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

Encinal Junior/Senior High School

CDS Code:
New EJSHS CDS code pending

Current EHS CDS: 01611190132878
Current Junior Jets CDS: 01611190128199

Date of this revision:
May 14, 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 _____

TABLE OF CONTENTS

ITEM	PAGE #
LCAP Goals	**2**
Data Analysis in relation to LCAP goals	**7**
Theory of Action	**32**
SARC 2013-2014	**32**
Record of Agreements	**34-41**
Budget	**42**
Categorical Funding	**43**
School Site Council Membership	**44**
School Site Council Questions	**45**
Recommendations and Assurances	**46**
Appendix A: Special Education	**47**
Data Appendix	**50**

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

Enincal has steadily made improvement. Encinal has seen marked growth in our Academic Performance Index for the past three years, going from 751 to 797. Our 2013 data (the last year when full CST testing was done schoolwide) shows Encinal meeting growth targets for the school overall and for all subgroups. Our statewide schools rank is 7 out of 10, and our similar schools rank is 10 out of 10. Ethnically, Encinal is a diverse community with significant populations of white, black and Hispanic students (close to 1/5 of of the student body for each group) and Asian students (the largest group with close to ¼ of the population). Filipino students also compose a significant portion of the student body at 14%, and Encinal has a growing number of students who identify with multiple ethnic groups or decline to identify with any ethnic group (6%). Students at Encinal come from widely varied socio-economic backgrounds. In any given year, roughly half of our student body qualifies as socio-economically disadvantaged. These students study alongside their more affluent peers but often have fewer resources and advantages to support their education in the home. Similarly, parent education levels vary greatly, which can impact the amount of support and advocacy that different students receive at home. In keeping with our theory of action, Encinal tries to break down some of these systemic barriers by offering a range of support services to students.

A significant percentage (close to 12%) of Encinal's student body qualifies for special education. More than 2/3 of these students (71%) are male. As is consistent with the majority of schools in the United States, Encinal has a disproportionate number of African American students in special education. Between 34-39% of our special education population is African American. Asian students continue to be underrepresented in special education classes. The correlation between race and special education status is one of the systemic barriers that our theory of action and goals aims to address.

A large percentage of Encinal's student body (hovering around 20%) is composed of English learners (students with limited English proficiency—LEP). Encinal is the designated high school for newcomer students in our district, and we offer a range of sheltered English courses to support this population, which is incredibly diverse, with students speaking many different home language's (more than 30 language as shown in chart from 2014 EL census). An even larger percentage of Encinal's students come from homes in which a language other than English is spoken (over 46%). Some of these students were classified as fluent when initially assessed (IFEP), and others have been designated as fluent English proficient over time as assessments indicated increased fluency (RFEP). Encinal is richly diverse community linguistically as well as ethnically. The school embraces the multicultural nature of its student body and sees this as a great asset. Administration and

faculty also recognize the clear ramifications for instruction—the need to provide language supports and instruction in all classes as so nearly half of our population is learning or has learned English as a second language. Encinal exceeds all targets for Language Learners. Furthermore, Encinal has shown improvement in reclassifying English learners as fluent English proficient and now exceeds district averages for reclassification.

We still have large pockets of students who are struggling. In particular, African American and Latino students are performing behind their Asian and White counterparts. In reviewing our data, we are making substantial progress in some areas, but not at a rate that will close the access gap in the next ten years. For example, over the last few years on our CST's, our African American students API growth score has increased by over 72 points, while our Latino students' growth score has increased by over 129 points. However, compared to our Caucasian students, this growth of African American students is basically a wash as the growth score of Caucasian students is over 74 points. When comparing African American students and Caucasian students, we have not made a dent in the access gap. The number of tenth-graders passing the California High School Exit Exam in both Math and English dropped from 2013 to 2014. Math scores saw a 5% decrease, while English scores saw a 4% decrease. African American and Latino students saw significant declines. In Math, African Americans' pass rates went down by 10%, and Latinos' pass rates went down by 9%. In English, African Americans' pass rates went down by 9%, and Latinos' pass rates went down by 5%. Scores for Whites also declined last year (-6% Math; -18% ELA), but scores for Asians and Filipinos went up in both Math and English with significant gains for Filipinos. Encinal recognizes the need to improve academic performance for all students and places a particular focus on shrinking the access gap between various ethnic groups.

Encinal's discipline in the last 6 years has significantly decreased. In the 2011-2012 school year there were 119 total suspensions and last year there were 49. Many factors that may be attributed to this decrease in suspensions is the start of PBIS, focus on restorative justice, professional development on engagements strategies and cultural competency. During the 2012-2013 school year, Encinal High School began implementing restorative practices as alternatives to traditional discipline. This included expanding the use of community service, conflict resolution meetings, parent-teacher-assistant principal conferences, as well as On-Campus-Suspension to reduce out of school suspensions. With the use of restorative practices and alternatives to exclusionary discipline, suspension days have been reduced dramatically and fewer students have been suspended for disruption "K" infractions. The PBIS team meets monthly to analyze all discipline data and to apply more support to areas that need it. Support can look like counseling and check in/check out for students, coaching for teachers, and more supervision in areas where discipline has escalated. The PBIS team is planning more tier two supports for students next year. We are looking at purchasing curriculum that focus on teaching the behaviors we wish to see in our school and classrooms. We are also piloting a behavioral referral system to develop a more systematic approach to getting supports to students sooner.

The Average Daily Attendance over the last 5 years has remained consistent around 70%. Our target next year is 76.5% attendance rate but there will be a specific focus on our AA students who currently sit at 59.7%. We have seen our truancy rates significantly decrease from the 2013 school year (74.5%) to last year at (57.5%). We believe this is due to the implementation of a strategic SART and SARB process. There is an attendance meeting every week with the Assistant Principal and attendance clerks to review student attendance concerns. The students are flagged for a truancy letter after they have 10 or more period absences. If the attendance does not improve then additional truancy letters are sent. The SART meetings are scheduled once a student receives truancy letter 3. During the SART meeting the attendance is reviewed with the student and family and strategies are developed together to improve the attendance. The family and school sign a contract that reiterates the commitments made by the school and the family. If a parent does not attend the SART meeting, then the student is sent to the SARB panel. After 30 days if the student's attendance does not improve then the student is sent to the SARB panel. The District's Child Welfare officer selects which students will participate in the SARB process.

Attendance is going to be a focus in upcoming years as we see this as a primary barrier to success. We are spending time at the end of this year re constructing a tardy policy and detention policy that will be effective with students. We are funding a RTI coordinator that will work on running weekly meetings that will bring together all of the players to help coordinate supports and services focused on attendance and outreach for families with students not attending.

In math, our teachers receive coaching in algebra 1 and geometry, they receive access to after school professional development throughout the year and also have developed common assessments. In Algebra I, Encinal's students have also shown some improvement over the past three years. The percentage of students who scored advanced or proficient rose from 19% in 2011 to 23% in 2012 to 28% in 2013. Despite this slow but steady progress, our numbers of students who score below basic or far below basic in Algebra 1 is still alarmingly high at 39%. Encinal has offered algebra lab as a support to struggling students, but our ability to offer this support class is undermined by budget limitations. In geometry, the most noticeable trend is an increase in the percentage of students who scored proficient (21%) in 2013 and a corresponding decrease in students who scored far below basic (10%). Sadly, even with the improved scores, half of our students still scored below basic or far below basic in 2013. In Algebra II, Encinal's students have seen inconsistent progress. While scores saw a slight uptick in 2012 with 39% of students scoring advanced or proficient and only 29% scoring below basic or far below basic, the following year saw scores fall back to levels parallel with those of 2011 (over 40% of students scoring below basic or far below basic). CST data along with our school's grade data (a high number of D and F grades in math classes) underscore the fact that mathematics is an area of critical need at Encinal.

With the implementation of the California State Common Core Standards, the District has partnered with Inquiry by Design to support teachers and students as they transition to the Common Core Standards. We formed the partnership with IBD in 2008-2009, with implementation beginning in full in 2009-2010 academic year. Over this period English teachers have attended Inquiry By Design (IBD) trainings on close reading, deep thinking, and text based analysis. In addition to English teachers, some Science teachers and Social Studies teachers have attended IBD workshops to learn more about IBD strategies that can be used in their respective classrooms. We currently are in the 1st year of a 3 year contract with the IBD organization and do plan on their being a part of our ELD curriculum for the foreseeable future. We have also continued our SIM work which began in the 07/08 school year. Encinal's students have shown progress over the past three years. A higher percentage of students scored advanced or proficient in 2013 (58%), and significantly fewer students scored below basic or far below basic (14% versus 24% in 2011). Our CAHSEE scores have been steady throughout the past few years with pass rates in the mid 80% range. This last year we saw a slight dip school wide dropping to 78%.

Encinal has seen an increase in the number of students enrolled in A.P. courses (with the exception of this transitional year changing from AP Euro to AP MWH). An open enrollment policy for these courses along with professional development for A.P. teachers focused on equity and access may be contributing factors. However our data indicates that our AP classes still do not reflect the diversity of the school. These classes are still made up of predominantly Caucasian and Asian students. We are actively recruiting and encouraging students of color to take on this challenge. Our data also indicates that students of color who do take on this challenge drop out of these classes at a faster rate than their peers. Next year we are adding AP support classes back into our master schedule and are looking at multiple measures to identify students to participate in AP classes.

During our review we have discovered that we really have few systems in place to collect formative data/evidence. We have grades, and qualitative evidence, but little quantitative evidence. We have monitored our grade data over the past few years and have worked together in grade level teams to address our concerns with the number of failing students. Although the number of students receiving D's and F's has decreased over the past three years from 45% to 35%, it is still a problem. Teachers strategize in both grade level teams and subject area departments to find effective supports for struggling students.

Our data and meeting notes show that we have created few common assessments. Lack of common definitions, using protocols for looking at student work and data have became stumbling blocks and a challenge. This has given us new information so these problems can be remedied in the coming years.

Based on the analysis of data we have identified three substantial goals moving forward.

LCAP: Eliminate barriers to student success and maximize learning time
Goal #1 Based on the site and district data such as (formative, summative, attendance, etc.), students will demonstrate increased levels of engagement in their learning through: student engagement strategies, content-literacy skills focused classrooms across the content areas, and positive school climate that fosters student leadership and empowerment.

- Eliminate systemic barriers at Encinal which have historically blocked access to people of color.
    - Unconscious bias
    - White privilege
    - Stereo types
    - Attendance
    - Suspension
    - Expectations
    - Curriculum/class offerings
    - Access
    - Family education and advocacy about navigating the system
    - Student voice
- We will teach content-literacy skills and study skills across all disciplines to help students become independent learners in all subject matter.
- We will create a safe environment supported by all staff in which high, clear expectations and positive relationships are fostered; active learning is promoted
- We will create learning opportunities to engage in complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving
- Provide professional development for teachers on topics of race, unconscious bias, privilege, literacy across content areas, engagement strategies that promote student thinking, and integrated technology.
- We will choose instructional materials that reflect our student population
- We will develop classes and pathways based on student interest and need
- We will facilitate learning experiences that are meaningful to students and prepare them for their future.

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

Goal #2 All students will demonstrate increased academic performance in all curricular areas through: use of high-leverage research-based CCSS instructional strategies, incremental collection and analyzing of data from multiple sources, technology integration, and continued growth of a strong professional collaboration model. We will continue to support students in college and career readiness through the use of researched based student leadership programs, yearly assessment and revision of course selection, and student driven planning.

- We will work to ensure every classroom is rigorous and relevant for our students
- Increase the pass rate of Algebra and Algebra II
- We will use high leverage strategies, routines, and professional protocols for discussing student work and data to improve student learning
- We will work together to develop a culture of examining professional practice to support student learning
- We will create a response to intervention program that addresses the individual needs of students

- Technology will be embedded into our everyday instruction
- All students will be able to articulate their personal goals and develop the skills necessary to reach those goals.
- All 6th-8th graders will have advisory to explore college and career options and begin their academic plan for post-secondary success
- All 9th grade students and families will have evening events to begin a-g awareness and steps to building a post-secondary plan
- All 10th grade students will have an individualized academic and post-secondary plan by the end of their 10th grade year.
- All counselors will use these plans to help identify courses and supports needed for future years.
- Courses and pathways will be designed to provide students with the necessary skills to be prepared to meet their future goals

LCAP: Support parent/guardian development as knowledgeable partners and effective advocates for student success

Goal #3, We will continue to cultivate growing home-school connections with all families and community groups that are based on two-way communication, respect, and open dialogue.

- Increase parent and community involvement and school/home communication
- Establish parent advocacy groups to support existing efforts to raise student achievement and outcomes.
- Establish African American, Latino and Asian parent advisory groups.
- Establish a school culture and climate where all parents and family members feel warmly welcomed on campus.
- Cultivate partnerships with outside community-based organizations (CBO's) to provide essential resources for families and their children

Based on the goals we have identified, we used the following questions to help guide our action plan.

