

BOARD OF EDUCATION AGENDA

REGULAR MEETING
May 9, 2017 - 5:30 PM

Alameda City Hall

2263 Santa Clara Avenue
Alameda, CA 94501

Regular meetings held in Council Chambers will be recorded and broadcast live on Comcast, Channel 15

The Board of Education will meet for Closed Session and to discuss labor negotiations, student discipline, personnel matters, litigation, and other matters as provided under California State law and set forth on the agenda below. Following Closed Session, the Board reconvenes to Public Session. Adjournment of the Public Session will be no later than 10:30 PM for all regular and special meetings, unless extended by a majority vote of the Board.

Writings relating to a board meeting agenda item that are distributed to at least a majority of the Board members less than 72 hours before the noticed meeting, and that are public records not otherwise exempt from disclosure, will be available for inspection at the District administrative offices, 2060 Challenger Drive, Alameda, CA. Such writings may also be available on the District's website. (Govt Code 54957.5b). Individuals who require special accommodations (American Sign Language interpreter, accessible seating, documentation in accessible format, etc.) should contact Kerri Lonergan, Assistant to the Superintendent, at 337-7187 no later than 48 hours preceding the meeting.

IF YOU WISH TO ADDRESS THE BOARD OF EDUCATION

Please submit a "Request to Address the Board" slip to Kerri Lonergan, Assistant to the Superintendent, prior to the introduction of the item. For meeting facilitation, please submit the slip at your earliest possible convenience. Upon recognition by the President of the Board, please come to the podium and identify yourself prior to speaking. The Board of Education reserves the right to limit speaking time to three (3) minutes or fewer per individual. Speakers are permitted to yield their time to one other speaker, however no one speaker shall have more than four (4) minutes.

Closed Session Items: may be addressed under Public Comment on Closed Session Topics.

Non Agenda and Consent Items: may be addressed under Public Comments.

Agenda Items: may be addressed under either Public Comments or General Business after the conclusion of the staff presentation on the item.

A. CALL TO ORDER

1. Public Comment on Closed Session Topics: The Board of Education reserves the right to limit public comment to 10 minutes.
2. Adjourn to Closed Session - 5:30 PM - to discuss:

Conference with Labor Negotiators - Pursuant to Subdivision 54957.6
Agency designated representatives: Timothy Erwin, Chief Human Resources Officer,
and Chad Pimentel, General Counsel
Employee organizations: AEA, CSEA 27, and CSEA 860

Conference with Real Property Negotiators - Pursuant to Section 54956.8:
(1) District sites: District Office (2060 Challenger Drive)

Public Employee Discipline/Dismissal/Release - Pursuant to Subdivision 54957

Confidential Student Matters - Pursuant to CA Education Code Section 35146

Student Discipline/Expulsion/Readmit: None at this time.

3. Reconvene to Public Session: 6:30 PM Council Chambers
4. Call to Order - Pledge of Allegiance - Edison Elementary School
5. Introduction of Board Members and Staff

B. MODIFICATION(S) OF THE AGENDA - The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action

C. APPROVAL OF MINUTES

1. Approval of Minutes - Minutes from the April 25th Board Meeting will be considered

D. COMMUNICATIONS

1. Highlighting Alameda Schools - Edison Elementary School
2. Employee(s) of the Month
3. Written Correspondence - Written correspondence regarding an agenda item that is distributed to a majority of Board Members is shared.
4. Board Members' Report - The Board of Education Members may make announcements or provide information to the Public in the form of an oral report. The Board will not take action on such items.
5. Superintendent's Report - The Superintendent of Schools may make announcements or provide information to the Board and Public in the form of an oral report. The Board will not take action on such items.
6. Student Board Members' Report - Student Board Members may make announcements or provide information to the Board and the Public in the form of an oral report. The Board will not take action on such items.
7. Report from Employee Organizations - Representatives from the District's employee organizations may make announcements or provide information to the Board and Public in the form of a brief oral report. The Board will not take action on such items. Alameda Education Association (AEA); California School Employees Association Chapter 27 (CSEA 27); California School Employees Association Chapter 860 (CSEA 860).
8. Public Comments - Members of the public may address the Board on Consent Calendar Items, Agenda and Non-Agenda items within the subject matter jurisdiction

of the District. However, speakers who have already spoken on an Agenda item during Communications will not be entitled to speak to that item under General Business. Public comments are limited to 30 minutes under this item. Any remaining comments will be heard under G.

9. Closed Session Action Report

E. ADOPTION OF THE CONSENT CALENDAR

1. Certificated Personnel Actions
2. Classified Personnel Actions
3. Approval and Acceptance of Donations
4. Approval of Bill Warrants and Payroll Registers
5. Approval of K-5 ELA/ELD Instructional Materials Adoption
6. Approval of Memorandum of Understanding between Alameda County Workforce Development Board and the Workforce Innovation and Opportunity Act Mandated One-Stop/America's Job Centers of California (AJCC) Partners, Phase II
7. Approval of New Secondary Course Descriptions
8. Approval of Single Plans for Student Achievement (SPSAs) for 2017-18 School Year
9. Approval of Special Education Local Plan Area Master Contracts
10. Out-of-State Field Trip Request: Earhart Elementary to Knoxville, TN
11. Proclamation: Memorial Day - May 2017
12. Proclamation: Harvey Milk Day - May 22, 2017
13. Ratification of Contracts Executed Pursuant to Board Policy 3300
14. Resolution No. 2016-2017.71 Approval of Budget Transfers, Increases, Decreases
15. Approval of Non-Exclusive Easement at 1900 Third Street, Alameda, CA 94501 between AUSD, Alameda Boys and Girls Club, and the City of Alameda
16. Resolution No. 2016-2017.73 Authorization to Dispose of Surplus Property
17. Resolution No. 2016-2017.72 Delegation of Authority to Purchase and Contract

F. GENERAL BUSINESS – Informational reports and action items are presented under General Business. The public may comment on each item listed under General Business as the item is taken up. The Board reserves the right to limit public comment on General Business items to ten (10) minutes per item. The Board may, with the consent of persons representing both sides of an issue, allocate a block of time to each side to present their issue.

1. Resolution No. 2016-2017.69 Employee Appreciation Month: May 2017 (10 Mins/Action)
2. Recognition of Teacher of the Year and Finalists (10 Mins/Information)
3. Update of Geotechnical Engineering Evaluation of Lum Elementary School (15 Mins/Information)

4. Lum School Relocation Feasability Planning: Enrollment (30 Mins/Information/Direction)
5. Lum Advisory Committee Report and Recommendations Regarding Feasible Alternatives To Address Concerns Raised By Soil Test Results at Lum Elementary (20 Mins/Information)
6. 2017-2018: Budget Adoption Process: Review of Program Allocations (10 Mins/Information)
7. Overview of California's New School Dashboard Report (15 Mins/Information)
8. Public Hearing: World Language Spanish and French Text Adoption (15 Mins/Public Hearing/Information)

G. ADJOURNMENT

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Adjourn to Closed Session - 5:30 PM

Item Type:

Background: Adjourn to Closed Session - 5:30 PM - to discuss:

Conference with Labor Negotiators - Pursuant to Subdivision 54957.6
Agency designated representatives: Timothy Erwin, Chief Human Resources Officer, and Chad Pimentel, General Counsel
Employee organizations: AEA, CSEA 27, and CSEA 860

Conference with Real Property Negotiators - Pursuant to Section 54956.8:
(1) District sites: District Office (2060 Challenger Drive)

Public Employee Discipline/Dismissal/Release - Pursuant to Subdivision 54957

Confidential Student Matters - Pursuant to CA Education Code Section 35146

Student Discipline/Expulsion/Readmit: None at this time.

Goals:

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Department Budget:

Recommendation:

AUSD Guiding Principle:

Submitted By:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Minutes - Minutes from the April 25th Board Meeting will be considered

Item Type:

Background: Staff has prepared minutes following Board Bylaw 9324 – Minutes and Recordings:
In order to ensure that the minutes are focused on Board action, the minutes shall include only a brief summary of the Board's discussion, but shall not include a verbatim record of the Board's discussion on each agenda topic or the names of Board members who made specific points during the discussion.

Goals:

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Department Budget:

Recommendation:

AUSD Guiding Principle:

Submitted By: Kerri Lonergan, Administrative Assistant to the Superintendent

ATTACHMENTS:

Description	Upload Date	Type
☐ Minutes from April 25th Board Meeting	5/3/2017	Backup Material

**BOARD OF EDUCATION
MEETING**
April 25, 2017
Alameda City Hall
2263 Santa Clara Avenue

UNADOPTED MINUTES

REGULAR MEETING: The regular meeting of the Board of Education was held on the date and place mentioned above.

A. CALL TO ORDER

1. Public Comment on Closed Session Topics:
There were no comments on Closed Session topics.
2. Adjourn to Closed Session - 5:30 PM
3. Reconvene to Public Session - 6:30 PM
4. Call to Order - Pledge of Allegiance - Henry Haight Elementary School:
Principal Tracey Lewis and students from Haight Elementary School led the Pledge of Allegiance.
5. Introduction of Board Members and Staff:
Board of Education Members present: Ardella Dailey, Gray Harris, Gary Lym, Anne McKereghan, and Jennifer Williams; AUSD Executive Cabinet Members present: Superintendent Sean McPhetridge, General Counsel Chad Pimentel, Chief Business Officer Shariq Khan, Chief Human Resources Officer Tim Erwin, Chief Student Support Officer Kirsten Zazo, and Chief Academic Officer Steven Fong; Student Board Members present: Elizabeth McDonough, Rasarea Chan, and Amy Chu

B. MODIFICATION(S) OF THE AGENDA

Motion to move item F-6 (Letter from Board of Education to State Representatives) after item F-8 Budget Process and Assumptions; Consent item E-11 (AEF Proclamation) to move to after highlighted school; Consent item E-18 (Resolution for Employee Appreciation Month) gets pulled from the agenda to be added to the May 9th Board of Education Meeting agenda.

MOTION: Member McKereghan

SECONDED: Member Harris

AYES: Members Dailey, Harris, McKereghan, Lym, Williams

NOES: None

MOTION APPROVED

- C. APPROVAL OF MINUTES:** Minutes from the March 24th Special Board Meeting and the March 28th Regular Meeting were considered.

Motion to approve the adoption of the March 24th and March 28th Board of

Education meeting minutes.

MOTION: Member Williams

SECONDED: Member Harris

AYES: Members Dailey, Harris, McKereghan, Lym, Williams

NOES: None

MOTION APPROVED

D. COMMUNICATIONS

1. Highlighting Alameda Schools - Haight Elementary School:

Principal Tracey Lewis gave the Board highlights about the program at Haight Elementary School. Ms. Lewis gave the Board information about Haight Elementary's Innovative Program, staff's use of social and emotional learning tools to support students, the English Language Learner program at the site, and the many ways families are being engaged in their students' learning and the Haight community.

2. Written Correspondence:

The Board received one email regarding Consent Item E-19, the Resolution in Support of Strengthening California's Gun Laws and Preventing Fire Arms from Being Permitted on School Campuses, and one email on General Business Item F-7, the update on School Start Time.

Consent Item E-11 – Proclamation: Alameda Education Foundation Appreciation Day

Board Members thanked the Alameda Education Foundation and staff for their work on the following projects: Adopt-a-Classroom, Salute to Education, and Sophomore Counseling offered at the high schools.

Motion to approve proclamation declaring April 25, 2017 Alameda Education Foundation Appreciation Month.

MOTION: Member Williams

SECONDED: Member Harris

AYES: Members Dailey, Harris, McKereghan, Lym, Williams

NOES: None

MOTION APPROVED

3. Board Members' Report:

Member Lym: Member Lym thanked Alameda Education Foundation for the recent Salute to Education event and the League of Women Voters for last month's Meet Your Public Officials event. Member Lym stated that he attended the groundbreaking for the Measure I Bond work at Historic Alameda High School and mentioned he was in the graduating class that was the first class to use the "new" Alameda High School building. Member Lym thanked the community for supporting Measure I.

Member Harris: Member Harris spoke about Resolution AB 242 in Support of Strengthening California's Gun Laws to Prevent Fire Arms from Being Carried on School Campuses. Member Harris mentioned she attended the recent Salute to Education event and recently attended a talk about helping to

fix statewide funding. Member Harris also recently attended the Alameda County School Board meeting.

Member Williams: Member Williams thanked Alameda Education Foundation Board members, staff, and volunteers and recognized the work that went into the recent Salute to Education event. Member Williams recognized the Salute to Education award winners from all AUSD schools, and specifically the honorees from Bay Farm School and Lincoln Middle School. Member Williams stated she has been contacted by teachers and parents regarding Full Day Kindergarten. Member Williams stated she will be meeting with teachers and bargaining group leaders next week to hopefully be able to work collaboratively to address issues brought to the Board regarding small group instruction and other aspects of the longer day program for Kindergarten.

Member McKereghan: Member McKereghan thanked AUSD staff for meeting with her in the last month to bring her up to speed. Member McKereghan also thanked Franklin PTA and CLCS for inviting her to meet. Member McKereghan stated she recently attended the League of Women Voters Meet Your Public Officials event, the Alameda Education Foundations's Salute to Education event, the groundbreaking for the Measure I Bond construction at Historic Alameda High School, and the Season for Nonviolence Speech Contest, where student Kate Crawford took home top honors. Member McKereghan congratulated Cammie Harris on the recent award of Gold Ribbon School awarded to Wood Middle School.

4. Superintendent's Report:

Superintendent Sean McPhetridge gave the Board information on the following proclamations and resolutions:

- Earth Week April 17th – April 24th
- Asthma Awareness Month – May
- Asian-Pacific Island Heritage Month – May
- Labor History Month – May
- Alameda Education Foundation Appreciation Day – April 25th
- Resolution in Support of AB 424, Strengthening California's Gun Laws and Preventing Fire Arms from Being Brought onto School Campuses
- Dates for Employee Appreciation Month (resolution is being brought to the Board for action on May 9th):
 - May 1, 2017 School Principals Day
 - May 1-5, 2017 National Teacher Appreciation Week
 - May 10, 2017 California Day of the Teacher
 - May 21-27, 2017 Classified School Employee Week
 - May 21-27, 2017 National Educational Bosses' Week

Dr. McPhetridge also thanked Alameda Education Foundation's Sarah Olaes for her work on the Measure B1 Parcel Tax campaign and shared information about the upcoming Ruby Bridges' STEAM Showcase and Silent Auction on April 28th. Dr. McPhetridge congratulated Wood Middle School and ASTI for winning the California Gold Ribbon School Award.

5. Student Board Members' Report:

Rasarea Chan, ASTI Student Board member: Ms. Chan gave the Board information about the recent Gold Ribbon Award given to ASTI. ASTI recently had a school-wide talent show, which was very well attended. Ms. Chan announced the ASTI graduation ceremony will be held on June 2nd at the Alameda Elks Lodge.

Amy Chu, Encinal Student Board Member: Ms. Chu announced Encinal has had several recent important events including the EJSHS Day of Silence and Student Talent Show. The Encinal Band is rehearsing and upcoming competition, and Ms. Chu thanked local business Santoro's for partnering for a lunchtime fundraiser.

Elizabeth McDonough, Alameda High Student Board Member: Ms. McDonough talked about Earth Day at AHS and the activities held at the site. Students from Gay/Straight Alliance had a table for the Day of Silence. Junior Statesmen of America's AHS Chapter won Chapter of the Year at a recent meeting of the local JSA groups. Ms. McDonough announced Advanced Placement (AP) tests are coming up, and 80% of AHS students are taking at least one AP test.

6. Report from Employee Organizations:

Audrey Hyman, President Alameda Education Association (AEA): Ms. Hyman thanked Alameda Education Foundation for the recent Salute to Education event. Ms. Hyman stated she was lucky to have been an adopted class when she was a classroom teacher and it made a huge difference to the Ruby Bridges students she taught. Ms. Hyman gave the Board information about May 1's Day of the Worker. AEA and CSEA will be hosting a leafleting drive at several schools – AHS, LMS, Bay Farm, Haight, Wood, and Lum. More info will be coming on the AEA Facebook page. The action will be bringing attention to the funding crisis. Ms. Hyman stated CTA is supporting AB 1350 – Equity at Charter Schools, AB 1478 – Accountability of Charter Schools, and Senate Bill 808 – Local Control for Charter Schools. Ms. Hyman stated the AEA bargaining calendar is set for the rest of the year and the negotiating team is looking forward to positive discussions about how to attract and retain teachers while being among the lowest paid in Alameda County.

Cindy Zecher, President California School Employees Association, Chapter 27: Ms. Zecher stated she supported the comments made by AEA president Audrey Hyman. Ms. Zecher stated CSEA 27 is also in negotiations, and she looks forward to continuing to work collaboratively with the district. This coming Monday, May 1st is the Annual CSEA Scholarship Dinner. Saturday, May 20th is the CSEA 27 and CSEA 860 Training Symposium at Lincoln Middle School starting at 8:30am (registration). Ms. Zecher gave information about the various trainings and workshops that will happen at the Training Symposium, including: a member benefits presentation, a Safety in the Workplace workshop, a Wellness in the Workplace by Kaiser Permanente presentation, Google Docs classes, Positive Behavioral

Interventions and Supports (PBIS) Training for Classified staff, and AUSD HR management will be leading a session on how to interview for a job. Ms. Zecher invited the Board to come by and check out the symposium.

7. Public Comments:

Barry Arbretton, AUSD Kindergarten teacher: Mr. Arbretton asked the Board to consider bringing back small group instruction to Kindergarten in Alameda. Mr. Arbretton also asked the Board to consider additional options to improve the Full Day Kindergarten program.

T. Rogers and A. Connors, Lincoln Middle School students: Ms. Rogers and Ms. Connors spoke to the Board about the current dress code at Lincoln Middle School and told the Board of their experiences with the school's dress code and how they feel it harms the self-confidence of female students.

Rebecca Baumgartner, teacher Lincoln Middle School: Ms. Baumgartner gave the Board information on the Lincoln Middle School dress code and asked the Board to consider changing Board Policy related to this issue.

Alex Clemens, parent of a student at Ruby Bridges: Mr. Clemens asked the Board to increase the number of classrooms at Ruby Bridges' School to stabilize enrollment at the school.

Chris Carroll, All Rise Alameda Women's Group: Ms. Carroll introduced a new campaign "P.S. I Love You" which asks students to write love letters to their schools. The letters will be collected and hand-delivered to Washington, D.C.

Shana Seidel, All Rise Alameda Women's Group: Ms. Seidel gave information about the "P.S. I Love You" campaign and asked the Board to support this campaign. Ms. Seidel asked the community to come together to work on a project to show positive aspects of the public school system.

Dede Lewis, AUSD parent: Ms. Lewis spoke in support of AB 424, Strengthening California's Gun Laws to Prevent Fire Arms from Being Carried on School Campuses. Ms. Lewis also gave her support to the students speaking on the dress code issue and the parent speaking on the Ruby Bridges' enrollment issue.

Mindy Rising, AUSD parent: Ms. Rising spoke in support of AB 424, Strengthening California's Gun Laws to Prevent Fire Arms from Being Carried on School Campuses.

Jane Goldspring, AUSD Kindergarten teacher: Ms. Goldspring gave the Board information about a recent meeting held to discuss the Full Day Kindergarten Program. Ms. Goldspring stated many teachers do not like the program the way it is.

Michelle Yoon, AUSD Kindergarten teacher: Ms. Yoon asked the Board to go back to the previous Kindergarten schedule and small group instruction. Ms. Yoon stated she is considering retiring from the teaching profession.

Kirsten Fairbanks, AUSD parent: Ms. Fairbanks spoke in support of AB 424, Strengthening California's Gun Laws to Prevent Fire Arms from Being Carried on School Campuses.

8. Closed Session Action Report:
The Board did not take any reportable action in Closed Session.

E.ADOPTION OF THE CONSENT CALENDAR

1. Approval of Memorandum of Understanding with Colleges and Universities for Student Teacher Interns
2. Approval of 2018-2019 and 2019-2020 School Year Calendars
3. Approval of Special Education Local Plan Area Master Contracts
4. Certificated Personnel Actions
5. Classified Personnel Actions
6. Approval and Acceptance of Donations
7. Approval of Bill Warrants and Payroll Registers
8. Approval of Quarterly Report on Williams Uniform Complaints
9. Approval of Alameda Unified School District "Sunshine" Reopener Proposals to CSEA, Chapter 860 (CSEA 860)
10. Proclamation: Earth Week - April 17 - April 24, 2017
11. Proclamation: Alameda Education Foundation Appreciation Day - April 25, 2017
12. Proclamation: Labor History Month - May
13. Proclamation: Asian-Pacific Islander Heritage Month - May
14. Proclamation: Asthma Awareness Month - May
15. Ratification of Contracts Executed Pursuant to Board Policy 3300
16. Resolution No. 2016-2017.65 Approval of Budget Transfers, Increases, Decreases
17. Resolution No. 2016-2017.66 Authorization to Dispose of Surplus Property
- ~~18. Resolution No. 2016-2017.69 Employee Appreciation Month: May 2017~~
19. Resolution No. 2016-2017.70 Supporting AB 424 Strengthening California's Gun Laws and Preventing Fire Arms from Being Permitted on School Campuses

Motion to approve the Consent Calendar with the exception of item E18, which will come to a subsequent Board meeting.

MOTION: Member Williams

SECONDED: Member Dailey

AYES: Members Dailey, Harris, McKereghan, Lym, Williams

NOES: None

MOTION APPROVED

F. GENERAL BUSINESS

1. Resolution No. 2016-2017.68 Alameda Unified School District Environmental Sustainability

In keeping with AUSD's sustainability goals, the Board received an update from the Alameda Green Schools Challenge Committee, which includes Ruth Abbe, Michele Kuttner, Jen Abbe, and Sylvia Gibson on the efforts undertaken by school sites, district staff, and community partners in implementing the Alameda Green Schools Challenge.

Motion to approve Resolution No. 2016-2017.68 Alameda Unified School District Environmental Sustainability.

MOTION: Member Harris

SECONDED: Member Williams

AYES: Members Dailey, Harris, McKereghan, Lym, Williams

NOES: None

MOTION APPROVED

2. Presentation of Cenergistic's Energy Conservation Annual Report

Brett Nelson from AUSD's Energy Conservation Group, Cenergistic, gave an Annual Report on the Energy Conservation efforts over the last calendar year. Mr. Nelson gave goals for the next calendar year and thanked the Maintenance and Facilities staff, custodial staff, teachers, and specifically school site office managers who have worked extremely hard to reduce consumption.

A Board member asked for the dollar amount of the savings for the energy efficient program. Chief Business Officer Shariq Khan stated it is between \$200-300k over two school years.

3. Measure I Bond Oversight Committee Annual Report

Measure I Bond Oversight Committee Chairperson Don Sherratt presented the Board with the Measure I Bond Oversight Committee Annual Report. Mr. Sherratt read the letter preceding the report and reminded the community that the Committee is still looking for two members – a tax payer organization member and a community member for the Oversight Committee. Mr. Sherratt thanked CBO Shariq Khan, Maintenance and Facilities Director Robbie Lyng, and MOF Staff Secretary Bernadette Gard for their hard work with the Bond Oversight Committee.

4. Public Hearing: K-5 ELA/ELD Instructional Materials Adoption

Shirley Clem, Elementary Coordinator, and Adelita Martinez, EL Coordinator, introduced the presentation on the selection of AUSD's new ELA/ELD Curriculum. AUSD has selected Center for the Collaborative Classroom (CCC), an Alameda-based company, as the "winning"

curriculum. If the Board approves this curriculum, the next step is to launch the curriculum with teachers on May 9th.

Superintendent McPhetridge thanked Dr. Clem, Dr. Martinez, and all the teachers who worked to pick out the new curriculum.

A Board member asked staff to explain why it is necessary to purchase this curriculum now. Dr. Clem explained that the previous curriculum was outdated. Students no longer recognized some of the “famous people” some of the literature was about. Dr. Clem also explained the new curriculum also incorporates Common Core Curriculum standards.

Public Hearing opened: 8:59pm

No Public Comments.

Public Hearing closed: 8:59pm

5. Long-Term Facilities Use Agreement with Academy of Alameda Charter Middle School and Academy of Alameda Charter Elementary School
Education Code section 47614 and its implementing regulations at 5 C.C.R. 11969 (known as “Proposition 39”) require school districts to offer charter schools space in district school buildings. Two Alameda charter schools, Academy of Alameda Charter Elementary School and Academy of Alameda Charter Middle School, are eligible for District space under Proposition 39. The schools are currently co-located with the District’s Adult School on the District’s Chipman Campus.

At its February 14, 2017 meeting, the Board approved a preliminary offer of space for the AoA schools in their current location at Chipman.

At the Board’s direction, staff has since been in negotiations with the Academy regarding a possible alternative agreement that would preserve space at Chipman for the District’s Adult School in the short-term, provide for a long-term facilities solution for Adult School, and create certainty regarding the AoA schools’ future enrollment and facilities entitlement.

Ultimately, the parties agreed to bring the attached ten-year alternative agreement to their respective boards for approval. The agreement would preserve space at Chipman for the Adult School for up to two years and create a new revenue stream for the District that could finance a long-term site for Adult School. AoA would also agree to enrollment limitations. In return, the AoA schools would be located at the Chipman Campus for the next ten years, with exclusive use for eight years.

Motion to approve the long-term facilities use agreement with Academy of Alameda Charter Middle School and Academy of Alameda Charter Elementary School.

MOTION: Member Dailey

SECONDED: Member McKereghan

AYES: Members Dailey, Harris, McKereghan, Lym, Williams

NOES: None

MOTION APPROVED

Public Comment:

Matt Huxley, Executive Director AOA Charter Schools: Mr. Huxley thanked Chad Pimentel, AUSD General Counsel, for his collaborative work on this agreement.

7. School Start Time Update

Chief Academic Officer Steven Fong and Senior Manager of Community Affairs Susan Davis gave information about the process so far to examine the issue of starting secondary schools later in the morning.

A Board member asked how many families were sent the survey and remarked she (as a district parent) did not receive a survey and has heard from several other families who did not receive it as well. Staff responded by saying that approximately 10,000 individual contacts were sent the survey, with approximately 1,100 responding for an approximately 10% response rate. Staff stated there are some email servers (Gmail, Hotmail, etc.) that have safe sender folders outside of regular spam folders that somehow some emails were in those folders.

Public Comment:

Chuck Kapelke, AUSD parent: Mr. Kapelke spoke in favor of a later start time for secondary schools.

Anne Rogers, AUSD parent: Ms. Rogers spoke in favor of a later start time for secondary schools. Ms. Rogers was one of two parents who started the petition to get this item examined by AUSD.

Karie Fraisch, AUSD parent: Ms. Fraisch spoke in favor of a later start time for secondary schools. Ms. Fraisch was one of two parents who started the petition to get this item examined by AUSD.

M. Miller, AUSD student: Ms. Miller spoke in favor of a later start time for secondary schools. Ms. Miller spoke of her experience with different start times and stated she takes a zero period class currently and does not get enough sleep.

K. Pokatelio, AUSD student: Ms. Pokatelio spoke in favor of a later start time for secondary schools. Ms. Pokatelio spoke of her experience with a zero period, advanced classes, and lack of sleep.

Francis Montell, AUSD parent: Ms. Montell spoke in favor of a later start time for secondary schools.

Shivaun McDonald, AUSD parent: Ms. McDonald spoke in favor of a later start time for secondary schools.

8. AUSD 2017-2018 Budget Process and Assumptions

Chief Business Officer Shariq Khan gave the Board information on the Budget process for school site funds and allocations.

A Board member asked when the Board would hear about other budget assumptions, including District Office and departmental budgets. Mr. Khan stated these presentations would come to the Board on May 23rd.

A Board member explained that the term “unduplicated” means in education. A child classified as an “unduplicated” student is a student that receives EL services or qualifies for free and/or reduced lunch. The Board member asked what the cause is for the drop in the unduplicated count of AUSD students. Mr. Khan responded that the West End of Alameda has had a demographic shift very recently. The Board member asked if we were able to track progress of students who receive services over a period of time.

A Board member asked if enrollment numbers have remained flat, and Mr. Khan stated that enrollment numbers have remained flat.

6. Approval of Letter from Board of Education to State Representatives Regarding Funding

Superintendent Sean McPhetridge explained that he added a letter to be signed by Board members addressed to State Representatives addressing the loss in funding of approximately \$1.5 million dollars. Dr. McPhetridge explained that he was moved to take action after attending a recent school site PTA meeting regarding enrollment.

Public Comment:

Chuck Kapelke, AUSD Parent: Mr. Kapelke spoke in favor of the Board sending the proposed letter and lending support to the effort to improve State Funding for school districts.

Motion to approve a letter from the Board of Education to State Representatives Regarding Funding.

MOTION: Member Harris

SECONDED: Member Williams

Board Members stated they were in support of the proposed letter and thanked Dr. McPhetridge for drafting the letter to be sent to State Representatives Nancy Skinner and Rob Bonta. A Board Member urged parents to write similar letters to join the Board in this action. A Board member pointed out the top performing district in the country has counselor rates of one counselor to every 100 students. California has one counselor for every 1,000 students.

AYES: Members Dailey, Harris, McKereghan, Lym, Williams

NOES: None

MOTION APPROVED

9. Overview of California's New School Dashboard Report

Motion to move the Overview of California's New School Dashboard Report to the May 9th Board of Education Meeting.

MOTION: Member Harris **SECONDED:** Member Williams
AYES: Members Dailey, Harris, McKereghan, Lym, Williams
NOES: None

MOTION APPROVED

10. Approval of Declaration of Need for Fully Qualified Educators
The Commission on Teacher Credentialing, with the approval of the Title 5 Regulations, starting July 1, 1994, has granted the right for districts to use general waiver requests. These requests pertain to Educator Preparation and Credentialing, and with the new regulations, districts have the general ability to employ or assign persons who are not within the total legal compliance requirements of the Commission on Teacher Credentialing. This system allows Emergency Permits to be granted in a more expedient manner.

Motion to approve Declaration of Need for Fully Qualified Educators.

MOTION: Member Harris **SECONDED:** Member Williams
AYES: Members Dailey, Harris, McKereghan, Lym, Williams
NOES: None

MOTION APPROVED

G. ADJOURNMENT: 10:24pm

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Highlighting Alameda Schools - Edison Elementary School

Item Type:

Background: Highlighting Alameda Schools - Edison Elementary School

Goals: Routine Matter

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Department Budget:

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #4 - Parental involvement and community engagement are integral to student success.

Submitted By: Steven Fong, Chief Academic Officer

ATTACHMENTS:

Description	Upload Date	Type
□ Presentation: Edison Highlights	5/2/2017	Presentation

Highlighting Alameda Schools: Edison Elementary

**May 9, 2017
Rob Slauson, Principal**

Introduction

Edison Elementary School is an inclusive community of learners committed to developing responsible, well-rounded citizens through the acquisition of academic and social skills.



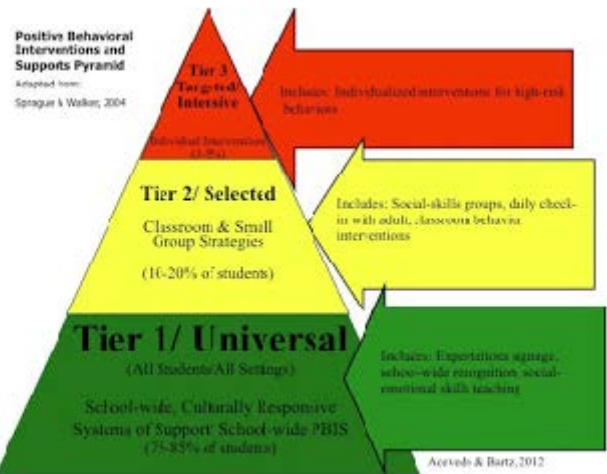
LCAP Goals



1. Eliminate barriers to student success and maximize learning time
- 2a. Support all students in becoming college and career ready
- 2b. Support all English Learners (ELs) in becoming college and career ready
3. Support parent/guardian development as knowledgeable partners and effective advocates for student success
4. Ensure that all students have access to basic services

Positive Behavior Intervention and Supports (PBIS)

Highlight your progress and next steps for PBIS – where appropriate, include data to celebrate/define goals



Edison has completed Tier I implementation. We are now ready to implement Tier II next fall.



Earth Week 2017...



EDISON EARTH WEEK

**YOU OTTER
BE GREEN**

**EVENTS HAPPENING
ALL THIS WEEK**



Go Green Program Initiatives (K-5)

Edison continues to support AUSD's Sustainability mindset and environmental goals. Our **GO GREEN Team** (faculty and parents) are working hard to integrate this at every grade level.

Kindergarten

3-Stream Waste Recycling Lessons, Games and Songs



1st Grade

Reducing Food Waste Lessons; Eating "Ugly" Fruit is GOOD! (Imperfect Produce)



Go Green Program Initiatives (K-5)

2nd Grade

- 51 ways to take care of the earth
- Reading of the Lorax
- Creating earth week poetry



3rd Grade

Kids For The Bay initiative



4th Grade

Visit to Davis Street Transfer Center in Alameda



Go Green Program Initiatives (K-5)



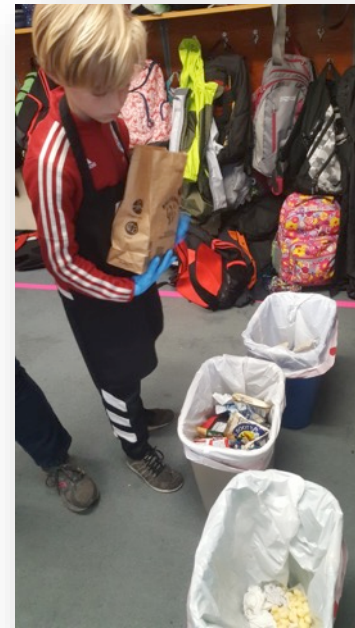
5thGrade

Lunchtime Waste Recycling Monitors help
EVERYONE sort and reduce waste



**NEW Food Share
Table to bring to
food shelters!!**

Edison Waste Audit with Stopwaste.org



Go Green – Earth Week 2017

“Recycle Woman” Assembly

(with Jessica Robinson, Edison Alum)



Year-round Recycle Cart

(batteries, ink cartridges, old markers/pens, toothpaste tubes, and more...)



Recycle OLD/WORN Sneakers & Clothing Drive (thru Converse & North Face)

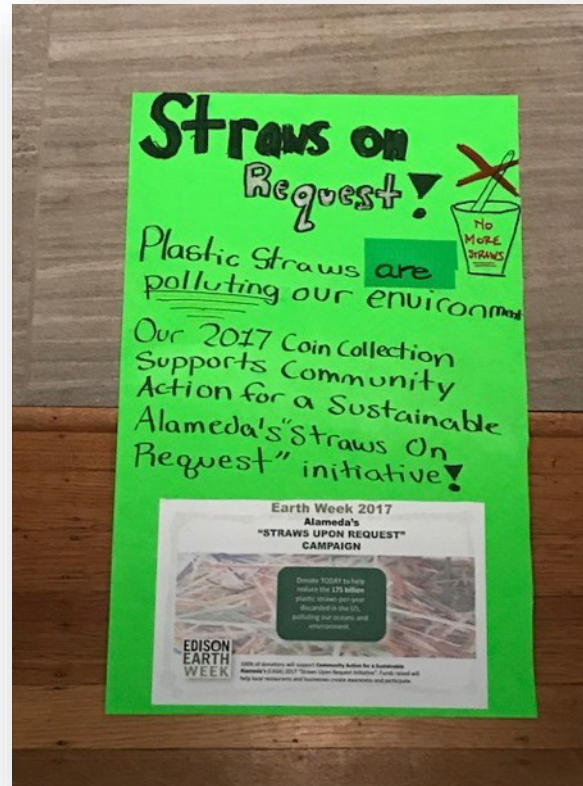
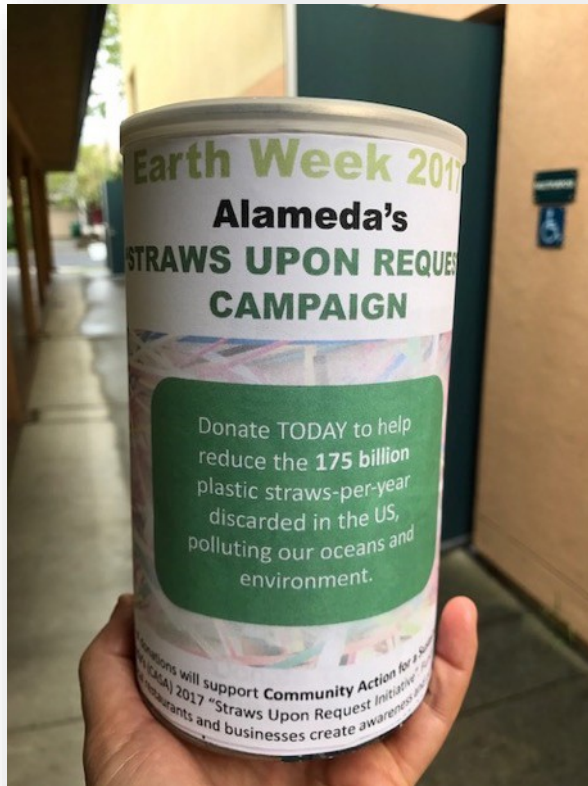


Go Green – Earth Week 2017



“Straws On Request” Letter Campaign (K-5)

Using our voices to influence local city leaders to pass “Straws On Request” Ordinance for Alameda



Working to reduce the 175 billion plastic straws-per-year (in the US alone) that pollute our oceans.

Go Green – Earth Week 2017

Earth Week Passion & Painting...



English Learner (EL) Program



- 99% of Edison Faculty is trained.
- Each teacher is implementing 30 minute daily ELD.
- They each have EL Achieve curriculum.
- Results for this year =
 - 20 students advance one or more levels
 - 16 students remained at their current level
 - 5 students regressed
 - 5 students were redesignated

Parent/Guardian Engagement



Edison Otter Parents:

- Parent Volunteers
- Art Docents
- Go Green Team
- Garden Docents and Teacher
- Motor Fitness
- Lunch-Time Supervision
- PTA
- Bike, Rock and Roll to School

Questions?

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Employee(s) of the Month

Item Type: Information

Background: Employee of the Month for May is Karen Keegan, Counseling Office Manager at Encinal Jr. & Sr. High School.

Goals: Routine Matter

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): Not applicable

Department Budget: Not applicable

Recommendation:

AUSD Guiding Principle: #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Timothy Erwin, Chief Human Resources Officer

ATTACHMENTS:

Description	Upload Date	Type
☐ Employee of the Month for May 2017	5/3/2017	Backup Material

Employee of the Month
May 2017

The employee recognition program is a District-wide program to promote a greater appreciation of District employees and to publicly honor special employees for outstanding service that directly or indirectly contributes to students in the Alameda Unified School District. Each month, at the Board of Education meeting, those employees selected will be recognized by the Board with a presentation by the President of the Board and the Superintendent of Schools. The person so honored is:

Karen Keegan
Counseling Office Manager
Encinal Jr. & Sr. High School
"Above and Beyond"

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Certificated Personnel Actions

Item Type: Consent

Background:

Goals: Routine Matter

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2016-2017 budget.

Department Budget:

Recommendation: Approve as submitted.

AUSD Guiding Principle: #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Timothy Erwin, Chief Human Resources Officer

ATTACHMENTS:

Description	Upload Date	Type
☐ Certificated Personnel Report	5/10/2017	Backup Material

Certificated Personnel Actions May 9, 2017

Temporary Appointment(s)- Ending June 7, 2018

<u>Last</u>	<u>First</u>	<u>Assignment</u>	<u>FTE</u>	<u>Location</u>	<u>Effective Date</u>
Beall	Samuel	Mathematics	1.0	Encinal Jr/Sr High	8/16/2017
Breithaupt	Matthias	Music	1.0	Alameda High	8/16/2017

Other Appointment(s)

<u>Last</u>	<u>First</u>	<u>Assignment</u>	<u>FTE</u>	<u>Location</u>	<u>Effective Date</u>
Dwyer	Kai	Dean of Student Support Services	1.0	Alameda High	7/1/2017
Forrester	Victoria	Director	1.0	Special Education	7/1/2017
Sarratore	Andrew	Principal	1.0	Paden	7/1/2017

Release(s)

<u>Last</u>	<u>First</u>	<u>Assignment</u>	<u>Reason</u>	<u>FTE</u>	<u>Location</u>	<u>Effective Date</u>
Gerson	Jack	Mathematics	Temporary Release	1.0	Alameda High	5/9/2017

Resignation(s)

<u>Last</u>	<u>First</u>	<u>Assignment</u>	<u>Reason</u>	<u>FTE</u>	<u>Location</u>	<u>Effective Date</u>
Adams	Dana	Media	Employment Elsewhere	1.0	Maya Lin	6/9/2017
Biebesheimer	Jennifer	Leave Teacher	Leaving Area	1.0		6/9/2017
Malone	Katrina	Mild/Moderate	Other	.50	Paden	6/9/2017

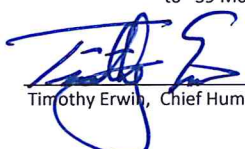
Leave of Absence(s)

<u>Last</u>	<u>First</u>	<u>Assignment</u>	<u>Reason</u>	<u>FTE</u>	<u>Location</u>	<u>Effective Date</u>
McKinley	Megan	English	Medical	1.0	Alameda High	1/9/17 to 6/9/17
Szeto	Andrea	Multimedia Arts	Other	.20	Alameda High	2017-2018 SY

Change of Status

<u>Last</u>	<u>First</u>	<u>Assignment</u>	<u>Reason</u>	<u>FTE</u>	<u>Location</u>	<u>Effective Date</u>
Malone	Katrina	Mild/Moderate		.50	Paden	
		to Mild/Moderate	Seniority Posting	.50	Ruby Bridges	8/16/2017
Matera	Teresa	Music		1.0	Otis	
		to 39 Month Rehire List	Medical Lay Off	1.0		4/29/2017

Certified:


 Timothy Erwin, Chief Human Resources Officer

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Classified Personnel Actions

Item Type: Consent

Background:

Goals: Routine Matter

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): All positions shown are authorized by the board and are included in the 2016-2017 budget.

Department Budget:

Recommendation: Approve as submitted.

AUSD Guiding Principle: #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Timothy Erwin, Chief Human Resources Officer

ATTACHMENTS:

Description	Upload Date	Type
☐ Classified Personnel Report	5/10/2017	Backup Material

**Classified Personnel Actions
May 9, 2017**

Appointments

<u>Last</u>	<u>First</u>	<u>Assignment</u>	<u>FTE</u>	<u>Location</u>	<u>Effective Date</u>
Parra	Sara	SPED Para V	0.4375	WCDC	4/24/2017

Change of Status

Goddard	Christy	School Office Asst. to SPED Para V	0.8125 0.75	Otis Lum	5/4/2017
Clinton	Emily	SPED Para IV to SPED Para V	0.75 0.75	WCDC WCDC	3/16/2017
Aron	Zebib	SPED Para IV to SPED Para V	0.75 0.75	WCDC WCDC	3/16/2017

Resignations

<u>Last</u>	<u>First</u>	<u>Assignment</u>	<u>FTE</u>	<u>Location</u>	<u>Effective Date</u>
Wolfl	Lisa	SPED Para III	0.75	Earhart	5/10/2017

Terminations

Koller	Richard	SPED Para IV	0.75	Ruby Bridges	5/1/2017
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**Short Term
Employee**

Pursuant to Education Code section 45101(a), the governing board specifies and approves the following short term employees

<u>Last</u>	<u>First</u>	<u>Classification</u>		<u>Location</u>	<u>Effective Date</u>
Ahmed	Miada	SPED Para III	0.75	Otis	5/1/2017 to 6/8/2017
Vo	Tam	Student Support Provider	0.875	Haight	4/25/2017 to 6/8/2017



Certified: Timothy Erwin, Chief Human Resources Officer

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval and Acceptance of Donations

Item Type: Consent

Background: Throughout the school year, donations are routinely accepted by the District. The donations are from various sources and are commonly designated for specific uses.

Goals: Routine Matter

Fund: General Fund

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): Will increase the revenues of the District in the amount of \$24,239.22

Department Budget: Various

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Chief Business Officer

ATTACHMENTS:

Description	Upload Date	Type
☐ Summary Site Donations	5/1/2017	Backup Material

2016-2017								
Summary Site Donations								
4/18/2017- 5/1/2017								
Slip Date	Site	Check#	Date	Donor	Amount	Site Total	Total Donations	Account
2/21/2017	AHS	Cash	10/31/2016	No Name	\$ 30.00			K-12 Instruction
3/21/2017	AHS	Cash	3/31-20/2017	No Name	\$ 1,825.00			K-12 Instruction
3/22/2017	AHS	Cash	3/20-22/17	No Name	\$ 2,535.00			K-12 Instruction
3/30/2017	AHS	Cash	3/30/2017	No Name	\$ 5.00			K-12 Instruction
4/14/2017	AHS	1260580	3/31/2017	Wells Fargo	\$ 120.00			K-12 Instruction
4/14/2017	AHS	8766	4/3/2017	Benevity Community Impact Fund	\$ 60.00			K-12 Instruction
4/17/2017	AHS	Cash	3/31-4/17/17	No Name	\$ 20.00			K-12 Instruction
4/17/2017	AHS	Cash	4/13/2017	A Francos	\$ 15.00			K-12 Instruction
						\$ 4,610.00		
4/6/2017	ASTI	3274	3/29/2017	The William and Flora Hewlett	\$ 800.00			K-12 Instruction
						\$ 800.00		
3/30/2017	Earhart	304	3/6/2017	Alexander Blazquez	\$ 6.00			K-12 Instruction
						\$ 6.00		
3/29/2017	Edison	1775	3/28/2017	Edison PTA	\$ 1,350.00			K-12 Instruction
						\$ 1,350.00		
4/13/2017	Encinal	Cash	No Date	No Name	\$ 2,219.00			K-12 Instruction
4/13/2017	Encinal	2130	3/21/2017	Paula Lawrence	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	792	3/21/2017	Charlie Elliot Jr	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	1170	3/22/2017	Bertram Harris	\$ 93.00			K-12 Instruction

4/13/2017	Encinal	3962	3/21/2017	Barbara Brodnitz	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	1248	3/22/2017	Rochelle Kealohi	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	1352	3/22/2017	Gregory Wong	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	2392	3/22/2017	Randal Burk	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	1023	3/22/2017	Angela Marie Parker	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	1569	3/21/2017	Robin Morris	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	1618	3/21/2017	USY Computer	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	3318	3/21/2017	David Nielson	\$ 186.00			K-12 Instruction
4/13/2017	Encinal	405	3/22/2017	Jose Espinoza	\$ 186.00			K-12 Instruction
4/13/2017	Encinal	1543	3/21/2017	Carrie Ericson	\$ 186.00			K-12 Instruction
4/13/2017	Encinal	1629	3/20/2017	Paul Stiling	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	615	3/22/2017	Xiu Xian Liang	\$ 186.00			K-12 Instruction
4/13/2017	Encinal	4900	3/20/2017	Martin Kurtovich	\$ 186.00			K-12 Instruction
4/13/2017	Encinal	2965	3/22/2017	Kathryn Smith	\$ 186.00			K-12 Instruction
4/13/2017	Encinal	1845	3/22/2017	Jackie Chu	\$ 186.00			K-12 Instruction
4/13/2017	Encinal	1285	3/20/2017	Claire Crosetti	\$ 186.00			K-12 Instruction
4/13/2017	Encinal	1347	3/20/2017	Hahn Nguyen	\$ 186.00			K-12 Instruction
4/13/2017	Encinal	159	3/21/2017	Stacy Lu	\$ 279.00			K-12 Instruction
4/13/2017	Encinal	5392	3/21/2017	Stephen Olmo	\$ 279.00			K-12 Instruction
4/13/2017	Encinal	21746	3/21/2017	Robert Strena	\$ 279.00			K-12 Instruction
4/13/2017	Encinal	1564	3/22/2017	Paul Altaffer	\$ 186.00			K-12 Instruction
4/13/2017	Encinal	4217	3/20/2017	Helene Onaga	\$ 279.00			K-12 Instruction
4/13/2017	Encinal	4923	3/22/2017	Martin Kurtovich	\$ 372.00			K-12 Instruction
4/13/2017	Encinal	3186	3/21/2017	Kristina Nelson	\$ 372.00			K-12 Instruction
4/13/2017	Encinal	157	3/22/2017	Timothy Leblanc	\$ 92.00			K-12 Instruction
4/13/2017	Encinal	836	3/21/2017	Sai Tien Au	\$ 279.00			K-12 Instruction
4/13/2017	Encinal	1199	3/21/2017	Lynne Graham	\$ 95.00			K-12 Instruction
4/13/2017	Encinal	474	3/20/2017	Alison Luke	\$ 95.00			K-12 Instruction
4/13/2017	Encinal	5165	3/22/2017	Leo O'Farrell	\$ 184.00			K-12 Instruction
4/13/2017	Encinal	2369	3/20/2017	Amy Wireman	\$ 96.00			K-12 Instruction
4/13/2017	Encinal	1320	3/22/2017	Cristin Barnes	\$ 92.00			K-12 Instruction
4/13/2017	Encinal	2021	3/22/2017	Hien Pham	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	5326	3/21/2017	Glenn Bautista	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	5325	3/21/2017	Glenn Bautista	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	5327	3/21/2017	Glenn Bautista	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	417	3/21/2017	Rensina Kleinman	\$ 93.00			K-12 Instruction

4/13/2017	Encinal	3237	3/22/2017	Ulla Pajala	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	1928	3/22/2017	Kevin Jordan	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	1106	3/22/2017	Michele San Nicolas	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	2602	3/22/2017	Luis Pingul	\$ 10.00			K-12 Instruction
4/13/2017	Encinal	2483	3/20/2017	Victoria Jensen	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	308	3/23/2017	Mei Lin	\$ 35.00			K-12 Instruction
4/13/2017	Encinal	622	3/22/2017	Michelle Madura	\$ 5.00			K-12 Instruction
4/13/2017	Encinal	197	3/23/2017	Laura Crain	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	2417	3/20/2017	Michael Rossi	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	5511	3/21/2017	John Warmerdam	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	2061	3/22/2017	Marc Jaeger	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	173	3/22/2017	Julia Quach	\$ 93.00			K-12 Instruction
4/13/2017	Encinal	6159	3/21/2017	Mike's Boatworks	\$ 186.00			K-12 Instruction
						\$ 9,433.00		
4/12/2017	Haight	3720	6/13/2016	Lorin Heller + Amanda Goodsell	\$ 5.95			K-12 Instruction
4/12/2017	Haight	11292	4/12/2017	Alameda Education Foundation	\$ 1,128.49			K-12 Instruction
						\$ 1,134.44		
4/10/2017	Lincoln	3114072	3/28/2017	Lifetouch	\$ 1,893.09			K-12 Instruction
						\$ 1,893.09		
3/31/2017	Lum	4399	3/25/2017	Lum PTA	\$ 600.00			K-12 Instruction
3/31/2017	Lum	4403	3/28/2017	Lum PTA	\$ 120.00			K-12 Instruction
3/31/2017	Lum	11279	3/29/2017	Alameda Education Foundation	\$ 840.44			K-12 Instruction
4/20/2017	Lum	151100	4/11/2017	Inter-State Studio Publishing Co.	\$ 272.40			K-12 Instruction
						\$ 1,832.84		
4/13/2017	Ruby Bridges	1951	4/12/2017	Ruby Bridges PTA	\$ 1,484.16			K-12 Instruction
4/13/2017	Ruby Bridges	1952	4/12/2017	Ruby Bridges PTA	\$ 731.50			K-12 Instruction
4/17/2017	Ruby Bridges	162323	4/12/2017	Dorian Artistry	\$ 358.19			K-12 Instruction
						\$ 2,573.85		

[illegible]

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Bill Warrants and Payroll Registers

Item Type: Consent

Background: On a routine basis, all payments from the funds of the District are made by written order of the Board of Education. This requirement is provided under Education Code 42631.

One redaction was made where posting of that information would violate agreed upon confidentiality settlements. The District is posting all bills and warrants except for the ones that are redacted.

Goals: Routine Matter

Fund: General Fund

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): Will reduce the available funds of each respective site/department budget by \$5,633,044.15

Department Budget: Various

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Chief Business Officer

ATTACHMENTS:

Description	Upload Date	Type
☐ Summary of Register	5/2/2017	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Excellence & Equity For All Students

Fiscal Services Department
2060 Challenger Dr
Alameda, CA 94501
(510) 337-7082


Re Board Meeting of May 9, 2017

To: Recording Secretary, Board of Education

From: Fiscal Department

Subject: Summary of Register (Bill and Payroll Warrant Web Version)

Attached is the summary of Register issued for the period. Supporting register attached.

Signed: R. Carbajal 
Date: 05 - 02 - 17

Board of Education

Approved by:

Board President

Date

**Summary of Register
For Board Meeting May 9, 2017
Alameda Unified School District**

Pages	Warrant Number	Date	Amount
1-1	50927601-50927627	4/20/2017	\$ 4,720,904.55
1-2	50927628-50927733	4/24/2017	\$ 929,020.10
	void check 50829469	4/26/2017	\$ (10,650.00)
	void check 50829295	4/26/2017	\$ (6,166.90)
	void check 50829146	4/26/2017	\$ (63.60)
Total			\$ 5,633,044.15

Prepared By:

Date _____

Reviewed By:

Date _____

R. Carbajal *Carbajal*

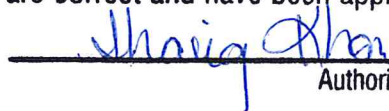
05-02-17

A. Dizon

5-1-17

Number	Date	Cleared	Description	Deposit	Net Pay
50927601	4/20/2017		Alameda County Sheriff's Dept		\$ 638.51
50927602	4/20/2017		Alameda Education Foundation		\$ 91.33
50927603	4/20/2017		Alameda Unified School Dist -		\$ 165,107.77
50927604	4/20/2017		Alameda Unified School Distric		\$ 530.00
50927605	4/20/2017		Alameda USD - CA State Distrib		\$ 4,148.00
50927606	4/20/2017		Alameda USD - Dir Dep		\$ 3,295,801.14
50927607	4/20/2017		Alameda USD - MidAmerica		\$ 200,528.83
50927608	4/20/2017		Alameda USD - Pay Taxes		\$ 926,033.52
50927609	4/20/2017		American Fidelity Assur - Flex		\$ 14,049.43
50927610	4/20/2017		American Fidelity Assurance		\$ 15,497.27
50927611	4/20/2017		Assoc of Calif School Admin		\$ 1,771.83
50927612	4/20/2017		Calif School Employees Assoc.		\$ 13,631.26
50927613	4/20/2017		Calif Teachers Association		\$ 51,785.00
50927614	4/20/2017		California Association of Scho		\$ 15.50
50927615	4/20/2017		CALSTRS		\$ 300.00
50927616	4/20/2017		Court-Ordered Debt Collections		\$ 30.00
50927617	4/20/2017		CSEA Alameda Chapter 27		\$ 1,035.00
50927618	4/20/2017		CSEA Alameda Chapter 860		\$ 264.00
50927619	4/20/2017		PHEAA		\$ 196.35
50927620	4/20/2017		Provident Credit Union		\$ 15,202.58
50927621	4/20/2017		State Teachers Retirement Syst		\$ 1,976.64
50927622	4/20/2017		Texas Life		\$ 1,755.85
50927623	4/20/2017		The Standard		\$ 2,608.32
50927624	4/20/2017		The Standard Ins. Co.		\$ 3,533.69
50927625	4/20/2017		United Way		\$ 25.00
50927626	4/20/2017		US Dept of Education		\$ 1,090.10
50927627	4/20/2017		Withholding Services and Compl		\$ 3,257.63
					\$ 4,720,904.55

I certify to the best of my knowledge and belief, the payments shown above are correct and have been approved by the governing board of the district.



Authorized Agent

4/20/17
Date

Number	Date	Description	Withdrawal
50927628	4/24/2017	Lym, Gary K	\$ 209.04
50927629	4/24/2017	Abrams, Sonia	\$ 55.43
50927630	4/24/2017	Ali, Zahera	\$ 725.73
50927631	4/24/2017	Allen, Bruna	\$ 21.82
50927632	4/24/2017	Balsiger, Janet	\$ 598.29
50927633	4/24/2017	Bongiovanni, Zabel	\$ 11.93
50927634	4/24/2017	Cisneros, Julian M	\$ 62.91
50927635	4/24/2017	Duenas-Fernandez, Therese	\$ 334.93
50927636	4/24/2017	Elkin, Terri L	\$ 3,426.74
50927637	4/24/2017	Falgares, Matthew J	\$ 78.43
50927638	4/24/2017	Gross, Bryan W	\$ 101.65
50927639	4/24/2017	Harding, Lisa	\$ 507.00
50927640	4/24/2017	Horton, Bruce	\$ 123.47
50927641	4/24/2017	Huang, Zhaoying	\$ 146.13
50927642	4/24/2017	Jones-Szabo, Susan Jean	\$ 859.29
50927643	4/24/2017	Kaplan, Stacy J	\$ 378.85
50927644	4/24/2017	Marte, Kathleen	\$ 289.84
50927645	4/24/2017	Martinez, Adelita	\$ 664.52
50927646	4/24/2017	Martinez, Lydia	\$ 607.16
50927647	4/24/2017	McAllister, Susan	\$ 75.75
50927648	4/24/2017	Pence, Marc	\$ 116.04
50927649	4/24/2017	Read, Nancy	\$ 813.34
50927650	4/24/2017	SatheWarner, Sheila	\$ 276.99
50927651	4/24/2017	Siltanen, Robert	\$ 148.14
50927652	4/24/2017	Smith, Jeffrey	\$ 591.14
50927653	4/24/2017	Ward, Patrick T	\$ 39.17
50927654	4/24/2017	Weidler, Christine M	\$ 415.84
50927655	4/24/2017	Wilson, Cheryl L.	\$ 648.74
50927656	4/24/2017	Yudenfreund, Tara L	\$ 52.92
50927657	4/24/2017	BSREP Marina Village Owner LLC	\$ 47,416.00
50927658	4/24/2017	City Of Alameda	\$ 1,062.00
50927659	4/24/2017	EBMUD	\$ 6,918.30
50927660	4/24/2017	ACSA FEA	\$ 540.00
50927661	4/24/2017	Alameda Co Behavioral Health C	\$ 252.45
50927662	4/24/2017	Alameda Municipal Power	\$ 26,503.71
50927663	4/24/2017	American Stage Tours, LLC	\$ 915.00
50927664	4/24/2017	Anderson's	\$ 1,335.42
50927665	4/24/2017	Anova Inc.	\$ 5,543.00
50927666	4/24/2017	AT&T Teleconferencing Center	\$ 118.66
50927667	4/24/2017	AUSD Revolving Fund	\$ 24.60
50927668	4/24/2017	Bay Area Community Resource (B	\$ 4,461.81
50927669	4/24/2017	Bayhill High School	\$ 5,094.00
50927670	4/24/2017	Blick Art Materials	\$ 1,335.29
50927671	4/24/2017	Blue and Gold Fleet	\$ 343.20
50927672	4/24/2017	California State University, E	\$ 7,000.00
50927673	4/24/2017	CalPERS	\$ 605,157.92
50927674	4/24/2017	Capstone Classroom	\$ 1,873.94
50927675	4/24/2017	Capture Technologies Inc	\$ 724.99
50927676	4/24/2017	CDW Government Inc	\$ 27,073.56
50927677	4/24/2017	CIWA Inc	\$ 21,603.72
50927678	4/24/2017	Classtech	\$ 4,957.16
50927679	4/24/2017	CPI	\$ 150.00
50927680	4/24/2017	Daiohs First Choice Services	\$ 760.55
50927681	4/24/2017	Del Corso 14, LLC	\$ 5,437.50
50927682	4/24/2017	Digital Dolphin Supplies	\$ 87.39
50927683	4/24/2017	Employment Development Departm	\$ 10,998.95
50927684	4/24/2017	Encinal Nursery	\$ 67.80
50927685	4/24/2017	Everbank Commercial Finance, I	\$ 8,227.51
50927686	4/24/2017	Exploratorium	\$ 560.00

Number	Date	Description	Withdrawal
50927687	4/24/2017	Follett School Solutions Inc	\$ 5,694.36
50927688	4/24/2017	Gold Star Foods	\$ 9,417.99
50927689	4/24/2017	Golden Gate Sign Company, Inc	\$ 1,560.00
50927690	4/24/2017	Hayes Distributing Inc	\$ 2,578.56
50927691	4/24/2017	Heinemann	\$ 1,622.36
50927692	4/24/2017	Home Depot Credit Services	\$ 4,299.36
50927693	4/24/2017	Island Print Express	\$ 114.71
50927694	4/24/2017	Special Ed Reimbursement	\$ 4,202.63
50927695	4/24/2017	LaBella's Pool Service & Suppl	\$ 3,656.00
50927696	4/24/2017	Lakeshore Learning	\$ 178.15
50927697	4/24/2017	Liberty Flags	\$ 40.19
50927698	4/24/2017	Maxim Health Care Services Inc	\$ 1,025.00
50927699	4/24/2017	McGraw-Hill School Education	\$ 790.24
50927700	4/24/2017	Meyer Plumbing Supply Co	\$ 1,280.76
50927701	4/24/2017	Mobile Modular Management Corp	\$ 2,370.00
50927702	4/24/2017	Musician's Friend	\$ 4,805.91
50927703	4/24/2017	National Construction Rentals	\$ 205.39
50927704	4/24/2017	New Venture Fund	\$ 194.34
50927705	4/24/2017	Niles Biological Inc	\$ 179.30
50927706	4/24/2017	Office Depot	\$ 3,483.85
50927707	4/24/2017	Omega Pest Control Inc	\$ 1,225.00
50927708	4/24/2017	Oriental Trading Co	\$ 51.89
50927709	4/24/2017	P&R Paper	\$ 2,087.49
50927710	4/24/2017	Pacific Rim Produce	\$ 3,764.75
50927711	4/24/2017	Public Economics, Inc.	\$ 168.90
50927712	4/24/2017	Refrigeration Supplies Distrib	\$ 93.45
50927713	4/24/2017	RFC Wireless Inc	\$ 66.00
50927714	4/24/2017	Ro Health, Inc.	\$ 3,391.20
50927715	4/24/2017	Scantron Corp	\$ 950.31
50927716	4/24/2017	School Services of California	\$ 435.00
50927717	4/24/2017	Schroeder Dent	\$ 37.43
50927718	4/24/2017	Sherwin Williams	\$ 207.30
50927719	4/24/2017	Siemens Building Technologies	\$ 1,081.70
50927720	4/24/2017	Southwest School & Office Supp	\$ 844.18
50927721	4/24/2017	Spectraturf	\$ 25,723.63
50927722	4/24/2017	Sprint	\$ 964.20
50927723	4/24/2017	Synovia Solutions, LLC	\$ 432.50
50927724	4/24/2017	Takahashi Morris, Garner	\$ 630.00
50927725	4/24/2017	United States Postal Service	\$ 14,000.00
50927726	4/24/2017	Whitecastle Tours Inc	\$ 3,395.01
50927727	4/24/2017	Wildlife Associates	\$ 890.00
50927728	4/24/2017	William V. MacGill and Co.	\$ 49.99
50927729	4/24/2017	Postmaster	\$ 147.00
50927730	4/24/2017	Cooley, Terri A	\$ 242.00
50927731	4/24/2017	Cooper, Michael	\$ 323.11
50927732	4/24/2017	Copeland, Janet	\$ 323.11
50927733	4/24/2017	Alameda USD - Retiree Reimburs	\$ 10,870.19
			\$ 929,020.10

I certify to the best of my knowledge and belief, the payments shown above are correct and have been approved by the governing board of the district.



Authorized Agent

Date

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of K-5 ELA/ELD Instructional Materials Adoption

Item Type: Consent

Background: This presentation will provide an overview of AUSD's vision for literacy, adoption goals, and processes. The Adoption Committee will recommend a new English Language Arts curriculum and present highlights of the program, as well as initial plans for professional development.

Goals:

Fund: N/A

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Department Budget: N/A

Recommendation:

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.
#3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.

Submitted By: Steven Fong, Chief Academic Officer

ATTACHMENTS:

Description	Upload Date	Type
□ Presentation: AUSD ELA/ELD Adoption	4/18/2017	Presentation



Presentation Topics

AUSD Vision for Literacy*
Adoption Goals*
Adoption Committee*
Adoption Process*
Screening & Piloting*
Decision-Making April 18
Our Chosen Program
Next Steps



*Information presented at previous Board Meeting

*AUSD's



Vision for Literacy

AUSD will provide a balanced literacy program that prepares all students for college readiness and success. Through engaging, rigorous, and research-based literacy instruction, all students will develop strong skills in reading, writing, listening, and speaking. Literacy will empower our students to think critically, develop a mindset for lifelong learning, and contribute positively to a global society.





*Adoption Goals

- Adopt research-based high-quality ELA/ELD program materials that will support success for all AUSD students to learn Common Core standards
- Provide consistency of best practices for ELA and ELD teaching and learning across the district, including assessment and intervention
- Obtain materials that will motivate both teachers and students and be supportive for implementation and sustainability
- Set the stage for meaningful professional development and growth for teachers



*Timeline

- Examine Possible Programs: Aug.-Sept.
- Screening Survey: Oct.-Nov.
- Convene Adoption Pilot Committee: Dec. 6
- Training and Piloting of Materials: Jan.-April
- Collect Teacher, Student and Parent Data
- ➔ ▪ Data Analysis, Discussion & Recommendation: April 18
- Planning for Implementation: May 9

Truly successful decision making
relies on a balance between
deliberate and instinctive thinking.
–Malcolm Gladwell



*Involvement By All



STUDENTS

- Experience full units of each pilot program
- Provide survey feedback

TEACHERS & ADMINISTRATORS

- Previewing
- Screening
- Training
- Piloting
- Collaboration & planning
- Developing metrics
- Providing feedback
- Data analysis & group decision-making

PARENTS

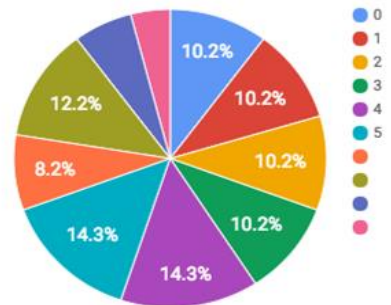
- Curriculum display and feedback
- Survey sent home to families of pilot classrooms for input on their experience



*Committee Members

- A strategically balanced pilot committee comprised primarily of teachers
- 36 K-5 Classroom Teachers
- 5 ELD Coaches
- 4 Literacy Specialists
- 3 Special Education Teachers
- 2 Principals
- All sites
- Lots of experience and knowledge!

Committee Members



*3 Pilot Programs

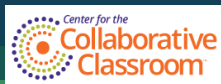
Reach for Reading
Jan. 17 – Feb. 10



Units of Study
Feb. 13 – Mar. 10



Being a Reader,
Being a Writer,
and Making Meaning
Mar. 13 – Apr. 14



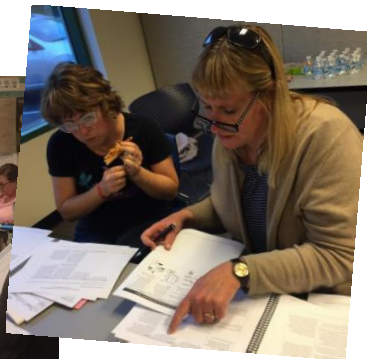
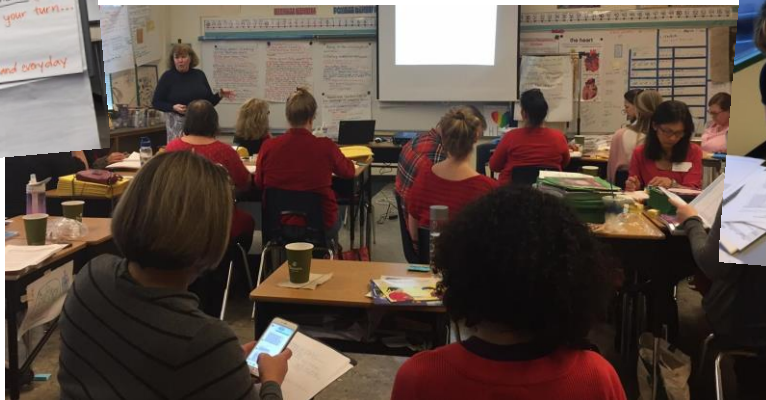
- ELA/ELD program with an anthology textbook and student workbooks

- A Reader's and Writer's Workshop model with mini-lessons using mentor texts designed by Lucy Calkins

- An ELA/SEL program with trade books and IDR (Individualized Daily Reading)



Training & Collaboration



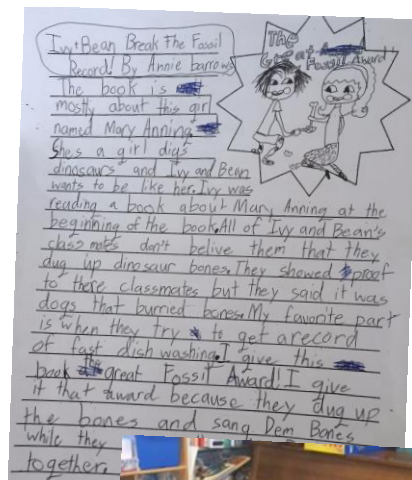
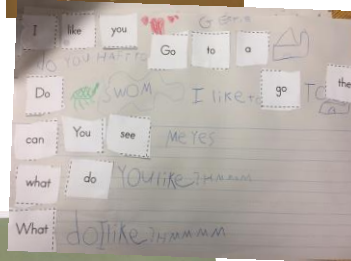
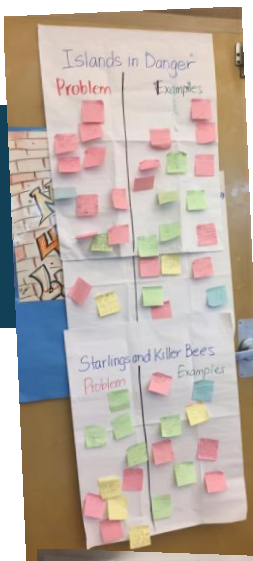
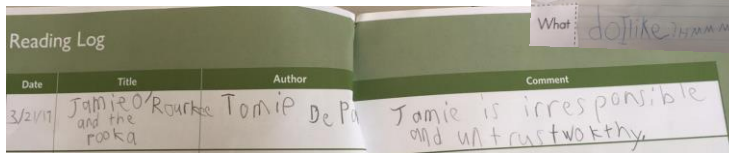
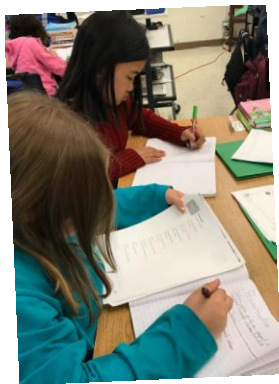


Teaching All Programs





Student Learning



Grade-level
discussions

Mixed-group
discussions



Whole group discussions



Committee Meeting

April 18

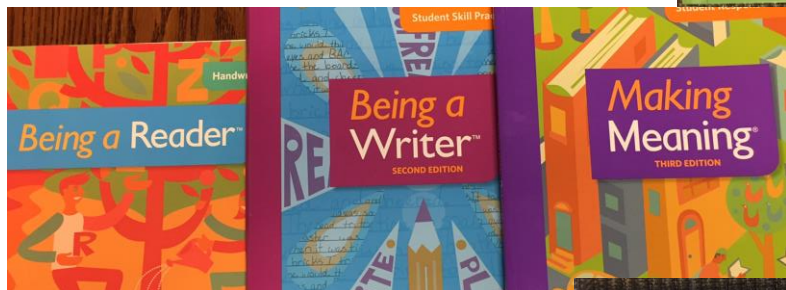
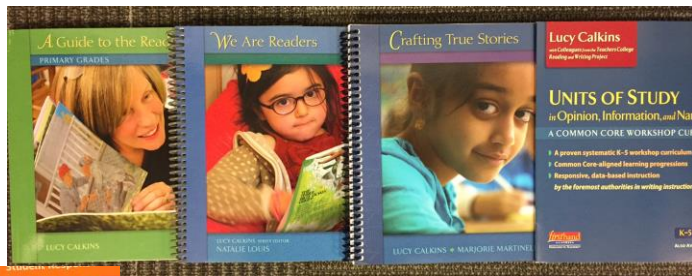
We reviewed & discussed:

- Grade-level experience
- Student work
- Teacher, student, & parent survey data
- Analyses by specialists

Collaborative decision-making



Which will be best for



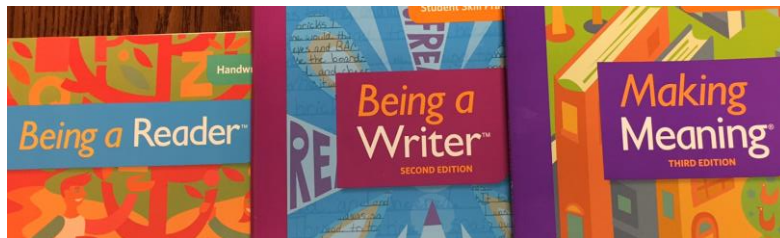
ALL AUUSD
Students?





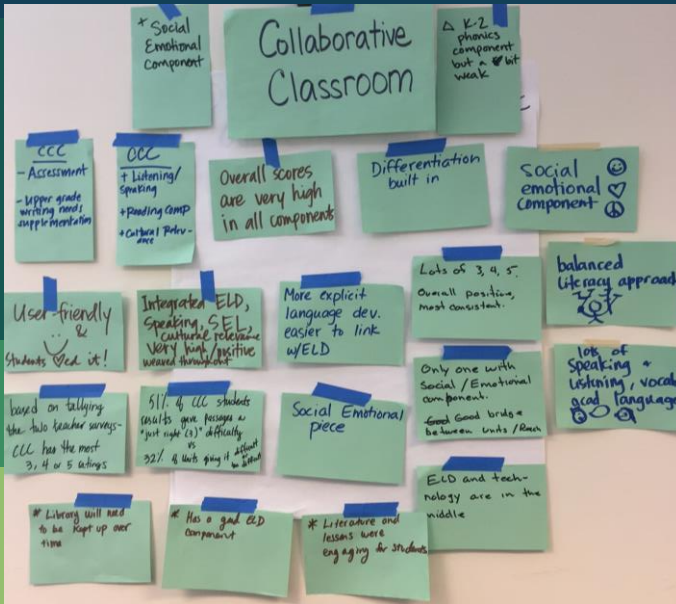
We recommend...

Collaborative Classroom





Program Highlights



CCC

- A balanced literacy approach
- SEL – Social Emotional Learning
- Listening and speaking opportunities
- Literature and lessons engaging for students
- Differentiation is built-in
- Phonics is included
- Explicit language development
- Cultural relevance

What teachers say about CCC:

“Students were engaged and had many opportunities to practice language in authentic contexts using a wide variety of texts.”

“CCC is a solid choice because it is accessible to novice and veteran teachers, it provides clear language scaffolding and tips for EL’s, and it is easy to differentiate.”

“Social-Emotional Learning embedded with routines and procedures that are well-thought out and purposeful; high-quality literature choices; a teacher and student-friendly approach to teaching, learning, thinking, and reflecting.”

What students and parents say:

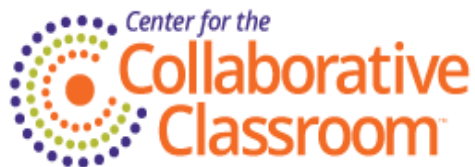
“I loved EVERYTHING about it. The poems were fun. The stories were fun, and the writing and reading activities were fun.”

“The reading is right at my level and is perfect for me. I like the poems and how we have to guess what it means. I also like when we have to talk to our partner on what a word means and put it in a sentence.”

“It made me write more. I liked the stories.”

“I think this is the most balanced program that would address all the children’s unique interests and different levels of skills.”

“Most comprehensive. Liked this the best.”



Purchase cost:

\$602,628



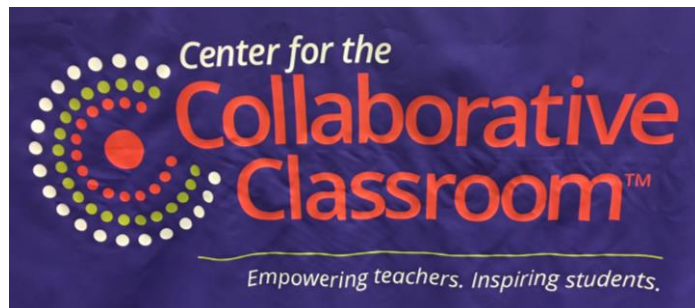
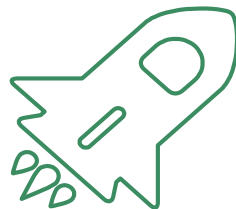
Program + Class Libraries

of 250 book titles & an early handwriting program

Who else has it? San Leandro, Vacaville, Seattle

Planning to Launch

May 9, 2017
Teacher
Planning
Date





Professional Development

Key Dates:

- August 16, 2017
- Collaboration Days
October 27
January 26
March 9

Additional Training TBD with Planning Team:

- Sub PD Release Days
- Afterschool Collaboration (hourly pay)
- ELA/ELD Coaching
- Lesson Study
- Online Videos & Resources
- Webinars

🍏 Questions?



THANK YOU!

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Memorandum of Understanding between Alameda County Workforce Development Board and the Workforce Innovation and Opportunity Act Mandated One-Stop/America's Job Centers of California (AJCC) Partners, Phase II

Item Type: Consent

Background: The purpose of this Memorandum of Understanding (MOU) between the Alameda County Workforce Development Board and the Workforce Innovation and Opportunity Act Mandated One-Stop/America's Job Centers of California (AJCC) Partners, Phase II is to describe:

- the resource sharing agreement between the Comprehensive One-Stop/America's Job Centers California with each mandated partner agency; and to confirm the agreement in MOU Phase I Section VIII.A, that such a resource sharing agreement does not constitute a binding financial commitment, but rather an intention to commit specific resources as the parties' allocations and budgets are known from year to year, and
- the cost allocation plan based on known current costs of operating the Comprehensive One-Stop/AJCC, as referenced in MOU Phase I, Section VIII.B.

Goals: Build nonprofit, business and philanthropic partnerships

Fund: General Fund

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Department Budget:

Recommendation: Approve as submitted.

AUSD Guiding Principle:

Submitted By: Steven Fong, Chief Academic Officer

ATTACHMENTS:

Description	Upload Date	Type
❏ MOU Workforce	5/2/2017	Backup Material

**ADDENDUM TO AGREEMENT OF PARTNERSHIP BY
THE WORKFORCE INNOVATION AND OPPORTUNITY ACT
ONE-STOP/AMERICA'S JOB CENTER OF CALIFORNIA
MANDATED PARTNER**

**NORTHERN ALAMEDA CONSORTIUM
FOR ADULT EDUCATION**

The following Adult School Partner signatures attest to agreement of the MOU between the Northern Alameda Consortium for Adult Education (NACAE), the Alameda County Workforce Development Board and the One-Stop/America's job centers of California System under the Workforce Innovation and Opportunity Act commencing July 1, 2016.

Adult School Partners of Northern Alameda Consortium for Adult Education:

School District/Adult School	Name, Authorized Representative	Signature
Alameda Unified School District / Alameda Adult		
Berkeley Unified School District / Berkeley Adult		

Mandated Partner Federal Funding Stream for WIOA Partnership:

WIOA Title II Adult Education & Literacy
Carl Perkins Career Technical Education



MEMORANDUM OF UNDERSTANDING

**BETWEEN
THE ALAMEDA COUNTY
WORKFORCE DEVELOPMENT BOARD AND THE
WORKFORCE INNOVATION AND OPPORTUNITY ACT
MANDATED ONE-STOP/AMERICA'S JOB CENTERS OF
CALIFORNIA (AJCC) PARTNERS**

PHASE II

July 1, 2017 – June 30, 2019

**Memorandum of Understanding between
The Alameda County Workforce Development Board and the
Workforce Innovation and Opportunity Act
Mandated Partners**

PHASE II

I. Purpose of Memorandum of Understanding (MOU) Phase II

The purpose of this MOU Phase II is to:

- A. Describe the resource sharing agreement between the Comprehensive One-Stop/America's Job Centers California with each mandated partner agency; and to confirm the agreement in MOU Phase I, Section VIII.A, that such a resource sharing agreement does not constitute a binding financial commitment, but rather an intention to commit specific resources as the parties' allocations and budgets are known from year to year.
- B. Describe the cost allocation plan based on known current costs of operating the Comprehensive One-Stop/AJCC, as referenced in MOU Phase I, Section VIII.B.

