a school, we work with families to ensure they understand the importance of consistent on-time attendance and how it relates to academic, social and emotional success. We use district policies and procedures (SART, SARB) to support and enforce on-time daily attendance. Ruby Bridges School has an attendance rate of 61.9% with 12.4% of students identified as truant.

Site demographics that have a historically negative effect on attendance and achievement

- Currently, 65% of our students live in households that qualify for free/reduced lunch.
- District data lists Ruby Bridges as having the **highest** percentage in the district (76.3%) of unduplicated students; 19 of these students are homeless.
- Since Ruby Bridges has such a transient population, we have openings throughout the year; since

August 2014, 95 new students enrolled in grades 1-5 grades and 61% of the new students in grades 3-5 have academic and/or behavior challenges.

- Thirty percent, 173, K-5 students have health concerns that include asthma, allergies, diabetes, migraines and about 10% take medication for ADD/ADHD or have epi-pens at school.
- For the past two and a half years, only two thirds of our K-5 students attend school 96% of the days in school.
- Seventy-five of our students are receiving specialized instruction from our resource teachers and speech teacher because they have Individualized Education Plans; 25% of these students are in fifth grade. This total does not include 10 K-2 students with moderate to severe learning challenges.
- Currently, nearly 55 students are receiving counseling services; this amount does not reflect the total amount of students who have been served since September 2014.
- Currently, seventeen percent (105) K-5 students are reading one to two years below grade level.

Documentation of efforts to notify families and improve attendance

- With the assistance of our office staff, ninety-six truancy letters were sent to parents/guardians whose children had 3 or more unexcused absences.
- Forty-four truancy letters were sent re/six or more unexcused absences.
- Seventeen truancy letters were sent re/nine or more unexcused absences.
- Sixteen truancy letters were sent re/ten or more unexcused absences.
- Twelve SART meetings were held with parent/guardians; 14 families were referred to SARB and 8 of those meetings were actually held.
- As an incentive to regularly attend school, teachers reward students with extra recess or extra privileges when **all** students are present and on time.
- Our school needs to develop school-wide incentives to improve attendance and decrease the number of students who are regularly tardy or absent.

List of action steps and processes to improve attendance

- School handbook: outlines the importance of attendance and reporting procedures
- Newsletters: reminds families about the impact poor attendance has on achievement
- Announcements at Morning Assemblies: update to families and students, review life-skills
- Information sharing with PTA, English Learner Advisory Committee (ELAC) and School Site Council (SSC): brainstorms strategies and develop incentives to improve attendance
- Student Study Team (SST) and Special Education meetings: discussions with families as needed
- Student Attendance Review Team (SART) process: counseling and development of action plans for families to improve attendance
- Student awards: incentives provided by classroom teachers
- Student services support: calls, home visitations, letters, School Attendance Review Board (SARB)

Need: Decrease interruptions of learning by suspension and expulsion

Metrics: % of students suspended and expelled

Table 1.3: Total and disaggregated suspension data for school and districtwide

Table 1.4: Total and disaggregated expulsion data for school and districtwide

Analysis

Suspensions deprive children of learning opportunities. While we understand there are circumstances where suspension or expulsion would be required, every effort is given to proactively

support students to learn how to participate productively and respectfully in our school community and to make good school choices. We use AUSD adopted curriculum and programs (PBIS, Caring School Community, Steps to Respect) to support student citizenship, a positive school climate, skills for problem solving and conflict resolution.

➤ While there were only two suspensions since August 2014, at least three to four incident reports a day for inappropriate and disruptive behavior are submitted to the office.

List of action steps and programs to promote a positive school culture and decrease suspension

- PBIS (Positive Behavior Intervention and Support): teachers promote and teach social skills
- Ruby Bridges Agreements: school-wide behaviors and expectations program
- Star Cards: recognition of students following Ruby Bridges principles and the 4 basic expectations
- Morning Meetings and Award Assemblies: acknowledge positive behavior
- Peacemakers: students help their peers use conflict resolution skills to solve disagreements
- Jr. Coaches: students help organize and structure recess activities
- Kindergarten Buddies and Peer-Cross-Age Buddies: builds relationships across grade levels
- Service Learning: Go Green Leader/Recycling Monitors, Student Council: develops leadership skills
- Monthly emphasis on Life-skills: such as perseverance and self-reflection are taught by teachers
- Restorative Practices/Justice: students learn from mistakes, we avoid punitive consequences
- On-site counseling (licensed counselors and counseling interns): crisis and trauma intervention
- Ability Awareness: creates a culture of acceptance of differences: “**Abilities Awareness** refers to people with disabilities who are people with **abilities**. The aim of the Ability Awareness programs is to make all people aware of what they can do, not what they can't do, and to talk about the **abilities** people with a disability have.”

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

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

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

Need: Improve student achievement on both state and local assessments

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

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

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

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

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

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

Analysis

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

Documentation of efforts to improve and address achievement gaps in ELA

- *To provide students with reading support at their instructional level, we purchased Fountas and Pinnell Reading Assessment materials; 443 students have been assessed.*
- *Fourteen kindergarteners are receiving intensive reading support 4 days week/45-60 min.*
- *Eighteen first graders are receiving intensive reading support 4 days week/45 min.*
- *Twenty-one third graders are receiving intensive reading support, 4 days week/50 min.*
- *Fifteen third graders are receiving intensive reading support 4 days week/50 min.*
- *Eight fourth graders are receiving intensive reading support 4 days week/50 min.*
- *Twenty-six fifth graders are receiving intensive reading support 4 days week/50 min.*
- *One hundred forty-one K-5 students are at or approaching proficiency in reading.*
- *One hundred five K-5 students are reading below grade level.*
- *Forty-three families requested Supplemental Education Services tutoring; results of the students' progress will be available April 2015.*