1. How do I/we use the work on critical race theory, white privilege, and reflection on my own racial narrative to inform my instructional practice?
2. How do I/we use data to assess what students are learning?
3. How do I/we use data to drive our school decision making and my instructional practice?
4. How do I use critical race theory to bridge the gap between home language (dialect) and academic language to understand literacy gaps within the classroom-both content literacy and technology/computer literacy?
5. How do I integrate what I learn in professional development (i.e: technology and literacy strategies) into my everyday instructional practice?
6. What does it mean to be a literacy teacher in my content area?
7. How do I find, empower and validate academic voice?
8. How good of a job is Encinal doing at **involving parents** in educating their children's education? How good is our school (teachers, administration, staff) at communicating? How well is School Loop being used to communicate our student's progress? Do families feel their feedback and questions are welcome?
9. Does our curriculum challenge students to think critically? Do our courses expose students to new concepts and offer depth? Are we helping our students develop the skills s/he will need for college and career?
10. Do our students receive adequate **support and resources** to succeed at school both inside and outside of the classroom?
11. How safe does the community feel at Encinal?
12. What are Encinal's **greatest strengths**? What are we doing well?
13. What are the **biggest concerns** about our school? What would we like to see changed?

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

AUSD Local Control and Accountability Plan (LCAP) 2015-16 Districtwide Goal 1							
Major Goals	**Areas of Need**	**Ref.**	**Metrics**	**14-15**	**Targets**		
					15-16	**16-17**	**17-18**
Eliminate barriers to student success and maximize learning time	**Improve attendance**	**1.1**	**Basic Attendance Rates:** % of students attending school 96% of the year (Source: Aeries)	75.5%	76%	76.5%	77%
		1.2	**Chronic Absenteeism:** % of students with 3 or more unexcused absences (Source: Aeries)	19.7%	19.2%	18.7%	18.2%
	Decrease class time missed due to discipline	**1.3**	**Suspension Rate:** % of students suspended per year • All Students • SED • ELD • AA • Spec Ed (Source: Aeries)	2.*78%* *4%* *1.63%* *7%* *8%*	2.53% 3.5% 1.58% 6.5% 7.5%	2.28% 3.0% 1.53% 6% 7.0%	2.05% 2.5% 1.48% 5.5% 6.5%
		1.4	**Expulsion Rate:** % of students expelled per year (Source: Aeries)	0.1%	0.075%	0.050%	.025%
	Improve Completion rates	**1.5**	**Middle School Drop-out Rate:** % of students in given cohort not completing 8th grade (Source: Data Quest)	0.63%	0.62%	0.61%	0.60%
		1.6	**High School Drop-out Rate:** % of students in 9th grade cohort not finishing 12th grade (Source: Data Quest)	8.6%	8.1%	7.6%	7.1%
		1.7	**High School Graduation Rate:** % of students in 9th grade cohort completing all graduation requirements (Source: Data Quest)	86%	86.5%	87%	87.5%

Need: Improve attendance rates to maximize learning time

Attendance Data

Students With 96% Attendance by School Site (2015-16 Target 76.5%)

School Site	2013		2014		2015	
	#	%	#	%	#	%
EHS	774	70.6%	762	71.1%	744	68.5%

Students With 96% Attendance by Site and Sub Group
Encinal HS August-December 2014 (Target: 76.5%)

	EHS#	EHS%
All	744	68.5%
ELD	171	81.8%
SED	343	68.6%
Foster	2	100.0%
Spec Ed	64	56.6%
504	17	53.1%
AA	129	59.7%
Asian	221	85.0%
Filipino	121	75.2%
Hisp/Lat	121	60.8%
White	137	64.6%
Am In/A	5	25.0%
Pac Isl	9	52.9%

Source: Aeries

Students with 3+unexcused absences (truant). (2015 Target: 18.7%)

School Site	2013	2013 # Students	2014 % Truant	2014 # Students	2015 (Aug-Dec) % Truant	2015 # Students
EHS	**74.5%**	**817**	**57.5**	**616**	**36.7**	**399**

Source: Aeries

The overall attendance rate is down slightly from last year and does not meet the district target. Moreover, the attendance rate for certain sub-groups (504, SpEd, African American, Latino) is lower than the school average. Although Encinal's truancy rate does not meet our target, there has been some reduction in truancy since 2013.

Student attendance review and intervention

12th grade=18 received Truancy Letter 4
11th grade=20 received Truancy letter 4
10th grade=20 received Truancy letter 4
9th grade= 13 received Truancy letter 4
12th grade= 7 received Truancy letter 3
11th grade=3 received Truancy letter 3
10th grade= 8 received Truancy letter 3
9th grade= 6 received Truancy letter 3
Of the students above:
75 SART letters were sent
14 had Attendance goals in their IEP
14 SART meetings have occurred
13 SARB packets were prepared and sent to the district office

The Assistant principal and attendance clerks hold an attendance meeting every week to go over student concerns. Students who have 6 or more unexcused absences or period absences are flagged for a truancy letter. If the attendance does not improve, then additional truancy letters are sent. The SART meetings are scheduled once a student received 3 truancy letters. The counselor, assistant principal, attendance clerk, student and family member attend the SART meeting. During the SART meeting, attendance is reviewed with the student and family and strategies are developed together to improve attendance. The family and school

sign a contract reiterating the commitments made by the school and the family. If a parent does not attend the SART meeting, the student is sent to the SARB panel. If the student's attendance does not improve after 30 days, the student is sent to the SARB panel. The District's Child Welfare officer selects which students participate in the SARB process by greatest need.

Due to the district enrollment projections being incorrect we had to rebuild the master schedule 2014 one month into the school year. Therefore, our first months data is not accurate, truancy letters and SART processes started later in the year and personal interventions were not started for our most truant students early on.

Increasing student attendance continues to be a focus for Encinal. One step we are taking is to collect truancy data and SART meeting data three times a year to be able to analyze improvement.

Attendance Data for Encinal Junior Jets
Students With 96% Attendance by Site and Sub Group
Encinal Junior Jets August-December 2014 (Target: 76.5%)
Source: Aeries

	Jr. Jets#	Jr. Jets%
All	173	74.6%
ELD	48	84.2%
SED	100	73.5%
Foster	0	0
Spec Ed	18	62.1%
504	1	50%
AA	35	70%
Asian	43	91.5%
Filipino	31	83.8%
Hisp/Lat	37	69.8%
White	21	65.6%
Am In/A	2	33.3%
Pac Isl	4	57.1%

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
Discipline Data
Student Suspension Percentages by Sub Group for AUSD

Student Group	2013 %	2013#	2014%	2014#	2015%	2015#
All Students	**4.53%**	**454**	**2.9%**	**278**	**1.3%**	**126**
EL	**17.8%**	**81**	**12.2%**	**34**	**17.4%**	**22**
SED	**57.9%**	**263**	**41%**	**114**	**1.9%**	**65**
Foster	**.2%**	**1**	**.7%**	**2**		
Special Ed	**33.3%**	**151**	**28.8%**	**80**	**33.3%**	**42**
AA	**36.8%**	**167**	**32.7%**	**91**	**38.8%**	**49**
Asian	**12.3%**	**56**	**10.8%**	**30**	**16.6%**	**21**

Filipino	**6.8%**	**31**	**7.6%**	**21**	**6.3%**	**8**
Hisp/Lat	**18.9%**	**86**	**21.6%**	**60**	**17.4%**	**22**
White	**20.5%**	**93**	**22.7%**	**63**	**18.2%**	**23**
Am Ind	**2.0%**	**9**	**2.5%**	**7**	**1.5%**	**2**
Pac Islander	**2.6%**	**12**	**1.8%**	**5**	**.79**	**1**

Source: Aeries

Student Suspension Rate by Sub Group for AUSD

Suspension Rate Targets: All Students- 2.53% SED-4% ELD- 1.63% AA 7% Spec Ed 8%

Student Group	2013 %	2013#	2014%	2014#	2015%	2015#
All Students	**4.2%**	**454**	**2.9%**	**290**	**1.3%**	**126**
English Learners	**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**
Hisp/Lat	**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: CDE and CALPADS

Student Suspension Rate by School Site

Targets: All Students- 2.53% SED-4% ELD- 1.63% AA 7% Spec Ed 8%

School Site	2013 Rate	2013 #	2014 Rate (Year End)	2014# (Year End)	2015 Rate	2015# (Aug-Dec)
AUSD	**4.1**	**469**	**3.3%**	**318**	**1.3%**	**126**
EHS	**7.5**	**87**	**4.6%**	**49**	**2.6%**	**28**

Source: CDE and CALPADS

Student Expulsion Rate by School Site Target 2015-16 .075

School Site	2013 Rate	2013 #	2014 Rate (Year End)	2014# (Year End)	2015 Rate	2015# (Aug-Dec)
AUSD	**.01**	**4**	**0**	**0**	**0**	**0**
EHS	**0**	**0**	**0**	**0**	**0**	**0**
Alameda County	**.1**	**185**	**.01**	**129**	**0**	**0**
California	**.1**	**8266**	**.1**	**6611**	**0**	**0**

Source: CDE and CALPADS

Encinal's suspension rate has declined over the last three years. Encinal has had no expulsions over the past three years. As the district data above shows, exclusionary discipline disproportionately targets certain groups of students, notably African Americans and Special Education students. During the 2011-2012 school year, Encinal instituted a Restorative Justice Discipline Program that we have continued to refine in the 2012-2013

school year. We strive to have students reflect on, repair and restore the original offense. This has resulted in fewer suspensions and a safer campus. We also host numerous events around bullying prevention, intervention and inclusivity. In addition, we are in year one of implementing a Positive Behavior Intervention and Support (PBIS) program. These two new intervention programs may be factors that have caused a decline in exclusionary discipline. These two programs, along with targeted professional development around discipline, may also be related to the significant reduction in the number of office behavioral referrals given over the past three years (See appendix for additional discipline data collected by PBIS team).

Need: Improve rates of completion at Middle and High School

High School Graduation Rate by School Site

	AUSD	Encinal HS
2013-14 # Grads	733	209
2013-14 Rate	87.5%	92%
2012-13 # Grads	749	214
2012-13 Rate	84.7%	83.9%
2011-12# Grads	752	229
2011-12 Rate	85.5%	87.7%

Source: CDE and CALPADS

The school-wide graduation rate for Encinal rose significantly in 2014 and compares favorably with the district average.

AUSD High School Graduation Rate 2015-16 Target 91%

Graduation Rate by Subgroups Target 91%

Year	All	ELD	SED	Spec Ed	AA	Hisp/Lat	Asian	Am Ind/AL	Pac Isl	Fil	Wh	Multi
2013-14 # Grads	733	69	300	54	68	88	365	1	5	NA	222	4
2013-14 %	87.5%	66.9%	87.9%	81.8%	61.2%	80%	87.7%	100	31.25%	NA	94.4%	21%
2012-13 # Grads	749	160	351	52	71	87	293	<10	<10	70	216	<10
2012-13 %	84.7%	78.8%	77.7%	61.9%	73.2%	69.6%	90.7%	73.2%	62.5%	90.9%	88.9%	55.6%
2011-12 # Grads	752	181	480	102	73	89	310	<10	13	63	196	<10
2011-12 %	85.5%	82.3%	84.7%	72.9%	66.4%	87.3%	93.1%	66.7%	92.9%	82.9%	84.5%	66.7%

Source: CDE and CALPADS

High School Drop-Out Rate 2015-16 Target 2.5%

Cohort Outcome Data: Alameda Unified School District

Year	Number in Cohort	Number Graduating	Cohort Drop Out Rate/Percentage

2013-14	**879**	**770**	**12.5%**
2012-13	**884**	**749**	**8.4/ 15.3%**
2011-12	**880**	**752**	**9.2 15%**

Source: CDE and CALPADS

AUSD 9th Grade Cohort Drop Out Rate by Sub Group 2015-16 Target 2.5%

Year	All	ELD	SED	Spec Ed	AA	Latino	Asian	Am Ind/AL	Pac Isl	Fil	Wh	Multi
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: CDE and CALPADS

9th Grade Cohort Drop Out Rate by School Site 2015-19 Target Rate 2.5

	AUSD	Encinal HS
2012-13 #	**74**	**27**
2012-13 Rate	**8.4**	**10.6**
2011-12#	**81**	**27**
2011-12 Rate	**9.2**	**10.3**

Source: CDE and CALPADS

The drop-out rate for 9th graders remains consistent at slightly over 10%. The drop-out rate for some sub-groups has decreased: African Americans (-7%), SpEd (-4%), White (-7%) and Filipino (-3%). For other sub-groups, the drop-out rate has increased, most notably for Latinos (+12%).

Middle School Drop Out Rate 2015-16 Target .62

Drop Out Numbers Middle School Cohort Drop Out Number of Students

School	2011-12	2012-13	2013-14
Jr. Jets	**NA**	**NA**	**0**

Source: CDE Website

Encinal's Junior Jet middle school program had no drop-outs in its first year of existence. The Junior Jet program provides a strong system of supports to help students succeed in middle school and beyond. The full-time counselor and assistant principal work closely with students. The Junior Jet program offers school-wide advisory that helps students develop goals and academic skills. Students go on college field trips at all three grade levels (6th, 7th and 8th). The majority of Junior Jets matriculate to Encinal High School. We will continue to track the 9th grade drop-out rate to see if our new middle school program can positively impact student performance and help us see more students through to graduation.