II. Process and Development of MOU Phase II

- A. The period of time this agreement is effective is July 1, 2017 through June 30, 2019.
- B. Considering the structure of our Local Area, partners' budget development involved only a single Comprehensive One-Stop/AJCC MOU. The participants involved in the Comprehensive Center's infrastructure and other system costs include:
 - 1. Alameda County Board of Supervisors as the Chief Local Elected Official body for Workforce Innovation and Opportunity Act (WIOA)
 - 2. Alameda County Workforce Development Board (ACWDB)
 - 3. AJCC Partners participating in the Infrastructure Funding Agreement (IFA):
 - a) Alameda County Social Services Agency's Workforce and Benefits Administration for Temporary Assistance for Needy Families (TANF)/CalWORKs

- b) Alameda County Social Services Agency's Adult & Aging Services for Title V Older Americans Act
 - c) ACWDB for WIOA
 - d) California State Department of Rehabilitation Title IV Programs
4. AJCC partners, not co-located within the AJCC, participating in the Shared Other System Costs Agreement:
- a) Employment Development Department (WP/TAA/UC)
 - b) Alameda County Adult School Consortia (AEL)
 - c) Housing Authority of the County of Alameda (HUD)
 - d) Oakland/Alameda County Community Action Agency (CSBG)
 - e) United Indian Nations

C. Process for Resource Sharing Agreement Consensus

The mandated partner agencies met on October 19, 2016, November 17, 2016, and January 18, 2017. During those meetings the partners discussed the requirements for participating in either the Comprehensive One-Stop/AJCC infrastructure, and/or the overall system costs. The partners that are not co-located agreed to obtain required information from their consortia partners and/or agencies in order to describe the other system costs required by the MOU.

MOU Phase I, Section VIII.B, identified staff time and operational costs as the basis for cost sharing. For purposes of calculating infrastructure costs, costs are defined as workspace designated to co-located staff for full-time use within the center. The partners informed their organizations' and/or consortia members of the costs that will be the basis for negotiating resource sharing, as well as the level required from each. This support may be in the form of cash, in-kind service or other means in future years.

The co-located partners reviewed the current costs for maintaining the Comprehensive One-Stop/AJCC. The preliminary resource sharing allocations for the current co-located partners are:

- 19.048% State Department of Rehabilitation Title IV programs
- 38.095% TANF/CalWORKs
- 38.095% WIOA
- 4.762% Title V Older Americans Act

D. Dispute Resolution

The Comprehensive One-Stop/AJCC partners agree to communicate openly and directly to resolve any problems or disputes related to negotiating cost allocations and the fair and equitable contribution to the costs of maintaining a Comprehensive One-Stop/AJCC in the community. The partners agree to work in a cooperative manner and to resolve any disputes at the lowest level of intervention possible. If disputes cannot be resolved at the Comprehensive One-Stop/AJCC level, the issue will be brought to the attention of the ACWDB Program Liaison who will attempt to mediate. Issues will be brought to the appropriate principals of the mandated partners as a last resort.

E. Modification to the Resource Sharing Agreements

The ACWDB staff will review the infrastructure costs annually. The basis for determining overall costs will be the space and operating costs assigned in the overall Alameda County Social Services Agency budget. In addition, actual costs for contracts, equipment, and/or other items or services benefiting the workforce system will be included. A progress report will be made available to the mandated partners based on second quarter expenses recorded annually. The fiscal information available by the end of the third quarter of every fiscal year will be the basis for proposed modifications, and will be taken to the mandated partners for negotiation of each partner's fair and equitable share of costs. Modifications to the allocations will be implemented in the following fiscal year.

F. Assurances

The signatories to this MOU Phase II agree to contribute their proportionate share of infrastructure costs as soon as sufficient data are available to make such a determination. The level of support must be reasonable, necessary, allowable, and allocable according to WIOA and the partner funding source. Costs will be negotiated based on the data provided by the State, regulations and directives issued by the partner funding source, and locally agreed upon methodology for cost allocation, and agreed upon definitions of benefit.

III. Sharing Infrastructure Costs

A. Budget Option and Partners

Considering the structure of our Local Area, partners' budget development involved only a single Comprehensive One-Stop/AJCC MOU. Therefore, the ACWDB has procured only one Comprehensive AJCC during the period of this agreement located at:

Eden Area One Stop Career Center
24100 Amador Street, 3rd Floor
Hayward, CA 94545

B. Co-located partners at this AJCC are funded as follows;

- TANF/CalWORKs
- Older American Act Title V
- Department of Rehabilitation Title IV
- WIOA

C. Infrastructure Budget (See Attachment C)

D. Cost Allocation Methodology

The basis for allocating costs to the co-located partners is staff time and operating costs, as agreed to in Phase I of the MOU. The infrastructure costs associated with staff time were calculated on the cost per square foot for the Eden Area Multi-Service Center where the Comprehensive One-Stop/AJCC, as well as the communications charges and direct costs associated with Eastbay WORKs. This is a leased building which includes utilities and maintenance. In addition, operating costs specific to the Comprehensive One-Stop/AJCC were added.

The percent of the total infrastructure costs assigned to each co-located partner is based on that partner's Full Time Equivalent workstation. The partner percentage of total workstations is applied to the area that is common to all as well as to operating costs, in order to derive a dollar value for required contributions by each partner. Some space costs are not allocable to all co-located partners, and are therefore assigned proportionately to the partners that use that space. The percentages and usage will be reviewed annually and revised as needed.

Non-located partners will negotiate their resource sharing requirement. However, this requirement may be met by making contributions to the entire workforce system, and not limited to the Comprehensive One-Stop/AJCC. Each partner will negotiate their proportionate share based on benefit received, and may meet their requirement through cash, non-cash, or third party in-kind contributions.

E. Third-party In-Kind Contributions to Support the AJCC (See Attachment D).

The computer equipment as well as standard office machines such as printers and fax machines are included as third party in-kind contributions to the infrastructure. This is legacy equipment purchased in past years with Workforce Investment Act funds. Future budgets will need to include replacement costs using current funding.

F. Initial Proportionate Share Allocated to Each Co-Located Partner (See Attachment D).

G. Signature Pages: Co-located Partners Sharing AJCC Infrastructure Costs (See Addendum A).

H. Signature pages: Non-Colocated Partners sharing AJCC Infrastructure Costs When Benefits data is Available (See Addendum B).

IV. **Sharing Other System Costs**

A. AJCC Partners Sharing Other One-Stop System Costs are funded as follows:

Co-located

- WIOA Title I Adult, Dislocated Worker
- WIOA Title IV Vocational Rehabilitation
- TANF/CalWORKS
- Title V Older Americans Act

Non-colocated

- WIOA Title I Youth
- WIOA Title II Adult Education and Literacy
- WIOA Title III Wagner-Peyser
- Carl D. Perkins Career Technical Education Act of 2006
- Native American Programs
- Veteran Programs
- Trade Adjustment Assistance Act
- Community Service Block Grant
- US Dept. of Housing and Urban Development

- B. Career Services Applicable to Each AJCC Partner (See Attachment E)
- C. Required Consolidated Budget for Delivery of Applicable Career Services (See Attachment F)

V. Attachments

- A. Addendum A: (A1-A3) Co-Located Partner Signature Pages
- B. Addendum B: (B1-B8) Not Co-Located Partner Signature Pages
- C. Infrastructure budget
- D. Both Third Party In-kind Contribution to Support AJCC and Initial Proportionate Share for Co-Located Partners
- E. Applicable Career Services
- F. Consolidated Budget for Other System Costs:
 - F1- Basic Career Services System Costs
 - F2- Individualized Career Services System Costs

Signatures:

The parties, by their signature below, acknowledge having read this MOU, agree with its terms and conditions, and will cooperate in their implementation. Subsequent addenda or amendments will be in writing, signed by all parties, and attached thereto.

Wilma Chan, President
Alameda County Board of Supervisors

Date

Dan Walters, Chair
Alameda County Workforce Development Board

Date

MOU PHASE II ADDENDUM A-1

AGREEMENT OF PARTNERSHIP BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT ONE-STOP/AMERICA'S JOB CENTERS OF CALIFORNIA MANDATED PARTNER

ALAMEDA COUNTY SOCIAL SERVICES AGENCY WORKFORCE and BENEFITS ADMINISTRATION DEPARTMENT

In addition to the agreements identified in the main body of this Memorandum of Understanding (MOU), this addendum serves as assurance that the mandated partner will contribute their proportionate share of infrastructure costs for the Comprehensive One Stop Career Center once sufficient data are available to determine such costs. Costs will be negotiated between the Workforce Development Board and the mandated partner based on the following:

- A. Data provided by the State for this purpose;
- B. Regulations and directives regarding this requirement issued by the partner's funding source;
- C. Locally agreed upon methodology for allocating costs to determine proportionate benefit;
- D. Locally agreed upon definition of benefit; and
- E. Negotiated methods and timeframe for making the agreed upon contribution.

Mandated Partner contact information:

- | | |
|--|--|
| 1. Mandated Partner: | Alameda County Social Services Agency, Workforce and Benefits Administration |
| 2. Mandated Partner Contact Person: | Andrea Ford, Assistant Agency Director |
| 3. Mandated Partner Address: | 24100 Amador St., 6 th Floor., Hayward, CA 94544 |
| 4. Phone Number: | (510) 259-3838 |
| 5. E-mail Address: | AAFord@acgov.org |

Mandated Partner Federal Funding Stream for WIOA Partnership:

Temporary Assistance to Needy Families (TANF)

Signature:

The authorized representative(s) of the partner listed below agrees upon the MOU for the Alameda County Workforce Development Board and the One-Stop/America's Job Centers of California System under the Workforce Innovation and Opportunity Act, Phase II Resource Sharing Agreement commencing July 1, 2017.

Lori Cox, Agency Director
Alameda County Social Services Agency

Date

MOU PHASE II ADDENDUM A-2

AGREEMENT OF PARTNERSHIP BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT ONE-STOP/AMERICA'S JOB CENTERS OF CALIFORNIA MANDATED PARTNER

STATE DEPARTMENT OF REHABILITATION

In addition to the agreements identified in the main body of this Memorandum of Understanding (MOU), this addendum serves as assurance that the mandated partner will contribute their proportionate share of infrastructure costs for the Comprehensive One Stop Career Center once sufficient data are available to determine such costs. Costs will be negotiated between the Workforce Development Board and the mandated partner based on the following:

- A. Data provided by the State for this purpose;
- B. Regulations and Directives regarding this requirement issued by the partner's funding source;
- C. Locally agreed upon methodology for allocating costs to determine proportionate benefit;
- D. Locally agreed upon definition of benefit; and
- E. Negotiated methods and timeframe for making the agreed upon contribution.

Mandated partner contact information:

- 1. **Mandated Partner:** California State Department of Rehabilitation
- 2. **Mandated Partner Contact Person:** Brian Salem, Staff Services Manager I
- 3. **Mandated Partner Address:** 1515 Clay Street #119 Oakland, CA 94612
- 4. **Phone Number:** (510) 622-2776
- 5. **E-mail address:** BSalem@dor.ca.gov

Mandated Partner Federal Funding Stream for WIOA Partnership:

WIOA Title IV Vocational Rehabilitation

Signature:

The authorized representative(s) of the partner listed below agrees upon the MOU for the Alameda County Workforce Development Board and the One-Stop/America's Job Centers of California System under the Workforce Innovation and Opportunity Act, Phase II Resource Sharing Agreement commencing July 1, 2017.

Carol Asch, Staff Services Manager II
California State Department of Rehabilitation

Date

MOU PHASE II ADDENDUM A-3

**AGREEMENT OF PARTNERSHIP BY
THE WORKFORCE INNOVATION AND OPPORTUNITY ACT
ONE-STOP/AMERICA'S JOB CENTERS OF CALIFORNIA
MANDATED PARTNER**

**ALAMEDA COUNTY SOCIAL SERVICES AGENCY
DEPARTMENT OF ADULT AND AGING SERVICES,
AREA AGENCY ON AGING**

In addition to the agreements identified in the main body of this Memorandum of Understanding (MOU), this addendum serves as assurance that the mandated partner will contribute their proportionate share of infrastructure costs for the Comprehensive One Stop Career Center once sufficient data are available to determine such costs. Costs will be negotiated between the Workforce Development Board and the mandated partner based on the following:

- A. Data provided by the State for this purpose;
- B. Regulations and Directives regarding this requirement issued by the partner's funding source;
- C. Locally agreed upon methodology for allocating costs to determine proportionate benefit;
- D. Locally agreed upon definition of benefit; and
- E. Negotiated methods and timeframe for making the agreed upon contribution.

Mandated partner contact information:

- 1. **Mandated Partner:** Alameda County Social Services Agency, Department of Adult and Aging Services, Area Agency on Aging
- 2. **Mandated Partner Contact Person:** Randy Morris, Director
- 3. **Mandated Partner Address:** 6955 Foothill Boulevard, Suite 300,
Oakland, CA 94605-2409
- 4. **Phone Number:** (510) 577-1968
- 5. **E-mail address:** MORRIR@acgov.org

Mandated Partner Federal Funding Stream for WIOA Partnership:

Title V Older Americans Act, Community Service Employment for Older Americans

Signature:

The authorized representative(s) of the partner listed below agrees upon the MOU for the Alameda County Workforce Development Board and the One-Stop/America's Job Centers of California System under the Workforce Innovation and Opportunity Act, Phase II Resource Sharing Agreement commencing July 1, 2017.

Lori Cox, Agency Director
Alameda County Social Services Agency

Date

MOU PHASE II ADDENDUM B-1

**AGREEMENT OF PARTNERSHIP BY
THE WORKFORCE INNOVATION AND OPPORTUNITY ACT
ONE-STOP/AMERICA'S JOB CENTERS OF CALIFORNIA
MANDATED PARTNER**

**MID-ALAMEDA COUNTY
ADULT SCHOOL CONSORTIUM**

In addition to the agreements identified in the main body of this Memorandum of Understanding (MOU), this addendum serves as assurance that the mandated partner will contribute their proportionate share of infrastructure costs for the Comprehensive One Stop Career Center once sufficient data are available to determine such costs. Costs will be negotiated between the Workforce Development Board and the mandated partner based on the following:

- A. Data provided by the State for this purpose;
- B. Regulations and Directives regarding this requirement issued by the partner's funding source;
- C. Locally agreed upon methodology for allocating costs to determine proportionate benefit;
- D. Locally agreed upon definition of benefit; and
- E. Negotiated methods and timeframe for making the agreed upon contribution.

Mandated partner contact information:

- 1. **Mandated Partner:** Castro Valley Adult School & Career Education
- 2. **Mandated Partner Contact Person:** Susan Passeggi, Director
- 3. **Mandated Partner Address:** 4430 Alma Ave., Castro Valley, CA 94546
- 4. **Phone Number:** (510) 886-1000
- 5. **E-mail address:** spasseggi@cv.k12.ca.us

Mandated Partner Federal Funding Stream for WIOA Partnership:

WIOA Title II Adult Education & Literacy
Carl Perkins Career Technical Education

Signature:

The authorized representative(s) of the partner listed below agrees upon the MOU for the Alameda County Workforce Development Board and the One-Stop/America's Job Centers of California System under the Workforce Innovation and Opportunity Act, Phase II Resource Sharing Agreement commencing July 1, 2017.



Susan Passeggi, Director
Adult Education Consortium Lead
Castro Valley Adult School & Career Education

3/21/17
Date

MOU PHASE II ADDENDUM B-2

**AGREEMENT OF PARTNERSHIP BY
THE WORKFORCE INNOVATION AND OPPORTUNITY ACT
ONE-STOP/AMERICA'S JOB CENTERS OF CALIFORNIA
MANDATED PARTNER**

**SOUTHERN ALAMEDA COUNTY
ADULT SCHOOL CONSORTIUM**

In addition to the agreements identified in the main body of this Memorandum of Understanding (MOU), this addendum serves as assurance that the mandated partner will contribute their proportionate share of infrastructure costs for the Comprehensive One Stop Career Center once sufficient data are available to determine such costs. Costs will be negotiated between the Workforce Development board and the mandated partner base on the following:

- A. Data provided by the State for this purpose;
- B. Regulations and Directives regarding this requirement issued by the partner's funding source;
- C. Locally agreed upon methodology for allocating costs to determine proportionate benefit;
- D. Locally agreed upon definition of benefit; and
- E. Negotiated methods and timeframe for making the agreed upon contribution.

Mandated partner contact information:

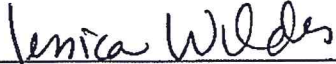
- 1. **Mandated Partner:** New Haven Adult School
- 2. **Mandated Partner Contact Person:** Jessica Wilder, Principal of Adult Education
- 3. **Mandated Partner Address:** 600 G Street, Union City, CA 94587
- 4. **Phone Number:** (510) 489-2185 x. 205
- 5. **E-mail address and web site:** jwilder@nhusd.k12.ca.us

Mandated Partner Federal Funding Stream for WIOA Partnership:

WIOA Title II Adult Education & Literacy
Carl Perkins Career Technical Education

Signature:

The authorized representative(s) of the partner listed below agrees upon the MOU for the Alameda County Workforce Development Board and the One-Stop/America's Job Centers of California System under the Workforce Innovation and Opportunity Act, Phase II Resource Sharing Agreement commencing July 1, 2017.



Jessica Wilder, Principal of Adult Education
Adult Education Consortium Lead
New Haven Adult School

3/8/17
Date

MOU PHASE II ADDENDUM B-3

AGREEMENT OF PARTNERSHIP BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT ONE-STOP/AMERICA'S JOB CENTERS OF CALIFORNIA MANDATED PARTNER

UNITED INDIAN NATIONS

In addition to the agreements identified in the main body of this Memorandum of Understanding (MOU), this addendum serves as assurance that the mandated partner will contribute their proportionate share of infrastructure costs for the Comprehensive One Stop Career Center once sufficient data are available to determine such costs. Costs will be negotiated between the Workforce Development Board and the mandated partner based on the following:

- A. Data provided by the State for this purpose;
- B. Regulations and Directives regarding this requirement issued by the partner's funding source;
- C. Locally agreed upon methodology for allocating costs to determine proportionate benefit;
- D. Locally agreed upon definition of benefit; and
- E. Negotiated methods and timeframe for making the agreed upon contribution.

Mandated partner contact information:

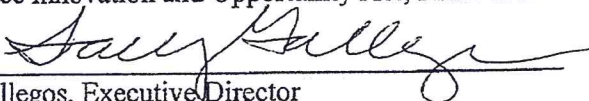
- 1. **Mandated Partner:** United Indian Nations, Inc.
- 2. **Mandated Partner Contact Person:** Sally Gallegos, Executive Director
- 3. **Mandated Partner Address:** 1436 Clarke Street #B, San Leandro, CA 94577
- 4. **Phone Number:** (510) 352-4510
- 5. **E-mail address:** Sally@uininc.org

Mandated Partner Federal Funding Stream for WIA Partnership:

Native American programs are not required to contribute to infrastructure funding but, as required one-stop partners, they are encouraged to contribute. Any agreement regarding the contribution or non-contribution to infrastructure funding by Native American programs must be recorded in the signed MOU (WIOA sec. 121(h)(2)(D)(iv)).

Signature:

The authorized representative(s) of the partner listed below agrees upon the MOU for the Alameda County Workforce Development Board and the One-Stop/America's Job Centers of California System under the Workforce Innovation and Opportunity Act, Phase II Resource Sharing Agreement commencing July 1, 2017.


Sally Gallegos, Executive Director
United Indian Nations, Inc.

3-6-2017
Date

MOU PHASE II ADDENDUM B-4

AGREEMENT OF PARTNERSHIP BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT ONE-STOP/AMERICA'S JOB CENTERS OF CALIFORNIA MANDATED PARTNER

NORTHERN ALAMEDA COUNTY ADULT SCHOOL CONSORTIUM

In addition to the agreements identified in the main body of this Memorandum of Understanding (MOU), this addendum serves as assurance that the mandated partner will contribute their proportionate share of infrastructure costs for the Comprehensive One Stop Career Center once sufficient data are available to determine such costs. Costs will be negotiated between the Workforce Development Board and the mandated partner based on the following:

- A. Data provided by the State for this purpose;
- B. Regulations and Directives regarding this requirement issued by the partner's funding source;
- C. Locally agreed upon methodology for allocating costs to determine proportionate benefit;
- D. Locally agreed upon definition of benefit; and
- E. Negotiated methods and timeframe for making the agreed upon contribution.

Mandated partner contact information:

- 1. **Mandated Partner:** Piedmont Adult
- 2. **Mandated Partner Contact Person:** Shemila Johnson, Executive Director, Northern Alameda Consortium for Adult Education
- 3. **Mandated Partner Address:** Peralta District Office 333 East 8th Street, Piedmont, 94611
- 4. **Phone Number:** (510) 466-7247
- 5. **E-mail address and web site:** sjohnson@peralta.edu

Mandated Partner Federal Funding Stream for WIOA Partnership:

WIOA Title II Adult Education & Literacy
Carl Perkins Career Technical Education

Signature:

The authorized representative(s) of the partner listed below agrees upon the MOU for the Alameda County Workforce Development Board and the One-Stop/America's Job Centers of California System under the Workforce Innovation and Opportunity Act, Phase II Resource Sharing Agreement commencing July 1, 2017.

Shemila Johnson, Executive Director
Northern Alameda Consortium for Adult Education

Date

MOU PHASE II ADDENDUM B-5

AGREEMENT OF PARTNERSHIP BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT ONE-STOP/AMERICA'S JOB CENTERS OF CALIFORNIA MANDATED PARTNER

HOUSING AUTHORITY OF THE COUNTY OF ALAMEDA

In addition to the agreements identified in the main body of this Memorandum of Understanding (MOU), this addendum serves as assurance that the mandated partner will contribute their proportionate share of infrastructure costs for the Comprehensive One Stop Career Center once sufficient data are available to determine such costs. Costs will be negotiated between the Workforce Development Board and the mandated partner based on the following:

- A. Data provided by the State for this purpose;
- B. Regulations and Directives regarding this requirement issued by the partner's funding source;
- C. Locally agreed upon methodology for allocating costs to determine proportionate benefit;
- D. Locally agreed upon definition of benefit; and
- E. Negotiated methods and timeframe for making the agreed upon contribution.

Mandated partner contact information:

- 1. **Mandated Partner:** Housing Authority of the County of Alameda
- 2. **Mandated Partner Contact Person:** Christine Gouig, Executive Director
Linda Evans, FSS Lead worker/Coordinator
- 3. **Mandated Partner Address:** 22941 Atherton St., Hayward, CA 94541
- 4. **Phone Number:** Christine Gouig (510) 727-8513
Linda Evans (510) 727-8589
- 5. **E-mail address:** chrisg@haca.net
lindae@haca.net

Mandated Partner Federal Funding Stream for WIOA Partnership:

Housing & Urban Development

Signature:

The authorized representative(s) of the partner listed below agrees upon the MOU for the Alameda County Workforce Development Board and the One-Stop/America's Job Centers of California System under the Workforce Innovation and Opportunity Act, Phase II Resource Sharing Agreement commencing July 1, 2017.

Christine Gouig, Executive Director
Housing Authority of the County of Alameda

Date

MOU PHASE II ADDENDUM B-6

AGREEMENT OF PARTNERSHIP BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT ONE-STOP/AMERICA'S JOB CENTERS OF CALIFORNIA MANDATED PARTNER

EMPLOYMENT DEVELOPMENT DEPARTMENT

In addition to the agreements identified in the main body of this Memorandum of Understanding (MOU), this addendum serves as assurance that the mandated partner will contribute their proportionate share of infrastructure costs for the Comprehensive One Stop Career Center once sufficient data are available to determine such costs. Costs will be negotiated between the Workforce Development Board and the mandated partner based on the following:

- A. Data provided by the State for this purpose;
- B. Regulations and Directives regarding this requirement issued by the partner's funding source;
- C. Locally agreed upon methodology for allocating costs to determine proportionate benefit;
- D. Locally agreed upon definition of benefit; and
- E. Negotiated methods and timeframe for making the agreed upon contribution.

Mandated partner contact information:

- 1. **Mandated Partner:** Employment Development Department
- 2. **Mandated Partner Contact Person:** Rick Deraiche, Deputy Division Chief
- 3. **Mandated Partner Address:** 2045 40th Ave., Capitola, CA 95010
- 4. **Phone Number:** (831) 464-4370
- 5. **E-mail address:** Rick.deraiche@edd.ca.gov;

Mandated Partner Federal Funding Stream for WIOA Partnership:

NAFTA/TAA
Veterans Employment Program
Wagner/Peyser

Signatures:

The authorized representative(s) of the partner listed below agrees upon the MOU for the Alameda County Workforce Development Board and the One-Stop/America's Job Centers of California System under the Workforce Innovation and Opportunity Act, Phase II Resource Sharing Agreement commencing July 1, 2017.

Rick Deraiche, Deputy Division Chief
Employment Development Department

Date

MOU PHASE II ADDENDUM B-7

AGREEMENT OF PARTNERSHIP BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT ONE-STOP/AMERICA'S JOB CENTERS OF CALIFORNIA MANDATED PARTNER

EMPLOYMENT DEVELOPMENT DEPARTMENT

In addition to the agreements identified in the main body of this Memorandum of Understanding (MOU), this addendum serves as assurance that the mandated partner will contribute their proportionate share of infrastructure costs for the Comprehensive One Stop Career Center once sufficient data are available to determine such costs. Costs will be negotiated between the Workforce Development Board and the mandated partner based on the following:

- A. Data provided by the State for this purpose;
- B. Regulations and Directives regarding this requirement issued by the partner's funding source;
- C. Locally agreed upon methodology for allocating costs to determine proportionate benefit;
- D. Locally agreed upon definition of benefit; and
- E. Negotiated methods and timeframe for making the agreed upon contribution.

Mandated partner contact information:

- 1. **Mandated Partner:** Employment Development Department
- 2. **Mandated Partner Contact Person:** Tammy Johnson, Employment Development Administrator
- 3. **Mandated Partner Address:** 2045 40th Ave., Capitola, CA 95010
- 4. **Phone Number:** (510) 622-1589
- 5. **E-mail address:** Tammy.johnson@edd.ca.gov

Mandated Partner Federal Funding Stream for WIOA Partnership:

NAFTA/TAA
Veterans Employment Program
Unemployment Insurance

Signatures:

The authorized representative(s) of the partner listed below agrees upon the MOU for the Alameda County Workforce Development Board and the One-Stop/America's Job Centers of California System under the Workforce Innovation and Opportunity Act, Phase II Resource Sharing Agreement commencing July 1, 2017.

Tammy Johnson, Employment Development Administrator
Employment Development Department

Date

MOU PHASE II ADDENDUM B-8

AGREEMENT OF PARTNERSHIP BY THE WORKFORCE INNOVATION AND OPPORTUNITY ACT ONE-STOP/AMERICA'S JOB CENTERS OF CALIFORNIA MANDATED PARTNER

OAKLAND/ALAMEDA COUNTY COMMUNITY ACTION AGENCY

In addition to the agreements identified in the main body of this Memorandum of Understanding (MOU), this addendum serves as assurance that the mandated partner will contribute their proportionate share of infrastructure costs for the Comprehensive One Stop Career Center once sufficient data are available to determine such costs. Costs will be negotiated between the Workforce Development Board and the mandated partner based on the following:

- A. Data provided by the State for this purpose;
- B. Regulations and Directives regarding this requirement issued by the partner's funding source;
- C. Locally agreed upon methodology for allocating costs to determine proportionate benefit;
- D. Locally agreed upon definition of benefit; and
- E. Negotiated methods and timeframe for making the agreed upon contribution.

Mandated partner contact information:

- 1. **Mandated Partner:** Oakland/Alameda County Community Action Agency
- 2. **Mandated Partner Contact Person:** Estelle Clemons, Manager
- 3. **Mandated Partner Address:** 150 Frank H. Ogawa Plaza, Oakland, CA 94612
- 4. **Phone Number:** (510) 238-3597
- 5. **E-mail address:** eclemons@oaklandnet.com

Mandated Partner Federal Funding Stream for WIOA Partnership:

Community Services Block Grant

Signature:

The authorized representative(s) of the partner listed below agrees upon the MOU for the Alameda County Workforce Development Board and the One-Stop/America's Job Centers of California System under the Workforce Innovation and Opportunity Act, Phase II Resource Sharing Agreement commencing July 1, 2017.

Estelle Clemons, Manager
Oakland/Alameda County Community
Action Agency

Date

Attachment C
MOU Phase II: Infrastructure Budget
Costs based on Program Year July 1, 2016 through June 30, 2017

Cost Category/Line Item	Line Item Cost Detail	Cost
Rental of Facilities		
	Net lease costs are \$3.50 pr sq ft per month (\$42 per year). Comprehensive Career Center sq ft is 8238.6 square feet ft	\$ 346,021.20
	Rental Costs Subtotal:	\$ 346,021.20
Utilities and Maintenance		
Electric	Included in lease	
Gas	Included in lease	
Water	Included in lease	
Sewer Connections	Included in lease	
High-Speed Internet	Internet firewall contracted through OPIC	\$ 1,800
Telephones (landlines)	Phones for 22 workstations in Career Center	\$ 20,705.88
Facility Maintenance	Included in lease	
	Utilities and Maintenance Costs Subtotal:	\$ 22,505.88
Equipment		
Assessment Related products	N/A	
Assistive technology	Legacy equipment provided by third party	
Copiers	Legacy equipment provided by third party	
Fax Machines	Legacy equipment provided by third party	
Computers	Legacy equipment provided by third party	
Other (specify)	Legacy equipment provided by third party	
	Equipment Costs Subtotal:	\$ -
Technology to Facilitate Access to the AJCC		
Technology for centers planning and outreach activities	EASTBAY Works contract to maintain 800 toll free phone number	\$ 380
Center website	EASTBAY Works contract to maintain website www.eastbayworks.org	\$ 1,938
	Technology to Facilitate Access Costs Subtotal	\$ 2,318
Common Identifier Costs	Local option not selected	
SUMMARY OF TOTAL INFRASTRUCTURE COSTS TO BE SHARED BY CO-LOCATED PARTNERS		
Cost Category		
Subtotal: Rental Costs		\$ 346,021.20
Subtotal: Utilities and Maintenance Costs		\$ 22,505.88
Subtotal: Equipment Costs		\$ -
Subtotal: Technology to Facilitate Access Costs		\$ 2,318
Subtotal: Common Identifier Costs		
TOTAL INFRASTRUCTURE COSTS FOR COMPREHENSIVE AJCC		\$ 370,845.08

Attachment D
Costs based on Program Year July 1, 2016 through June 30, 2017

Third Party In-Kind Infrastructure Contributions to Support the AJCC As Whole					
Cost Categories	Total Cost	Contributor	Value	Balance to Allocate	
Rent					
Utilities/Maintenance					
Equipment	\$ 24,200	Rubicon	\$ 24,200	\$ -	
Equipment	\$ 22,000	WIOA			
Access Technology			\$ 22,000	\$ -	
Common Identifier	\$ -				
	\$ 46,200		\$ 46,200	\$ -	
LEGEND					
Rubicon equipment is 22 computers owned and maintained by them for WIOA					
WIOA equipment is 20 computers purchased over several fiscal years					
All computers will need to be replaced in 2 - 5 years					

Initial Allocation of Proportionate Share of Infrastructure Costs for Colocated Partners

Colocated Partner	Shared Infrastructure Costs	Application of Methodology	Allocated Initial Share	Amount Cash	Amount In-Kind
Alameda County Workforce Development Board for WIOA	Dedicated workstations; 38.095% of common area	Infrastructure costs related to FTE workspace	\$ 157,867.24		\$ 157,867.24
Alameda County Social Services Agency's Workforce and Benefits Administration for TANF	Dedicated workstations; 38.095% of common area	Infrastructure costs related to FTE workspace	\$ 147,472.24	\$ 106,816.24	\$ 40,656.00
California State Department of Rehabilitation for Title IV	Dedicated workstations; 19.048% of common area	Infrastructure costs related to FTE workspace	\$ 52,403.23	\$52,403.23	
Alameda County Social Services Agency's Adult and Aging Services for Title V Older Americans Act	Dedicated workstations; 4.762% of common area	Infrastructure costs related to FTE workspace	\$ 13,104.06	\$13,104.06	

Attachment E

Program Year July 1, 2016 through June 30, 2017

Summary of Career Services Applicable to Each One-Stop Delivery System Partner										
Non Co-Located Partners					Co-Located Partners					
Category	Employment Development Department	Mid Alameda County Adult Schools	North Alameda County Adult Schools	South Alameda County Adult Schools	Native American Programs	Community Action Agency (CSBG)	Alameda County Housing Authority (HUD)	AAA (Title V Older Americans Act)	Dept of Rehab (Title IV)	SSA (TANF)/C alWORKS WDB WIOA
Basic Career Services										
Eligibility									X	X
Outreach/Intake/Orientation		X			X		X		X	X
Financial Aid Inf					X		X		X	X
Initial Assessment		X			X		X		X	X
Labor Exchange	X				X		X		X	X
Labor Market Info	X				X		X		X	X
Referrals to One Stop Partners	X	X	X	X	X		X		X	X
Performance and Cost Inf	X				X		X		X	X
Support Svc Inf					X		X		X	X
UI Information	X				X				X	X
Individualized Career Services										
Comp Assessment		X	X	X	X			X	X	X
Ind Emp Plan (IEP)								X	X	X
Career Planning/Counseling		X	X	X	X		X	X	X	X
Short Term Pre-Voc Internship/Work Experience		X	X	X	X			X	X	X
Out-of-Area Job Search		X	X		X			X	X	X
Financial Literacy			X				X		X	X
English Language Acquisition (ELA)		X	X	X					X	X
Workforce Prep/CTE	X	X	X	X	X		X		X	X
Assist Device Disabilities									X	
Veterans Services	X									
HS Dipl/										
Equivalency/Basic Skills		X	X	X						X
AB104 Program Areas		X	X	X						

Attachment F1 **Costs based on Program Year July 1, 2016 through June 30, 2017**

One Stop Partners Sharing Other System Costs

Non Co-located Partners							Co-located Partners					
Category	Employment Development Department	Mid Alameda County Adult Schools	North Alameda County Adult Schools	South Alameda County Adult Schools	Native American Programs	Community Action Agency(CSB G)	Alameda County Housing Authority (HUD)	AAA (Title V Older Americans Act)	Dept of Rehab (Title IV)	SSA (TANF)/CalWORKS	WDB WIOA	System Career Service Allocations
Basic Career Services												
Eligibility										\$ 94,893.00		\$ 94,893.00
Outreach/Intake/ Orientation		\$ 246,365	\$ 29,075	\$ 120,000			X			\$ 63,262.00		\$ 458,702.00
Initial Assessment										\$ 94,893.00		\$ 94,893.00
Labor Exchange	X									\$ 31,630.00		\$ 31,630.00
Referrals to One												
Stop Partners	X									\$ 31,631.00		\$ 31,631.00
Labor Market Info	X									\$ 63,262.00		\$ 63,262.00
Performance and												
Cost Inf	X									\$ 63,262.00		\$ 63,262.00
Support Svc Inf	X						X			\$ 94,893.00		\$ 94,893.00
UI Information	X									\$ 31,630.00		\$ 31,630.00
Financial Aid Inf		\$ 31,349	X	X			X			\$ 63,261.00		\$ 94,610.00
Basic Career Service												
Subtotals	\$ -	\$ 277,714	\$ 29,075	\$ 120,000	N/A	0	\$ 276,000	0	\$1,316,454.99	\$ 632,617.00	\$ 1,332,647.12	\$ 3,984,508.11

*System costs reflect Alameda County's Local Area and does not include the City of Oakland

Attachment F2 **Costs based on Program Year July 1, 2016 through June 30, 2017**

One Stop Partners Sharing Other System Costs												
Non Co-located Partners							Co-located Partners					
Category	Employment Development Department	Mid Alameda County Adult Schools	North Alameda County Adult Schools	South Alameda County Adult Schools	Native American Programs	Community Action Agency (CSA)	Alameda County Housing Authority (HUD)	AAA (Title V Older Americans Act)	Dept of Rehab (Title IV)	SSA (TANF)/CalWOR KS	WDB WIOA	System Career Service Allocations
Individualized Career Services												
Comp. Assessment		\$ 389,379	\$ 84,523	\$ 97,000				X		\$ 126,523.00		\$ 697,425.00
Ind Emp Plan (IEP)								X		\$ 177,133.00		
Career Planning/Counseling												
Short Term Pre-Voc		\$ 224,149	\$ 10,041	\$ 81,000		\$ 40,000		X		\$ 126,523.00		\$ 481,713.00
Internship/ Work Exp		\$ 189,461	x	\$ 24,000						\$ 506,093.00		\$ 719,554.00
Out-of-area Job Search		\$ 83,000	x			\$ 65,000		X		\$ 632,617.00		\$ 780,617.00
Financial Literacy			x			\$ 60,000	x			\$ 75,914.00		
English Language Acquisition		\$ 3,489,452	\$ 668,435	\$1,526,000						\$ 75,914.00		\$ 135,914.00
Workforce Prep/CTE	x	\$ 856,196	\$ 5,098	\$ 105,000		\$ 68,854				\$ 632,617.00		\$ 6,316,504.00
Assist Device										\$ 177,133.00		\$ 1,212,281.00
Disabilities												
Veterans services	x											\$
HS Dipl/												
Equivalency/Basic Skills		\$ 1,385,949	\$ 249,699	\$ 699,000								\$ 2,334,648.00
AB104 Program		\$ 1,256,456	x	\$ 261,000								\$ 1,517,456.00
Individual Career Service Subtotals	\$	-	\$ 7,874,042	\$ 1,017,796	\$2,793,000	N/A	\$ 233,854	\$	\$ 146,000	\$ 5,265,819.95	\$ 2,530,467.00	\$ 2,491,999.88
Career Service												
Totals	\$	-	\$ 8,151,756	\$ 1,046,871	\$2,913,000	N/A	\$ 233,854	\$ 276,000	\$ 146,000	\$ 6,582,274.94	\$ 3,163,084.00	\$ 3,824,647.00
Consolidated budget total of career services delivered through the One Stop System:												
												\$ 26,337,486.94

*System costs reflect Alameda County's Local Area and does not include the City of Oakland

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of New Secondary Course Descriptions

Item Type: Consent

Background: This item seeks approval for the following courses, both being 8th grade versions of current 9th-12th grade courses at Encinal Junior/Senior High School:

French 3 (Middle School):

Prerequisite: French 1 and 2 (or Teacher Approval)

Elective/Required: Elective

Grade Level: 7 and 8

Subject Area: World Languages

Length/Credits: One Year

Proposed by: Encinal Junior/Senior High School

French 4 HP (Middle School):

Prerequisite: French 1, 2, and 3 (or Teacher Approval)

Elective/Required: Elective

Grade Level: 7 and 8

Subject Area: World Languages

Length/Credits: One Year

Proposed by: Encinal Junior/Senior High School

Goals: Create a system of attractive school options| Routine Matter

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Department Budget:

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By: Steven Fong, Chief Academic Officer

ATTACHMENTS:

Description	Upload Date	Type
☐ French 3 8th	4/27/2017	Backup Material
☐ French 4H 8th	4/27/2017	Backup Material

SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

ALAMEDA UNIFIED SCHOOL DISTRICT
 Excellence & Equity For All Students

1. Course Title: French 3 (Middle School)	6. Prerequisite(s): French 1 & 2 (or Teacher Approval)
2. Action: <input type="checkbox"/> New Course <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: Grades 7 & 8
3. Transcript Title/Abbreviation: FRENCH 3 8TH (For Educational Services)	8. Elective/Required: Elective
4. Transcript Course Code/Course Number: (For Educational Services) FFAC	9. Subject Area: World Languages
5. CBEDS Code: (For Educational Services) 2205	10. Department: World Languages
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, year removed from list: _____	
13. Meets the " <u>E</u> " requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: <u>Tracy Allegrotti</u> Title/Position: <u>Dean</u> Phone: <u>(510)748-4023, ext., 3103</u> Fax: <u>(510) 521-4956</u> E-Mail: <u>tallegrotti@alameda.k12.ca.us</u>	
16. Signatures: Department Chair: <u>epferpang rwe</u> Principal: <u>Deni</u> Acknowledged by Other Principals: _____ Educational Services: <u>4.27.17</u>	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

SECTION B. COURSE CONTENT

17. Course Description:

The course description is the exact course description for the high school class, French 3 (FFCF).

18. Course Goals and/or Major Student Outcomes:

The Course Goals and/or Major Student Outcomes are the same as the approved high school course, French 3 (FFCF).

19. Course Objectives (standards):

The Course Objectives (standards) are the same as the approved high school course, French 3, (FFCF).

20. Course Outline:

The Course Outline is the same as the approved high school course, French 3 (FFCF).

21. Instructional Materials:

Board approved required text:

The Instructional Materials and approved text are the same as the approved high school course for French 3 (FFCF).

Supplementary materials:

The supplementary materials are the same as the approved high school course for French 3 (FFCF).

22. Instructional Methods and/or Strategies

The Instructional Methods and/or Strategies are the same as the approved high school course, French 3 (FFCF).

23. Assessment and Evaluation

The Assessment and Evaluation of students will be the same as the approved high school course, French 3 (FFCF).

24. Grading Policy

The Grading Policy will be the same as the approved high school course. Students will be graded using A-F and will follow the district's Grading Policy.

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course:

We have a few Junior Jets annually who meet the requirements to be in French 3 and we would like them to be able to take it in line with one of the premises of our innovative program ---access to appropriate high school classes.

PLEASE NOTE THAT THIS COURSE WILL BE DOUBLE-ROSTERED WITH THE HIGH SCHOOL COURSE WHICH IS WHY THIS AN EXACT REPLICA OF THE HIGH SCHOOL COURSE.

26. History of Course Description:

SECONDARY COURSE DESCRIPTION
SECTION A: COURSE CLASSIFICATION

ALAMEDA UNIFIED SCHOOL DISTRICT
 Excellence & Equity For All Students

1. Course Title: French 4 HP (Middle School)	6. Prerequisite(s): French 1, 2 & 3 (or Teacher Approval)
2. Action: <input type="checkbox"/> New Course <input checked="" type="checkbox"/> Course Revision <input type="checkbox"/> Title Change Only	7. Grade Level: Grades 7 & 8
3. Transcript Title/Abbreviation: FRENCH 4H 8TH (For Educational Services)	8. Elective/Required: Elective
4. Transcript Course Code/Course Number: (For Educational Services) FFHC	9. Subject Area: World Languages
5. CBEDS Code: (For Educational Services) 2205	10. Department: World Languages
11. Length /Credits: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent)	
12. Was this course previously approved by UC? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If so, year removed from list: _____	
13. Meets the " <u> E </u> " requirements in the a-g university/college entrance requirement. Approval date: _____	
14. School Contact Information Name: <u>Tracy Allegrotti</u> Title/Position: <u>Dean</u> Phone: <u>(510)748-4023, ext., 3103</u> Fax: <u>(510) 521-4956</u> E-Mail: <u>tallegrotti@alameda.k12.ca.us</u>	
16. Signatures: Department Chair: <u><i>opfer nays rwen</i></u> Principal: <u><i>Dani</i></u> Acknowledged by Other Principals: _____ Educational Services: <u><i>SK</i></u> <u>4.27.17</u>	
16. BOE Approval Signature of Superintendent: _____ Date of Approval _____	

SECTION B. COURSE CONTENT

17. Course Description:

The course description is the exact course description for the high school class, French 4 HP (FFHF).

18. Course Goals and/or Major Student Outcomes:

The Course Goals and/or Major Student Outcomes are the same as the approved high school course, French 4 HP (FFHF).

19. Course Objectives (standards):

The Course Objectives (standards) are the same as the approved high school course, French 4 HP, (FFHF).

20. Course Outline:

The Course Outline is the same as the approved high school course, French 4 (FFHF).

21. Instructional Materials:

Board approved required text:

The Instructional Materials and approved text are the same as the approved high school course for French 4 HP (FFHF).

Supplementary materials:

The supplementary materials are the same as the approved high school course for French 4 HP(FFHF).

22. Instructional Methods and/or Strategies

The Instructional Methods and/or Strategies are the same as the approved high school course, French 4 HP (FFHF).

23. Assessment and Evaluation

The Assessment and Evaluation of students will be the same as the approved high school course, French 4 HP (FFHF).

24. Grading Policy

The Grading Policy will be the same as the approved high school course. Students will be graded using A-F and will follow the district's Grading Policy.

SECTION C. OPTIONAL INFORMATION

25. Context for offering the course:

We have a few Junior Jets annually who meet the requirements to be in French 4 HP and we would like them to be able to take it in line with one of the premises of our innovative program ---access to appropriate high school classes.

PLEASE NOTE THAT THIS COURSE WILL BE DOUBLE-ROSTERED WITH THE HIGH SCHOOL COURSE WHICH IS WHY THIS AN EXACT REPLICA OF THE HIGH SCHOOL COURSE.

26. History of Course Description:

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Single Plans for Student Achievement (SPSAs) for 2017-18 School Year

Item Type: Consent

Background: The purpose of the Single Plan for Student Achievement (SPSA) is to create a cycle of continuous improvement of student performance and to ensure that all students succeed in reaching academic standards set by the State Board of Education.

Additionally, the role of the SPSA in engaging school site stakeholders in the collaborative planning for school improvement is a foundational aspect of the state's new Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) process. Goals, actions, and services included in each site's SPSA directly align to the district's LCAP.

AUSD's LCAP goals are to:

- Eliminate barriers to student success and maximize learning time
- Support all students in becoming college and work ready
- Support parent/guardian development as knowledgeable partners and effective advocates for student success
- Ensure that ALL students have access to the required basic services

Tonight we are seeking approval for the following site 2017-18 SPSAs. All SPSAs have been approved by their respective School Site Council (SSC).

- ASTI
- Bay Farm
- Earhart
- Franklin
- Otis
- Maya Lin

Goals: Routine Matter

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Department Budget:

Recommendation: Approve as submitted.

AUSD Guiding Principle: #4 - Parental involvement and community engagement are integral to student

success.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Steven Fong, Chief Academic Officer

ATTACHMENTS:

Description	Upload Date	Type
☐ SPSA ASTI	5/1/2017	Backup Material
☐ SPSA Bay Farm	5/1/2017	Backup Material
☐ SPSA Earhart	5/1/2017	Backup Material
☐ SPSA Franklin	5/1/2017	Backup Material
☐ SPSA Otis	5/2/2017	Backup Material
☐ SPSA Maya Lin	5/2/2017	Backup Material

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2017-18

Alameda Science and Technology Institute

CDS Code: 01611190106401

Principal Name	Tracy Corbally
Telephone Number	510-748-4021
Address	555 Ralph Appezzato Memorial Parkway
E-mail	asti@alameda.k12.ca.us
Fax	510-748-4121
Date of Last Revision	April 20, 2017
Date of BOE Approval	

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 school principal.

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SCHOOL PROFILE

School Mission and Vision

Vision Statement: To ensure ALL students, especially those who are underrepresented, are provided the resources to attain a college degree from the institution of their choice and become responsible, proactive, and empowered global citizens with a life-long love of learning.

Mission Statement: ASTI will prepare a diverse population of students for early entrance and successful completion of college by facilitating their development of the required content knowledge, academic skills, leadership experience, and technological proficiency through providing them academic equality, highly-qualified teaching, rigorous instruction, and support in setting and attaining individual goals.

Philosophy

ALL students deserve and are entitled to a college education and ALL students are capable of succeeding at a high academic level

Early College High School (ECHS) Core Principles: As an Early College High School (ECHS), ASTI is part of a larger network of programs throughout the state of California and across the nation. Each of these programs was founded with the charge to adhere to interrelated core principles that together constitute the fundamental beliefs of the Early College initiative. These core principles include:

- 1) Early College High Schools are committed to serving students underrepresented in higher education.
- 2) Early College High Schools are created and sustained by Local Education Agency (LEA), a higher education institution, and the community, all of whom are jointly accountable for student success.
- 3) Early College High Schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.
- 4) Early College High Schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.
- 5) Early College High Schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

Executive Summary

- Alameda Science and Technology Institute (ASTI) is located on the island community of Alameda within the greater San Francisco Bay Area. Established in 2004, ASTI is a relatively recent but well-established addition to the Alameda Unified School District (AUSD) and represents an investment by the district in a small, unique option for its high school students. As an Early College High School (ECHS) ASTI shares a campus with the College of Alameda and ASTI students enroll as full-time community college students during their 11th and 12th grade years. This early college experience has translated into a track record of success that includes all graduates going on to pursue further college studies. In addition to earning their high school diploma, graduates routinely pursue higher goals, with 88% of Class of 2016 meeting UC 'a-g' requirements, 35% completing an Associate of Arts (AA) degree and 58% completing requirements for the Intersegmental General Education Transfer Curriculum (IGETC). In the course of their studies at Peralta Community College District campuses, ASTI students have maintained an average GPA above 3.00, with many students earning honors upon

graduation. As a group, graduates have earned approximately 58 college units each during their 4 years at ASTI.

- ASTI is very proud of our students' graduation rate, their IGETC completion rate, their college GPAs, their four year college matriculation rates, and the positive school environment we work hard to provide for them. In September 2015, Secretary of Education Arne Duncan announced that ASTI was among the 335 2015 recipients of the national Blue Ribbon Schools award. This tremendous honor is a welcome recognition of the impact that early and middle college high schools have on student performance. While we have boasted a 100% graduation rate for the past few years, the graduating class of 2015 set a new record: 94% went straight into a four year college or university, and the remaining 6% remained at community college with intent to transfer. That is a 100% college-going rate. The Blue Ribbon award recognizes our achievement as a high school, and we are very proud of our success as a college preparatory public school providing opportunity to a wide range of students. We look forward to building on this success by utilizing the new tools and data available from National Clearinghouse to track the progress of ASTI graduates as they proceed through college and career.
- Our areas of greatest need are to strengthen programs to support students' socioemotional needs, to identify strategies to improve performance in math and English, especially for unduplicated students, to increase our students' PSAT and SAT scores to maximize their college choices, and to build our math program to bring in and support the new cohort of Algebra 1 9th graders starting in fall 2017. To address these areas, in 2017-18 we will work with the school psychologist and school-based health centers to create groups for student support, pilot an after school support program in Math and English, continue our annual SAT Boot Camp for sophomores, continue seeking ways to integrate prep for the new SAT into ASTI courses, and collaborate to respond to the needs of the incoming new class of 9th grade Algebra 1 students as indicated by their performance data at ASTI.
- Overall, ASTI students perform near or above grade level on standardized ELA and Math assessments. In 2016-17 ASTI began to administer the ELA Interim Assessment Blocks to 9th, 10th and 11th graders; this broadens our database to include 9th and 10th grades. In 2017-18, ASTI will administer Math interim assessments as determined by AUSD. This data will inform staff of which students to recommend for the after school support program in ELA and Math to be staffed by ASTI teachers. All ASTI 10th and 11th graders take the PSAT in October of each school year. The new PSAT is aligned with the new SAT; the data for October 2016 provides the school with the first data to analyze in support of our students' college aspirations. These results will be used along with the IAB results to identify students for recommendation to the after school support program.
- *ASTI will increase or improve services for low-income, English Learners and Foster youth by continuing staff collaboration across content areas, employing the site ELD coach to support teachers with classroom practices, training the ELA teacher fully in both designated and integrated ELD instruction, and training other site faculty in integrated ELD instruction, and piloting the after school support in ELA and Math.*

School Website:

<https://asti-alamedaUSD-ca.schoolloop.com/>

School Accountability Report Card (SARC) link:

<http://www.doc-tracking.com/screenshots/Serve/4550/2016/AlamedaST.pdf>

DISTRICTWIDE GOALS

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

Instructional Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTRICTWIDE	Identified districtwide needs:
	<p>AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:</p> <ul style="list-style-type: none"> • Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism • Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates • Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year • Daily Attendance: Percentage of students who have attended 96% or more of school days to date in a given year • Suspension Rate: % of students who have been suspended at any time during the current year in district • Expulsion Rate: Percentage of students who have been expelled during the current year • Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS) • High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school • Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school • High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school
	Districtwide actions/services provided to site to reach goal:
	<p>To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.</p> <p>In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curricular at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify area in social studies curriculum that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.</p> <p>The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation, including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), and districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive. Our site is provided the following services to support implementation of PBIS:</p>

SCHOOLWIDE	<ul style="list-style-type: none"> \$500 per year to support PBIS, including purchase of postcards, postage and incentives <p>Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 2 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is Tier 1 moving into Tier 2</p> <p>The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:</p> <ul style="list-style-type: none"> NONE
	School goal(s):
	<ul style="list-style-type: none"> Address Chronic Absenteeism by ensuring that all administrative and classified staff are fully trained in SART and SARB procedures Address Chronic Tardies with increased parent outreach Continue building positive school culture to ensure a safe emotional foundation for students at school Analyze SST data to identify schoolwide practices to embed in all classrooms to make students feel safe Fund a 2nd Year Psych Intern for student support Move to Tier 2 on PBIS TFI
	Data used to form school goal(s):
	<ul style="list-style-type: none"> Attendance and Tardy records, especially for 1st period of the school day Records of attendance letters sent and phone calls made SST meeting notes CHKS survey results TFI Results Homework survey results D/F Analysis
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	<ul style="list-style-type: none"> 2016-17 has seen more consistency in attendance letters sent; as of spring the recently hired Office Manager has become more proficient at attendance; we expect to send letters consistently in 2017-18, with particular focus on 9th and 10th grade and 1st period. In 2016-17 ASTI also started sending personalized tardy letters from the principal, and will continue this practice in 2017-18 with a focus on 1st period, where most tardies occur. ASTI prioritizes personalized interventions to provide emotional and academic support for students. The primary avenue for this intervention has been the Student Success Team meeting that engages parents, student, administration, counseling and teachers in teamed support for students. The primary inquiry in SST is how the student can take ownership of his/her learning, and what sort of support he/she needs. If additional emotional support is called for, responses include referral to Alameda Family Services, weekly check-ins with the school counselor, appointments at the nearby school-based health center, or weekly sessions with our psych intern. Between 2012 and 2015, the number of SST meetings increased dramatically from 6 involving 3 students in 2012-13 to 26 involving 22 students in 2014-15. Presently, ASTI is working on finding responses to students already in crisis by developing a collaborative staff effort to identify and catch students in a safety net before they reach a critical stage either academically or emotionally. ASTI faculty continue to identify commonalities and develop common practices across all courses that will support all students—the goal is to eventually reduce the number of SST meetings held in 2017-18 via increased classroom and group support. In 2017-18 this will include review of CHKS and PBIS survey/inventory data to continue refinement of our intervention referral system

	<ul style="list-style-type: none"> AFS referrals continue to be a regular support for our students. The greatest impact by far has been the presence of the psych intern—new to ASTI in 2015-16. The psych intern has provided consistent trained therapeutic counseling support for students on the campus—this setup meets the needs of at-risk youth in a better fashion than our outsourcing referrals can do. Due to an increase in student mental health concerns during SSTs in 2016-17, in 2017-18 ASTI will incorporate student groups run by the school psychologist. In spring and fall of 2016, ASTI staff analyzed data from SST meetings; they highlighted student stress as a common factor in these meetings. A survey of parents and students in fall 2016 showed that students were spending an average of 4-5 hours per night on homework. As a result, in 2016-17 ASTI staff collaborated to refine the site homework plan to clarify expectations and reduce overall homework load. The new plan specifies a homework load of 2.5-3 hours per night; this reduction is intended to support student wellbeing and need to rest and extracurricular activities while maintaining the rigor of early college high school.
How progress toward school goal(s) will be evaluated:	
	<ul style="list-style-type: none"> Tracking of 1st period tardy rates to assess impact of letter campaign Analysis of SST meeting notes to assess impact of intervention groups CHKS and PBIS survey results Quarterly administration of homework surveys to assess impact of homework plan

GOAL 1: Eliminate barriers to student success and maximize learning time						
Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
RISE acronym for behavior expectation and positive reinforcement: Reflective, Integrity-focused, Safe, Empathetic; posted around campus	Ongoing	all	All	Choose an item.	Choose an item.	
RISE awards given out by staff and students to peers with a prize drawing every Monday at lunch	Ongoing	Staff & students	All	Choose an item.	Choose an item.	
Intervention form to track in-class interventions prior to office referral	Spring 2017 onward	Staff	All	Choose an item.	Choose an item.	
Video to educate incoming freshmen and build school awareness of PBIS and RISE	Spring-fall 2017	Student Advisory Counselor/PBIS	All	Choose an item.	Choose an item.	
Postcards to freshmen and seniors	ongoing	Staff	All	Choose an item.	Choose an item.	
Mental health support via AFS referrals	ongoing	Counselor	All	Choose an item.	Choose an item.	

		Principal				
Tardy letters from principal for 1 st period	Fall 2017 onward	Office Manager Principal	All	Choose an item.	Choose an item.	
2 nd year psych intern 1x/week	Ongoing	Principal Psychologist	All Unduplicated	Professional Services	LCFF Supplemental (0002)	3553
Improve SART letter followup time	Fall 2017 onward	Principal Office Manager	All	Choose an item.	Choose an item.	
Sophomore counseling Grade level information nights 2 year student plans linked to mission and vision	Ongoing	Counselor	All	Choose an item.	Choose an item.	
Support groups for students	Fall 2017 onward	Psychologist Principal Counselor	All			
Collaborative staff analysis of student data to develop schoolwide practices in response to: D and F rates SST accommodations Student workload	Ongoing	Principal Counselor Teachers	All			
Implementation and monitoring of site homework plan, developed in 2016-17 per AUSD BP & AR; to reduce student workload and incumbent stress levels	Spring 2017 onward	Principal Counselor Teachers	All			

GOAL 2A: Support all students in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.
	<ul style="list-style-type: none"> • Improve student achievement on both statewide and local assessments • Increase College and Career Readiness
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – <i>including focus on 3rd grade reading strand and 8th grade math performance</i> • Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade • Percentage of graduating class completing Career Technical Education (CTE) Pathway • Number of students enrolled in a Career Technical Education (CTE) Pathway • Percentage of graduating class completing of University of California ‘a-g’ requirements • Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP) • Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark • Percentage of students enrolled in an AP course
	Districtwide actions/services provided to site to reach goal:
	<p>The district’s broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.</p> <p>The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:</p> <ul style="list-style-type: none"> • Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1. • Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum • Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)). • Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program • Math and reading intervention software at K-5 (Successmaker) • Naviance college and work-preparedness tool (software) • Software to enhance K-5 content (Discovery Education license) • Turnitin software to support high school writing and research • Credit recovery software (Cyberhigh license) • Starfall and Tumblebook Library (K-5) <p>Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program:</p>

SCHOOLWIDE	<ul style="list-style-type: none"> • NA <p>Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming:</p> <ul style="list-style-type: none"> • NA
	School goal(s):
	<ul style="list-style-type: none"> • Improve students' PSAT & SAT performance to broaden access to college of their choice • Maintain high standards and rates of a-g completion for graduates • Maintain CAASPP proficiency
	Data used to form school goal(s):
	<ul style="list-style-type: none"> • PSAT results • SAT results • CAASPP results • IGETC completion rates • A-g completion rates
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	<p>While ASTI students consistently perform well on standardized assessments such as CELDT and CAASP, staff noted five years ago that SAT scores were preventing some graduates from fulfillment of our mission and vision to get them into a four year school of their choice. In 2012-13 ASTI initiated a resourced focus on improvement of SAT scores that included Prep Boot Camps and in-class item review. Initially, students' scores showed little improvement in response to these interventions. During the WASC self-study inquiry in 2015-16, ASTI staff consistently underscored the importance of SAT support for our students. College Board implemented the new PSAT and SAT this year; we have revised our support program to maintain the Boot Camp but reserve resources to provide College Board certified training for staff to integrate PSAT & SAT prep into content area and seminar courses; as of this report, we continue to observe College aboard offerings which as yet do not have teacher preparation for the new PSAT & SAT. ASTI students performed better than anticipated on the new PSAT in October 2016; we await final data on 11th grade SAT performance in 2016-17.</p> <p>ASTI students performed notably well on the first two years of CAASPP assessment; in fact, the high scores qualified ASTI for federal recognition and receipt of the National Blue Ribbon Schools Award for 2015.</p> <p>Despite a unit cap of 11.5 for enrollment in college courses, ASTI has seen a steady increase in the number of students completing A-G requirements; this is due in part to our change of course offerings to include Calculus and 3 years of Spanish onsite at ASTI. ASTI has also seen a steady increase in student retention and size of graduating class; the school has maintained the a-g growth alongside this increase.</p> <p>In 2016-17, ASTI staff allocated LCFF supplemental funds to pay for collaboration time beyond the school day to plan interdisciplinary curriculum to support UD students in the classroom; however, this proved challenging due to time commitments of teachers during the school year. After reviewing the October 2016 PSAT scores of UD students, ASTI staff decided to allocate LCFF fund in 2017- 18 to fund faculty staffing of after school intervention in ELA and Math for UD students.</p>
	How progress toward school goal(s) will be evaluated:
	<ul style="list-style-type: none"> • Tracking of PSAT & SAT scores • Tracking of CAASPP scores • Tracking of a-g and IGETC completion • Tracking of UD grades/performance in ELA & Math

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
All 10 th & 11 th graders take PSAT; scores are used as foundation of prep courses and eventual teacher training	Ongoing	Principal counselor	All	Choose an item.	Choose an item.	
Sophomore counseling Grade level information nights 2 year plan	Ongoing	Counselor	All	Choose an item.	Choose an item.	
After school intervention in ELA and Math 2x/week	2017-18	Principal Teachers	All Unduplicated	Certificated Hourly	LCFF Supplemental (0002)	1884
SAT Boot Camp with Achieve Learning Resource Center	Ongoing	Counselor principal	All	Professional Services	Donations (9010)	165 per student; about 50 students
Supplement after school intervention in ELA & Math	2017-18	Principal teachers	All	Certificated Hourly	Donations (9010)	TBD-pilot year
College essay writing workshops in seminar classes and with counselor	Ongoing	Teachers	All	Choose an item.	Choose an item.	
Evaluate progress data for 9 th grade Algebra 1 to identify kids for after school intervention	2017-18	All staff	All	Choose an item.	Choose an item.	
Administer benchmark math assessments	2017-18	Teachers Counselor Principal	All	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans. <ul style="list-style-type: none"> Improve English Learner (EL) Achievement Implementation of State Standards for English Learners
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) <ul style="list-style-type: none"> <i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i> Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status

SCHOOLWIDE	Districtwide actions/services provided to site to reach goal:
	To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is: <ul style="list-style-type: none"> .2 <p>Additionally, at the secondary level (6-12), sites receive targeted FTE above the base allocation to allow for lower ELD class sizes and appropriate scheduling of students by proficiency. Our site receives the following amount of FTE based on our English Learner population:</p> <ul style="list-style-type: none"> NA
	School goal(s):
	<ul style="list-style-type: none"> Strengthen ELD program to provide integrated designated ELD in mainstream classes and after school intervention in order to improve standardized test scores and proficiency in ELA as measured by course grades
	Data used to form school goal(s):
	<ul style="list-style-type: none"> CELDT & redesignation rates
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	<p>As the data indicate, a large number of ASTI students are either FEP or RFEP and this has been true throughout ASTI's history; most students reach reclassification before graduation; while the overall total has remained steady, the percentage of ELs who have been redesignated FEP and RFEP has increased steadily over the years as the program and instruction have stabilized.</p> <p>Even though ASTI has very few LEP students (only 2.3% in 2015-16), in 2015-16 66.3% of our total student body was either LEP, FEP or RFEP. ASTI teachers have long agreed that embedded language acquisition support is warranted for all ASTI students as they encounter the rigors of college level coursework; staff collaboration and development time has consistently included time for ELD strategizing. Half of our LCFF Supplemental funds in 2016-17 were set aside for teachers to have paid collaboration time outside the school day to develop interdisciplinary lessons and strategies in support of ELs; unfortunately, as mentioned in the previous section, teachers have had trouble finding time to spend the hourly allocation and perform the planning; thus in 2017-18, ASTI will allocate LCFF funds to after school intervention for all UD, including ELL, in Math and ELA.</p> <p>ASTI's small number of ELLs and small school site has presented challenges in providing designated ELD. In spring 2017, the English teacher began training to provide integrated & designated ELD support within the English curriculum. This will continue into 2017-18, with other content area teachers trained in subsequent years to provide integrated support across content areas. All teachers will continue consultation with our site ELD coach (.2)</p>
	How progress toward school goal(s) will be evaluated:
	<ul style="list-style-type: none"> Tracking EL grades & progress Tracking CELDT & redesignation rates Tracking EL CAASPP, PSAT & SAT scores

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
After school Intervention in ELA—see ROA for Goal #2A	2017-18	Principal Teachers	All Unduplicated	Certificated Hourly	LCFF Supplemental (0002)	1884
English teacher trained in integrated & designated ELD for English classrooms	Spring 2017 onward	Principal District ELD	English Learners	Choose an item.	Choose an item.	

		English teacher				
Other content area teachers trained in integrated ELD for the classroom	TBD	Principal District ELD	English Learners	Choose an item.	Choose an item.	
SAT Boot Camp with Achieve Learning Resource Center	Ongoing	Principal Counselor	All	Choose an item.	Choose an item.	
Supplement after school intervention in ELA & Math	2017-18	Principal	All	Certificated Hourly	Donations (9010)	TBD-pilot year
College essay writing workshops in seminar classes and with counselor	Ongoing	Teachers Counselor	All	Choose an item.	Choose an item.	
Teachers consult with site ELD coach	Ongoing	Teachers ELD coach	English Learners	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

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

DISTRICTWIDE	Identified districtwide needs:
	AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students. <ul style="list-style-type: none"> • Improve efforts to seek input from parents/guardians to support informed district/school targeted supports • Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources • Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program • Input: Percentage of parents/guardians completing annual survey • Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events
	Districtwide actions/services provided to site to reach goal:
SCHOOLWIDE	<p>The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is: off-site</p> <p>The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.</p>
	School goal(s):
	<ul style="list-style-type: none"> • Maintain high School Loop sign up • Increase attendance at school events of our largest second language population—Cantonese • Continue to grow PTSA toward independence and solvency
	Data used to form school goal(s):
	<ul style="list-style-type: none"> • Parent attendance at school events • School Loop numbers • PTSA membership and accountings
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	<p>Parent and guardian involvement continues to be an area of focus; since ASTI is a small high school populated with a good number of independent learners, and is a commuter school that draws a number of kids from other neighborhoods and neighboring town, this will likely continue to be an ongoing growth area.</p> <p>Parent School Loop registration has greatly improved, in large part the result of a registration campaign run by the principal in fall 2014. In 2013, 62% of all families were registered; that increased to 86% in 2015-16 and 89% in 2016-17. We strive to maintain that.</p> <p>Teachers have consistently identified parent attendance at evening events as an area to improve. Students share that a number of their Cantonese speaking parents do not attend due to language barriers. Under the new LCFF funding formula and LCAP guidelines, the school receives funds to translate important documents for any language group comprising 40% or more of the school population; this has enabled us to translate an increasing number of documents into Chinese for our Cantonese speaking parents; in many cases, we have created templates for reuse in case this funding source expires. A parent SSC member also translates emails about PTSA events for</p>

<p>Cantonese speaking parents. The new funding formula also provides translation services for Student Success Team and SART meetings. In the past year, ASTI administration researched the possibility of translation at the counselor's grade-level information nights; student members of PTSA with Cantonese speaking parents affirmed that this might bring more parents to these vital events. ASTI has secured headsets on order through AUSD ELD and is in the process of scheduling translation for remaining evening events in 2017-18 and all evening events in 2017-18. This will be accompanied by an awareness outreach campaign to school parents.</p> <p>In Spring 2015, a number of parent leaders "graduated" with their seniors. As a result, ASTI administration researched ways to recruit new parent leaders and transition the organization into 2015-16. This began with a recruitment push at Back To School Night August 2015; in September 2015, ASTI PTSA elected a new parent president and treasurer; in October 2015, a parent auditor was elected. These elections secured the crucial adult leadership the students need; 2 of the three parent officers are freshmen parents, and one is a junior parent. This trend has ensured two years of stable adult officers; 2016-17 has seen a range of parents across grade levels, which ensures stability of office positions. In 2017-18 the position of president will reopen.</p> <p>ASTI has a small but consistent core of parents who join SSC annually, and in 2015-16 and 2016-17 successfully recruited one parent leader to represent the community on the district LCAP committee.</p> <p>The counselor meets with every 10th grader and his/her parents/guardians to discuss college and course plans</p> <p>ASTI does not have an on-site parent university, but parents are invited to attend events at nearby Encinal High School.</p>
<p>How progress toward school goal(s) will be evaluated:</p> <ul style="list-style-type: none"> • Parent attendance rates at evening events, particularly Cantonese speaking. • Numbers of adult officers in PTSA • Parents school loop sign up rates

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Purchase translation headsets for evening parent events	Spring 2017	District ELD	English Learners	Equipment	Choose an item.	
Book translation for evening events in 2017-18, including PTSA, SSC, grade level counseling information nights, awards nights, back to school night, and the annual PTSA auction	Spring 2017	Principal Counselor	English Learners	Professional Services	Choose an item.	
Maintain website and weekly emailed announcements	Ongoing	Principal Parent volunteer	All	Choose an item.	Choose an item.	
Continue recruitment by parents to engage other parents as school volunteers; examples include garden, prom, auction, school site council, PTSA officers, grant writers	Ongoing	Parent leaders Student leaders Teachers Principal	All	Choose an item.	Choose an item.	
Translate documents into Chinese for Cantonese speakers	Ongoing	Principal District ELD	English Learners	Choose an item.	Choose an item.	
INFOSNAP enrollment—provide translation and support at back to school night	Ongoing	Principal Office manager District ELD	All	Choose an item.	Choose an item.	

Grade level information nights provide parents with information on overall requirements; 10 th grade meetings with parents form two year plan	Ongoing	Counselor	All	Choose an item.	Choose an item.	
PBIS postcards sent to every 9 th and 12 th grade family	Ongoing	Counselor Principal Teachers	All	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.</p> <ul style="list-style-type: none"> • Maintenance of a highly qualified teaching staff • Provision of adequate instructional materials • Maintenance of a safe learning environment
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Teacher Qualifications <ul style="list-style-type: none"> ○ Percentage of teachers fully credentialed and highly qualified ○ Percentage of teachers qualified to teach English Learners (ELs) ○ Percentage of teachers appropriately assigned • Instructional Materials: Number of substantiated Williams textbook complaints/year • Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)
SCHOOLWIDE	Districtwide actions/services provided to site to reach goal:
	<p>To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)).</p> <p>Core instructional materials are provided to sites through the Educational Services department. These include:</p> <ul style="list-style-type: none"> • Annual renewal or replacement materials for adopted curricula • Board-approved materials for new courses • Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels. • 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA) adoption. • Science curriculum through the Full Option Science System (FOSS) – K-8 • Supplemental ELA curriculum through Inquiry by Design (IBD) <p>School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include: NA</p>
	School goal(s):
	<ul style="list-style-type: none"> • Provide adequate materials for student learning as we continue progress into CCSS and NGSS • Train teachers in integrated and designated ELD • Ensure that all teachers are highly qualified • Maintain facilities in good repair and follow up on work orders
	Data used to form school goal(s):
	<ul style="list-style-type: none"> • Teacher credentials • FIT ratings • Materials inventories

	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	ASTI has not had any Williams Case findings in previous years. Every student has adequate textbooks; we used donations to obtain calculators to loan to students in need. We are currently training the English teacher in integrated and designated ELD. Math department is a full participant in the new adoption. Our FIT scores are passing; in the past year, ASTI has received an office upgrade, a garden shed to clear the bathroom for all-gender usage, and new carpet in four of seven portables. The Biology teacher recently shared that there are new technologies that our students would benefit from; we are researching cost and funding sources.
	How progress toward school goal(s) will be evaluated:
	<ul style="list-style-type: none"> • Monitor new expectations and stay in compliance and communication with MOF • Monitor availability of new instructional materials, especially in science

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
Continue to regularly monitor facilities and place timely work orders	Ongoing	Principal Office manager	All	Choose an item.	Choose an item.	
Continue to maintain adequate textbook inventory	Ongoing	Principal Teachers Ed services	All	Choose an item.	Choose an item.	
Continue to monitor teacher credentials	Ongoing	HR	All	Choose an item.	Choose an item.	
Train English teacher in designated and integrated ELD	Spring 2017 onward	Principal District ELD Teacher	English Learners	Choose an item.	Choose an item.	
Train all teachers in integrated ELD	TBD	Principal District ELD Teachers	English Learners	Choose an item.	Choose an item.	
Explore funding sources for science equipment	Spring 2017 onward	Principal Science teachers PTSA	All	Equipment	PTA (9046)	TBD
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

SITE BUDGET SUMMARY: Discretionary Funding

ASTI										
Budget Summary										
Resource	Program	B3 2017-18	C112 Certificated Salaries Object 1xxx	C113 Classified Salaries Object 2xxx	C114 Benefits Object 3xxx	C122 Supplies Object 4xxx	C135 Services Object 5xxx	Total Budgeted	Unbudgeted Balance	C137 Check
0001	Discretionary *	\$ 29,062	\$ 175	\$ 1,728	\$ 502	\$ 6,457	\$ 20,200	\$ 29,062	\$ -	29,062
0002	LCFF Supplemental Grant	\$ 5,400	\$ 4,575	\$ -	\$ 862	\$ -	\$ -	\$ 5,437	\$ (37)	5,437
3010	T1, Part A		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0
0002	In Lieu of Title 1 Innovative	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0
	Grand Total	\$ 34,462	\$ 4,750	\$ 1,728	\$ 1,364	\$ 6,457	\$ 20,200	\$ 34,499	\$ (37)	34,499
			14%	5%	4%	19%	59%			
* Includes \$12,000 for College of Alameda Fees										

CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

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

State/Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 0

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/>	Other Federal Funds (list and describe ¹)	\$ 0
Total amount of state and federal categorical funds allocated to this school		\$

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
Andrew Kopp	M	700	English				X	
Toby Levenson	M	700	English				X	
Dianne Woon	F	201	Canton ese/En glish				X	
Joey Gong	F	201	Canton ese/En glish					X
Kelly Cai	F	201	Canton ese/En glish					X

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

O'philia Le	F	201	Cantonese/English					X
Tracy Corbally	F	700	English	X				
Todd Higashi	M	202	Japanese/English		X			
Brian Rodriguez	M	500	Spanish/English		X			
Kristen Jurkovich	F	700	English		X			
Paula Armstead	F	6	English			COA Liaison		
#s of members of each category				1	3	1	3	3

**See race/ethnicity codes in Aeries*

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.

SITE VALIDATION QUESTIONS

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

Yes

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

Yes

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

NA

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?

NA

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
(Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

___ Community Advisory Committee for Special Education Programs

___ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: April 20, 2017.


Attested:

Tracy Corbally
Typed name of school principal

 4.20.17

Signature of school principal Date

Andrew Kopp
Typed name of SSC chairperson

 4/20/17

Signature of SSC chairperson Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

Are special education staff members providing support to general education students at your school site?

Yes

If so, please provide a description of the ways in which support/services are provided:

Yes. ASTI shares a resource professional with Island High School. All ASTI SPED students are mainstreamed. The RSP provides push-in and pull-out services.

APPENDIX B: TITLE 1 SCHOOLWIDE PROGRAM PLAN

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:

<http://www.cde.ca.gov/sp/sw/rt/> and <http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc>

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

APPENDIX C: INNOVATIVE PROGRAM AND MAGNET SCHOOL REVIEW OF PROGRESS GUIDING QUESTIONS

Innovative Programs and Magnet Schools annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program and Magnet School within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage

1. When and why did the program start? 2-3
2. What is the vision and mission of the program? 2-3
3. What are the goals of the program? 2-3
4. What are the student performance expectations resulting from being a different type of program? 2-3
5. How will the program measure progress towards goals? 2-3
6. How will the school know that students are learning? 2-3
 - a. What will this look like in the classrooms? 2-3
7. How will the school know whether students are engaged? 5-8
 - a. What will this look like in the classrooms? 5-8
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance? 6, 10,12
9. How will the program encourage parental and community input and involvement? 14-16

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence? 2-3
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence? 2-3
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence? 5-8
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence? 9-13
5. To what extent do teachers analyze data collaboratively? Evidence? 2-3, 5-13

Theory of Action

1. Given the current reality, what is the Theory of Action? 4
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math? 4
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap? 4

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement. 2-3, 9-13, 17-18
 - Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes? 2-3, 5-13
 - What effective strategies are used to evaluate student learning and engagement?
3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set? 2-3, 5-13
4. How are teachers provided feedback on instructional practices to improve instruction? 2-3, 9-13
5. How is the program's theme integrated into your teacher practices and learning outcomes? 2-3, 5-13

Findings and The Road Ahead

1. Identify and discuss significant accomplishments. 2-3, 6-7, 10, 12, 14-15, 18
 - What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why? 2-3, 6-7, 10, 12, 14-15, 18
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently? 2-3, 6-7, 10, 12, 14-15, 18
4. Discuss how the program has changed over time. 2-3, 6-7, 10, 12, 14-15, 18

APPENDIX D: DATA

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2017-18

Bay Farm School
CDS Code: 01-61119-6110779

Principal Name	Babs Freitas
Telephone Number	(510) 748-4010
Address	200 Aughinbaugh Way
E-mail	bfreitas@alameda.k12.ca.us
Fax	(510) 865-2194
Date of Last Revision	2-14-17
Date of BOE Approval	

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 school principal.

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SCHOOL PROFILE

School Mission and Vision

Bay Farm is committed to being the heart of our community bridging home and school. We provide a collaborative and inclusive environment where everyone values cultural and learning differences.

Students enjoy the pursuit of personal and academic excellence as they become confident and compassionate citizens of our local and global communities.

Our School as a 21st Century School:

We seek to develop 21st Century Citizens that are creative problem solvers and intellectual risk taker, so that they are prepared for a world of the 21st century.

Our 21st century learning environment is an aligned and synergistic system of systems that:

- Supports professional learning communities that enable educators to collaborate, share best practices, and integrate 21st century skills into the classroom practice.
- Enables students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work).
- Allows equitable access to quality learning tools, technologies, and resources.
- Supports expanded community and international involvement in learning, both face-to-face, and online.

Executive Summary

- *Your 'story' – briefly describe your students, your community, and how the school serves these groups:* Bay Farm School currently serves approximately 640, K-8 students with an anticipated growth of 30+ students in the 2017-18 school year. The attendance area that feeds the school is considered a medium to high socio-economic group. While the school originally opened as a K-8 school in 1992-93, it never had a full complement of classes, having 7th grade for one year and then maintaining a 6th grade class for approximately 15 years until the district decided to make Bay Farm a K-5 school. In 2011 Bay Farm School was given the opportunity to submit a plan for Innovative Learning. The District adopted Bay Farm's Innovative Plan for 21st Century Learning in which we adopted the 21st Century Learning Skills, increased technology, and reinstated the K-8 mode, growing the 6th -8th grade classes one year at a time. We are currently in our 3rd year of having 6th, 7th, and 8th grades and anticipate that we will be at capacity next year when we have 2 full 6ths, 7ths, and 8th grade classes. We feature the latest innovations in technology in our classrooms and 1 to 1 devices for students use in all our grades. 6th-8th grade classes have a Bring Your Own Device (BYOD) policy that was adapted from Napa Unified School District's Technology Plan. It has been very successful and we intend to bring BYOD to our 5th and possibly or 4th grade classes in the 2017-18 school year.
- *Greatest Progress: What progress is the school most proud of and how does it plan to build upon that success?* We are very proud to say that we were awarded the 2016 Green School Ribbon award for the State of California and were also awarded the National Green School Ribbon Award. Our recycling efforts have expanded beyond the school day to all of our evening events as well and we are continually looking for ways to reduce, reuse, and recycle. In our continued partnerships with StopWaste.org, we are now looking into ways to create a more drought tolerant landscape and are hoping to develop one of the front areas in our school this year with a drought tolerant garden that our students will help develop.
Our Innovative Plan for 21st Century Learning is constantly expanding and evolving. We are adding more e-books to our library with the help of our PTA, are constantly updating our technology, and are continuously trying out new software that will help our students achieve at their highest level.

Additionally, our Learning Center is finally coming into its own! After several years of hard work, we are now serving all of our students in what we believe to be the least restrictive environment possible. All students with intensive and strategic needs are part of a general education classroom and receive services in the Learning Center. In addition, as part of our RTI, students who do not currently have an IEP may also receive services in the Learning Center for specific identified needs. They are monitored closely to determine growth and progress. The school also has several other programs for students that are falling behind. We offer before and after school Reading Intervention for students in grade 2-5 through Read Naturally. Students in grade K-2 are provided early reading intervention during the day through SIPPS. We are also providing intervention during the day and after school in grades 3-8 in both Math and Reading through SuccessMaker, an interactive tutorial.