List of action steps and programs to improve student achievement

- Staff Development: implementation of Common Core State Standards, English Language Development, Hands-on Science instruction, Mathematics computation and reasoning skills
- District-trained Leadership teams: train the trainer model (see district initiatives above)
- Site Leadership Team: monitors and evaluates instructional practices
- Title I teachers/literacy coaches: assess and monitor students' progress in reading
- Math Coaches: demonstrate lessons and help teachers implement CCSS
- Faculty Meetings: professional development sessions at least once a month
- Teacher collaboration: grade level teams meet twice a month plan, analyze data, & assess student outcomes
- Student Success Team: meets twice a month to problem solve concerns with input from families
- RTI Strategic Learning: students receive direct instruction based on their reading skills
- Successmaker: online differentiated instruction & assessment during school hours
- Small group instruction: teachers meet with groups of students who need more time to learn
- Hands-on Science: implementation of FOSS kits integrating New Generation of Science Standards
- Supplemental Education Services (SES): specific students In grades 3-5 receive tutoring services

Need: Increase rate of English language acquisition by English Learners (ELs)

Metrics: % of ELs reclassifying to Fluent English Proficiency (FEP), meeting annual California English Language Development Test (CELDT) target, and demonstrating proficiency on CELDT

Table 2.6: Total and disaggregated EL reclassification data for school and districtwide

Table 2.7: Total and disaggregated CELDT growth target achievement data for school and districtwide

Table 2.8: Total and disaggregated CELDT proficiency data for school and districtwide

Analysis

ELD students have unique language needs that require specialized instruction and supports. Resources and services are matched to the language proficiency of the students. We monitor student progress in reading, writing, listening and speaking on the CELDT. Our goal is for students to progress one CELDT level each year. We will provide training and support for teachers to deliver designated and integrated ELD instruction for all English Learners.

Documentation of ELD students' current 2014-15 CELDT data: increase, decrease, no change

- *One hundred forty five (79%) of our 184 English language learners completed the CELDT test*
- *Sixty-seven (47%) of the students tested increased their CELDT levels (e.g. (EI)Early Intermediate to (I) Intermediate)*
- *Sixty-two (43%) of the students tested did not change their CELDT levels*
- *Sixteen (11%) of the students tested decreased their CELDT level*
- *Eight students were re-designated as fluent English speakers; at least 14 students were re-designated 2013-14.*

List of action steps and programs to increase students' ability become fluent in English

- *Professional development: training & implementation for Systematic ELD; improve EL students ability to understand the structure of English and vocabulary based on their CELDT levels*
- *2 ELD Teachers: demonstrate lessons, provide professional development, data analysis*
- *Integrated ELD in the classroom: improve EL students ability to learn academic language while learning grade level standards and content*
- *English Learner Advisory Committee (ELAC): inform families about CELDT scores and provide workshops re/reading and mathematics instruction; ways to support their children*
- *English Learner Classes: classes held once a week on site for adults*

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

Action steps and programs to implement State Standards for English Learners (Els)

- *Integrated ELD in the classroom: improve EL students ability to learn academic language while learning grade level standards and content*
- *Professional development: training & implementation for Systematic ELD*
- *2 ELD Teacher Coaches: demonstrate lessons, provide professional development, data analysis*

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.

Documentation of efforts to improve home to school communication

- *The principal and assistant principal held meetings and visited in the communities of families who reside in our 4 major areas: Coast Guard, Bayport, Esperanza, and Alameda Point Collaborative*
- *As a result of the meeting with Coast Guard families, we learned that we need to hold more orientation meetings at the beginning and perhaps during the year for parents/guardians and our new students; it would be great to provide memory books for the students because they move so often; and we need to find ways to take advantage of the Coast Guard's education services.*
- *As a result of the meeting with Bayport families, we recognize that our school's reputation, percentage of low income families, and test scores may have a negative effect on attracting families and that we need more enrichment classes, such as art.*
- *As a result of meeting with Esperanza families, we are planning to have annual assemblies that highlight the diverse cultures in our schools; assemblies that feature the students and their parents/guardians.*
- *As a result of visiting the new Education Center at Alameda Point Collaborative, we learned that if we visit the center at least once a month, we can support our students' motivation to attend the center. We also learned how appreciative the students were to see us within their community. (Attending the opening of the center was the only venue offered by APC for meeting with the families.)*

Action steps and programs to improve home to school communication and overall parent/guardian awareness of student progress

- CAASPP Test Reports: results from standardized test sent to parents/guardians
- Report Cards: issued three times a year; students' progress on Common Core State Standards
- Parent-Teacher Conferences: students attend conferences and discuss report card progress
- English Language Advisory Committee (ELAC): provides information re/EL policies and progress
- School Site Council (SSC) monthly: committee of teachers and families who develop school plan
- Student Success Team (SST), Individualized Education Plans (IEP)/504 and Individualized
- Promotion, Acceleration, Retention, Intervention (PARI) process: meetings held with families to discuss students' lack of progress and to develop goals and strategies to avoid retention
- Climate Meetings: designed to help students reflect on behavior and set goals for change
- PTA meetings/ events, monthly: provides opportunity for involvement of parent/guardians
- Fall Back to School and Kindergarten Information Night: introduction to expectations
- Open House in spring: opportunity to show students' accumulated progress
- Translation: available for parent/guardian meetings
- Homework: record of students' ability to understand and practice skills independently
- Principal/Teacher Newsletters: information re/events, field trips, district news
- School marquee and website: additional methods for families to obtain information
- Robocalls: weekly information provided to families via web-based phone system
- School-Family Compact: agreement between school, student, and families to ensure success
- Parental Involvement Policy: outlines schools responsibilities, services, and goals to support families and student achievement
- English Language Learner (ELL) Parent Survey: method for getting feedback about EL students' progress and the services provided to meet their needs

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.

Documentation of efforts to increase parent/guardian participation in educational events

- With the support of district staff, our LEAPS Coordinator, Robbie Wilson, facilitated 7 sessions of School Smarts classes for over 100 parents/guardians. Our school has one of the highest attendance rates ever and was featured in the recent California PTA February publication.