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

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

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

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

Need: Improve student achievement on both state and local assessments

Academic Performance Index (API) Report
3 - Year Average API School Report

Groups	2011 Growth API	2012 Growth API	2013 Growth API	Non-Weighted 3-Year Average API*	Weighted 3-Year Average API*
School-wide	751	760	797	769	770
Black or African American	639	644	711	665	666
American Indian or Alaska Native					
Asian	821	815	819	818	818
Filipino	778	782	777	779	779
Hispanic or Latino	662	674	791	709	714
Native Hawaiian or Pacific Islander	685	701	670	685	686
White	807	825	881	838	836
Two or More Races		754	829		
Socioeconomically Disadvantaged	723	720	765	736	735
English Learners	678	682	735	698	698
Students with Disabilities	501	462	524	496	495

API Growth and Targets Met - 2011 Growth

	2011 Growth	2010 Base	2010-11 Growth Target	2010-11 Growth	Met Student Groups Growth Target
School wide	751	764	5	-13	
Black or African American	639	658	7	-19	No
American Indian or Alaska Native					
Asian	821	823	A	-2	Yes
Filipino	778	772			
Hispanic or Latino	662	736			
Native Hawaiian or Pacific Islander	685	801			
White	807	804	A	3	Yes
Two or More Races		809			
Socioeconomically Disadvantaged	723	751	5	-28	No
English Learners	678	717	5	-39	No
Students with Disabilities	501	532			

API Growth and Targets Met - 2012 Growth

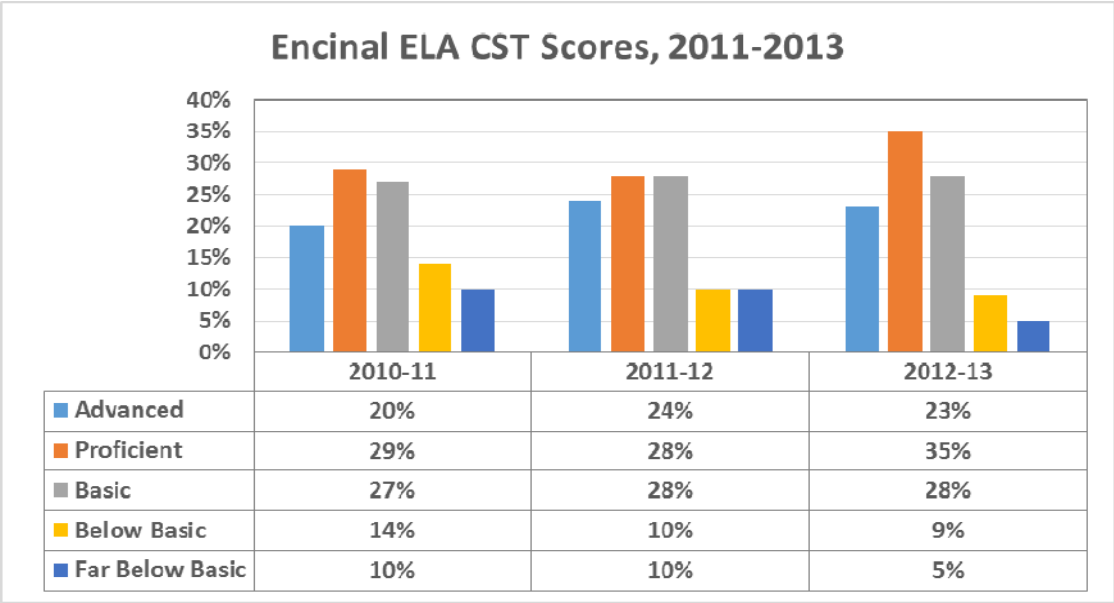
	2012 Growth	2011 Base	2011-12 Growth Target	2011-12 Growth	Met Growth Target
School wide	760	751	5	9	Yes
Black or African American	644	639	8	5	No
American Indian or Alaska Native					
Asian	815	822	A	-7	Yes
Filipino	782	778	5	4	No
Hispanic or Latino	674	662			
Native Hawaiian or Pacific Islander	701	694			
White	825	806	A	19	Yes
Two or More Races	754				
Socioeconomically Disadvantaged	720	723	5	-3	No
English Learners	682	679	6	3	No
Students with Disabilities	462	503			

API Growth and Targets Met - 2013 Growth

	2013 Growth	2012 Base	2012-13 Growth Target	2012-13 Growth	Met Growth Target
School wide	797	760	5	37	Yes
Black or African American	711	646	8	65	Yes
American Indian or Alaska Native					
Asian	819	815	A	4	Yes
Filipino	777	783			
Hispanic or Latino	791	674	6	117	Yes
Native Hawaiian or Pacific Islander	670	705			
White	881	825	A	56	Yes
Two or More Races	829	758			
Socioeconomically Disadvantaged	765	721	5	44	Yes
English Learners	735	682	6	53	Yes
Students with Disabilities	524	467			

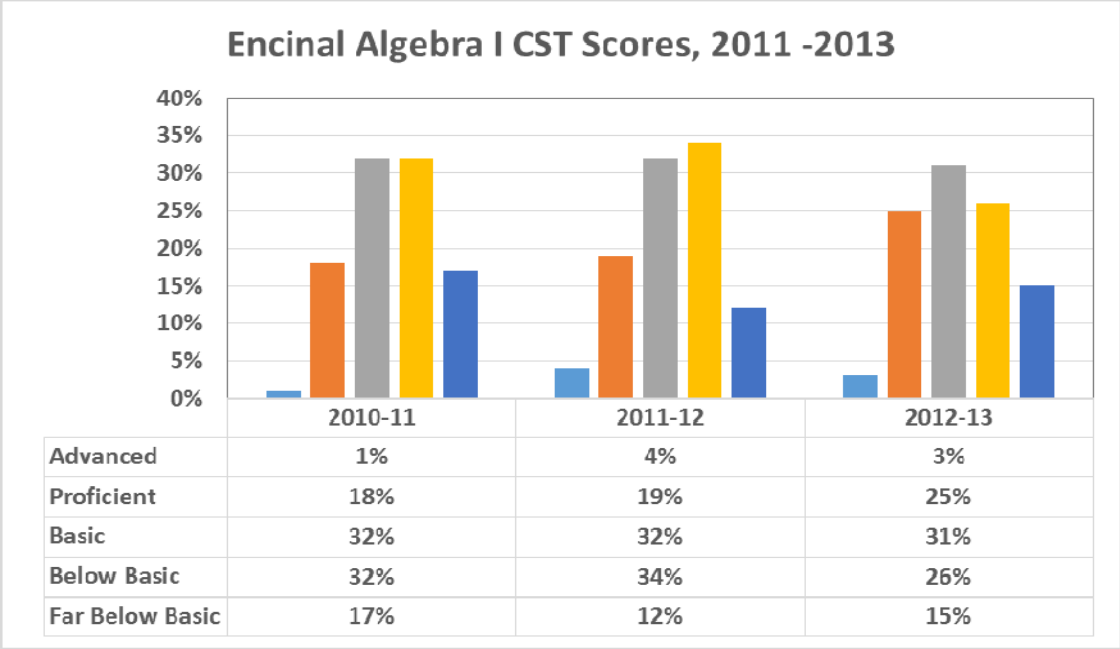
Statewide and Similar Schools Rank			
	2010-2011	**2011-2012**	**2012-2013**
Statewide	6	5	7
Similar Schools	10	7	10

Encinal has seen marked growth in our Academic Performance Index for the past three years, going from **751 to 797**. Our 2013 data (the last year when full CST testing was done school-wide) shows Encinal meeting growth targets for the school overall and for all subgroups. Our statewide schools rank is 7 out of 10, and our similar schools rank is 10 out of 10. At the time of our last full WASC self-study (2008 data), Encinal's API was 701. Encinal has shown measurable improvement in student performance over the last six years, raising the Academic Performance Index nearly 100 points. Our school continues to focus on improving student achievement.



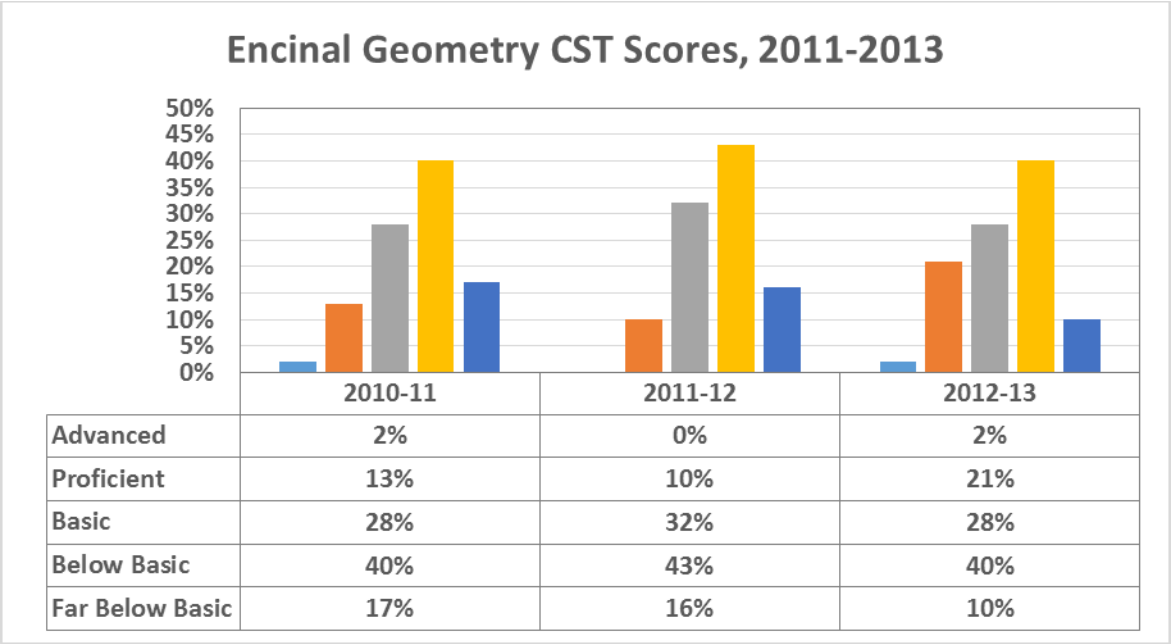
	2010-11	2011-12	2012-13
Advanced	20%	24%	23%
Proficient	29%	28%	35%
Basic	27%	28%	28%
Below Basic	14%	10%	9%
Far Below Basic	10%	10%	5%

In English/Language Arts, Encinal's students have shown progress over the past three years. A higher percentage of students scored advanced or proficient in 2013 (58%), and significantly fewer students scored below basic or far below basic (14% versus 24% in 2011).



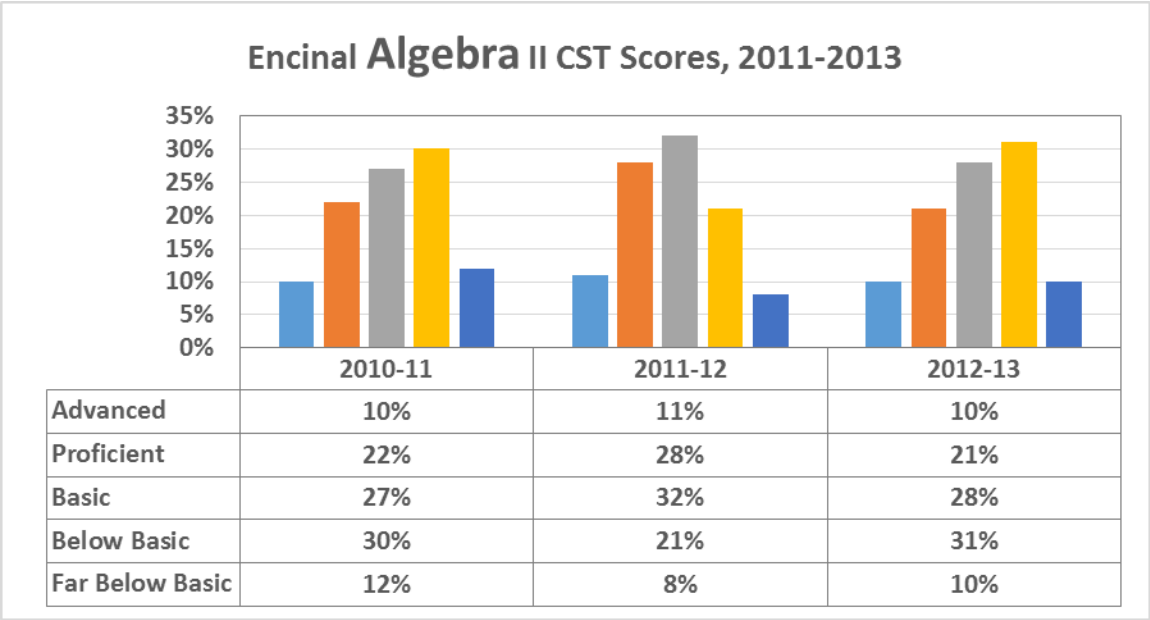
	2010-11	2011-12	2012-13
Advanced	1%	4%	3%
Proficient	18%	19%	25%
Basic	32%	32%	31%
Below Basic	32%	34%	26%
Far Below Basic	17%	12%	15%

In Algebra I, Encinal's students have also shown some improvement over the past thee years. The percentage of students who scored advanced or proficient rose from 19% in 2011 to 23% in 2012 to 28% in 2013. Despite this slow but steady progress, the number of students who score below basic or far below basic in Algebra 1 is still alarmingly high at 39%. Math coaches from the district work closely with algebra teachers and provide additional professional development. Encinal has offered Algebra Lab as a support to struggling students, but our ability to offer this support class is currently undermined by budget limitations. Algebra Lab is on the Master Schedule and in the action plan for 2015-2016.