- *Greatest Needs: What steps is the school planning to take to address the areas with the greatest need for improvement?: At this point our greatest need is to continue to find ways to provide intervention while also making sure we have differentiated instruction that will support the continued growth of all students. We have had a difficult time finding personnel to staff our intervention programs and are still seeking individuals to fill some of the positions. Additionally, because of our student population in both size (We anticipate 670 students in 2017-18) and composition (both elementary and middle school.) Bay Farm needs to have additional leadership in the form of more counselor services, and either a vice-principal or teacher leader that could support student needs/events, and leadership at multi-level meetings/events. Current leadership is not able to cover all events if they are concurrent.*
- *Performance Gaps: Where are specific student groups performing significantly below the 'all student' levels? What steps is the school planning to take to address these gaps? Our 3rd grade group overall is having the most difficulty. This may be in part due to their lack of proficiency in keyboarding and other associated skills when using a chrome-book. Additionally, teachers will continue to work on writing skills as this was the area where most students (24%) fell below proficiency.. This will be remedied in part by the introduction of regular keyboarding starting in the 3rd grade. In Math, 21% of the 3rd grade students fell below standard in the area of concepts and procedures: how well do students use the mathematical rules and ideas. Bay Farm offers a variety of services to support students performing below grade level. These include SIPPS to K-2 students that are struggling readers; Read Naturally for 2nd -5th grade struggling readers; SuccessMaker Afterschool Homework Club to students that are below grade level in Math or ELA; SuccessMaker during the day to students that score below grade level on the SBAC tests and are struggling in class; Finally, our COST and PBIS teams are diligently working to develop not only reward systems, systems to identify students that are struggling and provide appropriate intervention.*
- *Increased or Improved Services: What are the 2-3 most significant ways the school will increase or improve services for low-income, English Learners and Foster youth? In addition to offering SIPPS to our K-2 students and Read Naturally to our 3-5 students, we will be offering SuccessMaker both in the classroom and afterschool to students working below grade level in either ELA, or Math. Additionally, teachers in grades 2-5 will have 3 sub days to provide time to administer the Fountas & Pinnell Reading Assessment to all their student. The information gained from this assessment will be used to level students into guided reading groups within the classroom.*

School Website: bayfarm.alamedausd.ca.schoolloop.com

School Accountability Report Card (SARC) link: <http://www.doc-tracking.com/screenshots/Serve/4550/2016/BayFarmElementarySchool.pdf>

DISTRICTWIDE GOALS

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

Instructional Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTRICTWIDE	Identified districtwide needs:
	<p>AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:</p> <ul style="list-style-type: none"> • Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism • Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates • Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year • Daily Attendance: Percentage of students who have attended 96% or more of school days to date in a given year • Suspension Rate: % of students who have been suspended at any time during the current year in district • Expulsion Rate: Percentage of students who have been expelled during the current year • Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS) • High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school • Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school • High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school
	Districtwide actions/services provided to site to reach goal:
	<p>To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.</p> <p>In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curriculum at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify areas in social studies curricular that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.</p> <p>The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation,</p>

SCH	<p>including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), a districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, and substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive.</p> <p>Our site has provided the following services to support implementation of PBIS:</p> <ul style="list-style-type: none"> • Active school-wide PBIS team • Intervention Team/COST Team • Site-based professional development • Development of instruction in explicit behavioral expectations • School-wide incentives/recognition • School-wide behavior management system (behavior flow chart, referral system, etc.) • Zones of Regulation • Girls Group • Structured Lunch • Social groups • Psych Intern • Counselor • Restorative Justice • Mindfulness • Lifeskills • Class meetings/ Community circles • Lunch Buddies <p>Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 3 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is 67%</p> <p>The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:</p> <ul style="list-style-type: none"> • \$0
	School goal(s):
	Implement T1, T2 and T3 PBIS elements with fidelity.
	Data used to form school goal(s):

	Tiered Fidelity Inventory, T1, T2 and T3
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	Our current TFI subscale scores are: T1: Teams 100 % Implementation 61 % Evaluation 62 % T2: Teams 25 % Interventions 0 % Evaluation 0 %
	How progress toward school goal(s) will be evaluated: This year we plan to increase our TFI subscale scores by 20% in each subscale area. We will participate in a mid-year TFI in January to track progress as well as an end-of-year TFI to be conducted in May.

GOAL 1: Eliminate barriers to student success and maximize learning time						
Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROMOTE HIGH ATTENDANCE RATE - SCHOOL HANDBOOK, NEWSLETTERS, LETTERS, ANNOUNCEMENTS, INFORMATION NIGHTS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS, PTA	All	Materials and Supplies	LCFF Base (0001)	\$1000. Postage
MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, SCHOOL NEWS LETTER, MEETINGS, SART/SARB PROCESS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS	All			0

POSITIVE BEHAVIOR INTERVENTION & SUPPORT – PBIS TEAM, SITE PROFESSIONAL DEVELOPMENT TRAINING AND PLANNING, SUPPORT SCHOOL BEHAVIOR EXPECTATIONS, DIGITAL CITIZENSHIP, ANTI-BULLY AND RECESS CONTRACTS,	AUGUST 2017 - JUNE 2018	PBIS RESOURCES	All	Materials and Supplies	LCFF Base (0001)	\$1000.00 PBIS
CHARACTER EDUCATION - CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, CITIZENSHIP EDUCATION, LIFESKILL AWARDS, MINDFULNESS, CHARACTER ED ASSEMBLY, PBIS MEETING/ASSEMBLIES	OCTOBER 2017- JUNE 2018	PRINCIPAL, TEACHERS, DISTRICT OFFICE, PTA	All	Professional Services Certificated Hourly	PTA (9046) LCFF Supplemental (0002)	TBD assemblies TBD
BEHAVIOR INTERVENTION SUPPORT – MONTHLY BIT MEETINGS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH & PSYCH INTERN, TEACHERS	All Unduplicated	Certificated Hourly	LCFF Supplemental (0002)	TBD
PSYCHOLOGIST INTERN -- ON-SITE 1:1 AND SMALL GROUP COUNSELING, AND FRIENDSHIP GROUPS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH, COUNSELOR & PSYCH INTERN	All Unduplicated	Certificated Stipend	LCFF Supplemental (0002)	\$7103.00
SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - STUDENT LEADERSHIP, LEADERSHIP, GO GREEN RECYCLERS, LUNCH BUDDIES, STUDY BUDDIES, LUNCH BUNCH, SAFETY PATROL	AUGUST 2017 - JUNE 2018	PRINCIPAL TEACHER	All	Materials and Supplies	PTA (9046)	TBD
INCLUSIVE SCHOOL ACTIVITIES AND EVENTS - ANTI-BULLY ASSEMBLIES, WAX MUSEUM, MARKET PLACE, CARNIVAL, ETC.	AUGUST 2017 - JUNE 2018		All	Professional Services	PTA (9046)	TBD
PLANNING TIME FOR TEACHERS TO: CONSTRUCT BALANCED CLASSES,	AUGUST 2017 - JUNE 2018		All	Certificated Subs	LCFF Base (0001)	\$10,200.00

BOOKFAIR SET UP/BREAK DOWN, 1-1 TESTING IN K-5						
PLANNING TIME FOR TEACHERS: PBIS/COST TEAM, LEADERSHIP				Certificated Hourly	LCFF Base (0001)	\$1015.00

GOAL 2A: Support all students in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness. <ul style="list-style-type: none"> • Improve student achievement on both statewide and local assessments • Increase College and Career Readiness
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – <i>including focus on 3rd grade reading strand and 8th grade math performance</i> • Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade • Percentage of graduating class completing Career Technical Education (CTE) Pathway • Number of students enrolled in a Career Technical Education (CTE) Pathway • Percentage of graduating class completing of University of California ‘a-g’ requirements • Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP) • Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark • Percentage of students enrolled in an AP course
	Districtwide actions/services provided to site to reach goal:
	<p>The district’s broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.</p> <p>The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:</p> <ul style="list-style-type: none"> • Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1. • Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum

	<ul style="list-style-type: none"> • Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)). • Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program • TK-8 Teacher Librarians and Media Center program • Math and reading intervention software at K-5 (SuccessMaker) • Naviance college and work-preparedness tool (software) • Software to enhance K-5 content (Discovery Education license) • Turnitin software to support middle school writing and research • Credit recovery software (Cyberhigh license) • More Starfall and Tumblebook Library digital subscriptions (TK-5) <p>Bay Farm School also provides the following programs to support student achievement:</p> <ul style="list-style-type: none"> • RAZ Kids, ...online programs • Fountas and Pinnell Assessment and Leveled Library Intervention System • Systematic Instruction in Phonemic Awareness Phonics and Sight Words (SIPPS) (K-1) • Read Naturally (2-6) • Handwriting Without Tears (K-1) • Lucy Calkins' Units of Study, Reader's and Writer's Workshop • SuccessMaker (K-8) <p>Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program:</p> <ul style="list-style-type: none"> • \$14,311.00 <p>Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming:</p> <ul style="list-style-type: none"> • \$0
SCHOOLW	School goal(s):
	80% or more students will meet or exceed standards as measured by district and state standardized assessments. This is a 3% improvement from last year in ELA and 8% increase in Math.
	Data used to form school goal(s):
	CAASPP data District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS, CST (new state science test for 5 th grade next year will be CAST)

	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	Summarize your findings about your school's performance data. <ul style="list-style-type: none"> - Our SBAC ELA proficiency scores went up last year by .8% bringing us to 76.6% proficiency - Our SBAC Math scores increased by 6.5% from 2014-15 bringing us to 71% proficiency - Based on the results of the IAB interim assessments which are predictors for the Spring CAASPP testing, it appears that the majority of our students are at Near or Above Proficiency in both the Reading for Information and Listening and interpreting information subtests. All grade levels 3-7 performed slightly better in the Reading for Information subtest indicating that teachers should provide more time in class working at the skill of listening for information and answering questions based on what they've heard
	How progress toward school goal(s) will be evaluated:
	Grade level and schoolwide data analysis. Examine cohort data, growth trends, and performance of disaggregated subgroup populations.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROFESSIONAL DEVELOPMENT, PEER OBSERVATION & COLLABORATION FOR CCSS, INTEGRATED AND SYSTEMATIC ELD, MATH, IBD, BAYSCI, UDL, RTI & TECHNOLOGY	AUGUST 2017 - JUNE 2018	District Office Principal Teachers	All	Certificated Hourly	Magnet/Innovative (9500)	\$5019.00
READING AND MATH DIFFERENTIATION (IE: INTEGRATED AND SYSTEMATIC ELD, STRATEGIC LEARNING SUPPORT)	SEPTEMBER 2017 - JUNE 2018	Principal Teachers (2-5)	All	Certificated Subs	LCFF Supplemental (0002)	\$4300.00 ASSISTIVE TECHNOLOGY (SB and updates)
READING AND MATH INTERVENTION (IE: BEFORE/AFTER SCHOOL GROUPS)	OCTOBER 2017- JUNE 2018	Principal Teachers	All	Professional Services	LCFF Supplemental (0002)	\$6020.00 SIPPS
SUCCESSMAKER FOR READING AND MATH INTERVENTION & ACCELERATION (DURING, BEFORE, AND/OR AFTER SCHOOL)	OCTOBER 2017	Principal , Teachers, Paras	All Unduplicated	Classified Hourly	LCFF Supplemental (0002)	\$3020.00 HOMEWORK CLUB
INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE (IE: IPADS, SMARTBOARDS, CHROMEBOOKS, INTERNET, SOFTWARE PROGRAMS & APPS)	SEPTEMBER 2017 - JUNE 2018	Principal, Media Center teacher Librarian	All	Professional Services	Magnet/Innovative (9500)	\$9292.00 Simple K12, Rosetta Stone NewsELA

PROVIDE INSTRUCTIONAL MATERIALS FOR COMMON CORE	SEPTEMBER 2017 - JUNE 2018	Principal, Office Manager	All	Materials and Supplies	LCFF Base (0001)	\$30,009.00

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.</p> <ul style="list-style-type: none"> • Improve English Learner (EL) Achievement • Implementation of State Standards for English Learners
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) <ul style="list-style-type: none"> ◦ <i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i> • Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT • Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status
	Districtwide actions/services provided to site to reach goal:
	<p>To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is:</p> <ul style="list-style-type: none"> • .05 <p>Our site efforts to improve EL achievement also include:</p> <ul style="list-style-type: none"> • RTI Strategic Learning Groups/ tiered interventions (ie: ELA small reading groups in K-3 include EL instructional groups, 5th grade ELD/Writing platooning) • Site training and collaboration for integrated ELD in the classroom: differentiation, scaffolding <p>Our site receives the following amount of FTE based on our English Learner population:</p> <ul style="list-style-type: none"> • .5

SCHOOLWIDE	School goal(s):
	67% or more EL students will meet or exceed standards as measured by district and state standardized assessments. (% improvement from last year)
	Data used to form school goal(s):
	AMAO and CELDT data District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	Summarize your findings about your school's AMAO, CELDT, Re-designation & performance data. <ul style="list-style-type: none"> - 80% of our EL students fall within the early advanced to advanced stage of language development with 15.8% in the intermediate stage, 11.8 % in the early intermediate stage and 1.3% in the beginning stage of language development. - We were able to re-designate 8 EL students in the fall and an additional 5 just before Spring break - When looking at the overall number of EL students, the majority of students are making progress (40/61 or 66.6%). There is a concern in that it appears some students (14/67 or 20%) are slipping backwards particularly in the 2nd grade group (6/9 or 66%). Additionally, there are 7/67 or approximately 10% not making any gains. This may be due to the lack of coaching this year, or the few number of teachers that have been implementing EL Achieve in their classrooms due to lack of training. Many teachers have stated that because the majority of their EL students fall in the intermediate to advanced range, the lessons are too primary and the low numbers of students in their classes makes having the small group sessions work well. We will be implemented guided reading through Fountes and Pinnell benchmark testing as well as CELDT information with leveled groups next year in 2nd -5th grade. We are allocating teacher sub release days to provide the time needed to teachers to do testing and get this off the ground.
	How progress toward school goal(s) will be evaluated:
	Grade level and schoolwide data analysis. Examine growth trends, and performance of EL population.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
ELD COACHING AND SUPPORT FOR INTEGRATED AND SYSTEMATIC ELD IMPLEMENTATION	AUGUST 2017 - JUNE 2018	PRINCIPAL, ELD COACH, TEACHERS	English Learners	DISTRICT PROVIDED .50 FTE Certificated		
PROVIDE BOOKS/ADDITIONAL TEXT FOR ACCESS TO COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)	AUGUST 2017 - JUNE 2018	ELD COACH	English Learners	Materials and Supplies	LCFF Supplemental (0002)	\$500.00
AFTERSCHOOL HOMEWORK/SUCCESSMAKER CLUB	AUGUST 2017 - MAY 2018	PRINCIPAL	All Unduplicated	Classified Hourly	LCFF Supplemental (0002)	\$3020.00
TECHNOLOGY LICENSES	AUGUST 2017 - MAY 2018	PRINCIPAL TEACHER LIBRARIAN	All	Professional Services	Magnet/Innovative (9500)	\$9292.00

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

DISTRICTWIDE	Identified districtwide needs:
	AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students. <ul style="list-style-type: none"> • Improve efforts to seek input from parents/guardians to support informed district/school targeted supports • Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources • Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program • Input: Percentage of parents/guardians completing annual survey • Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events
	Districtwide actions/services provided to site to reach goal:
	<p>The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is: 14</p> <p>District enrollment includes outreach and support, including translation, to assist families with online enrollment.</p> <p>Our site supports parent/guardian involvement in the following ways:</p> <p>School Handbook</p> <p>School marquee and website</p> <p>Auto-dialer calls throughout the school year</p> <p>CAASPP & CELDT test reports mailed home</p> <p>Report Cards three times a year</p> <p>Parent-Teacher Conferences, in the fall and as needed in the spring</p> <p>Translation available for parent meetings</p> <p>Wednesday envelopes /student agendas (returned signed each week)</p> <p>Teacher phone calls and emails</p> <p>Morning Assemblies 5 days per week</p> <p>Homework</p>

	<p>SST (Student Study Team), IEP (Individualized Education Plans), 504, IIP (Individualized Intervention Plan), and BIT (Behavioral Intervention Team) meetings throughout the year</p> <p>PARI (Promotion, Acceleration, Retention, Intervention) process</p> <p>Fall Back to School, Kindergarten and Middle School Information Nights</p> <p>Weekly PTSA newsletter (the Splash), & Teacher newsletters</p> <p>Monthly school newsletter (The Wave)</p> <p>Student agendas signed by parents</p> <p>Open House</p> <p>ELAC (English Language Advisory Council), monthly meetings</p> <p>SSC (School Site Council), monthly meetings</p> <p>PTA meetings/events, monthly</p> <p>Parent Volunteers: room parent communicators, classroom helpers, lunchroom supervision, chaperones, art docent, reading groups, garden docent</p> <p>ELL (English Language Learner) Parent Survey</p> <p>ELD (English Language Development) Re-designation Ceremony</p> <p>Attendance/SART</p> <p>Awards and Award ceremonies throughout the year</p> <p>The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.</p>
SCHOOLWIDE	<p>School goal(s):</p>
	<p>30 parents attend School Smarts program.</p> <p>90% of parents attend Back to School Night (as evidenced by sign-in sheets)</p> <p>98% of parents attend the Fall Parent Conference (as evidenced by teacher meeting attendance)</p> <p>90% of parents join the school PTSA (as evidenced by PTSA sign up monitoring)</p> <p>15% increase in PTSA attendance at monthly meetings (as evidenced by sign-in sheets)</p>
	<p>Data used to form school goal(s):</p>
	<p>Meeting/event sign-in sheets: BTSN, conferences, PTA, SSC, ELAC, Open House, Volunteer sign ins sheets, school-loop data of usage, online newsletters, Blackboard auto-dialer data</p> <p>Survey data</p>
	<p>Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i></p> <p>School Smarts attendance data show... 14 families attended in 2016-17 which is down by nearly ½. The classes were held at Amelia Earhart this last fall which may have been the reason for the lower attendance. School Smarts will be held at Bay Farm next school year so we anticipate an increase in attendance as we have seen in previous years. PTA attendance has been low (an average of less than 20 parents at any given meeting) even with the</p>

	<p>addition of free babysitting offered. The PTSA president recently held 3 coffee chats (2 with parents and one with teachers) to try and see why attendance and volunteerism is so low. One parent in attendance stated that the coast guard families had withdrawn based on negative remarks towards their members around the new enrollment policies by the district. We are investigating what can be done to repair this once strong relationship. Additionally, some parents have expressed concerns about Bay Farm rules. In response to that staff has begun implementation of PBIS tier one and has just put together a COST team to work on interventions. The school has shared this information with students and staff in both written form, assemblies and staff meeting regular updates. Parents have been informed of these changes in written communication and we are planning to begin sharing changes at PTSA meetings as well. A system to begin analysis of student data (Uh-Ohs, referrals, and Dazzling Dolphins Awards) is in development for implementation in the 2017-18 year. The hope is that we can analyze trends and patterns (i.e. time of day, particular student, location of incident) to begin to develop strategies to reduce these occurrences. Approximately 5000 volunteer hours are logged into our office sign-in from September to March with many parents volunteering in the classroom and during lunch</p>
	<p>How progress toward school goal(s) will be evaluated:</p>
	<p>Comparison to last year's: School Smart's attendance, Back to School Night/ Open House/Information Nights/ K information Night / PTSA attendance at functions using sign-in sheet data</p>

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
<p>PARENT COMMUNICATION – SCHOOL HANDBOOK, MORNING ASSEMBLIES, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP & CELDT TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, EMAILS & TRANSLATORS WHEN NEEDED</p>	<p>AUGUST 2017 - JUNE 2018</p>	<p>PRINCIPAL, TEACHERS, PARAS, OFFICE STAFF</p>	<p>All</p>	<p>Classified Hourly</p>	<p>LCFF Supplemental (0002)</p>	<p>\$3020.00</p>
<p>PARENT EDUCATION OPPORTUNITIES – (IE: SCHOOL SMARTS ACADEMY, BUILDING CONFIDENT CHILDREN CLASS, MIDDLE SCHOOL OPTIONS SYMPOSIUM, K AND MIDDLE SCHOOL INFORMATION NIGHTS AND SCHOOL TOURS)</p>	<p>AUGUST 2017- JUNE 2017</p>	<p>PRINCIPAL. TEACHERS, PTSA</p>	<p>All</p>	<p>Certificated Hourly</p>	<p>Magnet/Innovative (9500)</p>	<p>\$5019.00</p>

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.</p> <ul style="list-style-type: none"> • Maintenance of a highly qualified teaching staff • Provision of adequate instructional materials • Maintenance of a safe learning environment
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Teacher Qualifications <ul style="list-style-type: none"> ○ Percentage of teachers fully credentialed and highly qualified ○ Percentage of teachers qualified to teach English Learners (ELs) ○ Percentage of teachers appropriately assigned • Instructional Materials: Number of substantiated Williams textbook complaints/year • Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)
SCHO	Districtwide actions/services provided to site to reach goal:
	<p>To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)). The district provides ongoing professional development and collaboration opportunities.</p> <p>Core instructional materials are provided to sites through the Educational Services department. These include:</p> <ul style="list-style-type: none"> • Annual renewal or replacement materials for adopted curricula • Board-approved materials for new courses • Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels. • 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA/ELD) adoption. • Science curriculum through the Full Option Science System (FOSS) – K-8 • Supplemental ELA curriculum through Inquiry by Design (IBD) <p>School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include: Perimeter fencing and door security</p>
	School goal(s):
	<p>Support teachers in attending district professional development.</p> <p>Build teacher capacity through site collaborative learning.</p> <p>Site support for successful implementation of core curricula.</p> <p>Monitoring and evaluation for continued learning and accountability.</p>

	Data used to form school goal(s):
	SARC Data
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	97% of teachers at Bay Farm School are credentialed and highly qualified. 100% are qualified to teach English Language Learners. All teachers are properly assigned according to their credentials. See 'metrics' indicated above.
	How progress toward school goal(s) will be evaluated:
	SARC data analysis No Williams findings New adoption of ELA instructional materials and implementation

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
NEW MATH MATERIALS HAVE BEEN ADOPTED AND PROFESSIONAL DEVELOPMENT TO SUPPORT IMPLEMENTATION CONTINUES	AUGUST 2017 - JUNE 2018	District Staff, Principal,	All			
NEW ELA/ELD MATERIALS WILL BE ADOPTED, PURCHASED AND IMPLEMENTED IN 2017-2018 WITH PROFESSIONAL DEVELOPMENT AND COACHING SUPPORT	AUGUST 2017 - JUNE 2018	District Staff, Principal, Teachers	All			
PERIMETER FENCING AND DOOR LOCKS WILL BE UPGRADED	AUGUST 2017 - JUNE 2018	District staff	All			
PROFESSIONAL DEVELOPMENT FOR TEACHERS	AUGUST 2017 - JUNE 2018	Principal PTSA	All	Travel and Conference	PTA (9046)	TBD
PROFESSIONAL DEVELOPMENT FOR TEACHERS	AUGUST 2017 - JUNE 2018	Principal	All	Certificated Hourly	Magnet/Innovative (9500)	\$5019.00
PSYCH INTERN	AUGUST 2017 - JUNE 2018	PRINCIPAL	All Unduplicated	Certificated FTE	LCFF Supplemental (0002)	\$7103.00

SITE BUDGET SUMMARY: Discretionary Funding

(Delete this guidance upon insertion of the budget: Insert 1 page budget allocation summary provided by Fiscal Services – please cut and paste the excel table here. If you use a screen shot of the table, please check the resolution at full-page size)

Bay Farm								
Budget Summary		B3	C112	C113	C114	C122	C135	
Resource	Program	2017-18	Certificated Salaries	Classified Salaries	Benefits	Supplies	Services	Total Budgeted
			Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx	
0001	Discretionary	\$ 52,858	\$ 11,215	\$ -	\$ 2,184	\$ 30,009	\$ 9,450	\$ 52,858
0002	LCFF Supplemental Grant	\$ 26,035	\$ 6,000	\$ 3,020	\$ 1,913	\$ 9,082	\$ 6,020	\$ 26,035
3010	T1, Part A		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
0002	In Lieu of Title 1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	Innovative	\$ 14,311	\$ 4,200	\$ -	\$ 819	\$ -	\$ 9,292	\$ 14,311
	Grand Total	\$ 93,204	\$ 21,415	\$ 3,020	\$ 4,916	\$ 39,091	\$ 24,762	\$ 93,204

CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

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

State/Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u> : Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/> Title V: Innovative Programs <u>Purpose</u> : Support educational improvement, library, media, and at-risk students	\$ 14,311.
<input type="checkbox"/> Other Federal Funds (list and describe ¹)	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$ 14,311.

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
Babs Freitas	F	700	ENG	X				
Sheryl Sheppard	F	700	ENG		X			
SuAnn Lee-Chin	F	201	ENG		X			
Julie Chang	F	201	ENG		X			
Peter Johns	M	700	ENG				X	
Michele Bas	F	700	ENG				X	
Teresa Bentley	F	700	ENG				X	
Geoff Delander	M	700	ENG				X	
#s of members of each category				1	3		4	

**See race/ethnicity codes in Aeries*

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.

SITE VALIDATION QUESTIONS

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

Yes

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

No

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

Regular public notice of all meetings allow for attendance and input from all stake holders. During the regularly scheduled ELAC meetings the principal invites the attendees to participate in SSC and provides an overview of what the SSC does.

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?

Due to a lack of an ELAC coordinator/EL coach during the first part of the year, we did not have regular input and did outreach through PTSA instead.

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
(Check those that apply):

☒ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ 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: .


Attested:

Babs Freitas
Typed name of school principal


Signature of school principal

4-12-17
Date

Peter Johns
Typed name of SSC chairperson


Signature of SSC chairperson

12 Apr 2017
Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

Are special education staff members providing support to general education students at your school site?

Yes

If so, please provide a description of the ways in which support/services are provided:

Under the guidelines for Response to Intervention (RTI), our special education and general education teachers collaborate to support the learning needs of students who qualify for Tier 2 interventions in ELA and/or math, provided that all identified students with special needs are appropriately served. Our Specialized Academic Instruction Teacher consults with general education teachers on Universal Design for Learning (UDL) instructional strategies. This is a proactive measure for intervention and to decrease the number of students referred for assessment for Special Education. Support for students is provided in small groups via both a push-in and pull-out model. Students are identified by multiple measures, and services focus on the development of foundational skills.

Yes, we have a strong Learning Center at Bay Farm. All students with IEP's have seats in general education classrooms and participate in academics when the classroom teachers and Special Education (SPED) staff believe it's appropriate as well as participating in all field trips and special activities. We have seen social/emotional growth in students with IEPs and growth in general education students in empathy and inclusion, lifeskills we value.

General education students are also supported in the Learning Center. General education students have access to a variety of interventions from the learning Center staff. When teacher's assessments of students indicate they need additional support, academically and/or behaviorally beyond the classroom and these interventions, then the SPED and general education staff work together to provide needed support in the Learning Center classrooms.

Our special education staff works collaboratively with general education teachers to provide intervention support for students who are below grade level. Depending upon caseloads, special education teachers and paraprofessionals work with some of our lowest performing students who do not qualify for special education. Students who do not have IEPs (Individual Education Plans) and need extra small group support, especially in the area of reading, join pull-out groups to have direct instruction from special education staff. When paraprofessionals are assigned to do push-in support for students with IEPs, other students who may also need extra help can also join the group tutored by the paraprofessional. In short, special and regular education teachers work in tandem as much as possible to improve the English language arts achievement of all students who are below grade level.

APPENDIX B: INNOVATIVE PROGRAM AND MAGNET SCHOOL

REVIEW OF PROGRESS GUIDING QUESTIONS

Innovative Programs and Magnet Schools annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program and Magnet School within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage

1. When and why did the program start? Pg. 2
2. What is the vision and mission of the program? Pg. 2

Bay Farm's Vision and Mission

Bay Farm is committed to being the heart of our community bridging home and school. We provide a collaborative and inclusive environment where everyone values cultural and learning differences. Students enjoy the pursuit of personal and academic excellence, as they become confident and compassionate citizens of our local and global communities.

Bay Farm School as a 21st Century School enhanced Mission and Vision

We will develop 21st Century Citizens that are creative problem solvers, intellectual risk takers, and prepared for a world of work in a global and digital society.

Our 21st century learning environment is an aligned and synergistic system of initiatives that:

- Support professional and personal learning communities to enable educators to collaborate, share best practices, and integrate 21st century skills into classroom practice.
- Enable students to learn in relevant, real world 21st century contexts (e.g., through project and inquiry-based curriculum, service learning, and other applied work).
- Allow equitable access to quality learning tools, technologies, and resources.

3. What are the goals of the program? Pg. 2

Our learning goals include:

- Develop critical thinking and problem solving at increasingly higher levels
- Increase student motivation and engagement
- Develop a world view and participatory citizenship
- Develop positive digital footprints
- Infuse technology
- Deepen essential understandings to higher levels of learning
- Extend learning opportunities beyond the school day and location to anytime, anywhere, 24/7 learning
- Consistent and balanced learning opportunities for all students
- Increased opportunities to remediate, enrich, and extend core learning
- Reduce transitions and provide deeper learning relationships

4. What are the student performance expectations resulting from being a different type of program?

We expect that by teaching 21st century skills, using strategic assessments and evaluation, triggering student motivation and responsibility for learning, and implementing innovative strategies, student performance will continue to increase and all students will demonstrate academic and personal growth with deeper understandings. Additionally student overall attendance will improve.

5. How will the program measure progress towards goals? Pg. 9-14, 39, 42

- Increased SBAC, Benchmark scores, and performance bands
- Increased quality of student work samples
- Increased student engagement and motivation
- Increased Independence and self-responsibility
- Fewer teacher-directed lessons/more student-centered lessons
- More interactive classroom websites/activities/online connections
- More embedded technology in student instruction

- Higher website hits
- Wider variety of student-developed presentations using webtools
- Higher levels of questioning and critical thinking
- Waiting lists to attend Bay Farm
- Replications of Bay Farm initiatives at other sites

6. How will the school know that students are learning? Pg. 4, 40
 - a. What will this look like in the classrooms?

Theme Integration

The overarching themes of 21st Century learning and infused technology will permeate everything we do both in our classrooms and throughout our school to empower students' learning seamlessly as their daily experience. Each year of the proposal we focus on developing lessons, projects and activities in our major curricular areas, including district initiatives and areas of focus.

Classroom instruction, activities, and projects

Please see specific grade level samples in our original Plan (*Appendix: Sample Lessons for grades K-5*) for example lessons and instruction infused with 21st Century skills and technology. We have added 21st Century skills to our classroom instruction. The grade level sample lessons indicate how these essential skills become part of our everyday lessons.

Strategies, Techniques, Initiatives, and Scaffolding

To elevate our instructional practice and incorporate 21st century skills we intentionally:

- teach student engagement strategies
- build teacher capacity in using the latest forms of technology
- utilize differentiation to scaffold instruction
- plan together regularly to develop project/inquiry based lessons
- utilize online assessments and evaluations to measure student success

Utilize rubrics and student self-assessments to measure student learning

Using rubrics and self assessments will measure higher student engagement and increased performance.

Scaffolding Curriculum

Our instruction utilizes differentiation to scaffold instruction for our students. Careful consideration and specific planning for all student groups including GATE, ELL, RSP, and SPED will be addressed within each component of our plan and when developing 21st century activities and projects.

Intervention, Acceleration, and Developing Deeper Understandings

We are building upon the success of past implementations and our original pilot of SM (SuccessMaker) which demonstrated how an online home/school web version of SM tied directly to daily student instruction can improve student achievement over time, at multiple grade levels. Our pilot helped to initiate the districtwide re-adoption and implementation of SM across the district. One goal is to share a dissemination of a strategic intervention and acceleration model that can be utilized at any AUSD school interested in providing the program.

We also explored and are implementing a variety of technologies for implementation across grade levels and schoolwide to assist and enhance instruction. These include Smart Board technologies, wireless chrome books and iPads. In addition, we have established a successful 3 year implementation of a 1:1 technology BYOD (Bring Your Own Device) initiative at Bay Farm School with the ultimate goal of putting personal technology into the hands of every student for personalized learning both at school and at home, anytime, anywhere.

Cross Grade Level and Schoolwide Initiatives

We actively apply 21st century skills and infused technology to learning opportunities available to us through our grade level and schoolwide initiatives including Platooning, Rotations, Go Green Campaign, Outdoor Learning, Music, Physical Education, Library in A Box, Library/Media Center, Earth Week, schoolwide celebrations, leadership, student council, and middle school initiatives.

How will we know? Assessment and Evaluation

We continue to apply AUSD benchmarks and multiple measures to our classroom curriculum. We add rubrics and student self-assessments specifically designed to evaluate student learning within our classrooms and grade level developed project/inquiry-based lessons. We utilize student surveys/polls to measure interest and new knowledge gained. We develop and publish collaborative knowledge builders online that provide opportunities to share work, knowledge, and promote deeper understandings. We explore new measures of assessment that drill down into specific skill mastery, and predict student performance. We utilize curriculum reports from SM and other subscription services we implement to inform our instruction

7. How will the school know whether students are engaged? Pg. 4

a. What will this look like in the classrooms?

Our student learners are directly involved in every aspect of our plan. By using student surveys/polls we directly measure student interest and engagement as well as new knowledge gained. We develop and publish collaborative knowledge builders online that provide opportunities to share work, knowledge, and promote deeper understandings. Video clips of student activities and projects verify student engagement and motivation to learn beyond basic understandings. Ongoing focus groups and leadership shares through Student Council, grade levels, and classrooms provide direct feedback from students regarding their interests, needs, and engagement.

When we deliver instruction through inquiry and project-based instruction, interwoven with 21st century skills and themes, utilize and provide access to technology, and provide opportunities for extended learning 24/7, we see learning occurring beyond the traditional 8-3 bell schedule and beyond our walls. Students access online learning with us for many assignments, activities, and projects, and they contribute to online collaborative activities and projects long after the school day ends. As we successfully extend student learning to anytime/anywhere learning, we not only demonstrate student engagement, but are developing life-long learners.

8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance? Pg. 9-14

We utilize many assessment and evaluation structures to measure effectiveness and to inform instruction.

We use both formative and summative assessments currently available and in use throughout our district. We design and utilize

new methods of assessment such as activity and project rubrics (both teacher and student developed). We create and using surveys and polls for interest, content, and process evaluation. We use audio/video capture activities, lessons, techniques, and strategies to discuss, evaluate, and share. We maintain student portfolios of work samples. We also utilize blogs, journals, websites, and online logs.

We identify and establish specific assessment and data gathering methods for each initiative within the proposal. By always asking "How will we know?" we include assessments and evaluations in everything we do. We collect a variety of data to use in determining program effectiveness. We analyze data individually, as grade level teams, through Leadership, as a staff, and through focus groups, SSC, and PTA

9. How will the program encourage parental and community input and involvement? Pg. 15 – 17, 41

Community Involvement is essential for success

The Bay Farm community has been involved in the development of our Innovative Proposal from the beginning, as far back as when we discussed re-establishing K-6, and possibly K-8 configuration.

Our Innovative Plan includes initiatives and components, many of which can be easily implemented through our Single School Planning process. Including these initiatives within an Innovative Plan allows us to broaden our vision to five year timelines utilizing multiple partners and funding sources.

Communication loops along the way

Keeping everyone in the communication loop is a complex task. We utilize multiple methods to maintain interactive input/feedback loops to involve as much of our community as possible on a regular basis throughout our implementation timeline.

How we are engaging staff and community

- Bi-weekly Leadership Meetings that report back to grade level teams and staff
- Weekly Collaborative meetings during a Waiver early dismissal timeframe
- Bi-weekly staff meetings with standing agenda time for discussion and feedback on each proposal component
- Technology Infusion elements introduced at staff meetings, followed by "Wednesday Workshops" customized to grade levels and specific classroom needs.
- Staff Development Days with devoted task time to learn about 21st century themes, technology infusion, and to develop activities and assessments,
- Surveys of Interest to families and students including configuration surveys to compare and contrast over time
- Student Interest surveys to assess access, connectivity, interests, cyber safety awareness, and tool-use to establish base levels of use/interest/ need
- Monthly SSC and PTA standing agenda items to address and discuss plan progress and component elements.

We have established committees and rotating focus groups for the following plan components:

- 21st century learning
- Technology Infusion
- 6-8 Configuration
- Dedicated school website links and an interactive blog to provide background information and resources, presentations, plan updates, and to establish online input/feedback loops for the community and interested members of the greater community

We develop and launch additional polls and surveys with specific focus areas within plan components for parents, staff, and students to continually verify community needs and interests as we proceed.

We feature specific posts in the e-Splash and on our website to encourage commenting by the community throughout the plan timeline.

We will also involve our students and Student Council in student focus group discussions and surveys

Marketing

Our Innovative Plan Logo (21st Century Learning@Bay Farm) is our branding for this project. Students, staff, and parents recognize it and are familiar with the components behind it as we move forward with our community of learners.

We are in continual discussion/planning with the following essential partners to assure successful implementation of our plan:

- **Superintendent:** Team Leaders regularly update the Superintendent on component development and Superintendent

McPhetrich has attended community meetings including meetings sponsored by PTA/SSC, where components of the Innovative Plan were discussed.

- **Teaching and Learning:** Team Leaders regularly update the Assistant Superintendent regarding curriculum initiatives being considered for pilot/implementation

- **Human Resources:** As schedules are discussed and developed Team Leaders meet with HR to assure district approval

- **AEA Leadership:** Team Leaders meet with AEA Leadership to assure that as we move forward we work within bargaining and contractual waivers/agreements

- **Technology Services:** Team Leaders meet regularly with the head of Technology Services to plan, explore pilot and demonstration site possibilities, and to establish next steps to assure successful technology infusion at Bay Farm and its potential for replication beyond our site.

- **Assessment and Evaluation:** Team Leaders meet with the coordinator of Assessment and Evaluation as we identify customized assessment tools for possible piloting during our implementation timeline.

- **Lincoln Middle School:** Principal to Principal discussions were scheduled to mitigate any possible enrollment impact at either school as we planned for K-6, K-8 configuration.

- **MOF:** Principal has been regularly meeting with MOF to determine facility costs as we move forward in years toward fully implemented K-8 configuration.

- **AEF Leadership:** Principal meets with AEF Leadership to pursue an extended day partnership that will run academic intervention/enrichment for our students.

Business and Community Partnerships

As our Plan moves forward we actively seek business/community sponsorships and partnerships to support our initiatives. We disseminate, provide support, and assist in the replication of successful pilots, initiatives, and components of our plan with any/all interested staff/sites throughout our implementation timeline.

We are constantly in active discussion/planning with vendor representatives and leadership listed below as we continue our Innovative Plan. Our goal is to identify partnerships, pilots, and demonstration site opportunities:

Apple: iPad initiative

Blackboard Collaborate (formerly Elluminate): Webconferencing initiative

Dell, HP: chromebook initiative

Discovery Streaming: Streaming Plus, Science, eTextbooks, Assessment

Edmodo: Digital Learning Space Initiative

Google Apps for Education: Schoolwide initiative 3-8

Google Classroom: Schoolwide initiative 3-8

NoodleTools: Grades 3-8

Pearson: SM implementation

Scholastic: Reading Counts, Bookflix, Grolier Online

Simple K-12: PD on demand

Smartboard: Interactive whiteboards

Turnitin: Grades 6-8

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?

At the very heart of Bay Farm's Innovative Plan is the belief that as a learning community...together... staff, students, and parents can create, implement, and sustain a culture of learning that will prepare our students for the world ahead of them and cultivate life-long learning. The initiatives we propose were developed with input from our staff, students, and the community. Student performance data is constantly reviewed and analyzed. Current educational research and reform is reviewed and discussed. Initiatives are researched and proven to make a positive difference in student learning with the goal of continuous improvement over time.

2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?

At the very heart of Bay Farm's Innovative Plan is the belief that as a learning community...together... staff, students, and parents can create, implement, and sustain a culture of learning that will prepare our students for the world ahead of them and cultivate life-long learning. The initiatives we propose were developed with input from our staff, students, and the community. Student performance data is constantly reviewed and analyzed. Current educational research and reform is reviewed and discussed. Initiatives are researched and proven to make a positive difference in student learning with the goal of continuous improvement over time.

3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?

At Bay Farm teachers not only review and analyze school/grade level performance data and trends, but we identify and review individual performance data for every student, identifying strengths, weaknesses and gaps in learning.

We specifically identify target students and set trimester goals for improvement. We implement a variety of strategic intervention and acceleration programs to support and extend learning. Systematic grade level planning and student learning discussions assure ongoing review of student learning opportunities and challenges. As a school team, support services and staff directly work with each teacher and classroom to design continuous support services for all students.

4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?

Teachers regularly work together in grade level teams and as whole staff to identify and utilize a variety of strategies, resources, and experiences that will support and extend student learning beyond the textbook and minimal standards to higher levels of thinking, problem solving, and student performance.

Walk into any classroom and you will see a variety of strategies and resources being implemented throughout and beyond the student day.

Some examples of strategies and resources implemented include:

- Targeted Instruction
- Math Platooning
- Flipped Instruction
- Extended Day interventions
- Curriculum Rotations
- Infused Technology
- Project-Based activities
- Collaborative learning groups
- Peer tutoring
- Web-based and online resources and subscriptions
- Real world experiences
- Online/Global collaborations

5. To what extent do teachers analyze data collaboratively? Evidence?

-Teachers review and analyze annual measurable objectives and AYP results in English/Language Arts and Math each fall as a staff, and in grade level teams.

- Theories of Action are reviewed and modified/updated as needed.

-Teachers identify data trends and review progress of at-risk students and student sub-groups.

-Teachers consult across grade levels with teachers to review student performance data.

.Teachers identify specific focus students from the target areas of: slippage, ELL, AA, Hispanic/Latino, SPED/Intervention, disabled

-Teachers create measurable goals for each identified student.

.Each trimester identified students and their goals are reviewed, analyzed, and updated/modified to ensure continuous progress over the year.

Theory of Action

1. Given the current reality, what is the Theory of Action?

21st Century Skills

- If provided 21st Century skills that extend the curriculum beyond the core and state standards, students will develop critical thinking and problem solving strategies at higher levels, become motivated and engaged in their own learning, and develop a world view that will better prepare them for their future in an increasingly digital and global environment.

Inquiry and Project-based learning

- If inquiry and project-based learning activities are developed and implemented school wide, then students will deepen their understandings of essential content beyond minimal standards to higher levels of learning.

Infused Technology

- If technology is infused into our curriculum, then students will access, synthesize, and create new knowledge anywhere, anytime; extending their learning beyond the school day 24/7.

Flexible Learning Schedules

- If we develop and implement flexible learning schedules, then students will benefit from consistent and balanced learning opportunities, anywhere, anytime, 24/7.

Extended Learning

- If the school day is extended, then academic performance will improve from increased opportunities to remediate, enrich and extend core learning.

School Configuration

- If Bay Farm School reconfigures to K-8, then student performance will increase as a result of fewer transitions and deeper learning relationships.
- Note: Each Theory of Action has been reviewed, discussed and aligned with our Mission and Vision as well as AUSD's Mission statements, with input from staff, students, and our community over time.
- Our Theory of Action and our Vision and Mission support rigorous, project/ inquiry-based learning, academic excellence, infused technology, and global citizenship, identified by our learning community as essential elements for student learning success.

2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?

All students will improve their performance in CST, CAASPP, Benchmark, and CELDT tests

- All students scoring basic and below in ELA/Math will improve their performance by moving up one level towards proficiency within one year as measured on SBACC testing
- All students scoring in the advanced range of scores will improve their scores by at least 5% on SBACC and Benchmark tests
- 10% more of the students scoring proficient in Science will score advanced on the SBACC
- All EL students will increase one CELDT level towards exiting the EL program in one year

Social Goal:

- The incidents of bullying and disrespectful behavior will decrease by 10% as measured by the number of incidents referred to the office

3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement.

- Comment on the allocation and usage of resources based on data analysis.
 - We have noticed that some of our EL population is not moving towards English fluency as quickly as we would like. Therefore, we allocated monies towards EL engagement and purchased SMART Technology and additional Chromebook carts for use in the classrooms. We also purchased one-to-one net-books for our 6th grade students, and one-to-one i-Pads for our Media Center as well as i-Pad clusters/singles that teachers can check out for classroom use. We have added technology with matching funds from PTA over time to complete the Smart Boards in every classroom and Chromebook carts to use in all classrooms on a rotating basis. PTSA has also purchased iPad clusters for each classroom K-3 for use in center activities in reading and math. We are in our 4th year of BYOD (Bring your Own Device) which provides access to online learning anywhere anytime. Additionally, we are implementing an afterschool homework/Successmaker club 3 days per week for our underperforming unduplicated students in an effort to move them to grade level proficiency.

2. How do teachers use data findings to modify teaching practices to improve learning outcomes?

- What effective strategies are used to evaluate student learning and engagement?

Teachers regularly analyze SBACC/benchmark/classroom assessments to determine areas that need to be taught/re-taught and student gaps in knowledge. Teachers are required to provide written response about student's areas of need. Students are selected for intervention based on these needs.

3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set?

- Teachers are provided professional development through district in-services on the newly adopted Eureka Math Program, BaySci, and IBD (Inquiry By Design), PBIS, and ELAchieve. Additionally, middle School teachers receive trainings on co-teaching.
- We have infused technology training into each staff meeting and teachers routinely share how they are implementing what

they have learned into their classroom instruction. Additionally, we have also provided extensive SMART Board training. Leadership has been provided opportunities to receive additional professional development in technology use and are responsible for planning staff meeting “tech bytes” on a bimonthly basis. Teachers can also access online professional development customized by need through Simple K-12 online trainings.

4. How are teachers provided feedback on instructional practices to improve instruction?

During teacher evaluations, the principal has encouraged teachers to identify technology integration goals as part of their evaluation. Classroom walk-throughs often provide feedback on technology integration. Peer-to-peer and grade level collaboration provide direct feedback on new strategies and skills being integrated.

5. How is the program’s theme integrated into your teacher practices and learning outcomes?

Teachers are integrating technology and 21st century skills into activities and projects that will align the new CCSS (Common Core State Standards) to deepen understandings, increase engagement, and improve achievement.

Findings and The Road Ahead

1. Identify and discuss significant accomplishments.

Significant accomplishments include:

- One-to-one access to technology
- SMART Boards installed in every classroom and in daily use
- Implementation of 6-8 grade middle school configuration
- The green light to complete K-8
- School-wide expansion of Go Green Campaign
- Winning the State of California and National Green Ribbon Award
- BYOD in its fourth year of implementation possibly expanding next year to include 5th grade
- Digital school QR Code tour produced by students
- Establishment of a Learning Center at Bay Farm School
- 4th year Collaboration Waiver to facilitate deeper planning, assessment, and collaborative discussions
- Adoption of GAFE (Google Apps for Education) for grades 3-8
- Adoption of a variety of digital tools for student learning
- Increase in grade level collaboration and implementation of project-based learning experiences

What learning and surprises emerged?

Learning Surprises include:

- The impact on student learning when one-to-one technology is implemented and the paradigm shift of student responsibility for learning (i.e. students who normally struggle with any writing are asking to do more when i-Pads/chromebooks are placed in their hands.)
- Students that have **not** been front and center in the past are now actively seeking opportunities to share their ideas by interacting with SMART technology, and collaborating on group presentations.
- Technology levels the playing field for students with disabilities.
- The addition of 6th grade was seamless. Adding 7th and 8th though complicated has been highly successful
- We have been able to move forward more quickly with implementation plans than we expected.
- We were able to complete our fourth year of collaborative planning through a waiver.

2. Identify and discuss the areas that need improvement. Why?

- The district assessment and evaluation process has been cumbersome at times because it has not always aligned with what we are doing. The communication and feedback loops have not always been clear, direct, or timely.
- We have not been able to adopt online resources in lieu of textbooks. We would like to pilot Discovery Math and Science online Textbooks.
- Bandwidth and wireless services need additional work to assure that all students can access online materials to work efficiently and more reliably
- PE, and Math staffing needs to become automatic for middle school to provide equal access to the district middle school curriculum-
- More supervision/staffing/counseling/Psych is needed for our K-8 school of 630+ students for program implementation and student supervision support.
- Teachers would benefit from technology coaching opportunities to assist them in developing PBL activities integrating a wider variety of technologies

3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?

- Registration procedures have improved but we still opened our 6th grade classes with less than 32 students even though there was a waitlist of over 45 students in the spring. We need continue to review and update the process each year to assure that we continue to grow and provide choice for families interested in attending Bay Farm School.
- Middle school testing was very complicated due to the layering of 2 different schedules (elementary and middle school). Further refinement of staffing should help to improve this in the future.
- We will have 7th/8th grade PE 5 days a week to avoid the odd schedule on Wednesdays
- Due to the complications of Math implementation in 8th grade we would like to continue discussions with the district regarding Math acceleration
- Elementary teachers 2-5 will receive Fountas and Pinnell Benchmark Assessment training during the summer as well as 3 release days for testing days so that they can get an accurate understanding of each student's reading level and provide them with appropriate reading material through NewsELA (informational text) and guided reading groups.
- We would like to disseminate and share what we have learned from our experience.

4. Discuss how the program has changed over time.

Originally, our plan was a "seed" program, designed to put in place major initiatives that could take root over time. So many of our "pilot" initiatives have been successful and well received by staff and our learning community that we find we need support for our next steps to develop our culture of learning.

There is increasing demand each year for additional technology and digital applications and tools for learning as we build out the program. As more and more of our students, staff, and parents utilize our 24/7 anytime, anywhere learning, we need additional support in both training and access to online resources.

In the beginning, our plan was an acquisition plan, with a steep timeline and learning curve. As everyone settles into our technology infused learning environment we need to provide more personalized training opportunities for students, staff, and parents. (SmartBoards, iPads, Chromebooks, GAFE, Google Classroom, Web conferencing, etc.) Our Innovative Plan has evolved from a primarily acquisition plan to a Personalized Learning plan requiring us to re-think and reorganize how and when we learn new technologies, strategies, and skills to maximize student learning.

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We also have much to share. So much of what we are developing/implementing is working successfully and with district support could be shared and duplicated where there is interest in digital learning with a 21st Century Skills and project-based approach. We also have piloted many online tools and technologies that we feel are essential tools for learning and should be replicated throughout the district. We are happy to support expansion to other schools and welcome the opportunity to share.

APPENDIX C: DATA

When analyzing the data:

Bay Farm School's enrollment is up this year by 22 students with 71 LEPs, 58 redesignated, and 29 FEP students.

Chronic absences are up by .6% but this may be due to the much colder/wetter winter we are having. The school overall is way below the district average of 8%

Average daily attendance is down by .2 percent from last year again possibly due to the harsher winter. We are still averaging 97.5 % which is 1.4% above the district average with no significant stand out of group issues

Our suspension rate is .6% which down by .1% from last year at this time and may be due to the PBIS strategies that the whole school is implementing.

Our SBAC ELA proficiency scores went up last year by .8% bringing us to 76.6% proficiency

Our SBAC Math scores increased by 6.5% from 2014-15 bringing us to 71% proficiency

Based on the results of the IAB interim assessments which are predictors for the Spring CAASPP testing, it appears that the majority of our students at Near or Above Proficiency in both the Reading for Information and Listening and interpreting information subtests. All grade levels 3-7 performed slightly better in the Reading for Information subtest indicating that teachers should provide more time in class working at the skill of listening for information and answering questions base on what they've heard.

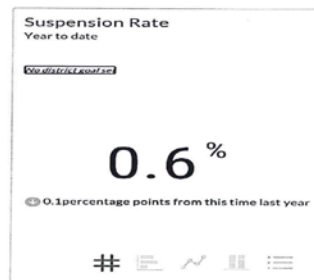
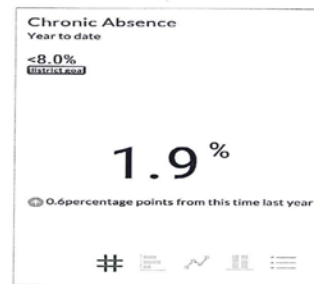
80% of our EL students fall within the early advanced to advanced stage of language development with 15.8% in the intermediate stage, 11.8 % in the early intermediate stage and 1.3% in the beginning stage of language development.

We were able to re-designate 8 EL students in the fall and an additional 5 just before Spring break

When looking at the overall number of EL students, the majority of students are making progress (40/61 or 66.6%) there is a concern in that it appears some students (14/67 or 20%) are slipping backwards particularly in the 2nd grade group (6/9 or 66%). Additionally, there are 7/67 or approximately 10% not making any gains. This may be due to the lack of coaching this year, or the few number of teachers that have been implementing EL Achieve in their classrooms due to lack of training. Many teachers have state that because the majority of their EL students fall in the intermediate to advanced range, the lessons are to primary and the low numbers of students in their classes makes having the small group sessions work well. We will be implemented guided reading through Fountes and Pinnell benchmark testing as well as CELDT information with leveled groups next year in 2nd -5th grade. We are allocating teacher sub release days to provide the time needed to teachers to do testing and get this off the ground.

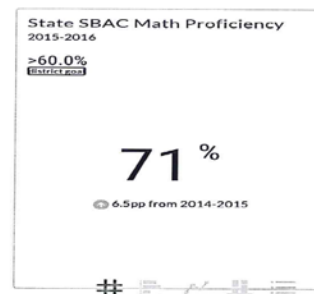
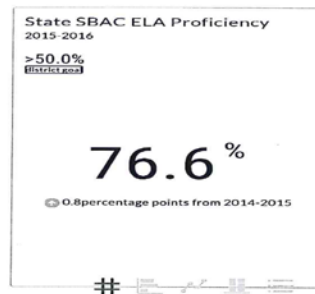
CULTURE

All students engaged in school



ACADEMICS

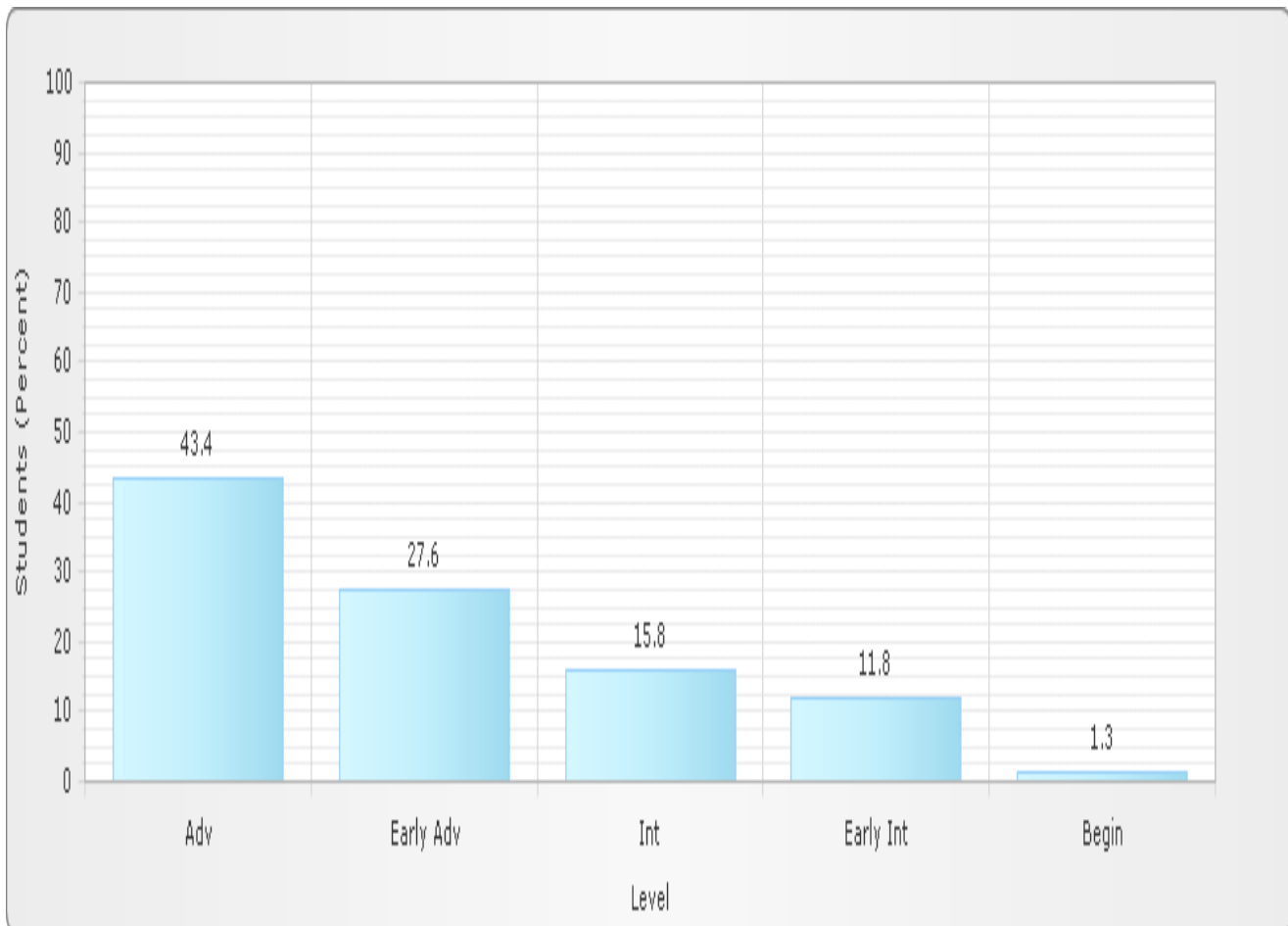
All students achieve proficiency on state standards



Enrollment Date: 3/20/2017 **School:** Bay Farm **Grade:** All **Teacher:** All **Course:** All

Period: All **Department:** All **Student Count:** 626

Test Name	Admin Date	# Tested
CELDT (Overall)	2016-2017	76



CELDT Movement Report

Enrollment Date: 3/20/2017 School: Bay Farm Grade: All Teacher: All Course: All
Period: All Department: All Student Count: 626

Matched Case Proficiency Level Movement from 2015-2016 to 2016-2017

CELDT (Overall) Students Tested: 54

		2016-2017				
		Beg	Early Int	Int	Early Adv	Adv
2015-2016	Beg	0	0	1	0	0
	Early Int	0	1	1	2	1
	Int	0	2	1	2	1
	Early Adv	0	0	2	5	5
	Adv	0	0	0	10	20

		Total Movement		
2015-2016 Level		Negative Mvmt	No Mvmt	Positive Mvmt
Beg		N/A	0	1
Early Int		0	1	4
Int		2	1	3
Early Adv		2	5	5
Adv		10	20	N/A
N		14	27	13
%		25.93	50.00	24.07

CELDT Reading Students Tested: 54

		2016-2017				
		Beg	Early Int	Int	Early Adv	Adv
2015-2016	Beg	0	1	3	1	0
	Early Int	1	1	2	1	0
	Int	1	1	10	7	4
	Early Adv	0	1	3	3	4
	Adv	0	0	0	5	5

		Total Movement		
2015-2016 Level		Negative Mvmt	No Mvmt	Positive Mvmt
Beg		N/A	0	5
Early Int		1	1	3
Int		2	10	11
Early Adv		4	3	4
Adv		5	5	N/A
N		12	19	23
%		22.22	35.19	42.59

CELDT Writing Students Tested: 54

		2016-2017				
		Beg	Early Int	Int	Early Adv	Adv
2015-2016	Beg	0	2	2	0	0
	Early Int	1	3	2	1	0
	Int	0	3	3	5	3
	Early Adv	0	0	6	4	8
	Adv	0	0	1	4	6

		Total Movement		
2015-2016 Level		Negative Mvmt	No Mvmt	Positive Mvmt
Beg		N/A	0	4
Early Int		1	3	3
Int		3	3	8
Early Adv		6	4	8
Adv		5	6	N/A
N		15	16	23
%		27.78	29.63	42.59

CELDT Listening Students Tested: 54

		2016-2017				
		Beg	Early Int	Int	Early Adv	Adv
2015-2016	Beg	0	0	1	1	0
	Early Int	1	1	1	1	1
	Int	0	0	1	6	2
	Early Adv	0	0	3	5	6
	Adv	0	0	2	9	13

		Total Movement		
2015-2016 Level		Negative Mvmt	No Mvmt	Positive Mvmt
Beg		N/A	0	2
Early Int		1	1	3
Int		0	1	8
Early Adv		3	5	6
Adv		11	13	N/A
N		15	20	19
%		27.78	37.04	35.19

CELDT Speaking Students Tested: 54

		2016-2017				
		Beg	Early Int	Int	Early Adv	Adv
2015-2016	Beg	0	0	0	0	0
	Early Int	0	1	2	2	1
	Int	0	0	3	0	0
	Early Adv	0	0	2	0	7
	Adv	0	0	0	4	32

		Total Movement		
2015-2016 Level		Negative Mvmt	No Mvmt	Positive Mvmt
Beg		N/A	0	0
Early Int		0	1	5
Int		0	3	0
Early Adv		2	0	7
Adv		4	32	N/A
N		6	36	12
%		11.11	66.67	22.22

	CELDT Movement from 2015/16 to 2016/17				
	down	same	up	New to BF	IEP/D/S
K	0	0	3	9	
1	2	1	4	2	
2	6	1	2	0	2
3	2	2	9	0	2
4	2	0	5	2	
5	2	1	5	0	3
6	0	2	2	0	
7	0	0	1	1	1
8	0	0	8	0	
total	14	7	40		

IAB Results 2016- 17						
	% Below		% Near		% Above	
Grade	Reading for info	listen and inter	Reading for info	listen and inter	Reading for info	listen and inter
3	6.85	11.27	53.42	53.52	39.73	35.21
4	10.11	16.85	39.33	50.56	50.56	32.58
5	8.05	9.57	52.87	58.51	39.08	31.91
6	3.7	4	33.33	44	62.96	52
7	1.72	3.51	39.66	52.63	58.62	43.86

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2017-18

Amelia Earhart

CDS Code:01-61119 6100374

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Date of Last Revision	January 29, 2016
Date of BOE Approval	

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 school principal.

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SCHOOL PROFILE

School Mission and Vision

We believe that our diverse community of students, given a rigorous academic program in an inclusive, safe and secure environment, will be prepared to be responsible citizens.

At Earhart School, our school mission states: Amelia Earhart School inspires academic excellence, a passion for learning and a respect for self and community. Our work embodies this mission and fully aligns with LCAP goals.

Executive Summary

“Amelia Earhart School inspires academic excellence, a passion for learning and respect for self and community.”

Amelia Earhart School proudly stands on Bay Farm Island in Alameda. The community boasts an elaborate system of bike and walking trails, many of which are adjacent to lagoons and the beautiful San Francisco Bay. Parks, ball fields, community centers and a public library add to the small-town atmosphere and closeness of our community. Located on the east side of the Bay, near Oakland International Airport, we are reminded of our namesake and the tradition of setting and achieving high standards. We experience both the challenges and advantages of a suburban school operating in an urban school district.

Earhart is the largest elementary school in Alameda. The school has grown from 300 students when opened in 1979 to nearly 620 students today. Our student body is ethnically diverse with a balance of Asian and Caucasian children representing 82% of our students. Eight other ethnic groups are represented in smaller numbers. 10% of our students receive free or reduced lunch. One hundred thirty-seven (23%) of our students are English learners (EL) representing 27 different “first” languages. Most students, including our EL students, are middle class with college-educated parents.

Our school boasts a well-educated and highly trained staff that works collaboratively and utilizes best practices. Our teachers hold themselves to rigorous standards and seek and share professional development opportunities to provide quality classroom instruction. Earhart is a school where teachers and families want to be. Our staff, along with the generous contributions and strength of our PTA, distinguishes Earhart. The success of all students is the goal of the Earhart community, and the extent to which our staff, parents, community members, and students strive to achieve that success is inspiring. First best instruction is the focus of instruction in our classrooms. Teachers work with students in whole class, small group and individual settings for instruction. There is a strong focus on literacy which is augmented with explicit instruction in vocabulary to support all students and especially our English learners. Math instruction is a part of every instructional day using explicit instruction, application and fluency to support our students in meeting high standards. The staff commitment to teach science every day is part of our Innovative program, Math, Science, Technology with the integration of music. Enhancing our traditional program with extended learning opportunities in science and the arts is a commitment of our staff and PTA. Our curricular and enrichment programs provide a strong academic foundation, as well as learning opportunities that include coding, STEM club, robotics and math as well as promote social and emotional development. The PTA partners with our principal and staff to provide enrichment activities that are integral to the development of our children as lifelong learners.

The spirit of volunteerism that our parents, extended family and community members embrace defines our school culture and enhances our commitment to excellence. Daily, our extensive team of volunteers, many of whom are senior citizens and Coast Guard enlisted, tutor children in reading and math, volunteer in science lab, provide support for

learning in the classroom and reinforce social skills in the lunchroom and on the playground. As a community, we have embraced academic learning in an active and engaging environment.

Our biggest gains instructionally have come with the shift to Common Core standards and the infusion of students thinking and proving their opinions or claims by citing evidence from the material read. The increase in non-fiction expository text has been augmented by our science program and the infusion of the Next Generation Science Standards and cross cutting concepts. The student learning and comprehension of material has been supported by a site based focus on expository writing. Instructional gains have also come from the site philosophy of strong literacy intervention in kindergarten and first grade so students get the extra support early and are then able to build on a strong literacy foundation.

Our greatest needs continue to be support for students who need extra instruction to grasp the concepts. While a small percentage of our students, they too deserve the same opportunity to learn at high levels even though they may learn at a different pace or need additional time to master the concept being taught. At this time this responsibility lies with the classroom teacher in grades 2-5. Teachers at grades 2-4 are supported with three hours a week of pullout for top students in a book club, giving the teacher a smaller class size to do targeted group instruction. At Kindergarten and first grade the focus is on literacy and we provide the support of a small group reading teacher three mornings each week. Our next steps are to look at researched based practices and materials that will further support these students during targeted instructional time. At this time grade two is using the Emerging Literacy Survey data to plan for instructional groups to support phonics skills. Additionally they are targeting specific comprehension strategies to build stronger comprehension skills.

Traditional groups of students that comprise an achievement gap are small in numbers at Earhart School. Presently our Hispanic students are succeeding above the rate of our white students. Our fourteen African American students though are not. At this time we are tracking each of our African American students and plan to move to individual learning plans for students in grades 3-5 for the 2007-18 school year.

We have been quite successful in supporting our EL and low socio-economic students. We have no foster students. We plan to continue to focus on vocabulary development and academic language across curricular areas, continue with first grade reading support and continue to integrate ELD instruction into our science lesson planning both for the co-taught lab and for daily classroom support. Through formative assessment we will design our daily Designated ELD to meet the instructional level of the students. Designated ELD is part of the daily instruction in kindergarten and first grade.

It is the shared belief of the Earhart community that a lifelong love of learning is the best legacy a school can give its students. During Amelia Earhart's lifetime, she faced the risk of flying with incredible courage. Our children are empowered to use their courage to soar to excellence each day.

- *Your 'story' – briefly describe your students, your community, and how the school serves these groups.*
- *Greatest Progress: What progress is the school most proud of and how does it plan to build upon that success?*
- *Greatest Needs: What steps is the school planning to take to address the areas with the greatest need for improvement?*
- *Performance Gaps: Where are specific student groups performing significantly below the 'all student' levels? What steps is the school planning to take to address these gaps?*
- *Increased or Improved Services: What are the 2-3 most significant ways the school will increase or improve services for low-income, English Learners and Foster youth?*

School Website: www.ausd/schools

School Accountability Report Card (SARC) link:

DISTRICTWIDE GOALS

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

Instructional Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTRICTWIDE	Identified districtwide needs:
	<p>AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:</p> <ul style="list-style-type: none"> • Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism • Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates • Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year • Daily Attendance: Percentage of students who have attended 96% or more of school days to date in a given year • Suspension Rate: % of students who have been suspended at any time during the current year in district • Expulsion Rate: Percentage of students who have been expelled during the current year • Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS) • High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school • Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school • High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school
	Districtwide actions/services provided to site to reach goal:
	<p>To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.</p> <p>In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curriculum at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify areas in social studies curricular that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.</p> <p>The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation,</p>

SCHOOLWID	<p>including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), a districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, and substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive.</p> <p>Our site has provided the following services to support implementation of PBIS: Active school-wide PBIS team</p> <ul style="list-style-type: none"> • Intervention support at K,1,2,3,4,and 5 • Developing a COST team • Site-based professional development • Development of instruction in explicit behavioral expectations • School-wide incentives/recognition • School-wide behavior management system (behavior flow chart, referral system, etc.) • Check In-Check Out • Zones of Regulation • group for children who have experienced loss • lunch groups • Lifeskills • Class meetings <p>Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 3 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is</p> <p>The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:</p> <ul style="list-style-type: none"> • \$0
	School goal(s):
	Implement T1, T2 and T3 PBIS elements with fidelity.
	Data used to form school goal(s):
	Tiered Fidelity Inventory, T1, T2 and T3
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
<p>Our current SAS subscale scores are:</p> <p>T1:</p> <p>Teams ____%</p>	

	Implementation _____%
	Evaluation _____%
	How progress toward school goal(s) will be evaluated:
This year we plan to increase our TFI subscale scores by 15% in each subscale area. We will participate in a mid-year TFI in January to track progress as well as an end-of-year TFI to be conducted in May.	

GOAL 1: Eliminate barriers to student success and maximize learning time						
Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
SAMPLES PROMOTE HIGH ATTENDANCE RATE - SCHOOL HANDBOOK, NEWSLETTERS, LETTERS, ANNOUNCEMENTS, PERFECT ATTENDANCE AWARDS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS, PTA	All	Choose an item.	Donations (9010)	\$500
MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS	All	Choose an item.	Choose an item.	\$0
POSITIVE BEHAVIOR INTERVENTION & SUPPORT – PBIS TEAM, SITE PROFESSIONAL DEVELOPMENT TRAINING AND PLANNING, SUPPORT SCHOOL BEHAVIOR EXPECTATIONS, DIGITAL CITIZENSHIP, ANTI-BULLY AND RECESS CONTRACTS	AUGUST 2017 - JUNE 2018	DISTRICT TRAINING AND PBIS RESOURCES	All	Certificated Hourly Materials and Supplies Consultants for assemblies	LCFF Base (0001) PTA (9046)	
CHARACTER EDUCATION - CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, CITIZENSHIP EDUCATION, LIFESKILL AWARDS, MINDFULNESS, CHARACTER ED ASSEMBLY	OCTOBER 2017- JUNE 2018	PRINCIPAL, TEACHERS, PTA	Choose an item.	Certificated FTE Choose an item.	LCFF Supplemental (0002) PTA (9046)	\$1300

BEHAVIOR INTERVENTION SUPPORT – MONTHLY BIT MEETINGS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH & PSYCH INTERN, TEACHERS	All Unduplicated	Certificated Hourly	Title 1 (3010)	
PSYCHOLOGIST INTERN -- ON-SITE 1:1 AND SMALL GROUP COUNSELING, AND FRIENDSHIP GROUPS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH & PSYCH INTERN	All Unduplicated	Certificated Stipend	LCFF Supplemental (0002)	
SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - GO GREEN RECYCLERS, KINDERGARTEN BUDDIES, SCIENCE PEER TEACHERS,			Choose an item.	Choose an item.	Choose an item.	
INCLUSIVE SCHOOL ACTIVITIES AND EVENTS - INTERNATIONAL NIGHT, ABILITY AWARENESS WEEK, ANTI-BULLY ASSEMBLY, ETC.			Choose an item.	Choose an item.	PTA (9046)	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 2A: Support all students in becoming college and work ready

DISTRICTWIDE

Identified districtwide needs:

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

Metrics used to evaluate progress towards goal:

- Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – *including focus on 3rd grade reading strand and 8th grade math performance*
- Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade
- Percentage of graduating class completing Career Technical Education (CTE) Pathway
- Number of students enrolled in a Career Technical Education (CTE) Pathway
- Percentage of graduating class completing of University of California 'a-g' requirements
- Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP)
- Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark
- Percentage of students enrolled in an AP course

Districtwide actions/services provided to site to reach goal:

The district's broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.

The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:

- Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1.
- Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum
- Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)).
- Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program
- TK-8 Teacher Librarians and Media Center program
- Math and reading intervention software at K-5 (Successmaker)
- Software to enhance K-5 content (Discovery Education license)
- Turnitin software to support high school writing and research

SCHOOLWIDE	<ul style="list-style-type: none"> • Credit recovery software (Cyberhigh license) • More Starfall and Tumblebook Library digital subscriptions (TK-5) <p>Amelia Earhart School also provides the following programs to support student achievement:</p> <ul style="list-style-type: none"> • Khan Academy, Spelling City, IXL, Scholastic...online programs • Fountas and Pinnell Assessment • Systematic Instruction in Phonemic Awareness Phonics and Sight Words (SIPPS) • Read Naturally • Jr. Great Books • Handwriting Without Tears • Keyboarding Without Tears/Typing Club/Type2Learn • Lucy Calkins' Units of Study Writer's Workshop for grades one and two • • <p>Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program M(MST):</p> <ul style="list-style-type: none"> • Full time science teacher • Teacher collaboration with the science teacher • Technology funds
	School goal(s):
	80% or more students will meet or exceed standards as measured by district and state standardized assessments. This is a 5% improvement from last year.
	Data used to form school goal(s):
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	Performance growth from year to year is encouraging. Last year the growth in ELA was "very high 63.2 points above 3" This was an increase of 10.4 points. The growth in math was maintained (+3.5 points) and was "very high 49.4 points above 3." Additionally English learners were "High 37.8 points above 3." Our redesignated students did extremely well "93.2 points above 3" and our EL only student increased 46.1 points. When examining subgroup data we identified the need to collect data individually on the progress of our African American students. Our next step is to develop individual learning plans with this subgroup of students.
	How progress toward school goal(s) will be evaluated:
	Teachers by grade level will examine and evaluate grade level and schoolwide data analysis. Through the examination of cohort data, growth trends, and performance of disaggregated subgroup populations we will design cycles of inquiry around specific areas for growth.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROFESSIONAL DEVELOPMENT, PEER OBSERVATION & COLLABORATION FOR CCSS, INTEGRATED MATH, BAYSCI, UDL, RTI & TECHNOLOGY, SITE WORK ON EXPOSITORY WRITING	Monthly PD/science planning/EL strategies Team PD on expository writing, SIPPS, math		All	Certificated FTE	LCFF Base (0001)	
READING AND MATH DIFFERENTIATION STRATEGIC LEARNING SUPPORT, ENRICHMENT BOOK CLUBS)	SEPTEMBER 2017 - JUNE 2018		All	Materials and Supplies	LCFF Supplemental (0002)	\$27,000 \$24,000
READING AND MATH INTERVENTION (IE: BEFORE/AFTER SCHOOL GROUPS)			All	Certificated Hourly	PTA (9046)	\$6000(Kinder)
SUCCESSMAKER FOR READING AND MATH INTERVENTION & ACCELERATION (DURING, BEFORE, AND/OR AFTER SCHOOL)			All	Choose an item.	Choose an item.	
INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE (IE: IPADS, SMARTBOARDS, CHROMEBOOKS, INTERNET, SOFTWARE PROGRAMS & APPS)			All	Choose an item.	LCFF Base (0001)	
PROVIDE INSTRUCTIONAL MATERIALS FOR COMMON CORE			All	Materials and Supplies	LCFF Base (0001)	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.</p> <ul style="list-style-type: none"> • Improve English Learner (EL) Achievement • Implementation of State Standards for English Learners
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) <ul style="list-style-type: none"> ◦ <i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i> • Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT • Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status
	Districtwide actions/services provided to site to reach goal:
	<p>To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is:</p> <ul style="list-style-type: none"> • 1.0 <p>Our site efforts to improve EL achievement also include:</p> <ul style="list-style-type: none"> • Daily designated ELD in kindergarten integrated across all subjects. • The integration of EL strategies into science planning and lab instruction and daily classroom science. • Explicit vocabulary building program in all academic areas using the tenants of Isabel Beck's work.
truec	School goal(s):
	67% or more EL students will meet or exceed standards as measured by district and state standardized assessments. (% improvement from last year)
	Data used to form school goal(s):
	<p>AMAO and CELDT data</p> <p>District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS</p>
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	Our EL students are excelling at Earhart School. Our redesignation rates declined because we were unable to redesignate any third graders due to lack of a standardized assessment. We have two long term ELs who also have learning needs and are serviced by Special Education.

	How progress toward school goal(s) will be evaluated:
	Grade level and schoolwide data analysis. Examine growth trends, and performance of EL population.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
ELD COACHING AND SUPPORT FOR INTEGRATED AND SYSTEMATIC ELD IMPLEMENTATION	AUGUST 2017 - JUNE 2018	PRINCIPAL, ELD COACH, TEACHERS	English Learners	DISTRICT PROVIDED 1.0 FTE Certificated	LCFF Supplemental (0002)	
PROVIDE BOOKS/ADDITIONAL TEXT FOR ACCESS TO COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)			All	Materials and Supplies	LCFF Base (0001)	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

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

DISTRICTWIDE	Identified districtwide needs:
	AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students. <ul style="list-style-type: none"> • Improve efforts to seek input from parents/guardians to support informed district/school targeted supports • Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources • Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program • Input: Percentage of parents/guardians completing annual survey • Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events
	Districtwide actions/services provided to site to reach goal:
	<p>The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is:</p> <p>District enrollment includes outreach and support, including translation, to assist families with online enrollment.</p> <p>Our site supports parent/guardian involvement in the following ways:</p> <ul style="list-style-type: none"> School Handbook School marquee and website Autodialer calls throughout the school year CAASPP & CELDT test reports mailed home Report Cards three times a year Parent-Teacher Conferences, in the fall and as needed in the spring Translation available for parent meetings Weekly homework and Teacher newsletters Express (School wide newsletter) each week Teacher phone calls and emails Morning Assemblies

	<p>Homework</p> <p>SST (Student Study Team), IEP (Individualized Education Plans), 504, IIP (Individualized Intervention Plan), and BIT (Behavioral Intervention Team) meetings throughout the year</p> <p>PARI (Promotion, Acceleration, Retention, Intervention) process</p> <p>Fall Back to School and TK & Kindergarten Information Nights</p> <p>Open House</p> <p>ELAC (English Language Advisory Council)</p> <p>SSC (School Site Council), monthly meetings</p> <p>PTA meetings/events, monthly</p> <p>Parent Volunteers: room parent communicators, classroom helpers, lunchroom supervision, chaperones, art docent, reading groups, science lab, art docents, garden docent</p> <p>ELL (English Language Learner) Parent Survey</p> <p>ELD (English Language Development) Redesignation Ceremony</p> <p>Attendance/SART</p> <p>Award ceremonies for fifth grade at end of the year</p>
SCHOOLWIDE	<p>School goal(s):</p>
	<p>32 parents of kindergarten students attended the School Smarts program. 95% of Kindergarten parents attended Kindergarten Parent Engagement Evenings.</p>
	<p>98% of parents attend Back to School Night as evidenced by student work collected from student's desk.</p>
	<p>100% of parents attend the Fall Parent Conference</p>
	<p>97% of parents join the school PTA or are donors to the school.</p>
	<p>80% volunteer hours on site in classrooms and in science labs</p>
	<p>Data used to form school goal(s):</p>
	<p>Meeting/event sign-in sheets: BTSN, conferences, PTA, SSC, ELAC, Open House, Volunteer sign ins sheets, school-loop data of usage, online newsletters, Blackboard auto-dialer data.</p> <p>Survey data</p>
SCHOOLWIDE	<p>Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i></p>
	<p>School Smarts attendance data show that parents of K and 1 students learn about the school and the workings of a school.</p>
	<p>How progress toward school goal(s) will be evaluated:</p>
	<p>Continued high levels of parent engagement.</p>

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PARENT COMMUNICATION – SCHOOL HANDBOOK, MORNING ASSEMBLIES, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP & CELDT TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, EMAILS & TRANSLATORS WHEN NEEDED	AUGUST 2017 - JUNE 2018	PRINCIPAL, TEACHERS, PARAS, OFFICE STAFF	All	Classified Hourly	LCFF Supplemental (0002)	\$200
PARENT EDUCATION OPPORTUNITIES – (IE: SCHOOL SMARTS ACADEMY, KINDER FAMILY ENGAGEMENT			Choose an item.	Choose an item.	PTA (9046)	

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.</p> <ul style="list-style-type: none"> • Maintenance of a highly qualified teaching staff • Provision of adequate instructional materials • Maintenance of a safe learning environment
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Teacher Qualifications <ul style="list-style-type: none"> ○ Percentage of teachers fully credentialed and highly qualified ○ Percentage of teachers qualified to teach English Learners (ELs) ○ Percentage of teachers appropriately assigned • Instructional Materials: Number of substantiated Williams textbook complaints/year • Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)
	Districtwide actions/services provided to site to reach goal:
SCHO	<p>To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)). The district provides ongoing professional development and collaboration opportunities.</p> <p>Core instructional materials are provided to sites through the Educational Services department. These include:</p> <ul style="list-style-type: none"> • Annual renewal or replacement materials for adopted curricula • Board-approved materials for new courses • Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels. • 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA/ELD) adoption. • Science curriculum through the Full Option Science System (FOSS) – K-8 • Supplemental ELA curriculum through Inquiry by Design (IBD) <p>School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include:</p>
	School goal(s):
	<p>Support teachers in attending district professional development.</p> <p>Build teacher capacity through site collaborative learning.</p> <p>Site support for successful implementation of core curricula.</p> <p>Monitoring and evaluation for continued learning and accountability.</p>

	Data used to form school goal(s):
	SARC Data
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	100% of teachers at [site name] are credentialed and highly qualified. 97% are qualified to teach English Language Learners. All teachers are properly assigned according to their credentials. See 'metrics' indicated above.
	How progress toward school goal(s) will be evaluated:
SARC data analysis No Williams findings New adoption of ELA instructional materials and implementation	

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
NEW MATH MATERIALS HAVE BEEN ADOPTED AND PROFESSIONAL DEVELOPMENT TO SUPPORT IMPLEMENTATION CONTINUES	AUGUST 2017 - JUNE 2018		Choose an item.	Choose an item.	Choose an item.	
NEW ELA/ELD MATERIALS WILL BE ADOPTED, PURCHASED AND IMPLEMENTED IN 2017-2018 WITH PROFESSIONAL DEVELOPMENT AND COACHING SUPPORT			Choose an item.	Choose an item.	Choose an item.	
Support teachers in grade level work with expository writing.			All	Certificated Subs	LCFF Base (0001)	
Provide SIPPS instruction for grades 1 and 2			All	Certificated Hourly	LCFF Supplemental (0002)	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

SITE BUDGET SUMMARY: Discretionary Funding

Earhart Elementary Budget Packet Budget Summary

Resource	Program	B3	C112	C113	C114	C122	C135	Total Budgeted	
		2017-18	Certificated Salaries	Classified Salaries	Benefits	Supplies	Services		
			Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx		
0001	Discretionary	\$ 50,618	\$ 11,040	\$ -	\$ 2,151	\$ 28,500	\$ 8,927	\$ 50,618	
0002	LCFF Supplemental Grant	\$ 26,035	\$ 24,784	\$ -	\$ 6,586	\$ -	\$ -	\$ 31,370	
3010	T1, Part A		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
0002	In Lieu of Title 1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	Innovative	\$ 133,500	\$ 99,135	\$ -	\$ 26,342	\$ 21,000	\$ -	\$ 146,477	
Grand Total		\$ 210,153	\$ 134,959	\$ -	\$ 35,079	\$ 49,500	\$ 8,927	\$ 228,465	
			64%	0%	17%	24%	4%		

<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/>	Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/>	Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/>	Other Federal Funds (list and describe ¹)	\$ 0
Total amount of state and federal categorical funds allocated to this school		\$ 0

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
James Myers	m						X	
Stan Schnonberg	m						X	
Richard Dudinski	m						X	
Hee Won Lee	f						X	
Open position							X	
Laura Friedlander	f				X			
Paul Gross	m				X			
Diane Alexander	f				X			
Joy Dean	f			X				
Marianne Harms	f					X		
#s of members of each category								

**See race/ethnicity codes in Aeries*

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.