Action steps and programs to increase parent/guardian participation in educational events

- Assemblies: featuring student performances and achievement- Cultural Voices, Talent Show, Awards Assemblies
- Book Fairs, fall and spring: opportunity for families to review and purchase books for their children

- English Language Development (ELD) Redesignation Ceremony: opportunity to recognize students who have become fluent English speakers
- Field Trips: opportunities for families to learn more about grade level content
- Fifth Grade Promotion: opportunity for families to appreciate student achievement
- LEAPS After School Program: two hundred forty students (41%) attend this program and perform for families at least four times per year; this program also facilitates and implements the School Smarts Program
- Workshops and Title I meetings for families: literacy, mathematics, Common Core State Standards, Title I policies
- School Smarts: training for families, understanding school procedures, policies, and ways to advocate for their children

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.

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

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

Ruby Bridges 2013-14 SARC: <http://www.doc-tracking.com/screenshots/Serve/4550/2014/RubyBridgesElementarySchool.pdf>

RECORD OF AGREEMENTS: ALIGNMENT OF ACTIONS AND SERVICES TO GOALS

GOAL 1: STUDENT ENGAGEMENT

GOAL	NEED/METRIC							ACTIONS AND SERVICES	TARGET POPULATION				FUNDING STREAM			EXPENDITURE AMOUNT (DETAIL BY FUNDING STREAM IF MULTIPLE)	PERSONS RESPONSIBLE	IMPLEMENTATION TIMELINE
	1.1	1.2	1.3	1.4	1.5	1.6	1.7		SW	AUD	EL	SED	LCFF BASE	LCFF SUPP	T1			
Eliminate barriers to student success and maximize learning time Need: Improve attendance rates to maximize learning time 1.1 Basic Attendance Rates: % of students attending school 96% of the year 1.2 Chronic Absenteeism: % of students with 3 or more unexcused absences Need: Decrease interruptions of learning by suspension and expulsion 1.3 Suspension Rate: % of students suspended per year 1.4 Expulsion Rate: % of students expelled per year Need: Improve rates of completion at Middle and High School 1.5 Middle School Drop-out Rate: % of students in given cohort not completing 8 th grade 1.6 High School Drop-out Rate: % of students in 9 th grade cohort not finishing 12 th grade 1.7 High School Graduation Rate: % of students in 9 th grade cohort completing all graduation requirements																		
	X	X						PROMOTE HIGH ATTENDANCE RATE – SCHOOL HANDBOOK, NEWSLETTERS, ANNOUNCEMENTS, AWARDS	X				X			\$1000 (Copying cost)	PRINCIPALS, OFFICE STAFF, TEACHERS, PTA	AUGUST 2015 THROUGH JUNE 2016
	X	X						MONITOR AND SUPPORT HIGH ATTENDANCE RATE – PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS	X				X			\$5395 (Office Assistant)	PRINCIPALS, OFFICE STAFF, TEACHERS	AUGUST 2015 THROUGH JUNE 2016
			X	X				PROVIDE CLEAR EXPECTATIONS – SCHOOL BEHAVIOR EXPECTATIONS, ANTI-BULLY AND BEHAVIOR CONTRACTS	X							N/A	PRINCIPALS, TEACHERS, ALL STAFF, FAMILIES	AUGUST 2015 THROUGH JUNE 2016
			X	X				PROVIDE SAFE, INCLUSIVE SCHOOL ENVIRONMENT – PBIS, CARING SCHOOL COMMUNITY, STEPS TO RESPECT, LIFESKILLS LESSONS, YARD SUPERVISION	X				X			\$5879 (Additional Noon Supervisor)	PRINCIPALS, TEACHERS, ALL STAFF. NOON SUPERVISOR	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				BEHAVIOR INTERVENTION SUPPORT - ON-SITE COUNSELING, FRIENDSHIP GROUPS, INTERNS	X				X	X		LCFF BASE: \$3442 LCFF SUPP: \$13,762 (Counselors)	PRINCIPALS, TEACHERS, COUNSELORS	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES – STUDENT COUNCIL, JR. COACHES, KINDERGARTEN BUDDIES, PEACEMAKER PROGRAM, RESTORATIVE JUSTICE PROGRAM	X					X		\$46,968 (PSA: Playworks Consultant)	PRINCIPALS, TEACHERS, STUDENTS, SUPPORT STAFF	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X				SCHOOL ACTIVITIES AND EVENTS - HERITAGE NIGHT, TALENT SHOW, ABILITY AWARENESS, WINTER CRAFT NIGHT, ETC.	X							N/A	PRINCIPALS, TEACHERS, PTA, VOLUNTEERS	AUGUST 2015 THROUGH JUNE 2016