	2010-11	2011-12	2012-13
Advanced	2%	0%	2%
Proficient	13%	10%	21%
Basic	28%	32%	28%
Below Basic	40%	43%	40%
Far Below Basic	17%	16%	10%

In Geometry, the most noticeable trend is an increase in the percentage of students who scored proficient (21%) in 2013 and a corresponding decrease in students who scored far below basic (10%). Unfortunately, even with the improved scores, half of our students still scored below basic or far below basic in 2013.



	2010-11	2011-12	2012-13
Advanced	10%	11%	10%
Proficient	22%	28%	21%
Basic	27%	32%	28%
Below Basic	30%	21%	31%
Far Below Basic	12%	8%	10%

In Algebra II, Encinal's students have seen inconsistent progress. While scores saw a slight uptick in 2012 with 39% of students scoring advanced or proficient and only 29% scoring below basic or far below basic, the following year saw scores decline to levels parallel to those of 2011 (over 40% of students scoring below basic or far below basic).

CST data along with our school's grade data (a high number of D and F grades in math classes) underscore the fact that mathematics is an area of critical need at Encinal. One factor that may affect students' performance in mathematics is a high rate of teacher turnover in the department especially in the foundational courses (Algebra I and Geometry).

California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Race/Ethnicity Designation, (Combined 2012) for (Grade 10)

Tested or Passing	Subject	All Students	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
# Tested	Math	251	1	69	10	46	29	38	55	3
Passing	Math	210 (84%)	-	66 (96%)	-	41 (89%)	20 (69%)	26 (68%)	45 (82%)	-
# Tested	ELA	252	1	69	10	46	29	40	54	3
Passing	ELA	210 (83%)	-	55 (80%)	-	42 (91%)	25 (86%)	29 (73%)	48 (89%)	-

To protect privacy, "-" appears in place of test scores wherever those scores are based on 10 or fewer students.

California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Race/Ethnicity Designation, (Combined 2013) for (Grade 10)

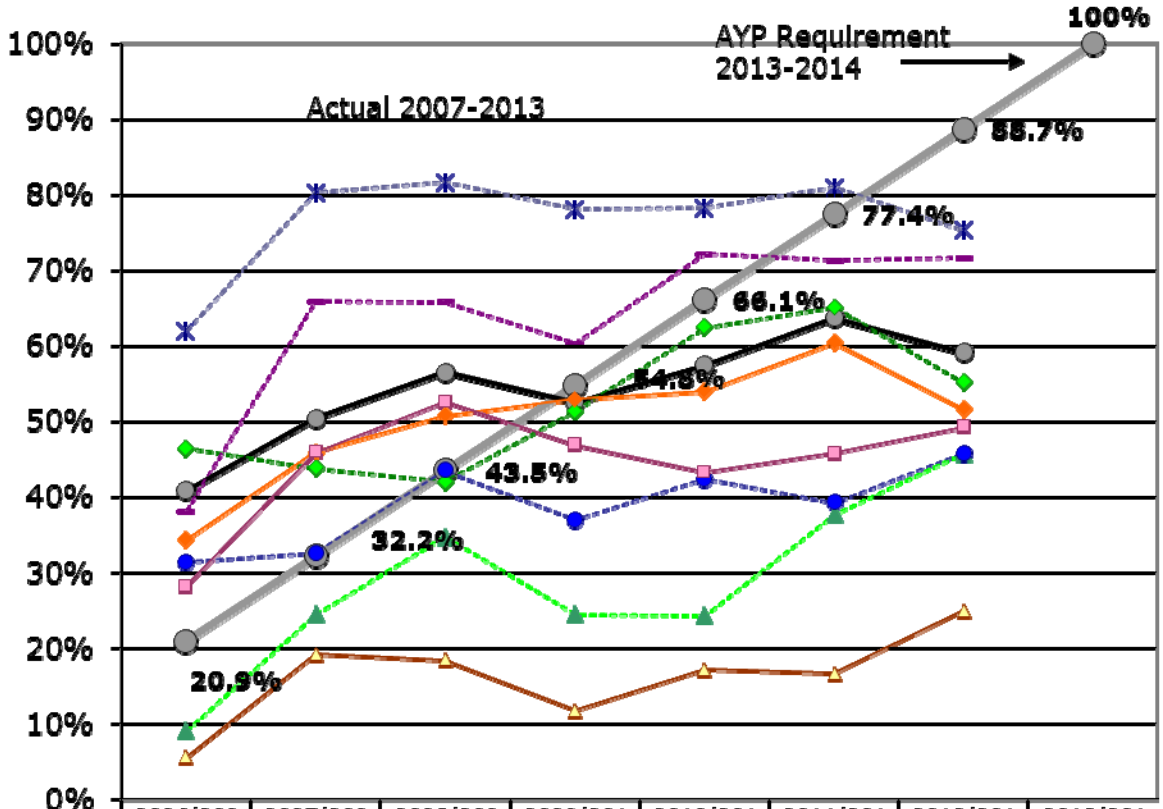
Tested or Passing	Subject	All Students	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
# Tested	Math	277	0	69	2	30	63	47	51	15
Passing	Math	241 (87%)	-	66 (96%)	-	24 (80%)	54 (86%)	33 (70%)	48 (94%)	14 (93%)
# Tested	ELA	277	0	69	2	31	62	48	50	15
Passing	ELA	228 (82%)	-	52 (75%)	-	24 (77%)	52 (84%)	36 (75%)	49 (98%)	14 (93%)

California High School Exit Exam (CAHSEE) Results
for Mathematics and English-Language Arts (ELA)
by Race/Ethnicity Designation, (Combined 2014) for (Grade 10)

Tested or Passing	Subject	All Students	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Filipino	Hispanic or Latino	Black or African American	White	Two or more races
# Tested	Math	240	1	55	6	26	43	48	43	18
Passing	Math	197 (82%)	-	54 (98%)	-	24 (92%)	33 (77%)	29 (60%)	38 (88%)	16 (89%)
# Tested	ELA	243	1	55	6	26	43	50	44	18
Passing	ELA	189 (78%)	-	43 (78%)	-	24 (92%)	34 (79%)	33 (66%)	35 (80%)	16 (89%)

The number of tenth-graders passing the California High School Exit Exam in both Math and English dropped from 2013 to 2014. Math scores saw a 5% decrease, while English scores saw a 4% decrease. Moreover, certain subgroups saw even more significant declines, notably African Americans and Latinos. In Math, African Americans' pass rates went down by 10%, and Latinos' pass rates went down by 9%. In English, African Americans' pass rates went down by 9%, and Latinos' pass rates went down by 5%. Scores for Whites also declined last year (-6% Math; -18% ELA), but scores for Asians and Filipinos went up in both Math and English with significant gains for Filipinos. Encinal recognizes the need to improve academic performance for all students and places a particular focus on shrinking the achievement gap between various ethnic groups.

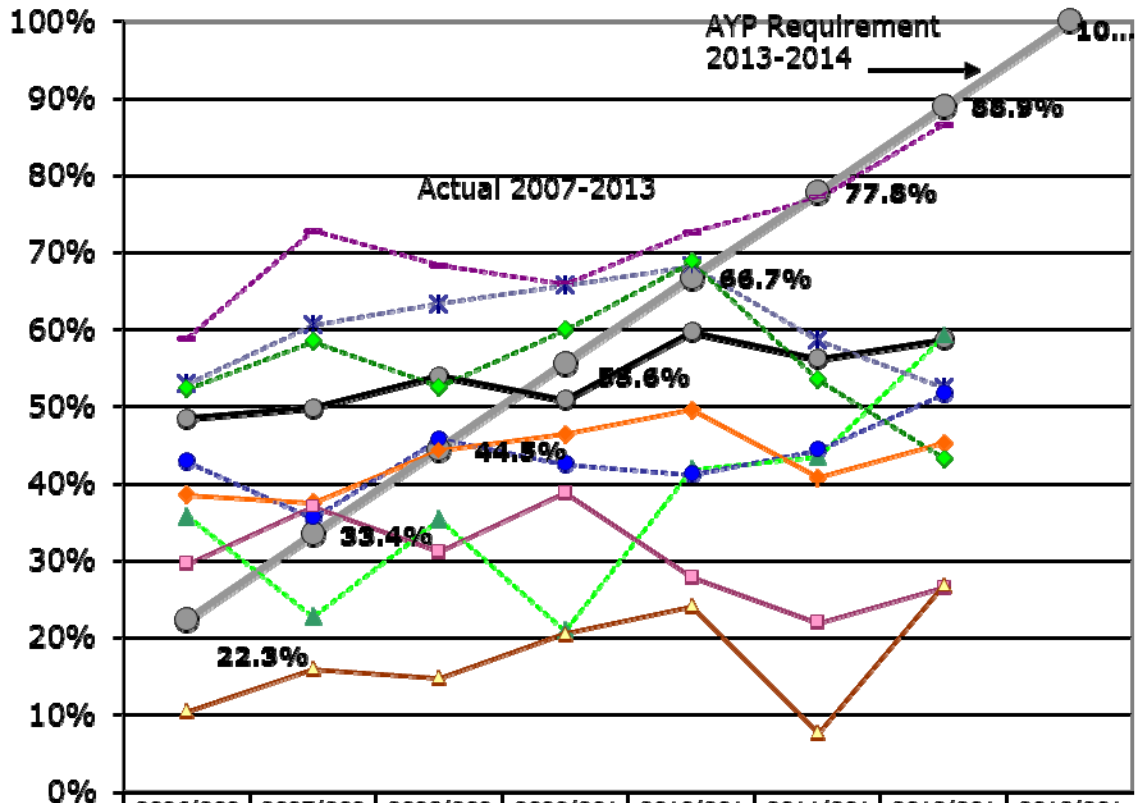
Annual Measurable Objective
Updated with 2013 AYP Results
Encinal High School - Mathematics



	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
AMO	20.9	32.2	43.5	54.8	66.1	77.4	88.7	100.0
EHS Math	40.8	50.4	56.5	52.5	57.4	63.7	59.1	
Af Am	9.2	24.6	34.8	24.6	24.4	37.8	45.8	
Asian	62.1	80.4	81.7	78.2	78.3	81.0	75.4	
Filipino	46.5	43.9	42.1	51.4	62.5	65.1	55.2	
Hisp	31.4	32.6	43.5	37.0	42.4	39.3	45.8	
White	38.2	66.0	65.9	60.4	72.2	71.4	71.7	
SED	34.4	46.0	50.8	52.9	54.0	60.5	51.7	
EL	28.2	45.9	52.6	46.9	43.3	45.8	49.3	
Disab	5.6	19.2	18.5	11.8	17.2	16.7	25.0	

This chart shows Encinal's progress in mathematics for the past seven years. Although we have not met AYP targets, we have shown significant growth in math overall. Overall results from 2013 showed a slight dip from the previous year. The chart shows measurable improvement for certain ethnic groups, especially African American and Hispanic students with both groups achieving 45.8% proficiency. While an achievement gap persists between these groups and their White and Asian peers, the chart clearly shows a narrowing of the gap in keeping with our school's Theory of Action.

Annual Measurable Objective
Updated with 2013 AYP Results
Encinal High School - English Language Arts



	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011	2011/2012	2012/2013	2013/2014
AMO	22.3	33.4	44.5	55.6	66.7	77.8	88.9	100.0
EHS ELA	48.5	49.8	53.9	50.9	59.7	56.2	58.7	
Af Am	35.8	22.8	35.4	21.0	41.9	43.6	59.2	
Asian	53.0	60.7	63.4	65.8	68.3	58.7	52.5	
Filipino	52.4	58.5	52.6	60.0	68.8	53.5	43.3	
Hisp	42.9	35.6	45.8	42.6	41.2	44.4	51.7	
White	58.9	72.9	68.4	66.0	72.7	77.1	86.7	
SED	38.6	37.6	44.3	46.5	49.6	40.8	45.3	
EL	29.6	37.0	31.2	38.8	27.9	22.0	26.5	
Disab	10.5	16.0	14.8	20.6	24.1	7.7	26.9	

As with math, Encinal's progress in English/Language Arts shows an overall upward trend over the past seven years (roughly 10% improvement) but still falls short of AYP targets. The chart shows measurable improvement for certain ethnic groups, especially African Americans whose scores in 2013 slightly exceeded the overall average for students. Hispanic students have also shown recent improvement in ELA. Progress for Asian students and EL students does not show improvement; on the contrary, the performance of these groups has dipped in the past few years.