SITE VALIDATION QUESTIONS

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

Yes

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

Yes

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

We solicit information from our EL parent group during ELAC.

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?

We solicit information from our EL parent group during ELAC.

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

(Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee

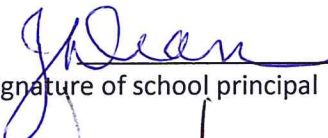
___ Community Advisory Committee for Special Education Programs

___ Other (*list*)

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: April 25, 2017.

Attested:

Joy Dean
Typed name of school principal


Signature of school principal

4/27/17
Date

James Myers
Typed name of SSC chairperson


Signature of SSC chairperson

4/27/17
Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

Are special education staff members providing support to general education students at your school site?

No

Limited collaboration is provided to teachers by special education staff under the guidelines for Response to Intervention (RTI). General Education teachers provide all RTI.

APPENDIX B: INNOVATIVE PROGRAM AND MAGNET SCHOOL REVIEW OF PROGRESS GUIDING QUESTIONS

SETTING THE STAGE

The vision and mission of the M(STM) Innovative Program:

In 2011, a strong and vocal group of parents with the support of our PTA mounted an effort to convert our school to a charter. At the root of the effort was the belief that our district underfunded successful schools. That belief was coupled with a strong parent desire to clearly define the unique qualities that made our school successful. Following the passage of a parcel tax in 2012, our district offered the opportunity to apply for a grant as an Innovative School which allowed us to shift the direction of moving toward a charter. That same year, a demographic survey of our families showed that 65% were working in technology, finance or science related fields. Earhart families value the contributions they can make in these fields and see their children's education in these fields as paramount to their children's future success moving into the twenty-first century. Staff had conversations about our school's strengths and unique elements that further supported student learning in technology and science. Data from these discussions led us to apply for a grant for an Innovative Program M(MST) math, science and technology with the integration of music. Our plan used the district's math initiative and coaches, but also integrated music to help students learn basic number facts to build a foundation for deeper concept development. The big shift in our science pedagogy was to build and strengthen our capacity as a staff to bring rigorous science instruction to our students daily. Between 2008 and 2010, as a means of improving students' math and science scores, our staff had created two science labs, and collaborated in grade level teams to periodically set up hands-on investigations in the labs. Additionally, two teachers had explored science curriculum based musical performances. Our M(MST) grant integrates and systemizes these somewhat disconnected parts with math and the use of technology and music into a cohesive spiraling curriculum. Further our 2009-11 STAR data indicated that our ELs struggle with complex content vocabulary. We needed support in how to teach this extensive content based vocabulary for our ELs and consequently all learners.

A key element to bring the disconnected parts of our curriculum together was to hire a science teacher who would co-teach with classroom teachers each week in the labs and. would also provide on-going professional learning during grade level collaboration. Further collaboration with the music teacher and tech/media specialist provided teachers a clear integration of curriculum and a connection for ELs. Prior work with tiered vocabulary using an Isabel Beck model had provided accelerated achievement for our targeted EL students. Explicit teaching and modeling of vocabulary at the beginning of every lesson and reinforcing the vocabulary became a key component of our efforts to support achievement for our ELs and for all students. Science and math achievement coupled with vocabulary of the discipline is the foundation for critical thinking and thus enhanced achievement for all students. With the addition of the weekly science lab experience, the engagement of hands on investigations gives instructional access to unique populations including our special needs learners, students with behavioral needs, kinesthetic learners and students with the most limited language skills. In order to have the support of our community we wanted to clearly communicate our vision of an integrated system of learning. We began year one in the fall of 2012 with the school-wide theme of Curiosity.

As the staff and parent community explore and envision the future for our children, our definition of academic excellence and the passion for learning (from our Earhart School vision and mission) take on new meaning. Our vision in the twenty first century of academic excellence includes not only being able to read and do math, but includes a passion for learning as well as for understanding and the application of knowledge in math, science and technology. We also acknowledge the varying degrees of access that our children have in these critical areas of learning due to English language proficiency, family interest and passion and family socio-economic level. Our vision for the twenty first century Earhart student:

“All children, given the opportunity and access to high quality, rigorous instruction, the opportunity to apply their learning in application based lessons in math, science and technology, will develop an interest, competence, and confidence that will allow them to excel.”

The goals of the program are embodied in our school values and our vision and mission or the M(STM) Program. Our goals are measurable in student performance, yet in many cases more observable in student passion for their work. As a staff we are establishing specific ways to measure progress. Our goal is to measure progress in a more globally in science on each of the science strands with pre and post content assessments. Many of these will be reflective of the student learning. Presently each student completes a reflection in their notebook of the learning in science lab each week before leaving the lab. These notebook entries vary from kindergarteners that draw and label their learning from the lesson to fifth graders that outline specific learning in paragraph format. Another measure is the measured performance on expository writing tasks in the Cycles of Inquiry in writing. At each grade level the performance standard for expository writing includes content vocabulary which is a key element of another set of Cycles of Inquiry. Presently we have collected the data on expository writing at each grade level. Two pieces of data that are much more difficult to quantify include the excitement factor of students and how that impacts their being “ready to learn.” Through weekly observations and reports from parents, science lab day is a highly preferred day of the week. Schedules are rearranged around that day and students excitedly ask peer who have already been to lab what they are going to do. The second piece of data is the application of concepts. Often this happens in another setting or later after initial assessment of learning. For example when second graders visited the local Safeway store and were shown the loading dock, the students referred to the dock as an “incline plane” from vocabulary and concepts learned in science. After collection of multiple sources of data we will disaggregate, analyze and use the data to inform the next step in our continuing inquiry using the Cycle of Inquiry.

In math the data points are more highly developed in our District Benchmark assessments and end of year CAASP assessments for grades three through five. First and second graders have assessment data from their work with IXL. Additionally we have used formative data from Successmaker reports to provide not just achievement but also gaps in achievement that require additional instruction for a students.

To know that our children are learning will require the formal collection of data. The collection of data on student learning will take numerous forms. Beginning with formative and observational data, teachers will use benchmark data, unit quizzes, pre and post test data, KWL charts, quick writes, COI data as well as teacher observation, interviews, anecdotal data and student application and transference of content from one subject to another. Electronic data regarding both frequency and accuracy is provided to the teacher in reports from IXL and Successmaker. Total Participation Techniques and the examination of student work will further guide teachers in knowing how well students are learning. Using individual white boards for total response and discussion with a partner over a high level question are but two of numerous strategies that teachers will use to know how well students are learning. Students also are able to assess their own learning as they discuss a question with a partner. Use of reflective journals, science notebooks, self-evaluation and class discussion following a formative assessment gives students further opportunities to assess their learning. Summative data will include tests, quizzes, authentic assessments, technology based products showing content mastery and COI data. Observation and experiment discovery reports and technology based cumulative products will showcase student learning. To meet the needs of all students, extensive vocabulary alignment and integration will provide access for our EL and low SES students. For targeted students vocabulary is being front loaded and reinforced throughout the instruction. Specific connections are made to better support this group of students. A variety of assessments not limited to traditional tests will give this target group and our Special Ed students the opportunity to show their learning with products and artifacts. The integration of technology products is a further support. GATE and high achieving students will benefit from making and extending connections in their learning such as the realization that math is applied in science and connecting the foundational knowledge from one content area and applying it in another. The enrichment program, Destination Imagination further gives this group of students the opportunity to apply their skills. The integration of music

provides yet another learning modality, one which often helps our at-risk learners connect to the learning environment. Helping students make connections, learn material and show their learning in a variety of ways will better prepare all learners for the twenty-first century. Once the data is collected the key element is to structure the time for teachers to analyze the data and use the data to further inform their instructional practice.

Another effective data point was evident at the second grade level. As part of their study of levers and pulleys, students completed models from Kinex. The models on display in their classroom during Open House were crowded with students demonstrating to their families how each of the models worked and how it could be used in our world.

Another data point for our project is developing a depth of knowledge and understanding about M(MST) with our community. Our community events have begun to do this, as has our student's excitement about math and science. Our winter Math, Science and Technology Extravaganza had nearly 200 students performing on stage, students singing content based songs, a vocabulary fashion show and kindergarten students showing math patterns. Following the presentation many parents had glowing comments on our program, yet when one parent commented, "Oh, now I think I get how this all comes together!" I realized that we had been successful. Building on the theme of Innovation and the application of innovative ideas, fifth graders research and orally present a first person account about an innovator for one of our Innovative Evenings/Community events each spring.

A goal for moving forward is to compile a set of data points at each grade level to record and graph to measure student achievement. This year has been one of exploring different ways to collect data in a subject area that is highly hands-on and experiential. Challenges will be devising ways to collect the data about student engagement, student experience and application of content learning beyond the traditional school experience.

LEADING FOR HIGH PERFORMANCE

When one reflects on how the vision and mission are related to student need, and the belief that all students can achieve at high levels, our Innovative program provides much evidence. In many cases the evidence is more observable in students' passion for their learning. As a staff we are establishing more specific ways to measure progress. Our goal is to measure progress more globally in science on each of the science strands with pre and post content assessments. With the shift to NGSS we are remapping assessments. For example, weekly as students write in their science notebooks, student understanding of key concepts is noted by teachers. Each teacher has strategies to support students in the deepening of their notebooking skills. For example, Kindergarten children complete sequential drawings with some labels to support their learning. Recently after a second grade classroom notebook gallery walk, students spent another ten minutes labeling drawings and adding gleaned information to their own notebooks. Upper grade students readily consult their notebooks for additional content while completing expository writing tasks. The notebooking skills of our students are an assessment each week of the student's understanding of the scientific concept.

Use of reflective journals, science notebooks, self-evaluation and class and partner discussion following a formative assessment gives students further opportunities to assess their own learning. Summative data includes tests, quizzes, projects and technology based presentations showing content mastery and COI data.

STAR/CAASP scores show that all students are making progress in math and science. The practice of expository writing in science is further evident on the 2016 CAASPP scores in writing and in math where students must write to explain their math solutions. 76% of our EL students met or exceeded the writing claim and 86% met or exceeded the math standards.

STAR/CAASPP math5 th grade	2013	2014	2015	2016
%Advanced/Exceeded Standards	62	N/A	41	44
%Proficient/Met standards	36	N/A	36	36

STAR Science 5 th grade	2012	2013	2014	2015
%Advanced	51	57	62	62
%Proficient	35	37	29	35

Our 2015 scores in science (97% Advanced & Proficient) show clearly that after three years of consistent daily science instruction all of our students have moved from 86% to 97% proficient. As the state transitions to a new science assessment, we will carefully monitor student achievement and growth. Using compiled and disaggregated data we then design further inquiry cycles with the goal of increasing student learning. Each year we graph our data and by grade level complete written reflections on next steps to build stronger student achievement. While quantitative data shows that the M(MST) program supports all students the most compelling data is evident as parents report the depth of content and vocabulary in dinner-time conversations. Science and vocabulary and concepts are also evident in everyday conversations at school. During morning circle, one 2nd grader announced he wanted to be a paleontologist so he could collaborate with other scientists about research and fossils. Our vision for the twenty first century Earhart student is becoming a reality

IMPROVING OUR TEACHING PRACTICES

Earhart teachers firmly believe student achievement is directly related to the professional development in which they participate. The commitment to participate and learn new strategies and skills is our commitment to provide the best learning environment for our students. The implementation and success of a standards-based curriculum requires a variety of research-based teaching methods. Using our SSPSA and SMARTe goals, we have developed a web of teacher support for meeting these goals. Throughout the year, to support teachers, the implementation of the Innovative School Proposal has two parallel yet intertwined paths of on-going professional development for every teacher on the staff. The first is designed to support content based knowledge and instructional practice. The second, extensive structured collaboration time will give teachers the time to discuss best practices, problem solve with colleagues the learning gaps or instructional practices that were not successful with a group of students and to plan together for the integration of music and technology into their math and science lessons. While the initial concept of the science PD/collaborative planning was that teachers who wanted to attend would do the work, it was the decision of the staff that all teachers would attend as part of our commitment to implementation of M(MST)

Additional PD has included both technology themes, music integration and curriculum themes. Our Tech Thursday program is driven by regular needs assessments and then with the opportunity to attend a mini-session. Our MC specialist, our Music specialist have provided grade levels support with the integration of music and technology to support the content. Math PD provided through the District in support of the new adoption has been attended by individuals. While teachers made the group decision that the Science PD/planning was required of all teachers, the technology and math PD have been optional and by choice. During Tech Thursdays approximately 75% of teachers choose to attend. One gap this year has been including the SMARTboard Users group and differentiating for teacher skill. Next year we will re-examine how to build this element of PD as we have learned that the best PD for using the SMART Board is to share with each other our learning and use.

Most exciting, though is the energy of learning in our teachers. Teachers are accepting leadership roles as they learn and explore. Several of our teachers participate in the BaySci initiative and another has applied for the next cohort. A fourth grade teacher contacted EBRPD to do a nature walk with her class along the bay

trail. After that experience she has started an ecology club with students and developed grade specific lessons that teachers can use to take their students on “discovery walks” along our shoreline. Third grade teacher have worked collaboratively with EBRPD to participate in their outdoor programs at local regional parks.

Much of the learning is teacher directed and in response to teacher’s identified needs. Teachers are provided feedback on their needs through collaborative discussions about student learning data and through reflective conversations about their instructional practice. A key component of this process is the sharing of best practices to enhance and augment student learning. During curriculum collaboration focused on the Cycle of Inquiry in expository writing, first grade teachers shared practices and student work. They were frustrated, perplexed and encouraged by what they discussed with colleagues. Together they put together a mini-COI of next steps over a period of three weeks and came back together with student work samples. The shift in student work was amazing! Together they charted the next steps forward as they loop with their students to second grade. At the third grade level one teacher developed a lesson strategy for expository writing using sticky notes for students to write factual things that happened and why. These were then categorized into paragraph topics and shared between students during their writing. The outcome was that no students were frustrated by what to write; they could just borrow a sticky note! While teacher to teacher feedback and learning is powerful, as a part of the collaboration, the principal’s role is to ask pushing questions. This role further guides the depth of reflection in the COI.

The commitment of all staff to participate in the PD/collaborative planning time for M(MST) is truly the statement that all staff is committed to integrate and implement the strategies of the Innovative program into their teacher practice. A quick data point of this is the posting of the science lesson inquiry question and vocabulary posted in the classroom each week. The extension of the work and reinforcement through integration across all curricular areas is a living practice in our classrooms!

FINDINGS AND THE ROAD AHEAD

The significant achievements are many, yet they not yet achievements, but works in progress of significant site based initiatives. Each year we begin the year with a kickoff of the earth science strand and introduction of our theme for the year. We have also integrated an original song to reinforce the themes. Each grade level prepares follow up activities during the first two weeks. The first year theme of Curiosity has been followed by Innovation in 2013, Collaboration in 2014 and Conversation in 2015, and this year with the theme of Ecology. Each school year begins with an instructional focus on the theme in every classroom. Each year’s theme has been supported by a theme song beginning with celebrating innovation with “On the Shoulders of Giants”. Our EL students learn the songs with the EL teacher and all students sing songs focusing on the content and concepts in music class and during classroom instruction. This year’s songs have focused on the earth and the interplay of the earth, environment and the humans who inhabit the earth.

The extensive PD and collaboration around science instruction was a success for our teachers and in turn for our students. We as a staff are committed to continuing this practice to build our capacity for teaching science and to further support the co-teaching of the lab time each week.

This year has been a year of transition in math with a school wide adoption of the Eureka program. Only fourth grade has previously taught the program. Teachers have worked together to plan and navigate the new program. The introduction of professionally prepared power points have helped teachers to structure and pace the lessons. They have also provided a visual engagement for students as the lesson is presented.

The integration of music has been highly successful. Most notably when a “new” concept or new vocabulary is introduced in science lab and the children spontaneously break into a song about the concept. There is truly joy in the cross curricular learning and the support for learning offered by music. Further application of music to science concepts was evident in the student performed songs about Amelia Earhart as part of Earhart week. Songs included scientific concepts including radio wave transmission, updrafts of air, and weather and its implications to flight.

While over time we have included the performing arts at many grade levels, each year there is a commitment to perform a musical on stage about a science concept during the actual instructional sequence in the science curriculum. The fourth graders did performance in early November on land forms and volcanoes. Second graders had also learned some of the same songs to support their study of earth science. Second graders sang along in the audience during the performance. Our commitments though supported the depth of knowledge about the content instruction happening in the classroom each day. For student learning it was a success.

The staff commitment to integrate at least one instructional technology project for students was a challenge at many grade levels. While successful as fifth graders created tri-fold planet brochures and graphed data in excel for their project presentations, it was more difficult at grade one for all students to have this experience. We moved to 1:1 devices in fourth grade and have emphasized the integration of technology as a learning tool on a regular basis rather than its use being an event. We continue to acknowledge that at some grade levels teachers lack skill and even more that teachers lacked the skill to scaffold what they could do independently to work in an instructional setting with younger less proficient students. This will take work moving forward. A big focus this year has been on keyboarding beginning with the use of Keyboarding without Tears for first and second graders and Typing Club for grades three through five. The technology component has further suffered by not being able to provide the additional support budgeted in our plan and by the personnel transitions in our Media Center.

The use of technology as an instructional tool is evident in all of our classrooms. We have installed SMART Boards in every classroom and teachers are working together and sharing their skills with the boards.

The community engagement events are incredible showcases of our work and our engagement of M(MST) We will continue these community events! Parents include grandparents and extended family in these evenings and have commented that these are “the evenings to attend at Earhart School!”

While we can highlight our successes, there are areas that were not as successful and that need additional attention as we move ahead.

These include:

1. The technology support was listed in our plan as four hours/week as media teacher support. This was not able to be staffed due to credentialing issues since this was listed as a MC support. This has been revised to show four hours/week of curriculum support in integrating technology. There is not available MC support nor credentialed staff to do this. Our need is to integrate technology and there are

teachers credentialed with a multiple subject credential able to support this need. This year we have used the support for prep support for grades K-2. As a result the primary children have used technology in the lab weekly in addition to the Media Center time.

2. Tech support from the District to support and keep technology running is a structural gap in our moving forward. Originally in our plan we asked for a ½ time tech support staff person to fix, install and support the infrastructure. This was to have been provided by Tech at the District level. The existing support is insufficient to support our work. We waited thirty plus days to have new teacher laptops loaded with software and then they were not properly done.
3. The large lab on campus had outdated machines which were replaced in April 2017
4. In the last two years, the strength of the music integration has been a struggle due to personnel issues. This year it has been outstanding and has provided students with a true music experience to support the development of science concepts and vocabulary.
5. Instructional materials to support a hand-on science program must be included in the plans for the program. Our PTA has filled this gap with about \$12,000 per year of funding for our two labs. Generous parents value the Innovative Program and donate specifically to this fund. There are on-going costs not included in the FOSS program for the instructional components and for instruction to meet the standards not covered by the adopted curriculum modules that are being supported by AUSD.

Based on the identified areas for improvement, the following actions need to be implemented beginning in the fall of 2017.

1. Use the five hours/week of technology support in the plan to be curriculum support for the integration of technology with a Multiple subject credentialed teacher providing the support. Budget for this needs to be re-evaluated to assure that this support can be offered beginning in the fall of 2017
2. The support of tech equipment needs to be re-examined. With newer equipment, the needs may not be as critical as in the past. The gaps between need and support have huge implications for moving forward with using more technology as an instructional tool and for our students having access to more integration of technology as a tool for showing and showcasing their learning.
3. The principal will continue to support the new music teacher and provide support and mentoring for her to succeed in this setting.
4. Instructional materials to support science are a cost. Our PTA will continue to budget for these expenses.

Given the successes in the implementation of M(MST) the future abounds with excitement. We are supported by our success and the energy that successful implementation of our Innovative Program has brought to our school. Continuation of the program will give us the opportunity to deepen our learning and further support our students in their learning. We are eager to continue to engage our community in sharing our learning and further supporting the learning of their children. Many of the gaps in implementation can be further supported at the site by shifting site resources in time and emphasis. Others such as the shift from MC support to instructional support for integrating technology can be continued from 2016-2017. The technology support for installation and repair needs to be addressed collaboratively with the District, yet may be ameliorated by the installation of new equipment. The need for an instructional materials budget will continue to be provided by our PTA.

Our overall focus from our Theory of Action for the M(MST) Program remains:

If students receive rigorous instruction in math, science and technology, and

If the instruction is provided daily and is coordinated, integrated and linked to standards and

If the instruction uses common vocabulary and

If music and rhythm are integrated to reinforce and further develop the left brain thinking and

If music is used as a tool to enhance memory and

If technology is used to support all learners in achieving and

If all students have access and opportunity to use technology, and

If teachers have professional development to assure their success in using the instructional technology and integrating music into math and science, and

If teachers have structured collaboration time to work in grade level teams to develop rigorous integrated lessons and systematize the consistent implementation,

Then our students will have the skills, knowledge and understanding of math, science and technology to be prepared to excel in the twenty-first century.

Innovative Programs and Magnet Schools annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program and Magnet School within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage

1. When and why did the program start? Pg2/27
2. What is the vision and mission of the program? Pg.27
3. What are the goals of the program? Pg. 34
4. What are the student performance expectations resulting from being a different type of program? Pg. 5
5. How will the program measure progress towards goals? Pg. 10, 28-29
6. How will the school know that students are learning? Pg. 10-12
 - a. What will this look like in the classrooms? Pg. 27-28
7. How will the school know whether students are engaged? Pg.8/29
 - a. What will this look like in the classrooms? Pg.28-29
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance? Pg. 10-11
9. How will the program encourage parental and community input and involvement? Pg. 15-17

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

Theory of Action

1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement.
 - Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?
 - What effective strategies are used to evaluate student learning and engagement?
3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set?
4. How are teachers provided feedback on instructional practices to improve instruction?
5. How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead

1. Identify and discuss significant accomplishments.
 - What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.

APPENDIX C: DATA

3/20/2017

California School Dashboard - Amelia Earhart Elementary English Language Arts Assessment Report



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English Language Arts Assessment Report

Amelia Earhart Elementary - Alameda County

Enrollment: 622 Socioeconomically Disadvantaged: 8% English Learners: 18% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior year (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detail information.

All Blue/Green Yellow Red/Orange

	Student Performance	Number of Students	Status	Change
All Students		273	Very High 63.2 points above level 3	Increased +10.4 points
English Learners		68	High 37.8 points above level 3	Increased +14.6 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		20	High 13.6 points above level 3	Declined -7 points
Students with Disabilities		24	Low 15.2 points below level 3	Increased +15.6 points
African American		14	Low 27.1 points below level 3	Declined Significantly -33.2 points
American Indian		*	*	*
Asian		86	Very High 78.3 points above level 3	Maintained +5.3 points
Filipino		15	Very High 59.7 points above level 3	Increased +16.7 points
Hispanic		42	Very High 54.2 points above level 3	Increased +12.5 points
Pacific Islander		*	*	*
Two or More Races		51	Very High 54 points above level 3	Increased Significant +20.8 points
White		65	Very High 76.6 points above level 3	Increased +14.2 points

Additional English Learner Assessment Data

<https://www.caschooldashboard.org/#/ReportDetail/016111961003741416>

3/20/2017

California School Dashboard - Amelia Earhart Elementary English Language Arts Assessment Report

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes.

	Number of Students	Status	Change
EL - EL Only	44	Medium 7.6 points above level 3	Increased Significantly +46.1 points
EL - Reclassified Only	24	Very High 93.2 points above level 3	Increased +12.7 points

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students any year used to calculate status and change. An N/A means that data is not currently available.

Select here to learn more about which one of the 25 performance results the LEA, school, or student group achieved on this state indicator by viewing the Five-by-Five Grid Placement Report.

(<http://www6.cde.ca.gov/californiamodel/grid?indicator=ela&score=6100374&year=2017s&reporttype=sgroups>)

Questions? Send them to lcff@cde.ca.gov (mailto:lcff@cde.ca.gov)

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Equity Report





Amelia Earhart Elementary - Alameda County

Enrollment: 622 Socioeconomically Disadvantaged: 8% English Learners: 18% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		8	0
English Learner Progress (K-12)		1	0
<u>English Language Arts (3-8)</u>		5	0
<u>Mathematics (3-8)</u>		5	0

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students any year used to calculate status and change. An N/A means that data is not currently available.


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Student Group Report

Amelia Earhart Elementary - Alameda County

Enrollment: 622 Socioeconomically Disadvantaged: 8% English Learners: 18% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) **[Student Group Report](#)**

This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A			*		*			*	
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			N/A	N/A	*	*	*		*	*		*	
<u>Mathematics (3-8)</u>			N/A	N/A	*	*	*		*	*		*	

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students each year used to calculate status and change. An N/A means that data is not currently available.


[Home](#) / [Alameda Unified - Alameda](#) / [Amelia Earhart Elementary](#) / Math Assessment Report

Math Assessment Report

Amelia Earhart Elementary - Alameda County

Enrollment: 622 Socioeconomically Disadvantaged: 8% English Learners: 18% Foster Youth: N/A Grade Span: K-5 Charter School: No

Reporting Year: Spring 2017

[Equity Report](#) [Status and Change Report](#) [Detailed Reports](#) [Student Group Report](#)

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.

All Blue/Green Yellow Red/Orange

	Student Performance	Number of Students	Status	Change
All Students		273	Very High 49.4 points above level 3	Maintained +3.5 points
English Learners		67	High 28.3 points above level 3	Increased +10.8 points
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		20	High 11.3 points above level 3	Maintained +1.3 points
Students with Disabilities		24	Medium 20.2 points below level 3	Maintained +4.4 points
African American		14	Medium 17.4 points below level 3	Declined Significant -13.8 points
American Indian		*	*	*
Asian		85	Very High 63.9 points above level 3	Maintained +0.4 points
Filipino		15	Very High 49.2 points above level 3	Maintained +1 points
Hispanic		42	High 30.4 points above level 3	Maintained +1 points
Pacific Islander		*	*	*
Two or More Races		51	Very High 49 points above level 3	Increased +12.5 points
White		66	Very High 57.4 points above level 3	Increased +5.6 points

Additional English Learner Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the current year and the prior year are provided below for informational purposes.

<https://www.caschoolsdashboard.org/#/ReportDetail/01611106100271117>

3/20/2017

California School Dashboard - Amelia Earhart Elementary Math Assessment Report

	Number of Students	Status	Change
EL - EL Only	43	High 9.5 points above level 3 +37.6 points	Increased Significantly
EL - Reclassified Only	24	Very High 62 points above level 3 +3.6 points	Maintained

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students any year used to calculate status and change. An N/A means that data is not currently available.

Select here to learn more about which one of the 25 performance results the LEA, school, or student group achieved on this state indicator by viewing the Five-by-Five Grid Placement Report.

(<http://www6.cde.ca.gov/californiamodel/grid?indicator=math&score=6100374&year=2017&reporttype=sgroups>)

Questions? Send them to lcff@cde.ca.gov (<mailto:lcff@cde.ca.gov>)

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SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2017-18

Franklin Elementary School

CDS Code: 01 61119 6090039

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Fax	None
Date of Last Revision	4/23/17
Date of BOE Approval	

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 school principal.

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SCHOOL PROFILE

School Mission and Vision

Mission:

Franklin School is a partnership of school, home, and community committed to providing effective instruction and quality programs which recognize individual differences, develop respect for self and others, and celebrate the accomplishments of all students. We are dedicated to maintaining high academic and behavior standards. We strive to have students discover and achieve their personal best. We nurture students' awareness of their responsibility in the global community. We create a safe learning environment where students are free to exchange ideas in their quest for academic and social understanding.

Vision:

Franklin guides students to meet their full potential, prepares them to be participating citizens and committed leaders, and inspires them to become life-long learners.

Executive Summary

- ***Briefly describe your students, your community, and how the school serves these groups.***

Franklin is a small neighborhood school serving approximately 350 students grades K-5. The school sits in the center of Alameda City, a community nestled between two major urban centers, Oakland and San Francisco. Although our school sits in the middle of the Alameda Gold Coast, an aptly named community, the school zone spans a cross section of the city from the canals near the beach to Littlejohn Park near the estuary. This weaves together a provocative fabric covering a diverse group of community members. The school serves a population composed of 50% Caucasian and 50% non-Caucasian. Additionally, we have 14% of students who are socio economically disadvantaged, 12% English Learners, and 7% of students with disabilities. The school draws strength from this rich mosaic of experiences and circumstances. Franklin's inclusive, welcoming environment engenders generous community support where members are dedicated to providing labor, talent, and money. This dedication has a single agreed upon goal; to support a high level of academic achievement and the steady robust social development of every child. The collaboration of the school and the community is the keystone, the essence of Franklin School.

- **Greatest Progress: What progress is the school most proud of and how does it plan to build upon that success?**

Franklin is fully immersed in an exciting cutting edge Blended Learning Innovative program supported by the District and the parent community. Blended Learning is an integration of the traditional brick and mortar instruction and digital instructional resources and supports. Franklin defines it as "the connection of teacher selected content presented both online and in person, in school and at home to increase creative and critical interaction with content between teachers and students." We are completing our second year of professional development and classroom implementation. Since 100% the teachers have fully participated in training and the implementation of multiple blended lessons, in the 2017-2018 year we will reduce the coaching

model from two to one day and increase the leadership capacity of the teacher team. We will continue to focus on additional professional development to support teachers building and practicing new strategies and researching new ideas. Additionally, we will continue to focus on increasing students' digital understanding and skills while maintaining a balance with the traditional instruction. As we have increased the number of blended lessons, we have been hampered by the limited access to computers. Therefore, we will start 2017-2018 with a one-to-one ratio of Chromebooks to pupils in grades 1-5 and all classrooms will have interactive projectors. We will continue to develop additional data bases and digital content, and to provide additional kindergarten computers and equipment needs as determined by the teacher team. As we increase our knowledge and resources, it is our goal and commitment to share any and all trainings and findings with interested sister schools in the community.

- ***Greatest Needs: What steps is the school planning to take to address the areas with the greatest need for improvement?***

We have an ongoing need for math intervention. We continue to search for alternative computer resources and practice sites to provide variety and different approaches to math concepts. We are planning an afterschool math intervention based on concept development rather than grade level content.

Sustained intractable behavior issues for specific children have been difficult to correct because of limited district resources. In concurrence with the Positive Behavior and Intervention Supports (PBIS) program, we plan to use the PBIS fund to support small intervention behavior groups addressing social skills, sportsmanship, and self-monitoring and management techniques.

Differentiated instruction for the top students needing additional challenging work and for the struggling students needing more instruction and practice is a continuous issue. We are using the LCFF funds to hire a paraprofessional to help with the struggling students, and we are purchasing additional digital data bases to support both struggling students and students needing additional advanced and engaging materials and projects.

- ***Performance Gaps: Where are specific student groups performing significantly below the “all student” levels? What steps is the school planning to take to address these gaps?***

ELA: Overall proficient and above 72.7% 10.4% increase from 2015

Certainly we hope to improve the overall scores by the same 10.4% increase or better in the next testing round.

Grade levels and gender showed similar scores with 5th grade leading slightly by 6.4% and boys leading by 2.8%.

SIGNIFICANT GAPS compared to overall percentage:

LEP students: proficient 33.3% (6 of 18 students proficient) gap 42%

Asian students: proficient 65% (13 out of 20 students proficient) gap 10.4%

NEXT STEPS:

- 1) continue to provide focused English language development to all EL students,
- 2) determine the overlap, if any, in the LEP students and the Asian students,
- 3) provide additional academic support in the form of: customized tutoring, para support, reading intervention, writing intervention, and computer sites focused on ELD development
- 4) As of winter 2017 all Franklin teachers have completed the Designated and Integrated ELD trainings. Faithfully implementing learned strategies and fidelity to universal ELD time will provide needed support to the LEP and Asian students in question.
- 5) offer afterschool writing workshops for upper grades (3-5) EL students.

MATH: Overall proficient and above 64% 3.5% increase from 2015

We would like to see an increase in math proficiency at least as large as the ELA increase of 10.4% or better.

SIGNIFICANT DIFFERENCES comparing grades to grades and male to female:

Grade levels proficiency: 3rd 73.1%, 4th 64.4%, 5th 55.1% 3rd to 5th grade difference 18%

Gender proficiency: Boys 71.6%, Girls 56.3% gender difference 15.3%

SIGNIFICANT GAPS comparing subgroups to overall proficiency:

Asian students: proficient 55% (11 of 20 students proficient) gap 9%

Multiracial students: proficient 52.2% (12 of 23 students proficient) gap 11.8%

NEXT STEPS:

- 1) provide additional professional training for teachers, give peer release observation time, and provide collaboration time by grade level and across grade levels,
 - 2) provide math intervention: afterschool concept study groups, computer tutorials, and afterschool homework clubs,
 - 3) develop additional videos for parent and student use at home,
 - 4) prepare parent university nights focused on math instruction.
 - 5) Seek collaboration with outside resources to support females in math and science, as our scores show a disparity between the gender groups.
- ***Increased or Improved Services: What are the 2-3 most significant ways the school will increase or improve services for low-income, English Learners and Foster youth?***
 - Franklin has committed the LCFF funds as well as additional funds to hire a .875 FTE paraprofessional to push into K-5 classrooms focusing upon struggling unduplicated students. We employed a similar para for a partial year in 2016-2017 and we are increasing the hours to the full year, 180 days. This will provide one-to-one and small group support in the classroom.
 - At the upper grades (3-5) request of the ELAC community we plan to provide one day of afterschool writing support for EL students. Further interventions include: Read Naturally, before/after school SuccessMaker computer tutorial, afterschool math intervention, afterschool library access for study and computer use, small group tutoring for level 1 and 2 EL's, and

homework clubs. Additionally, we are increasing our customized digital resources in all curriculum areas for struggling students and specific content for EL learners.

School Website: <http://franklin.alamedausd.ca.schoolloop.com/>

School Accountability Report Card (SARC) link: <http://www.alameda.k12.ca.us/>

DISTRICTWIDE GOALS

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

Instructional Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTRICTWIDE	Identified districtwide needs:
	<p>AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:</p> <ul style="list-style-type: none"> • Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism • Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates • Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year • Daily Attendance: Percentage of students who have attended 96% or more of school days to date in a given year • Suspension Rate: % of students who have been suspended at any time during the current year in district • Expulsion Rate: Percentage of students who have been expelled during the current year • Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS) • High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school • Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school • High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school
	Districtwide actions/services provided to site to reach goal:
	<p>To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.</p> <p>In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curriculum at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify areas in social studies curricular that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.</p> <p>The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation,</p>

SCHOOLW	<p>including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), a districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, and substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive.</p> <p>Our site has provided the following services to support implementation of PBIS:</p> <ul style="list-style-type: none"> • Active school-wide PBIS team • Intervention Team/COST Team • Site-based professional development • Development of instruction in explicit behavioral expectations • School-wide incentives/recognition • School-wide behavior management system (behavior flow chart, referral system, etc.) • Check In-Check Out • Zones of Regulation • Lunch Buddies • Structured Recess • Social groups • Kinder Mindfulness • Lifeskills • Class meetings <p>Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 3 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is 93%.</p> <p>The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:</p> <ul style="list-style-type: none"> • \$0
	School goal(s):
	Implement T1, T2 and T3 PBIS elements with fidelity.
	Data used to form school goal(s):
	Tiered Fidelity Inventory, T1, T2 and T3
	Findings from the data analysis:
	Our current TFI subscale scores are: T1:

	<p>Teams <u>50</u> % Implementation <u>78</u> % Evaluation <u>62</u> %</p> <p>T2: Teams <u>75</u> % Interventions <u>50</u> % Evaluation <u>12</u> %</p>
	How progress toward school goal(s) will be evaluated:
	This year we plan to increase our TFI subscale scores by 15% in each subscale area. We will participate in a mid-year TFI in January to track progress as well as an end-of-year TFI to be conducted in May.

GOAL 1: Eliminate barriers to student success and maximize learning time						
Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROMOTE HIGH ATTENDANCE RATE - SCHOOL HANDBOOK, NEWSLETTERS, LETTERS, ANNOUNCEMENTS, PERFECT ATTENDANCE AWARDS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS, PTA, SSC	All	Materials and Supplies	Choose an item. Discretionary (0001) PBIS (0002)	TBD \$100.00
MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS, SSC	All	Materials and Supplies	Choose an item. Discretionary (0001)	TBD
POSITIVE BEHAVIOR INTERVENTION & SUPPORT – PBIS TEAM, SITE PROFESSIONAL DEVELOPMENT TRAINING AND PLANNING, SUPPORT SCHOOL BEHAVIOR EXPECTATIONS, DIGITAL CITIZENSHIP, ANTI-BULLY AND RECESS CONTRACTS,	AUGUST 2017 - JUNE 2018	DISTRICT PRINCIPAL TEACHERS	All	Certificated Hourly Materials and Supplies	Choose an item. Choose an item. PBIS (0002) Discretionary (0001)	\$400.00 TBD

CHARACTER EDUCATION – PBIS ASSEMBLIES, CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, CITIZENSHIP EDUCATION, LIFESKILL AWARDS	OCTOBER 2017-JUNE 2018	PRINCIPAL, TEACHERS, PTA DISTRICT	All	Choose an item. Choose an item. Assemblies	Choose an item. PTA (9046) PBIS (0002)	TBD District TBD
BEHAVIOR INTERVENTION SUPPORT – MONTHLY BIT MEETINGS INTERVENTION COACH	OCTOBER 2017-MAY 2018	PRINCIPAL, SCHOOL PSYCH , TEACHER/COACH	All	Certificated Hourly	Choose an item. PBIS (0002)	\$500.00
PBIS COACH ON-SITE 1:1 AND SMALL GROUP COUNSELING, AND FRIENDSHIP GROUPS	OCTOBER 2017-MAY 2018	PRINCIPAL, SCHOOL PSYCH & PBIS COACH	All	Certificated Stipend	District Hire	See HR
SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - STUDENT COUNCIL, BOOST! LEADERSHIP, JR. COACHES, CONFLICT MANAGEMENT, KINDERGARTEN BUDDIES, TECHSPERTS	October 2017-June 2018	Teacher, Contractor PRINCIPAL	All	Certificated HourlyProfessional Services	PTA (9046)	\$6000.00
INCLUSIVE SCHOOL ACTIVITIES AND EVENTS - HERITAGE NIGHT, ABILITY AWARENESS WEEK, ANTI-BULLY ASSEMBLY, OPENING BBQ, GRADE LEVEL PICNICS, ART SHOW AND ICE CREAM SOCIAL, VARIETY OF FIELD TRIPS	August 2017-June 2018	Teacher, Principal, PARENTS	All	Materials and Supplies	PTA (9046)	TBD

GOAL 2A: Support all students in becoming college and work ready

DISTRICT	Identified districtwide needs:
	Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness. <ul style="list-style-type: none"> Improve student achievement on both statewide and local assessments Increase College and Career Readiness
	Metrics used to evaluate progress towards goal:

- Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – *including focus on 3rd grade reading strand and 8th grade math performance*
- Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade
- Percentage of graduating class completing Career Technical Education (CTE) Pathway
- Number of students enrolled in a Career Technical Education (CTE) Pathway
- Percentage of graduating class completing of University of California ‘a-g’ requirements
- Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP)
- Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark
- Percentage of students enrolled in an AP course

Districtwide actions/services provided to site to reach goal:

The district’s broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.

The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:

- Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1.
- Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum
- Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)).
- Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program
- TK-8 Teacher Librarians and Media Center program
- Math and reading intervention software at K-5 (Successmaker)
- Naviance college and work-preparedness tool (software)
- Software to enhance K-5 content (Discovery Education license)
- Turnitin software to support high school writing and research
- Credit recovery software (Cyberhigh license)
- More Starfall and Tumblebook Library digital subscriptions (TK-5)

Franklin also provides the following programs to support student achievement:

- RAZ Kids, Brain Pop, Brain Pop EL, Spelling City, Moby Max, Stride, Nat’l Geographic, Gale Info Bits... online programs
- Fountas and Pinnell Assessment System
- Explode the Code Phonics Curriculum (K-5 & EL)
- Read Naturally (2-5)
-

SCHOOLWIDE	<ul style="list-style-type: none"> • Handwriting Without Tears (k-2) • Typing Club • Mackin Interactive Digital Library <p>Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program:</p> <ul style="list-style-type: none"> • \$24,971.00 <p>Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming:</p> <ul style="list-style-type: none"> • \$0
	School goal(s):
	80% or more of students will meet or exceed ELA standards as measured by district and state standardized assessments. This is a 7.3% improvement from last year. 75% or more of students will meet or exceed math standards as measured by district and state standardized assessments. This is an 11% improvement from last year.
	Data used to form school goal(s):
	CAASPP data, LCAP District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS, CST (new state science test for 5 th grade next year will be CAST)
	Findings from the data analysis:
	Overall Franklin scored higher CAASPP scores than the district in both ELA and Math. ELA was significantly higher by 22.7% and Math was modestly higher by 4%. Additionally, ELA was up 10.4% from last year testing and math was up 3.5% from last year testing. An emphasis on math instruction is necessary to place us on more solid standing. Disaggregated data for sub groups clearly indicates the we must in general work with our ELL population where 6 of 18 students were proficient or above in ELA indicating a gap of 42% compared with English only students. Moreover our Asian and Multiracial population were lower than the rest of the population. Asian students show 13 out of 20 students were proficient in ELA or 65% leaving 10.4% below proficient. In math Asian students had 11 of 20 students proficient with a 9% gap compared to other students and multiracial students had 12 of 23 students proficient or only 52.2 % which indicates an 11.8% gap. More work with ELL students, Asian students and multiracial students are necessary to eliminate gaps.
	How progress toward school goal(s) will be evaluated:
	Grade level and schoolwide data analysis. Examine cohort data, growth trends, and performance of disaggregated subgroup populations.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROFESSIONAL DEVELOPMENT, PEER OBSERVATION & COLLABORATION FOR CCSS, INTEGRATED AND SYSTEMATIC ELD, MATH, IBD, BAYSCI, UDL, RTI & TECHNOLOGY COACH	August 2017- June 2018	District Principal Teachers	All	Certificated FTE Certificated hourly	Magnet/Innovative (9500) DISCRETIONARY (0001)	\$22,408.00 \$1800.00
READING AND MATH DIFFERENTIATION (IE: INTEGRATED AND SYSTEMATIC ELD, STRATEGIC LEARNING SUPPORT) GEN ED PARA CLASSROOM SUPPORT	SEPTEMBER 2017 - JUNE 2018	Principal Teachers Para	All Unduplicated all	Classified FTE	LCFF Supplemental (0002) Donations (9010)	\$15,492. \$11,500
READING AND MATH INTERVENTION (IE: BEFORE/AFTER SCHOOL GROUPS)	September 2017- May 2018	Contract vendors Teachers Paras	All	Professional Services Certificated hourly	PTA (9046)	TBD
SUCCESSMAKER FOR READING AND MATH INTERVENTION & ACCELERATION (DURING, BEFORE, AND/OR AFTER SCHOOL)	September 2017- May 2018	Principal Teachers Paras	All	Classified Hourly	PTA (9046)	TBD
INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE (IE: IPADS, SMARTBOARDS, PROJECTORS, CHROMEBOOKS, INTERNET, SOFTWARE PROGRAMS, APPS, DATABASES)	August 2017- June 2018	Principal Teachers Tech coach	All	Equipment	Magnet/Innovative (9500) PTA (9046)	\$2563.00 \$3000.00
PROVIDE INSTRUCTIONAL MATERIALS FOR COMMON CORE	August 2017- June 2018	Principal Teachers	All	Materials and Supplies	Donations (9010)	TBD

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTRICT	Identified districtwide needs:
	A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate Designated and Integrated English Language Development (ELD) instruction at all grade spans. <ul style="list-style-type: none"> Improve English Learner (EL) Achievement Implementation of State Standards for English Learners
	Metrics used to evaluate progress towards goal:

SCHO	<ul style="list-style-type: none"> Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) <ul style="list-style-type: none"> <i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i> Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status
	Districtwide actions/services provided to site to reach goal:
	<p>To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is:</p> <ul style="list-style-type: none"> .5 <p>Our site efforts to improve EL achievement also include:</p> <ul style="list-style-type: none"> 1 certificated volunteer 6 hours per week for small group instruction RTI Strategic Learning Grouping; platooning/tiered interventions Site training and collaboration for Integrated and Designated ELD in the classroom: differentiation, scaffolding Explicit vocabulary building program 1 hour daily pull out instruction for NEP's Paraprofessional classroom one-on-one push in classroom support Daily universal ELD instructional time ELAchieve instructional materials and sentence frames Increase ELD/Literacy coach collaboration time with classroom teachers ELD/Literacy coach support implementation of new ELA curriculum ELD/Literacy continue providing mini-professional development during staff meetings <p>Additionally, at the secondary level (6-12), sites receive targeted FTE above the base allocation to allow for lower ELD class sizes and appropriate scheduling of students by proficiency. Our site receives the following amount of FTE based on our English Learner population:</p> <ul style="list-style-type: none">
	School goal(s):
	<p>67% or more EL students will meet or exceed standards as measured by district and state standardized assessments. (In 2015-2016 45% of students met the standard and in 2016-2017 46% met the standard. This a 1% improvement.) We consistently have a large number of students who do not progress. If we can, reduce this number of students by 50% (7 students), we will meet this goal.</p>
	Data used to form school goal(s):

	AMAO and CELDT data and ADEPT Assessment District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS
	Findings from the data analysis:
	This year we have 42 EL students or 12% of our total population. Over the last three years our redesignations moved from 9% to 2% to 10%. This is a 7% drop followed by 8% increase. In a similar 3 year pattern EL students demonstrated improvement toward the acquisition of English by moving from 52% to 49% to 58%. This is 3% drop and a 9% increase. We do not have any hard evidence to explain the drop in the middle year, but we do know that there was increased attention given to professional development and training last year when the scores rebounded. In spite of this rebound Franklin is not routinely meeting the state goal for the improvement and redesignation of our EL population. Our focus to improve this data and move more students forward, we need to: Consistently deliver daily Designated ELD and increase use of Integrated ELD strategies throughout the curriculum.
	How progress toward school goal(s) will be evaluated:
	AMAO and CELDT data and ADEPT Assessment District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS CAASSP

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
ELD COACHING AND SUPPORT FOR INTEGRATED AND SYSTEMATIC ELD IMPLEMENTATION	AUGUST 2017 - JUNE 2018	PRINCIPAL, ELD COACH, TEACHERS	English Learners	DISTRICT PROVIDED .5% FTE Certificated	Choose an item.	District hire
PROVIDE BOOKS/ADDITIONAL TEXT FOR ACCESS TO COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)	AUGUST 2017- JUNE 2018	PRINCIPAL, ELD COACH, TEACHERS	English Learners	Materials and Supplies	LCFF Supplemental (0002)	\$293.00
PARA PUSH IN CLASSROOM SUPPORT	AUGUST 2017- JUNE 2018	PRINCIPAL TEACHERS PARA	English Learners	Classified FTE	LCFF Supplemental (0002) DONATIONS (9010)	\$15,492. \$11,500
TECHNOLOGY DIGITAL CONTENT	AUGUST 2017- JUNE 2018	Principal ELD coach Tech coach	English Learners	Materials and Supplies	Magnet/Innovative (9500) PTA (9046)	\$2563.00 \$3000.00
Afterschool homework club and writing instruction grades 3-5	SEPTEMBER 2017- AUGUST 2018	Principal Teacher	ENGLISH LEARNERS	CERTIFICATED HOURLY	PTA (9046)	TBD

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

DISTRICTWIDE	Identified districtwide needs:
	AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students. <ul style="list-style-type: none"> • Improve efforts to seek input from parents/guardians to support informed district/school targeted supports • Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources • Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program • Input: Percentage of parents/guardians completing annual survey • Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events
	Districtwide actions/services provided to site to reach goal:
	<p>The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is: 1%.</p> <p>District enrollment includes outreach and support, including translation, to assist families with online enrollment.</p> <p>Our site supports parent/guardian involvement in the following ways:</p> <ul style="list-style-type: none"> School Handbook School marquee and website Autodialer calls throughout the school year CAASPP & CELDT test reports mailed home Report Cards three times a year Parent-Teacher Conferences, in the fall and as needed in the spring Translation available for parent meetings Wednesday envelopes (returned signed each week) Teacher phone calls and emails Morning Assemblies Homework

	<p>SST (Student Study Team), IEP (Individualized Education Plans), 504, IIP (Individualized Intervention Plan), and BIT (Behavioral Intervention Team) meetings throughout the year</p> <p>PARI (Promotion, Acceleration, Retention, Intervention) process</p> <p>Fall Back to School & Kindergarten Information Nights</p> <p>Newsletters & Teacher newsletters</p> <p>Open House</p> <p>ELAC (English Language Advisory Council), monthly meetings</p> <p>SSC (School Site Council) meetings</p> <p>PTA meetings/events, monthly</p> <p>Parent Volunteers: room parent communicators, classroom helpers, lunchroom supervision, chaperones, art docent, reading groups,</p> <p>ELL (English Language Learner) Parent Survey</p> <p>ELD (English Language Development) Redesignation Ceremony</p> <p>Attendance/SART</p> <p>Awards and Award ceremonies throughout the year</p> <p>The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.</p>
SCHOOLWIDE	<p>School goal(s):</p>
	<p>10% of parents attend the School Smarts programs.</p> <p>90% of parents attend Back to School Night</p> <p>98% of parents attend the Fall Parent Conference</p> <p>66% of parents join the school PTA.</p> <p>2210 volunteer hours: for every one hour of school time parents currently volunteer two hours.</p> <p>Increase parent attendance at ELAC meetings from an average of 4 parents (10% of the EL population) to 10 parents (25% of EL population) at each meeting.</p>
	<p>Data used to form school goal(s):</p>
	<p>Meeting/event sign-in sheets: BTSN, conferences, PTA, SSC, ELAC, Open House, Volunteer sign-in sheets, school-loop data of usage, online newsletters, Blackboard autodialer data, Survey data.</p>
	<p>Findings from the data analysis:</p> <p>School Smarts attendance data shows that we have better attendance when we hold the event at our site. In 2016-2018, less than 1% of parents attended school smarts. We dropped about 6% last year when the meetings were held at a sister site. We have never had more than 25 participants or</p>

	7% attendance. My recommendation would be to compress the timeline from seven evenings to a single Saturday seminar with workshops. This would be better for busy working families of all economic means.
	How progress toward school goal(s) will be evaluated:
	Attendance sign-ins, numbers of graduates for school smarts, PTA membership rosters, PTA volunteer records

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PARENT COMMUNICATION – SCHOOL HANDBOOK, MORNING ASSEMBLIES, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP & CELDT TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, EMAILS & TRANSLATORS WHEN NEEDED	AUGUST 2017 - JUNE 2018	PRINCIPAL, TEACHERS, PARAS, OFFICE STAFF	All	Classified Hourly	Choose an item. Discretionary (0001)	TBD
PARENT EDUCATION OPPORTUNITIES – (IE: SCHOOL SMARTS ACADEMY, BUILDING CONFIDENT CHILDREN CLASS, MIDDLE SCHOOL OPTIONS SYMPOSIUM)	OCTOBER 2017- APRIL 2018	PRINCIPAL TEACHERS PTA	All	Certificated Hourly	PTA (9046)	TBD

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.</p> <ul style="list-style-type: none"> • Maintenance of a highly qualified teaching staff • Provision of adequate instructional materials • Maintenance of a safe learning environment
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Teacher Qualifications <ul style="list-style-type: none"> ○ Percentage of teachers fully credentialed and highly qualified ○ Percentage of teachers qualified to teach English Learners (ELs) ○ Percentage of teachers appropriately assigned • Instructional Materials: Number of substantiated Williams textbook complaints/year • Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)
	Districtwide actions/services provided to site to reach goal:
SCH	<p>To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)). The district provides ongoing professional development and collaboration opportunities.</p> <p>Core instructional materials are provided to sites through the Educational Services department. These include:</p> <ul style="list-style-type: none"> • Annual renewal or replacement materials for adopted curricula • Board-approved materials for new courses • Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels. • 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA/ELD) adoption. • Science curriculum through the Full Option Science System (FOSS) – K-8 • Supplemental ELA curriculum through Inquiry by Design (IBD) <p>School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include: infrastructure improvements, increased security measures and potential reconfiguration of kinder classrooms and the multipurpose room.</p>
	School goal(s):
	<p>Support teachers in attending district professional development.</p> <p>Build teacher capacity through site collaborative learning.</p> <p>Site support for successful implementation of core curricula.</p>

	Monitoring and evaluation for continued learning and accountability.
	Data used to form school goal(s):
	SARC Data
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	100% of teachers at Franklin are credentialed and highly qualified. 100% are qualified to teach English Language Learners. All teachers are properly assigned according to their credentials. See 'metrics' indicated above.
	How progress toward school goal(s) will be evaluated:
	SARC data analysis No Williams findings New adoption of ELA instructional materials and implementation

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
NEW MATH MATERIALS HAVE BEEN ADOPTED AND PROFESSIONAL DEVELOPMENT TO SUPPORT IMPLEMENTATION CONTINUES AFTERSCHOOL INTERVENTION, TEACHER TRAINING, AND COMPUTER TUTORIALS	AUGUST 2017 - JUNE 2018	PRINCIPAL TEACHERS	All	Certificated Hourly	PTA (9046)INNOVATIVE (9500)	TBD
NEW ELA/ELD MATERIALS WILL BE ADOPTED, PURCHASED AND IMPLEMENTED IN 2017-2018 WITH PROFESSIONAL DEVELOPMENT AND COACHING SUPPORT	AUGUST 2017- JUNE 2018	DISTRICT PRINCIPAL TEACHERS	All	Certificated Subs	Choose an item. DISTRICT	TBD
ADD SOME SCHOOL IMPROVEMENT/MAINTENANCE EFFORTS GOING ON YOUR SITE: PROFESSIONAL DEVELOPMENT, CAMPUS BEAUTIFICATION ONGOING, ADDITIONAL TREES	SEPTEMBER 2017- JUNE 2018	DISTRICT PRINCIPAL PTA TEACHERS	All	Certificated Subs	PTA (9046)DISCRETIONARY	TBD

SITE BUDGET SUMMARY: Discretionary Funding

04- Franklin [Read-Only] - Excel

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1	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
2	Franklin		B3	C112	C113	C114	C122	C135			C137					
3	Budget Summary															
4	Resource	Program	2017-18	Certificated Salaries Object 1xxx	Classified Salaries Object 2xxx	Benefits Object 3xxx	Supplies Object 4xxx	Services Object 5xxx	Total Budgeted	Unbudgeted Balance	Check					
5	0001	Discretionary	\$ 28,047	\$ 1,560	\$ 4,452	\$ 2,734	\$ 14,195	\$ 5,106	\$ 28,047	\$ -	28,047					
6	0002	LCFF Supplemental Grant	\$ 15,785	\$ -	\$ 9,720	\$ 5,772	\$ 293	\$ -	\$ 15,785	\$ -	15,785					
7	3010	T1, Part A		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0					
8	0002	In Lieu of Title 1		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0					
9		Innovative	\$ 24,971													
10																
11		Grand Total	\$ 68,803	\$ 1,560	\$ 14,172	\$ 8,506	\$ 14,488	\$ 5,106	\$ 43,832	\$ -	43,832					
12				2%	21%	12%	21%	7%								
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Summary Discretionary 0001 LCFF Supplemental - 0002 Title 1 - 3010 In Lieu of Title 1 Innovative Assumptions

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CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

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

State/Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose</u> : Upgrade the entire educational program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose</u> : Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose</u> : Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	\$ 0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose</u> : Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Education Through Technology <u>Purpose</u> : Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose</u> : Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose</u> : Support learning environments that promote academic achievement	\$ 0
X Title V: Innovative Programs <u>Purpose</u> : Support educational improvement, library, media, and at-risk students	\$ 24,971.00
<input type="checkbox"/> Other Federal Funds (list and describe ¹)	\$ 0
Total amount of state and federal categorical funds allocated to this school	\$ 24,971.00

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
Norm Long	M	600	E				X	
Dustin Askvik	M	700	E		X			
Susan Isola	F	202	E		X			
Jo Fetterly	F	700	E	X				
Meghan Forder	F	700	E				X	
Michelle Thomas	F	700	E		X			
Margarethe Olsson	F	700	E				X	
Tara Etayo	F	700	E				X	
Lynnette Chirrick	F	700	E				X	
Kristin Sagen	F	700	E			X		
#s of members of each category				1	3	1	5	

**See race/ethnicity codes in Aeries*

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.

SITE VALIDATION QUESTIONS

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

yes

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

no

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

We survey and communicate consistently with the PTA, ELAC, and SPED parent bodies.

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?

Through direct communication with the ELAC leadership and one ELAC council member.

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
(Check those that apply):

☐ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Other *(list)*

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 4-19-17.


Attested:

Jo Fetterly
Typed name of school principal


Signature of school principal

4-24-17
Date

Tara Etayo
Typed name of SSC chairperson


Signature of SSC chairperson

4-26-17
Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

Are special education staff members providing support to general education students at your school site?

Yes

If so, please provide a description of the ways in which support/services are provided:

Our special education staff works collaboratively with general education teachers to provide intervention support for students who are below grade. Depending upon caseloads, special education teachers and paraprofessionals work with some of our lowest performing students who do not qualify for special education. Students who do not have IEPs (Individual Education Plans) and need extra small group support, especially in the area of reading, join pull-out groups to have direct instruction from special education staff. When paraprofessionals are assigned to do push-in support for students with IEPs, other students who may also need extra help can also join the group tutored by the paraprofessional. LCFF money is used to hire a paraprofessional to serve small groups of unduplicated students. In short, special and regular education teachers work in tandem as much as possible to improve the English language arts achievement of all students who are below grade level.

APPENDIX B: INNOVATIVE PROGRAM AND MAGNET SCHOOL

REVIEW OF PROGRESS GUIDING QUESTIONS

Innovative Programs and Magnet Schools annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program and Magnet School within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Please note: The answers in black are from last year; the blue font are the answers from this year (year two).

Setting the Stage

1. When and why did the program start?

An iteration of the program started several years ago with our principal. She put together a committee of teachers that began looking into various ideas for an Innovative Plan. Last year, the committee settled on the idea of Blended Learning and started doing research: reading, visiting a “Flipped” school, and talking to experts. The committee decided to pursue Blended Learning because the teachers saw a way to potentially improve teaching and learning – and to potentially help various sub-groups and emphasize some of the technology students will need to know beyond elementary school.

2. What is the vision and mission of the program?

The teachers decided to start with “How might we use Blended Learning to improve teaching and learning?” as our guiding question. That is our big-picture mission. We also came up with various aspirations and then brainstormed what benefits we would see if we could reach those aspirations. Though this teacher list has evolved somewhat, here is what it looked like at the beginning of the project ...

Aspirations:

- Reduce or eliminate paper homework.
- School/Grade/Class Communication
- Have a real online presence.
- Use online formats to send parents mini-lessons to review with students.
- Computers at home or ones that can go home.
- Small group time
 - Overall intervention
 - RS
 - ELD
 - GATE
- Wireless Classrooms
- Interventions that are online, self-paced, self-monitoring
- No Paper
- Individually Paced
- Real-time feedback.

- Quickly provide students with online images and articles related to current topic.
- I want to learn how to use the computer, etc. for all these things people are doing.
- Videos/lessons to reinforce concepts at own pace.
- Use technology to collect data to inform planning/teaching.
- Equip students for 21st century higher learning careers.
- Efficient use of small group time and opportunities for ELL differentiation.
- Reduce paper, copies; save money.
- Each child to be on the same technological playing field.
- More complete accountability from online.
- Have more small group time to meet individual needs.
- With a class coming to me with a WIDE range of abilities, I would like to take advantage of any strategies/blended learning that will give me the most bang for my buck.
- Have every child challenged at their own level.

Benefits: What are the benefits if we are able to see out these aspirations?

- Blended Learning is designed to enhance the partnership between home and school, allowing students more individualized instruction while increasing technological literacy to prepare them for 21st century learning and careers.
- Deeper learning/understanding.
- Prepares students for college/workplace.
- Students are meeting expectations and developing confidence in their abilities.
- Students on grade level and beyond. All proficient!
- All students will be ready for real-world learning and experiences.
- More enthusiasm.
- Foster/maintain a school community culture around learning.
- Student engagement. The more they are engaged, the more they absorb.
- Differentiating instruction more effectively.
- Increased engagement and enthusiasm.
- More rewarding teaching.
- Students are engaged.
- Kids feel successful.
- Fun, engaged learning.
- Individualized.
- More \$ for other things.
- Self-paced understanding.
- Enthusiasm for homework.

During the second year, we have been refining our work. This has included the process of planning Blended Learning lessons, implementing those plans, observing each other, reflecting on those plans, and using observations and feedback to continue improving. We also dedicated two professional development days to developing strategies to use Blended Learning to improve our ELD practices, and we have test-run and shared a number of new digital tools and materials. Finally, we continued to develop and share our digital “know-how” with mini-lessons and practice.

3. What are the goals of the program?

In addition to the goals implied by the aspirations and benefits, we hope to make sure that every teacher is a Blended Learning master by the end of the second year so that we can proceed with our Blended Learning program when we no longer have a coach or PD [and/or when our coaching hours are reduced \(as in the plan for next year\)](#). We also hope to spread the word about our work to other schools in the district so they can benefit from what we've learned. Some of our plans for next steps:

- More carefully looking at data and measurements.
- Assessing student outcomes.
- Devising various measures.
- Looking at sub-groups.
- Analyzing the effectiveness of various efforts.
- Sharing best practices (school and district).
- Mastering technology and building the skills of the learning community to keep finding new technologies and resources.
- Building resources (e.g. video libraries and facility with tools).
- Turning every teacher into a Blended Learning coach.
- Adding to best practices.
- Addressing new questions and challenges.
- Celebrating more successes!

4. What are the student performance expectations resulting from being a different type of program?

We are still collecting data. We expect that we will see a variety of improved outcomes, some that should show up in our testing results, others from measures we are collecting on site. Our early results show improvement for all sub-groups in academic outcomes and in outcomes like familiarity with new technology and platforms and improved keyboarding speed and accuracy. Though we don't have final results yet, we expect that this approach to be particularly helpful with students who are either way ahead or way behind.

[In the second year we are seeing continued improved outcomes in student use and mastery of various online/blended skills: keyboarding, curriculum enhancement/extension, and individualized instruction. Also, where we have been able to measure student outcomes, we are seeing improvement.](#)

5. How will the program measure progress toward goals?

We have been measuring progress in a number of ways. One is by assessing comparing what we've accomplished to our aspirations. (For example: We wanted to be sure all teachers understood the tools available to reach/teach students and we wanted to improve communication. Since all teachers have now created an active website and since most teachers have mastered the major Google functions available to our students through their district Google accounts, we feel we have reached those goals.) We are also creating our own measurements, checking available data, conducting surveys, and looking at test scores. All of those will help us measure progress.

[We have been measuring our progress in several ways during our second year: continuing to check our accomplishments against our goals and aspirations, detailed teacher surveys, and analysis of work done by students and teachers. For students, we are looking at measures of their work and at their mastery of various skills; for teachers, we are looking at their lessons as well as their use of things like their websites and their use of various digital tools and materials.](#)

6. How will the school know that students are learning? What will this look like in classrooms?

Please see the answer above. It will take on many different looks in classrooms, depending on the grade and the teacher's focus. It might look like half the class working with the teacher while the other half learns something through a video the teacher created; it might look like students using Google classroom to conduct a conversation about an article or infographic or video; it might look like students practicing keyboarding and analyzing their results to improve accuracy and/or speed; it might look like students creating, sharing, and collaborating on documents and presentations; it might look like students practicing math problems that they're struggling with or reviewing videos on particular skills that they need to practice.

As time has gone on, though what it looks like in classrooms is similar, we are looking more at results and data from various tools and subscriptions we are using. We are also watching each other, reflecting on our work, and modifying lessons based on observations and feedback.

7. How will the school know whether students are engaged?

We can tell some of this by usage numbers (e.g. for databases, typing programs, and videos) and we can tell some of it through how much time students are spending on their own on these skills and projects. (We can see the time spent and look at projects in many cases.) Teachers are also checking results. Some of our newer tools allow us to see not only how much time students are spending on building skills but also what times they are on (e.g. during school, outside of school).

8. Identify the types of data that will be used to collect, disaggregate, analyze, and report student performance.

Some we've come up with so far:

- Surveys
- Google Projects
- Test Scores
- SuccessMaker Results
- Efficiency Measures (with classes that use a rotation or "station" model)
- Classroom Assessments
- Several of our newer digital subscriptions allow us to measure student achievement, progress, and achievement. Some of these include Stride, MobyMax, Spelling City, and RazKids.

9. How will the program encourage parental and community input and involvement?

Part of the answer here is in the improved communication with parents through better websites and videos made for parents. Another part of the answer is that parents will be seeing what students are learning through instructional videos. Our PTA has been very interested and supportive.

In the second year, we have continued to communicate with parents, often enlisting their help to assist us in spreading the word about our program and our results. We have used the parent newsletter, bulletin boards, the website, PTA meetings, and some other parent meetings to discuss the program, answer questions, and share information.

Leading for High Performance

1. How is the stated vision and mission related to student needs, current research, and the belief that all students can achieve at high levels?

Students need to be able to learn, create, and communicate virtually. According to current trends and research, students in middle school, high school, college, and beyond are using skills we are currently teaching our elementary school students. These Blended Learning tools are particularly useful with students who are advanced and others (ELL and/or disadvantaged students) who may be behind.

2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program?

Students are working on various pieces that are key parts of the K-5 standards. Blended Learning works with the K-5 curriculum and helps individualize instruction.

3. To what extent do all students receive support and have access to a system of personal support services, activities, and opportunities? Evidence?

All students are receiving “blended” instruction in their classroom and through the media center. They continue this learning at home. Extra support currently takes place in the form of teachers who offer extended time [before and/or](#) after school for online learning.

4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?

Teachers are using a variety of strategies, resources, and experiences that come from databases, outside organizations, and all sorts of educational storehouses. Some examples of specific pieces we’ve used in classes and at home: Google Classroom, e-books and e-magazines, World Book Online, Google Slides, Google Docs, Typing Pal, Kahn Academy, teacher videos, educational videos from other sites, various apps and websites. We’re currently investigating adding to these resources with materials and strategies from organizations like FuelEd that specialize in Blended Learning.

[During the second year, we added a number of digital subscriptions, tools, and resources. Some examples: MobyMax, Stride \(from FuelEd\), Peak \(from FuelEd\), Spelling City, ebooks from Mackin, and RazKids. We have continued to experiment with new sites and are adding several additional \(or different\) digital resources for next year. Some of our new subscriptions will include Brain Pop, Brain Pop, Jr., Brain Pop ESL, and Mystery Science. We have also decided, based on our experience, to renew most of our older subscriptions.](#)

5. To what extent do teachers analyze data collaboratively? Evidence?

Teachers sometimes analyze data with the Blended Learning coach. Other times, teachers look at data with other teachers. Some examples: evidence from tests, SuccessMaker, keyboarding, and Google accounts. This is a piece we are still working on.

[As mentioned in a previous section of this document, in the second year, teachers took a more systematic approach to planning lessons, sharing out about their progress, observing other teachers, and analyzing how things went. Some of this work is still in progress and will continue through the end of this school year.](#)

Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

Blended Learning is an avenue that supports the goals of our Theory of Action. The digital skills and content available for differentiated learning in addition to classroom instruction levels the field for students who have traditionally found barriers to success impeded by limited instructional choices. The digital instruction coupled with traditional instruction provide students with multiple means of accessing the knowledge and skills necessary for post-secondary success.

I was unsure about the answers to these questions.

Improving Our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement.

We do not have all of this data yet. Some will be related to upcoming test results. Some is kept by teachers. We can look at evidence based on any of the data from results listed above.

As of the second year, we have been studying detailed data from several sites, including: Stride, MobyMax, SuccessMaker, Spelling City, and Typing Pal. By the end of the year, we will also be looking at usage of some of our digital tools like the World Book Online and InfoBits (a subscription database used for various kinds of research). Our results show a range of improvement. Some of the improvement is from having the chance to re-teach some of these skills/tools. We believe other parts of the improvement has come from spending more time with some of these tools.

2. How do teachers use data findings to modify teaching practices to improve learning outcomes?

Teachers look at various numbers from things we're doing to teach, re-teach, or guide students.

3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set?

I'm not completely sure, but all of our teachers have energetically participated in the Blended Learning PD we've done this year.

4. How are teachers provided feedback on instructional practices to improve instruction?

Teachers share instructional practices and receive feedback during our Blended Learning PD days and sometimes during meetings with the Blended Learning coach.

During the second year, teachers have also received feedback from each other (based on observations and reflection) and from the data from various digital resources.

5. How is the program's theme integrated?

We frequently revisit our guiding question, our aspirations, and our ideas about the benefits. This is reflected in the teachers' work.

Findings and the Road Ahead

1. Significant Accomplishments:

- All teachers helped build the definition of Blended Learning.
- All teachers contributed to aspirations and benefits.
- All teachers feel some ownership of the project.
- All teachers now have an operational website. (At the beginning of the year it was a just a handful.)

- Over half of our teachers are using instructional videos for students and/or parents. (At the beginning of the year, this was not happening.)
- All teachers have spent time learning new technologies, tools, websites, and techniques.
- All teachers have learned how to use various Google apps to better instruct students (Google Classroom, Google Docs, Google Slides, and Google Forms in particular).
- About a third of our teachers have created their own instructional videos.
- All teachers have adopted the necessary growth mindset in relation to this project.
- Staff researched screen time recommendations and held discussions with our community about them. Staff also incorporated these recommendations into our practice, partly by creating guidelines and partly through individual practice.

Year Two:

- Piloted various new digital tools and resources.
- All staff participated in a full day training from the Blended Learning professionals from FuelEd.
- All staff planned, observed, and shared Blended Learning lessons.
- Staff figured out various ways to measure student outcomes.
- Dedicated time to ELD/Blended Learning issues.
- Coordinated with the ELD coach on two Professional Development days.
- Teachers developed various skills and practiced Blended Learning lessons.
- Teachers and staff shared out about progress, results, problems, and questions. Teachers appeared more comfortable this year sharing out about questions and problems, which seems to indicate progress here.
- Developed a system for teachers to conduct observations and share reflections.
- Continued to collect and analyze feedback from teachers to improve the program.

2. Identify areas that need improvement:

- Assessment/Measures
- Tools
- Teacher-created content.
- Communication with parents.

Why? We need better measures to make sure that what we're doing is improving outcomes for students. Better tools may help us get there. We've found teacher-created content to be useful, so we'd like to see more of it. Our parents like to hear and see what we're doing, and we've just begun to figure out the best way to show/tell them about what we're doing and to work with them as partners. Mostly we just need more time to collaborate, learn, and work.

Year Two:

We still need more time to develop quality plans appropriate for ELD students. We also need to spend more time analyzing student results, collaborating (especially among grade level teams), and reflecting on each other's practice in order to refine our work. Finally, we need to continue to develop our tech skills and expertise.

3. What will be changed next year? How will things be done differently?

We are really looking forward to hitting the ground running next year. This year, we were figuring out a lot, starting up a numbers of things, learning quite a bit. Next year, we'll have more expertise and more access to more tools, so we'll start in a more advanced place. We'll also be able to build on everything we built this year.

Year Two:

We had some challenges coordinating times for the coach and teachers to meet and collaborate. Next year, we hope to do more co-teaching and teacher-teacher observations (aided by the coach taking classes to allow teachers time to observe). We'd also like to see more teacher collaboration, especially because the coaching hours will be reduced. We know better know what kinds of resources work best for Blended Learning, as well as how to teach/use these resources. We also know more about how/why to collect data and develop collections of video. Since we are more aware of what we can/should do with our resources overall, we should continue to improve our teaching practices, and we would expect better student outcomes. As we collect more data, and as we learn how to use the data more effectively, we should see teachers using the data to develop, change, and improve their teaching.

4. How has the program changed over time?

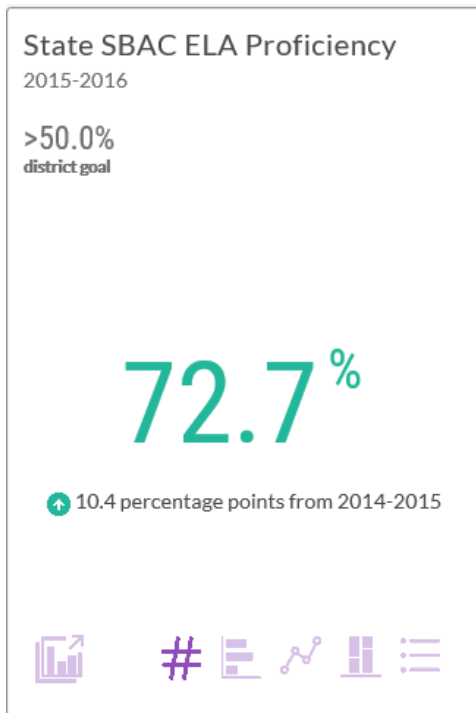
As we have become more skilled (e.g. creating video, looking at data, utilizing helpful resources), we're creating more content, building out our websites, and communicating differently with parents. We changed course slightly when we saw a concern about screen time. We had a breakthrough of sorts when one of our teachers found success with her videos. We've had smaller changes in direction when we've found and/or utilized better strategies and resources.

What learning and surprises emerged?

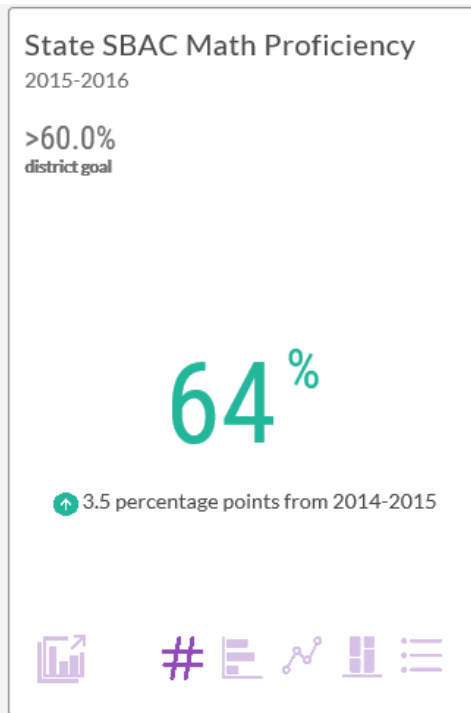
Our work went in several somewhat unexpected directions. We spent more time on places where Blended Learning and ELD overlap than we anticipated – and we realized that this work will take us longer than we thought. We also decided to spend more time and focus on sharing teaching practices, and we incorporated more feedback and planning from our school technology committee than we have in the past. One example of a benefit to this approach: This helped us develop more of a systematic approach to observing each other and sharing learning from these observations.

In general, we learned more about Google functions; planning and implementing Blended Learning lessons; and using various digital tools and resources.

Data Analysis

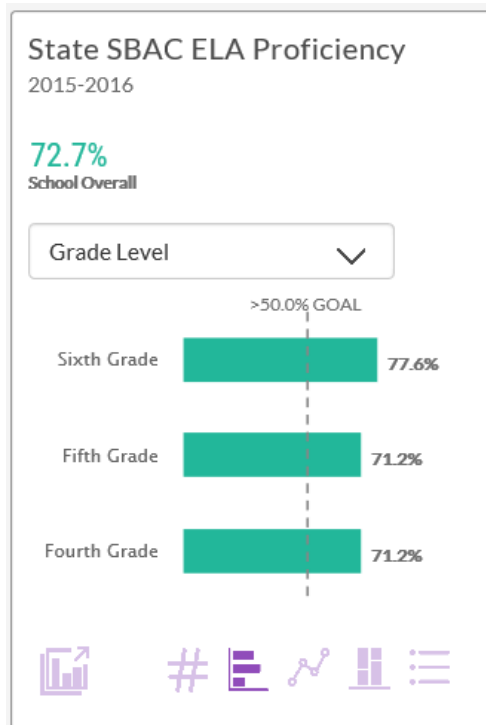


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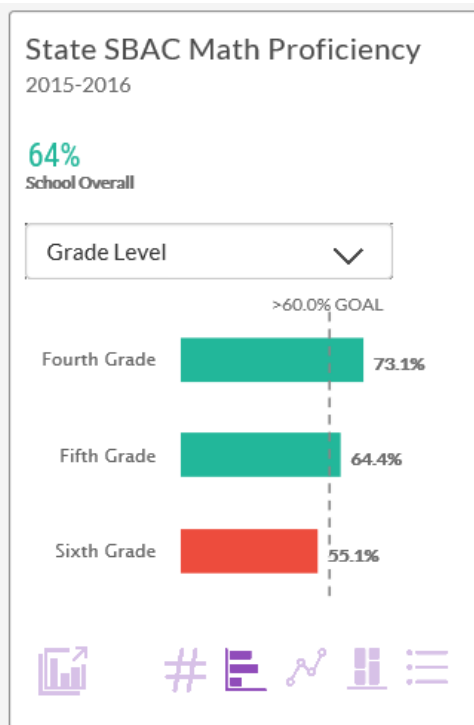


B

Franklin's population has improved in the percentage of students scoring proficient or above in both ELA and Math since 2014-2015. We continue to exceed the District goal in both subject areas.

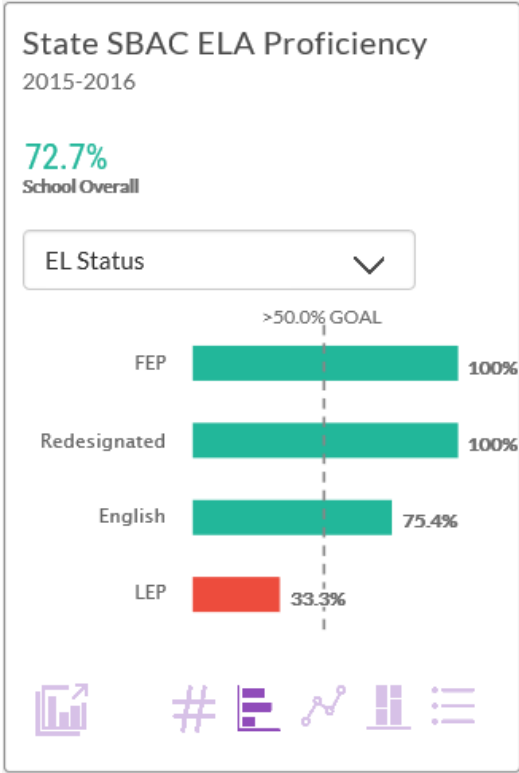


C

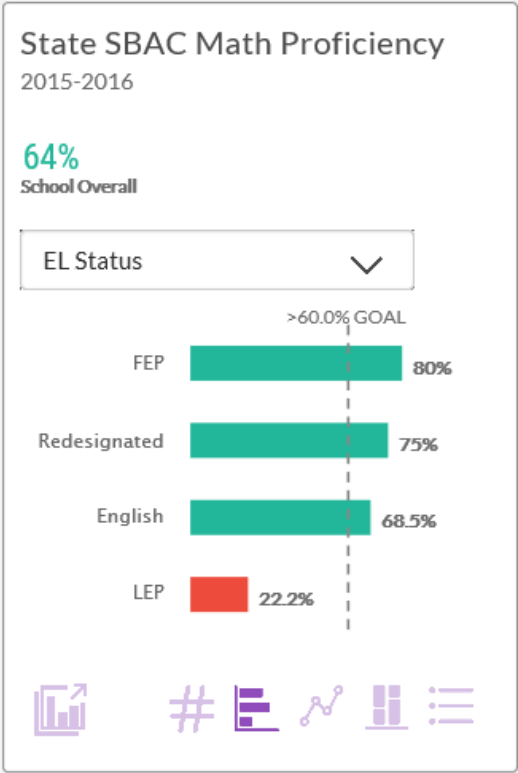


D

In ELA proficiency, students in all grade levels are scoring significantly higher than statewide and District goals, with fifth grade scoring highest. Math has a greater discrepancy between the grades, with third graders scoring highest, followed by fourth, then fifth, which scored slightly below the District goal of 60% of students in the Proficient range or higher.