RECORD OF AGREEMENTS: ALIGNMENT OF ACTIONS AND SERVICES TO GOALS

GOAL 2: STUDENT ACHIEVEMENT

GOAL	NEED/METRIC														ACTIONS AND SERVICES	TARGET POPULATION				FUNDING STREAM			EXPENDITURE AMOUNT (DETAIL BY FUNDING STREAM IF MULTIPLE)	PERSONS RESPONSIBLE	IMPLEMENTATION TIMELINE
	2.1	2.2	2.3	2.4	2.5	2.6	2.7	2.8	2.9	2.10	2.11	2.12	2.13	2.14		SW	AUD	EL	SED	LCFF BASE	LCFF SUPP	T1			
Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s) Need: Improve student achievement on both state and local assessments 2.1 State Achievement Test: % of students demonstrating proficiency on California Assessment of Student Performance and Progress (CAASPP) in ELA and Math 2.2 Local Assessment: % of students demonstrating proficiency by end of 1 st grade on Early Literacy Survey (ELS) 2.3 Local Assessment: % of students demonstrating proficiency on Math Benchmarks by end of year 2.4 Academic Performance Index: Schoolwide and District API performance 2.5 Career Pathway Completion: % of students completing Career Technical Education (CTE) pathway Need: Increase rate of English language acquisition by English Learners (Els) 2.6 EL Reclassification Rate: % of English Learners reclassifying to Fluent English Proficient (FEP) 2.7 Annual Measurable Achievement Objective (AMAO) 1: % of students meeting annual California English Language Development Test (CEDLT) growth target 2.8 Annual Measurable Achievement Objective (AMAO) 2: % of students demonstrating proficiency on CELDT Need: Increase performance on indicators of college and career readiness 2.9 a-g Completion: % of graduating seniors completing UC ‘a-g’ requirements 2.10 Early Assessment Program (EAP): % of 11 th grade students demonstrating college readiness on EAP in Math and English 2.11 Advanced Placement (AP) Exam Pass Rate: % of AP Exams taken with a score of 3 or more 2.12 College-level coursework: % of students enrolling in an AP or college course Need: Implementation of State Standards for English Learners (Els) 2.13 English Learner Access to Common Core State Standards (CCSS): % of Els accessing CCSS state standards in setting with English-only peers 2.14 English Language Development (ELD) Standard Implementation: % of Els receiving appropriate designated ELD instruction aligned to ELD Standards	X	X	X	X		X	X	X					X	X	PROFESSIONAL DEVELOPMENT & COLLABORATION FOR CCSS, SYSTEMATIC ELD, MATH, IBD, BAYSCI, UDL, RTI, PEER OBSERVATIONS, PROGRAM EVALUATION	X	X			X		X	LCFF Base: \$5969 (Teacher hourly) Title I: \$6870 (Substitutes cost)	PRINCIPALS, AUSD LEADERS, SITE LEADERSHIP TEAMS, TEACHERS, TITLE I TEACHERS, COACHES	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	READING AND MATH DIFFERENTIATION (IE: SYSTEMATIC & INTEGRATED ELD, STRATEGIC LEARNING GROUPS/PLATOONING)	X		X				X	TITLE I: \$195,249 (2 Title I Teachers)	PRINCIPALS, TEACHERS, ELD & TITLE I TEACHERS	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	READING INTERVENTION (DURING AND AFTER SCHOOL GROUPS)	X		X				X	(Title I Teachers)	PRINCIPALS, TEACHERS, ELD & TITLE I TEACHERS, MATH COACHES	SEPTEMBER 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	SUCCESSMAKER FOR READING AND MATH INTERVENTION & ACCELERATION	X		X				X	\$32,529 (Media Tech Assistant)	PRINCIPALS, TEACHERS, MEDIA CENTER SPECIALIST, TECHNOLOGY ASSISTANT	SEPTEMBER 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE	X		X					Media Tech Support	PRINCIPALS, TEACHERS, MEDIA CENTER SPECIALIST, TECH. ASSISTANT	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	PROVIDE INSTRUCTIONAL MATERIALS FOR COMMON CORE	X		X					\$13,000 (Copying Cost)	PRINCIPALS, TEACHERS, TITLE I & ELD TEACHERS	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	PROVIDE BOOKS/ADITIONAL TEXT FOR COMMON CORE (IE: LITERATURE, FICTION AND NONI-FICTION TEXT, SUBSCRIPTIONS, DVDS TO SUPPORT ACCESSTO CURRICULUM)	X		X		X			\$15,000 (\$4000 – NEWSELA PRO \$400 DVDS – ACCESS TO TEXT \$1800 ADDITIONAL LIBRARY BOOKS FOR MULTI-LEVELS	PRINCIPALS, AND ALL STAFF	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	ELD COACHING AND SUPPORT FOR SYSTEMATIC ELD IMPLEMENTATION			X					DISTRICT PROVIDED	PRINCIPAL, ELD AND CLASSROOM TEACHERS	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	ELD PARAPROFESSIONAL SUPPORT FOR SYSTEMATIC ELD			X			X		\$30,495 (Bilingual Para)	PRINCIPAL, ELD TEACHERS, PARA	AUGUST 2015 THROUGH JUNE 2016
	X	X	X	X		X	X	X					X	X	INDIVIDUALIZED INTERVENTION PLANS, STUDENT STUDY TEAM & PARI CONFERENCES FOR STRUGGLING AND AT-RISK STUDENTS	X							\$2730 (Cost of Substitutes)	PRINCIPALS, PSYCH., RESOURCE SPECIALIST, TEACHERS, OTHER AUSD SPECIALISTS	AUGUST 2015 THROUGH JUNE 2016