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

Encinal HS Annual Measurable Academic Objective (AMAO1) English Learner Proficiency CELDT			
	2011-2012	**2012-2013**	**2013-2014**
# Tested	223	214	168
Target	56%	57.5%	59%
% Proficient EHS	75.4%	72%	75.2%

Encinal HS Annual Measurable Academic Objective (AMAO2) English Learner Proficiency CELDT Years in Program			
	2011-2012	**2012-2013**	**2013-2014**
# Tested -5 Years in Program	115	123	95
Target	20.1%	21.4%	22.8%
% Proficient EHS	23.5%	25.2%	25.3%
# Tested +5 Years in Program	108	91	73
Target	45.1%	47%	49%
% Proficient EHS	67.9%	72.4%	79.69%

English Learner Re-Classification Rate			
	2011-2012	**2012-2013**	**2013-2014**
AUSD	9.4%	16.9%	13.3%
EHS	6.5%	21.1%	16.1%

Encinal exceeds all targets for English Language Learners. Furthermore, Encinal has shown improvement in reclassifying English Learners as fluent English proficient and now exceeds district averages for reclassification. A district-wide audit of Reclassified English Language Learners this year found that of the 198 RFEP students at Encinal high school, 100% are enrolled in A-G approved classes. The EL coordinator, counselor, assistant principal and ELD teachers meet regularly and monitor student progress. Encinal has incorporated professional development on effective techniques for teaching EL students into our school-wide PD this year, including a training led by district EL Coordinator Adelita Martinez. Overall, Encinal's EL program is a strength.

Need: Increase performance on indicators of college and career readiness

College & Career Preparation

Encinal High School Early Assessment Program Results																		
	2011-12						2012-13						2013-14					
	Ready		Conditional		Not Ready		Ready		Conditional		Not Ready		Ready		Conditional		Not Ready	
Math	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All	13	9%	83	61%	41	30%	13	9%	89	63%	40	28%	18	11%	75	45%	74	44%
Special Ed	*	*	*	*	*	*	*	*	*	*	*	*	0	0	0	0	0	0
SED	9	12%	43	56%	25	32%	9	14%	33	52%	22	34%	11	13%	37	43%	38	44%
ELD	4	15%	11	42%	11	42%	4	15%	11	65%	3	18%	3	12%	8	32%	14	56%
English	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All	53	24%	25	11%	143	65%	65	30%	33	15%	121	55%	67	31%	35	16%	111	52%
Special Ed	1	8%	0	0%	11	92%	0	0	0	0	13	100%	0	0	0	0	0	0
SED	26	21%	12	10%	86	69%	18	19%	18	19%	59	62%	24	23%	18	17%	63	60%
ELD	0	0%	2	4%	46	96%	1	3%	1	3%	34	94%	0	0	1	3%	36	97%

In Math, the number of juniors assessed as college ready increased slightly last year (+2%), but the number of conditionally ready students decreased significantly (-18%). In English, both figures (ready and conditionally ready) have increased for the past two years. This is a growth area for our school as 44% of students tested in math are deemed not ready, and 52% of students tested in English are deemed not ready. The number of students who take the EAP in English is greater (46 more students) because all 11th graders are given the test, but the Math EAP is only given to 11th grade students enrolled in Algebra II or higher.

A-G Completion: % Of Graduating seniors completing UC A-G Requirements
Target" All- 55% SED 49% ELD 28% AA- 26% Hispanic 46% Special Ed TBD

		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%**
AA	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%**
Hisp	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%**
SED	2011-12	**30%**			
	2012-13	**34%**			
	2013-14				
ELD	2011-12	**4%**			
	2012-13	**1%**			
	2013-14				

Graduating Students Meeting UC/CSU Requirement 2010-11			
Ethnicity	**# of Grads**	**Grads with UC/CSU Required Courses**	
American Indian or Alaska Native	1	0	0.0%
Asian	80	25	31.2%
Pacific Islander	1	1	100.0%
Filipino	30	12	40.0%
Hispanic or Latino	28	5	17.9%
African American	53	6	11.3%
White	39	16	41.0%
Two or More Races	0	0	0.0%
Total	**232**	**65**	**28.00%**

Graduating Students Meeting UC/CSU Requirement 2011-12			
Ethnicity	**# of Grads**	**Grads with UC/CSU Required Courses**	
American Indian or Alaska Native	1	1	100.0%
Asian	72	46	63.9%
Pacific Islander	7	2	28.6%
Filipino	28	15	53.6%
Hispanic or Latino	39	10	25.6%
African American	39	7	17.9%
White	49	23	46.9%
Two or More Races	1	0	0.0%
Total	**236**	**104**	**44.10%**

Graduating Students Meeting UC/CSU Requirement 2012-13			
Ethnicity	**# of Grads**	**Grads with UC/CSU Required Courses**	
American Indian or Alaska Native	1	0	0.0%
Asian	67	26	38.8%
Pacific Islander	3	1	33.3%
Filipino	32	8	25.0%
Hispanic or Latino	26	1	3.8%
African American	27	1	3.7%
White	55	22	40.0%
Two or More Races	2	0	0.0%
Total	**213**	**59**	**27.70%**

Graduating Students Meeting UC/CSU Requirement 2013-2014			
Ethnicity	**# of Grads**	**Grads with UC/CSU Required Courses**	
American Indian or Alaska Native	1	0	0.0%
Asian	67	26	45%
Pacific Islander	3	1	33.3%
Filipino	32	8	ND
Hispanic or Latino	26	1	13.6%
African American	27	1	19%
White	55	22	40.0%
Two or More Races	2	0	0.0%
Total	**213**	**59**	**36%**

The number of students meeting college eligibility requirements for UC and CSU has declined or been inconsistent over the past three years. However, when we questioned the figures for the most recent school years, we found that this data (compiled by Alameda Unified School District) does not reflect any of the students who retook classes and earned a score of C or higher. Moreover, transfer credits on students' transcripts that met UC eligibility guidelines were improperly coded and also not counted. Transfer credits include any student transferring in from another school or any student who has taken a college course. Many students take classes at the college during the school year and in the summer and given Encinal's transient population, transfer credits make up a significant portion of total credits. Thus, the actual numbers of college-eligible Encinal graduates is higher than this chart reflects. Nonetheless, this is a growth area for our school.

Number of Students Taking SAT I, SATII, ACT

2012/13	2013/14	2014/15
284	266	153

The number of students taking these exams has decreased significantly. This is a growth

Students Who Have Received a "D" or an "F"								
	2011-12		2012-13		2013-2014		2014-2015	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
	437	40%	479	45%	417	40%	412	35%

There was a slight dip in the number of D/F grades last year, but the high numbers of D/F grades in Fall semester this year are concerning. This is a growth area for Encinal. Both grade level teams and departments analyze grade data and strategize to support struggling students.

Need: Implementation of State Standards for English Learners (ELs)

Encinal HS Annual Measurable Academic Objective (AMAO1) English Learner Proficiency CELDT			
	2011-2012	2012-2013	2013-2014
# Tested	223	214	168
Target	56%	57.5%	59%
% Proficient EHS	75.4%	72%	75.2%

Encinal HS Annual Measurable Academic Objective (AMAO2) English Learner Proficiency CELDT Years in Program			
	2011-2012	2012-2013	2013-2014
# Tested -5 Years in Program	115	123	95
Target	20.1%	21.4%	22.8%
% Proficient EHS	23.5%	25.2%	25.3%
# Tested +5 Years in Program	108	91	73
Target	45.1%	47%	49%
% Proficient EHS	67.9%	72.4%	79.69%

English Learner Re-Classification Rate			
	2011-2012	**2012-2013**	**2013-2014**
AUSD	9.4%	16.9%	13.3%
EHS	6.5%	21.1%	16.1%

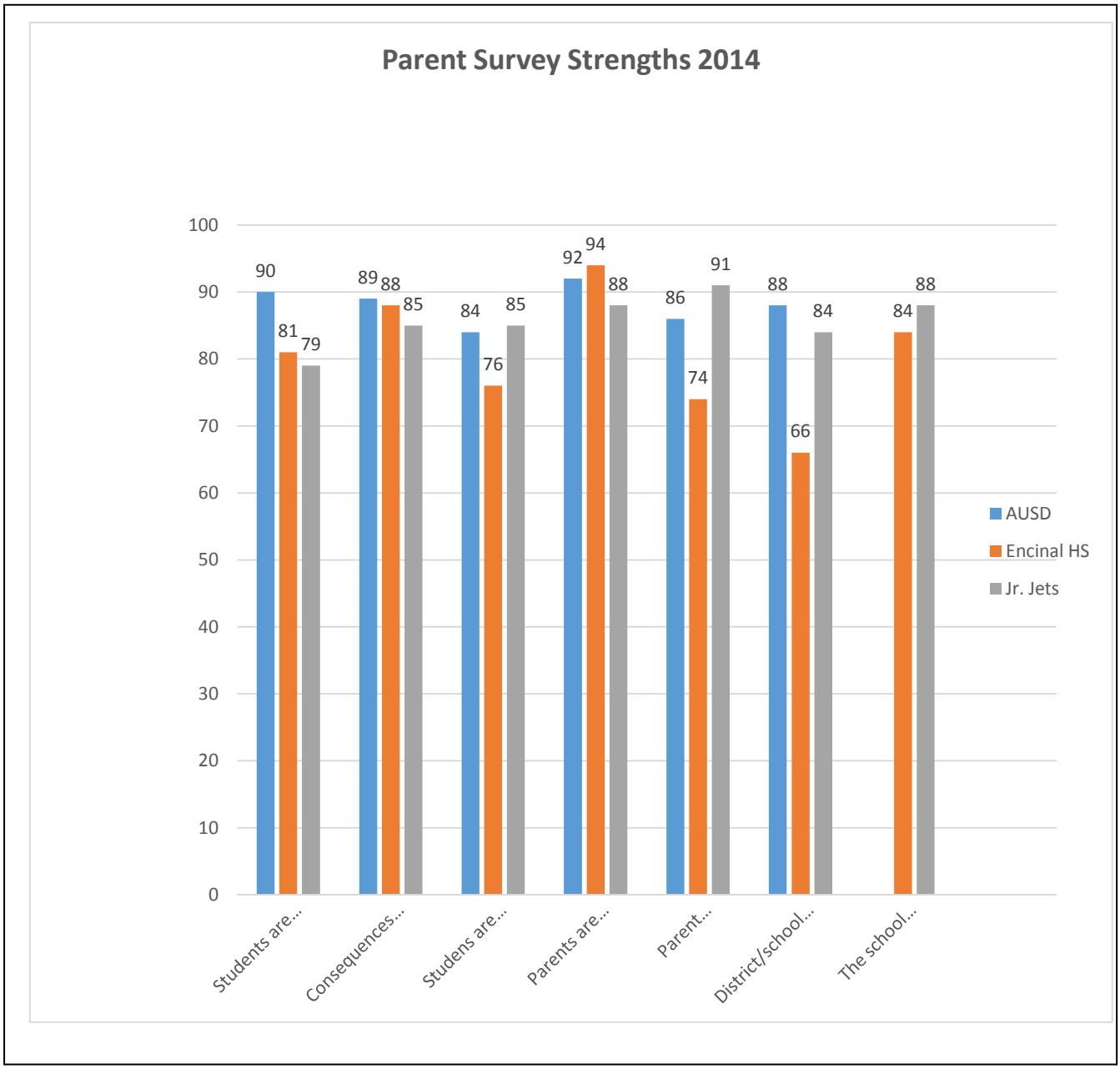
A large percentage of Encinal's student body (hovering around 20%) is composed of English learners (students with limited English proficiency—LEP). Encinal is the designated high school for newcomer students in our district; we offer a range of sheltered English courses to support this population, which is incredibly diverse, with students speaking many different home languages (more than 30 languages as shown in chart from 2014 EL census). An even larger percentage of Encinal's students come from homes in which a language other than English is spoken (over 46%). Some of these students were classified as fluent when initially assessed (IFEP), and others have been re-designated as fluent English proficient over time as assessments indicated increased fluency (RFEP). Encinal is richly diverse community linguistically as well as ethnically. The school embraces the multicultural nature of its student body and sees this as a great asset. Administration and faculty also recognize the ramifications for instruction—the need to provide language supports and instruction in all classes as nearly half of our population is learning or has learned English as a second language.