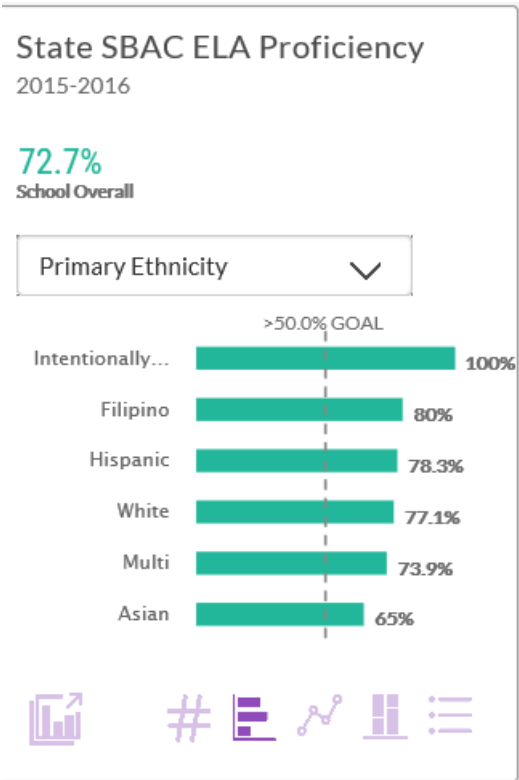


E

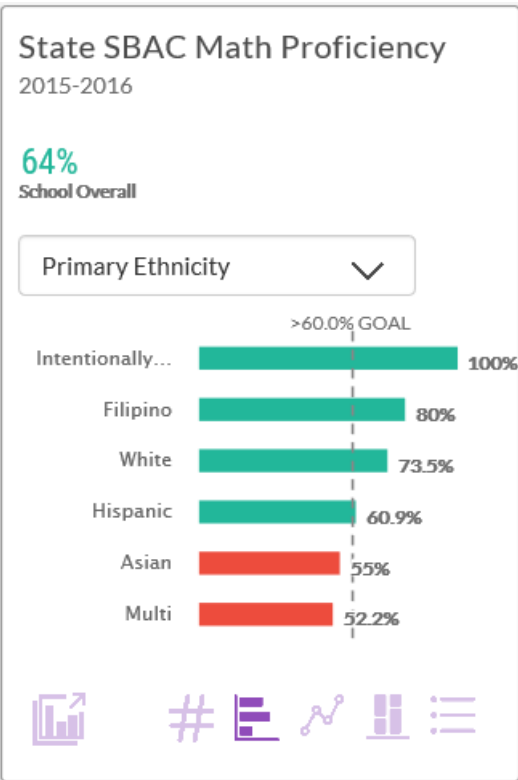


F

Scores disaggregated by English Language status has been provided in graphs e and f. Students in the Fluent English Proficient, Redesignated English Proficient, and English Only all scored higher than goals set. Our students with limited English Proficiency did not make goals in either subject.

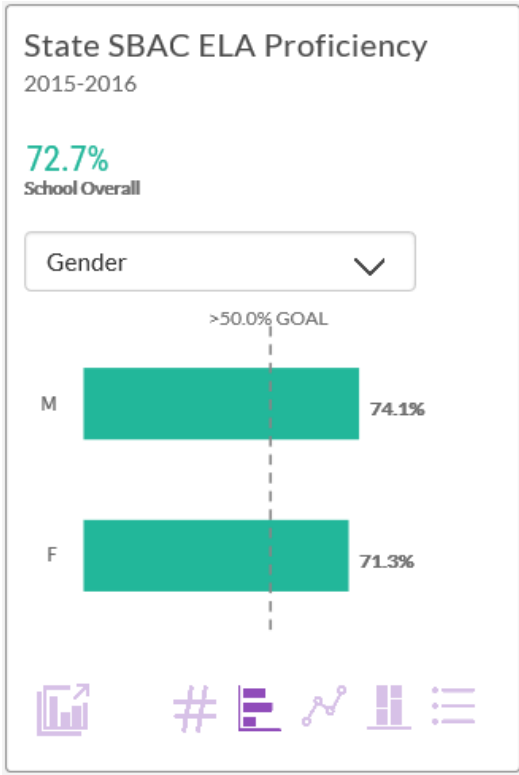


G

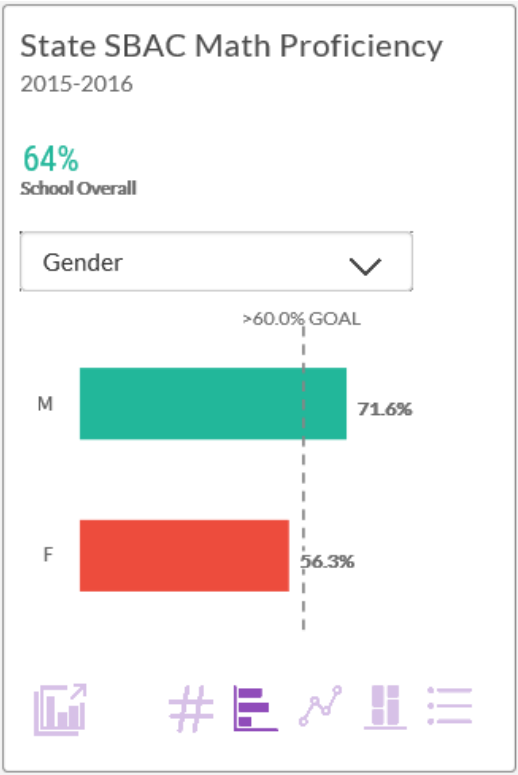


H

When data is disaggregated by ethnic group, we note that all ethnic groups are meeting goals set in English Language Arts, while students whose families identify as Asian and Multiple ethnicities did not meet the goal in Math.

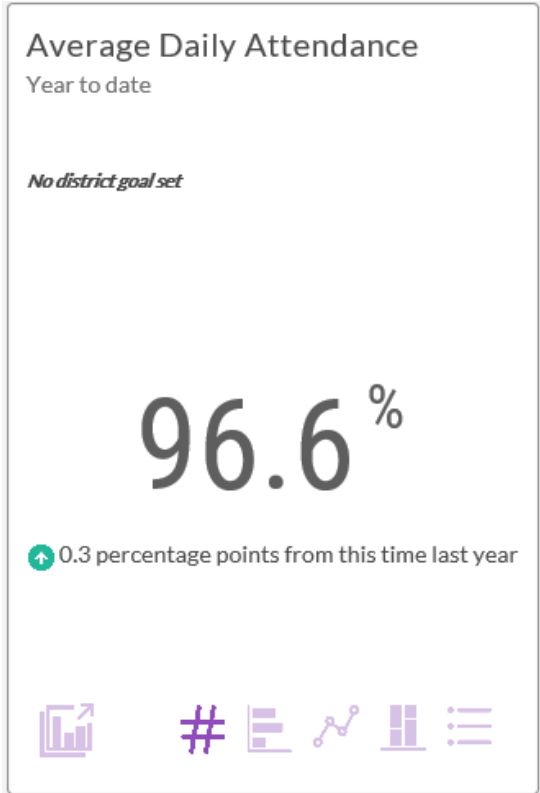


I

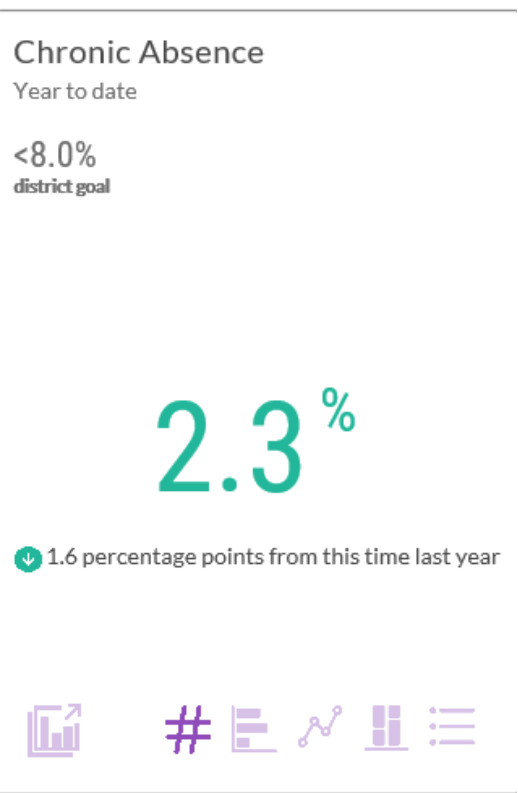


J

Overall, male students met the goal set in both English Language Arts and Math. In both subject areas, males at Franklin are outperforming females, particularly in math.



K



L

While we have seen improvements in our Average Daily Attendance and the number of students chronically absent, this continues to be a focus area of our School Site Council as we look for ways to improve attendance and support families who may be struggling to get their children to school.

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2017-18

Frank Otis Elementary School
CDS Code:

Principal Name	Tanya Harris
Telephone Number	510-748-4053
Address	3010 Fillmore Street, Alameda, CA 94501
E-mail	Tharris@alameda.k12.ca.us
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Date of Last Revision	January 29, 2017
Date of BOE Approval	

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 school principal.

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SCHOOL PROFILE

School Mission and Vision

To work collaboratively with students, parents and community members to provide a caring, inclusive, safe and engaging learning environment that promotes high achievement and personal best for all students as life-long learners.

Executive Summary

Otis Elementary is located in Alameda. The student/family population reflects the diversity in the larger community. We see children as individuals, therefore, we take a holistic approach to teaching and learning. In our diverse community of learners, 15% of our students are socioeconomically disadvantaged, 20% English Language Learners speaking 22 different languages. In order to reach the whole-child, Otis offers a rigors and enriched program. Students have access to the latest technology so that they develop 21st century learning skills. Art and social emotional development are tethered into all that we do.

Otis staff is committed to effectively implementing Multiple Tiered Systems of Support, including Response to Intervention to support academic progress and Positive Behavior Intervention Systems to promote pro-social behavior. Staff has developed school wide structures to analyze academic and behavioral data. These data are used to develop individualized systems of support.

In order to ensure equitable outcomes for all students, staff will continue to develop competencies around data informed instruction. Through this process, targeted systems of support will address the academic and social-emotional needs of all students. Classrooms will be highly engaging, with experiences that support higher order problem solving and critical thinking skills. This will be achieved through culturally, linguistically, and developmentally responsive practices utilizing Board approved curricula and formative assessment data.

SBAC data indicates that African American, English Language Learners, and Special Education sub groups are performing significantly below the 'all student' levels for both Math and ELA. Site-based PBIS data indicates that African American students and students with special needs are referred to the office for disruption and defiance at a disproportionate rate when compared to others.

In order to address inequitable outcomes for subgroups, staff will take a whole-child approach while systemically implementing multi-tiered systems of support. Data will be used to inform instruction and address the social-emotional needs of all students.

In order to address opportunity gaps that impact student achievement, staff will implement, with fidelity, Common Core aligned curriculum to support academic progress. Additionally, all staff will utilize research-based best practices incorporated into daily instruction for language learners, including designated and integrated English Language Development, academic discourse, and

increased student talk. Ongoing staff development will be dedicated to engaging, culturally responsive, tiered systems of support.

Staff will utilize a Response to Intervention system to address academic, social-emotional, and language support. Utilizing research-based, district approved strategies, teachers will implement targeted areas of support that address students holistically.

Ongoing formative and observational assessment data will guide decisions made for the individual child's cognitive and language development. Culturally responsive, highly engaging, and rigorous instruction will take place in every class on a daily basis.

Pro-social skills will be taught explicitly utilizing evidence based curriculum that aligns with the PBIS framework. School-wide systems of support will be implemented using the PBIS framework with fidelity. Tier 2 and Tier 3 systems will be implemented for students with higher level behavioral needs. A Coordination of Services Team (COST) will be developed.

Otis will be a culture where families are welcomed and celebrated regardless of life circumstance, family structure, or culture. Families' ability to advocate for students in elementary and beyond, opportunities to participate in school, and to attend parent education opportunities will be supported.

School Website: <http://otis.alamedausd.ca.schoolloop.com/>

School Accountability Report Card (SARC) link: <http://www.doc-tracking.com/screenshots/Serve/4550/>

DISTRICTWIDE GOALS

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

Instructional Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RTI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career

- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTRICTWIDE	Identified districtwide needs: <p>AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:</p> <ul style="list-style-type: none"> • Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism • Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates • Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
	Metrics used to evaluate progress towards goal: <ul style="list-style-type: none"> • Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year • Daily Attendance: Percentage of students who have attended 96% of more of school days to date in a given year • Suspension Rate: % of students who have been suspended at any time during the current year in district • Expulsion Rate: Percentage of students who have been expelled during the current year • Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS) • High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school • Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school • High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school
	Districtwide actions/services provided to site to reach goal: <p>To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.</p> <p>In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curriculum at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify areas in social studies curricular that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.</p>

The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation, including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), a districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, and substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive.

Our site has provided the following services to support implementation of PBIS:

- Active school-wide PBIS team
- Intervention Team
- Site-based professional development
- Development of instruction in explicit behavioral expectations
- School-wide incentives/recognition
- School-wide behavior management system (behavior flow chart, referral system, etc.)
- Check In-Check Out
- Zones of Regulation
- Girls Group
- Recess Room
- Social groups
- Psych Intern
- Community circles
- Restorative Justice
- Mindfulness
- Lifeskills
- Class meeting
- ToolBox/Soul Shoppe
- No Place for Hate
- Culturally responsive and engaging instruction

Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 3 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site's current status on the TFI is 53% (Tier 1)

	<p>The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:</p> <p>• 0</p>
SCHOOLWIDE	<p>School goal(s):</p> <p>Implement T1, T2 and T3 PBIS elements with fidelity.</p>
	<p>Data used to form school goal(s):</p> <p>Tiered Fidelity Inventory, T1, T2 and T3</p>
	<p>Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSSA)</i></p> <p>Our current TFI subscale scores are:</p> <p>T1:</p> <p>Teams <u>75</u> %</p> <p>Implementation <u>44</u> %</p> <p>Evaluation <u>62</u> %</p> <p>T2:</p> <p>Teams <u>0</u> %</p> <p>Interventions <u>0</u> %</p> <p>Evaluation <u>0</u> %</p>
	<p>How progress toward school goal(s) will be evaluated:</p> <p>This year we plan to increase our TFI subscale scores by 40% in each subscale area. We will participate in a mid-year TFI in January to track progress as well as an end-of-year TFI to be conducted in May.</p>

GOAL 1: Eliminate barriers to student success and maximize learning time				
Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Students Served	Amount
PROMOTE HIGH ATTENDANCE RATE – RELATIONSHIP BUILDING, PARENT INFORMATION SESSIONS, COST/SST TEAM, SARB TEAM, SCHOOL	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS, PTA	All	500.00

HANDBOOK, NEWSLETTERS, ANNOUNCEMENTS, ROBO CALLS							
MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS, PARENT TEACHER COMMUNICATION	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS	All	Materials and Supplies	LCFF Base (0001)	610.00	
POSITIVE BEHAVIOR INTERVENTION & SUPPORT -A DESIGNATED PARA WILL BE AVAILABLE TO IMPLEMENT TIER 1, 2, AND 3 INTERVENTION SUPPORT SYSTEMS WITH INDIVIDUAL STUDENTS, SMALL GROUPS, AND WITHIN THE CLASSROOM SETTING	AUGUST 2017- JUNE 2018	PBIS SUPPORT PARA	All Unduplicated	Classified FTE	LCFF Supplemental (0002)	29265.00	
POSITIVE BEHAVIOR INTERVENTION & SUPPORT – PBIS TEAM, SITE PROFESSIONAL DEVELOPMENT TRAINING AND PLANNING, SUPPORT SCHOOL BEHAVIOR EXPECTATIONS, DIGITAL CITIZENSHIP, SOCIAL-, TIER 2 AND TIER 3 TARGETED INTERVENTION SYSTEMS	AUGUST 2017 - JUNE 2018	DISTRICT TRAINING AND PBIS RESOURCES	All	Certificated Hourly Materials and Supplies	LCFF Base (0001)	1000.00	
CHARACTER EDUCATION - CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, CITIZENSHIP EDUCATION, LIFESKILL AWARDS, MINDFULNESS, CHARACTER ED ASSEMBLY, TOOLBOX/SOUL SHOPPE	OCTOBER 2017- JUNE 2018	PRINCIPAL, TEACHERS, PTA	All	Professional Services Certificated Hourly	LCFF Base (0001) PTA (9046)	18,000.00	
BEHAVIOR INTERVENTION SUPPORT – MONTHLY BIT MEETINGS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH & PSYCH INTERN, TEACHERS	All	Certificated Hourly	LCFF Base (0001)	1000.00 (Release time for monthly sub coverage for triage)	
PSYCHOLOGIST INTERN -- ON-SITE 1:1 AND SMALL GROUP COUNSELING, AND FRIENDSHIP GROUPS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH & PSYCH INTERN	All	Certificated Stipend	LCFF Base (0001)	5920.00	

2017-17 SPSA: Otis Elementary

SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - STUDENT COUNCIL, BOOST! LEADERSHIP, JR. COACHES, GO GREEN RECYCLERS, KINDERGARTEN BUDDIES, SAFETY PATROL, PLAY WORKS	AUGUST 2017- JUNE 2018	PRINCIPAL TEACHERS SUPPORT STAFF	All	Classified Hourly	PTA (9046)	15000.00
INCLUSIVE SCHOOL ACTIVITIES AND EVENTS - INTERNATIONAL NIGHT, ABILITY AWARENESS WEEK, ANTI- BULLY ASSEMBLY, ETC.	AUGUST 2017- JUNE 2018	PRINCIPAL TEACHERS SUPPORT STAFF	All	Materials and Supplies	PTA (9046)	2000.00
PROFESSIONAL CONSULTING SERVICES- TEACHER PROFESSIONAL DEVELOPMENT AND PARENT WORKSHOPS TO SUPPORT THE IMPLEMENTATION SITE-BASED CURRICULUM	AUGUST 2017- JUNE 2018	PRINCIPAL TEACHERS SUPPORT STAFF	All	Professional Services	LCFF Base (0001)	3500.00
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 2A: Support all students in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.
	<ul style="list-style-type: none"> Improve student achievement on both statewide and local assessments Increase College and Career Readiness
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – including focus on 3rd grade reading strand and 8th grade math performance Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade Percentage of graduating class completing Career Technical Education (CTE) Pathway Number of students enrolled in a Career Technical Education (CTE) Pathway Percentage of graduating class completing of University of California ‘a-g’ requirements Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP) Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark

	<ul style="list-style-type: none"> • Percentage of students enrolled in an AP course <p>Districtwide actions/services provided to site to reach goal:</p> <p>The district's broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.</p> <p>The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:</p> <ul style="list-style-type: none"> • Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1. • Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum • Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)). • Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program • TK-8 Teacher Librarians and Media Center program • Math and reading intervention software at K-5 (Successmaker) • Naviance college and work-readiness tool (software) • Software to enhance K-5 content (Discovery Education license) • Turnitin software to support high school writing and research • Credit recovery software (Cyberhigh license) • More Starfall and Tumblebook Library digital subscriptions (TK-5) <p>Otis Elementary also provides the following programs to support student achievement:</p> <ul style="list-style-type: none"> • RAZ Kids, ABC Mouse, IXL...online programs • Fountas and Pinnell Assessment and Leveled Library Intervention System • Systematic Instruction in Phonemic Awareness Phonics and Sight Words (SIPPS) • Handwriting Without Tears • Keyboarding Without Tears/Typing Club/Type2Learn • Lucy Calkins' Units of Study, Reader's and Writer's Workshop • Small Group Reading and Math Instruction • Eureka Math • Foss Science Kits
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SCHOOLWIDE	<p>Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program:</p> <ul style="list-style-type: none"> 0 <p>Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming:</p> <ul style="list-style-type: none"> 0
	School goal(s):
	80% or more students will meet or exceed standards as measured by district and state standardized assessments. This is a 7% improvement from last year in ELA and a 12% improvement from last year in Math.
	Data used to form school goal(s):
	CAASPP data District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS, CST (new state science test for 5 th grade next year will be CAST)
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	Based on our findings, we have determined the our English Language Learners, African American students and students with special needs are underperforming White and non-English Learners at disproportionate rate
	How progress toward school goal(s) will be evaluated:
	Grade level and schoolwide data analysis. Examine cohort data, growth trends, and performance of disaggregated subgroup populations.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROFESSIONAL DEVELOPMENT, PEER OBSERVATION & COLLABORATION FOR CCSS, INTEGRATED AND SYSTEMATIC ELD, MATH, IBD, BAYSCI, UDL, RTI & TECHNOLOGY	AUGUST 2017- JUNE 2018	PRINCIPAL TEACHERS	All	Certificated Hourly	LCFF Base (0001)	\$9100
READING AND MATH DIFFERENTIATION (IE: INTEGRATED	SEPTEMBER 2017 - JUNE 2018	PRINCIPAL TEACHERS	All	Classified FTE	PTA (9046)	\$30000

AND SYSTEMATIC ELD, STRATEGIC LEARNING SUPPORT, SUCCESSMAKER)								
INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE (IE: IPADS, SMARTBOARDS, CHROMEBOOKS, INTERNET, SOFTWARE PROGRAMS & APPS)	SEPTEMBER 2017- JUNE 2018	TEACHERS	All		Materials and Supplies	PTA (9046)		2000.00
PROVIDE INSTRUCTIONAL MATERIALS FOR COMMON CORE	AUGUST 2017- JUNE 2018	TEACHERS	All		Materials and Supplies	LCFF Base (0001)		1000.00
STEAM Science, Technology, Engineering, Art, and Math	AUGUST 2017- JUNE 2018	PRINCIPAL TEACHERS	All		Materials and Supplies	PTA (9046)		10000.00
			Choose an item.		Choose an item.	Choose an item.		
			Choose an item.		Choose an item.	Choose an item.		

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.
	<ul style="list-style-type: none"> • Improve English Learner (EL) Achievement • Implementation of State Standards for English Learners
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) <ul style="list-style-type: none"> ◦ <i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i> • Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT • Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status
Districtwide actions/services provided to site to reach goal:	
To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily	

SCHOOLWIDE	designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is: <ul style="list-style-type: none"> 1.0 FTE Our site efforts to improve EL achievement also include: <ul style="list-style-type: none"> RTI Strategic Learning Groups/ tiered interventions (ie: ELA small reading groups in K-3 include EL instructional groups Site training and collaboration for integrated ELD in the classroom: differentiation, scaffolding Explicit vocabulary building program? <p>Additionally, at the secondary level (6-12), sites receive targeted FTE above the base allocation to allow for lower ELD class sizes and appropriate scheduling of students by proficiency. Our site receives the following amount of FTE based on our English Learner population:</p> <ul style="list-style-type: none"> 0
	School goal(s):
	67% or more EL students will meet or exceed standards as measured by district and state standardized assessments. (54% improvement from last year for ELA SBAC and 31% improvement for Math SBAC)
	Data used to form school goal(s):
	ELPAC, SBAC, district assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P,
SCHOOLWIDE	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	Summarize your findings about your school's AMAO, CELDT, Redesignation & performance data. Are there any 3-year trends? A trend could not be determined in regards to Redesignation; however, EL students are consistently underperforming EO students on state standardized tests. Our findings suggest that a multi-tiered targeted approach to instruction is needed, as well as consistent integrated and designated ELD instruction.
	How progress toward school goal(s) will be evaluated:
SCHOOLWIDE	Grade level and schoolwide data analysis. Examine growth trends, and performance of EL population.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Students Served	Type	Funding Source
ELD COACHING AND SUPPORT FOR INTEGRATED AND SYSTEMATIC ELD IMPLEMENTATION	AUGUST 2017 - JUNE 2018	PRINCIPAL, LITERACY/ELD COACH, TEACHERS	English Learners	DISTRICT PROVIDED 1.0 FTE Certified	Choose an item. 0.00

PROVIDE BOOKS/ADDITIONAL TEXT FOR ACCESS TO COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)			All Unduplicated	Materials and Supplies	LCFF Supplemental (0002)	1280.00
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	
			Choose an item.	Choose an item.	Choose an item.	

GOAL 3: Support parent/guardian development as knowledgeable partners and effective advocates for student success	
DISTRICTWIDE	Identified districtwide needs: AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students. <ul style="list-style-type: none"> • Improve efforts to seek input from parents/guardians to support informed district/school targeted supports • Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources • Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
	Metrics used to evaluate progress towards goal: <ul style="list-style-type: none"> • Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program • Input: Percentage of parents/guardians completing annual survey • Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events
	Districtwide actions/services provided to site to reach goal: The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is: 14
	District enrollment includes outreach and support, including translation, to assist families with online enrollment. Our site supports parent/guardian involvement in the following ways: School Handbook School marquee and website Autodialer calls throughout the school year CAASPP & ELPAC Testing Results sent home Report Cards three times a year Parent-Teacher Conferences, in the fall and as needed in the spring Translation available for parent meetings Wednesday envelopes (returned signed each week) Teacher/Family Communication Morning Assemblies
	2017-17 SPSA: Otis Elementary

SCHOOLWIDE	<p>Homework</p> <p>SST (Student Study Team), IEP (Individualized Education Plans), 504, IIP (Individualized Intervention Plan), and BIT (Behavioral Intervention Team) meetings throughout the year</p> <p>PARI (Promotion, Acceleration, Retention, Intervention) process</p> <p>Fall Back to School and Kindergarten Information Nights</p> <p>Weekly newsletter & Teacher newsletters</p> <p>Open House</p> <p>ELAC (English Language Advisory Council), meetings</p> <p>SSC (School Site Council), monthly meetings</p> <p>PTA meetings/events, monthly</p> <p>Parent Volunteers: room parent communicators, classroom helpers, lunchroom supervision, chaperones, art docent, reading groups, garden docent</p> <p>ELL (English Language Learner) Parent Survey</p> <p>Attendance/SART</p> <p>Awards and Award ceremonies throughout the year</p>
	<p>The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.</p>
	<p>School goal(s):</p> <p>30% parents attend School Smarts program.</p> <p>100% of parents attend Back to School Night (as evidenced by sign-in sheets)</p> <p>100% of parents attend the Fall Parent Conference</p> <p>30% of parents join the school PTSA</p> <p>10 volunteer hours on site</p>
	<p>Data used to form school goal(s):</p> <p>Meeting/event sign-in sheets: BTSN, conferences, PTA, SSC, ELAC, Open House, Volunteer sign ins sheets, school-loop data of usage, online newsletters, Blackboard autodialer data, Survey data</p>
	<p>Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i></p> <p>11.8 percent of Otis families have participated in School Smarts. District-wide data indicate that the majority of families participating in the School Smarts program have children with IEPs or 504s. Based on the data, we will prioritize increasing capacity of teachers in implementing IEP accommodation and supporting families in advocating for their children with special needs. In addition, we will continue with ongoing efforts to decrease out of school time while building awareness of the importance of attending school every day.</p>

	How progress toward school goal(s) will be evaluated:
	We will compare prior year's School Smarts attendance with 2017-18 participation.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PARENT COMMUNICATION – SCHOOL HANDBOOK, MORNING ASSEMBLIES, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP & ELPAC TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, EMAILS & TRANSLATORS WHEN NEEDED, IEP AND 504 MEETINGS, AND STAFF DEVELOPMENT	AUGUST 2017 - JUNE 2018	PRINCIPAL, TEACHERS, PARAS, OFFICE STAFF	All	Materials and Supplies	PTA (9046)	4500.00
PARENT EDUCATION OPPORTUNITIES – (IE: SCHOOL SMARTS ACADEMY, PTA SPONSORED WORKSHOPS, CLASS, MIDDLE SCHOOL OPTIONS	AUGUST 2017- JUNE 2018	PRINCIPAL, DISTRICT	All	Materials and Supplies	PTA (9046)	1000.00

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE	<p>Identified districtwide needs:</p> <p>A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.</p> <ul style="list-style-type: none"> • Maintenance of a highly qualified teaching staff • Provision of adequate instructional materials • Maintenance of a safe learning environment
	<p>Metrics used to evaluate progress towards goal:</p> <ul style="list-style-type: none"> • Teacher Qualifications <ul style="list-style-type: none"> ◦ Percentage of teachers fully credentialed and highly qualified ◦ Percentage of teachers qualified to teach English Learners (ELs) ◦ Percentage of teachers appropriately assigned 100% • Instructional Materials: Number of substantiated Williams textbook complaints/year • Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)
	<p>Districtwide actions/services provided to site to reach goal:</p> <p>To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)). The district provides ongoing professional development and collaboration opportunities.</p> <p>Core instructional materials are provided to sites through the Educational Services department. These include:</p> <ul style="list-style-type: none"> • Annual renewal or replacement materials for adopted curricula • Board-approved materials for new courses • Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels. • 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA/ELD) adoption. • Science curriculum through the Full Option Science System (FOSS) – K-8 • Supplemental ELA curriculum through Inquiry by Design (IBD) <p>School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include: Securing the perimeter with a new fence.</p>
	<p>School goal(s):</p> <p>Support teachers in attending district professional development. Build teacher capacity through site collaborative learning.</p>

	Site support for successful implementation of core curricula. Monitoring and evaluation for continued learning and accountability.
	Data used to form school goal(s):
	SARC Data
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>
	100% of teachers at Otis Elementary are credentialed and highly qualified. 100% are qualified to teach English Language Learners. All teachers are properly assigned according to their credentials. See 'metrics' indicated above.
	How progress toward school goal(s) will be evaluated:
	SARC data analysis No Williams findings New adoption of ELA instructional materials and implementation Continued implementation of Eureka Math and other CCS Standards

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Students Served	Type	Funding Source
NEW MATH MATERIALS HAVE BEEN ADOPTED AND PROFESSIONAL DEVELOPMENT TO SUPPORT IMPLEMENTATION CONTINUES	AUGUST 2017 - JUNE 2018	Principal Teachers	All	Materials and Supplies	LCFF Base (0001)
NEW ELA/ELD MATERIALS WILL BE ADOPTED, PURCHASED AND IMPLEMENTED IN 2017-2018 WITH PROFESSIONAL DEVELOPMENT AND COACHING SUPPORT	AUGUST 2017-2018	Principals Teachers	All	Materials and Supplies	LCFF Base (0001)
			Choose an item.	Choose an item.	Choose an item.
			Choose an item.	Choose an item.	Choose an item.
			Choose an item.	Choose an item.	Choose an item.
			Choose an item.	Choose an item.	Choose an item.
			Choose an item.	Choose an item.	Choose an item.
			Choose an item.	Choose an item.	Choose an item.
			Choose an item.	Choose an item.	Choose an item.

SITE BUDGET SUMMARY: Discretionary Funding

Otis Budget Summary		B3							
Resource	Program	2017-18	C112 Certificated Salaries	C113 Classified Salaries	C114 Benefits	C122 Supplies	C135 Services		
			Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx		
<u>0001</u>	<u>Discretionary</u>	\$ 48,294	\$ 14,100	\$ 480	\$ 2,824	\$ 16,290	\$ 14,600		
<u>0002</u>	<u>LCFF Supplemental Grant</u>	\$ 30,545	\$ -	\$ 20,925	\$ 5,595	\$ 4,025	\$ -		
<u>3010</u>	<u>T1, Part A</u>		\$ -	\$ -	\$ -	\$ -	\$ -		
<u>0002</u>	<u>In Lieu of Title 1 Innovative</u>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
Grand Total		\$ 78,839	\$ 14,100	\$ 21,405	\$ 8,419	\$ 20,315	\$ 14,600	18%	19%
								27%	26%

CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

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

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

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
DEB KJELLAND	F	White	English		x			
KARENBETH PEILER	F	White	English		x			
TANYA HARRIS	F	Biracial	English	x				
MARIA BONINO-OKAMURA	F	White	English			x		
DAVID MITCHELL	M	White	English				x	
DANIELLE ALI	F	Black	English				x	
JERROLD CONNORS	M	Pacific Islander	English				x	
Gabriela Badilla	F	Latina	Spanish				x	
#s of members of each category								

**See race/ethnicity codes in Aeries*

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.

SITE VALIDATION QUESTIONS

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

YES

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

YES

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

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

YES

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan

(Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

___ English Learner Advisory Committee

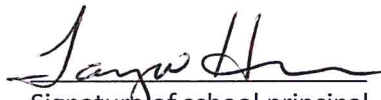
___ Community Advisory Committee for Special Education Programs

___ 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: .

Attested:

Typed name of school principal


Signature of school principal

4/18/17
Date

Typed name of SSC chairperson


Signature of SSC chairperson

4/18/17
Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

Are special education staff members providing support to general education students at your school site?

No

APPENDIX B: TITLE 1 SCHOOLWIDE PROGRAM PLAN

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:

<http://www.cde.ca.gov/sp/sw/rt/> and <http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc>

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

APPENDIX C: INNOVATIVE PROGRAM AND MAGNET SCHOOL REVIEW OF PROGRESS GUIDING QUESTIONS

Innovative Programs and Magnet Schools annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program and Magnet School within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage **SAMPLE OF HOW MAYA LIN REFERRED BACK TO THER PLAN WITH PAGE #'s**

1. When and why did the program start? Pg. 3
2. What is the vision and mission of the program? Pg. 3
3. What are the goals of the program? Pg. 4
4. What are the student performance expectations resulting from being a different type of program? Pg. 4-5
5. How will the program measure progress towards goals? Pg. 9-14, 39, 42
6. How will the school know that students are learning? Pg. 4, 40
 - a. What will this look like in the classrooms?
7. How will the school know whether students are engaged? Pg. 4
 - a. What will this look like in the classrooms?
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance? Pg. 9-14
9. How will the program encourage parental and community input and involvement? Pg. 15 – 17, 41

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

Theory of Action

1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement.
 - Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?
 - What effective strategies are used to evaluate student learning and engagement?
3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set?
4. How are teachers provided feedback on instructional practices to improve instruction?
5. How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead

1. Identify and discuss significant accomplishments.
 - What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?

3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.

APPENDIX D: DATA

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SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2017-18

Maya Lin Elementary School

CDS Code: 01611190126656

Principal Name	Judith Goodwin
Telephone Number	510-748-4007
Address	825 Taylor Street, Alameda, CA 94578
E-mail	jgoodwin@alameda.k12.ca.us
Fax	510-523-8798
Date of Last Revision	April 25, 2017
Date of BOE Approval	

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 school principal.

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SCHOOL PROFILE

Maya Lin School opened as an Alameda Unified Magnet School on August 27, 2012. It is a K-5 magnet program focused on integrated learning where the visual arts and inquiry learning process are used throughout the curriculum to support student understanding. With the common core curriculum as a guide, teachers design lessons that allow students to develop foundational skills while deepening and exploring their knowledge in a subject area through the development of inquiries. The school was created under provisions established by the Master Plan adopted by the Alameda Unified Board of Education on February 23, 2010 which provided for the establishment of “**attractive school options to provide desirable choices and deepen student, family and community engagement in the youths' lives and education.**” In a survey of Alameda families, residents identified the desire to have an arts magnet as an option for their child. Maya Lin School provides this magnet school option. The design team for Maya Lin School consisted of teachers, parents and administrators desiring both a different learning experience for students and professional experience for educators. It is the original mission and vision actualized by this design team that charts the work of the school today. The Maya Lin Staff and Community hold the mission and vision for Maya Lin School as touchstones of purpose within the ever changing landscape and demands of public education.

Maya Lin School Vision – *Students at Maya Lin School are creative, smart, critical thinkers who love art and know they can do anything.*

Maya Lin School Mission – *The mission of Maya Lin School is to provide arts integration and inquiry based learning. We embrace 21st century learning and the involvement of our community in building a dynamic school environment. We acknowledge learning is a lifelong process and support ongoing professional development and collaboration for all members of the school community.*

Theory of Action

If: *we continue to implement an integrated arts centered inquiry learning program*

Then: *we will engage all learners and close the access and achievement gaps for our English Learners, Socioeconomically Disadvantaged students, and other significant student groups where such gaps exist*

Research Highlights

President Obama’s Committee on the Arts and Humanities published a research compendium which contains a study of arts education: The study states:

“All our research points to the success that schools that are “arts rich”, in which students that may have fallen by the wayside find themselves reengaged in learning... more advanced students also reap rewards in this environment, demonstrating accelerated learning and sustained levels of motivation.”

Inquiry based learning is an inherent part of arts centered education. Research shows that the amount of student learning that occurs in a classroom is directly proportional to the quality and quantity of student involvement in the educational program (Cooper and Prescott 1989) yet research studies indicate that teachers typically dominate classroom conversation, consuming 70% of classroom time. Arts integrated and inquiry-based instructional approaches reverse this trend, placing students at the center of the learning process and teachers in the role of learning facilitator, coach and modeler.

At Maya Lin, students are actively engaged in the process of learning and discovering multiple ways to represent their thinking. The diverse talents and challenges of our many different students are more readily accessed or addressed. Learning becomes a tangible, visible process which is critical for our English learners working to develop their language skills. For an English learner, art can become a bridge between the learning they can represent visually but haven't yet mastered in verbal or written form. Arts integration provides students with a multi-sensory structure for learning and creates a common language throughout the school that removes cultural and socio-economic barriers. Though a student may be struggling to build foundational academic or social skills, the arts provide an entry point for a child to represent his/her learning, and to build individual confidence in his/her abilities to be successful in school.

Our PTA is an active partner in realizing our vision and mission for all students. They support field trips, teacher mini grants, after school programs, our school garden and special programming. Volunteers organize yearly school wide community events which include the Halloween Haunt, Multicultural Dinner, Field Day and the Jogathon. These events provide an opportunity for families and students to come together and celebrate.

Program Goals

We have invested time, funding, and staff learning at Maya Lin to build integrated instruction incorporating the arts and inquiry because this instruction allows students to build foundational skills in reading, writing and math while developing critical thinking skills, and the confidence to explore and create with these skills. Integrated units begin with the Common Core State Standards (CCSS) for social studies and science. Through direct instruction, the development of inquiry questions, research, and a series of activities and art based projects, students deepen their understanding of the topic while developing grade level skills in reading, writing and critical thinking.

Inquiry-based instruction is a student-centered and teacher-guided instructional approach that engages students in investigation of real world questions they choose within standards-based curriculum. Inquiry-based instruction deepens traditional instruction by extending and applying the learning of students in a way that connects with their interests. Our program compliments the goals of the CCSS requiring students to represent their learning in a variety of ways. Arts integration and inquiry learning are in alignment with our district LCAP goals: "Eliminate barriers to student success and maximize learning time; support all students in becoming college and work ready; and demonstrate measured annual growth relative to individual student performance levels."

In addition to goals in arts integration and inquiry learning, we use a "looping" model which provides a two-year relationship between teacher, student and family. In a looping program, teachers build a detailed understanding of a child's specific learning needs and motivations. Looping allows teachers to use knowledge of the previous year to modify and build integrated curriculum, target specific learning needs and differentiate instruction.

Ongoing professional development is an integral part of our mission and a goal for our work at Maya Lin School. All staff agreeing to work at the school, must complete the Integrated Learning Specialist Program through the Alameda Office of Education. This 90 hours of professional development provides a common understanding of integrating the arts into the curriculum and how to use the process of inquiry in the classroom to guide student learning. We use an instructional practices rubric developed by the staff through multiple meetings and conversations to guide our work as professionals. The rubric measures five large program components: Use of Studio Habits of Mind; Instructional Design, Teaching for Understanding, Inquiry learning and Integrated Curriculum; Student Engagement and Deeper Metacognitive Learning; Collaboration among Teachers, Students, Parents, Staff and Community; and Assessment. Using the rubric, teachers self-assessed to identify areas of celebration and growth. We use data from our rubric work to set priorities for future staff development.

To support our arts centered learning program component, students at Maya Lin School receive one hour of art instruction a week from our resident artist. As they develop their art skills, their ability to represent their thinking visually increases. Classroom teachers and the Library Media Center teacher collaborate with the artist to support the work of school wide arts integrated projects. Students use research journals to collect notes/information on their

projects and reflect on their learning. Student created rubrics, a Ladder of Feedback and student reflection are all examples of assessments being used to measure student learning.

Our Literacy Teacher previously funded through Title 1 funds, is a critical part of our school wide reading intervention team. She provides intensive small group, Tier 2 reading intervention to students using a variety of researched based practices including the Leveled Literacy Program. She also works directly with classroom teachers to review the results of the Fountas Pinnell reading assessment and monitor the reading development of our most at risk students. The Literacy Teacher attends Grade Level Study and Student Study Team meetings to provide expertise on the development of reading and writing skills. She has also worked with a community partner to organize a school wide reading volunteer program as an additional support for those students struggling to develop grade level reading skills. This position will be funded from in lieu of Title 1 funds for the 2017-2018 school year.

Weekly Spanish instruction is also part of the Maya Lin program. During the 2017-2018 school year, this position was vacant. Hopefully, this program will return in the 2017-2018 school year if a qualified teacher can be retained. Two days a week, a school counselor is available to work with small groups and individual students recommended through our site intervention process for additional support

We currently have three after school programs on campus expanding the exposure to the arts for our students. The Alameda Music Project is a non-fee based program offering students classes in choir, percussion, violin and cello. LEAPS is a low fee program providing students homework support and enrichment activities in the arts and sciences. Alameda Arts is a private program giving students the chance to continue their exploration in the visual and maker arts in an after school environment.

Greatest Progress – As a staff, we have developed an environment for professional learning that encourages collaboration, risk taking and exploration of professional practices. Using the instructional practices rubric we developed as a staff, we can stay anchored in the foundational components of our magnet program while learning and implementing new district adopted curriculums in math and language arts. This ongoing collaborative professional practice has created for our students an engaging learning environment where students are allowed to take risks and develop their personal voice as a learner. The process of learning is articulated for them and valued over the product they create. They demonstrate their understanding of themselves and of the curriculum through a variety of mediums. It is in samples of student writing, student conversations and visual representations of their understanding we find the greatest evidence of deeper critical thinking.

Greatest Needs – Aligning new AUSD adopted core curriculum for math and language arts and their accompanying assessments, to existing magnet school program goals and school wide assessments (i.e. Fountas Pinnell) currently in place, is an area of focus. Utilizing staff collaboration time and professional development opportunities provided by the district, we will use student data to identify the best practices necessary to provide a multi-tiered system of support for all students but especially our most at risk learners. Included in this work will be identifying needed resources and structures to provide classroom based Tier 2 should the in lieu of Title 1 funding Maya Lin School is receiving for 2017-2018 be eliminated in future years.

Performance Gaps - There is an achievement gap between our African American students and the highest performing sub group, in both ELA and Math as measured by eh CAASPP. There is also a significant gap for our Limited English Proficient students and our English proficient students in both ELA and Math as measured by the CAASPP. As a school, we will be continuing to provide small group pull out instruction in reading for students 1st – 5th. In math, we will work with PTA funds to provide targeted after school interventions in math using both teacher hourly and online math intervention programs. Our ELD coach will review performance data for EL in both math and ELA to identify skill areas needing support and work with classroom teachers to provide targeted instruction.

Increased or Improved Services - Our ELD coach will review performance data for EL in both math and ELA to identify skill areas needing support and work with classroom teachers to provide targeted instruction. SED and EL students

will be identified for participation in after school programs and targeted interventions. We will continue our outreach to families of our most at-risk students, encouraging them to attend parent education events hosted by the school. These may include: Art University Night, Literacy Night, Math University, Toolbox and School Smarts.

School Website: <http://mls-alamedausd-ca.schoolloop.com/>

School Accountability Report Card (SARC) link: <http://www.doc-tracking.com/screenshots/Serve/4550/2016/MayaLinElementarySchool.pdf>

DISTRICTWIDE GOALS

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

Instructional Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative justice, culturally responsive curriculum and instructional strategies
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL 1: Eliminate barriers to student success and maximize learning time	
DISTRICTWIDE	Identified districtwide needs:
	<p>AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:</p> <ul style="list-style-type: none"> • Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism • Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates • Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year • Daily Attendance: Percentage of students who have attended 96% or more of school days to date in a given year • Suspension Rate: % of students who have been suspended at any time during the current year in district • Expulsion Rate: Percentage of students who have been expelled during the current year • Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS) • High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school • Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school • High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school
	Districtwide actions/services provided to site to reach goal:
	<p>To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.</p> <p>In 2009-10, AUSD adopted anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curricular at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration with the LGBTQ roundtable, have continued Safe Schools work to identify area in social studies curriculum that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.</p> <p>The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation,</p>

	<p>including services funded through LCFF Supplemental resources. These districtwide actions/services include district coaches, a district PBIS coordinator (.5 FTE), and districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, substitute release), Tier 2 implementation (staff hourly and FTE for enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive. Our site is provided the following services to support implementation of PBIS:</p> <ul style="list-style-type: none">• District Coaching• Teacher hourly to support data collection and facilitation of Tier 1 Initiatives <p>Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 2 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current tier of implementation. Our site’s current status on the TFI is: Tier 1 Implementation 73% Tier 2 Implementation 8%</p> <p>The district has also restored and expanded after-school programs in an effort to provide additional academic and enrichment services to those students in most need. These programs have made after-school programming possible at several Title 1-eligible schools that are not eligible for federally-funded after school programming dollars. Our site is provided the following funds to implement an after-school program:</p> <ul style="list-style-type: none">• ASES Grant								
SCHOOLWIDE	School goal(s):								
	<ul style="list-style-type: none">• Improve attendance rates to maximize learning time• Increase outreach to families regarding the importance of on time daily attendance• Increase overall implementation score on the TFI: Goals: Tier 1: 100% Tier 2: 50%								
	Data used to form school goal(s):								
	<p><u>Average Daily Attendance Maya Lin School- Overall:</u> 95.6% (<i>defined as percent of total attendance days out of total instructional days</i>) AUSD 96.1%</p> <p><u>Percentage of MLS Students attending school at least 96% of the time</u></p> <table><tr><th>2014 – 2015</th><th>2015-2016</th><th>2016-2017</th></tr><tr><td>196</td><td>209</td><td>205</td></tr><tr><td>55.52%</td><td>63.91%</td><td>56.63%</td></tr></table> <p>AUSD District 66.48%</p>	2014 – 2015	2015-2016	2016-2017	196	209	205	55.52%	63.91%
2014 – 2015	2015-2016	2016-2017							
196	209	205							
55.52%	63.91%	56.63%							

Attendance Rate by Ethnicity: Yes = attending 96% of the time

White or Caucasian n= 150	Yes - 87 students: 58.00%	No – 63 students: 42.00%
Hispanic or Latino n= 64	Yes – 31 students: 48.44%	No – 33 students: 51.56%
Asian n= 44	Yes – 28 students: 63.64%	No – 16 students: 36.36%
Filipino n= 22	Yes – 16 students: 72.73%	No – 6 students: 27.27%
Multi-racial n= 43	Yes – 26 students: 60.47%	No – 17 students: 39.53%
Black or African American n= 34	Yes – 15 students: 44.12%	No – 19 students: 55.88%

Percentage of students with 3 or more unexcused absences

2014-2015	2015-2016	2016-2017
251	241	218
67.65%	68.08%	60.22%

Percentage of Suspensions

2014-2015	2015-2016	2016-2017
8 students	5 students	10 students
2.1%	1.4%	2.7%

Implementation of Positive Behavior Intervention Systems

Our current TFI subscale scores are:

T1: Overall Implementation 73%

Teams 75%

Implementation 67%

Evaluation 88%

T2: Overall Implementation 8%

Teams 25%

Interventions 0%

Evaluation 0%

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

Data Analysis - Attendance

The attendance rate at Maya Lin School of students attending 96% of the time decreased 7.28% from 2015-2016 until March of 2016-2017. This is after an increase of 8.39% from 2014-2015 until March of 2015-2016. Our African American population has the highest

percentage of students not attending school 96% of the time at 55.88%. Followed by the Hispanic students at 51.56% and then Caucasian students at 42.00%. The percentage of students with 3 or more unexcused absences has decreased from the previous year by 7.86%

Reflections on Progress

We have made progress this year with consistent communication with families regarding the importance of on-time school attendance. Recognizing students for their attendance at the trimester has also helped engage them in the importance of regular school attendance. Back to School Night, Parent Teacher Conferences, ELAC and PTA meetings have also served as places to share with families the importance of on time daily attendance. Student illness across our Pre School through Fifth Grade student population and families taking vacations during the school year that are shorter than the 5 days provided for in contracted study are also impacting students attending school for 96% of instructional time.

Next Steps

Improving attendance for all students is an area where we can continue to improve. We have discovered that face to face communication and building a relationship with families is critical in building a habit of on time daily attendance. This communication needs to come from not only the office staff during absence verification calls or when a child comes in late, but also the classroom teacher. The fall conference time is the first point where attendance is discussed between the classroom teacher and parent and the connection between attendance and academic achievement is made clear. As a staff, teachers will review attendance data as part of the conference and discuss with parents if their child's academic achievement is being impacted by attendance. In addition to the fall conference, we will remind families through newsletters and presentations at Back to School Night, ELAC and PTA meetings of school and district attendance policies and procedures. We will also encourage families to make vacation plans outside the school year whenever possible. When necessary, School Attendance Review Team meetings will be held with families, classroom teachers and the Principal to develop an action plan and identify needed supports for on time daily attendance.

The family/student resources and student incentives listed below will continue to be utilized:

- School Handbook
- Newsletter articles about attendance
- Announcements at Morning Assemblies
- PTA, ELAC, and SSC meetings
- SST and IEP discussions
- Office/Attendance counsel for families
- Student awards/incentives
- Alarm clocks distributed as needed
- Bus passes for qualifying families
- Student services support (calls, home visitations, letters, SART/SARB)

- Looping school wide structure K/1 – 2/3 – 4/5 allows the student/family to build strong connections with the classroom teacher that supports achievement
- Counseling for students identified through staff members for social/emotional support

Data Analysis – Suspension

The suspension rate at Maya Lin has increased over the past year by 1.3% and the number of students doubled from 5 to 10. Suspensions deprive children of learning opportunities. Every effort is given to proactively support students to learn how to participate productively and respectfully in our school community and to make positive school choices.

Reflections

Suspensions at Maya Lin School occur after progressive steps are taken to help both the students and their families understand school rules, unless the incident is of such severity, suspension is warranted as determined by the Alameda Unified discipline policy. As a school, we are continuing to work with the Special Education Department and staff to ensure students with special needs have appropriate Behavior Intervention Plans (BIP) in place and the necessary staffing support they require.

We are continuing our school wide implementation of Positive Behavior Intervention and Support (PBIS). This year, since January, we have been working with a district coach to refine school wide systems currently in place. We use our positive behavior reinforcement “Wolf Tags” to acknowledge students for following the school rules of Be Kind, Be Safe, and Be Responsible. The PBIS team continues to review school wide data on major and minor behaviors and is using this information to identify school wide intervention needs and set a progression of appropriate consequences. This year the Behavior Intervention Team (BIT) including the principal, behaviorist, psychologist, and strategic instructional staff met four times to develop plans for students needing additional behavioral support. As a staff, we have found the work of implementing our PBIS program to be a time intensive but a valuable process as we work together to align our practices as a staff to engage and support students through positive reinforcement.

Next Steps

We will continue implementation of school wide PBIS focusing on implementation of Tier 2 systems. We hope to secure a half time Support Provider through Alameda Unified, with a qualifying score on our May 2017, TFI assessment. This will help greatly with our school wide implementation of our program. As a staff, we continue to refine our use of school wide student recognition and behavioral support (Wolf Tags, Uh- Oh slips, Behavior Notices, Office Referrals). A section on the Positive Behavior Intervention System explaining student recognition and Behavioral Supports will be added to the Maya Lin School Student Family Handbook.

The following school wide programs support a positive school climate and teach students the skills of problem solving and conflict resolution:

- Behavior Intervention Team

	<ul style="list-style-type: none"> • Special Education individual behavior Plans • Behavior journals and contracts communication with families • PBIS (Positive Behavior Intervention and Support) Coaching Cohort Second Year 2015-2016 • School wide rules and expectations • Classroom Community Meetings • Classroom buddies, Peer-Cross-Age Buddies • School wide Rules and Procedures: Clipboard Notices and Proof of Responsibility • Service Learning (4/5th Grade Go Green Leader/Recycling Monitors, Student Council/Leadership, 3rd – 5th Grade Peacemakers, 5th Grade Playground Equipment Monitors, 3rd Grade Pre School Helpers) • On site counseling • Digital Citizenship Contracts • Assemblies (character education, Soul Shoppe, performing artists and authors)
	How progress toward school goal(s) will be evaluated:
	Attendance <ul style="list-style-type: none"> • Ongoing monitoring of student attendance (Unexcused absences, Tardies, Contracted Studies) • Logs of SART Meetings held throughout the year • Staff, PTA and ELAC meeting agendas • Automated dialer reminders on the school calendar Increased Learning Time – PBIS Implementation <ul style="list-style-type: none"> • Monitor Office Referrals through the Office Student Sign-in log • Monitor suspensions throughout the year • Collect data on the number of Behavior Notices given by staff

GOAL 1: Eliminate barriers to student success and maximize learning time

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROMOTE HIGH ATTENDANCE RATE - SCHOOL HANDBOOK, NEWSLETTERS, SCHOOL WEBSITE, ANNOUNCEMENTS MORNING OPENING	August 2017 – June 2018	Principal, Office Staff, Teachers	All	Classified FTE Certificated FTE Certificated Hourly	LCFF Base (0001)	500.00
MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS, STUDENT RECOGNITION FOR ATTENDANCE	August 2017 – June 2018	Principal, Office Staff, Teachers	All	Classified FTE	Choose an item. n/a	n/a
SOCIAL EMOTIONAL SUPPORT SCHOOL COUNSELOR AND INTERNS	September 2017- May 2018	School Psychologist Counselor, Interns	All	Certificated FTE	Magnet/Innovative (9500) Donations (9010) PTA (9046)	Counselor 40,900 Psych Intern 7,500
LOOPING STRUCTURE SCHOOL WIDE K/1, 2/3, 4/5	August 2017 – June 2018	Principal, Teachers	All	Certificated FTE	Magnet/Innovative (9500)	1 FTE 60,000
PROVIDE CLEAR EXPECTATIONS – PBIS, TRAINING, SCHOOL BEHAVIOR EXPECTATIONS/SCHOOL WIDE RULES, WOLF TAGS, BEHAVIOR NOTICES	August 2017 – June 2018	PBIS Team, All Staff	All	Certificated Hourly	LCFF Supplemental (0002)	500.00 District Provided
TOOLBOX – YEAR 2 IMPLEMENTATION	August 2017 – June 2018	All Staff	All	Materials and Supplies	LCFF Base (0001)	2,000
BEHAVIOR INTERVENTION SUPPORT – PBIS IMPLEMENTATION TIER 1 AND TIER 2, COST TEAM, ON-SITE COUNSELING, FRIENDSHIP GROUPS	September 2017- May 2018	Counselor, COST and PBIS Teams, Principal, Teachers	All	Certificated Hourly Classified Hourly Certificated FTE	LCFF Supplemental (0002) PTA (9046) Magnet/Innovative (9500)	1,000 District Provided 500.00 PTA Counselor 40,900
SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - STUDENT LEADERSHIP, CROSS GRADE LEVEL BUDDIES, TOOLBOX AMBASSADORS, GO GREEN AND PLAYGROUND EQUIPMENT MONITORS, BOOST PROGRAM BUDDIES	August 2017 – June 2018	Principal and Teachers	All	Certificated FTE Professional Services	PTA (9046)	9,000 BOOST Program

SCHOOL ACTIVITIES AND EVENTS - MULTICULTURAL NIGHT, HALLOWEEN HAUNT, PTA MOVIE/GAME NIGHT, TALENT SHOW, SCIENCE MAKER'S FAIR, GARDEN COORDINATOR, ASSEMBLIES, ELAC AND LITERACY EVENTS, PARENT UNIVERSITIES, SCHOOL SMARTS	September 2017- May 2018	Principal, PTA, All Staff	All	Certificated FTE Certificated Hourly	PTA (9046) Magnet/Innovative (9500)	15,000
WEEKLY ART AND SPANISH INSTRUCTION K-5	August 2017 – June 2018	Principal, Artist in Residence, Spanish Teacher	All	Certificated FTE	Magnet/Innovative (9500)	110,000

GOAL 2A: Support all students in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.
	<ul style="list-style-type: none"> • Improve student achievement on both statewide and local assessments • Increase College and Career Readiness
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – <i>including focus on 3rd grade reading strand and 8th grade math performance</i> • Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade • Percentage of graduating class completing Career Technical Education (CTE) Pathway • Number of students enrolled in a Career Technical Education (CTE) Pathway • Percentage of graduating class completing of University of California ‘a-g’ requirements • Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP) • Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark • Percentage of students enrolled in an AP course
	Districtwide actions/services provided to site to reach goal:
	<p>The district’s broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curricular from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.</p> <p>The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:</p> <ul style="list-style-type: none"> • Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1. • Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum • Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)). • Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program • Math and reading intervention software at K-5 (Successmaker) • Naviance college and work-preparedness tool (software) • Software to enhance K-5 content (Discovery Education license)

SCHOOLWIDE

- Turnitin software to support high school writing and research
- Credit recovery software (Cyberhigh license)
- Starfall and Tumblebook Library (K-5)

Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program:

- \$311,723 in additional funding. Details of the funding are in the Actions to Taken Sections of this plan.

Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming:

-

School goal(s):

- Increase overall proficiency levels of our EL and SED 3rd – 5th grade students by 15% in ELA and Math as measured by the CAASPP.
- Increase overall proficiency of our three lowest sub groups (African American, Filipino and Asian) by 15% in ELA and Math as measured by the CAASPP.
- Increase the reading comprehension level of 2nd – 5th graders reading below grade level by 2 levels as measured by the Fountas Pinnell assessment.

Data used to form school goal(s):

Demographic Data Percent of School Population Pre School – Fifth Grade

	2014-2015		2015-2016		2016-2017	
Ethnicity	# students	%	# students	%	# students	%
Asian	47	16.7%	52	15.62%	44	12.6%
Black or African American	31	11.3%	37	11.11%	30	8.5%
White or Caucasian	95	33.8%	120	36.04%	147	42.1%
Hispanic or Latino	59	21%	64	19.22%	61	17.47%
Filipino	34	12%	32	9.61%	22	6.3%
Multi-Racial	n/a	n/a	26	7.81%	40	11.46%
Pacific Islander	n/a	n/a	1	.03%	1	.002%
Other	15	5.3%	n/a	n/a	4	.01%

Socio Economically Disadvantaged and English Learner Populations

	2014-2015	2015-2016	2016-2017
SED	44%	34.8%	27.74%
ELL	29%	19%	14.63%
<i>Unduplicated Students LCFF</i>	52.3%	43.75%	33.23%

2015 CAASPP ELA School Proficiency 37%

2016 CAASPP ELA School Proficiency 48.5%

Two Year Comparison of ELA Results 2015 and 2016

	2015			2016		
Grade Level # Students Tested	3rd n= 43	4th n= 47	5th n= 51	3rd n= 51	4th n= 41	5th n= 42
Overall Proficiency	32%	38%	51%	45%	34%	67%
Standard Exceeded	12%	20%	16%	22% n=11	17% n=7	36% n=15
Standard Met	10%	18%	35%	24% n=12	17% n=7	31% n=13
Standard Nearly Met	41%	31%	24%	14% n=7	37% n=15	21% n=9
Standard Not Met	37%	31%	24%	41% n=21	29% n=12	12% n=5

Percent Proficient by Ethnicity ELA	2015 % Proficient	2016 % Proficient
Black or African American	13% n=16	0% n= 13
Asian	39% n=23	45.8% n=25
Filipino	33% n= 24	41.2% n=17
Hispanic or Latino	33% n= 34	56% n=25
White or Caucasian	54% n= 33	63.8% n=47
Multi-Racial	n/a	50% n=4
Other	n/a	50% n=2

n = number of students tested

English Learners and Socio-Economically Disadvantaged - ELA	3 rd				4 th				5 th			
	2014-2015		2015-2016		2014-2015		2015-2016		2014-2015		2015-2016	
	EL n=17	SED n= 27	EL n=11	SED N=20	EL n= 18	SED n= 24	EL n=14	SED n=24	EL n= 19	SED n= 31	EL n=14	SED n=22
Overall Proficiency	12%	11%	18%	35%	17%	13%	29%	17%	42%	45%	42%	36%
Standard Exceeded	12%	0%	9%	15%	0%	0%	0%	0%	0%	10%	7%	9%
Standard Met	0%	11%	9%	20%	17%	13%	29%	17%	42%	35%	36%	27%
Standard Nearly Met	41%	41%	18%	5%	44%	42%	29%	38%	37%	19%	43%	41%
Standard Not Met	47%	48%	64%	60%	39%	46%	43%	46%	21%	35%	14%	23%

n = number of students tested

CAASPP ELA - Percent Proficient English Learners- English	Proficient
Redesignated	92.3% n=13
English only	50.6% n=81
Limited English Proficient	22.9% n=35

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

2014-2015	2015-2016	2016-2017
72.3% Proficient	88% Proficient	96% Proficient

Alameda Unified Interim Assessment Benchmarks

	3 rd Grade			4 th Grade			5 th Grade		
	Below Students	Near Students	Above Students	Below Students	Near Students	Above Students	Below Students	Near Students	Above Students
All Students	13- 29.5%	23 – 52.3%	8-18.2%	8-16.3%	31-63.3%	10 – 20.4%	6-15%	22-55%	12- 30%

Below, Near or Above Standard

2015 CAASPP Math School Proficiency 37%

2016 CAASPP Math School Proficiency 42%

Two Year Comparison of Math Results 2015 and 2016

Grade Level # Students Tested	2015			2016		
	3rd n= 43	4th n= 47	5th n= 51	3rd n= 50	4th n= 41	5th n= 41
Overall Proficiency	39%	36%	38%	42%	37%	46%
Standard Exceeded	10%	20%	15%	14% n=7	0% n= 0	27% n=11
Standard Met	29%	16%	23%	28% n=14	37% n=15	20% n=8
Standard Nearly Met	33%	51%	33%	22% n=11	44% n= 18	24% n=10
Standard Not Met	29%	13%	29%	36% n=18	20% n= 8	29% n=12

Percent Proficient by Ethnicity - Math	2015 % Proficient	2016 % Proficient
Black or African American	13% n=16	7.7 % n=13
Asian	39% n=23	58.3% n=24
Filipino	33% n= 24	29.4% n=17
Hispanic or Latino	33% n= 34	40% n=25
White or Caucasian	54 % n= 33	47.8% n=46
Multi-Racial	n/a	50% n=4
Other	n/a	100% n=1

n = number of student tested

English Learners and Socio- Economically Disadvantaged - Math	3rd				4th				5th			
	2014-2015		2015-2016		2014-2015		2015-2016		2014-2015		2015-2016	
	EL n=17	SED n= 27	EL n=11	SED N=20	EL n= 18	SED n= 24	EL n=14	SED n=24	EL n= 19	SED n= 31	EL n=14	SED n=22
Overall Proficiency	42%	33%	36%	35%	11%	0%	21%	21%	27%	36%	21%	21%
Standard Exceeded	18%	7%	27%	15%	0%	0%	0%	0%	11%	13%	0%	0%
Standard Met	24%	26%	9%	20%	11%	8%	21%	21%	16%	23%	21%	21%
Standard Nearly Met	24%	37%	18%	15%	83%	71%	43%	50%	53%	35%	36%	36%
Standard Not Met	35%	30%	45%	50%	6%	21%	36%	29%	21%	29%	43%	43%

n = number of students tested

CAASPP Math - Percent Proficient English Learners- English	Proficient
Redesignated	76.9% n=13
English only	41.3% n=80
Limited English Proficient	22.9% n=35

California Standards Test – Science

	2015	2016
5 th Grade Percent Proficient	63%	55%

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

Data Analysis- Demographics

As a magnet school in Alameda Unified, monitoring changes in our demographic data is an important part of analyzing our student achievement data and evaluation of our school wide goals. Enrollment priority at Maya Lin School is given to siblings and residents in the former Washington School attendance area. A lottery process is used when the enrollment request number is more than the spaces available at that grade level. The online application process for Maya Lin School is a two-step process where families must first enroll in their home school and then complete an Open Enrollment Form to attend Maya Lin School. We work closely with the Alameda Unified School District (AUSD) Student Services office to ensure all families understand this process and can complete it within the timeline.

Our demographic data indicates a shift in our school wide ethnicity with our two largest populations being Caucasian and Hispanic. It also shows a decrease in the number of English Learners (EL) and Socio Economically Disadvantaged (SED) students. Due to this decrease, beginning with the 2017-2018 school year, Maya Lin School will no longer qualify for Title 1 federal funds. The school will receive in-lieu of Title 1 funds for the 2017-2018 school year. Since the calculations used for the state Local Control Funding Formula are based on the number of unduplicated students at a school (EL, SED and Foster Children) there will be a reduction in state funding provided to the school.

Reflections

Over the past four years, the school has tried multiple strategies to reach out to our diverse community regarding enrollment at Maya Lin School. These efforts included multi language flyers delivered door to door and delivered to neighborhood preschools and the Head Start Program at Alameda College. Translators are available at our Kindergarten Information Nights and this year, a second information evening was added in February. While our Hispanic population is seeing less of a decrease than other sub groups, we still see the diversity of our school changing. We feel the enrollment timeline requirements for the magnet school may make it difficult for some families to complete the process necessary for enrollment.

Next Steps

It is a priority at Maya Lin School to maintain a diverse school community. We will continue holding two Kindergarten Information events one in January and February to ensure families are aware of the AUSD enrollment process and enrollment timelines for Maya Lin School. Translators will be

available to help the families of English learners understand the enrollment process and where they can get help with the online process if needed. A multiple language postcard mailer will be used to inform the wider Alameda community about these dates. Maya Lin families will receive a letter detailing the Open Enrollment process so incoming siblings do not miss the Open Enrollment window. We will continue to work with the AUSD Student Services office to refine enrollment practices for Maya Lin School.

Data Analysis for English Language Arts

Overall proficiency in ELA grades 3rd – 5th increased from 37% to 48.5%. In comparing the overall proficiencies at each grade level 3rd and 5th grade levels increased in overall proficiency from 2015- 2016 while 4th grade proficiency decreased. There was also an increase in overall proficiency for each ethnicity group except African American students. For our EL and SED populations, there was an increase in overall proficiency at each grade level except 5th grade. However, the student cohort group (4th grade in 2014 – 2015 and 5th grade in 2015-2016) did make progress towards meeting the standards. Our redesignated EL students overall proficiency 92.3% was greater than our English only students 50.6%. However our Limited English Proficient students were only 22.9% proficient on the ELA CAASPP assessment.

The Early Literacy Survey, a district assessment used to monitor the development of basic reading skills, indicates a continued increase in proficiency: 88% in 2015-2016 to 96% in 2016-2017.

Reflections

We can begin to look for some trends in the CAASPP data but is still difficult to monitor progress. With the implementation of the new Eureka math program this year, and the new ELA adoption next year, the alignment of instruction and curriculum goals of common core is still in process. Our school wide use of Fountas and Pinnell has allowed us to monitor the increase in reading proficiency. This is a comprehensive reading assessment program administered by teachers to each student individually at the beginning of the school year and again in March to students not demonstrating grade level reading proficiency. This data has been used in Grade Level Study Team meetings to determine interventions and if needed, placement in a pullout Literacy group with our literacy teacher. The use of Leveled Literacy, with these small pullout groups has also shown results. Both the Fountas Pinnell and Leveled Literacy program data can be used to review the needs of individual students who continue not to not make progress, especially our EL/SED and African American populations. The increasing proficiency on the AUSD Early Literacy Assessment may be an indication of our shifting demographics as a school.

Next Steps

We will be implementing the new AUSD adopted ELA program in 2016-2017 and accompanying assessments. This adoption is also to provide support for instruction in supporting our EL students to meet the English Language Development standards. We will continue with integrated and designated instructional time for our EL students with support of our ELD coach. Our literacy teacher will continue to work with small groups as student data determines need. These services will be in transition however, as we work to implement, Tier 1 instruction in the classroom and the new ELA adoption. This work will also help us to create school wide structures for intervention in ELA should we not receive in lieu of Title 1 funding for a literacy teacher in the 2018-2019 school year. As a school, we will continue to use Fountas Pinnell as a reading assessment and leveled Literacy as a small group intervention.

Data Analysis for Math

There was an increase in overall math proficiency on the CAASPP for 3rd – 5th grade from 37% to 42%. There was also an increase in overall proficiency at each grade level with 5th grade making an 8% increase over the previous year. African American, Filipino and Caucasian ethnicity groups had a

decrease in overall proficiency from 2014-2015 to 2015 – 2016. The overall proficiency in math for our EL students increased at 4th grade but declined at both 3rd and 5th grades. Similar to the ELA results, the overall proficiency in math for our redesignated EL students 76%, was higher than our largest demographic group, Caucasian, 41.3% or our limited English proficiency at 22.9%.

Reflections

The 2015-2016 school year was a transitional period in AUSD while the district selected a new math curriculum. Elementary schools in the district were given the opportunity to use one of the curriculums being piloted or a bridge math program. During the 2015-2016 school year, teachers at Maya Lin were using the bridge curriculum program. One fifth grade class was also using Jump Math. The 2016-2017 school is the first year of implementation of Eureka math and the district assessments which have been developed. This year, we have fully implemented the Eureka math program. It will be informative to see how the Eureka math curriculum impacts the CAASPP results over the years and the overall math proficiency of students K-5th grade.

Next Steps

We will continue to implement the Eureka math program. Since we are a looping program, teachers will be working with the second year of Eureka math for their grade level loop. Staff will work with the district to ensure support for this second year of implementation. After school targeted intervention skill groups for math will be provided to students as staffing allows. Students will be identified for these groups based on classroom teacher data and performance on AUSD benchmark assessments.

At Maya Lin School, we will continue to implement the following efforts to support increased student achievement:

- Zearn on line support
- Leveled Literacy Intervention
- Fountas and Pinnell Assessment
- Systematic Instruction in Phonemic Awareness Phonics and Sight Words (SIPPS)
- Staff Development, AUSD Teacher Collaboration Days, waiver for collaboration
- Site Leadership Team
- Staff Meetings
- Alameda County Office of Education Summer Integrated Learning Institute
- Bay Science Professional Development
- FOSS implementation for Hands-on Science, NGSS integration with ELA
- RTI Strategic Learning Groups for students performing below grade level with a focus on SED and EL students
- Student Study Team Meetings to plan targeted interventions
- After school programs
- Summer school for EL, students identified “at-risk” and special education students (as identified in their IEP)
- School wide reading volunteer program
- Literacy teacher
- English Language Development Teacher – *Part time*
- Grade level, Grade level loop and Grade level looping cohort meetings ongoing

	<ul style="list-style-type: none"> Arts integration and inquiry learning focus: School wide use of the Studio Habits of Mind (SHoM) Assemblies and field trips to enrich learning
	How progress toward school goal(s) will be evaluated:
	<ul style="list-style-type: none"> CAASPP and District assessments: IAB's, Math Trimester/Benchmark Assessments, Fountas and Pinnell Grade level and schoolwide data analysis. Examine cohort data, growth trends, and performance of disaggregated subgroup populations.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROFESSIONAL DEVELOPMENT & COLLABORATION SYSTEMATIC ELD, MATH, IBD, BAYSCI, RTI: STAFF MEETINGS AND COLLABORATION, ARTS INTEGRATED LEARNING	August 2017 – June 2018	Principal, ELD Coach, Teachers, AUSD Support Staff	All	Certificated Hourly	Magnet/Innovative (9500)	1,200 Teacher Substitutes 4,000 Teacher Hourly for GLST meetings
READING AND MATH DIFFERENTIATION (IE: SYSTEMATIC ELD, RTI, LITERACY TEACHER, MATH COACHES K-2, GRADE LEVEL LOOPING, CLASS SIZE 25 – 1: 4 TH /5 TH)	August 2017 – June 2018	Principal, ELD and Literacy Teachers, Classroom and Special Ed. staff	All	Certificated FTE	Magnet/Innovative (9500) LCFF Supplemental (0002)	1 FTE Looping 60,000 106,000 Literacy Teacher
READING AND MATH INTERVENTION (RTI READING GROUPS, EL SUPPORT, AFTER SCHOOL PROGRAMS)	September 2017 – June 2018	Principal, ELD and Literacy Teachers, Teaching Staff	All Unduplicated	Certificated FTE Classified Hourly Certificated Hourly	LCFF Base (0001) Magnet/Innovative (9500) PTA (9046)	106,000 Literacy Teacher Hourly 8,500
INTEGRATE TECHNOLOGY TO SUPPORT TEACHING FOR COMMON CORE (IE: IPADS, CHROMEBOOKS, INTERNET, SOFTWARE PROGRAMS)	September 2017 – June 2018	Principal, Teachers	All	Materials and Supplies Equipment	Donations (9010) PTA (9046)	3,500
PROVIDE INSTRUCTIONAL MATERIALS/ADDITIONAL TEXT FOR COMMON CORE, INTEGRATED ARTS LEARNING (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)	October 2017 – March 2017	Principal, Teachers	All	Materials and Supplies	Donations (9010) LCFF Base (0001)	1,500

ELD COACHING AND SUPPORT FOR SYSTEMATIC ELD IMPLEMENTATION, NEW ELA ADOPTION	August 2017 – June 2018	Principal, ELD Coach	English Learners	Certificated FTE	LCFF Base (0001)	n/a
INDIVIDUALIZED INTERVENTION PLANS, STUDENT STUDY TEAM & COST TEAM FOR STRUGGLING AND AT-RISK STUDENTS	September 2017 – May 2018	Principal, ELD and Literacy Teachers, Teaching Staff	All Unduplicated	Certificated Hourly	LCFF Base (0001) Magnet/Innovative (9500)	4,000 Teacher Hourly GLST Meeting
INTEGRATED ARTS AND INQUIRY INSTRUCTIONAL SUPPORT FOR MAGNET PROGRAM IMPLEMENTATION: COLLABORATION TIME, PROFESSIONAL DEVELOPMENT, STAFF MEETINGS	August 2017 – June 2018	Principal and all staff	All	Certificated FTE Certificated Hourly Classified Hourly	Magnet/Innovative (9500) LCFF Base (0001) Donations (9010)	Teacher, Classified hourly 4,000
			Choose an item.	Choose an item.	Choose an item.	

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.</p> <ul style="list-style-type: none"> • Improve English Learner (EL) Achievement • Implementation of State Standards for English Learners
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT) <ul style="list-style-type: none"> ◦ <i>The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.</i> • Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT • Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status
	Districtwide actions/services provided to site to reach goal:
	<p>To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The districtwide goal is for all ELs to receive the appropriate amount of daily</p>

SCHOOLWIDE

designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site’s ELD/Literacy coaching allocation is:

- .50

Additionally, at the secondary level (6-12), sites receive targeted FTE above the base allocation to allow for lower ELD class sizes and appropriate scheduling of students by proficiency. Our site receives the following amount of FTE based on our English Learner population:

-

School goal(s):

- Increase overall proficiency levels of our EL and SED 3rd – 5th grade students by 15% in ELA and Math as measured by the CAASPP.
- Increase the reading comprehension level of EL 2nd – 5th graders reading below grade level by 2 levels as measured by the Fountas Pinnell assessment.

Data used to form school goal(s):

California English Language Development Test – CELDT - Proficiencies													
	2015 - 2016							2016-2017					
Overall CELDT Score	K	1 st	2 nd	3 rd	4 th	5 th	Overall CELDT Score	K	1 st	2 nd	3 rd	4 th	5 th
Level 5		1	2	2	2	3	Level 5			1		1	4
Level 4	1	3	2	2	5	8	Level 4	1	2	3	5	5	5
Level 3	2	3	2	5	4	3	Level 3	1	1	3		1	2
Level 2	1	1	1		2		Level 2			1		3	2
Level 1	3		1	2			Level 1	3	2	2		1	2
Total = 61	7	8	8	11	13	14	Total = 50	5	5	9	5	11	15

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year’s SPSA)*

Data Analysis

Two students in 5th grade have met all requirements for reclassification and are not Fully English Proficient (RFEP) 13 or 50 students have progressed by one or more proficiency levels on the CELDT from 2016 -2017. 23 of 50 students have the same proficiency level on the CELDT from 2016-2017, however, the overall score consists of four domain areas of which most students in at least one or more areas (the scores are not stagnant, there is a range).

Reflections

While our redesignated students showed proficiency on the CAASPP in both ELA and math, our Limited English proficient students scored below the overall school proficiency level. Comparing CELDT performance in 2015 – 2016 to 2016-2017, the overall number of EL students has decreased following the pattern in demographic data of the past four years. The overall CELDT score gives us little information. Our ELD coach looks at the growth of students within each domain to have a more accurate understanding of a child’s progress. Many students have made progress but because there is a range within the CELDT scores and a change in grade level, a student may make progress but receive the same overall CELDT score.

	Next Steps <ul style="list-style-type: none"> Designated ELD is a protected time during the school day when teachers use Californian ELD standards as focal standards to build into and from content instruction in order to guide students in developing critical language skills, knowledge, and abilities needed for content learning in English. Teachers and coach will look closely at California ELD standards, data from the CELDT/ELPAC, identify progress and needs of each English language learner, and set goals for each EL that will help define each classroom designated ELD time.
	How progress toward school goal(s) will be evaluated:
	<ul style="list-style-type: none"> ELPAC, CAASPP and District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS Grade level and schoolwide data analysis. Examine growth trends, and performance of EL population

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
ELD COACHING AND SUPPORT FOR INTEGRATED AND SYSTEMATIC ELD IMPLEMENTATION	August 2017- June 2018	Principal, ELD Coach	English Learners	Certificated FTE	LCFF Base (0001)	n/a
PROVIDE BOOKS/ADDITIONAL TEXT FOR ACCESS TO COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)	October 2017 – March 2017	Principal, ELD Coach, Teachers	English Learners	Materials and Supplies	Donations (9010) LCFF Base (0001)	1,500
READING AND MATH DIFFERENTIATION (IE: SYSTEMATIC ELD, RTI, LITERACY TEACHER, MATH COACHES K-2, GRADE LEVEL LOOPING, CLASS SIZE 25 – 1: 4TH/5TH)	August 2017 – June 2018	Principal, ELD and Literacy Teachers, Classroom and Special Ed. staff	English Learners	Certificated FTE	Magnet/Innovative (9500) LCFF Supplemental (0002) PTA (9046)	1 FTE Looping 60,000 106,000 Literacy Teacher Hourly 8,500
INDIVIDUALIZED INTERVENTION PLANS, STUDENT STUDY TEAM & BEHAVIOR INTERVENTION TEAM PROCESSES FOR STRUGGLING AND AT-RISK STUDENTS	September 2017 – May 2018	Principal, ELD and Literacy Teachers, Teaching Staff	All Unduplicated	Certificated Hourly	LCFF Base (0001) Magnet/Innovative (9500)	4,000 Teacher Hourly GLST Meeting
			Choose an item.	Choose an item.	Choose an item.	

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

DISTRICTWIDE	Identified districtwide needs:
	<p>AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.</p> <ul style="list-style-type: none"> • Improve efforts to seek input from parents/guardians to support informed district/school targeted supports • Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources • Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program • Input: Percentage of parents/guardians completing annual survey • Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events
	Districtwide actions/services provided to site to reach goal:
SCHOOLWIDE	<p>The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child (ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University: 3 families from Maya Lin school attended School Smarts at Paden School.</p> <p>The district also supports a Teen Parenting program at the continuation high school, providing access to pregnant or parenting teens districtwide. This program also functions as a Career Technical Education (CTE) pathway.</p>
	School goal(s):
	<p>15 parents attend School Smarts program.</p> <p>85% of parents attend Back to School Night (as evidenced by sign-in sheets)</p> <p>90% of parents attend the Fall Parent Conference</p> <p>60% of parents join the school PTSA</p> <p>50 volunteer hours on site a month</p>
	Data used to form school goal(s):
	<ul style="list-style-type: none"> • Sign-In sheets from Back to School Night and Open House • Percentage of families attending first trimester conferences • Attendance sheets from ELAC and Parent University events held throughout the year • Records on use of the automated dialer system throughout the school year • Percentage of families attending school wide PTA sponsored events • Percentage of families joining PTA
	Findings from the data analysis: <i>(Including reflection on progress in same or similar goal(s) from previous year's SPSA)</i>

Data Analysis

98% of our families met with their child's classroom teacher for conferences at the end of the first trimester. Letters were sent to families from the principal who did not attend attempting to reschedule. Our PTA membership this year is 277 active members, an increase over the previous year. Our attendance at morning ELAC events is down from the previous school year by 50%. This year we held two parent universities: Art Night and Toolbox. 45 families were represented at the Art Night. The university on Toolbox, our new social emotional learning program this year, has yet to take place. Three families attended the AUSD provided School Smarts Academy held at Paden School. The auto dialer was used on average, four times a month to update families on school events.