RECORD OF AGREEMENTS: ALIGNMENT OF ACTIONS AND SERVICES TO GOALS

GOAL 3: PARENT/GUARDIAN ENGAGEMENT

GOAL	NEED/METRIC					ACTIONS AND SERVICES	TARGET POPULATION				FUNDING STREAM			EXPENDITURE AMOUNT (DETAIL BY FUNDING STREAM IF MULTIPLE)	PERSONS RESPONSIBLE	IMPLEMENTATION TIMELINE
	3.1	3.2					SW	AUD	EL	SED	LCFF BASE	LCFF SUPP	T1			
<p>Support parent/guardian development as knowledgeable partners and effective advocates for student success</p> <p>Need: Improve home to school communication and overall parent/guardian awareness of student progress</p> <p>3.1 Seeking Input: % of parents/guardians that feel informed about their student’s progress in school as reported on parent/guardian survey</p> <p>Need: Increase parent/guardian participation in educational events</p> <p>3.2 Participation: % of parents/guardians attending non-mandatory educational school events</p>	X	X				PROACTIVE COMMUNICATION – BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT MEETINGS, CAASPP & CELDT TEST SCORES SENT HOME, PARENT NEWSLETTERS, PHONE CALLS, EMAILS &TRANSLATORS WHEN NEEDED	X				X			Postage: \$470 Copying cost: \$1000	PRINCIPALS AND ALL STAFF	AUGUST 2015 THROUGH JUNE 2016
		X				PARENT OUTREACH FOR INVOLVEMENT – PTA, ROOM PARENTS, NEWSLETTERS & EMAILS FOR SCHOOL/CLASS EVENTS, ACTIVITIES (IE: FIELD TRIPS)	X							N/A	PRINCIPALS, OFFICE STAFF AND TEACHERS	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							SEE GOAL #2	PRINCIPAL, PSYCH., RESOURCE SPECIALIST, TEACHERS, OTHER AUSD SPECIALISTS	AUGUST 2015 THROUGH JUNE 2016
	X	X				ELAC/DELAC TO INFORM & SUPPORT ENGLISH LEARNER FAMILIES			X		X			LCFF Base: \$885 (Childcare and translation)	PRINCIPALS, ELD TEACHERS AND SUPPORT STAFF	OCTOBER 2015 THROUGH MAY 2016
	X	X				SCHOOL SITE COUNCIL FOR COMMUNITY-BASED SCHOOL DECISION-MAKING	X							N/A	PRINCIPALS AND TITLE I TEACHERS	SEPTEMBER 2015 THROUGH JUNE 2016
		X				GATE ADVISORY TO PLAN AND DELIVER INSTRUCTIONAL CHALLENGE OPPORTUNITIES FOR IDENTIFIED GATE STUDENTS	X							N/A	PRINCIPALS AND TEACHERS	SEPTEMBER 2015 THROUGH JUNE 2016
	X	X				PARENT EDUCATION OPPORTUNITIES – ASSISTANCE WITH ENROLLMENT, SCHOOL SMARTS, TITLE I MEETINGS/WORKSHOPS, KINDERGARTEN INFORMATION NIGHT	X				X			LCFF Base: \$885 (Childcare and translation) LCFF Base: \$568 (Office Staff)	PRINCIPALS, OFFICE AND SUPPORT STAFF	SEPTEMBER 2015 THROUGH JUNE 2016
		X				FAMILY ENGAGEMENT OPPORTUNITIES –OPEN HOUSE, SCIENCE FAIR, ART SHOW, BOOK FAIRS, WALK-AND-ROLL, HERITAGE NIGHT, WINTER CRAFT NIGHT, TALENT SHOW, MOVIE NIGHTS, KINDERGARTEN WELCOME	X							N/A	PRINCIPALS AND ALLSTAFF	AUGUST 2015 THROUGH JUNE 2016

Ruby Bridges Elementary Budget Packet

Budget Summary		B3	C112	C113	C114	C122	C135	C137		
Resource	Program	15-16	Certificated Salaries	Classified Salaries	Benefits	Supplies	Services	Total Budgeted	Unbudgeted Balance	Check
			Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx			
0001	Discretionary LCFF Supplemental	\$ 54,213	\$ 8,136	\$ 10,724	\$ 3,953	\$15,000	\$16,181	\$ 53,994	\$ 219	53,994
0002	Grant	\$ 91,225	\$ 12,000	\$ 21,000	\$11,257	\$ -	\$46,968	\$ 91,225	\$ -	91,225
3010	T1, Part A	\$236,400	\$ 157,311	\$ 22,400	\$47,291	\$ -	\$ -	\$227,002	\$ 9,398	227,002
0002	In Lieu of Title 1 Innovative	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0
Grand Total		\$ 381,838	\$ 177,447	\$ 54,124	\$ 62,501	\$ 15,000	\$ 63,149	\$ 372,221	\$ 9,617	372,221

Form C: Programs Included in this Plan

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

State/Federal Programs	Allocation
<input checked="" type="checkbox"/> LCFF Supplemental Funding (0002)	\$ 91,335
<input checked="" type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$ 237,378
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u> : Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose</u> : Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/> Other Federal Funds (list and describe ¹)	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$328,713

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
Stacy Lorish	F	White	English				X	
Troy Hosmer	M	White	English				X	
Todd Reigle	M	White	English				X	
Tara Narayanan	F	Other	Bilingual				X	
Gerrina Jelks	F	African- American	English				X	
Janet Balsiger, ELD Teacher	F	White	English			X		
Heather Zunguze	F	White	English			X	X	
Kristin Furuichi-Fong	F	Japanese	English			X	X	
Teresa Barrera, Assistant Principal	F	Latino	English			X		
Cheryl Wilson, Principal	F	African- American	English	X				
#s of members of each category								

**See race/ethnicity codes*

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

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

CALIFORNIA EDUCATION CODE

Section 52012

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

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

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

Questions for site to address:

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

Yes, the SSC composition includes three teachers, the principal, assistant principal, and five parents. Teachers were elected by their peers. Parents were elected by families enrolled in the school, October/November 2014.

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

Yes; however, we are continuing to seek more participation from some of our other major ethnicities within our school. The ethnic backgrounds of the SSC members include African American, Japanese, Biracial, and White; some of the members have bi-racial children of African and Asian descent. Though they are not fully bilingual, two members speak some Spanish. One of the teachers also coordinates the English Learner Advisory Committee (ELAC) meetings.

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

The principal and assistant principal facilitate community meetings and have received feedback from members of our Arabic, Coast Guard families, and families who primarily live in a low income housing area. Their feedback is shared with SSC members and is included in decision-making and school plans. In addition, the principal and assistant principal include information shared from PTA and ELAC committee members and participants.

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?**

Yes, our school is required to have an ELAC. Three members of the SSC (one teacher, the principal and assistant principal) also attend all ELAC meetings. Last year's School Site Plan and budget were reviewed and shared with this committee October 2014. Key aspects of this year's plan (budget, goals, progress of English language learners, plans to improve English language development) were explained and reviewed for comments during the ELAC held March 4, 2015.

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: April 28, 2015

Attested:

Cheryl Wilson
Typed name of school principal

[Signature]
Signature of school principal

4/28/15
Date

Stacy Lorish
Typed name of SSC chairperson

[Signature]
Signature of SSC chairperson

4-28-15
Date

Appendix A: Special Education

Question:

Are special education staff members providing support to general education students at your school site?
If so, please provide a description of the ways in which support/services are provided.