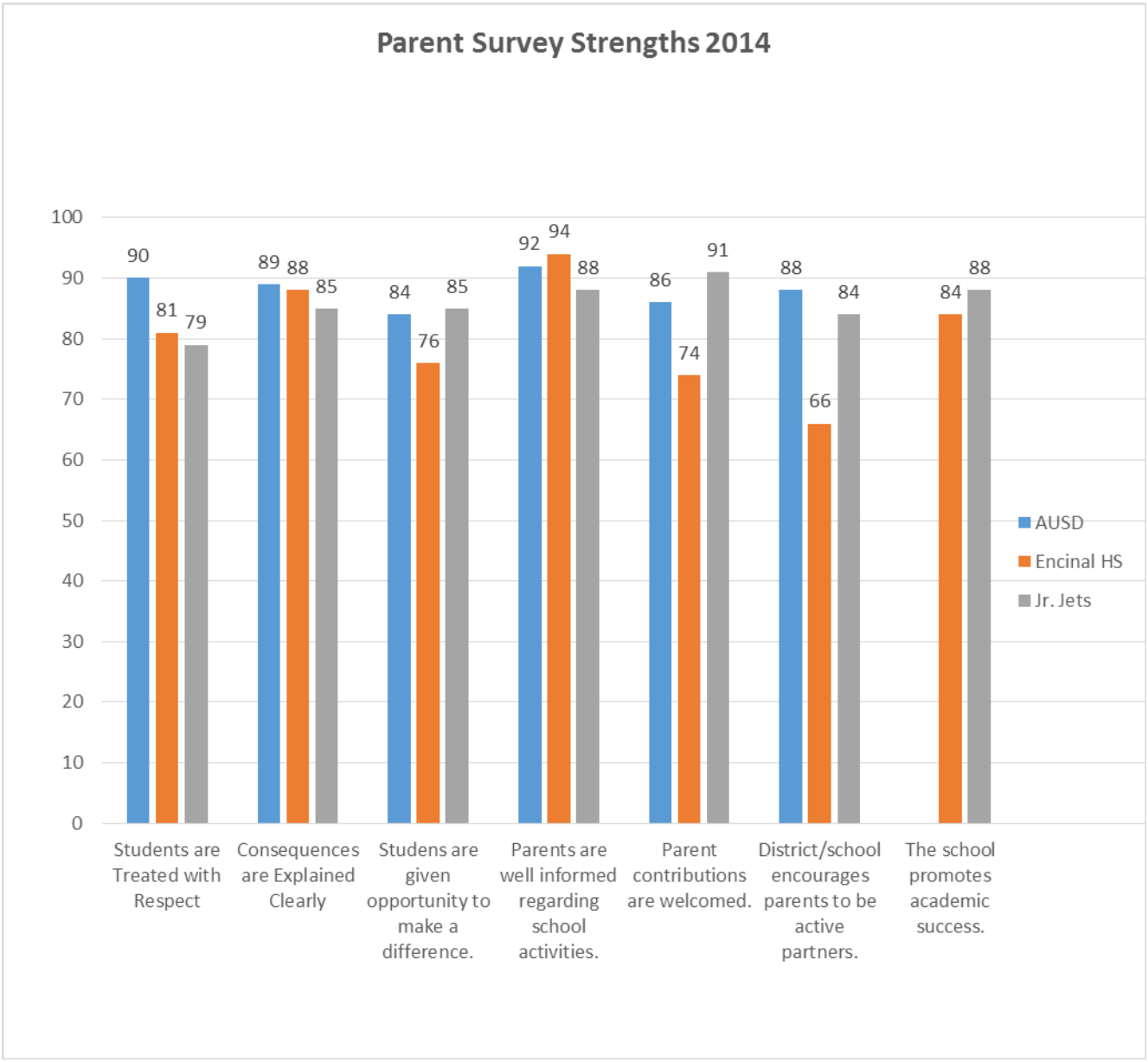
Goal #3: Support parent/guardian development as knowledgeable partners and effective advocates for student success

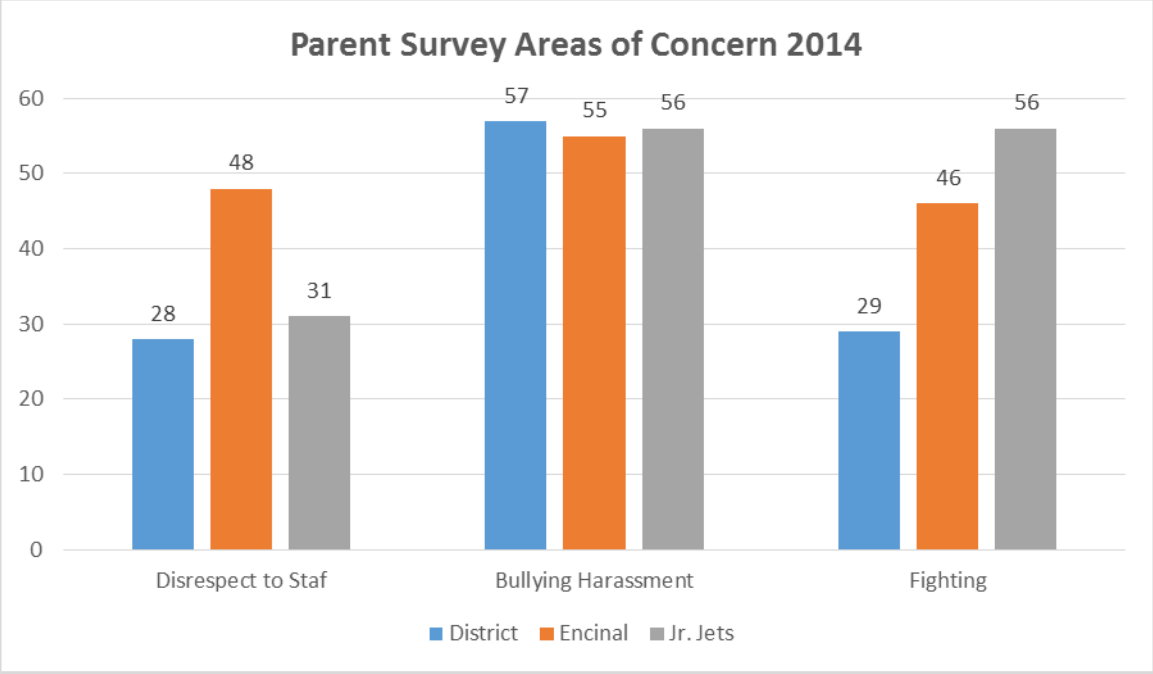
AUSD Local Control and Accountability Plan (LCAP) 2015-16 Districtwide Goal 3							
Major Goals	**Areas of Need**	**Ref.**	**Metrics**	**14-15**	**Targets**		
					15-16	**16-17**	**17-18**
Support parent/ guardian development as knowledgeable partners and effective advocates for student success	**Efforts 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%

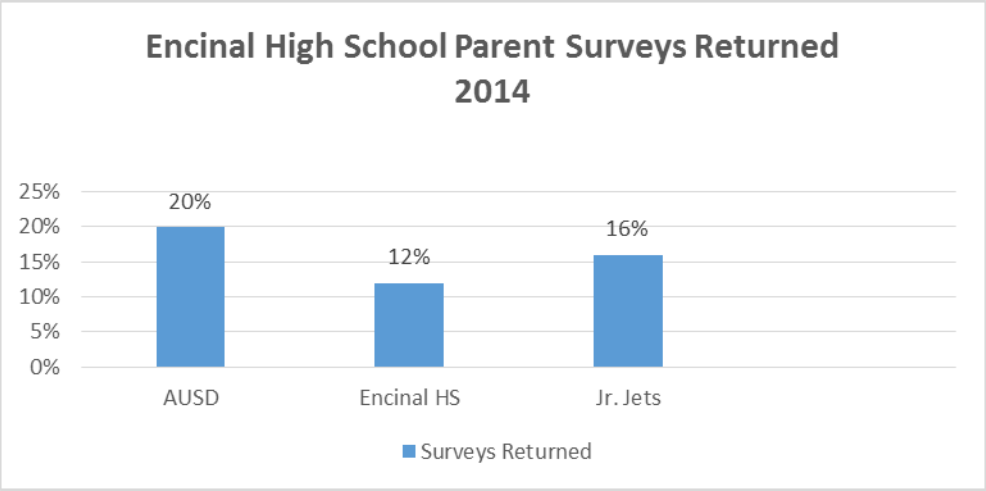
Survey Data

Each year, Alameda Unified School District conducts a parent survey that is translated into several languages. At this time, the results are not yet available for 2015, but a summary of 2014 parent survey results is provided below.




Parent Survey Strengths 2014
100
90
80
70
60
50
40
30
20
10
0
90
81
79
89
88
85
84
76
85
92
94
88
86
74
91
88
66
84
84
88
Students are Treated with Respect
Consequences are Explained Clearly
Studens are given opportunity to make a difference.
Parents are well informed regarding school activities.
Parent contributions are welcomed.
District/school encourages parents to be active partners.
The school promotes academic success.
AUSD
Encinal HS
Jr. Jets


Parent Survey Areas of Concern 2014
60
50
40
30
20
10
0
28
48
31
57
55
56
29
46
56
Disrespect to Staf
Bullying Harassment
Fighting
District
Encinal
Jr. Jets


Encinal High School Parent Surveys Returned 2014
25%
20%
15%
10%
5%
0%
20%
12%
16%
AUSD
Encinal HS
Jr. Jets
Surveys Returned

District Theory of Action

If:

- we eliminate barriers to student success and maximize learning time
- focus on measured growth for every student relative to their individual performance level(s)
- support all students in becoming college and work ready
- support parent/guardian development as knowledgeable partners and effective advocated for student success and
- provide students with access to the required basic services

Then:

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

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

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

Junior Jets 2013-14 SARC: http://www.doc-tracking.com/screenshots/Serve/4550/2014/EncinalJuniorJetsMiddleSchool.pdf

Encinal's Vision, Mission and Theory of Action

Vision: Our vision is to be an extraordinary high school in the eyes of our students, educators, staff and community. At Encinal all students will become college and career ready in our dynamic, engaging, and innovative environment.

Mission: Encinal is an inclusive learning community engaging and empowering students to actively take ownership of their education and future

Theory of Action:

IF we

- Establish a culture in which all members collectively enforce school-wide expectations for teaching and learning
- Provide instruction that actively engages students in higher order problem solving and critical thinking
- Eliminate systemic barriers at Encinal High School which have historically blocked access to people of color

THEN we will

- Create a culture in which teaching and learning is a reciprocal process and everyone is responsible for the outcomes
- See improved student engagement in their classes which will result in improved achievement for all students
- See historically underserved students provided better opportunities for post-secondary education

School-wide Learner Outcomes: JETS SOAR

Judicious: We strive to make wise decisions personally and academically.
Equitable: We explore our varied assets and needs to build a strong, inclusive learning community.
Thoughtful: We think critically, ask questions and explore ideas in depth.
Skilled: We hone our academic skills to become college and career ready.

Safe: We make sure everyone is safe emotionally and physically.
Organized: We develop systems to organize our work, our time and our lives.
Accountable: We honor our words and take responsibility for our actions.
Respectful: We show respect for ourselves, each other and our environment.

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
Eliminate barriers to student success and maximize learning time.	1.1	1.2	1.3	1.4	1.5	1.6	1.7		SW	AUD	EL	SED	LCFF BASE	LCFF SUPP	T1			
Encinal's sub goals: **Goal #1 Based on the site and district data (formative, summative, attendance, etc.), students will, by the end of the 2015-2016 school year, demonstrate increased levels of engagement in their learning through: student engagement strategies, content-literacy skills focused classrooms across the content areas, and positive school climate that fosters student leadership and empowerment.** • Eliminate systemic barriers at Encinal which have historically blocked access to people of color. Unconscious bias • White privilege • Stereotypes • Attendance • Suspension • Expectations • Curriculum/class offerings • Access • Family education and advocacy about navigating the system • Student voice • We will teach content-literacy and study skills across all disciplines to help students become independent learners in all content areas. • We will create a safe learning environment in which all staff have high, clear expectations, foster positive relationships, and promote active learning. • We will create opportunities to engage in complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving. • We will provide professional development for teachers on topics of race, unconscious bias, privilege,	X							Positive Behavior Intervention Support (PBIS): The whole school community will demonstrate applied knowledge of school behavioral expectations (SOAR).	X								PBIS TEAM	2015
								Positive reinforcement system in place school wide for acknowledging SOAR for students and staff. School wide explicit lessons taught about behavior expectations across the campus. Display SOAR across the school.	X								PBIS TEAM	2015
								Assemblies 2xs per year to acknowledge SOARING, as well as academic growth and achievement (.5 growth, 3.0 to 3.49, 3.5 to 3.99 and 4.0 and above).	X								PBIS team and PBIS lead teachers	2016
								Refine and implement SOAR lessons to be taught at the beginning of the year and at the semester.	X								PBIS TEAM	JUNE 2015
								Establish budget for SOAR displays, gift certificates, and assemblies.	X							3,000 PTSA and donations	PBIS TEAM	JUNE 2015
								Run behavioral/academic SST's one day per week.	X								RTI coordinator	2015
								Design and run tier two interventions (social groups, behavioral groups, and check in/check out). Purchase curriculum for tier two interventions	X								RTI coordinator	2015
								Sub for behavioral SST's 2xs per month and IEP's 2xs per month.	X				X			4,800 Discretionary		2015-2016
								Stipend PBIS coaching leads (2 leads).	X				X			8,200 discretionary		2015
								Utilize LINC CREW (LC) program for all incoming freshman. Train adult LC leaders and provide time for adult LC leaders to plan program details. Provide time at end of summer for student leader training (at least 1 day). Fund ongoing events for LINC CREW.	X				X			2,000 discretionary	Leadership teachers, JJ lead teacher and 6-8 counselor	2015
								Utilize WEB program for all incoming Junior Jets. Train adult WEB leaders and provide time for adult leaders to plan WEB program details. Provide time at end of summer for student leader training (at least 1 day). Fund ongoing events for WEB program.	X				X			1,000 discretionary	Leadership teachers, JJ lead teacher and 6-8 counselor	2015