Reflections

We have seen an increase in the number of families attending first trimester conferences. This year, teachers made multiple attempts through emails and phone calls to reach out to families to who did not respond to the initial conference requests. Our ELAC meeting are held from 8:30 – 9:30am four times throughout the year. The attendance data shows us additional outreach to our EL families is necessary to ensure families are aware of the meeting. One reason for the decrease in attendance may be the reduction in our ELD Teaching position from full time to part time providing less opportunity for the personal contact often necessary to encourage families to attend.

The PTA has increased membership this year. We have also seen an increase in attendance at school wide PTA sponsored events including the Halloween Haunt, Evening of Light and the Multicultural Dinner. These events have provided opportunities for families to come together who do not see each other on a regular basis. Our PTA meetings have hosted open discussions on school priorities and budget. The executive board has worked to welcome the input from all participants to help inform their decisions moving forward.

We hope with the School Smarts Academy being held at Maya Lin School next year, we can increase our attendance percentage especially for our incoming kindergarten families.

Next Steps

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

- CAASPP Test Reports mailed home
- Report Cards three times a year
- Parent-Teacher Conferences, in the fall and as needed in the spring
- SST (Student Study Team)/IEP (Individualized Education Plans)/504/IIP (Individualized Intervention Plan) Meetings/(Behavioral Intervention Team) Meetings, weekly throughout the year
- PARI (Promotion, Acceleration, Retention, Intervention) process
- School Smarts Parent training, including language-specific School Smarts sessions
- Principal/Teacher/PTA Newsletters
- School website communication and updates
- Automated dialer, throughout the school year
- ELAC (English Learners Advisory Committee) 4 meetings a year
- SSC (School Site Council), monthly

- Parent Universities
- Kindergarten Information Night events: January and February
- Magnet School Information Meetings
- Translation of key documents/reports and translators at school events

Family participation in educational events is a key factor in supporting student achievement. These community building activities empower our families with the connections, knowledge and skills to successfully navigate our educational system and to advocate for their children.

- September Back to School Night and Open House in May
- Musical performances
- Parent Volunteers: classrooms, cafeteria, chaperones, garden/science
- Performances provided by students enrolled in after school programs
- PTA monthly meetings
- PTA Movie and Game Nights
- Jogathon, Halloween Haunt, Multicultural Dinner and Science Maker's Fair
- Safe Routes to School (Walk n' Roll), monthly
- Field Trips
- Positive Behavior Intervention System Implementation
- Awards assemblies recognizing redesignation of EL students and attendance
- Fifth Grade Promotion
- Book Fair - fall
- Talent Show
- Assemblies

How progress toward school goal(s) will be evaluated:

- Comparison of School Smarts Academy attendance data to previous year
- Comparison of PTA membership percentage to the previous year in addition to reviewing attendance numbers for school wide PTA events
- Track number of volunteer hours logged in the office sign-in binder
- Compare attendance logs from previous Parent University Nights to determine increase
- Compare attendance logs for previous ELAC meetings. Reflect on outreach efforts used for each meeting and chart increase or decrease based on these efforts

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PARENT COMMUNICATION – SCHOOL HANDBOOK, MORNING ASSEMBLIES, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP & CELDT TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, EMAILS AND TRANSLATORS WHEN NEEDED	August 2017 – June 2018	Principal and All Staff	All	Certificated FTE Classified FTE	LCFF Base (0001) LCFF Supplemental (0002)	600 for translators
PARENT EDUCATION OPPORTUNITIES SCHOOL SMARTS ACADEMY, PARENT UNIVERSITIES, PTA, ELAC MEETINGS, LITERACY EVENTS, MAGNET SCHOOL PROGRAM INFORMATION EVENTS	September 2017 – May 2018	Principal, all staff and AUSD District Support Staff	All	Certificated FTE Classified Hourly	PTA (9046) Magnet/Innovative (9500)	700 Staff hourly
SCHOOL ACTIVITIES AND EVENTS - MULTICULTURAL NIGHT, HALLOWEEN HAUNT, PTA MOVIE/GAME NIGHT, TALENT SHOW, SCIENCE MAKER'S FAIR, GARDEN COORDINATOR, ASSEMBLIES,	September 2017- May 2018	Principal, PTA, All Staff	All	Certificated FTE Certificated Hourly	PTA (9046) Magnet/Innovative (9500)	15,000
INDIVIDUALIZED INTERVENTION PLANS, STUDENT STUDY TEAM & BEHAVIOR INTERVENTION TEAM PROCESSES FOR STRUGGLING AND AT-RISK STUDENTS	September 2017 – May 2018	Principal, ELD and Literacy Teachers, Teaching Staff	All Unduplicated	Certificated Hourly	LCFF Base (0001) Magnet/Innovative (9500)	4,000 Teacher Hourly GLST Meeting
			Choose an item.	Choose an item.	Choose an item.	

GOAL 4: Ensure that all students have access to basic services

DISTRICTWIDE	Identified districtwide needs:
	<p>A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.</p> <ul style="list-style-type: none"> • Maintenance of a highly qualified teaching staff • Provision of adequate instructional materials • Maintenance of a safe learning environment
	Metrics used to evaluate progress towards goal:
	<ul style="list-style-type: none"> • Teacher Qualifications <ul style="list-style-type: none"> ○ Percentage of teachers fully credentialed and highly qualified ○ Percentage of teachers qualified to teach English Learners (ELs) ○ Percentage of teachers appropriately assigned • Instructional Materials: Number of substantiated Williams textbook complaints/year • Facilities Rating: Percentage of facilities scoring 'good' or better on Facilities Inspection Tool (FIT)
	Districtwide actions/services provided to site to reach goal:
SCHO	<p>To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)).</p> <p>Core instructional materials are provided to sites through the Educational Services department. These include:</p> <ul style="list-style-type: none"> • Annual renewal or replacement materials for adopted curricula • Board-approved materials for new courses • Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels. • 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA) adoption. • Science curriculum through the Full Option Science System (FOSS) – K-8 • Supplemental ELA curriculum through Inquiry by Design (IBD) <p>School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district's facilities bond. Planned improvements to our site in the coming year include: New office and two classroom spaces are being built within the existing building plan. New windows will be installed on the exterior of the building and the building painted.</p>
	School goal(s): <ul style="list-style-type: none"> • Support teachers in attending district and county professional development • Build teacher capacity through site collaborative learning • Site support for successful implementation of core curricula, integrated learning through the arts and inquiry • Ongoing reflection on professional practice using the MLS staff developed rubric on instructional practices supporting integrated learning and inquiry

- Monitoring and evaluation for continued learning and accountability of program implementation

Data used to form school goal(s):

- School Accountability Report Card (SARC) Data
- Attendance of staff at district and county provided professional development
- Grade Level and Grade Level loop collaboration time
- Maya Lin School Instructional Practices Rubric

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

Data Analysis

95% of teachers at Maya Lin are credentialed and highly qualified. 100% of classroom teachers are qualified to teach English Language Learners. All teachers are properly assigned according to their credentials. This year, we were unable to find a Spanish teacher to provide the weekly enrichment program to students which is part of our magnet school plan. Staff members attended after school Eureka math professional development as their schedules allowed. Site collaboration time was used by teachers to meet with their grade level or grade level loop colleague to review Eureka math lessons, student data and discuss effective implementation of the curriculum. The staff reviewed the instructional practice rubric and targeted specific components to focus on for improvement.

Reflections

The Human Resources Department provides Maya Lin School with all information regarding proper credentialing of staff. Working with HR, the principal assigns staff appropriately based on their credentialing. Filling our .60 Spanish teacher position was a challenge this year. Since this is not a fulltime assignment, it is difficult to find qualified personnel with the needed credentialing. Professional development provided by AUSD, has been an important part of helping teachers to implement the new Eureka math program. This, in addition to site provided grade level time, allowed teachers the opportunity to meet with colleagues and learn together as they worked to implement Eureka. Hopefully, a similar model of professional development will be provided for the new ELA adoption. The instructional practices rubric created by the MLS staff has become an essential tool for keeping staff focused on the program goals of the magnet school. This year, staff met to identify key questions for the rubric on which to focus their practice for the coming school year.

Next Steps

This summer, new staff will be enrolled in coursework for the Integrated Learning Specialist program through Alameda County Office of Education. Completing the 90 hours of professional development this program provides in integrating learning and the use of the arts to support student learning is a foundation of our program. The Spanish teacher position is currently posted and hopefully will be filled for the 2017-2018 school year. The School Leadership Team will be reviewing the collaboration calendar for the 2017-2018 school year providing again time for staff to meet in grade levels to reflect on implementation of the Eureka math adoption and the new ELA adoption which will begin in August 2017.

How progress toward school goal(s) will be evaluated:

- SARC data analysis
- No Williams Complaint findings for lack of instructional materials

	<ul style="list-style-type: none"> • Implementation of magnet school program elements arts integration and inquiry • Monitoring of new ELA adoption and continued implementation of the Eureka math adoption
--	--

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
NEW MATH MATERIALS HAVE BEEN ADOPTED AND PROFESSIONAL DEVELOPMENT TO SUPPORT IMPLEMENTATION CONTINUES			All	Certificated FTE	Choose an item. n/a	n/a
NEW ELA/ELD MATERIALS WILL BE ADOPTED, PURCHASED AND IMPLEMENTED IN 2017-2018 WITH PROFESSIONAL DEVELOPMENT AND COACHING SUPPORT			All	Certificated FTE	Choose an item. n/a	n/a
PROFESSIONAL DEVELOPMENT & COLLABORATION SYSTEMATIC ELD, MATH, IBD, BAYSCI, RTI: STAFF MEETINGS AND COLLABORATION, ARTS INTEGRATED LEARNING	August 2017 – June 2018	Principal, ELD Coach, Teachers, AUSD Support Staff	All	Certificated Hourly	Magnet/Innovative (9500)	1200.00 Teacher Substitutes 4,000. Teacher Hourly for GLST meetings
			Choose an item.	Choose an item.	Choose an item.	

SITE BUDGET SUMMARY: Discretionary Funding

(Delete this guidance upon insertion of the budget: Insert 1 page budget allocation summary provided by Fiscal Services – please cut and paste the excel table here. If you use a screen shot of the table, please check the resolution at full-page size)

	A	B	C	D	E	F	G	H	I	J	K	L
1	Maya Lin											
2	Budget Summary		B3	C112	C113	C114	C122	C135			C137	
3	Resource	Program	2017-18	Certificated Salaries	Classified Salaries	Benefits	Supplies	Services	Total Budgeted	Unbudgeted Balance	Check	
4				Object 1xxx	Object 2xxx	Object 3xxx	Object 4xxx	Object 5xxx				
5	0001	Discretionary	\$ 27,217	\$ 1,800	\$ 984	\$ 622	\$ 18,011	\$ 5,800	\$ 27,217	\$ -	27,217	
6	0002	LCFF Supplemental Grant	\$ 22,345	\$ 18,004	\$ -	\$ 4,327	\$ -	\$ -	\$ 22,331	\$ 14	22,331	
7	3010	T1, Part A	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0	
8	0002	In Lieu of Title 1	\$ 65,011	\$ 54,423	\$ -	\$ 10,588	\$ -	\$ -	\$ 65,011	\$ -	65,011	
9		Innovative	\$ 306,500	\$ 242,813	\$ -	\$ 64,041	\$ -	\$ -	\$ 306,854	\$ (354)	306,854	
10												
11		Grand Total	\$ 421,073	\$ 317,040	\$ 984	\$ 79,578	\$ 18,011	\$ 5,800	\$ 421,413	\$ (340)	421,413	
12				75%	0%	19%	4%	1%				

CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

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

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

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
Lori Bustos	F	700	E			X		
Glenda McDowell	F	700	E		X			
Cynthia Mills	F	700	E		X			
Katherine Crawford	F	700	E				X	
Lisa Knittel	F	700	E				X	
Judith Goodwin	F	700	E			X		
Patricia Osborne	F	700	E		X			
Kate Casale	F	700	E				X	
Jenny Seiler	F	700	E				X	
Stefanie Lindeen	F	700	E				X	
#s of members of each category					3	2	5	

**See race/ethnicity codes in Aeries*

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.

SITE VALIDATION QUESTIONS

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

Yes

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

No, the council is predominantly Caucasian and female.

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

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

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

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

RECOMMENDATIONS AND ASSURANCES

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

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval.
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
(Check those that apply):

___ School Advisory Committee for State Compensatory Education Programs

X English Learner Advisory Committee


___ Community Advisory Committee for Special Education Programs

___ Other **(list)**

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: 4-25-2018.

Attested:

Judith Goodwin
Typed name of school principal


Signature of school principal Date 4-25-17

Cynthia Mills
Typed name of SSC chairperson


Signature of SSC chairperson Date 4/25/17

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

Are special education staff members providing support to general education students at your school site?

Choose an item.

If so, please provide a description of the ways in which support/services are provided:

Under the guidelines for RTI, our special education and general education teachers collaborate to support the learning needs of students who qualify for Tier 2 interventions. This is a proactive measure for intervention and to decrease the number of students referred for assessments. Support for students is provided in small groups. Students are identified through a tiered meeting process which includes Grade Level Study Team and Student Study Team meetings where multiple measures are used to identify student needs. Services provided focus on the development of foundational skills.

APPENDIX B: INNOVATIVE PROGRAM AND MAGNET SCHOOL REVIEW OF PROGRESS GUIDING QUESTIONS

Innovative Programs and Magnet Schools annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program and Magnet School within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage

1. When and why did the program start? Pg. 2
2. What is the vision and mission of the program? Pg. 2
3. What are the goals of the program? Pg. 3
4. What are the student performance expectations resulting from being a different type of program? Pg. 2-3
5. How will the program measure progress towards goals? Pg. 8, 16, 25, 27, 29
6. How will the school know that students are learning? Pg. 8, 16, 25, 27, 29
 - a. What will this look like in the classrooms? Pg. 2-5
7. How will the school know whether students are engaged? Pg. 2-5
 - a. What will this look like in the classrooms?
8. Identify the types of data will be used to collect, disaggregate, analyze, and report student performance? Pg. 8, 16, 25, 27, 29
9. How will the program encourage parental and community input and involvement? Pg. 28-30

Leading for High Performance

1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence? Pg. 2-5
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence? Pg. 2-4, 13-14, 23 - 26
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence? Pg. 8-12
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence? Pg. 2-4, 23-24, 26
5. To what extent do teachers analyze data collaboratively? Evidence? Pg. 21, 23, 24

Theory of Action

1. Given the current reality, what is the Theory of Action? Pg. 2
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math? Pg. 16
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap? Pg. 16

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement. Pg. 16 - 21
 - Comment on the allocation and usage of resources based on data analysis. Pg. 20 - 21
2. How do teachers use data findings to modify teaching practices to improve learning outcomes? Pg. 20 - 22
 - What effective strategies are used to evaluate student learning and engagement? Pg. 20 -22, 32
3. To what extent is the staff involved in professional development that relates to the SMARTe goals and deepens a teacher's skill set? Pg. 2-4, 23-24, 26
4. How are teachers provided feedback on instructional practices to improve instruction?
5. How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead

1. Identify and discuss significant accomplishments.
 - What learning and surprises emerged? Pg. 4
2. Identify and discuss the areas that need improvement. Why? Pg. 4
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently? Pg. 10, 11, 20 - 22, 28, 32
4. Discuss how the program has changed over time. Pg. 10 - 11, 20 -22, 28, 32

Item Title:	Approval of Special Education Local Plan Area Master Contracts		
Item Type:	Consent		
Background:	<p>Each year, Alameda Unified School District’s Special Education Department prepares “Master Contracts” that allocate funds for its ongoing annual services provided to AUSD students under SELPA (Special Education Local Plan Area) agreements.</p> <p>Due to the size of the documents, the master contracts for non-public school and non-public agencies related service providers listed below will be maintained in the Special Education Department for board members and public review.</p> <ul style="list-style-type: none"> • Liz Isono (IEE) Student #1 – H \$2,000 		
Goals:	Routine Matter		
Fund:			
Fund Codes:			
Fiscal Analysis			
Amount (Savings) (Cost):	N/A		
Department Budget:	N/A		
Recommendation:	Approve as submitted.		
AUSD Guiding Principle:	#5 - Accountability, transparency, and trust are necessary at all levels of the organization. #6 - Allocation of funds must support our vision, mission, and guiding principles.		
Submitted By:	Kirsten Zazo, Chief Student Services Officer		

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Out-of-State Field Trip Request: Earhart Elementary to Knoxville, TN

Item Type: Consent

Background: Earhart Elementary School's Destination Imagination Team is seeking approval to travel to Knoxville, Tennessee to participate in the Global Finals Challenge. Six students and three chaperones will be traveling by plane, departing on May 22, 2017 and returning on May 28, 2017. This item presents the field trip request documents including the letter to the Board of Education for out-of-state field trip approval.

Goals: Routine Matter

Fund: Fund Raising Events to Support Activity

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Department Budget: N/A

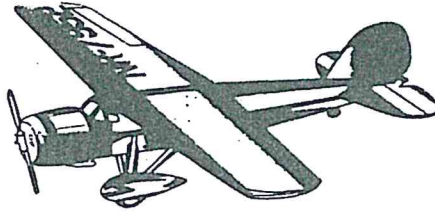
Recommendation:

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.
#5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Steven Fong, Chief Academic Officer

ATTACHMENTS:

Description	Upload Date	Type
❑ Cover Letter and E-3A	4/27/2017	Backup Material



Amelia Earhart School

A California Distinguished School

400 Packet Landing Road, Alameda, California 94502 510/748-4003 FAX 510/523-5837

Members of the Board of Education:

Destination Imagination is an internationally recognized program that integrates creativity, critical thinking, cooperation and innovation. The DI Vision: to be the global leader in teaching the creative process from imagination to innovation and the DI Mission: to develop opportunities that inspire the global community of learners to utilize diverse approaches in applying 21st Century Skills and creativity are embodied in all program projects and challenges.

On May 22-28 a team from Earhart School has qualified to compete at the Global finals in Knoxville, Tennessee. Six students, Two team managers(parents) and a chaperone (teacher) will be attending. The team will travel by air with a bus connection provided by DI Globals to the University of Tennessee campus where they will be housed in dormitories.

The program costs for each student including travel, housing, food and registration is \$1600. The entire costs will be covered by fundraising and matching funds from Texas Instruments and Chevron.

The Destination Imagination program encourages teams of learners to have fun, take risks, and frame challenges while incorporating STEM (science, technology, engineering, and mathematics), the arts, and service learning. The student participants learn patience, flexibility, persistence, ethics, respect for others and their ideas, and the collaborative problem solving process. The goal of Destination Imagination is to give students the chance to learn and experience the creative process. The creative process is about thinking and doing in no prescribed order. Some people "do" first and then think about what they have done, while others "think" first, then initiate action. Below are the components of the creative process that our participants experience while solving the Challenges.

Recognize:

- Becoming aware of a challenge, problem, or opportunity
- Having a healthy state of mind to explore new opportunities: positive attitude, readiness and
- alertness
- Fully understanding all the issues or points of the challenge or problem

Imagine:

- Applying thinking skills to develop options
- Employing divergent and convergent thinking

- Using creativity and critical thinking tools to help create ideas and then to find the best ones

- Being positive and listening to all ideas before judging them
- Encouraging intuitive insight and novelty
- Maximizing the ability to work within or outside of structure

Initiate:

- Initiating behavior and committing to an option
- Being willing to take risks; go beyond the minimum
- Controlling behavior (self-regulation) to manage impulsiveness

Collaborate:

- Using social intelligence
- Collaborating; understanding and using different problem-solving styles

Assess:

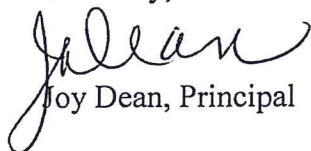
- Achieving the best solution
- Assessing the project while it is being done and after it is finished
- Sometimes starting over or admitting failure
- Making improvements to solutions as you learn more

Evaluate:

- Evaluating results
- Celebrating the journey from imagination to innovation
- Reflecting on the experience, resources, and team dynamics
- Having team solutions appraised at a tournament

These skills are foundational to being highly successful with the Common Core Standards and NGSS across academic curricular areas. Using DI curriculum guides, a parent facilitator works with a group of students (5-7) over sixteen weeks to do two distinct tasks: instant challenges and a longer term project in one of seven categories. At Earhart School we have used the Destination Imagination program as enrichment for our GATE and High Achieving students for six years. This year we sent six teams (42 students) to the regional tournament in February. Three of the teams qualified for the State Tournament in Sacramento in March. At the State Tournament one team qualified to represent our state and Earhart School at the Global Finals for Destination Imagination at the University of Tennessee in Knoxville, Tennessee. The students are proud of their accomplishment! Parents are eager to take this next step in learning with their students. The parent team is fund raising with corporate sponsorships and events to fully fund the trip for the students, the facilitators and one teacher/chaperones (3 adults). Each of the last four years we have sent teams to the Global Finals. The consensus is that through attendance the students observe many other teams competing and bring innumerable skills and strategies back to integrate into their future experiences. Your approval will be an investment in our community's future, helping students become more informed and responsible citizens in the twenty-first century.

Sincerely,


Joy Dean, Principal

OUT OF STATE OR OUT OF COUNTRY FIELD TRIP REQUEST

Requirements:

1. All students must be allowed to participate regardless of ability to pay or associated fees.
2. ALL Forms must be submitted 30 business days prior to field trip, to the Teaching and Learning Department.
3. Board of Education approval is required for all out of state and out of country trips. Use Letter to Board of Education format (see attached).

Date Request Sent: 4/19/2017

Date of Field Trip: May 22 - 28, 2017


Destination of Field Trip: Knoxville, TN - Destination Imagination Global Finals.

School: Earhart

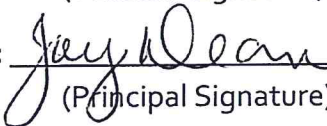
Name of Teacher(s): Paul Gross

Print Name: Paul Gross

Date: 4/19/17


Signature: 
(Teacher Signature)

Date: 4/19/17

Approval: 
(Principal Signature)

Date: 4/19/17

Educational Services Office Use Only:

☒ Approved by: Signature of Director of Teaching and Learning:  4.26.17

Approval Date: _____ Additional Documentation Needed: _____

DEADLINE FOR ALL DOCUMENTATION TO BE RECEIVED BY TEACHING AND LEARNING: _____

☐ Not Approved. Reason: _____

Teacher's Cellphone: 

Teacher's School Phone: 510-748-4003

Date & Time of Departure: 5/22/17 9:15 a.m. Date & Time of Return: 5/28/2017 1:05 p.m.

Number of Miles (one way): 2,273

Number of students: (6)

Number of Chaperone(s): (3)

Chaperones: MUST BE Minimum 1 adult for every 15 students.

Include all Chaperone names and contact information on E-33 Chaperone List. An unsigned E-33 will not be accepted. E-33 must be signed off and complete!

TRANSPORTATION METHOD

☒ Commercial Airlines ☐ Personal Car (Parents to complete Form E-5. School site is responsible for collection and confirmation of Form E-5 and Proof of Insurance verification on form E-33). ☐ Chartered Bus

Transportation costs will be paid by: ☐ School ☒ Individual Student ☐ District
☐ Student Body ☒ Other - Fund Raising. ☐ PTA

Transportation ~~BUS~~ **INFORMATION NEEDED**

Company Name: Southwest Airlines Contact: Click here to enter text.

Address: Oakland. Phone Number: Click here to enter text.

Confirmation # for transportation: US 9YAH/URX DIT/US8CRO

Transportation costs will be paid by: Students/Fund Raising

OVERNIGHT FIELD TRIP INFORMATION

Name of Lodging: University of TN, Dorm Lodge Contact Name: Click here to enter text.

Lodging Address: University of TN. Phone Number: Click here to enter text.

Instructional Purpose: What is the purpose of this trip? See attached cover letter

List activities and anticipated student outcome.
Click here to enter text.

List Standards/Content to be addressed:

1. See attached cover letter.
2. Click here to enter text.

Describe pre-activities prior to the trip: See attached cover letter.

Describe post activities after the trip: See attached cover letter.

Reasons for excluding student: (Keep in mind that no student may be excluded due to lack of payment) N/A

Provision for students not participating: N/A

INTINERARY

(Daily schedule of specific events and times)

Date	Time	Activity/Event
5/22/2017	9:15 am 5:05 pm 5:15 pm 8:00 pm	Depart Oakland Arrive Nashville, TN Shuttle from Nashville to Knoxville, TN Arrive at University of TN
5/23/2017	9:00 – 5:00	Practice Day
5/24/2017	9:00 – 5:00 7:30 – 9:00 pm	Team and Instant Challenge Presentation 3M Explore the Uncharted Opening Ceremony
5/25/2017	9:00 – 5:00 8:30 – 10:00 pm	Team and Instant Challenge Presentation 3M Explore the Uncharted Movies Under the Stars
5/26/2017	9:00 – 5:00 7:30 – 9:00 pm	Team and Instant Challenge Presentation 3M Explore the Uncharted 3M Duct Tape Costume Ball & Passport Party
5/27/2017	9:00 – 5:00 7:30 – 9:30 pm	Team and Instant Challenge Presentation 3M Explore the Uncharted Closing Celebration
5/28/2017	8:00 am 10:15 am 1:05 pm	Shuttle from Knoxville TN to Nashville TN Depart Nashville TN Arrive Oakland
Click here to enter a date.	Click here to enter text.	Click here to enter text.

REMINDER: Field Trip Checklist

- Submit Field Trip Request (Form E-3A) to school administrator at least **30 business** days prior to trip.
- Issue and collect permission slips (one set to be taken on trip, one set to remain in office on day of trip).
- Order bus/transportation at least 4 weeks in advance if needed.
- If transportation is by private vehicle, collect all driver forms submitted certifying insurance coverage and submit to the principal. (Form E-5).
- Provide a list of participating students' names to school office. (Form E-7 or Class List from Aeries).

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Memorial Day - May 2017

Item Type: Consent

Background: Memorial Day represents one day of national awareness and reverence, honoring those Americans who died while defending our Nation and its values. It is celebrated the last Monday of May each year.

Goals: Routine Matter

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Department Budget: N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #4 - Parental involvement and community engagement are integral to student success.

Submitted By: Steven Fong, Chief Academic Officer

ATTACHMENTS:

Description	Upload Date	Type
☐ Proclamation: Memorial Day	5/2/2017	Backup Material

PROCLAMATION

Memorial Day

May 2017

WHEREAS, Memorial Day represents one day of national awareness and reverence, honoring those Americans who died while defending our Nation and its values; and

WHEREAS, Memorial Day is celebrated on the last Monday in May; and

WHEREAS, Memorial Day was officially proclaimed on May 5, 1868, by General John Logan, national commander of the Grand Army of the Republic, in his [General Order No. 11](#), being first observed on May 5, 1868; and

WHEREAS, the “National Moment of Remembrance Act” designates 3:00 p.m. local time on Memorial Day each year as the National Moment of Remembrance in honor of the men and women of the United States who died in the pursuit of freedom and peace and was proclaimed thus by William J. Clinton, then president, in December 2000; and

WHEREAS, the observance of a National Moment of Remembrance is a simple and unifying way to commemorate our history and honor the struggle to protect our freedoms; and

WHEREAS, this Act recognizes in law a commemoration begun on Memorial Day in May 1997 when “Taps” was played at 3:00 p.m. on many radio and television stations across the nation as Americans paused to remember the men and women who have lost their lives in service to our country; now

THEREFORE, BE IT PROCLAIMED that the Alameda Unified School District Board of Education hereby recognizes the last Monday in May as Memorial Day.

PASSED AND ADOPTED this 9th day of May, 2017.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Gary K. Lym, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____

Sean McPhetridge, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Proclamation: Harvey Milk Day - May 22, 2017

Item Type: Consent

Background: On October 11, 2009, Governor Arnold Schwarzenegger signed SB 572 declaring May 22nd as "Harvey Milk Day," a special day of recognition in California making him only the second person in state history - in addition to conservationist John Muir - to gain such a designation. Tonight we honor Harvey Milk's legacy as a civil rights organizer.

Goals: Routine Matter

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Department Budget: N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.
#2 - Teachers must challenge and support all students to reach their highest academic and personal potential.

Submitted By: Steven Fong, Chief Academic Officer

ATTACHMENTS:

Description	Upload Date	Type
□ Proclamation: Harvey Milk Day	4/21/2017	Backup Material

PROCLAMATION

Harvey Milk Day

May 22

WHEREAS, by signing SB572 on October 11, 2009, Governor Arnold Schwarzenegger officially instituted May 22nd as Harvey Milk Day; and

WHEREAS, Harvey Milk was born on May 22, 1930; and

WHEREAS, in 1972 Harvey Milk and his partner Scott Smith moved to San Francisco, California, and in 1977 Harvey was elected to Board of Supervisors of the City and County of San Francisco – the first time in the history of the United States an openly gay man was elected to prominent political office; and

WHEREAS, during his term on the Board of Supervisors, Harvey Milk sponsored and successfully passed a gay rights ordinance and was instrumental in defeating Proposition 6 – commonly known as the Briggs Initiative – which would have banned gays and lesbians from teaching in the public schools of this state; and

WHEREAS, Harvey Milk’s life and political career embody the rise of the lesbian, gay, bisexual, and transgender (LGBT) civil rights movement in California, across the nation, and throughout the world; and

WHEREAS, Harvey Milk’s legacy as a civil rights leader is still felt today, with his life and social contributions having left an indelible mark on the history of our nation with special meaning for the people of California; and

WHEREAS, The Harvey Milk Foundation, founded in 2009, encourages local, regional, national, and global organizations to embody and utilize Harvey Milk’s story, his style, and his collaborative relationship building approach; and

WHEREAS, since 2010 the Alameda Unified School District has participated in Alameda’s Annual Harvey Milk Day celebration and has helped institutionalize the event in our schools and our community; now

THEREFORE, BE IT PROCLAIMED that the Alameda Unified School District Board of Education hereby recognizes May 22nd as Harvey Milk Day and encourages all public schools and educational institutions to observe this day and to conduct suitable commemorative exercises that remember the life of Harvey Milk, recognize his accomplishments, and familiarize pupils with the contributions he made to this state.

PASSED AND ADOPTED this 25th day of April, 2017.

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Gary K. Lym, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By: _____

Sean McPhetridge, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Ratification of Contracts Executed Pursuant to Board Policy 3300

Item Type: Consent

Background: On January 24, 2017, the Board of Education delegated authority to enter into contracts on behalf of the Alameda Unified School District and to purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111 and Education Code section 17604 to the Superintendent of Schools, Chief Student Support Officer, Chief Academic Officer, Chief Business Officer, Chief Human Resources Officer, and the General Counsel.

Resolution Number 2016-2017.52 further limited the delegation to expenditures of less than \$88,300 and required that the Board of Education ratify the contracts within sixty (60) days of incurring the expense.

The following contracts are presented for ratification:

1. (Fund 01) Merchant Agreement between AUSD and RevTrak, Inc.

Goals: Routine Matter

Fund: General Fund

Fund Codes: 01 General Fund

Fiscal Analysis

Amount (Savings) (Cost): See attached contract(s) for detailed expenditures.

Department Budget: N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles. | #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Shariq Khan, Chief Business Officer

ATTACHMENTS:

Description

Upload Date

Type

- ▣ RevTrak1
- ▣ RevTrak 2

5/1/2017

5/1/2017

Backup Material

Backup Material



Merchant Agreement

RevTrak, Inc. (we, us, our) will process credit card and online payments for schools, cities, other government entities, or related non-profit organizations (Merchants).

Definitions

- Merchant** A school, city, other government entity, or related non-profit that uses us to process their credit cards and online payments.
- Customer** The person or cardholder who pays money to the Merchant.
- Client Statement** A statement we provide to a Merchant that details transaction activity and fees.

Fees

- Online Transactions 3.99%
- Monthly Fee ~~\$19.95~~ OK JM
- Card Reader (optional) \$4.95 per month to rent. A purchase option is also available.

Payment Method

You authorize us to process and fund transactions to bank accounts specified by you. Payments shall be funded by ACH transfer to your Designated Bank Account(s). An ACH debit for the fees will be generated from your account 2 business days after the Client Statement is generated.

RevTrak will provide electronic statements shortly after the end of each month, generally within a few business days in accordance with the Operating Guide.

Term & Cancellation

This is a month to month agreement and either party may cancel this agreement at any time.

Miscellaneous

This Agreement and related documents constitute the entire understanding of the parties with respect to this Agreement. Both we and you shall be governed by this Merchant Agreement, and the User Guide to Operations which is incorporated by reference and is attached to this document. These Terms and Conditions may change from time to time at which time we shall provide advance notice of any change.

You shall be liable for all taxes required to be paid or collected as a result of this Agreement. This Agreement shall be governed by the laws of the state of ~~Minnesota~~. California. OK JM

RevTrak will maintain all applicable PCI-DSS requirements as it handles and transmits online transactions.

Merchant/User Information

Legal Name:			Contact Name:
Address:			Contact Email:
City:	State:	Zip:	Contact Phone:

Accepted & Agreed:

Merchant Name: _____	RevTrak, Inc.
Signature: _____	Signature: _____
Title: _____	Title: _____
Date: _____	Date: _____

RevTrak, Inc
User Guide to Operations

Revised 1/1/16

Introduction

This Guide is included to help you be a successful payment processing professional. As a merchant (you) processing payments through RevTrak (us), you will use this Guide to help with best practices, legal requirements and the rules and regulations of the Associations (Visa, MasterCard, Discover, and NACHA) and software providers that assist us in taking payments. These organizations require that all persons using them agree to all of their rules and regulations. This Guide exists to help you understand the regulations. This Guide forms part of your agreement with us, along with the RevTrak Merchant Agreement, the Association Operating Regulations (‘Operating Regulations’), and Merchant Services Agreements (Addendum A).

1. Getting Started

Upon receipt of your documentation, we will create a secure website to allow you to receive and monitor payments through the **RevTrak®** Web Store (the “Site”). The Site URL will be similar to <http://yourorganizationname.revtrak.net>. Your payments will be sent by ACH to your Bank Account based on the voided check or the substitute that you provide.

2. Underwriting

We will review some or all of the information that you submit in connection with your request to establish a Merchant Agreement, which we may forward on to our processor. After you submit your application, we or our processor may conclude that your entity does not match the criteria to use our services.

3. Client / Customer Service

You are responsible for all customer service issues relating to your goods or services, including pricing, order fulfillment, order cancellation by you or your customer, returns, refunds and adjustments, rebates, functionality and warranty, technical support, and feedback concerning experiences with your personnel, policies or processes. We are responsible for client service issues relating to any Merchant Agreement, payment, card processing, debiting or crediting. In performing customer service, you will always present yourself as a separate entity from us.

4. Client Statements

RevTrak will provide electronic statements for each deposit account shortly after the end of each month, generally within a few business days. An ACH debit for the fees will be generated from your designated account 2 business days after the Client Statement is generated or payments will be funded to your designated account net of applicable fees, as determined by you, from available account options.

5. Refunds and Returns

By accepting payment card transactions with us, you agree to process returns of, and provide refunds and adjustments for, your goods or services through your Merchant Agreement in accordance with this Agreement and the Operating Regulations. Operating Regulations require that you will (a) maintain a fair return, cancellation or adjustment policy; (b) disclose your return or cancellation policy to customers at the time of purchase, (c) not give cash refunds to a customer in connection with a Card sale unless required by law, and (d) not accept cash or any other item of value for preparing a Card sale refund.

The amount of the refund/adjustment must include any associated taxes required to be refunded and cannot exceed the amount shown as the total on the original sales receipt.

You can process a refund through your Merchant Agreement up to one hundred and twenty (120) days from the day you accepted the payment. RevTrak will then net the refund with your processing.

6. Chargebacks

A transaction may be reversed or charged back to your Merchant Agreement (a "Chargeback") if the transaction (a) is disputed by the cardholder, (b) is reversed for any reason by the Association, our processor, or our financial institution, (c) was not authorized or we have any reason to believe that the transaction was not authorized, or (d) is allegedly unlawful, suspicious, or in violation of the terms of this Agreement.

For any transaction that results in a Chargeback, we will withhold the Chargeback amount in reserve or we will deduct the amount of any Chargeback. Any associated fees, fines, or penalties assessed by the Association or our processor from your Merchant Agreement may be held in reserve or deducted. If we are unable to recover funds related to a Chargeback for which you are liable, you will pay us the full amount of the Chargeback immediately upon demand.

Your failure to fully pay amounts that you owe us on demand will be a breach of this Agreement. You will be liable for our costs associated with collection in addition to the

amount owed, including without limitation attorneys' fees and expenses, collection agency fees, and any applicable interest.

If we determine that you are incurring an excessive amount of Chargebacks, we may establish controls or conditions governing your Merchant Agreement, including, (a) establishing new processing fees, (b) creating a reserve in an amount reasonably determined by us to cover anticipated Chargebacks and related fees, (c) delaying payouts, and (d) terminating or suspending the Services.

You agree to assist us when requested, at your expense, to investigate any of your transactions processed through the Merchant Agreement. You permit us to share information about a Chargeback with the customer, the customer's financial institution, and your financial institution in order to investigate and/or mediate a Chargeback. We will request necessary information from you to contest the Chargeback. If the Chargeback is contested successfully, we will release the reserved funds to your Merchant Agreement. If a Chargeback dispute is not resolved in your favor by the Association or issuing bank, or you choose not to contest the Chargeback, we may recover the Chargeback amount and any associated fees as described in this Agreement. You acknowledge that your failure to assist us in a timely manner may result in an irreversible Chargeback.

7. Disclosures and Notices

By using our payment service, you may receive information about customers or other users. You must keep such information confidential and only use it in connection with your Merchant Agreement. You may not disclose or distribute any such information to a third party or use the information for marketing purposes unless you receive the express consent of the customer or other user.

You agree that we can provide disclosures and notices required by law, changes to terms and conditions and any related changes, or other information about your Merchant Agreement and Guide to Operations, on your merchant statement. You also agree that electronic disclosures and notices have the same meaning and effect as if we had provided you with paper copies. Such disclosures and notices are considered received by you within 24 hours of the time emailed to you.

We will report annually to the Internal Revenue Service ("IRS"), or other entities as required by law, your entity name, address, Tax Identification Number, or Employer Identification Number (EIN), the total dollar amount of the payments you receive in a calendar year, and other information as may be required.

8. User Content

In connection with registration for a Merchant Agreement, users may upload photos or other materials or information to the Site. You agree that you will not upload to or use content on the Site unless you have created that content yourself, or you have permission from the copyright owner to do so.

9. Security

We have implemented technical and organizational measures designed to secure your customer's personal information from accidental loss and from unauthorized access, use, alteration or disclosure; however, we cannot guarantee that unauthorized third parties will never be able to defeat those measures or use your personal information for improper purposes.

We are committed to the secure operation of the systems used to operate your Web Stores. We are audited on an annual basis, are certified and compliant with Level 1 Payment Card Industry Data Security Standards (PCI DSS). Our systems are regularly tested for compliance with all applicable PCI DSS standards and best practices. Following are some security best practices that we recommend you adopt and maintain to strengthen your security environment:

- a) Do not allow credit account numbers to be distributed via unencrypted messaging technologies, such as email, instant messaging, etc.
- b) Install anti-virus software that updates automatically.
- c) Install all operating system patches, such as Windows Updates, timely to protect your system from known vulnerabilities.
- d) All cardholder data that may be used in phone orders should be entered directly into our system. Should hard copy data be received, it should be destroyed immediately after received in a manner that reconstruction is not practically possible (shredding, incinerated, pulped, etc). Any materials that are not immediately destroyed must be secured.

10. Termination

You may terminate this Agreement by sending us notice at any time. Any funds that we are holding for you at the time of closure, less any applicable fees, will be paid to you, assuming all payout-related authentication requirements have been fulfilled. If a Chargeback investigation is pending at the time you close your Merchant Agreement, we may hold your funds as described above. If you are later determined to be entitled to some or all of the funds in dispute, we will release those funds to you.

We may terminate this Agreement and close your Merchant Agreement by sending you notice at any time. We may also suspend the Site and access to your Merchant

Agreement if you (a) have violated the terms of this Agreement, or any other agreement you have with us, (b) pose an unacceptable credit or fraud risk to us, or (c) provide any false, incomplete, inaccurate, or misleading information or otherwise engage in fraudulent or illegal conduct.

If your Merchant Agreement is terminated, you agree: (a) to continue to be bound by this Agreement, (b) to immediately stop using the Site, (c) that the license provided under this Agreement shall end, (d) that we reserve the right (but have no obligation) to delete all of your information and account data stored on our servers after a reasonable period of time, and (e) that we shall not be liable to you or any third party for termination of access to the Site or for deletion of your information or account data.

11. License

We grant you a personal, limited, non-exclusive, revocable, non-transferable license, without the right to sublicense, to electronically access and use the Site solely to accept and receive payments and to manage the funds you so receive, in accordance with this Agreement. The Site includes our website, any software, programs, documentation, tools, internet-based services, components, and any updates (including software maintenance, service information, help content, bug fixes or maintenance releases) provided to you by us. You will be entitled to Site updates, subject to any additional terms made known to you at that time, when we make these updates available.

We will not be liable to you for compensation, reimbursement, or damages in connection with your use of the Services, or in connection with any termination or suspension of the Site. Any termination of this Agreement does not relieve you of any obligations to pay any fees or costs accrued prior to the termination and any other amounts owed by you to us as provided in this Agreement.

While we want you to enjoy the Site, you may not, nor may you permit any third party to do any of the following: (i) access or monitor any material or information on any of our systems using any manual process or robot, spider, scraper, or other automated means unless you have separately executed a written agreement with us referencing this section that expressly grants you an exception to this prohibition; (ii) copy, reproduce, alter, modify, create derivative works, publicly display, republish, upload, post, transmit, resell or distribute in any way material or information from us unless provided to you for that purpose; (iii) permit any third party to use and benefit from the Site via a rental, lease, timesharing, service bureau or other arrangement; (iv) transfer any rights granted to you under this Agreement; (v) violate the restrictions in any robot exclusion headers on the Site or any of our services or products, work around, bypass, or circumvent any of the technical limitations of the Site, use any tool to enable features or functionalities that are otherwise disabled in the Site, or decompile, disassemble or otherwise reverse engineer the Site, except to the extent that such restriction is

expressly prohibited by law; (vi) perform or attempt to perform any actions that would interfere with the proper working of the Site, prevent access to or use of the Site by our other users, or impose an unreasonable or disproportionately large load on our infrastructure; or (vii) otherwise use the Site except as expressly allowed under this section.

12. Ownership

The Site is licensed and not sold. We reserve all rights not expressly granted to you in this Agreement. The Site is protected by copyright, trade secret and other intellectual property laws. We own the title, copyright and other worldwide Intellectual Property Rights (as defined below) in the Site and all copies of the Site and will allow you to use our Intellectual Property to display on your Site with our permission. This Agreement does not grant you any rights to our trademarks or service marks.

For the purposes of this Agreement, “Intellectual Property Rights” means all patent rights, copyright rights, mask work rights, moral rights, rights of publicity, trademark, trade dress and service mark rights, goodwill, trade secret rights, and other intellectual property rights as may now exist or hereafter come into existence, and all applications and registrations, renewals and extensions thereof, under the laws of any state, country, territory or other jurisdiction.

You may choose to or we may invite you to submit comments or ideas about the Site, including without limitation about how to improve the Site or our other products (“Ideas”). By submitting any Idea, you agree that your disclosure is gratuitous, unsolicited, and without restriction, that it will not place us under any fiduciary or other obligation, and that we are free to use the Idea without any additional compensation to you, and/or to disclose the Idea on a non-confidential basis or otherwise to anyone. You further acknowledge that, by acceptance of your submission, we do not waive any rights to use similar or related Ideas previously known to us, or developed by us.

13. Indemnity

You will, to the maximum extent allowed by law, indemnify, defend, and hold us and our processors harmless regarding actions by your entity that may cause harm to us or our processors (and our respective employees, directors, agents, affiliates and representatives). This includes but is not limited to costs, losses, damages, judgments, tax assessments, penalties, interest, and expenses (including without limitation reasonable attorneys’ fees) arising out of any claim, action, audit, investigation, inquiry, or other proceeding instituted by a person or entity that arises out of or relates to: (a) any actual or alleged breach of your representations, warranties, or obligations set forth in this Agreement, including without limitation any violation of our policies or the Associations’ rules; (b) your wrongful or improper use of the Site; (c) any transaction

submitted by you through the Site (including without limitation the accuracy of any product information that you provide or any claim or dispute arising out of products or services offered or sold by you); (d) your violation of any third-party right, including without limitation any right of privacy, publicity rights or Intellectual Property Rights; (e) your violation of any law, rule or regulation of the United States or any other country; (f) any other party's access and/or use of the Site with your unique username, password or other appropriate security code.

We will indemnify you for legal liability arising from any release or disclosure of sensitive information due to our negligence.

14. Privacy Policy

We will not sell or share your personal information with others. We will allow our employees and some vendors access to and/or use of your personal information as necessary, in order to process credit card transactions, provide reporting, process refunds, or other uses to provide you services as outlined in this agreement. We will not store sensitive information on our servers, and will use your sensitive information only when necessary to provide the services noted above. Sensitive information is defined as social security numbers, credit card numbers and age. Publically available information is not considered sensitive.

15. Representation and Warranties

You represent and warrant to us that: (a) you are at least eighteen (18) years of age; (b) you are eligible to register and use the Site and have the right, power, and ability to enter into and perform under this Agreement; (c) the name identified by you when you registered is your name or business name under which you sell goods and services; (d) any sales transaction submitted by you will represent a bona fide sale by you; (e) any sales transactions submitted by you will accurately describe the goods and/or services sold and delivered to a purchaser; (f) you will fulfill all of your obligations to each customer for which you submit a transaction and will resolve any consumer dispute or complaint directly with the purchaser; (g) you and all transactions initiated by you will comply with all federal, state, and local laws, rules, and regulations applicable to you and/or your business, including any applicable tax laws and regulations; (h) except in the ordinary course of business, no sales transaction submitted by you through the Site will represent a sale to any owner or officer of your entity; (i) you will not use the Site, directly or indirectly, for any fraudulent undertaking or in any manner so as to interfere with the operation of the Site; (j) your use of the Site will be in compliance with this Agreement.

16. No Warranties

We agree to maintain, to the best of our ability, functionality of our product. There may be times when our product is not functional. These times include, but are not limited to, scheduled and unscheduled maintenance.

The Site is provided on an “as is” and “as available” basis. Use of the Site is at your own risk. To the maximum extent permitted by applicable law, the Site is provided without warranties of any kind, whether express or implied, including, but not limited to, implied warranties of merchantability, fitness for a particular purpose, or non-infringement. No advice or information, whether oral or written, obtained by you from us or through the Site will create any warranty not expressly stated herein. Without limiting the foregoing, we, our processors, our providers, our licensors (and their respective subsidiaries, affiliates, agents, directors, and employees) do not warrant that the content is accurate, reliable or correct; that the Site will meet your requirements; that the Site will be available at any particular time or location, uninterrupted or secure; that any defects or errors will be corrected; or that the Site is free of viruses or other harmful components. Any content downloaded or otherwise obtained through the use of the Site is downloaded at your own risk and you will be solely responsible for any damage to your property or loss of data that results from such download.

We do not warrant, endorse, guarantee, or assume responsibility for any product or service advertised or offered by a third party through the Site or any hyperlinked website or service, or featured in any banner or other advertising, and we will not be a party to or in any way monitor any transaction between you and third-party providers of products or services.

17. Limitation on Time to Initiate a Dispute

Unless otherwise required by law, an action or proceeding by either party relating to any dispute must commence within one year after the cause of action occurs.

18. Right to Amend

We have the right to change or add to the terms of this Agreement at any time, and to change, delete, discontinue, or impose conditions on any feature or aspect of the Site with 10 day notice, including such notice on our website, via email, our support portal, the Web Store, or any other website maintained or owned by us for the purposes of providing services under this Agreement. Any use of the Site after our publication of any such changes shall constitute your acceptance of this Agreement as modified. Any dispute that arose before the modification shall be governed by the Agreement (including the binding individual arbitration clause) that was in place when the dispute arose.

19. Assignment

This Agreement, and any rights and licenses granted hereunder, may not be transferred or assigned by you, but may be assigned by us.

20. Other Provisions

Except as expressly provided in this Agreement, these terms are a complete statement of the agreement between us and you, and they describe our entire liability and our vendors' and suppliers' (including processors) liability, and your exclusive remedy with respect to your access and use of the Site. In the event of a conflict between this Agreement and any of our other agreements, this Agreement shall prevail on the subject matter of this Agreement. If any provision of this Agreement is invalid or unenforceable under applicable law, then it shall be changed and interpreted to accomplish the objectives of such provision to the greatest extent possible under applicable law, and the remaining provisions will continue in full force and effect.

Headings are included for convenience only, and shall not be considered in interpreting this Agreement. The Agreement does not limit any rights that we may have under trade secret, copyright, patent, or other laws. Our failure to assert any right or provision under this Agreement shall not constitute a waiver of such right or provision. No waiver of any term of this Agreement shall be deemed a further or continuing waiver of such term or any other term.

To the maximum extent permitted by applicable law, in no event shall we, our processors, suppliers, or licensors (or their respective affiliates, agents, directors, and employees) be liable for any direct, indirect, punitive, incidental, special, consequential, or exemplary damages, including without limitation damages for loss of profits, goodwill, use, data, or other intangible losses, that result from the use of, inability to use, or unavailability of the service.

To the maximum extent permitted by applicable law, we, our processors, suppliers, and licensors (and their respective affiliates, agents, directors, and employees) assume no liability or responsibility for any (i) errors, mistakes, or inaccuracies of content; (ii) personal injury or property damage, of any nature whatsoever, resulting from your access to or use of the service; (iii) any unauthorized access to or use of our secure servers and/or any and all personal information stored therein; (iv) any interruption or cessation of transmission to or from the service; (v) any bugs, viruses, trojan horses, or the like that may be transmitted to or through the service by any third party; (vi) any errors or omissions in any content or for any loss or damage incurred as a result of the use of any content posted, emailed, transmitted, or otherwise made available through the Site; and/or (vii) user content or the defamatory, offensive, or illegal conduct of any third party. In no event shall we, our processors, agents, suppliers, or licensors (or their respective affiliates, agents, directors, and employees) be liable to you for any claims,

proceedings, liabilities, obligations, damages, losses or costs in an amount exceeding the amount of fees earned by us in connection with your use of the service during the three (3) month period immediately preceding the event giving rise to the claim for liability.

This limitation of liability section applies whether the alleged liability is based on contract, tort, negligence, strict liability, or any other basis, even if we have been advised of the possibility of such damage. The foregoing limitation of liability shall apply to the fullest extent permitted by law in the applicable jurisdiction.

The Site is controlled and operated from facilities in the United States. We make no representations that the Site is appropriate or available for use in other locations. Those who access or use the Site from other jurisdictions do so at their own volition and are entirely responsible for compliance with all applicable United States and local laws and regulations, including but not limited to export and import regulations. You may not use the Site if you are a resident of a country embargoed by the United States, or are a foreign person or entity blocked or denied by the United States government. Unless otherwise explicitly stated, all materials found on the Site are solely directed to individuals, companies, or other entities located in the United States.

21. E-commerce Check List

Following is a checklist of important elements that should be considered and included for your Site:

- a) A description of the goods and/or services offered.
- b) Merchant contact information, including the Merchant address and telephone number. Alternate contact information which may include an email address and/or fax number.
- c) The currency in which the transaction will be conducted.
- d) Customer service telephone number.
- e) Delivery standards, including delivery method (i.e., FedEx, UPS, USPS, etc.) and time standards i.e., product will arrive within three business days). Both domestic and foreign import/export shipping time standards must be included (if applicable).
- f) Merchants must disclose the Merchant's country of origin (i.e., United States). Card association logos must be displayed.
- g) Terms and conditions, return policies as well as export and/or legal restrictions (including for international transactions, if applicable) must be displayed on the same screen as the checkout screen (where the total purchase amount is displayed), OR within the sequence of web pages the customer accesses during the checkout process.
- h) A clear and concise privacy policy. This must also disclose what information is collected, how it is tracked and with whom it is shared.

- i) The Site's security method for the transmission of payment data (i.e., SSL Secured 128 bit).
- j) Customers must be able to review all information prior to completing the sale and have the option to cancel the sale.
- k) Contact information for the web hosting service must also be displayed.

22. Survival

Any provision of this Agreement that is reasonably necessary to accomplish or enforce the purpose of this Agreement, will survive the termination of this Agreement and remain in full force and effect.

Addendum A

Merchant Services Agreement for RevTrak Users

In accordance with the RevTrak User Agreement, you, in connection with Vantiv, LLC and its designated Member Bank, Fifth Third Bank an Ohio banking corporation, or other financial services or payment processing entities we may use from time to time (collectively “Bank Processors”), will provide you with certain payment processing services (“Services”) in accordance with the terms of this Merchant Services Agreement. In consideration of your receipt of credit or debit card funded payments, and participation in programs affiliated with MasterCard International Inc. (“MasterCard”), VISA U.S.A. Inc. (“VISA”), Discover (“Discover”), and certain similar entities (collectively, “Associations”), you are required to (i) enter into a direct relationship with an entity that is a member of the Associations and (ii) agree to comply with Association rules as they pertain to applicable credit and debit card payments. By executing this Merchant Services Agreement, you are fulfilling the Association rule of entering into a direct relationship with a Member of the Associations; however, Bank Processors understands that you may have contracted with us to obtain certain processing services and that we may have agreed to be responsible to you for all or part of your obligations contained herein. This Addendum applies to transactions processed through Vantiv/ Fifth Third.

In consideration of the foregoing recitals and of the mutual promises contained herein, the parties agree as follows:

1. Certain Merchant Responsibilities

You agree to participate, and to cause third parties acting as your agent (“Agents”), to participate, in the Associations in compliance with, and subject to, the by-laws, operating regulations and/or all other rules, policies and procedures of the Associations (Operating Regulations). You also agree to comply with all applicable state, federal, and local laws, rules, and regulations (“Laws”). Without limiting the foregoing, you agree that you will fully comply with any and all confidentiality and security requirements of the USA Patriot Act (or similar law, rule or regulation), VISA, MasterCard, Discover, and/or Other Networks, including but not limited to the Payment Card Industry Data Security Standard, the VISA Cardholder Information Security Program, the MasterCard Site Data Protection Program, and any other program or requirement that may be published and/or mandated by the Associations. For purposes of this section, Agents include, but are not limited to, your software providers and/or equipment providers.

If appropriately indicated in your agreement with us, you may be a limited-acceptance Merchant, which means that you have elected to accept only certain Visa and/or MasterCard card types (i.e., consumer credit, consumer debit, and commercial cards) and must display appropriate signage to indicate the same. Bank Processors have no obligation other than those expressly provided under the Operating Regulations and applicable law as they may relate to limited acceptance. You, and not Bank Processors,

will be solely responsible for the implementation of your decision for limited acceptance, including but not limited to policing the card type(s) accepted at the point of sale.

You shall only complete sales transactions produced as the direct result of bona fide sales made by you to cardholders, and are expressly prohibited from processing, factoring, laundering, offering, and/or presenting sales transactions which are produced as a result of sales made by any person or entity other than you, or for purposes related to financing terrorist activities.

You may set a minimum transaction amount to accept a card that provides access to a credit account, under the following conditions: i) the minimum transaction amount does not differentiate between card issuers; ii) the minimum transaction amount does not differentiate between MasterCard, Visa, or any other acceptance brand; and iii) the minimum transaction amount does not exceed ten dollars (or any higher amount established by the Federal Reserve). You may set a maximum transaction amount to accept a card that provides access to a credit account, under the following conditions: You are a i) department, agency or instrumentality of the U.S. government; ii) corporation owned or controlled by the U.S. government; or iii) your primary business is reflected by one of the following MCCs: 8220, 8244, 8249 –Schools, Trade or Vocational; and the maximum transaction amount does not differentiate between MasterCard, Visa, or any other acceptance brand.

2. Merchant Prohibitions

You must not i) require a cardholder to complete a postcard or similar device that includes the cardholder's account number, card expiration date, signature, or any other card account data in plain view when mailed, ii) add any tax to transactions, unless applicable law expressly requires that you impose a tax (any tax amount, if allowed, must be included in the transaction amount and not collected separately), iii) request or use an account number for any purpose other than as payment for its goods or services, iv) disburse funds in the form of travelers checks if the sole purpose is to allow the cardholder to make a cash purchase of goods or services from you, v) disburse funds in the form of cash unless you are dispensing funds in the form of travelers checks, TravelMoney cards, or foreign currency (in such case, the transaction amount is limited to the value of the travelers checks, TravelMoney cards, or foreign currency, plus any commission or fee charged by you), or you are participating in a cash back service, vi) submit any transaction receipt for a transaction that was previously charged back to the acquirer and subsequently returned to you, irrespective of cardholder approval, vii) accept a Visa consumer credit card or commercial Visa product issued by a U.S. issuer to collect or refinance an existing debt, viii) accept a card to collect or refinance an existing debit that has been deemed uncollectable by you, or ix) submit a transaction that represents collection of a dishonored check. You further agree that you, under no circumstance, will store cardholder data in violation of the Laws or the Operating

Regulations including but not limited to the storage of track-2 data. Neither you nor your Agent shall retain or store magnetic-stripe data subsequent to the authorization of a sales transaction.

3. Settlement

Upon receipt of your sales data for card transactions processed through us, Bank Processors will process your sales data to facilitate the funds transfer between the various Associations and you. After Bank Processors receives credit for such sales data, Bank Processors will fund you, either directly to your Merchant-Owned Designated Account or through us to an account designated by us ("Designated Account"), at Bank Processors' sole option, for such card transactions. You agree that the deposit of funds to the Designated Account shall discharge Bank Processors of its settlement obligation to you, and that any dispute regarding the receipt or amount of settlement shall be between us and you. Bank Processors will debit the Designated Account for funds owed to Bank Processors as a result of the Services provided hereunder, unless a Merchant-owned account is otherwise designated. Further, if a cardholder disputes a transaction, if a transaction is charged back for any reason, or if Bank Processors reasonably believes a transaction is unauthorized or otherwise unacceptable, the amount of such transaction may be charged back and debited from us or you.

4. Term and Termination

This Merchant Services Agreement shall be binding upon you upon your execution. The term of this Merchant Services Agreement shall begin, and the terms of the Merchant Services Agreement shall be binding upon Bank Processors, on the date Bank Processors accepts this Merchant Services Agreement by issuing a merchant identification number, and shall continue until either party gives at least thirty (30) days prior written notice to the other party.

Notwithstanding the foregoing, Bank Processors may immediately cease providing Services and/or terminate this Merchant Services Agreement without notice if (i) you or we fail to pay any amount to Bank Processors when due, (ii) in Bank Processors' opinion, provision of a service to you or us may be a violation of the Operating Regulations, or any applicable state, federal, or local laws, rules, and regulations ("Laws"), (iii) Bank Processors believe that you have violated or are likely to violate the Operating Regulations or the Laws, or iv) Bank Processors are required to do so by any of the Associations.

5. Limits of Liability

You agree to provide Bank Processors with written notice, specifically detailing any alleged failure, within thirty (30) days of the date on which the alleged failure or error first occurred; failure to so provide notice shall be deemed an acceptance by you and a waiver of any and all rights to dispute such failure or error. Bank Processors shall bear no liability and have no obligations to correct any errors resulting from your failure to comply with the duties and obligations of the preceding sentence.

Bank Processors' liability related to or arising out of this Merchant Services Agreement shall in no event exceed \$5,000. Your sole and exclusive remedy for any and all claims against Bank Processors arising out of or in any way related to the transactions contemplated herein shall be termination of this Merchant Services Agreement. You acknowledge that Bank Processors are not liable for any of our actions or failure to act by and that Bank Processors shall have no liability whatsoever in connection with any products or services provided by us to you.

6. Miscellaneous

This Merchant Services Agreement is entered into, governed by, and construed pursuant to the laws of the State of Ohio without regard to conflicts of law provisions. This Agreement may not be assigned by you without the prior written consent of Bank Processors. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors, transferees and assignees. This Agreement is for the benefit of, and may be enforced only by, Bank Processors and you and is not for the benefit of, and may not be enforced by, any other party. Bank Processors may amend this Merchant Services Agreement upon notice to you in accordance with Bank Processors' standard operating procedure. If any provision of this Agreement is determined to be illegal or invalid, such illegality or invalidity of that provision will not affect any of the remaining provisions and this Merchant Services Agreement will be construed as if such provision is not contained in the Agreement. "Member Bank" as used in this Merchant Services Agreement shall mean a member of VISA, MasterCard and/or Discover, as applicable, that provides sponsorship services in connection with this Merchant Services Agreement. The Member Bank is a party to this Merchant Services Agreement. The Member Bank may be changed, and its rights and obligations assigned to another party by us or Bank Processors at any time without notice to you.

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2016-2017.71 Approval of Budget Transfers, Increases, Decreases

Item Type: Consent

Background: After the adoption of the proposed budget for the fiscal year, it is often necessary to make budgetary transfers and revisions. Budget transfers allow budget managers to redistribute funds as needs and plans change. Budget revisions allow the District to increase or decrease funds based on entitlements and grants actually received by the District.

Goals: Routine Matter

Fund: General Fund

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): Will increase revenues and expenditures in the District in the amount of \$24,239.22.

Department Budget: Various

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Shariq Khan, Chief Business Officer

ATTACHMENTS:

Description	Upload Date	Type
☐ Resolution No.2016-2017.71	5/1/2017	Resolution Letter
☐ Attachment A	5/1/2017	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT

Alameda, California

Resolution

Approval of Budget Transfers, Increases, Decreases

May 9, 2017

Resolution No. 2016-2017.71

WHEREAS, the state statutes require budget appropriations to be adopted by the Board of Education in the following object codes:

1000	Certificated Salaries
2000	Classified Salaries
3000	Employee Benefits
4000	Books and Supplies
5000	Services and Other Operating Expense
6000	Capital Outlay
7000	Other Sources and Uses

AND, WHEREAS, the Board of Education desires to change the adopted appropriations;

NOW, BE IT RESOLVED that the changes be made to the adopted appropriations as per Attachment A.

PASSED AND ADOPTED by the following vote this 9th day of May, 2017:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Gary K. Lym,
President Board of Education
Alameda Unified School District

ATTEST:

By: _____

Sean McPhetridge, Secretary
Board of Education
Alameda Unified School District

BUDGET REVISIONS

(Budget Revisions affect Fund Balance;
Amounts are either added or subtracted from Fund Balance)

School/Dept	Description	Amount
Alameda	Donations	\$ 4,610.00
ASTI	Donations	\$ 800.00
Earhart	Donations	\$ 6.00
Edison	Donations	\$ 1,350.00
Encinal	Donations	\$ 9,433.00
Haight	Donations	\$ 1,134.44
Lincoln	Donations	\$ 1,893.09
Lum	Donations	\$ 1,832.84
Ruby Bridges	Donations	\$ 2,573.85
Wood	Donations	\$ 606.00

Total Donations \$ 24,239.22

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Approval of Non-Exclusive Easement at 1900 Third Street, Alameda, CA 94501 between AUSD, Alameda Boys and Girls Club, and the City of Alameda

Item Type: Action

Background: The District has leased District-owned property located near the Woodstock Campus to the Alameda Boys & Girls Club. The City of Alameda owns an adjacent strip of land which was formerly a railroad right-of-way. The District and Boys & Girls Club have had use of an easement across the City land so that pedestrians and vehicles can access the Boys & Girls Club.

The City land is now being redeveloped as part of the Cross-Alameda Trail. That redevelopment in turn requires an adjustment to the easement. Approval of this item would ensure continued access to the Boys & Girls Club over City land.

Goals: Build nonprofit, business and philanthropic partnerships

Fund: N/A

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Department Budget: N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Shariq Khan, Chief Business Officer

ATTACHMENTS:

Description	Upload Date	Type
□ Grant of Easement	5/2/2017	Backup Material

RECORDING REQUESTED BY AND
WHEN RECORDED RETURN TO:
[And Mail Tax Statements To:]

Alameda Boys & Girls Club
1900 Third Street, Rear Building
Alameda, CA 94501
Attn: Chief Executive Officer

Space Above This Line Reserved for Recorder's Use

The undersigned Grantor declares:

Jill Keimach, City Manager

County transfer tax is \$_____.

City transfer tax is \$_____.

(X) This is a conveyance where the consideration and Value is less than \$100.00 (R&T 11911) or

() computed on full value of property conveyed, or

() computed on full value less value of liens and encumbrances remaining at time of sale.

() Unincorporated area; or (X) City of Alameda

**GRANT OF NON-EXCLUSIVE EASEMENT TO
ALAMEDA BOYS & GIRLS CLUB AND ALAMEDA UNIFIED SCHOOL DISTRICT
FOR ACCESS AND MAINTENANCE**

This Grant of Non-Exclusive Easement Agreement ("Easement Agreement") is made the _____ day of April, 2017, by the City of Alameda, a California municipal corporation ("City or "Grantor") and the Alameda Boys and Girls Club, Inc., a California nonprofit corporation ("ABGC") and the Alameda Unified School District ("AUSD") (ABGC and AUSD being collectively referred to herein as "Grantees"). The City and Grantees are collectively referred to herein as the "Parties".

RECITALS

WHEREAS, The Grantor owns real property in the City of Alameda along Ralph Appezzato Memorial Parkway ("RAMP") (formerly Atlantic Avenue) between 3rd Street and Poggi Street ("City Property") adjacent to property ground leased by ABGC from AUSD located at 1900 Third Street, Alameda, California ("Boys & Girls Club Property"), both as shown in the Site Map attached as Exhibit A.

WHEREAS, The Grantees have historically used portions of City Property (defined below) for pedestrian and vehicular ingress to and egress from the Boys and Girls Club Property.

WHEREAS, The Grantor has plans to design and construct the Cross Alameda Trail Project on City Property, which will require an alteration of the size and area of City Property that Grantees have historical used.

WHEREAS, The Grantees have requested a non-exclusive easement over portions of City Property for pedestrian and vehicular ingress to and egress from the Boys and Girls Club Property and for routine maintenance purposes, said portions are referred to herein as “Easement Area A” and “Easement Area B” (collectively the “Easement Property”) as described in the Legal Descriptions attached as Exhibit B-1 and Exhibit B-2 and as shown in the Site Map attached as Exhibit A.

WHEREAS, The Grantor would like to clarify the boundaries of the Easement Property and grant the non-exclusive easement in order to facilitate the design and construction of the Cross Alameda Trail Project.

WHEREAS, This Easement Agreement is required to allow Grantees, their agents, successors, and assigns to continue to access, use and maintain the Easement Property in order to provide pedestrian and vehicular ingress to and egress from the Boys and Girls Club Property.

WHEREAS, The Grantor has determined that the grant of this Easement (defined below) on the terms and conditions set forth herein is in the public interest and will not substantially injure the interest of the City in the underlying real property, and that the uses permitted under its terms are consistent with the protection of human health and the environment.

NOW, THEREFORE, for and in consideration of mutual entry into this Easement Agreement by the Parties hereto, and for other good and valuable consideration, the receipt and adequacy of which are hereby acknowledged by each Party, the Parties hereby agree as follows:

1. **EASEMENT.** Grantor does hereby remise, release and grant to Grantees, their successors and assignees, a non-exclusive easement (“Easement”) over the Easement Property, shown on Exhibit A, attached hereto and made a part hereof to access, use and maintain the Easement Property for purposes of pedestrian and vehicular ingress to and egress from the Boys and Girls Club Property. Grantees shall, for the term of the Easement Agreement and at their sole cost and expense, maintain the Easement Property in good repair and in a neat and clean condition, including making all necessary repairs.
2. **TERM.** The term of this Easement Agreement shall commence and be effective upon execution by the Parties and shall continue in perpetuity except for: (i) any portion of said Easement for which the Grantor conveys the underlying fee to one or both Grantees at which point the Easement with respect to the conveyed portion shall automatically terminate; or (ii) any portion of the Easement otherwise terminated in accordance with the termination provisions of Section 12.
3. **USE.** The sole purpose of this Easement is for non-exclusive access, use and maintenance of the Easement Property for pedestrian and vehicular ingress and egress.
4. **CONDITION OF EASEMENT PROPERTY.** The Easement shall be granted to Grantees “AS IS” “with all faults” condition. Grantor makes no warranty as to the usability of the Easement generally or as to its fitness for any particular purpose.

5. **ASSIGNMENT AND TRANSFER.** Grantees shall not assign or transfer this Easement Agreement, or any interest therein, without prior written consent of Grantor, which consent shall be granted or denied in Grantor's reasonable discretion. The foregoing notwithstanding, consent shall not be required for Grantees to assign or transfer an interest in the Easement to a contractor or vendor who will then provide landscaping, paving, janitorial or similar services for the purposes of maintaining the Easement Property in good repair and in a neat and clean condition.

6. **NOTICE REQUIRED FOR WORK.**

6.1 Except in the case of an emergency, Grantees shall not conduct any subsurface excavation, digging, drilling or other disturbance of the surface (other than maintenance, repair and landscaping) without prior written consent of Grantor. For purposes of this Section, "emergency" shall mean an unexpected, serious occurrence or situation urgently requiring prompt action. Grantees shall submit written notice of any work performed in an emergency as soon as is practicable.

6.2 Grantees shall immediately cease any excavation conducted in accordance with Section 6.1 if it discovers the presence of hazardous substances or wastes, pollutants or contaminants in any soil or groundwater, and shall promptly notify Grantor and cognizant regulators in writing of such fact. Thereafter, Grantees may proceed in accordance with all applicable laws and regulations.

7. **NON-INTERFERENCE WITH GOVERNMENT OPERATIONS.** Grantees shall not conduct operations on the Easement Property that will interfere with or otherwise restrict waste water treatment operations, environmental clean-up, remediation or restoration activities by the Grantor, state environmental regulators or their contractors.

8. **GRANTEES ACTIVITIES UNDER THE EASEMENT.** The Grantees shall jointly and severably be responsible for direct costs related to their access, use and maintenance of the Easement Property. Any and all damage to the Easement Property resulting from the activities of Grantees under this Easement Agreement shall be repaired by Grantees at no expense to Grantor and the Easement Property shall be restored to its pre-damaged condition within sixty (60) days of written notice from Grantor to Grantees.

9. **COMPLIANCE WITH ALL LAWS, REGULATIONS AND PERMITS.**

9.1 Grantees and its contractors shall comply with all applicable federal, state and local laws, regulations, rules, orders and standards that are or may become applicable to Grantees' activities on the Easement Property.

9.2 Grantees shall be solely responsible for obtaining at their cost and expense any and all regulatory approvals and permits required for its operations, if any, under the Easement, independent of any existing regulatory approvals and permits held by Grantor. Grantees each acknowledge that notwithstanding Grantor being named as owner of the Easement Property in any permit granted to Grantees, Grantees are solely responsible for complying with all permit terms and conditions, including payment of associated fees.

9.3 Grantor's rights retained under this Easement Agreement specifically include the right for Grantor to inspect for compliance with environmental, safety and occupational health laws

and regulations, whether or not Grantor is responsible for enforcing them. Such inspections are without prejudice to the right of duly constituted regulatory enforcement officials to make such inspections. Grantees shall have no claim on account of any inspections against Grantor or any of its officers, agents, employees, contractors or subcontractors.

10. **HAZARDOUS MATERIAL INDEMNIFICATION.** Each Grantee shall indemnify, defend and hold harmless Grantor, its City Council, boards, commissions, officials, and employees (“Indemnitees”) from any costs, expenses, liabilities, fines or penalties resulting from discharges, emissions, spills, storage or disposal caused or created by Grantees’ access, use and/or maintenance of the Easement Property or any other action by Grantees (whether individually or jointly) giving rise to Grantor liability, civil or criminal, or any other action by Grantees giving rise or responsibility under federal, state or local environmental laws. This provision shall not apply to the extent that claims, demands, actions, proceedings, losses, liens, costs and judgments (including fines and penalties) are caused or created by the willful misconduct or active or sole negligence of the Indemnitees. This provision shall survive the expiration or termination of the Easement Agreement.

11. **GENERAL INDEMNIFICATION.** Grantees shall indemnify, defend, and hold harmless the Indemnitees from and against any and all loss, damages, liability, claims, suits, costs and expenses whatsoever, including reasonable attorneys’ fees (Claims), arising from or in any manner connected to Grantees’ (whether individually or jointly) negligent act or omission, whether alleged or actual, regarding its access, use and/or maintenance on or about the Easement Property. If Claims are filed against Indemnitees which allege negligence on behalf of Grantees (whether individually or jointly), Grantees shall have no right of reimbursement against Indemnitees for the costs of defense even if negligence is not found on the part of Grantees (whether individually or jointly). However, Grantees shall not be obligated to indemnify Indemnitees from Claims arising from the willful misconduct or sole or active negligence of Indemnitees.

12. **TERMINATION.** All or any part of this Easement shall automatically terminate when the Grantor conveys the underlying fee to one or both Grantees with respect to the conveyed portion. All or any part of this Easement shall terminate upon abandonment of the rights granted herein, or upon nonuse of such rights for a period of two (2) consecutive years with the exception of the survival of Grantees’ indemnification obligations pursuant to Sections 10 and 11 above.

13. **SUBMISSION OF NOTICES.**

All notices, requests or other communications required or permitted to be given in connection with this Easement Agreement shall be in writing and shall be personally delivered (with prompt confirmation by registered or certified mail, postage prepaid), or by commercial courier service, or by registered or certified mail, postage pre-paid, at the following addresses, or at such other addresses as may be designated by notice from such Party in the manner provided herein:

To Grantor:

City of Alameda
Alameda City Hall, Rm 320
2263 Santa Clara Avenue
Alameda, CA 94501
Attn: City Manager

With a copy to:

City of Alameda
Alameda City Hall, Rm 280
2263 Santa Clara Avenue
Alameda, CA 94501
Attn: City Attorney

To Alameda Boys &
Girls Club, Inc.:

Alameda Boys & Girls Club, Inc.
1900 Third Street, Rear Building
P.O. Box 1069
Alameda, CA 94501
Attn: Chief Executive Officer

With a copy to:

Alameda Boys & Girls Club, Inc.
1900 Third Street, Rear Building
P.O. Box 1069
Alameda, CA 94501
Attn: Chair Board of Directors

With a copy to:

Alameda Unified School District
2060 Challenger Drive
Alameda, CA 94501
Attn: Superintendent

Notices which are delivered by hand shall be deemed received upon delivery or the date on which delivery is refused; Notices which are deposited in the United States Mail in accordance with the terms of this Section shall be deemed received three (3) days after the date of mailing and notices delivered by commercial courier service shall be deemed received the date of actual delivery, or the date on which delivery is refused. The foregoing addresses may be changed by notice to the other Parties as herein provided.

14. **FAILURE TO INSIST ON COMPLIANCE.** The failure of Grantor or Grantees to insist, in any one or more instances, upon performance of any of the terms, covenants or conditions of this Easement Agreement shall not be construed as a waiver or relinquishment of said parties' right to the future performance of any such terms, covenants or conditions and the obligations of the parties in respect to such future performance shall continue in full force and effect.

15. **CONDITIONS, RESTRICTIONS, RESERVATIONS, AND COVENANTS.** The conditions, restrictions, reservations, and covenants set forth in this Easement, unless subsequently released, are a binding servitude on the Easement Property; shall inure to the benefit of the Grantor and Grantees, their successors and assigns, and will be deemed to run with the land in perpetuity.

16. **MISCELLANEOUS PROVISIONS.**

16.1 The singular includes the plural. The masculine gender includes the feminine. “Shall” is mandatory. “Should” and “may” are permissive.

16.2 This Easement Agreement constitutes the entire understanding and agreement of the Parties with respect to the matters set forth herein. This Easement Agreement supersedes all negotiations or previous agreements between the Parties respecting this Easement Agreement. All waivers of the provisions of this Easement Agreement must be in writing and signed by the appropriate representatives of each Grantee and Grantor.

16.3 The recitals set forth in this Easement Agreement are a part of this Easement Agreement.

16.4 The captions of this Easement Agreement are for convenience and reference only and shall not define, explain, modify, limit, amplify or aid in the interpretation, construction or meaning of any of the provisions of this Easement Agreement.

16.5 Where the consent or approval of a Party is required or necessary under this Easement Agreement, the consent or approval shall not be unreasonably withheld.

16.6 This Easement Agreement shall be governed by, and construed in accordance with the laws of the State of California. The venue of any action brought pursuant to this Easement Agreement shall be the County of Alameda.

16.7 List of Exhibits:

- Exhibit A Site Map of Easement Property
- Exhibit B-1 Legal Description of Easement Area A
- Exhibit B-2 Legal Description of Easement Area B

[Remainder of Page Intentionally Left Blank]

IN WITNESS WHEREOF, the Parties have signed this Grant of Non-Exclusive Easement Agreement on the dates indicated below.

GRANTOR:

City of Alameda,
a charter city and municipal corporation

By: _____
Jill Keimach
City Manager

Date: _____

GRANTEE:

Alameda Boys & Girls Club, Inc., a California
Nonprofit

By: _____
Name: Jeff Miller
Chief Executive Officer

Date: _____

Recommended For Approval

By: _____
Jennifer Ott
Director of Base Reuse and
Transportation Planning

Date: _____

By: _____
Name: Bill Dal Porto
Chair Board of Directors

Date: _____

Approved as to Form

By: _____
Andrico Q. Penick
Chief Real Estate Counsel

GRANTEE:

Alameda Unified School District

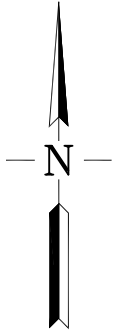
By: _____
Sean McPhetridge
Superintendent

Authorized by City Council Ordinance No. _____

[Signatures of Principals Must Be Notarized]

EXHIBIT A

Site Maps



LEGEND

POB	POINT OF BEGINNING
SF	SQUARE FEET

SCALE 1"=60'

RALPH APPEZZATO MEMORIAL PARKWAY

CITY OF ALAMEDA
PARCEL 3, 2010-074484

N79°12'44"E 40.53'
S87°13'56"E 224.89'
N87°13'56"W 264.32'
DESCRIBED AREA
2,324 SF±
POB
S02°36'57"W 9.50'

ALAMEDA UNIFIED SCHOOL
DISTRICT
5745 OR 487
APN: 074-0457-001-02



ALVIN LEUNG, PLS 6630
MARCH 17, 2017

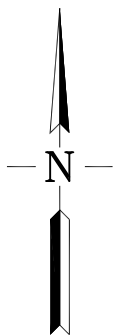
EXHIBIT A-1
PLAT TO ACCOMPANY LEGAL DESCRIPTION
FOR
EASEMENT AREA A
BOYS AND GIRLS CLUB
CITY OF ALAMEDA, ALAMEDA COUNTY, CALIFORNIA

RJA
RUGGERI-JENSEN-AZAR
ENGINEERS • PLANNERS • SURVEYORS
4690 CHABOT DRIVE, SUITE 200 PLEASANTON, CA 94588
PHONE: (925) 227-9100 FAX: (925) 227-9300

SCALE:
1"=60'

DATE:
03-17-2017

JOB NO.:
121033-60



SCALE 1"=60'

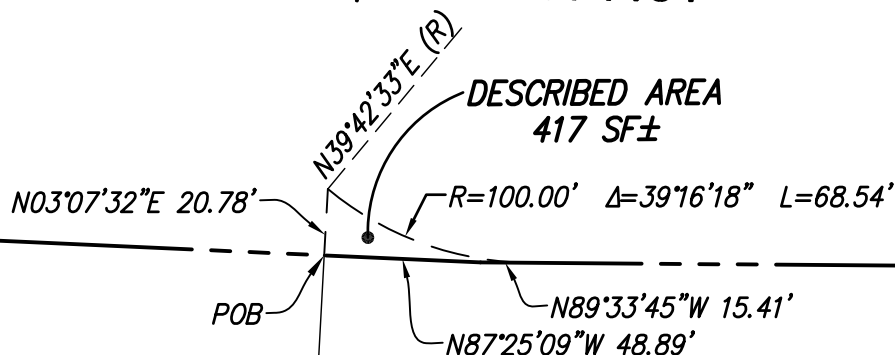
LEGEND

POB
SF

POINT OF BEGINNING
SQUARE FEET

RALPH APPEZZATO MEMORIAL PARKWAY

CITY OF ALAMEDA
PARCEL 3, 2010-074484



HOUSING AUTHORITY
CITY OF ALAMEDA
APN: 074-0475-001-07

ALAMEDA UNIFIED SCHOOL
DISTRICT
5745 OR 487
APN: 074-0457-001-02

THIRD STREET



ALVIN LEUNG, PLS 6630
MARCH 30, 2017

EXHIBIT A-2
PLAT TO ACCOMPANY LEGAL DESCRIPTION
FOR
EASEMENT AREA B
BOYS AND GIRLS CLUB
CITY OF ALAMEDA, ALAMEDA COUNTY, CALIFORNIA

RJA
RUGGERI-JENSEN-AZAR
ENGINEERS • PLANNERS • SURVEYORS
4690 CHABOT DRIVE, SUITE 200 PLEASANTON, CA 94588
PHONE: (925) 227-9100 FAX: (925) 227-9300

SCALE:
1"=60'

DATE:
03-30-2017

JOB NO.:
121033-60

EXHIBIT B-1

Legal Description for Easement Area A

**EXHIBIT B-1
LEGAL DESCRIPTION
EASEMENT AREA A
BOYS AND GIRLS CLUB
PORTION OF PARCEL 3 (2010-074484)
ALAMEDA, CALIFORNIA**

REAL PROPERTY SITUATE IN THE CITY OF ALAMEDA, COUNTY OF ALAMEDA,
STATE OF CALIFORNIA DESCRIBED AS FOLLOWS:

BEING A PORTION OF PARCEL 3 AS SAID PARCEL IS DESCRIBED IN THE DEED
TO THE CITY OF ALAMEDA, RECORDED ON APRIL 23, 2010 IN DOCUMENT NO.
2010-74484, OFFICIAL RECORDS OF ALAMEDA COUNTY AND MORE
PARTICULARLY DESCRIBED AS FOLLOWS:

BEGINNING AT THE NORTHEASTERLY CORNER OF THE PARCEL OF LAND
DESCRIBED IN THE DEED TO ALAMEDA UNIFIED SCHOOL DISTRICT RECORDED
IN BOOK 5745, PAGE 487, OFFICIAL RECORDS OF ALAMEDA COUNTY, SAID
CORNER BEING ON THE GENERALLY SOUTHERLY LINE OF SAID PARCEL 3;
THENCE ALONG LAST SAID LINE NORTH 87°13'56" WEST 264.32 FEET; THENCE
NORTH 79°12'44" EAST 40.53 FEET; THENCE SOUTH 87°13'56" EAST 224.89 FEET
TO SAID GENERALLY SOUTHERLY LINE; THENCE ALONG LAST SAID LINE
SOUTH 02°36'57" WEST 9.50 FEET TO THE **POINT OF BEGINNING**.