Under the guidelines for RTI, our special education and general education teachers collaborate to support the learning needs of students who qualify for Tier 2 interventions. This is a proactive measure helps to decrease the number of students referred for special education assessments. Within this mutual agreement of support, special education staff members are in compliance with meeting the minutes and goals of students on their caseloads that have IEPs. Support for students is provided in small group. Students are identified by multiple measures, and services focus on the development of foundational skills.

APPENDIX B: GATE

Gifted And Talented Education (GATE) School Site Plan Addendum

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

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

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

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

Our school is committed to providing access to curriculum for all students and this includes those students who excel, seek a challenge, and are motivated by content and activities that involve critical and creative thinking. Therefore, in addition to students who qualify as gifted, our teachers use a variety of tools and projects to keep students stimulated and engaged in learning. Some of those tools include the use of technology to learn mathematics while creating video games and hands-on science exploration. Activities range from student-centered projects, literature circles, collaborative research, and artistic expression in music and art. Teachers are acutely aware of the need to keep students motivated and challenged; therefore, their daily lessons plans allow for students to demonstrate their learning through multiple channels and modes of expression. In short, the lessons are differentiated whereby all students have access but their mode of expression and outcomes are unlimited.

TITLE I SCHOOLWIDE PROGRAM PLAN

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

- Student achievement is assessed annually through multiple measures at the school-wide, district, and state level.
- Data from school-wide, district, and state includes: District benchmark assessments in math and decoding, and fluency and school-wide assessments in reading comprehension that are used to create leveled reading groups in Grades 1-5; targeted literacy groups in Grade K two hours per week for each child, and Extended Instruction for two additional hours per week in Grade K.
- This year students in 3rd through 5th grades also completed the California Assessment of Student Performance and Progress (CAASPP) tests in ELA and math and grade 5 students completed the California State Test (CST) in Science. This data will be available by June 2015.
- The SSC/Title I Advisory Committee reviewed the 2014-15 school plan expenditures and results; this information was used to develop the 2015-16 school plan.
- The SSC/Title I Advisory Committee will be closely monitoring concerns about meeting the needs of all students regardless of ability and the plan to identify essential goals that all students should master K-5.
- Data from SuccessMaker is regularly used to assess student progress in language arts and mathematics.
- Physical fitness tests are given in Grade 5.

COMPONENT 2: SCHOOL-WIDE REFORM STRATEGIES

Our foci for 2015-16 are implementation of English language development (ELD) standards, student discourse, and the use of technology to improve reading comprehension using non-fiction text. All staff will be attending professional development sessions (Systematic ELD) provided by district staff and coaches. Teachers will continue to seek and utilize resources aligned with the Common Core State Standards in English language arts and mathematics. In addition,

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

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

COMPONENT 4: PROFESSIONAL DEVELOPMENT

- At least 11 to 15 teachers attended workshops this past year to improve their ability to teach literacy, mathematics, reading, and science standards in ways that engage more students through the use of discourse, technology, and collaborative learning strategies.
- Three Title I teachers and three regular education teachers showcased resources and creative and innovative ways of teaching the Common Core State Standards.
- Two site-based professional development days were held in August and October 2014 that focused on setting goals for implementation of essential CCSS in reading and implementation of the New Generation of Science Standards. We also have an AUSD/AEA waiver that provides for an additional 17 hours per year of collaboration within and between grade levels. In addition, one faculty meeting per month and minimum days are dedicated to professional development activities based on the CCSS.
- Additional professional development sessions were presented by staff focused on Understanding the Impact of Poverty, Homelessness, Ability Awareness, Math Talks, and Universal Access.

- We are still in the first stage of implementing Positive Behavior Intervention Systems (PBIS) school-wide. This means we have established school-wide agreements/rules, those agreements taught by all teachers, and we have a committee that meets regularly to establish action steps related to refining our discipline policies and procedures. We will continue to implement our incentive and leadership programs for students.

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

We work with our district's Human Resources office to actively recruit and hire teachers who are highly qualified, as defined by NCLB. One hundred percent of Ruby Bridges teachers are highly qualified and have CLAD or CLAD alternative certification.

COMPONENT 6: PARENT/GUARDIAN INVOLVEMENT

The Ruby Bridges PTA, School Site Council/Title I Advisory Committee, the English Learner Advisory Committee and the site Leadership Team all work collaboratively to provide the following activities designed to strengthen the home-school relationship and ensure that all stakeholders' voices are heard and supported:

- The PTA and School Site Council/Title I Advisory Committee conduct open meetings regularly during the school year. The English Learner Advisory Committee meets four times per year. These meetings include ample time for parents/guardians to voice concerns and ask questions. The Title I Parent/Guardian Involvement Policy is reviewed and revised annually. The Parent/Guardian-Teacher-Student Compact is also distributed and reviewed each year.
- A weekly newsletter, *The Star* and an updated monthly calendar that lists all meetings, school-wide and community events, and occasional photos are sent home each Thursday.
- This year the principal and assistant principal held meetings at three community centers to facilitate conversations about the needs of various Ruby Bridges families. As a result, several Arabic mothers coordinated an assembly to teach students more about Arabic culture; this assembly included traditional dress worn by more than 50 Arabic students.
- Parents/guardians are invited to attend monthly awards ceremonies to honor student achievement, positive social skills and perfect attendance.
- Parents/guardians regularly attend the school's morning meeting at 8:20AM held twice a month.
- Parents/guardians help organize the PTA's Winter Crafts Night, Family Heritage Night and Field Day. Hundreds of participants attended these special events.
- Parents and guardians also attend Back-To-School Night, our Annual Students Talent Show and the Spring Open House. Translation in Arabic, Cantonese, and Spanish is provided.
- Our Title I intervention team collaborates with English Language Development staff members to provide family education events twice per year. Since 2010-11, we have received a School Smarts grant from the Peralta District PTA to offer a seven-session Parent/Guardian Academy. Over 100 families graduated from the program this past year making it the highest graduation rate of several surrounding districts.
- Report card conferences are held in the fall and the spring for parents/guardians to meet with teachers and discuss their child's progress.
- Student Success Teams are conducted twice per month to engage family members to support their child's academic and social development.
- For the past four years, we held orientation for New Families on the Thursday before school opens. Over 80 parents, guardians and students attended.