content area literacy, integrated technology, and engagement strategies that promote critical thinking, • We will choose instructional materials that reflect our student population • We will develop classes and pathways based on student interest and need. • We will facilitate learning experiences that are meaningful to students and prepare them for their future. **Need: Improve attendance rates to maximize learning time** **1.1 Basic Attendance Rates:** Increase to 76.5 % of students attending school 96% of the year Currently: 68.5% • Focus on AA students-increase by 12% • Currently 59.7% **1.2 Chronic Absenteeism:** **Target 18.8%** Decrease by 5% of students with 3 or more unexcused absences Currently: 36.7% **Need: Decrease interruptions of learning by suspension and expulsion** **Target: 2.53%** **1.3 Suspension Rate:** Decrease by 3% of students suspended per year Currently: 4.6% Decrease AA suspensions by 10% Currently: **1.4 Expulsion Rate:** Maintain 0% of students expelled per year **Need: Improve rates of completion at Middle and High School** **1.5 Middle School Drop-out Rate:** Maintain 0% of students in given cohort not completing 8th grade **1.6 High School Drop-out Rate:** **Target: 2.5%** Decrease by 2.5% of students in 9th grade cohort not finishing 12th grade								Develop advisory curriculum for 6th-8th grade using the Developmental Assets as a framework. Continue to incorporate the four aspects of our advisory program.	X							JJ lead teacher and 6-8 counselor	2015
								Incorporate an academic peer-mentoring program, through which high school students can develop mentorships with Junior Jets.	X							6-8 counselor and AP master scheduling	2016
								Run after school tutoring support for students 6-12 (push for EL and free and reduced) (240 hours at teacher hourly rate).			X	X		X		7,380 (LCFF, in lieu and discretionary)	After school coordinator and teachers	2015-2016
								After school coordinator (BACR contract)			X	X		X		45,000 (in lieu)	After school coordinator	2015
								Begin to develop peer judicial system and deepen our use of restorative practices, have students lead community circles and restorative work.	X								After school coordinator and EFEC	2016
								Poll students and staff to re-examine course offerings with equity and access as focus.	X								AP lead teacher	OCTOBER 2015
								.4 counselor for 6-8th grade				X		X	X	37,576 (In lieu of title 1)		
								Deliver PD based on the following questions: How do I use the work on critical race theory, white privilege, and reflection on my own racial narrative to inform my instructional practice? How do I/we use data to assess what students are learning? How do I/we use data to drive our school decision making and my instructional practice? How do I use critical race theory to bridge the gap between home language (dialect) and academic language to understand content and technology literacy gaps within the classroom? How do I integrate what I learn in professional development (i.e., technology and literacy strategies) into my everyday instructional practice? What does it mean to be a literacy teacher in my content area? How do I find, empower and validate academic voice?	X							SEE PD PLAN	PD team principal	2015-2016
								Professional development to include the following: Course, unit and planning day for 15 people during summer (17 hours).	X					X	X	9,111 (IN LIEU)	PD TEAM, principal	2015-2016

Currently: 10.6% **1.7 High School Graduation Rate:** Increase by 2%, students in 9th grade cohort completing all graduation requirements Target: 91% Currently: 92% 1.8 PBIS SET TOOL								Integrated tech planning (5 people 6 hours)	X					X	X	1105 (IN LIEU)		
								10 full day PD days during the year (up to 10 people in each training) topics focused on literacy across content areas and integrated technology. Frame, Teach like a Champion, QER, Note Taking, Integrated Technology.			X	X		X	X	14,000 (IN LIEU)	PD team, principal	
								Standardize tardy policy with consequences.	X								Leadership team and PBIS team	
								Continue whole staff work on unconscious bias, privilege, and race.	X								PD team, principal and leadership	
								Attend CAAASA conference in March.	X					X	X	6,800 (IN LIEU)	Leadership	
								Engage in Instructional Rounds and Learning Labs focused on our instructional essential question, "who is doing the thinking and what is the evidence?" Conduct learning labs. 2 days, 2 labs. ½ day in morning and ½ day in afternoon. 10 teachers total per day.	X					X	X	1,200 (IN LIEU)	PD team, principal, leadership	
								Use a classroom visit tool created by the instructional community to evaluate "who is doing the thinking and what is the evidence" Develop calendar of regular scheduled instructional walkthroughs; create sign-up sheets for teachers to participate.	X							N/A	Principal	
								Sub days for instructional coaching on school PD initiatives (integrated technology, equity, PBIS, systematic ELD).			X	X		X		5400 (LCFF)	TECH lead, EL coordinator	
								Run COST (Coordination of Services team) one time per week. Counselors, School Physc, EFEC, After school coordinator, Principal, College and career specialist, PBIS coaches, RTI coordinator.	X		X	X					RTI Coordinator	
								Hold SART meetings every two weeks for any student with 10 or more unexcused period absences and or 10 or more tardies.	X								Assistant principal and attendance clerks	

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 to become college and work ready and demonstrate measured annual growth relative to their individual performance level(s). **Goal #2 By the end of the 2015-2016 school year, all students will demonstrate increased academic performance in all curricular areas through: use of high-leverage research-based CCSS instructional strategies, incremental collection and analyzing of data from multiple sources to provide strategic differentiated learning support, technology, and continued growth of a strong professional collaboration model. We will continue to support students in college and career readiness through the use of researched based student leadership programs, yearly assessment and revision of course selection, and student-driven planning.** 1. All students will be able to articulate their personal goals and develop the skills necessary to reach those goals. 2. All 10th grade students will have an individualized academic plan by the end of their 10th grade year. 3. All counselors will use these plans to identify courses and supports needed for future years. 4. Courses and pathways will be designed to provide students with the necessary skills to be prepared to meet their future goals. **Need: Improve student achievement on both state and local assessments.** **2.1 State Achievement Test: 34**% of students demonstrating proficiency on California Assessment of Student Performance and Progress (CAASPP) in ELA and Math **2.3 Local Assessment: 55**% of students demonstrating proficiency on Math Benchmarks by end of year **2.4 Academic Performance Index:** School-wide and District API performance **Need: Increase rate of English language acquisition by**														Work with SPSA, Leadership, PD team lead teachers to develop cycle of learning and collaboration that integrates work from PD to department meetings, flex, and grade level meetings. Support Department heads with training about how to use protocols to discuss student work, anchor papers, analyze data, and continue work from PD.	X								SPSA, leadership, principal	
															Utilize collaborative lesson planning and specific Core Six strategies and Making Thinking Visible to improve quality and consistency of instruction (rigor, critical thinking).	X							N/A	Leadership team	
															Planning and data analysis after school time for Mathematics, Systematic ELD, develop 7 courses (4 hours a month up to 12 people).			X	X		X		17,147 (IN LIEU)	Principal, leadership team and PD team	
															Institute differentiation plan to continue training staff on SIM. This PD plan will allow teachers to be trained in the advanced CER's (Concept Mastery, QER, Order, Concept Comparison, etc). We will collect data and provide coaching to help trained teachers implement the devices regularly and with fidelity.	X								Principal and PD team	
															Targeted 9th Graders: We will continue to target our most at-risk students, with modifications to our previously established plan. As a result of feedback from students and teachers, we will establish an intervention called High Potential Under Performing Youth Group (HPUP). This group of 9th graders will be identified with the help of the feeder schools. Each student will be assigned to an advisory class and will be monitored by our Equity and Family Engagement coordinator. Their grades/ attendance will be monitored and each student will be required to become involved in at least 2 extra curricular activities.	X								AP, EFEC, RTI coordinator	

English Learners (ELs) **2.6 EL Reclassification Rate: Increase by 3**% of English Learners reclassifying to Fluent English Proficient (FEP) **Target: 17.5%** Currently: 19% **2.7 Annual Measurable Achievement Objective (AMAO) 1:** Target 76% 80% of students meeting annual California English Language Development Test (CEDLT) growth target Currently: 80% **2.8 Annual Measurable Achievement Objective (AMAO) 2:** 80% of students demonstrating proficiency on CELDT **Need: Increase performance on indicators of college and career readiness.** **2.9 a-g Completion:** 70% of graduating seniors completing UC 'A-G' requirements Currently: 36% Increase AA by 10% Currently: 19% (data incorrect due to transfer codes. Must be solved in order to collect accurate data) **2.10 Early Assessment Program (EAP): 40**% of 11th grade students demonstrating college readiness on EAP in Math and English **2.11 Advanced Placement (AP) Exam Pass Rate:** 60% of AP Exams taken with a score of 3 or more **2.12 College-level coursework:** 55% of students enrolling in an AP or college course Increase FAFSA completion for seniors by 10% **Need: Implementation of State Standards for English Learners (ELs)** **2.13 English Learner Access to Common Core State Standards (CCSS):** 90% of ELs accessing CCSS State Standards in setting with English-only peers **2.14 English Language Development (ELD) Standard Implementation: 50**% of ELs receiving appropriate designated ELD instruction aligned to ELD Standards																							
													Response to Intervention: Develop a referral system for student intervention. Identify need and intervention appropriate to the student. Develop specific tier II interventions for behavior and academics. Team with Run COST meetings 1x per week to track student progress and address struggling students.	X							PBIS, leadership team	
													Intervention: Include the following classes in the master schedule to support students: AP support and access, math intervention, and Advisory class (2 per grade level to focus on relationship and navigating the system and skill supports).	X								
													Capacity: Hire an RTI coordinator .8 FTE to run tier two interventions, behavioral and academic SST's, COST meetings, track data, place students in interventions and coordinate outside resources.	X						73,330 (innovative and in lieu)	Principal	
													Access: Use data to assign targeted students to AP Access course. Continue to improve AP recruitment: AP access students visit AP classes, have whole-school AP promotion in fall, target specific students of color based on test scores and provide an AP lunch.								Department heads and literacy coach	
													Provide AP training for AP MWH and AP bio	X					X	4,000 (IN LIEU)	Principal and AP lead	
													Attend Math Asilimar conference: 3 teachers	X					X	3,000 (IN LIEU)	Principal	
													Instructional Lead: Stipend instructional leaders: 4 PD team leads, AP lead, and testing coordinator)							21,394 (discretionary		
													.2 FTE for technology lead teacher	X					X	18,287 (IN LIEU)		
													.2 FTE for Junior jet leads	X					X	18,287 (IN LIEU)		
													EL Learners: ELD classes held during the same period to allow movement based upon student performance.			X					Assistant Principal master scheduler	
													Beginning ELD workshop in afternoon to provide reinforcement of concepts learned in morning ELD class.			X					Assistant Principal master scheduler	
													Utilizing ELD teachers who have a strong knowledge of language acquisition and English grammar.			X					Assistant Principal master scheduler	
													Provide access for EL students to classes necessary for graduation.			X					Assistant Principal master scheduler	
													Administering CLEDT to all EL students; utilizing results for placement of EL students and re-designation.			X					EL and literacy coordinator	

													Creating native language tutoring program for struggling ELD students			X					EL literacy coordinator & EFEC	
													Monitoring academic progress of re-designated students Identify and training English and Foreign language teachers with a desire to teach language acquisition.			X					EL literacy coordinator and EL counselor	
													RTI team will analyze testing results and work with EL counselor to ensure proper placement on an individualized basis.			X					EL literacy coordinator, EL counselor, &RTI Coordinator	
													Identify struggling EL students in specific content areas and peer tutors who share the same native language.			X					EL literacy coordinator	
													Train tutors, provide access through after school program, and identify incentives for both tutor and tutored.			X					After school coordinator	
													Create trackers in school loop to follow all students re-designated in the past two years.			X	X				Lead tech teacher, EL counselor & EL coordinator	
													Support post-secondary goals of all students by providing college field trips to 6-8th, 9th grade and 10th grade advisory students (community college, state university, and a private university)	X						15,000 discretionary	Advisory teachers, 6-8 counselor, JJ head teacher, and 9th grade team	
													All sixth grade incoming students will be interviewed to asses strengths, social needs, academic needs and goals for future	X							JJ TEAM	
													Provide 10th grade counseling evenings to meet with and discuss all 10th graders' individual plan for college	X							Counselors, department office manager, AEF	
													Push in counseling into English classes in 9th-12th pursuant to specific bench marks: 9th- transcript reviews after 1st semester; understanding A-G readiness, setting goals for post-secondary dreams; 10th grade- transcripts reviews, A-G readiness, planning for college and career; 11th grade-financial aid, investigating options, refining plan; and 12th grade- completing FAFSA, understanding grants and scholarships, application process, definitive plan for after high school.	X							Counselors, English teachers, and college and career	

														Review of transcripts every grade level, at semester and the end of the year, followed by letter to parents/guardians about college standing.	X								Counselors and college and career Equity and Family Engagement Coordinator	
														Three evening events for career options; coordination with the Peralta colleges.	X								Counselors and college and career	
														College counseling evenings 5 times through the year focused on understanding the system, course selection, FAFSA, and application processes.	X								Counselors and college and career Equity and Family Engagement Coordinator	
														Target 9th grade specific 9th grade families to participate in college and career evenings focused on navigating the system.	X								College and Career center and Family Equity and Family Engagement Coordinator	
														Increase the number of students enrolling in the PSAT and the SAT. Run two campaigns to get students enrolled/	X								College and Career specialists	