CONTAINING 2,324 SQUARE FEET, MORE OR LESS.

SEE EXHIBIT A – PLAT TO ACCOMPANY LEGAL DESCRIPTION WHICH IS
ATTACHED HERETO AND MADE A PART HEREOF.

END OF DESCRIPTION

THIS DESCRIPTION AND ITS ACCOMPANYING PLAT WERE PREPARED BY OR
UNDER THE DIRECTION OF:



ALVIN LEUNG, PLS 6630

March 17, 2017

DATE



EXHIBIT B-2

Legal Description for Easement Area B

**EXHIBIT B-2
LEGAL DESCRIPTION
EASEMENT AREA B
BOYS AND GIRLS CLUB
PORTION OF PARCEL 3 (2010-074484)
ALAMEDA, CALIFORNIA**

REAL PROPERTY SITUATE IN THE CITY OF ALAMEDA, COUNTY OF ALAMEDA,
STATE OF CALIFORNIA DESCRIBED AS FOLLOWS:

BEING A PORTION OF PARCEL 3 AS SAID PARCEL IS DESCRIBED IN THE DEED
TO THE CITY OF ALAMEDA, RECORDED ON APRIL 23, 2010 IN DOCUMENT NO.
2010-74484, OFFICIAL RECORDS OF ALAMEDA COUNTY AND MORE
PARTICULARLY DESCRIBED AS FOLLOWS:


BEGINNING AT THE INTERSECTION OF THE SOUTHERLY LINE OF SAID PARCEL
3 WITH THE NORTHERLY EXTENSION OF THE EASTERLY LINE OF THIRD
STREET, AS SAID STREET IS SHOWN ON THE RECORD OF SURVEY FILED ON
AUGUST 13, 1951 IN BOOK 3 OF RECORD OF SURVEYS, PAGE 16, ALAMEDA
COUNTY RECORDS; THENCE ALONG SAID EXTENSION NORTH 03°07'32" EAST
20.78 FEET; THENCE SOUTHEASTERLY ALONG A NON-TANGENT CURVE
CONCAVE TO THE NORTHEAST, WHICH A RADIAL BEARS NORTH 39°42'33"
EAST TO THE RADIUS POINT, HAVING A RADIUS OF 100.00 FEET, A CENTRAL
ANGLE OF 39°16'18" AND AN ARC LENGTH OF 68.54 FEET TO SAID SOUTHERLY
LINE; THENCE ALONG LAST SAID LINE NORTH 89°33'45" WEST 15.41 FEET AND
NORTH 87°25'09" WEST 48.89 FEET TO THE **POINT OF BEGINNING**.

CONTAINING 417 SQUARE FEET, MORE OR LESS.

SEE EXHIBIT A – PLAT TO ACCOMPANY LEGAL DESCRIPTION WHICH IS
ATTACHED HERETO AND MADE A PART HEREOF.

END OF DESCRIPTION

THIS DESCRIPTION AND ITS ACCOMPANYING PLAT WERE PREPARED BY OR
UNDER THE DIRECTION OF:



ALVIN LEUNG, PLS 6630 March 30, 2017
DATE



A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA

COUNTY OF ALAMEDA

On _____, 2017 before me, Rina M. Winston, Notary personally appeared Jill Keimach, City Manager for the City of Alameda who proved to me on the basis of satisfactory evidence to be the person whose name is subscribed to the within instrument and acknowledged to me that she executed the same in her authorized capacity, and that by her signature on the instrument the person, or the entity upon behalf of which the person acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

(Seal)

Rina M. Winston

Notary Public in and for said County and State

A notary public or other officer completing this certificate verifies only the identity of the individual who signed the document to which this certificate is attached, and not the truthfulness, accuracy, or validity of that document.

STATE OF CALIFORNIA

COUNTY OF _____

On _____, _____ before me, _____

(here insert name and title of the officer)

personally appeared _____

who proved to me on the basis of satisfactory evidence to be the person(s) whose name(s) is/are subscribed to the within instrument and acknowledged to me that he/she/they executed the same in his/her/their authorized capacity(ies), and that by his/her/their signature(s) on the instrument the person(s), or the entity upon behalf of which the person(s) acted, executed the instrument.

I certify under PENALTY OF PERJURY under the laws of the State of California that the foregoing paragraph is true and correct.

WITNESS my hand and official seal.

(Seal)

Name (typed or printed), Notary Public in

and for said County and State

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2016-2017.73 Authorization to Dispose of Surplus Property

Item Type: Consent

Background: Education Code Sections 17545 and 17546 authorize that the Board of Education may through its designated agent legally dispose of surplus equipment that is in such a state of obsolescence or disrepair that it should be disposed of and removed from district inventory.

Exhibit A Resolution No. 2016-2017.73 contains a list of surplus equipment that is broken, damaged, or obsolete and property to be transferred that is no longer required for district use and should be disposed of.

Goals: Routine Matter

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Department Budget:

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Shariq Khan, CBO

ATTACHMENTS:

Description	Upload Date	Type
❑ 2016-2017.73	5/1/2017	Resolution Letter
❑ Exhibit A	5/1/2017	Backup Material

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

May 9, 2017

Resolution No. 2016-2017.73

AUTHORIZATION TO DISPOSE OF SURPLUS PROPERTY

WHEREAS, the state requires a resolution to be adopted by the Board of Education for the property transfer or retirement of used and obsolete equipment used in Management Operations Facilities as listed in

Exhibit A - Property Transfer or Retirement Forms

AND WHEREAS, the Board of Education desires to change the adopted appropriations,

NOW, THEREFORE, BE IT RESOLVED that the changes be made to the adopted appropriations as per Exhibit A.

PASSED AND ADOPTED by the following vote this 9th day of May, 2017:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Gary K. Lym,
President Board of Education Alameda
Unified School District

ATTEST:

By: _____
Sean McPhetridge, Superintendent
Secretary of the Board of Education
Alameda Unified School District

Alameda Unified School District

Fiscal Department: Purchasing
 2060 Challenger Drive, Alameda, CA 94501
 Phone 510.337.7087 Fax 510.337.2322

Property Transfer or Retirement Form

Fro Edison Elementary Boiler Room

Current Location

To: Storage

New Location


Quantity	Item Description	Model or Serial Number	AUSD Number	Condition
3	trapezoid tables			2 Fair
4	filing cabinets - 3/4 drawers tall			2 Fair
3	double student desks			2 Fair
2	single student desks			2 Fair
13	student chairs			2 Fair
1	3 tier rolling cart for a TV			2 Fair

E-waste – Please Submit This Form to the Technology Dept.
 Furniture & Equipment – Please Submit This Form to MOF

Approved and Released by Site Administrator Signature: _____



Director Signature: _____



 Forward Director Approved Form to Business Services

Chief Business Officer Signature: _____

BOE Consent Item Approval (Date): _____

 Forward Form to Purchasing

Posted to Inventory Control by Purchasing (Date): _____

Condition Code:

1	Excellent
2	Fair
3	Poor-Retire

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2016-2017.72 Delegation of Authority to Purchase and Contract

Item Type: Consent

Background: As part of the 5 year upgrade of wireless infrastructure, the district filed Form 470 with E-rate to open a competitive bidding process for a district-wide wireless access upgrade. The E-rate Program, or the universal service Schools and Libraries Program, provide a discount to help eligible schools and libraries obtain affordable telecommunications and internet access with an vendor selection deadline of May 11, 2017.

In order to meet this deadline and obtain the cost-saving benefit of the E-rate program, staff is requesting the Board to authorize CBO Shariq Khan to approve the most suitable bid. The contract will be brought to the Board on May 23, 2017 for ratification.

Goals: Routine Matter

Fund:

Fund Codes: 21 Building – Bond Fund

Fiscal Analysis

Amount (Savings) (Cost): Historical quotes indicate the chosen bid will not exceed \$380,000 of which E-rate will refund 50%

Department Budget:

Recommendation: Approve as submitted.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Chief Business Officer

ATTACHMENTS:

Description	Upload Date	Type
❏ 2016-2017.72	5/3/2017	Resolution Letter

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

May 9, 2017

Resolution No. 2016-2017.72

DELEGATION OF AUTHORITY TO PURCHASE AND CONTRACT

WHEREAS, the Board of Education desires to streamline the procurement of goods and services for the Alameda Unified School District, and

WHEREAS, delays in contracting and purchasing may cause increased cost and decreased services to the classroom, and

WHEREAS, Education Code §35161 allows the governing board of any school district to delegate authority to an officer of the district powers or duties delegated to it by law, and

WHEREAS, Education Code §17604 provides that whenever state law invests the Board of Education with the power to enter into contracts on behalf of the District, the Board may, by a majority vote, delegate this power to the Superintendent or designee, and

WHEREAS, Public Contract Code §20111 requires school district governing boards to award any contract involving an expenditure of more than \$88,300 for the purchase of supplies, materials, equipment, and non-specialized services other than for construction and any contract for a public project involving an expenditure of \$15,000 or more to the lowest responsible bidder, and

WHEREAS, Board Policies 3312 (Contracts) and 3300 (Expenditures and Purchases) authorize the Superintendent or designee to enter into contracts on behalf of the Alameda Unified School District and to purchase supplies, materials, apparatus, equipment, and services up to the amounts specified in Public Contract Code 20111, and

WHEREAS, the E-rate Program, or the universal service Schools and Libraries Program, provides discounts to help eligible schools and libraries obtain affordable telecommunications and internet access with an vendor selection deadline of May 11, 2017, and

WHEREAS, the Board wishes for the District to obtain the cost-saving benefit of the E-rate program, and

WHEREAS, in order to meet the deadline imposed by the E-rate program, the Alameda Unified School District Board of Education hereby delegates the authority contained in Public Contract Code §20111 and Education Code §17604 to the Chief Business Officer for selection and approval of most suitable bidder for the E-rate contract, and

THEREFORE, BE IT FURTHER RESOLVED, that the contract with the vendor chosen by the Chief Business Officer will return to the Board for ratification at its following meeting.

PASSED AND ADOPTED by the following vote this 9th day of May, 2017:

AYES: _____ MEMBERS: _____

NOES: _____ MEMBERS: _____

ABSENT: _____ MEMBERS: _____

Gary K. Lym, President
Board of Education
Alameda Unified School District
Alameda County, California

ATTEST:

By: _____
Sean McPhetridge, Secretary
Board of Education
Alameda Unified School District
Alameda County, California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Resolution No. 2016-2017.69 Employee Appreciation Month: May 2017 (10 Mins/Action)

Item Type: Consent

Background: May is Employee Appreciation Month. The Board of Education adopts this resolution to honor the employees of Alameda Unified School District during the month of May for their outstanding performance, accomplishments, hard work, and dedication to the students of AUSD.

This year's dates to recognize:

- May 1, 2017 School Principals Day
- May 1-5, 2017 National Teacher Appreciation Week
- May 10, 2017 California Day of the Teacher
- May 21-27, 2017 Classified School Employee Week
- May 21-27, 2017 National Educational Bosses' Week

Goals: Routine Matter

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Department Budget: N/A

Recommendation: Approve as submitted.

AUSD Guiding Principle: #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Timothy Erwin, Chief Human Resources Officer

ATTACHMENTS:

Description	Upload Date	Type
☐ Employee Appreciation Month Resolution	5/3/2017	Resolution Letter

ALAMEDA UNIFIED SCHOOL DISTRICT
Alameda, California
Resolution

May 9, 2017

Resolution No. 2016-2017.69

**Resolution Naming May 2017 – Employee Appreciation Month
in Alameda Unified School District**

WHEREAS, the employees of the Alameda Unified School District provide valuable services for the educational welfare of children, youth, and adults; and

WHEREAS, education of students is vital to the nation and to the citizens of Alameda who take pride in the achievements of their students; and

WHEREAS, the district's dedicated employees provide support and strive for excellence in all areas relative to education; and

WHEREAS, the Board of Education wishes to pay tribute to those dedicated individuals who instruct, support, and inspire students in the educational process, in and out of the classroom; and

WHEREAS, the following days of special employee observance will be honored:

- | | | |
|---|-----------------|---------------------------------------|
| • | May 1, 2017 | School Principals Day |
| • | May 1-5, 2017 | National Teacher Appreciation Week |
| • | May 10, 2017 | California Day of the Teacher |
| • | May 21-27, 2017 | Classified Employee Appreciation Week |
| • | May 21-27, 2017 | National Educational Bosses' Week |

NOW, BE IT RESOLVED, that the Alameda Unified School District declares May as Employee Appreciation Month and requests all Alamedans to join us in offering our gratitude and deepest appreciation for those who educate, support, and guide today's learners into becoming tomorrow's leaders.

PASSED AND ADOPTED by the following vote this 9th day of May, 2017:

AYES:_____MEMBERS:_____

NOES:_____MEMBERS:_____

ABSENT:_____MEMBERS:_____

Gary K. Lym, President
Board of Education
Alameda Unified School District
Alameda County, State of California

ATTEST:

By:_____
Sean McPhetridge, Secretary
Board of Education
Alameda Unified School District
Alameda County, State of California

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Recognition of Teacher of the Year and Finalists (10 Mins/Information)

Item Type: Information

Background: The District began the Teacher of the Year selection process with an invitation to the community to nominate and recognize excellent teachers in the Alameda Unified School District. Nominees who decided to move onto the next phase of consideration submitted an application and letters of support to the Teacher of the Year Selection Committee.

The Committee reviewed the documentation and selected five finalists. The three finalists represent the rich talent and diverse skills and expertise of the teachers in AUSD. Each teacher was observed and interviewed by the Committee.

At the conclusion of the interviews, the Committee determined Alameda Unified's Teacher of the Year, who will represent AUSD at the county level. The Committee proudly presents:

- Kevin Gorham
Teacher of the Year Winner
Encinal Jr. & Sr. High School

- Scott Hixon
Teacher of the Year Finalist
Haight Elementary

- Kelly (JC) Johnson
Teacher of the Year Finalist
Ruby Bridges Elementary

Goals: Routine Matter

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Department Budget:

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #2 - Teachers must challenge and support all students to reach their highest academic and personal potential. | #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By:

Timothy Erwin, Chief Human Resources Officer

ATTACHMENTS:

Description	Upload Date	Type
📎 Teacher of the Year Presentation	5/3/2017	Presentation

Teacher of the Year

Alameda Unified School District
2016 - 2017



Calendar of Events

January

- Teacher of the Year Program launch and announcement of Selection Committee members at Board meeting
- Nomination forms sent electronically to community partners and sites in addition to internal distribution of paper copies

Calendar of Events (cont.)

February

- Nomination forms due
- Qualified nominees notified and those who chose to move forward submitted an application consisting of a résumé, a letter of introduction, and three (3) letters of support

Calendar of Events (cont.)

March

- Selection Committee met to review applications
- Finalists selected and notified
- Classroom observations by Selection Committee members
- Finalist interviews

Calendar of Events (cont.)

April

- Alameda Teacher of the Year announced with a surprise site visit

May

- Teacher of the Year and Finalists formally introduced at Board meeting

Calendar of Events (cont.)

Next Steps

- Teacher of the Year to complete Alameda County Office of Education's (ACOE) Teacher of the Year application
- Alameda Unified's Teacher of the Year honored by ACOE in October

Finalist

Scott Hixon

Haight Elementary

Finalist Kelly (J.C.) Johnson

Ruby Bridges Elementary

Teacher of the Year

Kevin Gorham

Encinal Jr/Sr High School

2017 ToY Selection Committee

- Kevin Baker, Asst. Principal, Lincoln MS
- Amanda Cline, 2016 Teacher of the Year
- John Dalton, 2015 Teacher of the Year
- Gray Harris, Board Member
- Jennifer Hastings, PTA Council President
- Audrey Hyman, AEA President
- Sandy Wong, Coordinator, HR

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Update of Geotechnical Engineering Evaluation of Lum Elementary School (15 Mins/Information)

Item Type: Information

Background: Recent structural analysis performed based on a soil analysis at Lum Elementary revealed that the facilities are not safe for long-term continued use.

Tonight representatives from Miller Pacific Engineer Group and Quattrocchi Kwok Architects (QKA) will be on hand to provide further detail on the findings of the soil/geotechnical report.

Goals:

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): Unknown

Department Budget:

Recommendation:

AUSD Guiding Principle: #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, CBO

ATTACHMENTS:

Description	Upload Date	Type
❑ Geotechnical Report	5/4/2017	Backup Material
❑ Geotechnical Report Peer Review	5/4/2017	Backup Material



March 17, 2017
File: 1911.027altr.doc

Alameda Unified School District
2060 Challenger Drive
Alameda, California 94501

Attention: Chad Pimentel, Legal Counsel for AUSD

Re: Geotechnical Engineering Investigation
Evaluation of Liquefaction Risk and Liquefaction Induced Settlement Potential
Donald D. Lum Elementary School Campus
1801 Sandcreek Way
Alameda, California

Introduction

This letter summarizes our geotechnical investigation of the Donald D. Lum Elementary School Campus located at 1801 Sandcreek Way in Alameda, California. The approximate site location is presented on Figure 1, Site Location Map. The purpose of our geotechnical investigation is to evaluate the site soil and groundwater conditions and to assess the liquefaction risk and liquefaction induced settlement potential across the school campus. Our scope includes exploring the subsurface conditions with seven Cone Penetration Tests (CPTs), conducting engineering analyses to evaluate the liquefaction risk and liquefaction induced settlement potential, and presentation of our geotechnical conclusions in this brief letter report.

Site Description

The Donald D. Lum Elementary School campus is located on the westerly side of Sandcreek Way, south of Otis Drive, in Alameda, as shown on the Site Location Map, Figure 1. The campus consists of numerous permanent and portable buildings, paved driveways, parking areas, and play areas, and landscaping improvements, as shown on the Site Plan, Figure 2. The ground surface at the project site and the surrounding area is characterized by nearly level to slightly sloping terrain.

Regional Geology

The site is located within the Coast Range Geomorphic Province of California. The regional bedrock geology consists of complexly folded, faulted, sheared, and altered sedimentary, igneous, and metamorphic rock of the Franciscan Complex. Bedrock is characterized by a diverse assemblage of greenstone, sandstone, shale, chert, and melange, with lesser amounts of conglomerate, calc-silicate rock, schist and other metamorphic rocks.

The regional topography is characterized by northwest-southeast trending mountain ridges and intervening valleys that were formed by movement between the North American and the Pacific Plates. Continued deformation and erosion during the late Tertiary and Quaternary Age (the last several million years) formed the prominent coastal ridges and the inland depression that is now the San Francisco Bay. The more recent seismic activity within the Coast Range

Geomorphic Province is concentrated along the San Andreas Fault zone, a complex group of generally north to northwest trending faults.

Geologic mapping¹ indicates the site is located in an area underlain by artificial fill sands, as shown on Figure 3. These artificial (manmade) fills were placed over older dune sands and soft clay (Bay Mud).

Surface Conditions

The site is currently developed as an elementary school campus. The attached Site Plan, Figure 2, shows the locations of existing buildings, driveways, and play areas. Most of the ground surface around the existing buildings consists of asphalt paved surfaces.

Seismicity

The San Francisco Bay Region is located in a seismically active area and the proposed improvements will therefore experience the effects of future earthquakes. Such earthquakes could occur on any of several active faults within the region. The active faults are classified into two types. Type A faults are capable of large magnitude earthquakes and have a high rate of seismic activity. Type B faults are also capable of large magnitude earthquakes but with a low rate of seismic activity or are smaller faults with a high rate of seismic activity. These faults are shown on the Active Fault Map, Figure 4.

Subsurface Exploration and Laboratory Testing

We explored the subsurface soil and groundwater conditions with seven Cone Penetration Tests (CPTs) at the approximate locations shown on the Site Plan, Figure 2. The CPTs were conducted with truck-mounted equipment on February 14, 2017. The CPTs were extended to depths of 49 feet to 70 feet below the ground surface. A schematic of the CPT apparatus is provided on Figure A-1 and a CPT Soil Interpretation Chart is provided on Figure A-2. CPT logs are shown on Figures A-3 through A-9.

Subsurface Conditions

The subsurface conditions are consistent with the mapped geology. Review of subsurface data collected from the CPTs conducted at the site indicate that the campus is generally underlain by approximately fifteen feet of loose to medium-dense sandy fill over a relatively thin layer of soft clay and organic material, interpreted as Bay Mud or similar marsh deposits. Beneath the soft clay, each CPT encountered predominantly loose to medium-dense silty sand and sandy silt extending to a depth of 50 feet or more.

Groundwater was measured at approximately six feet below the ground surface during our CPT investigation. It is anticipated that the groundwater level beneath the site is influenced by tidal activity in the nearby San Francisco Bay.

¹ Graymer, R. W., "Geologic Map and Map Database of the Oakland Metropolitan Area, Alameda, Contra Costa, and San Francisco Counties, California", 2000, USGS, MF-2342 Version 1.0., Scale 1:50,000.

Given the low site elevations and proximity to San Francisco Bay, the highest historic groundwater elevation is assumed to coincide with the ground surface.

Liquefaction Risk and Liquefaction Induced Settlement Potential

The project site lies within a California Seismic Hazard Zone of Required Investigation for Liquefaction, as mapped by CGS (2003).

Liquefaction refers to the sudden, temporary loss of soil shear strength during strong ground shaking. Liquefaction-related phenomena include liquefaction-induced settlement, flow failure, and lateral spreading. These phenomena can occur where there are saturated, loose, granular deposits. Recent advances in liquefaction studies indicate that liquefaction can occur in granular materials with a high fines content (35 to 50% clayey and silty materials that pass the #200 sieve) provided the fines exhibit a plasticity less than 7. Granular layers with a potential for liquefaction were observed during our subsurface exploration.

To evaluate soil liquefaction, the seismic energy from an earthquake is compared with the ability of the soil to resist pore pressure generation. The earthquake energy is termed the cyclic stress ratio (CSR) and is a function of the maximum credible earthquake peak ground acceleration (PGA) and depth. The soil resistance to liquefaction is based on the relative density, and the amount and plasticity of the fines (silts and clays). The relative density of cohesionless soil is correlated with Cone Penetration Test data measured in the field.

We analyzed the potential for liquefaction utilizing the CPT Liquefaction Assessment software program CLiq (2007, ver. 1.7.6.49), and the procedures outlined by Idriss and Boulanger (2014). The design seismic conditions consisted of a magnitude 7.3 earthquake producing a PGA of 0.52 g, which corresponds to the PGA_M per ASCE 7-10 Section 11.8.3. The results of our liquefaction analyses are presented on Figures 5 through 11, and indicate numerous granular soil layers observed between roughly the ground surface and 50 feet below the ground surface classify as liquefiable during the design seismic event. Therefore, we judge the risk of liquefaction at the site is high.

Potential liquefaction of sandy layers between the ground surface and a depth of 50 feet may result in ground surface settlement of between roughly 5-inches (CPT-7) to 10-inches (CPTs 1-6), based on the liquefaction analyses discussed above, and as shown on Figures 5 through 11. Potential liquefaction induced differential settlement within a given building footprint area is estimated to be approximately two-thirds of the total settlement (approximately 3 to 7 inches).

We also evaluated the liquefaction induced settlement potential at the Lum Elementary School Campus for a seismic event producing a PGA of 0.28 g, which corresponds to an expected return interval of approximately 90 to 100 years. Our analyses indicate that numerous granular soil layers between the ground surface and a depth of 50 feet still classify as liquefiable during this smaller seismic event, producing a predicted potential ground surface settlement of between roughly 4-inches (CPT-7) to 8-inches (CPTs 1-6). In this case, potential liquefaction induced differential settlement within a given building footprint area is estimated to be approximately 3 to 5 inches.

Alameda Unified School District
Page 4 of 4

March 17, 2017

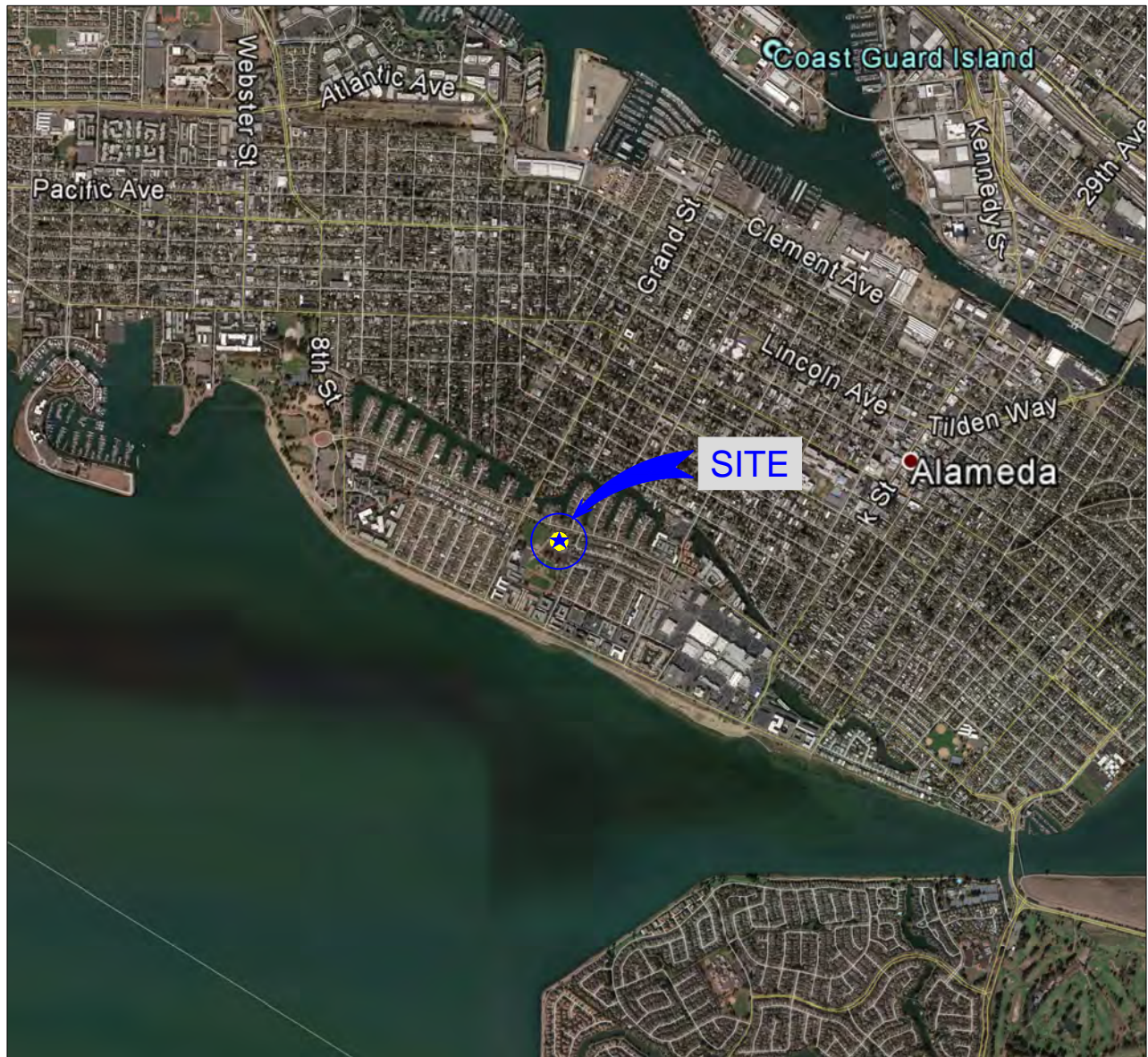
If you have any questions, or if we can be of further assistance, please call us at your convenience.

Yours very truly,
MILLER PACIFIC ENGINEERING GROUP



Daniel S. Caldwell
Geotechnical Engineer #2006
(Expires 9/30/17)

Attachments: Figures 1 through 11, A-1 through A-9



SITE: LATITUDE, 37.7618°
LONGITUDE, -122.2601°

SITE LOCATION
N.T.S.



REFERENCE: Google Earth, 2017



MILLER PACIFIC
ENGINEERING GROUP

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FILE: 1911.027 Figures.dwg

504 Redwood Blvd.
Suite 220
Novato, CA 94947
T 415 / 382-3444
F 415 / 382-3450
www.millerpac.com

SITE LOCATION MAP

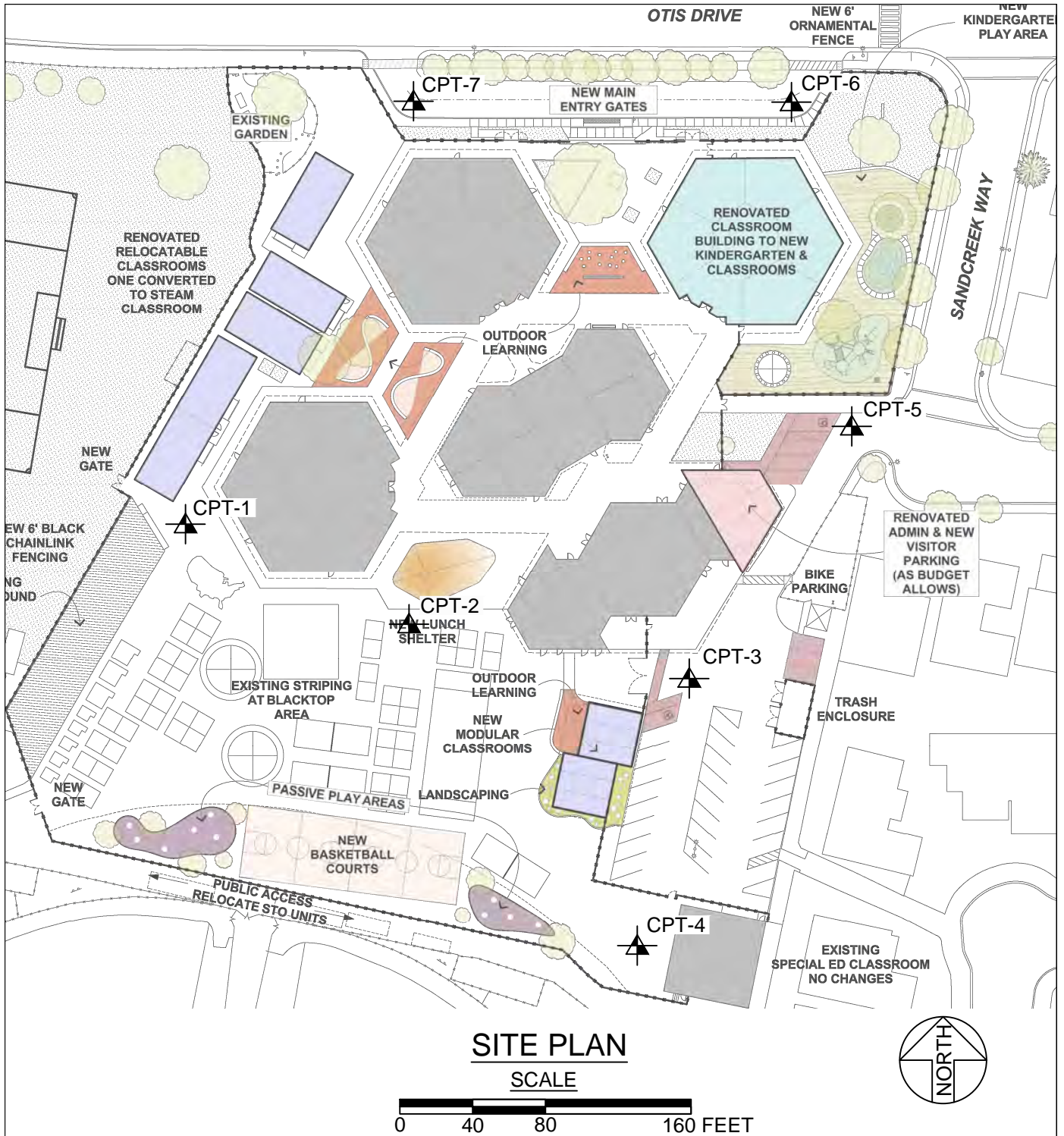
Lum Elementary School
1801 Sandcreek Way
Alameda, California

Project No. 1911.027

Date: 2/24/17

Drawn MMT
Checked

1
FIGURE



REFERENCE: Site Plan provided by QKA.



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SITE PLAN

Lum Elementary School
1801 Sandcreek Way
Alameda, California

Project No. 1911.027

Date: 2/24/17

Drawn MMT
Checked

2
FIGURE



REGIONAL GEOLOGIC MAP (NOT TO SCALE)



LEGEND

af

ARTIFICIAL FILL (HOLOCENE)

Man made deposit of various materials and ages. Some are compacted and quite firm, but fills made before 1865 are nearly everywhere not compacted and consist simply of dumped materials.

Qds

DUNE SAND (HOLOCENE AND PLEISTOCENE)

Fine-grained, very well sorted, well-drained, eolian deposits. They occur mainly in large sheets, as well as many small hills, most displaying Barchan morphology. Dunes display as much as 30 m of erosional relief and are presently being buried by basin deposits (Qhb) and bay mud (Qhbm). They probably began accumulating after the last interglacial high stand of sea level began to recede about 71 ka, continued to form when sea level dropped to its Wisconsin minimum about 18 ka, and probably ceased to accumulate after sea level reached its present elevation (about 6 ka). Atwater (1982) recognized buried paleosols in the dunes, indicating periods of nondeposition

REFERENCE: Graymer, R.W. (2000), "Geologic Map of the Oakland Metropolitan Area, Alameda, Contra Costa, and San Francisco Counties, California", United States Geological Survey Miscellaneous Field Studies Map MF-2342, Version 1.0, Map Scale 1:50,000.



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FILE: 1911.027 Figures.dwg

504 Redwood Blvd.

Suite 220

Novato, CA 94947

T 415 / 382-3444

F 415 / 382-3450

www.millerpac.com

REGIONAL GEOLOGIC MAP

Lum Elementary School
1801 Sandcreek Way
Alameda, California

Project No. 1911.027

Date: 2/24/17

Drawn
Checked

MMT

3

FIGURE



SITE COORDINATES: LAT. 37.7618° LON. -122.2601°

DATA SOURCE:

1) U.S. Geological Survey, U.S. Department of the Interior, "Earthquake Outlook for the San Francisco Bay Region 2014-2043", Map of Known Active Faults in the San Francisco Bay Region, Fact Sheet 2016-3020, Revised August 2016 (ver. 1.1).



MILLER PACIFIC
ENGINEERING GROUP

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FILE: 1911.027 FM.dwg

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ACTIVE FAULT MAP

Lum Elementary School
1801 Sandcreek Way
Alameda, California

Project No. 1911.027

Date: 2/24/17

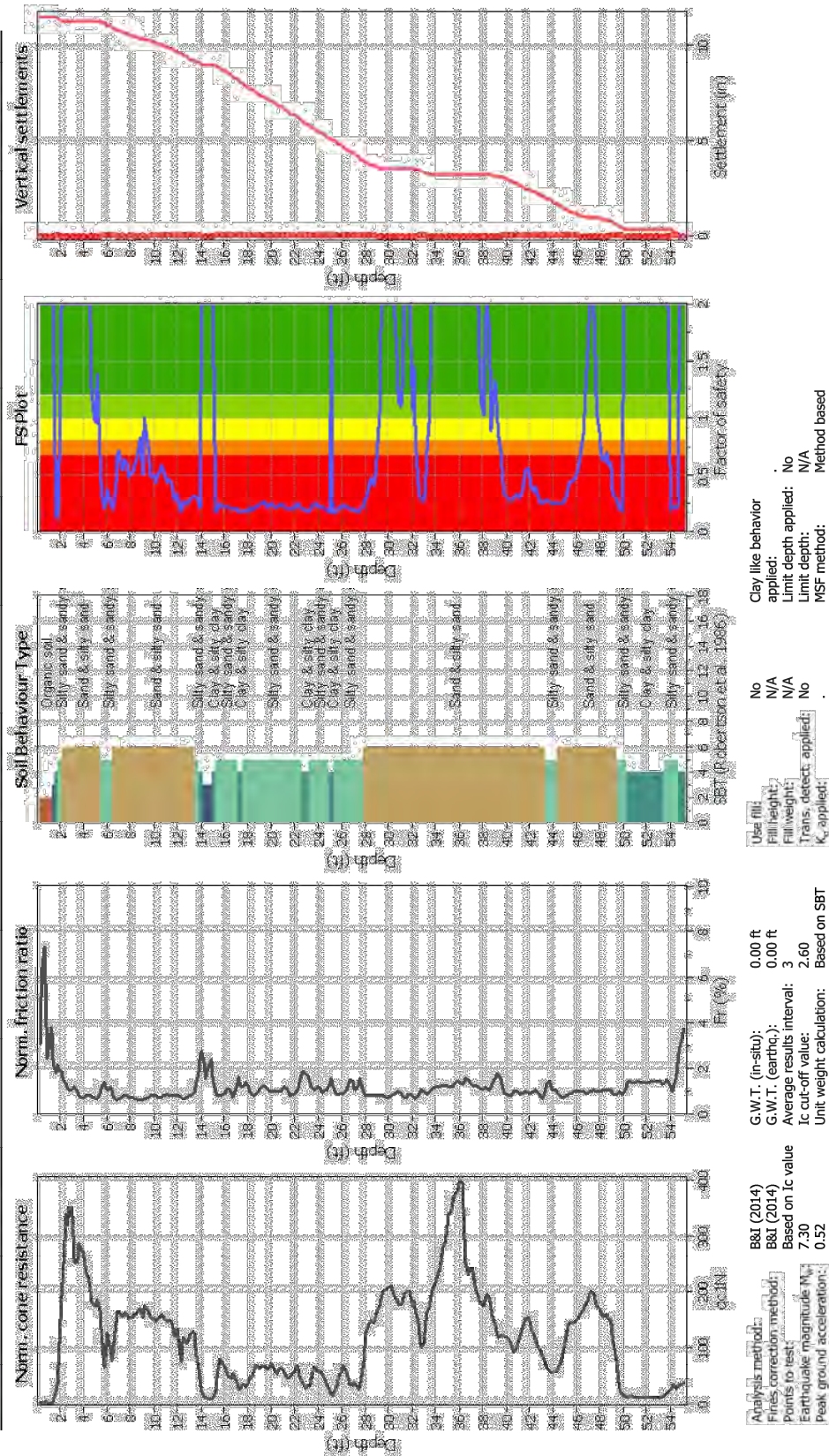
Drawn MMT
Checked

4
FIGURE

504 Redwood Boulevard, Suite 220
 Phone: 415.382.3444
 Fax: 415.382.3450
 www.millerpac.com

Project: 1911.027 Donald Lum Elementary
Location: Alameda, California

CPT: CPT-01
 Total depth: 55.12 ft

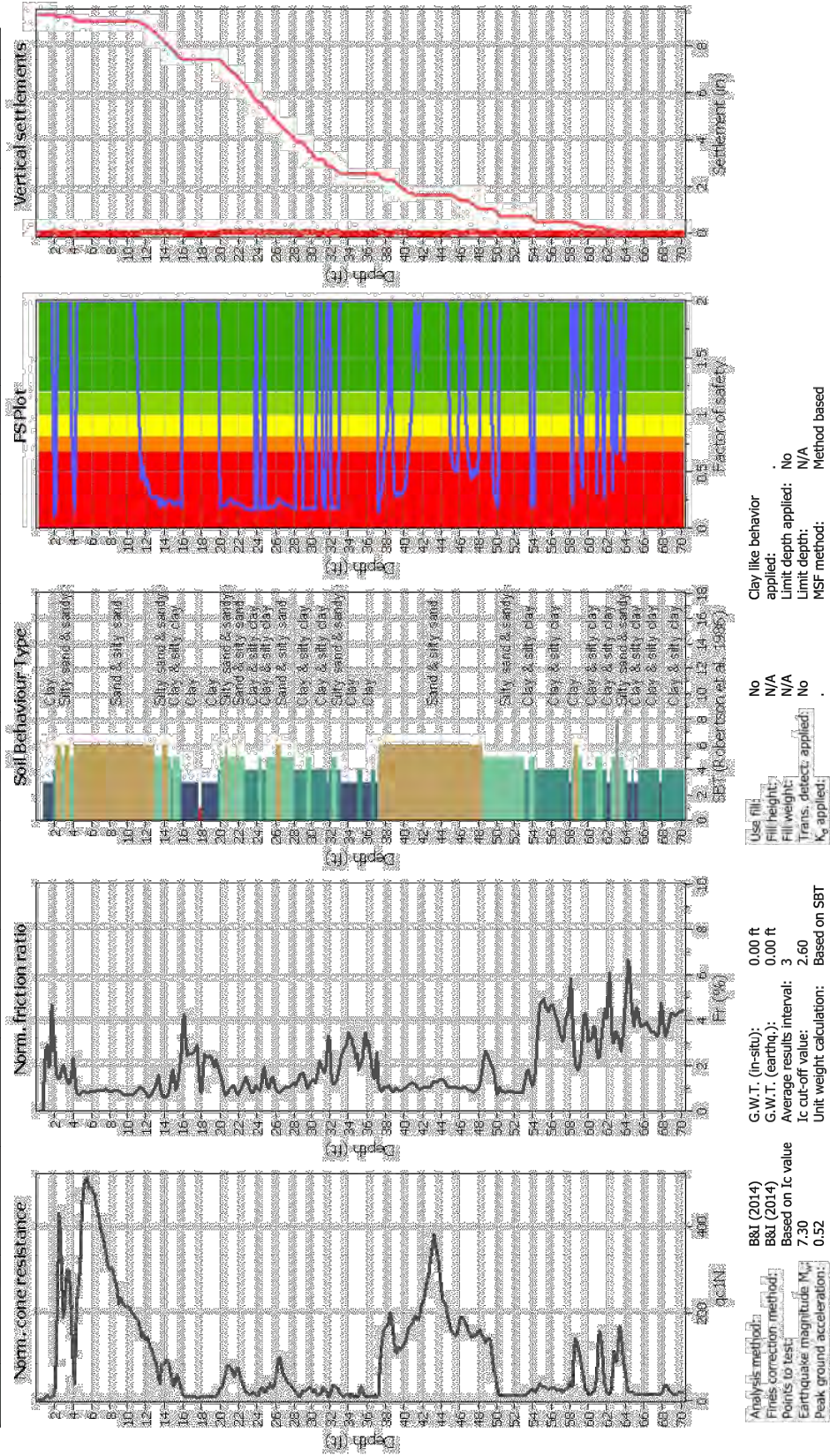




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Project: 1911.027 Donald Lum Elementary
Location: Alameda, California

CPT: CPT-02
Total depth: 70.21 ft



CPT-IT v.2.0.6.94 - CPTU data presentation & interpretation software - Report created on: 2/23/2017, 11:27:01 AM
Project file: H:\jobs\1900-1999\1911.027 Lum School\1911.027 Clq.clq

CPT-2 LIQUEFACTION ANALYSIS

Lum Elementary School
1801 Sandcreek Way
Alameda, California

Project No. 1911.027

Date: 2/24/17

Drawn
Checked

MMT

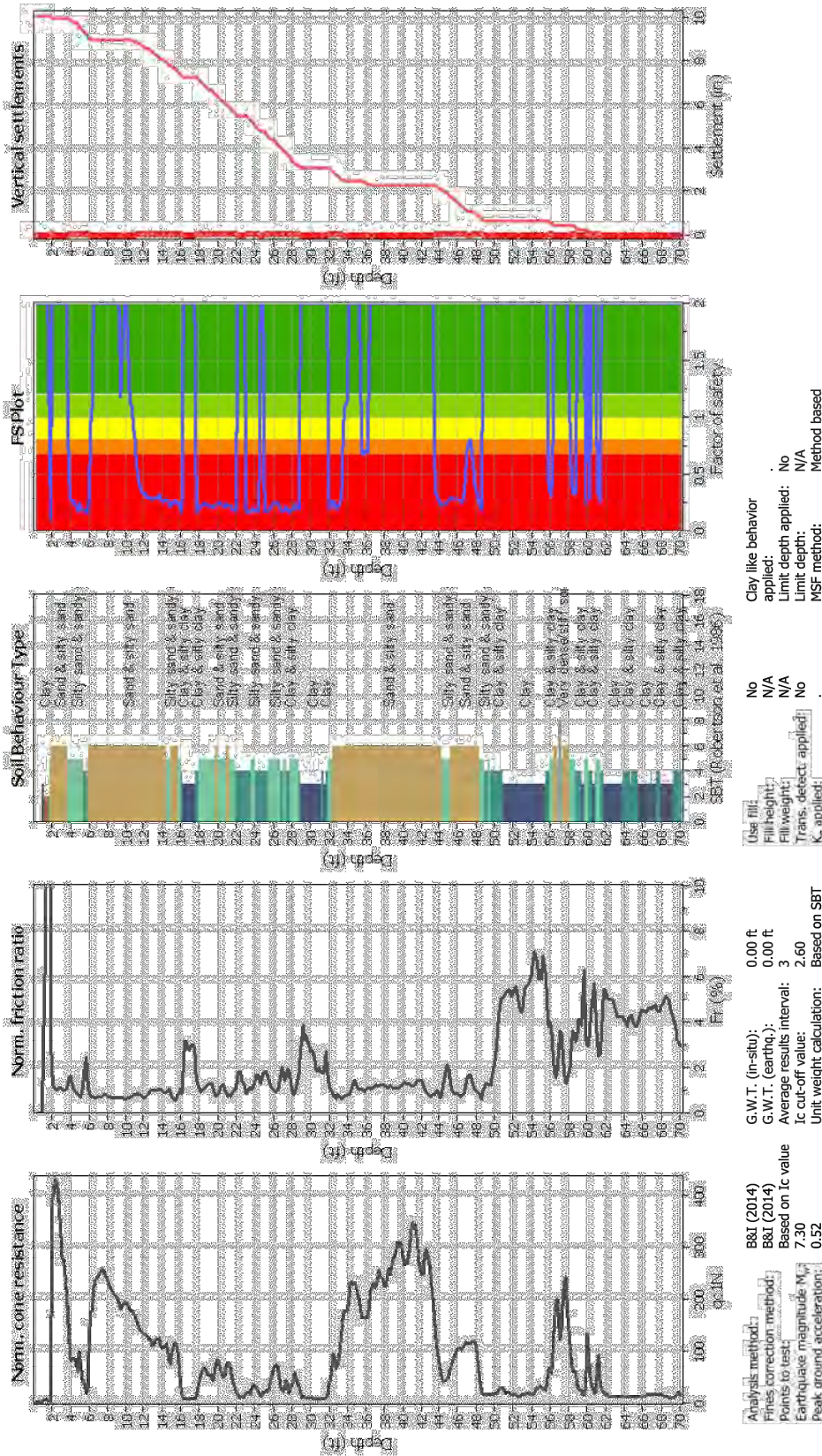
6
FIGURE

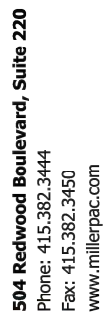
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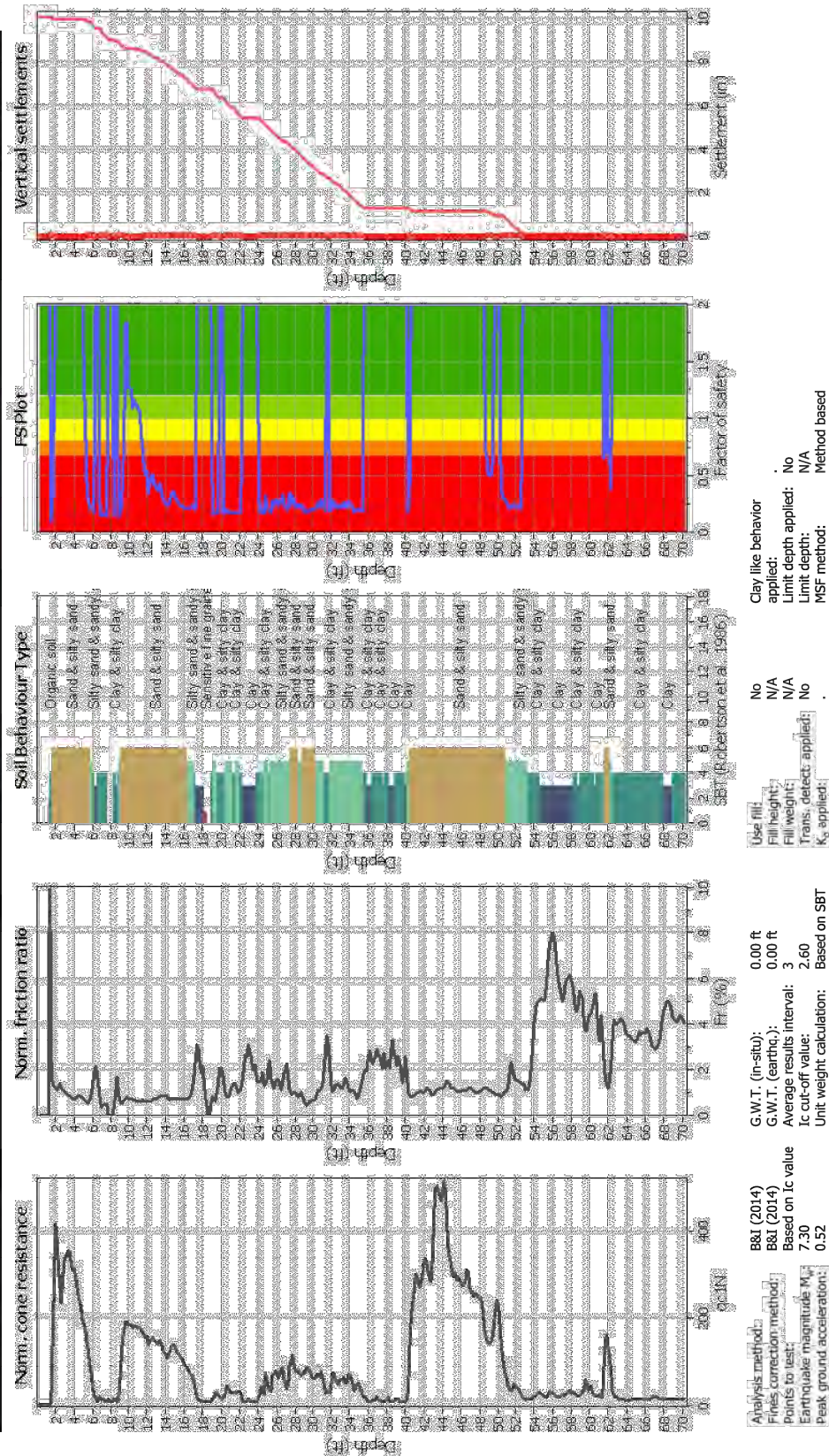
Project: 1911.027 Donald Lum Elementary
 Location: Alameda, California

CPT: CPT-03
 Total depth: 70.05 ft





CPT: CPT-04
Total depth: 70.21 ft



CPeT-IT v.2.0.6.94 - CPTU data presentation & interpretation software - Report created on: 2/23/2017, 11:27:03 AM
Project file: H:\Jobs\1900-1999\1911.027 Lum School\Liq\1911.027 Clq.clq



CPT-4 LIQUEFACTION ANALYSIS

Project No. 1911.027 Date: 2/24/17

Drawn **MMT**
Checked

8
FIGURE



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FILE: 1911.027 Figures.dwg

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CPT-5 LIQUEFACTION ANALYSIS

Lum Elementary School
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Alameda, California

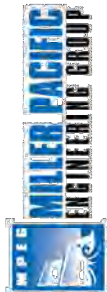
Project No. 1911.027

Date: 2/24/17

Drawn
Checked

MMT

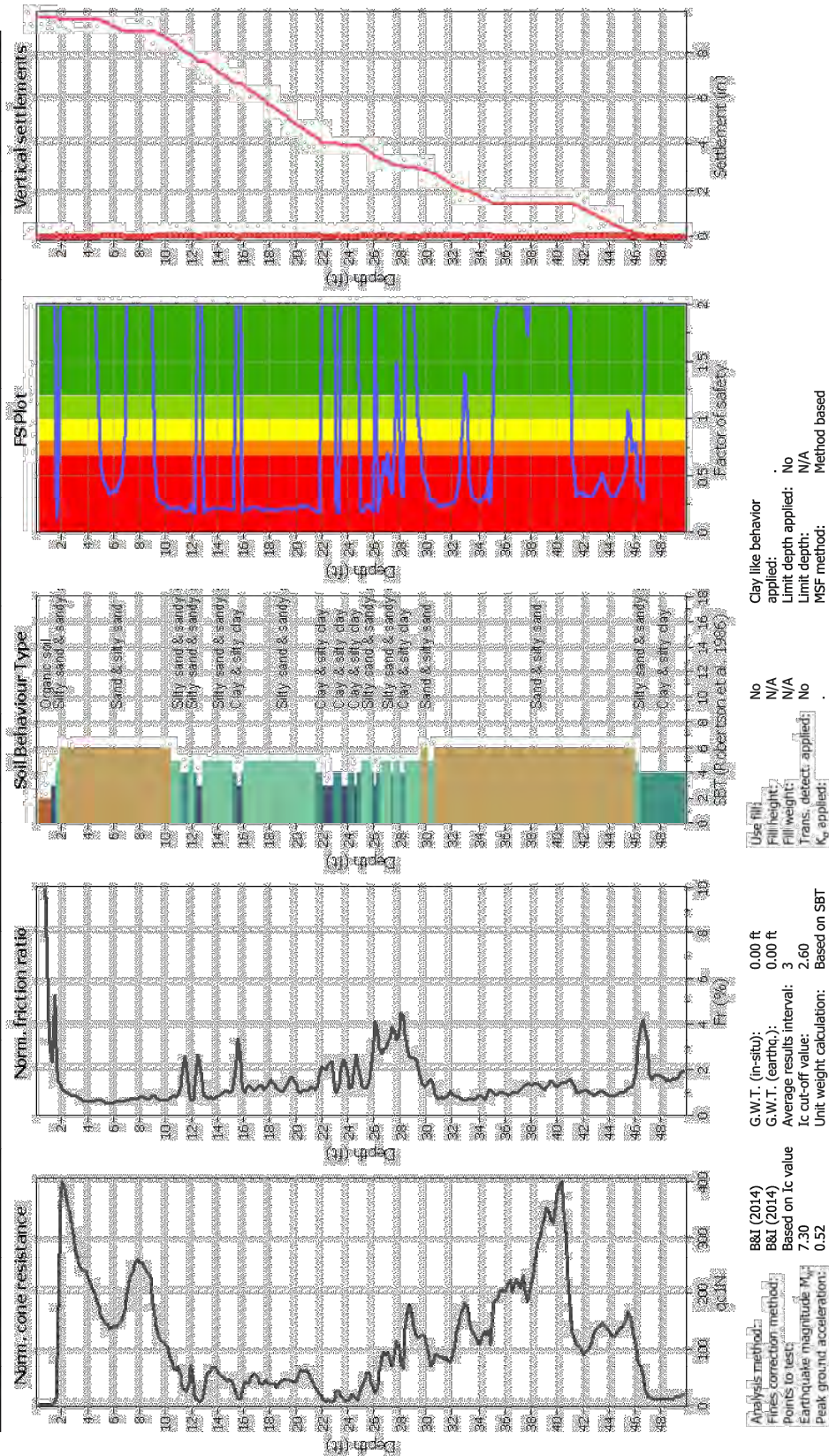
9
FIGURE



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Project: 1911.027 Donald Lum Elementary
Location: Alameda, California

CPT: CPT-05
Total depth: 49.71 ft



CPeT v.2.0.6.94 - CPTU data presentation & interpretation software - Report created on: 2/23/2017, 11:27:04 AM
Project file: H:\Jobs\1900-1999\1911.027 Lum School\1911.027 Clq.clq

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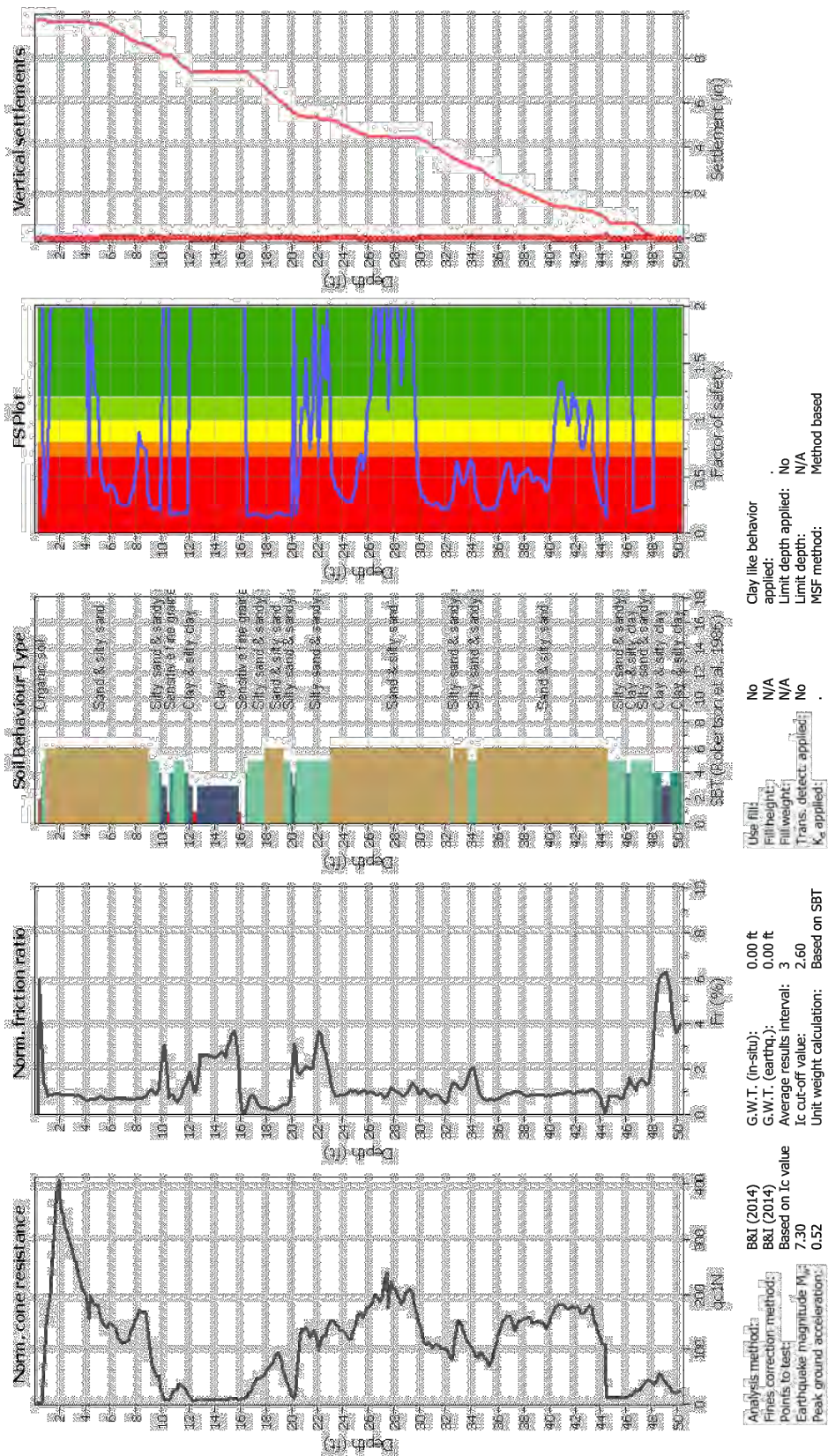


Project: 1911.027 Donald Lum Elementary

Location: Alameda, California

CPT: CPT-06

Total depth: 50.20 ft



CPeT-IT v.2.0.6.94 - CPTU data presentation & interpretation software - Report created on: 2/23/2017, 11:27:05 AM

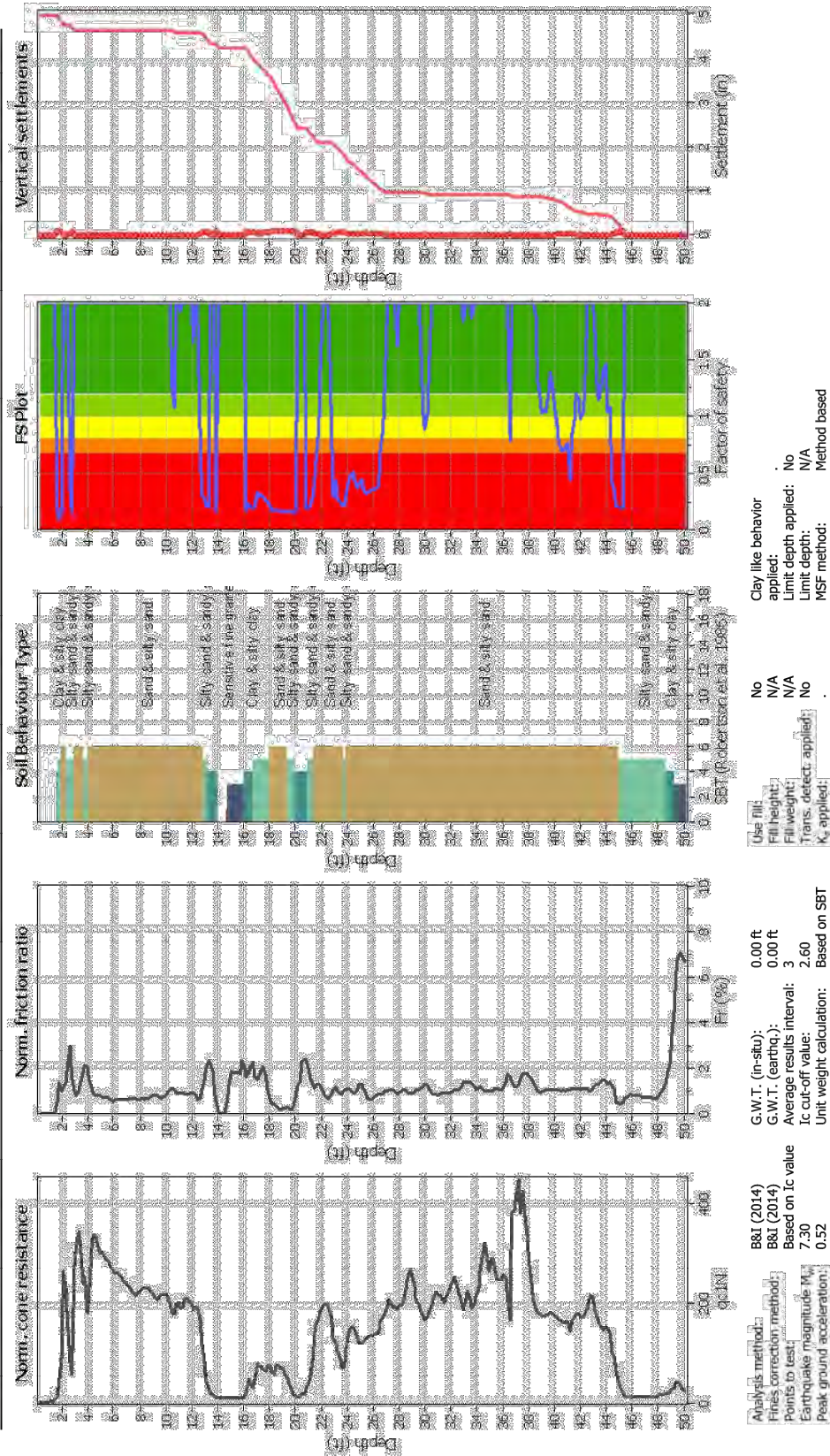
Project file: H:\Jobs\1900-1999\1911.027 Lum School\Liq\1911.027 Cliq.clq

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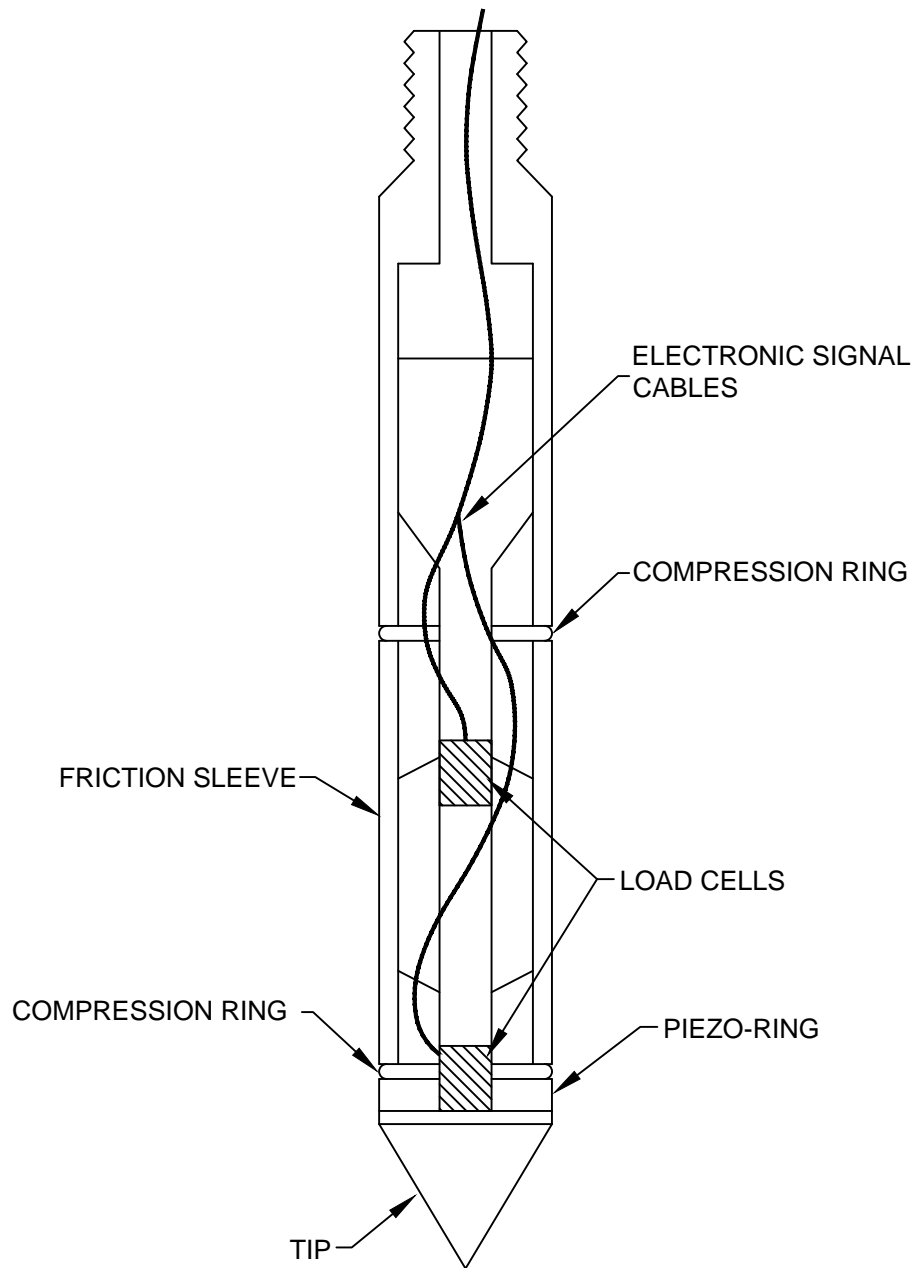
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 Fax: 415.382.3450
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Project: 1911.027 Donald Lum Elementary
Location: Alameda, California

CPT: CPT-07
 Total depth: 50.04 ft



APPENDIX A



CONE PENETROMETER

(NO SCALE)



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CONE PENETROMETER

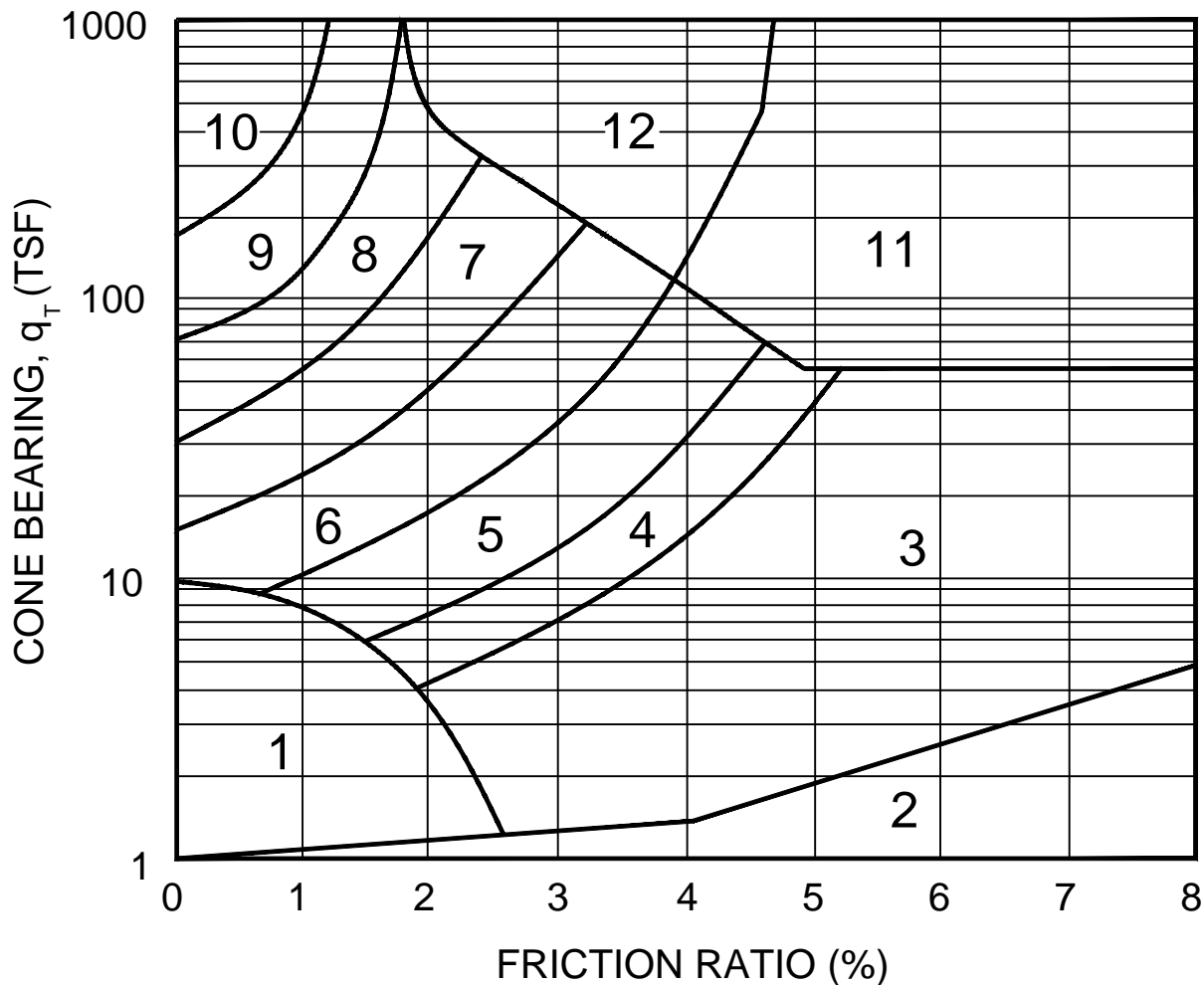
Lum Elementary School
1801 Sandcreek Way
Alameda, California

Project No. 1911.027

Date: 2/24/17

Drawn _____
Checked _____
MMT

A-1
FIGURE



Zone:	Qc/N	Soil Behavior Type:
1)	2	Sensitive Fine Grained
2)	1	Organic Material
3)	1	Clay
4)	1.5	Silty Clay to Clay
5)	2	Clayey Silt to Silty Clay
6)	2.5	Sandy Silt to Clayey Silt
7)	3	Silty Sand to Sandy Silt
8)	4	Sand to Silty Sand
9)	5	Sand
10)	6	Gravelly Sand to Sand
11)	1	Very Stiff Fine Grained (*)
12)	2	Sand to Clayey Sand (*)

(*) Overconsolidated or Cemented

Reference: Robertson, P.K. (1986), "In-Situ Testing and Its Application to Geotechnical Engineering," Canadian Geotechnical Journal, Vol. 23; No. 23; No. 4, pp. 573-594



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CPT SOIL INTERPRETATION CHART

Lum Elementary School
1801 Sandcreek Way
Alameda, California

Project No. 1911.027

Date: 2/24/17

Drawn MMT
Checked

A-2
FIGURE

Miller Pacific Engineering Group



Project
Job Number
Hole Number
EST GW Depth During Test

Donald Lum Elementary School
1911.027
CPT-01

Operator
Cone Number
Date and Time
6.00 ft

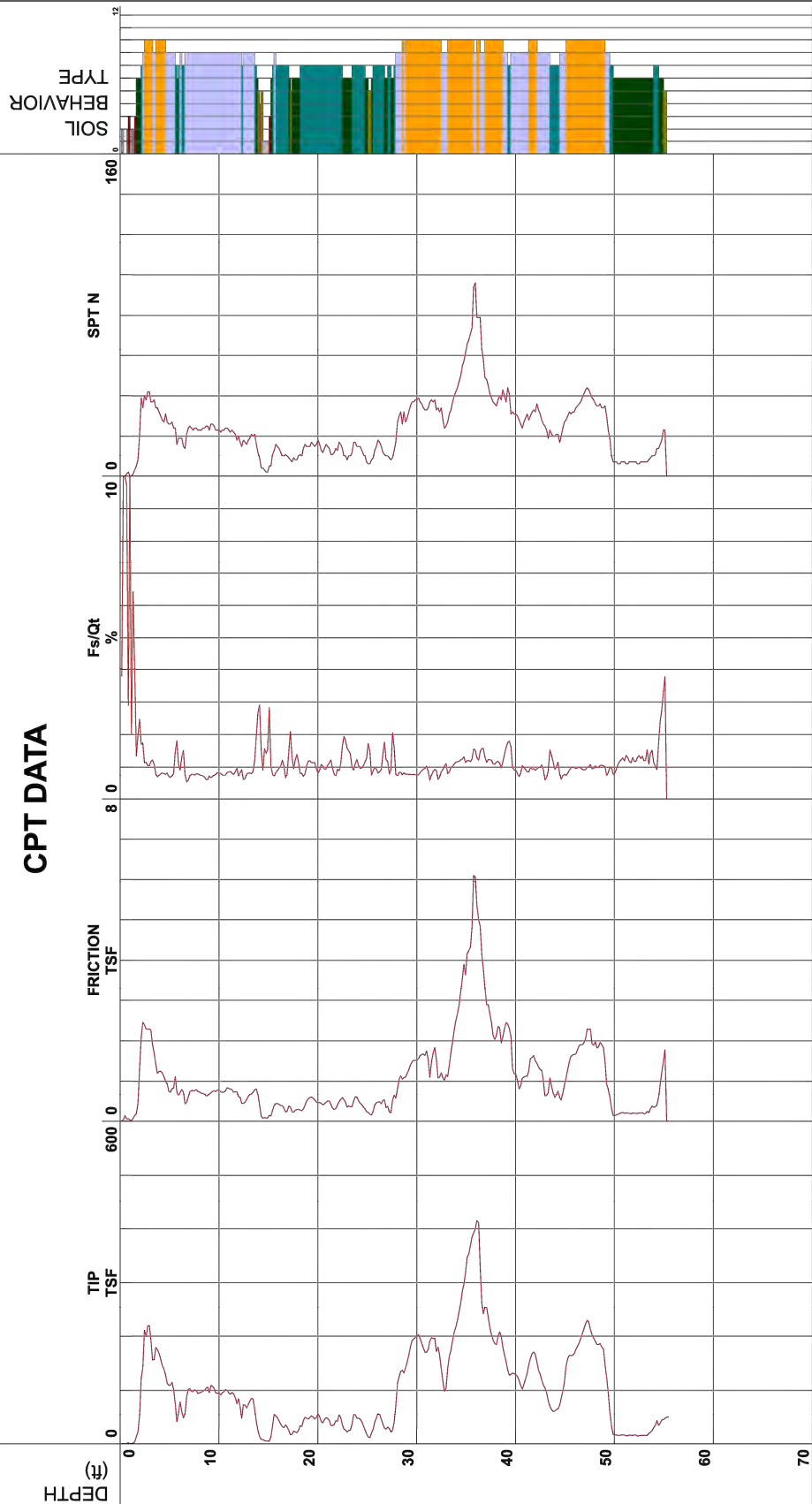
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2/14/2017 9:44:45 AM

Filename
GPS
Maximum Depth

SDF(105).cpt
55.45 ft

Net Area Ratio .8

CPT DATA



*Soil behavior type and SPT based on data from UBC-1983

Cone Size 10cm squared



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CPT-1 PLOT

Lum Elementary School
1801 Sandcreek Way
Alameda, California

Project No. 1911.027

Date: 2/24/17

Drawn
Checked

A-3
FIGURE



Miller Pacific Engineering Group

Project
Job Number
Hole Number
EST GW Depth During Test

Donald Lum Elementary School
1911.027
CPT-02

Operator
Cone Number
Date and Time
6.30 ft

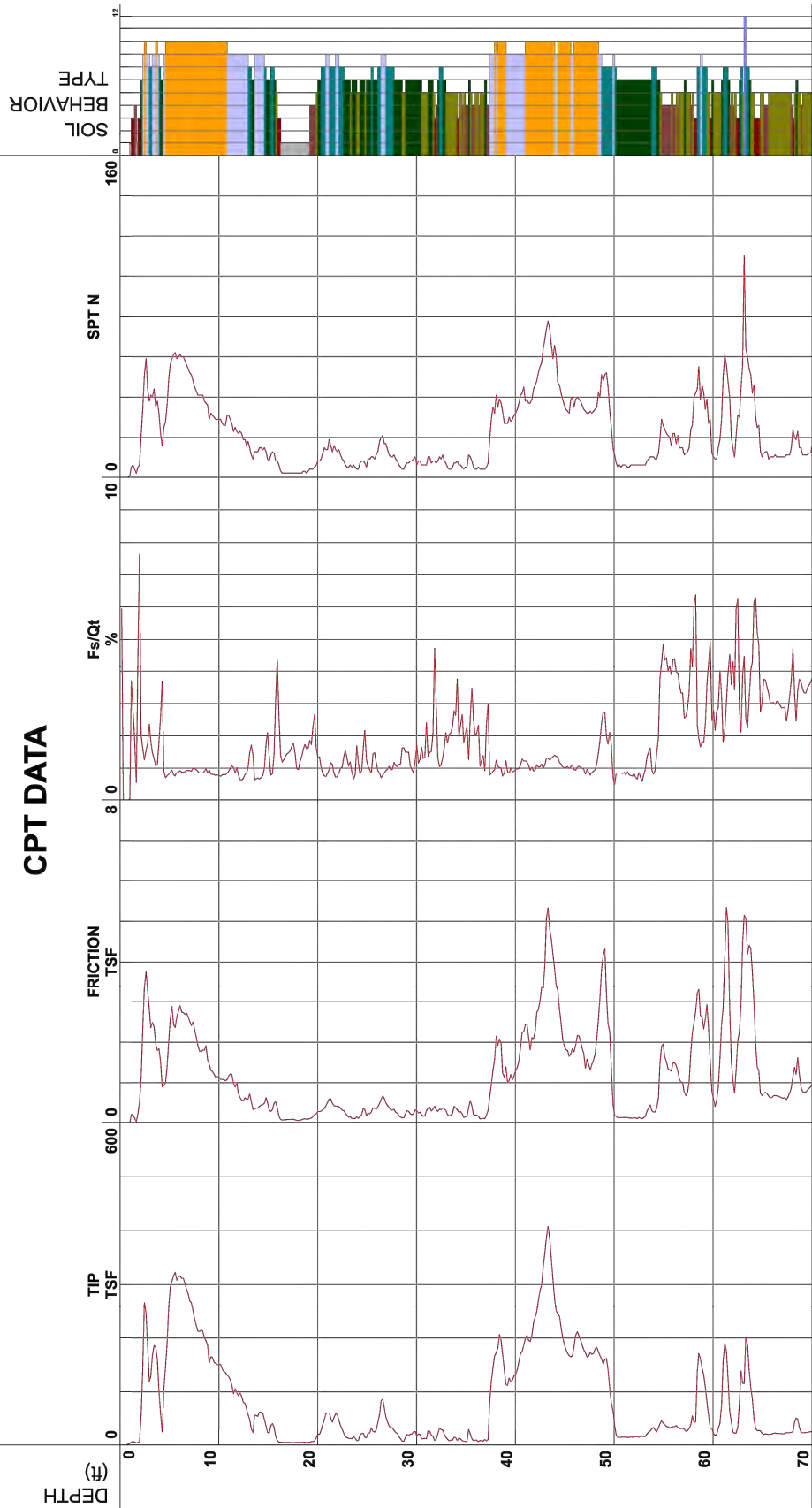
RB KK
DDG1333
2/14/2017 11:19:05 AM

Filename
GPS
Maximum Depth

SDF(106).cpt
70.54 ft

Net Area Ratio .8

CPT DATA



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CPT-2 PLOT

Lum Elementary School
1801 Sandcreek Way
Alameda, California
Project No. 1911.027 Date: 2/24/17