COMPONENT 7: TRANSITIONS

- Ruby Bridges works with Woodstock Child Development Center and Head Start to ensure that students make a smooth transition to kindergarten. WCDC and Ruby Bridges staff collaborate to discuss children; parents and guardians are invited to kindergarten information night and tours; and the principal is available to meet with families who need individual support.
- Our school supports students well beyond the school day with before school (WCDC) and after school childcare (LEAPS academic enrichment). Homework assistance and support for classroom learning are a part of all of these programs.
- We conduct a Promotion Assembly for Grade 5 students and their families in June of each year and several culminating activities for fifth graders. Our namesake, Ruby Bridges, is a guest at the Promotion Assembly. Grade 5 teachers work with all Alameda middle schools to provide academic and social data on incoming students and disseminate important information for families. We make every effort to recruit and enroll eligible Grade 5 students in middle school summer school, and summer academies in literature and math, if they are funded.

COMPONENT 8: TEACHER DECISION-MAKING

- Ruby Bridges has an active teacher Leadership Team selected by the staff. This team meets once per month to assess programs, set goals and discuss data, and plan regular teacher collaboration meetings.
- Several staff members participate on the District's CCSS Team and its Instructional Leadership Team. These teachers meet with administration to plan and lead professional development activities at the site.
- A full-time Assistant Principal meets regularly with the principal to have input into decision making about policies, professional development and other concerns.
- Every teacher assumes a leadership role at the school. These include the Leadership Team, School Site Council, PTA Liaison, Multi-cultural Committee, Volunteer Coordinator, After School Program Liaison, and Technology.
- The Leadership Team and teachers on the School Site Council actively work with the larger staff for continuous improvement as documented in the Single School Plan.

COMPONENT 9: SAFETY NET

Ruby Bridges has a proactive set of components to ensure the success of all students with either academic or social skill deficits. In addition to those mentioned in the SPSA, the following are included in the school's safety net:

- See LCAP Goal # 1 for goals and agreements for a range of support services for students
- New students and English Learners are given the Fountas-Pinnell Reading Assessment and/or the CELDT test when they enter the school.
- An Individual Intervention Plan is developed for every student who performs below grade level in language arts or mathematics. Parents/guardians meet with the teacher and often the principal, to discuss the plan. Teachers use on-going assessments to modify daily lessons and provide in-class intervention through differentiated instruction.
- SuccessMaker, a computer based learning tool is used to provide instruction and assessment in reading and math at each child's level.
- Positive incentives are in place for high academic and social skills improvement through Awards Assemblies that our held three times per year at each grade level.

- Responsible older students have leadership roles at the school (see LCAP Goal # 1)
- Students receive homework support through two after school programs ~ LEAPS (Grades 1-5) and WDCD Child Care (Grades K-3). They receive assistance in homework and support for the core academic areas. Students in LEAPS have additional access to SuccessMaker in classrooms after school.
- One of our Title I teachers serves as an Academic Volunteer Liaison. She coordinates and has placed a growing cadre of volunteers from within and beyond the Ruby Bridges community to work in our school day and extended day programs. The Faith Network of the East Bay has conducted a Reading Clinic for Grade 2 students for the past two years, every Wednesday. The Jewish Coalition also provides volunteer tutors and facilitated two reading workshops for parents/guardians.
- Positive study skills are taught in a variety of ways, including school assignment calendar and goal setting contracts with students.

COMPONENT 10: COORDINATION AND INTEGRATION

The Student Success Team meets twice per month to discuss students' academic and social needs.

The Positive Behavior Intervention Systems (PBIS) and Response to Intervention teams (Principal, Title I staff, Special Ed staff, ELD staff) meet monthly to review student progress and ensure program coordination.

PROGRAM IMPROVEMENT SCHOOL-WIDE PROGRAM PLAN

Required components of the Program Improvement School Plan are addressed throughout the SPSA. Those that have not been explicitly addressed by the Data Analysis and Theory of Action sections of our SPSA, or were not included in the Title I School-wide Program Plan Components are addressed below.

PROGRAM IMPROVEMENT COMPONENT 11: POLICIES AND PRACTICES

- District and school implement policies and practices concerning a school's core academic subjects that have the greatest likelihood of ensuring that all students (and student subgroups) enrolled in a school become proficient.
- The district continues to work collaboratively with schools to support implementation of the following instructional practices which are designed to accelerate learning and eliminate the achievement gap: Primary and Upper Grade Literacy, Math Talks, BaySci – Science PD, Strategic and Intensive Math Initiative (SIMI), Systematic English Language Development, Inquiry by Design (IBD),. In addition, schools follow district policies regarding data driven teacher collaboration, progress monitoring, teacher and student placement, and tiered intervention services.

PROGRAM IMPROVEMENT COMPONENT 12: PROFESSIONAL DEVELOPMENT (A)

- Professional Development directly addresses the academic achievement problem that caused a school to be identified for Program Improvement.
- Teachers unanimously approved a waiver to the AEA/AUSD contract to provide 17 additional hours of collaboration time, designed by the teacher leadership team using on-going academic assessment data and feedback from grade level colleagues. The main focus of the time is to implement ELD standards, Fountas-Pinnell reading assessments, and mathematics curriculum aligned with the CCSS.

PROGRAM IMPROVEMENT COMPONENT 13: SITE PROFESSIONAL DEVELOPMENT SET-ASIDE

Site funds (ten percent) reserved for Professional Development will be used to remove the school from PI status, which is frozen for the years 2013-15 until the SBAC assessments are fully implemented. These funds will support the implementation and strengthening of English language development standards, reading instruction, school climate, and other activities and technology that will support teachers to meet the needs of all students, particularly those in underperforming subgroups. Professional development is provided by the principal and vice principal, our Literacy Coach, the Leadership Team, math coaches and other curriculum specialists.