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
Support parent/guardian development as knowledgeable partners and effective advocates for student success. **Encinal's sub goals:**	3.1	3.2					SW	AUD	EL	SED	LCFF BASE	LCFF SUPP	T1			
Goal #3 Throughout the 2015 -2016 school year, we will continue to cultivate growing home-school connections with all families and community groups based on meaningful two-way communication, respect, and open dialogue. 1. Increase parent and community involvement. 2. Establish parent advocacy groups to support existing efforts to raise student achievement and outcomes. 3. Establish a school culture and climate where all parents and family members feel warmly welcomed on campus. 4.Cultivate partnerships with outside community-based organizations (CBO's) to provide essential resources for families and their children. **Need: Improve home to school communication and overall parent/guardian awareness of student progress.** **3.1 Seeking Input:** 85% of parents/guardians that feel informed about their student's progress in school as reported on parent/guardian survey **Need: Increase parent/guardian participation in educational events** **3.2 Participation:** 25% of parents/guardians attending non-mandatory educational school events						Work with PTSA to establish four parent evenings covering a variety of topics.	X							N/A	EFEC, PTSA, Principal	
						Identify key parents for ELAC participation, SSC participation, PTSA, boosters, etc.	X		X					N/A	EEFC, EL coordinator, Principal	
						Identify key parents for ELAC participation, SSC participation, PTSA, boosters, etc.								N/A	EVERYONE	
						All letters will be translated into the top two home languages. Information sent home will include translated information about EL programs, college information, and ELAC schedules			X						EEFC, EL coordinator,	
						SPSA and Leadership teams will create a Family/Community Survey to send out to all families in March.	X								Leadership team	
						Identify family advocates with leadership capacity/potential to "build" and recruit Family Advocacy Groups. Provide these leaders with resources and support from site leadership.	X								EVERYONE	
						Begin to form parent advisory groups (African American, Latino, and Asian). Meet once every two months.	X								Principal and EEFC	
						ELAC meetings focused upon American college system, including admission process and financial aid.			X						El coach, El counselor, AP in charge of EL	
						Educational equity and family engagement coordinator			X	X		X		66,746 (LCFF)		

Encinal High Budget Packet (Includes both Encinal High and Junior Jets)

Budget Summary

Resource	Program	B3 15-16	C112 Certificated Salaries Object 1xxx	C113 Classified Salaries Object 2xxx	C114 Benefits Object 3xxx	C122 Supplies Object 4xxx	C135 Services Object 5xxx	Total Budgeted	Unbudgeted Balance	C137 Check
0001	Discretionary	$ 157,593	$ 31,999	$ -	$ 5,170	61,068	59,356	$ 157,593	$ -	157,593
0002	LCFF Supplemental Grant	$ 77,640	$ 9,398	$ 49,000	$ 19,267	$ -	$ -	$ 77,665	$ (25)	77,665
3010	T1, Part A		$ -	$ -	$ -	$ -	$ -	$ -	$ -	0
0002	In Lieu of Title 1	$ 198,925	$ 117,330	$ -	$ 24,829	$ -	$ 56,828	$ 198,987	$ (62)	198,987
	Innovative	$ 91,000	$ 73,856	$ -	$ 17,806	$ -	$ -	$ 91,662	$ (662)	91,662
	Grand Total	**$ 525,158**	**$ 232,583**	**$ 49,000**	**$ 67,072**	**$ 61,068**	**$ 116,184**	**$ 525,907**	**$ (749)**	**525,907**

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**
☒ LCFF Supplemental Funding (0002)	$ 77,640
☒ Title I, Part A: Schoolwide Program (In Lieu of Title I) Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$ 198,925
☐ Title I, Part A: Targeted Assistance Program Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 0
☐ Title I, Part A: Program Improvement Purpose: Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	$ 0
☐ Title II, Part A: Teacher and Principal Training and Recruiting Purpose: Improve and increase the number of highly qualified teachers and principals	$ 0
☐ Title II, Part D: Enhancing Education Through Technology Purpose: Support professional development and the use of technology	$ 0
☐ Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	$ 0
☐ Title IV, Part A: Safe and Drug-Free Schools and Communities Purpose: Support learning environments that promote academic achievement	$ 0
☒ Title V: Innovative Programs Purpose: Support educational improvement, library, media, and at-risk students	$ 91,000
☐ Other Federal Funds (list and describe[1])	$ 0
Total amount of state and federal categorical funds allocated to this school	$ 367,565

[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
Gary Lym	M	A					x	
Ron Mooney	M	W					x	
Melissa Erickson	F	W					x	
Veronica Whitehead	F	AA					x	
Cathy Neilson	F	W					x	
Tracy Allegrotti	F	W				x		
Sarah Stickle	F	W			x			
Kevin McNulty	M	W			x			
Erick Wheat Jr.	M	AA						x
Malik Whitehead	M	AA						x
Kirsten Zazo	F	W		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? If not, what is needed?

   No, we need another other school staff member.

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

   The student composition and parent composition on the SSC reflects the diversity of our school population; the teacher composition does not reflect the student body.

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

   Reaching out to individual parents about joining the SSC who represent currently underrepresented racial groups.

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

   The teacher coordinator of our ELAC meets with the ELAC and shares the same SSC documents with the parent group. The ELAC gives input into the action plan.

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: 5/6/15.

Attested:

Kirsten Zazo
Typed name of school principal

Signature of school principal — 5/6/15
Date

Ronald Mooney
Typed name of SSC chairperson

Signature of SSC chairperson — 5/6/15
Date

Appendix A: Special Education

Students Enrolled in Special Education by Ethnicity								
	2011-2012		2012-2013		2013-2014		2014-2015	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Latino	26	23%	19	17%	20	16%	20	18%
American Indian	1	1%	0	0%	0	0%	1	1%
Asian	7	6%	8	7%	11	9%	10	9%
Pacific Islander	3	3%	7	6%	7	6%	5	5%
Filipino	10	9%	8	7%	7	6%	7	6%
African American	38	34%	42	39%	48	39%	37	33%
White	26	23%	25	23%	30	24%	27	24%
Multiple or No	0	0%	0	0%	0	0%	4	4%
Total	**111**	**100%**	**109**	**100%**	**123**	**100%**	**111**	**100%**

Students Enrolled in Special Education								
	2011-2012		2012-2013		2013-2014		2014-2015	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Grade 9	25	23%	32	29%	38	31%	34	31%
Grade 10	30	27%	27	25%	29	24%	28	25%
Grade 11	27	24%	26	24%	25	20%	28	25%
Grade 12	29	26%	24	22%	31	25%	21	19%
Total	**111**	**100%**	**109**	**100%**	**123**	**100%**	**111**	**100%**
Students Enrolled in Special Education by Grade								
	2011-2012		2012-2013		2013-2014		2014-2015	
	Female	Male	Female	Male	Female	Male	Female	Male
Grade 9	5	20	10	22	12	26	16	18
Grade 10	9	21	7	20	10	19	10	21
Grade 11	10	17	6	20	6	19	7	18
Grade 12	12	17	8	16	7	24	7	14
Total	**36**	**75**	**31**	**78**	**35**	**88**	**40**	**71**

A significant percentage (close to 11%) of Encinal's student body qualifies for special education. Nearly 2/3 of these students (64%) are male. Our Special Education Department consists of six teachers focusing on mild to moderate student needs, one teacher for the moderate to severe and one teacher each assigned to Functional Living Skills and Counseling Enriched programs. These teachers are assisted by para-professionals; one para is assigned to each teacher with two paras assigned to FLS and CE classes. In addition, the FLS class has had a one-on-one aide assigned periodically to a specific student in need based on their disability.

As is consistent with the majority of schools in the United States, Encinal has a disproportionate number of African American students in special education. About one third (33%) of our special education population is African American, but African American students make up only 21% of our students. Asian students continue to be underrepresented in special education classes. The correlation between race and special education status is one of the systemic barriers that our theory of action aims to address.

This year, the special Education program at Encinal High consists of a department of six teachers focusing on mild to moderate student needs, one teacher for the moderate to severe, Functional Living Skills program (FLS) for students who are earning certificates of completion, one teacher for the Counseling Enriched program (CEC), and a para-professional assigned to each teacher. Both the CEC and FLS programs have two paras assigned to the class. In addition, the FLS class has had a one-on-one aide assigned periodically to a specific student in need based on disability as defined in their IEP.

The school is providing direct instruction as needed in the form of special education English and math classes for students whose individualized learning plans show that integration into mainstream math and English classes would not be a good fit. In this way, Special Education students can access these core classes with accommodated and specialized supports. There is a section of Special Education English for all of the four grade levels in addition to an intensive reading class based on the low reading abilities and levels of this small number of students, for a total of two Special Education English classes. There is one section of pre-Algebra, three sections of Algebra A and one section of Algebra B, for a total of five Special Education core Math classes. For science, social science and all electives, Special Education students are now enrolled in mainstream core classes. Many Special Education students (those not in the sections mentioned above), are also mainstreamed for math and English.

Students are also enrolled in Strategic Academic Support classes (SAS) designed to support them with their mainstream core classes. Students earn elective credit for these SAS classes. The SAS classes are directly linked to the case manager in charge who is also co-teaching with the general education teacher for a specific subject. All Special Education teachers have been assigned to co-teach with a specific General education teacher for a given subject matter. They are able to provide accommodations and support the mainstream teacher with the specific and more sensitive issues Special Education students may present in class. The Special Education teacher is then also able to guide the students in one of their two SAS classes with the tools and scaffolding supports the students may need to pass their General Education classes. These four teachers are also case managers for all

of the Special Education students they work with. They are responsible for timely completion of all of their students' IEPs and for disseminating information to the students' teachers as needed. The two Special Education staff members who teach five core classes for both math and English are not considered case managers and are not responsible for the completion of IEPs.

This integrated Special Education model was implemented at the start of the 2014-2015 school year, and is being reviewed and evaluated so that it can be enhanced for future years. It is a shift from previous Special Education models at Encinal High School, where we had a Learning Center drop-in and a more segregated Special Education program that acknowledged distinctions between Special Day Class students (SDC) and Resource students (RSP).

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

Alameda Unified School District Enrollment and Unduplicated Count

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

Source: CALPADS

LCAP Goal One: Student Engagement

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

2015-16 Target: 76%

1.1A Students with 96% Attendance by Sub Group

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

Source: Aeries

1.1B Students With 96% Attendance by School Site

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

Source: Aeries

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

2015-16 Target: 76%

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

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

Source: Aeries

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

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

Source: Aeries

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

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

Source: Aeries

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

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

Source: Aeries

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

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

Source: Aeries

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

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

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

Source: Aeries

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

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

Source: Aeries

1.3 Decrease the % of student suspensions.

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

Source: Data Quest

1.3D Student Suspension Rate by School Site

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

Source: Aeries

1.4 Decrease the % of Student Expulsions

Target 2015-16: .075

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

Source: Data Quest

1.5 Decrease the rate of middle school drop outs.

2015-16 Target .62% Students.

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

Source: Data Quest

1.6 Decrease the 9th Grade Cohort Drop Out Rate.
2015-16 Target: 8.1%

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

Source: Data Quest

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

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

Source: Data Quest

1.7 Increase the 9th Grade Cohort High School Graduation Rate
2013-14 Graduating Cohort

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

Source: Data Quest March 3, 2015

LCAP Goal Two: Student Achievement

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

2.1A CAASPP CST Science: % Proficient and Advanced

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

Source: CDE

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

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

Source: CDE

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

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

Source: CDE

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

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

Source: CDE

2.1B 2014 Science CST Scores

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

2.1 CAHSEE Demographic Analysis Math Three Year Trend

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

2.1 Demographic Analysis CAHSEE Math Three Year Trend.

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

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

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

CAHSEE Demographic Analysis ELA Three Year Trend

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

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

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

Source: Measures

2.3 Local Assessment

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

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

Source: Measures

2.4 Increase API Annual Performance Indicator
Baseline to be Established

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

2.6 Increase the % of English Learners Reclassified Annually

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

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

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

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

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

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

Source: Title III Accountability Report CDE

AUSD English Learner Data March 2015 (Reference Data)

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

College and Career Readiness

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

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

2.10 Early Assessment Program

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

2015-16: New baseline to be established through CAASPP

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

2.11 Advanced Placement Exam Passing Rate

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

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

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

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

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

Source: Aeries and CALPADS Enrollment Primary Status by Subgroup.

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

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

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

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

LCAP Goal Three: Parent/Guardian Engagement

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

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

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

2015-16: Baseline to be Established

LCAP Goal Four: Basic Services

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

2014-15	**98.6%**

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

2014-15	**98%**

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

2014-15	**99%**

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

2014-15	**100% Compliant**

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

Languages of the Alameda Unified School District- Non Metric

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

Eight Major Languages Spoken by English Learners

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

Other Languages with at Least 10 English Learners

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