PROGRAM IMPROVEMENT COMPONENT 14: PARENT NOTIFICATION

- The school provides written notice about the identification of the school for Program Improvement in understandable language and format.
- The district provides schools with the Parent Notification about Choice and Supplemental Educational Services in Year # of Program Improvement letter to inform parents/guardians of a school's PI status using data specific to the school site. This letter is translated into Arabic, Cantonese and/or Spanish as required.
- The letter was sent home to families in February 2015 and will be sent again August 2015.

PROGRAM IMPROVEMENT COMPONENT 15: EXTENDED LEARNING

- As appropriate, activities before school, after school, during the summer, and during any extension of the school year reinforce student progress in the core academic areas.
- With the support of district office, information was introduced and distributed to parents/guardians informing them of the Supplemental Education Services. Over 75 applications were sent home, about 45 students received the services and were tutored at home or at school.
- The school works closely with LEAPS and WDCD extended day programs to create a seamless program of support and assistance within and beyond the school day. These programs provide homework support, increased access to SuccessMaker, and access to tutors for academic support when available.

PROGRAM IMPROVEMENT COMPONENT 16: PROFESSIONAL DEVELOPMENT (B)

- District and site incorporate a Teacher Mentoring Program (see ESEA Title IX, Part A, §9101(42) for definition of "Teacher Mentoring Program") to support quality classroom instruction.
- District staff coordinates efforts to provide mentor opportunities and partnerships, i.e., the BSTA & PAR coordinator supports beginning and struggling veteran teachers; the Assessment coordinator and a Teacher on Special Assignment supports teachers receiving SIM and/or IBD training; the ELD coordinator supports teachers working with English Learners and other at-risk students.
- Teachers regularly collaborate in grade level teams to plan curriculum and analyze data. Cross-grade teams work on curriculum alignment, school-wide goals and school climate. New teachers receive support from BTSA, and experienced teachers can access additional support from PAR. Several Ruby Bridges teachers have served as BTSA coaches, math coaches and representatives on District Common Core and Instructional Leadership Teams, assessment, report card, and technology committees.
- Site and district funds are used to provide opportunities for Professional Development in the Common Core 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		2014		January 2015	
	Number of Students	Percentage of Students with 96% Attendance	Number of Students	Percentage of Students with 96% Attendance	Number of Students	Percentage of Students with 96% Attendance
AUSD	7134	76.3%	7130	68.5%	7097	74.7%
AHS	1371	76.3%	1313	73.9%	1324	76.4%
EHS	774	70.6%	762	71.1%	744	68.5%
ASTI	148	88.1%	149	86.6%	150	86.2%
Lincoln MS	819	81.3%	784	81.2%	756	83.5%
Wood MS	415	71.7%	344	73.5%	328	71.1%
Jr. Jets	--	-	133	69.6%	173	74.6%
Bay Farm	438	80.7%	471	81.6%	459	79.1%
Earhart	497	82.3%	498	79.3%	512	81.7%
Edison	388	79.3%	389	78.3%	382	76.4%
Franklin	246	75.9%	250	75.3%	249	74.1%
Haight	270	60.5%	307	65.9%	321	67.2%
Lum	406	76.6%	401	74.5%	403	76.3%
Maya Lin	230	71.7%	231	67.3%	221	67.6%
Otis	452	82%	459	79.4%	481	80%
Ruby Bridges	428	64.3%	395	62.8%	383	61.9%
Paden	252	69.6%	244	70.3%	211	65.7%

Source: Aeries

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

2015-16 Target: 76%

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

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

Source: Aeries

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

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

Source: Aeries

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

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

Source: Aeries

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

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

Source: Aeries

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

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

Source: Aeries

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

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

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

Source: Aeries

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

2015-16 Target 19.2%

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

Source: Aeries

1.3 Decrease the % of student suspensions.

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

Source: Data Quest

1.3D Student Suspension Rate by School Site

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

Source: Aeries

1.4 Decrease the % of Student Expulsions

Target 2015-16: .075

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

Source: Data Quest

1.5 Decrease the rate of middle school drop outs.

2015-16 Target .62% Students.

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

Source: Data Quest

1.6 Decrease the 9th Grade Cohort Drop Out Rate.

2015-16 Target: 8.1%

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

Source: Data Quest

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

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

Source: Data Quest

1.7 Increase the 9th Grade Cohort High School Graduation Rate

2013-14 Graduating Cohort

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

Source: Data Quest March 3, 2015

LCAP Goal Two: Student Achievement

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

2.1A CAASPP CST Science: % Proficient and Advanced

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

Source: CDE

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

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

Source: CDE

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

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

Source: CDE

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

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

Source: CDE

2.1B 2014 Science CST Scores

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

2.1 CAHSEE Demographic Analysis Math Three Year Trend

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

2.1 Demographic Analysis CAHSEE Math Three Year Trend.

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

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

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

CAHSEE Demographic Analysis ELA Three Year Trend

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

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

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

Source: Measures

2.3 Local Assessment

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

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

Source: Measures

2.4 Increase API Annual Performance Indicator Baseline to be Established

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

2.6 Increase the % of English Learners Reclassified Annually

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

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

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

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

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

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

Source: Title III Accountability Report CDE

AUSD English Learner Data March 2015 (Reference Data)

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

College and Career Readiness

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

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

2.10 Early Assessment Program

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

2015-16: New baseline to be established through CAASPP

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

2.11 Advanced Placement Exam Passing Rate

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

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

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

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

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

Source: Aeries and CALPADS Enrollment Primary Status by Subgroup.

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

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

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

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

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

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

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

2015-16: Baseline to be Established

LCAP Goal Four: Basic Services

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

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

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

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

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

Languages of the Alameda Unified School District- Non Metric

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

Eight Major Languages Spoken by English Learners

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

Other Languages with at Least 10 English Learners

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