Drawn
Checked

MMT

A-4
FIGURE

Miller Pacific Engineering Group



Project
Job Number
Hole Number
EST GW Depth

Donald Lum Elementary School
1911.027
CPT-03
During Test

Operator
Cone Number
Date and Time
6.00 ft

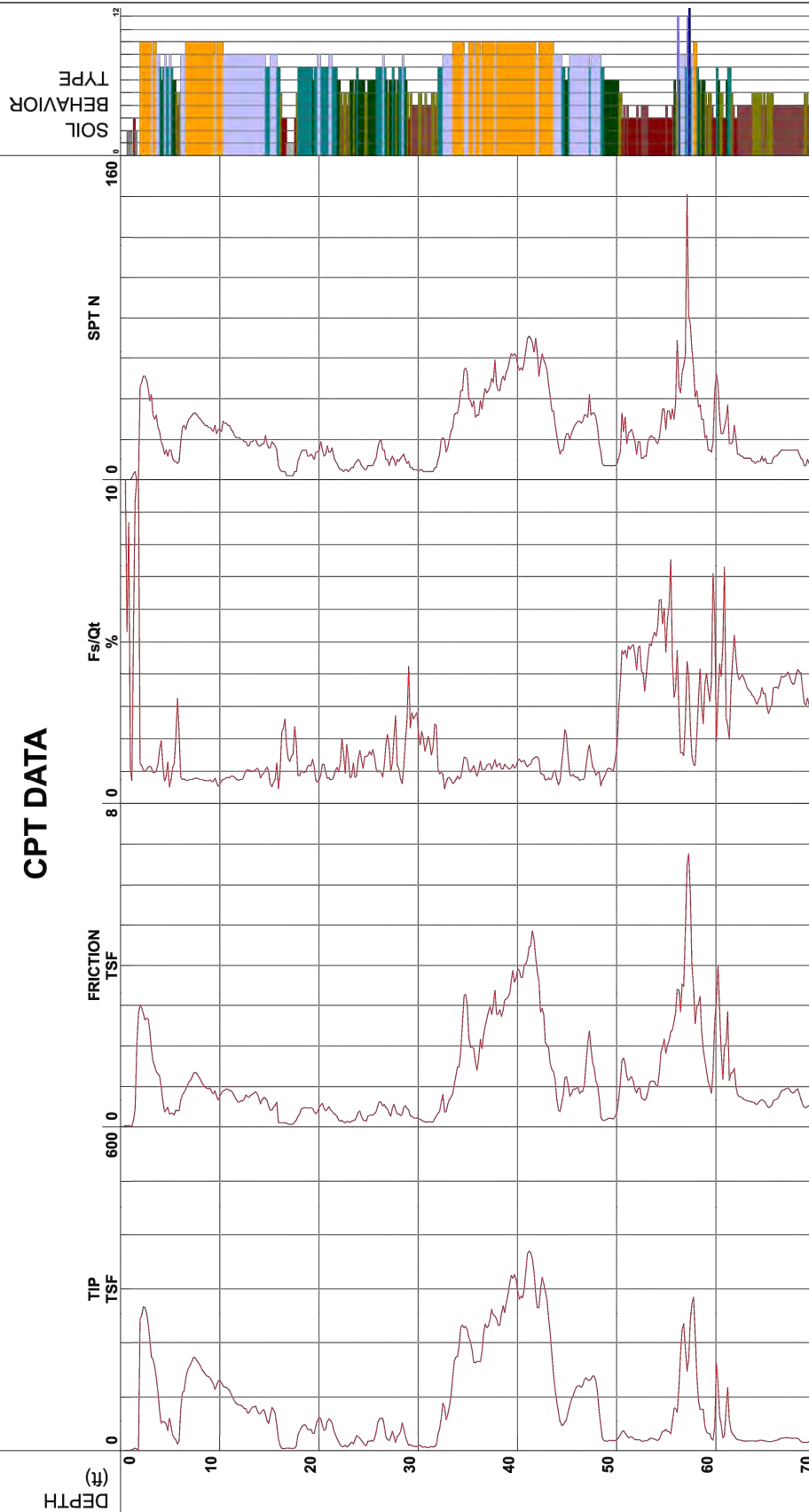
RB KK
DDG1333
2/14/2017 3:19:13 PM

Filename
GPS
Maximum Depth

SDF(110).cpt
70.37 ft

Net Area Ratio .8

CPT DATA



- 1 - sensitive fine grained
- 2 - organic material
- 3 - clay
- 4 - silty clay to clay
- 5 - clayey silt to silty clay
- 6 - sandy silt to clayey silt
- 7 - silty sand to sandy silt
- 8 - sand to silty sand
- 9 - sand
- 10 - gravelly sand to sand
- 11 - very stiff fine grained (*)
- 12 - sand to clayey sand (*)

S*Soil behavior type and SPT based on data from UBC-1983

Cone Size 10cm squared



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CPT-3 PLOT

Lum Elementary School
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Alameda, California

Project No. 1911.027

Date: 2/24/17

Drawn
Checked

MMT

A-5
FIGURE

Miller Pacific Engineering Group



Project
Job Number
Hole Number
EST GW Depth During Test

Donald Lum Elementary School
1911.027
CPT-04

Operator
Cone Number
Date and Time
6.00 ft

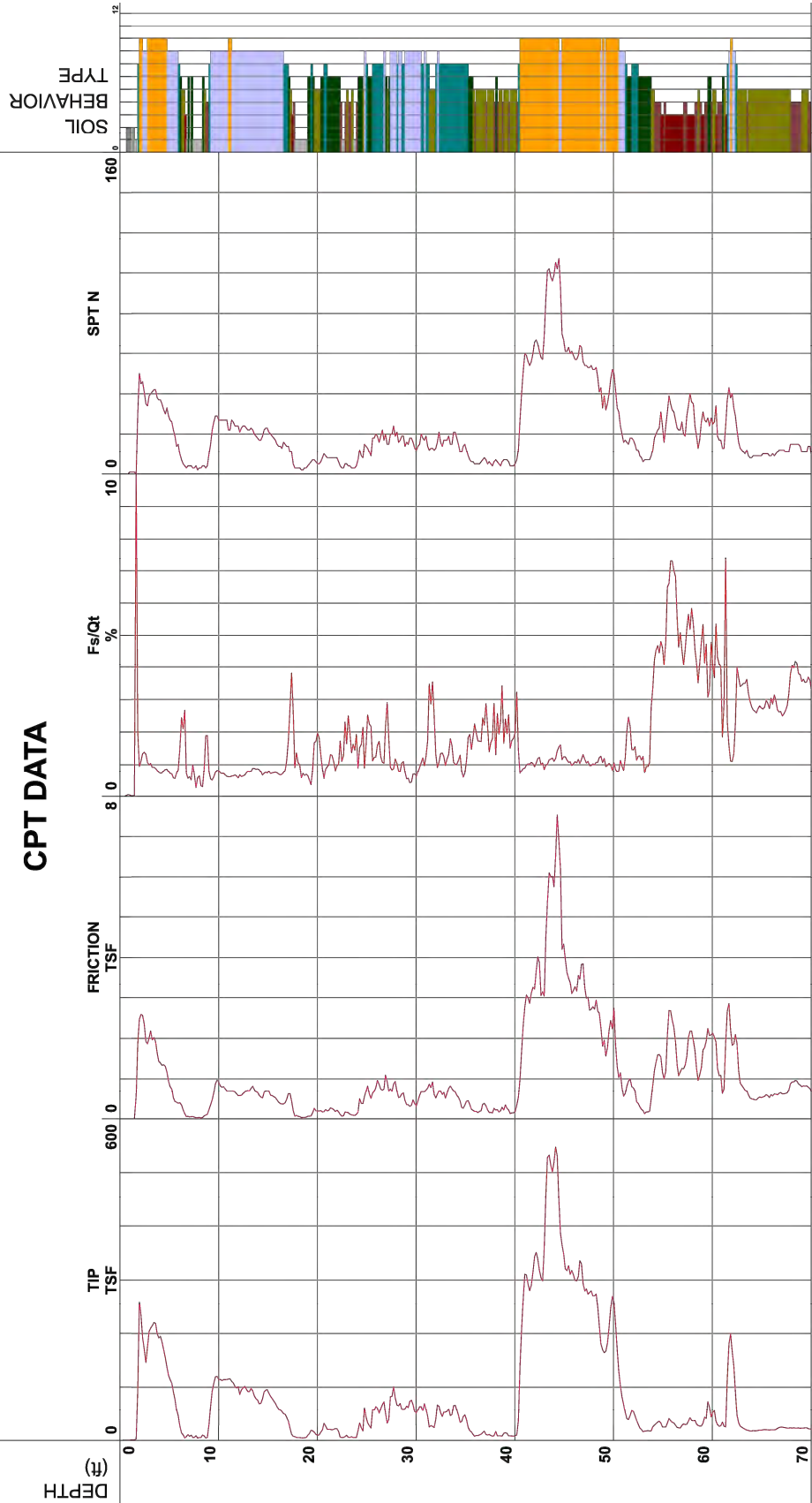
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DDG1333
2/14/2017 2:21:08 PM

Filename
GPS
Maximum Depth

SDF(109).cpt
70.54 ft

Net Area Ratio .8

CPT DATA



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CPT-4 PLOT

Lum Elementary School
1801 Sandcreek Way
Alameda, California

Project No. 1911.027

Date: 2/24/17

Drawn
Checked

MMT

A-6
FIGURE



Miller Pacific Engineering Group

Project
Job Number
Hole Number
EST GW Depth During Test

Donald Lum Elementary School
1911.027
CPT-05

Operator
Cone Number
Date and Time
6.00 ft

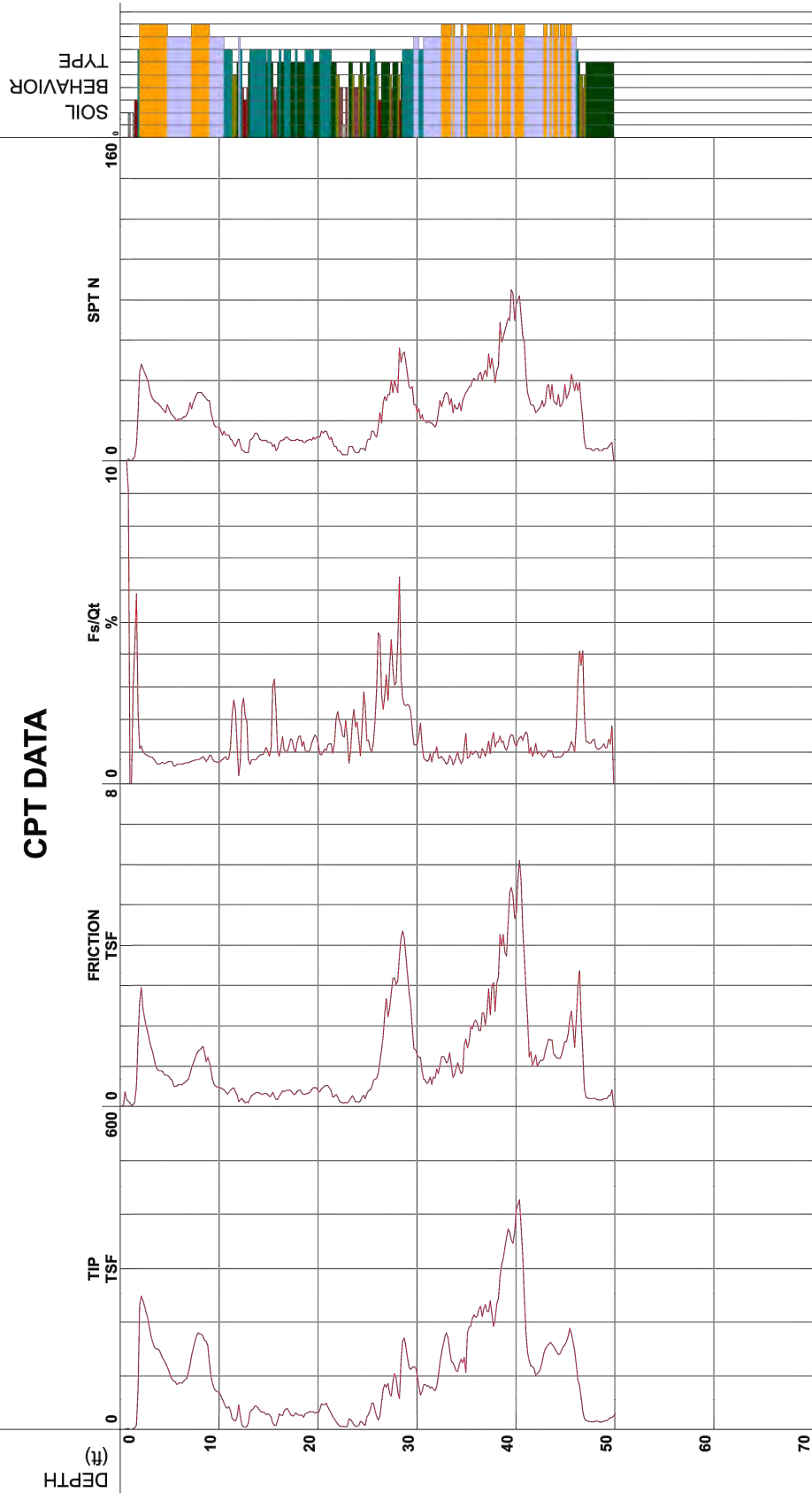
RB KK
DDG1333
2/14/2017 4:16:07 PM

Filename
GPS
Maximum Depth

SDF(111).cpt
50.03 ft

Net Area Ratio .8

CPT DATA



S*Soil behavior type and SPT based on data from UBC-1983

Cone Size 10cm squared



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CPT-5 PLOT

Lum Elementary School
1801 Sandcreek Way
Alameda, California
Project No. 1911.027 Date: 2/24/17

Drawn
Checked

MMT

A-7
FIGURE

Miller Pacific Engineering Group



Project
Job Number
Hole Number
EST GW Depth During Test

Donald Lum Elementary School
1911.027
CPT-06

Operator
Cone Number
Date and Time

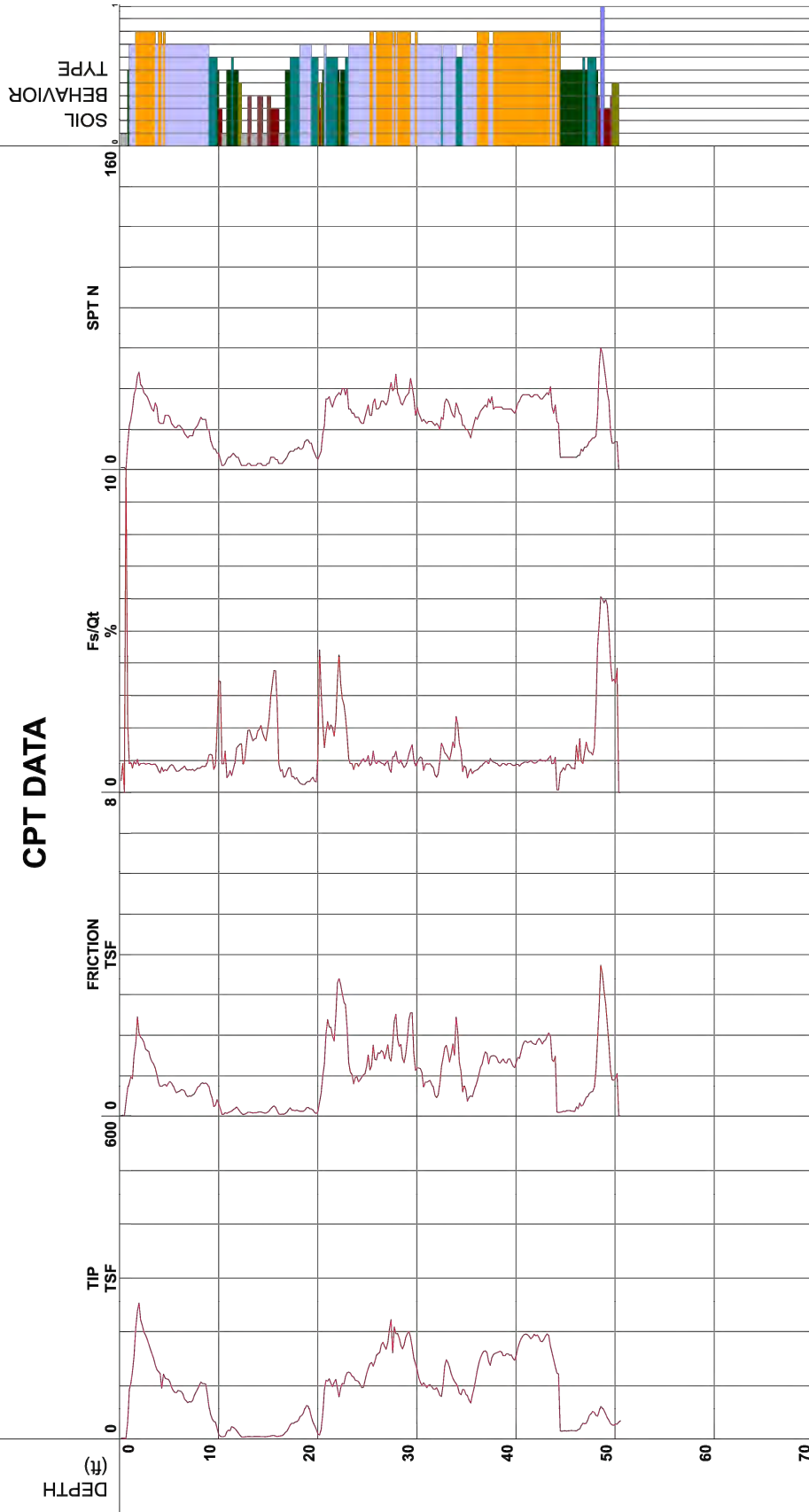
RB KK
DDG1333
2/14/2017 1:35:11 PM

Filename
GPS
Maximum Depth

SDF(108).cpt
50.52 ft

Net Area Ratio .8

CPT DATA



- 1 - sensitive fine grained
- 2 - organic material
- 3 - clay
- 4 - silty clay to clay
- 5 - clayey silt to silty clay
- 6 - sandy silt to clayey silt
- 7 - silty sand to sandy silt
- 8 - sand to silty sand
- 9 - sand
- 10 - gravelly sand to sand
- 11 - very stiff fine grained (*)
- 12 - sand to clayey sand (*)

S*Soil behavior type and SPT based on data from UBC-1983

Cone Size 10cm squared



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CPT-6 PLOT

Lum Elementary School
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Alameda, California

Project No. 1911.027

Date: 2/24/17

Drawn
Checked

MMT

A-8
FIGURE

Miller Pacific Engineering Group



Project
Job Number
Hole Number
EST GW Depth During Test

Donald Lum Elementary School
1911.027
CPT-07

Operator
Cone Number
Date and Time
6.00 ft

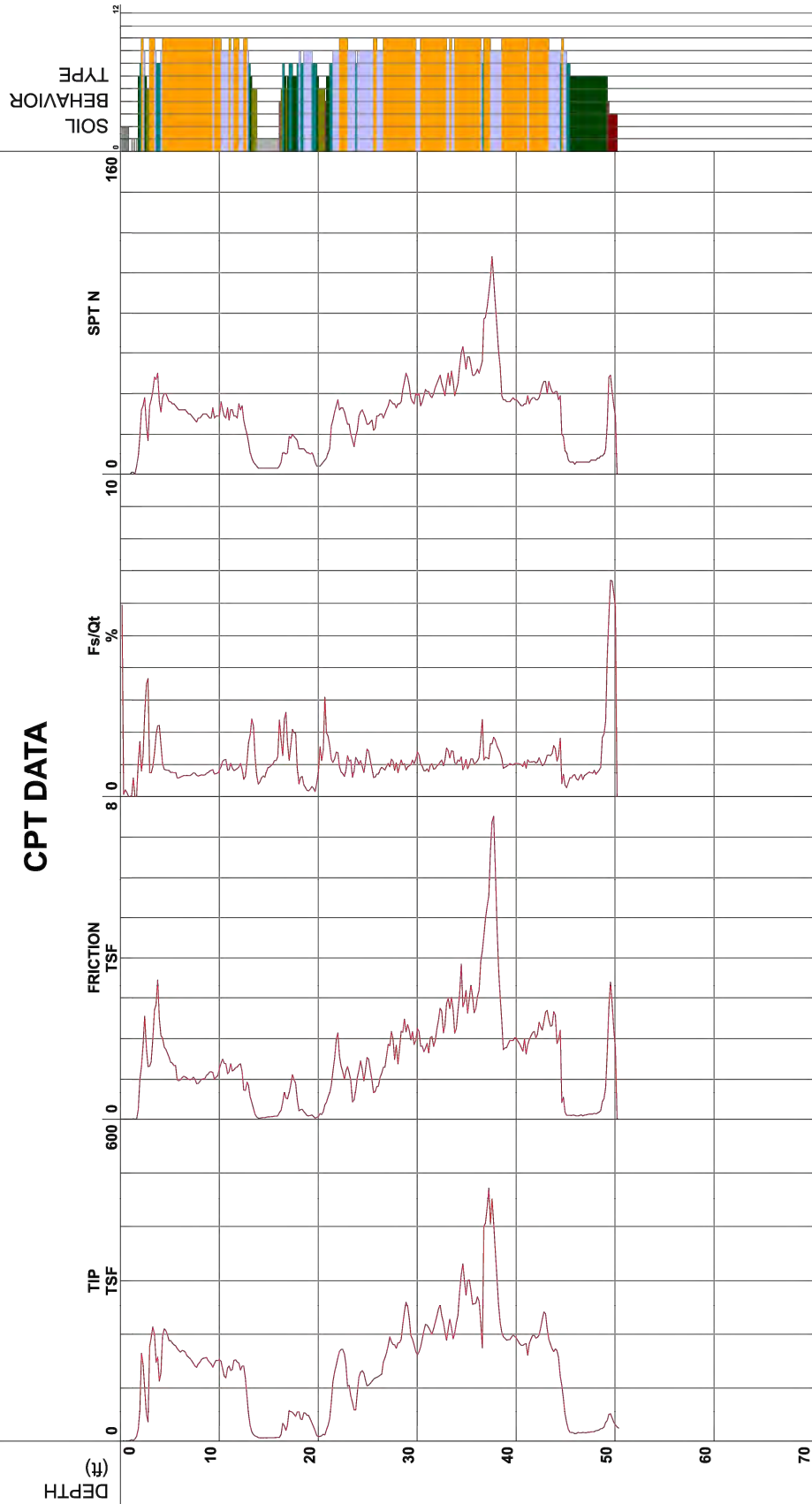
RB KK
DDG1333
2/14/2017 12:52:40 PM

Filename
GPS
Maximum Depth

SDF(107).cpt
50.36 ft

Net Area Ratio .8

CPT DATA



*Soil behavior type and SPT based on data from UBC-1983

Cone Size 10cm squared



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CPT-7 PLOT

Lum Elementary School
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Alameda, California

Project No. 1911.027

Date: 2/24/17

Drawn
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MMT

A-9
FIGURE



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Santa Rosa, CA 95401
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F: 707-544-1082

Napa Office
1041 Jefferson St, Suite 4
Napa, CA 94559
P: 707-252-8105
F: 707-544-1082

Middletown Office
P.O. Box 852
Middletown, CA 95461
P: 707-987-4602
F: 707-987-4603

April 24, 2017

Alameda Unified School District
Attention: Robbie Lyng
2060 Challenger Drive
Alameda, CA 94501
rl yng@alameda.k12.ca.us

Geotechnical Peer Review
Liquefaction Evaluation
Donald D. Lum Elementary School Campus
1801 Sandcreek Way
Alameda, California

Project Number: 3523.01.06.1

As requested, this letter presents the results of our geotechnical peer review of a liquefaction evaluation report prepared by Miller Pacific Engineering Group (Miller Pacific) titled "Geotechnical Engineering Investigation, Evaluation of Liquefaction Risk and Liquefaction Induced Settlement Potential, Donald D. Lum Elementary School Campus," dated March 17, 2017. The school is located at 1801 Sandcreek Way in Alameda, California. This letter has been prepared in accordance with our Professional Services Agreement with Alameda Unified School District. The scope of RGH's services included reviewing the referenced report and performing an independent analysis of the data.

Miller Pacific performed seven Cone Penetration Tests (CPT's) at the elementary school campus to depths ranging from 49 to 70 feet. The CPT data was analyzed using the CPT Liquefaction Assessment software program CLiq (2007, ver. 1.7.6.49) and the procedures outlined by Idriss and Boulanger (2014). The design seismic conditions analyzed consisted of a magnitude 7.3 earthquake and a peak ground acceleration (PGA) of 0.52g. The latter of which corresponds to the PGA_M per ASCE 7-10 Section 11.8.3. Miller Pacific's analysis concluded that several granular soil layers between the ground surface and about 50 feet below the ground surface are susceptible to liquefaction. The report also concluded that liquefaction-induced settlement that ranged from 5 to 10 inches with differential settlement for a given building footprint estimated to be on the order 3 to 7 inches. Miller Pacific evaluated the liquefaction-induced settlement potential at the school for a seismic event producing a PGA of 0.28g, which reportedly corresponds to an expected return interval of approximately 90 to 100 years. That analysis concluded that the same granular layers were susceptible to liquefaction. This liquefaction resulted in settlement ranging from 4 to 8 inches with differential settlement estimated to be approximately 3 to 5 inches.

Our review confirmed that the design earthquake magnitude of 7.3 is within the range of values predicted for the Hayward fault. In addition, we confirmed the PGA_M of 0.52g is correct based on ASCE Standard 7-10. With this information, we analyzed the CPT data using CLiq, as we use the same software program as Miller Pacific for our CPT liquefaction analysis. In our analysis, we also used the procedures outlined by Idriss and Boulanger (2014). Our research found this to be the

most current publication regarding liquefaction analysis of CPT data. It also appears to update the most commonly used liquefaction analysis methods making it an appropriate analysis procedure. Our analysis found the same potential for liquefaction and calculated similar settlement to those in the Miller Pacific report. We also varied the groundwater level to see how it impacted the calculated settlement and found a difference ranging from about ½ to 1 inch.

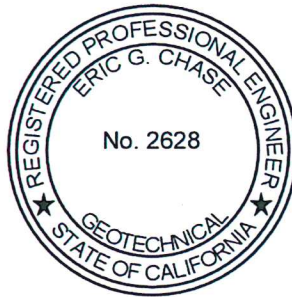
Based on the results of our review and analysis, RGH is in agreement with the results and conclusions regarding the potential for liquefaction and the resulting settlement presented in the Miller Pacific report.

We trust this provides the information you require at this time. Please call if you have questions.

Very truly yours,
RGH Consultants



Eric G. Chase
Senior Associate Engineer



cc:

MarkQ@qka.com

stlee@alameda.k12.ca.us

nicks@qka.com

EGC:TAW:ec:ejw
Electronically submitted

s:\project files\3501-3750\3523\3523.01.06.1 geotech eng peer review-lum elem school liquefaction\peer review letter.doc

Attachment: References

REFERENCES

American Society of Civil Engineers, 2010, Minimum Design Loads for Buildings and Other Structures, ASCE Standard ASCE/SEI 7-10.

Idriss, I.M. and Boulanger, R.W., 2014, CPT and SPT Based Liquefaction Triggering Procedures.

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Lum School Relocation Feasability Planning: Enrollment (30 Mins/Information/Direction)

Item Type: Information/Board Direction

Background: At the special Board of Education meeting on April 28th, the Board heard from district staff, consultants, and the Lum community. As a result of the feedback we heard from community stakeholders and Board members, Board President Gary Lym and Superintendent Sean McPhetridge decided the Board would postpone its decision on Lum to May 23rd, so that more information can be gathered.

Tonight, staff will be reviewing potential enrollment scenarios to continue efforts to inform the public and plan for whatever decision is made on May 23rd.

The public can find up-to-date press releases, FAQs, and meeting information for the situation at Lum Elementary School on the **district's website**.

Goals: Routine Matter

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Department Budget:

Recommendation: Other

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.| #2 - Teachers must challenge and support all students to reach their highest academic and personal potential.| #3 - Administrators must have the knowledge, leadership skills and ability to ensure student success.| #4 - Parental involvement and community engagement are integral to student success.| #5 - Accountability, transparency, and trust are necessary at all levels of the organization.| #6 - Allocation of funds must support our vision, mission, and guiding principles.| #7 - All employees must receive respectful treatment and professional support to achieve district goals.

Submitted By: Kirsten Zazo, Chief Student Support Officer

ATTACHMENTS:

Description	Upload Date	Type
☐ Lum Enrollment Presentation	5/5/2017	Presentation

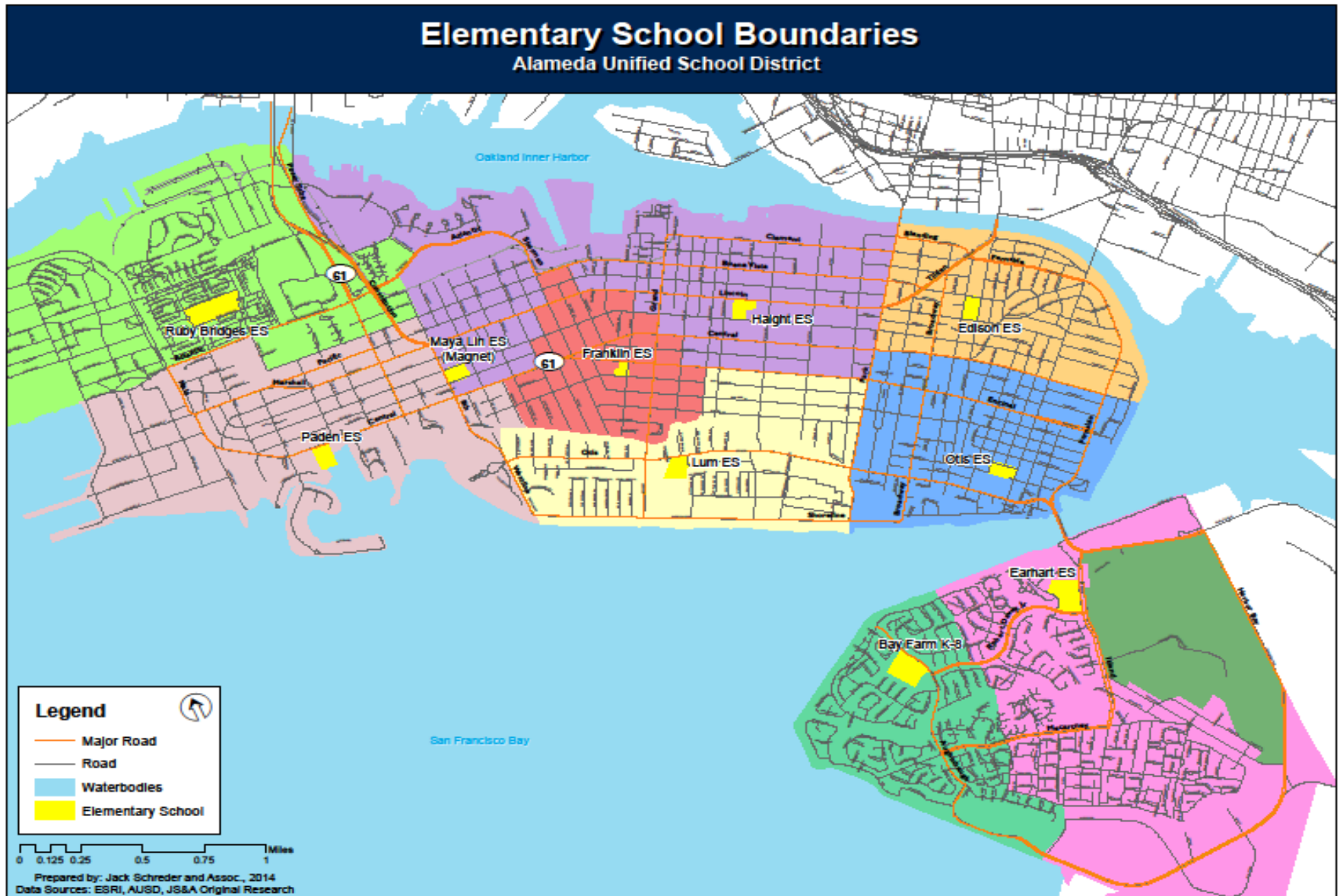
Lum School Relocation Feasibility Planning

**Kirsten Zazo, Chief Student Support Officer
May 9, 2017**

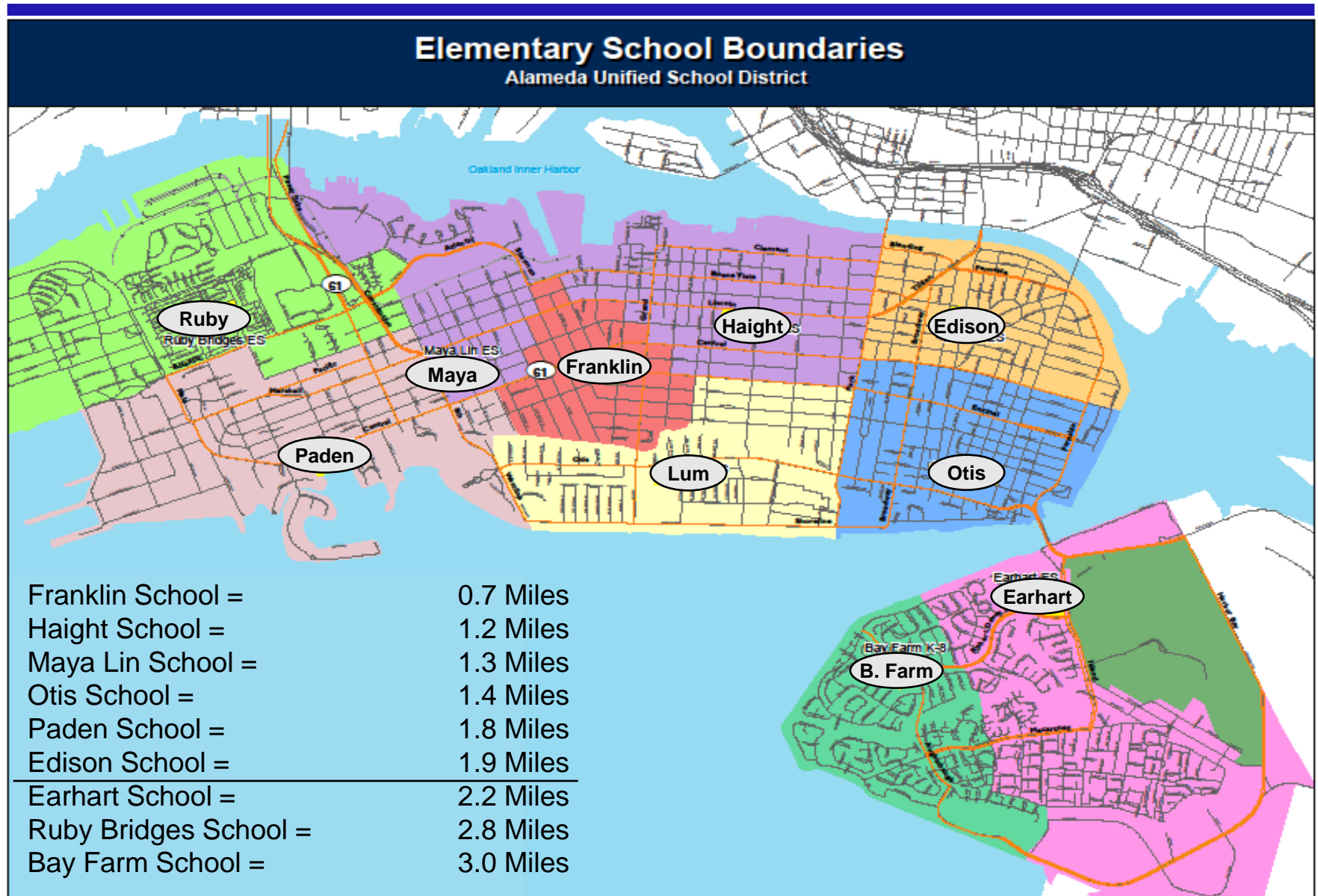
Alameda Unified Enrollment Values

- Neighborhood elementary schools
- Sibling preference
- Keeping students together
- Minimizing transitions

Current Enrollment Boundaries



Elementary School Distances from Lum Elementary School



Lum's Current Enrollment for 17/18

Lum 2017-2018 Enrollment	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms
Number of Students	21	72	71	74	75	85	91	K-2 Autism: 9 3-5 Autism 9 Mild/Mod:	507	
Number of Classrooms	1	3	3	3	3	3	3	4		23

Other School Site Capacities

School	Classrooms projected in 17/18 for grade level classroom instruction and Special Education	Classrooms on site
Bay Farm	26	30
Earhart	27	32
Otis	24	36
Edison	19	22
Haight	21	29
Franklin	13	28
Maya Lin	17	28
Paden	16	22
Ruby Bridges	22	32
Wood Middle School	26	32

Possible Enrollment Scenarios - Plan A

Redistribute Lum TK - 5 students and staff between the following schools:

- **Edison**
 - Add 34 Lum fourth and fifth graders
 - Move the 3-5 Mod/Sev class to Ruby Bridges to create continuum
 - Move the K-2 and 3-5 autism classes to Edison

- **Franklin**
 - Add one class of first grade
 - Add 18 fourth and fifth graders

- **Haight**
 - Add 1 Kindergarten class
 - Add 1 first grade class
 - Add 1 second grade class
 - Add 1 third grade class
 - Add 1 fourth grade class
 - Add 11 fifth grade students
 - Move two TK classes to RB

Possible Enrollment Scenarios - Plan A(cont.)

Redistribute Lum TK - 5 students and staff between the following schools:

- **Maya Lin**

- Add 1 second grade class
- Add 1 third grade class
- Add 1 fourth grade class
- Add 2 fifth grade classes
- Move the 3-5 CEC to Otis
- Move 3-5 SDC from RB to Maya Lin

- **Otis**

- Add 1 TK class
- Add 1 Kindergarten class
- Add the CEC 3-5 program

- **Paden**

- Add 1 Kindergarten
- Add 1 first grade
- Add 1 second grade
- Add 1 third grade
- Add 20 fourth and fifth graders

- **Ruby Bridges**

- Add 2 TK classes
- Move the 3-5 SDC to Maya Lin to create continuum
- Add the 3-5 Mod/Sev to create continuum

Possible Edison Enrollment for 2017-18 with Lum Community

Edison	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Edison Students		61	74	74	75	77	71	3-5 mod/ sev: 11 mild/mod	443		
Classrooms		3	3	3	3	2.5	2.5	2		19	22
2017-2018 w/ Lum Students		61	74	74	75	94 (77 Edison, 17 Lum)	88 (71 Edison, 17 Lum)	K-2 autism 3-5 autism 18 mild/mod	484		
Classrooms		3	3	3	3	3	3	3		21	22

Possible Franklin Enrollment for 2017-18 with Lum Community

Franklin	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Franklin Students		48	48	76	50	48	58	Mild/Mod	328		
Classrooms		2	2	3	2	1.5	1.5	1		13	14
2017-2018 w/ Lum Students		48	72 (48 Franklin, 24 Lum)	75	50	62 (48 Franklin, 14 Lum)	62 (58 Franklin, 4 Lum)	Mild/Mod	369		
Classrooms		2	3	3	2	2	2	1		15	14

Possible Haight Enrollment for 2017-18 with Lum Community

Haight	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Haight Students	50	72	65	58	70	67	85	EASI Preschool speech mild/mod	467		
Classrooms	2	3	3	2	3	2	3	3		21	29
2017-2018 w/ Lum Students		100 (75 Haight 25 Lum)	90 (65 Haight, 25 Lum)	83 (58 Haight, 25 Lum)	95 (70 Haight, 25 Lum)	90 (67 Haight, 23 Lum)	96 (85 Haight, 11 Lum)	EASI Preschool speech mild/mod	554		
Classrooms		4	4	4	4	3	3	3		25	29

Possible Maya Lin Enrollment for 2017-18 with Lum Community

Maya Lin	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Maya Lin Students		75	75	49	50	49	47	3-5 CEC K-2 SDC 22 mild/mod	367		
Classrooms		3	3	2	2	2	2	3		17	28
2017-2018 w/ Lum Students		75	75	74 (49 Maya, 25 Lum)	75 (50 Maya, 25 Lum)	74 (49 Maya, 25 Lum)	97 (47 Maya, 50 Lum)	K-2 SDC 3-5 SDC 22 mild/mod	492		
Classrooms		3	3	3	3	3	4	3		22	28

Possible Otis Enrollment for 2017-18 with Lum Community

Otis	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Otis Students		100	98	99	100	96	96	K-2 CEC 9 mild/mod	598		
Classrooms		4	4	4	4	3	3	2		24	36
2017-2018 w/ Lum Students	24	125	98	99	100	96	96	K-2 CEC 3-5 CEC 21 mild/mod	659		
Classrooms	1	5	4	4	4	3	3	3		27	36

Possible Paden Enrollment for 2017-18 with Lum Community

Paden	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Paden Students	24	53	46	51	45	52	51	Preschool autism K-2 autism, 27 mild/mod	349		
Classrooms	1	2	2	2	2	1.5	1.5	4		16	22
2017-2018 w/ Lum Students	24	77 (53 Paden, 24 Lum)	71 (46 Paden, 25 Lum)	75 (51 Paden, 24 Lum)	70 (45 Paden, 25 Lum)	62 (52 Paden, 10 Lum)	61 (51 Paden, 10 Lum)	Preschool autism K-2 autism, 27 mild/mod	467		
Classrooms	1	3	3	3	3	2	2	4		21	22

Possible Ruby Bridges Enrollment for 2017-18 with Lum Community

Ruby Bridges	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Ruby Bridges Students		61	61	95	74	83	95	Preschool, K-2 Mod/Sev, 3-5 SDC, 40 mild/mod	509		
Classrooms		2	2	4	3	3	3	5		22	32
2017-2018 w/ Lum Students	45	61	61	95	74	83	95	Preschool K-2 Mod/Sev, 3-5 Mod/Sev, 40 mild/mod	554		
Classrooms	2	3	3	4	3	3	3	5		26	32

Possible Enrollment Scenarios - Plan B

Redistribute Lum TK - 5 students and staff between the following schools:

- **Earhart**
 - Add 1 TK class
- **Edison**
 - Add 1 Kindergarten class
 - Move the 3-5 Mod/Sev class to Ruby Bridges to create continuum
 - Move the K-2 and 3-5 autism classes to Edison
- **Franklin**
 - Add one class of first grade
 - Add 14 fourth graders
- **Haight**
 - Add 1 Kindergarten class
 - Add 1 first grade class
 - Add 1 second grade class
 - Add 1 third grade class
 - Add 1 fourth grade class
 - Move two TK classes to RB

Possible Enrollment Scenarios - Plan B(cont.)

Redistribute Lum TK - 5 students and staff between the following schools:

- **Maya Lin**
 - Add 1 second grade class
 - Add 1 third grade class
 - Add 1 fourth grade class
 - Move the 3-5 CEC to Otis
 - Move 3-5 SDC from RB to Maya Lin
- **Ruby Bridges**
 - Add 2 TK classes
 - Move the 3-5 SDC to Maya Lin to create continuum
 - Add the 3-5 Mod/Sev to create continuum
- **Otis**
 - Add 1 fourth grade class
 - Add the CEC 3-5 program
- **Wood Middle School**
 - Add 3 fifth grade classes
- **Paden**
 - Add 1 Kindergarten
 - Add 1 first grade
 - Add 1 second grade
 - Add 1 third grade

Possible Earhart Enrollment for 2017-18 with Lum Community

Earhart	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Earhart Students	25	91	100	100	94	96	96	Bridge K-2 autism, 9 mild/mod	611		
Classrooms	1	4	4	4	4	3	3	4		27	32
2017-2018 w/ Lum Students	48	91	100	100	94	96	96	Bridge K-2 autism, 18 mild/mod	643		
Classrooms	2	4	4	4	4	3	3	4		28	32

Possible Edison Enrollment for 2017-18 with Lum Community

Edison	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Edison Students		61	74	74	75	77	71	3-5 mod/sev, 11 mild/mod	443		
Classrooms		3	3	3	3	2.5	2.5	2		19	22
2017-2018 w/ Lum Students		86 (61 Edison, 25 Lum)	74	74	75	77	71	K-2 autism, 3-5 autism, 18 mild/mod	475		
Classrooms		4	3	3	3	2.5	2.5	3		20	22

Possible Franklin Enrollment for 2017-18 with Lum Community

Franklin	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Franklin Students		48	48	76	50	48	58	Mild/mod	328		
Classrooms		2	2	3	2	1.5	1.5	1		13	14
2017-2018 w/ Lum Students		48	72 (48 Franklin 24 Lum)	76	50	62 (48 Franklin, 14 Lum)	58	Mild/mod	366		
Classrooms		2	3	3	2	2	2	1		15	14

Possible Haight Enrollment for 2017-18 with Lum Community

Haight	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Haight Students	50	72	65	58	70	67	85	EASI preschool speech mild/mod	467		
Classrooms	2	3	3	2	3	2	3	3		21	29
2017-2018 w/ Lum Students		100 (75 Haight, 25 Lum)	90 (65 Haight, 25 Lum)	83 (58 Haight, 25 Lum)	95 (70 Haight, 25 Lum)	90 (67 Haight, 23 Lum)	85	EASI preschool speech mild/mod	543		
Classrooms		4	4	4	4	3	3	3		25	29

Possible Maya Lin Enrollment for 2017-18 with Lum Community

Maya Lin	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Maya Lin Students		75	75	49	50	49	47	3-5 CEC, K-2 SDC: 22 mild/mod	367		
Classrooms		3	3	2	2	2	2	3		17	28
2017-2018 w/ Lum Students		75	75	74 (49 Maya, 25 Lum)	75 (50 Maya, 25 Lum)	74 (49 Maya, 25 Lum)	47	K-2 SDC, 3-5 SDC: 22 mild/mod	442		
Classrooms		3	3	3	3	3	2	3		20	28

Possible Otis Enrollment for 2017-18 with Lum Community

Otis	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Otis Students		100	98	99	100	96	96	K-2 CEC: 9 mild/mod	598		
Classrooms		4	4	4	4	3	3	2		24	36
2017-2018 w/ Lum Students		100	98	99	100	128 (96 Otis, 32 Lum)	96	K-2 CEC: 9 3-5 CEC: 21 mild/mod	651		
Classrooms		4	4	4	4	4	3	3		26	36

Possible Paden Enrollment for 2017-18 with Lum Community

Paden	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Paden Students	24	53	46	51	45	52	51	Preschool autism K-2 autism: 27 mild/mod	349		
Classrooms	1	2	2	2	2	1.5	1.5	4		16	22
2017-2018 w/ Lum Students	24	77 (53 Paden, 24 Lum)	71 (46 Paden, 25 Lum)	75 (51 Paden, 24 Lum)	70 (45 Paden, 25 Lum)	52	51	Preschool autism K-2 autism: 27 mild/mod	447		
Classrooms	1	3	3	3	3	1.5	1.5	4		20	22

Possible Ruby Bridges Enrollment for 2017-18 with Lum Community

Ruby Bridges	TK	K	First	Second	Third	Fourth	Fifth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Ruby Bridges Students		61	61	95	74	83	95	Preschool, K-2 Mod/Sev, 3-5 SDC, 40 mild/mod	509		
Classrooms		2	2	4	3	3	3	6		22	32
2017-2018 w/ Lum Students	45	61	61	95	74	83	95	Preschool, K-2 Mod/Sev, 3-5 SDC, 40 mild/mod	554		
Classrooms	2	3	3	4	3	3	3	6		27	32

Possible Wood School Enrollment for 2017-18 with Lum Community

Wood	Fifth	Sixth	Seventh	Eighth	SPED	Total Enrollment	Total Classrooms Needed	Total Classrooms on Site
2017-2018 Wood Students		163	170	155	1 Mod/Sev 3.6 SPED mild/mod	488 (26 FTE)		
Classrooms							26	32
2017-2018 w/ Lum Students	91	163	170	155	1 Mod/Sev 3.6 SPED mild/mod	579		
Classrooms	3						29	32

Other Scenarios Considered

- Moving grade levels together to different sites
- Moving grades 1-4 to another campus
- Dropping portables on a site
- Using a non-district site to house entire Lum community
- Moving 4th and 5th to Wood Middle School campus (*still looking at feasibility of this option*)

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Lum Advisory Committee Report and Recommendations Regarding Feasible Alternatives To Address Concerns Raised By Soil Test Results at Lum Elementary (20 Mins/Information)

Item Type: Information

Background: *At the request of some members of the Lum Community, the District has set aside time for presentation by a group of Lum parents/guardians. That group has submitted the following for Board and community consideration.*

On April 26, 2017 the Alameda Unified School District publicly stated that there are possible unsafe building conditions at Lum Elementary in the event of a major earthquake, and is recommending that the AUSD Board vote to close the school and relocate students as of June 8, 2017. The Board is scheduled to vote on this recommendation on May 23, 2017.

Following the April 26th announcement, parents at Lum started our own District Advisory Committee (Lum DAC), in order to ensure safety and welfare of the Lum community, to work in cooperation with Board of Education and the AUSD, and to ensure the best possible solution for the entire AUSD and larger Alameda community.

In the two weeks since we first learned that the AUSD was recommending closure and relocation of all 500+ Lum students to other AUSD schools, the Lum DAC has gathered together experts to help us assess the information upon which the AUSD is basing its recommendation. Based on those expert opinions, which will be presented in more detail to the Board on May 9th, the Lum DAC has conclude that:

1. The buildings at Lum are Field Act and DSA complaint, meet all seismic standards established under the California Building Code, and there is not sufficient evidence of immediate risk to students or staff;
2. The structural engineer hired by the AUSD performed no actual structural testing, no analysis, and no life safety assessment under SPC2 standards;
3. There has been no verification of any of the conclusions reached by the structural engineer hired by the AUSD;
4. There is not sufficient evidence of any emergency or imminent risk that would warrant closure of Lum and relocation of students as of June 8, 2017;
5. There must be a District Advisory Committee (DAC) appointed by the Board to gather all necessary information, data, testing, analysis, assess the impact of any decision upon the entire Alameda community, and to make a recommendation to the Board based on the results of that information gathering process;
6. The DAC must gather further information, data, and analysis, including

an assessment of the buildings at Lum in light of California Building Codes, standard Structural Performance Category (SPC) ratings, and other relative risk assessment standards, coordinating and consulting with applicable government agencies, local experts, members of the community, and other relevant sources;

7. In addition to Lum, there needs to be an assessment of the buildings at all AUSD sites to assess life safety risks posed at those sites in the event of a major seismic event using standard SPC ratings that allow for objective comparison between school sites;
8. There is a severe lack of information and evidence, which the Board MUST have in order to make a reasonably informed decision about whether to close an entire school.

Based on these conclusions, the Lum DAC is requesting and recommending that the Board add an item to the May 23, 2017 agenda that would allow for a vote to LEAVE LUM OPEN for the 2017-2018 school year, while further information, analysis and planning is conducted. The AUSD has not yet presented any such “3rd option” to the Board.

RECOMMENDATION BY LUM ADVISORY COMMITTEE:

The Board should add an item to the May 23, 2017 agenda that would allow for a vote to leave Lum open for the 2017-2018 school year, appoint a District Advisory Committee, and gather the necessary data an analysis to decide what if any steps should be taken to address the implications of the soil test results at Lum.

Presenters: Kelly Scott, Lum District Advisory Committee, President Lum PTA;

Joe Keiser, Esq., Lum District Advisory Committee;

Calvin Wong, former Director of Building Services, City Engineer, and Chief Building Official for City of Oakland;

Tai Tang, a licensed architect with 17 years of experience;

Rob Dekker, Lum parent.

Submitted By: Joe Keiser, Esq., Lum District Advisory Committee

Goals:

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Department Budget:

Recommendation: Other

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success. |

#4 - Parental involvement and community engagement are integral to student success.

Submitted By: Lum Advisory Committee (see above for name of person submitting)

ATTACHMENTS:

Description	Upload Date	Type
▣ Detailed Summary Lum DAC	5/5/2017	Backup Material
▣ Lum School Smith Engineer	5/5/2017	Backup Material
▣ Preliminary Risk Analysis	5/5/2017	Backup Material
▣ Questions to AUSD	5/5/2017	Backup Material
▣ Tai Tang letter 5 4 17	5/5/2017	Cover Memo
▣ Presentation shown at May 9th Board Meeting	5/10/2017	Presentation

IS THERE A GREATER LIFE SAFETY RISK AT LUM IN LIGHT OF THE SOIL TEST RESULTS?

The question that must be answered by this Board is whether there is a greater life safety risk at Lum now, in light of the recent soil test results. The simple answer is, we do not yet know. Our experts will provide information on May 9th to help the Board assess this question, and to see that it would be irresponsible to vote on school closure without more information.

It is critical that the Board make its decision based on the fact that the buildings at Lum are Field Act and DSA complaint, meet all seismic standards established under the California Building Code, and pose no immediate risk to students or staff. There has been no data gathered or analysis conducted to support a conclusion that Lum no longer meets the SPC2 rating standard, which such buildings must meet in order to ensure that possible seismic events do not result in unreasonable life safety risks. No such risks have been documented at Lum. All that has been documented to date is a concerning soil test result. That test result requires that many more steps be taken in order to determine whether a greater life safety risk is posed, and whether it is an unreasonable risk relative to relocating students to other schools.

There is not sufficient evidence of any emergency or imminent risk posed in light of the soil test results alone that would warrant closure of Lum and relocation of students as of June 8, 2017.

THE BOARD SHOULD COMPEL AUSD COMPLIANCE WITH BEST PRACTICES

According to the California Department of Education best practices, any non-emergency school closure should follow a very specific process, which includes forming a District Advisory Committee that is tasked with gathering information and evidence, seeking community input, and making recommendations, which the Board and District would ultimately vote on, and implement. Those best practices have not been followed here, which has resulted in the fear and anxiety that our community is currently experiencing.

The Lum DAC proposes a “3rd option” which would follow those best practices, and would also address the concerns raised by the recent soil test results at Lum.

A YES vote on the Lum DAC’s “3rd option” agenda item, which the Lum DAC requests and recommends be added to the May 23, 2017 Board meeting, should include the following:

1. Delay any vote to relocate students and close Lum for a period of 12 months (to May 2018);
2. Officially establish a District Advisory Committee (DAC);
3. Have that DAC gather further information, data, and analysis, including an assessment of the buildings at Lum in light of California Building Codes , standard Structural Performance Category (SPC) ratings, and other relative risk

- assessment standards, coordinating and consulting with applicable government agencies, local experts, members of the community, and other relevant sources;
4. Have the DAC issue a report and recommendations to the Board by or before May 2018.

The Lum DAC also recommends that the Board add items to an upcoming Board meeting agenda, whereby the AUSD can be directed to do the following:

1. Establish new rule where non-emergency school closures require following Department of Education best practices, which includes forming a DAC;
2. Conducting an assessment of the buildings at all AUSD sites in light of California Building Codes and standard Structural Performance Category (SPC) ratings;
3. Conducting a relative risk assessment for all other schools in AUSD to determine the full scope of the risks posed at our schools from a large seismic event;
4. Establish a DAC to investigate, develop and present proposals to deal with those risks.

THERE IS NOT SUFFICIENT EVIDENCE OF IMMINENT OR IMMEDIATE RISK

The Lum DAC is making the above request and recommendation based on information that we've gathered, from experts over the last two weeks. Those experts include Calvin Wong, former Director of Building Services, City Engineer, and Chief Building Official for City of Oakland, with many years of professional experience. Tai Tang, a licensed architect with 17 years of experience and expertise in designing schools, commercial complexes, stadiums, industrial buildings and hospitals.

Some of these experts will be at the May 9th meeting to present their professional opinions. They are residents of Alameda who took notice of this situation and decided that they needed to speak up. Our experts believe that closure of a school is too important for them to allow it to occur based on what they consider to be insufficient data, and an errant recommendation.

These experts will pose specific questions and detail exactly what information is needed by this Board in order to actually assess whether students and staff would face an unreasonably greater risk if they were to remain at Lum. Some of those questions include:

1. What studies, measurements, simulations, or other assessments have been done to each of the 5 main "pods" at Lum, and any other smaller structures (portables), to determine that the 5" of predicted settlement during a 100 year seismic event would result in failure of each of those structures?
2. What data has been gathered to support a finding that there would be significant enough structural failures expected, building by building, to warrant concern?
3. Does that data specifically consider that the multiple Pods at Lum are single story, wide based, steel framed hexagons that are more resistant to structural issues from differential displacement than multi-story structures with a more narrow base?

4. Does that data specifically consider that Lum buildings have been timely upgraded to conform with DSA standards?
5. If there is any concern, which structures are concerning specifically, and what data supports that conclusion?
6. What data supports the conclusion that there is an unreasonably greater life safety risk at Lum, using the Structural Performance Category (SPC) rating standards, in the event of the 5" of predicted settlement that might occur during a 100 year seismic event?
7. What is the specific impact on the ability of staff and students to evacuate each of the structures, where each "pod" has multiple (up to 8 or more) exit doors located around the entire perimeter?
8. What evidence supports the contention that there is a significant risk posed, in each of the structures at Lum, and that each of the 8+ exits in each pod would be blocked during a 100 year seismic event?
9. What evidence supports the contention that each of the structures at Lum do not meet California SPC2 standards?
10. What data supports the conclusion that there are no options to mitigate any additional life safety risks at Lum?

Based upon our experts review of the reports and information that have been made available by the AUSD to date, none of the above questions have been answered, and none of the critical data and analysis has been compiled. The Board is being asked to vote on relocating 500+ students from a school where there has been no finding of immediate or unreasonable greater life safety risk, where the existing structures are still DSA and Field Act compliant, and where an actual assessment of possible future risk, based on data and evidence, has not yet been conducted.

Furthermore, there has been no assessment whatsoever of the AUSD recommendation, to relocate and close an entire school, upon the larger AUSD and Alameda community. There has been no assessment of the impact of relocation upon all of the schools, and the families at those schools, where Lum students would be moved. Closing an entire school will have a rippling effect on all of Alameda, for students, residents, and homeowners. This decision should not be made without input from the entire community of Alameda.

And if safety of ALL AUSD student is a priority, then an assessment of life safety risks during a 100 year seismic event should be conducted at all AUSD campuses, using the Structural Performance Category (SPC) rating standards. There is simply no data currently available to tell the Board what if any life safety risks exist at any other AUSD schools, and whether moving Lum students to those schools would simply change the type, rather than the relative extent, of any such risks during a major seismic event.

MITIGATION MAY BE FEASIBLE, OTHER OPTIONS ARE AVAILABLE

On May 9th our experts will present information to the Board about the types of mitigation that may be available to address any life safety risk concerns at Lum. Some of

these options are quite simple, such as installing windows that allow for emergency exit, or doors that swing in both directions. The AUSD has not provided any such mitigation options to date. They cannot, because they have not yet conducted proper safety assessments to know what, if any, actual life safety risks might exist at Lum in light of these soil test results.

We have also gathered information, with the assistance of State Assembly member Rob Bonta's office, that DSA guidelines allow for emergency placement and approval of portable classrooms. So, if the Board votes to delay closure in order to gather additional information, and if that information gathering process later results in an evidence based determination that Lum cannot continue to be used due to immediate life safety risks, emergency portables can be placed at Lum. There is a DSA policy and procedure that allows for portables to be placed, and then approved after the fact in such circumstances. Such "temporary" approvals are good for up to 3 years, which would allow time for additional decisions to be made if such a situation were to occur.

The AUSD has recommended no options other than closure and relocation. In just two weeks our Lum DAC has gathered together viable, reasonable, and practical options for the Board to consider.

IT IS FEASIBLE, AND RESPONSIBLE, TO LEAVE LUM OPEN WHILE MORE INFORMATION IS GATHERED

What the AUSD is recommending, that Lum be closed and all 500+ students be relocated as of June 8th, is based on a one page opinion letter supported by no testing or analysis of the structural integrity of the buildings at Lum, and without having performed a life safety risk assessment using SPC standards. Any decision based on such a lack of evidence would be irresponsible. Such a decision, based on a lack of sufficient evidence, would cause irreparable harm to Lum students, families, the entire AUSD community, and to homeowners and residents of Alameda.

The buildings at Lum are Field Act and DSA complaint, meet all seismic standards established under the California Building Code, and pose no immediate risk to students or staff. There is not sufficient evidence of any emergency or imminent risk that would warrant closure of Lum and relocation of students as of June 8, 2017.

The responsible and feasible thing to do at this time, in light of the soil test results at Lum, is to place an item on the May 23rd agenda so the Board can vote to leave Lum open for the 2017-2018 school year while further information, analysis and planning is conducted.

-Lum District Advisory Committee

May 5, 2017 **DRAFT**

Facundo Del Pin
Lum District Advisory Committee
fdelpin@gmail.com

RE: Lum School Liquefaction & Settlement
1801 Sandcreek, Alameda, CA

Dear Mr. Del Pin:

Per your request, our office has conducted a cursory review of information related to potential liquefaction of the above-mentioned property during a major Earthquake. The purpose of this review is to provide an overview and opinion of the structural condition and potential seismic performance of the subject commercial structure that may be used in determining the best course of action in addressing these issues moving forward, including ideas for seismic strengthening of the foundation system. Neither a specific Code evaluation of existing plans nor a seismic analysis of the structure is part of this review.

Our experience in this matter is based on our design and construction oversight of 100's of seismic retrofits over the past 2 decades for various Bay Areas communities, including Alameda. Due to the short timeline given, we can assist with introducing other concepts that may want to be considered before proceeding.

In general, we agree with the soils reports and the peer review in terms of anticipated differential settlement due to potential liquefaction. As most residents of Alameda already know, the South Shore area is a landfilled section of the previous San Francisco Bay.

Our concern is that a major decision to close the school is being made based on those reports, and a single page engineering recommendation prepared by ZFA Structural Engineers. At this point, it seems prudent that a 'second' opinion be sought for a structural engineer's report that includes ideas for what can be done to improve the condition in consideration of various code standards, constructability, and feasibility. Based on the information available, this appears to not have been done yet, so any decision to close the school without understanding this option may be premature.

The main (and only) question to ZFA Structural Engineers is why they state that 'only finishes can be touched' on these building moving forward (what Code provision is he referring too)? I'm unfamiliar with this requirement.

We propose that a fast-track approach be taken to preliminarily determine a retrofit approach that can be evaluated for feasibility, cost, and effectiveness. Then the Board can make decisions based on all relevant information. Expediting a design option would demonstrate the District's due-diligence in this matter.

Findings:

Basically, the general engineering premise is correct in that differential settlement can cause problems for buildings (even if not the primary life-safety issue). But for some building, it takes quite a bit of differential settlement to even be noticeable and/or cause severe structural problems, hence the discussion about inches of 'acceptable' settlement that most structures can withstand without further consideration of how the building is constructed. For buildings that are low, wide, light weight (and evenly distributed) and relatively flexible, the effects from differential settlement can be less severe.

Proposal:

Either way the concern of liquefaction needs to be addressed. If the District chooses to explore what it would take to design a retrofit for these buildings, I would focus on the reducing the potential for this differential settlement.

For soft-soil locations and lightweight structures, this is often accomplished with 'raft' or mat type foundations. Applying that concept to these buildings is rather straightforward. If the perimeter sidewalks were removed around each building unit (or pod), the exterior of the foundations could be excavated to their full depth and an adjacent perimeter concrete grade beam installed. The new grade beam would be connected to the existing foundations and heavily reinforced to resist potential bending and torsion from the differential settlement and building loading; a sort of circular raft. With each building similar, design and detailing could be standardized with all work performed from the exterior of the building, section-by-section to minimizing disruption. When the concrete is poured back in place of the sidewalk, it would look like nothing was done.

Overall site settlement will still occur in a big earthquake, but this kind of settlement would also be expected for surround areas, therefore the building may not necessarily sink significantly more than adjacent areas, including neighboring streets and homes. After a large magnitude earthquake, the buildings may not end up perfectly level, however the degree of residual 'global' differential settlement may be hardly noticeable because each building is symmetric in plan and loading. Because of the open nature of the campus and surrounding parks, the Lum campus area may be one of the safe places for people to gather after a major seismic event.

If the buildings are strengthened individually for each pod, only a few class rooms need to be displaced at any one time, and can be relocated to temporary portables in the rear area play ground area.

This approach should be cost effective, because of the repetitive and standardized nature of the work and materials. Materials and contractor know-how would be basic, allowing for more competitive bidding of the project as a shallow excavation foundation project. Because the work is done from the exterior, there would be minimal disruption to finishes and operations.

If the District and DSA can allow for fast-tracking a preliminary design, things could be done relatively quickly. But the District would need to slow the decision process and create an opportunity to design and study a viable retrofit solution that could be ready to build during the next school year. With proper fast tracking of the entire project, including financing and permit approval, work could start within the year (or sooner), which should satisfy any notion of responsive action.

Conclusion:

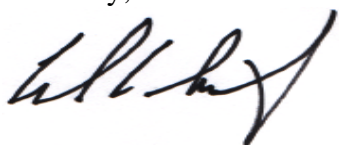
The District may want to consider a 3rd option in their decision process. Many buildings are retrofitted because of their inherent value and necessity to the communities they serve. The information so far presented the District tends to characterize this situation as a 'lost cause' concept. I would suggest that a more constructive approach be fully developed before closing the school. That may include new ideas from a different engineer.

Limitations:

This opinion letter has been prepared for Lum District Advisory Committee to be used solely for the consideration of the referenced property. The observations and summary represented herein are general and qualitative in nature and are intended as an aid in describing the overall structural systems of the subject building. The preliminary nature of these recommendations is not intended for construction. Our professional services have been performed with the degree of care and skill typical of the profession for similar circumstances, using reasonable diligence and judgment in the exercise of these professional services. The conclusions and recommendations as outlined above may be subject to revision as new information becomes available. Therefore, this report may contain insufficient information for the purpose of other parties or other uses. No warranties, expressed or implied, are made as to the professional assessment and/or opinions within this report.

Please feel free to contact us if you have any questions or would like to discuss these ideas any further.

Sincerely,



Calin C. Smith, P.E.

President
Smith Engineering, Inc.

Cc: Kelly Scott - kellyjoscott@hotmail.com
Michelle LaFontaine - mlafon200@gmail.com

Preliminary Risk Analysis

In deciding to move students from one site to another because of earthquake concerns there are so many risk variables to consider, it is hard to know where to start.

But in the short time that was available, I would like to share the findings of one scientific paper that analyzed the correlation between Cone Penetration Tests (CPTs) and actual measure building differential settlement, after the Darfield 2010 Earthquakes in ChristChurch, New Zealand.

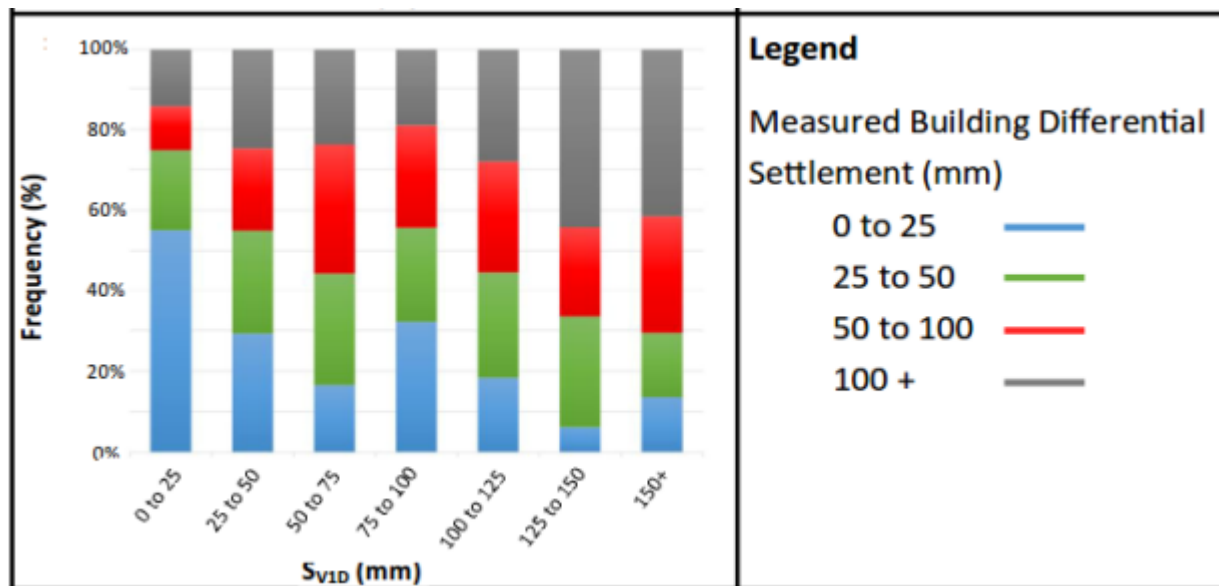
The strongest Darfield quake was 7.3 on the Richter scale, and particularly intense : Maximum acceleration of soil was 1.29 g. The intensity of the quake caused massive liquefaction that damages 45,000 buildings where 12,000 had to be torn down. Noteworthy is that liquefaction caused massive damage, but claimed no lives.

The paper that did the analysis is Chapman et al 2015 :

" Correlation of Differential Building Settlement with Predicted CPT based Liquefaction Vulnerability Parameters"

https://secure.tcc.co.nz/ei/images/ICEGE15%20Papers/Chapman_431.00.pdf

They analyzed the actual measured building differential settlement of thousands of homes and compared that against the calculated differential settlement of thousands of CPT tests.



From this figure we can see that there is a slight trend in the data, but otherwise the calculated (from Cone Penetration Tests) differential settlement parameter Sv1d only loosely correlates with the actual measured building differential settlement.

If you move from a site that had a CPT differential settlement of 4-5" (100-125mm) to a site that had a CPT differential settlement of 1-2" (25-50mm) then you only decrease the risk of significant (>2" (50mm)) actual

building differential settlement by about 10%. In other words, you have a 40% chance of actually increasing the risk to students by moving.

Even more perplexing, if you move from a site that had a CPT calculated differential settlement of 3-4" (75-100mm) to a site that had a CPT calculated differential settlement of 1-2" (25-50mm) then you do not decrease the risk of actual building differential settlement at all. That means that you do not make anyone safer by moving.

These are quite stunning findings that suggest that differential settlement Cone Penetration Test results by themselves are a poor basis for a decision to move students from one site to another.

**Questions for the AUSD Superintendent and staff,
from the Lum District Advisory Committee and Experts:**

1) What can the District provide the Board and community with that supports the contention that the Miller Pacific Geotechnical Report and results are applicable to existing structures at Lum, and not only applicable to planned construction that only exists on paper?

a) Why did the second Geotechnical report not verify results using a Standard Penetration Test?

b) Why did the second Geotechnical report not verify results using different simulation software?

c) Were there assumptions made in the Geotechnical reports based on new construction, that would not be used when looking at existing structures?

2) What data can the District provide the Board and community with that supports the contention that the ZFA letter provides sufficient evidentiary basis upon which the school should be closed without further analysis?

a) What evidence, if any, is there that the structures at Lum pose an immediate risk?

b) What evidence, if any, is there that the structures at Lum pose an imminent risk?

c) What evidence, if any, exists to support a conclusion that the structures at Lum are no longer Field Act or DSA compliant?

3) Assuming the Geotechnical results are applicable to existing structures at Lum, that a possible 5" settlement might occur during a seismic event expected to occur every 100 years, what evidence can the District provide to address the following key issues:

a) Structural Elements - what studies, measurements, simulations, or other assessments have been done to each of the 5 main "pods" at Lum, and any other smaller structures (portables), to determine that 5" of settlement would result in the failure of each of those structures?

i. What data has been gathered to support a finding that there would be significant enough structural failures expected, building by building, to warrant concern?

- Does that data specifically consider that the multiple Pods at Lum are single story, wide based, steel framed hexagons that are more resistant to structural issues caused by differential displacement than multi-story structures with more narrow bases?

- Does that data specifically consider that Lum buildings have been timely upgraded to conform with DSA standards?

ii. If there is such concern, which of the multiple separate structures at Lum are concerning specifically, and what data supports that conclusion?

b) Non-structural Elements - what, if any, are the documented life safety risks at Lum specifically, using the Structural Performance Category (SPC) rating standard, in the event a 5" settlement, and any impacts on structural integrity that might result from that settlement, during a 100 year seismic event?

i. What evidence supports the conclusion that students and staff would be unable to evacuate each of the structures, where each "pod" has multiple (up to 8 or more) exit doors located around the entire perimeter?

ii. What evidence supports the contention that there is a significant risk posed, in each of the structures at Lum, and that each of the 8+ exits in each pod would be blocked during a 100 year seismic event?

iii. What evidence supports the contention that each of the structures at Lum do not meet California SPC2 standards?

4) Has there been any analysis or data gathered to provide a quantifiable relative life safety risk assessment at Lum, as compared to life safety risks at all other AUSD schools during a 100 year seismic event?

a) Did this assessment consider the relative risks posed to students and staff in a 100 year seismic event at other AUSD facilities, due to issues such as:

i. Different and additional risks posed by multi-story AUSD facilities as compared to single story structures at Lum

ii. The limited numbers of exits at other AUSD schools as compared to Lum

iii. Injuries resulting from egress through narrow corridors and hallways at other AUSD schools, as opposed to the multiple exits from each classroom at Lum

iv. Debris from larger concrete/masonry buildings at other AUSD schools, as opposed to single story, wide based, steel framed hexagonal Pods at Lum

vi. Non—structural risks, such as falling bookshelves, school equipment, etc.

v. Other safety risks posed at other AUSD schools in a seismic event, that are separate and thus different from those that may be experienced at Lum

b) Has the AUSD conducted a district wide assessment of the impact that such a large relocation would have on other schools, students, and families?

5) Has the AUSD investigated mitigation options that might be available?

a) Is the AUSD aware that multi-directional swinging doors can be installed that would allow for egress even if settlement blocked doors from swinging out?

b) Is the AUSD aware that windows can be installed that would allow for egress even if settlement blocked the doors from swinging out?

c) Is the AUSD investigating any remediation or mitigation options?

6) Has there been an independent peer analysis of the structural engineers letter?

a) Did that review conduct it's own assessment of each of the specific issues raised above?

b) Can the district release that independent assessment?

c) Was that independent analysis conducted by a structural engineering firm that does not currently have constructions projects with AUSD, and that would not bid on future construction work to remediate or replace Lum?

7) What if any specific plans or options has the district investigated in terms of alternatives to relocating 500+ students and families?

a) Has the AUSD spoken to State Representative Rob Bonta to discuss expediting portables, if needed?

i. Is the AUSD aware that DSA has a process in place specifically to expedite approval for emergency portables, and that this process has been verified by Rob Bonta's office?

ii. Is the AUSD aware that DSA policies permit placement of temporary portables for emergency situations prior to DSA approval, and that only after placement of emergency portables must DSA must be notified in order to approve the placement, and that temporary approval of those emergency portables would be valid for a maximum of three years, and that these policies have been verified by Rob Bonta's office?

- b) Has the district investigated options that would keep Lum together at a different site?
- c) Are there plans that would allow grade level cohorts to stay together even if they do need to relocate?

-Lum District Advisory Committee

To The Alameda Unified School District Board Members;

My name is Tai Tang and I am a licensed architect from Michigan. I have 17 years of working experience as an Architect and I have worked in the US, Europe, the Middle East and Asia.

My portfolio includes schools, commercial complexes, stadiums, industrial buildings and hospitals. I have worked closely with engineers on various types of projects from design to Construction Document phase including Construction Administration.

I thoroughly read the reports regarding the structural analysis at the LUM school site.

I find ZFA's letter and its content unsubstantiated and inconclusive to conduct the closure recommendation for the following reasons:

1. ZFA pointed out liquefaction due to severe earthquake might cause Lum buildings to settle by 5"-10" in a 2500 years event. If the event happened, some of the doors might not be able to open.---Lum school are mostly hexagon shaped buildings designed with multiple doors. If one side of the building did sink, other doors can be used for egress. It's unlikely the whole building would sink uniformly given the large floor plates. Still we can always use or place in emergency operable window exits on each unit for the unlikely event.
2. Though in ZFA's letter it stated that "The effects of liquefaction on lightly framed structures are not well studied... but buildings will sustain more damage." --- Lum school has one story buildings with light steel framed structures. Steel frames are one of the best materials for seismic movement because they are strong under both tension and compression stresses. Lum buildings are also large open hexagonal spaces span 68' clear. If indeed one corner of the building sunk the maximum estimated 10", the 10" vertical movement would only be 1% of the structure span. Steel structures should be able to accommodate 1% movement with ease. On construction sites, buildings were built with larger tolerance than that.
3. In ZFA's presentation, a 3 story house was shown failing in liquefaction. I find this example used incomparable to Lum buildings. The pressure per square foot exerted to the ground from a 3 story house with a small floor plate is much greater than single story light framed building with a large floor plate. These 'muffin' like light huts are much harder to sink in liquefaction.
4. The California Building Codes has one of the most stringent requirements on life safety issues. It has its own built in tolerance. Since both the California building codes and the State Architects are allowing the people to stay in Lum indefinitely, we need to question ourselves whether Lum school is indeed in any danger or whether it's our exaggerated self-induced fear.

Since the possibility of closing Lum school is on the table and the made public, we need to address it. Before any conclusion, I feel that we need to have the due diligence and the proof with verified hard data that show the school is indeed unsafe before we start to break up and relocate more than 500 students/teachers and a 70 year old community.

Sincerely,



Tai Tang
05-04-2017

Lum Safety Assessment Demand

To the:

Alameda Board of Education

May 9, 2017

www.Lumdac.org

Lum is SAFE

From ZFA report to the District:

“...California Building Code would **not** require that the buildings or site be vacated by district.”

Therefore

- Lum can be a school indefinitely.
- The risk is not immediate nor imminent.
- This is not cause for immediate or near term closure of Lum.

Follow Cal DoE Best Practice for non-emergency School closures

This is a non-emergency closure with District budget impact regardless of decision.

- Cost to gather complete earthquake safety analysis in accordance with State Building codes
- Cost to explore design options for retrofit of existing facilities
- Cost to implement retrofit
- Cost of relocation of students
- Disposal of Lum
- Cost to rebuild Lum

The California Department of Education on budget based closure “The Decision to close a school is anguishing. It profoundly affects parents, neighborhoods, communities, district personnel, and, of course students. It affects relationships, routines, and cherished territorialities. In short, it alters not only district operations but also lives.....” <http://www.cde.ca.gov/ls/fa/sf/schoolclose.asp>

Lum does not pose an “*imminent hazard*”:

Closure should be the LAST Option

Therefore

Defer the vote until May 2018

Demand recognition as District Advisory Committee (DAC), Cal DoE best practice

Produce Structural Analysis study and Hazard Mitigation plan

Direct the DAC to create and deliver recommendations on or before May 2018

Inadequate Safety Assessment Creates Fear

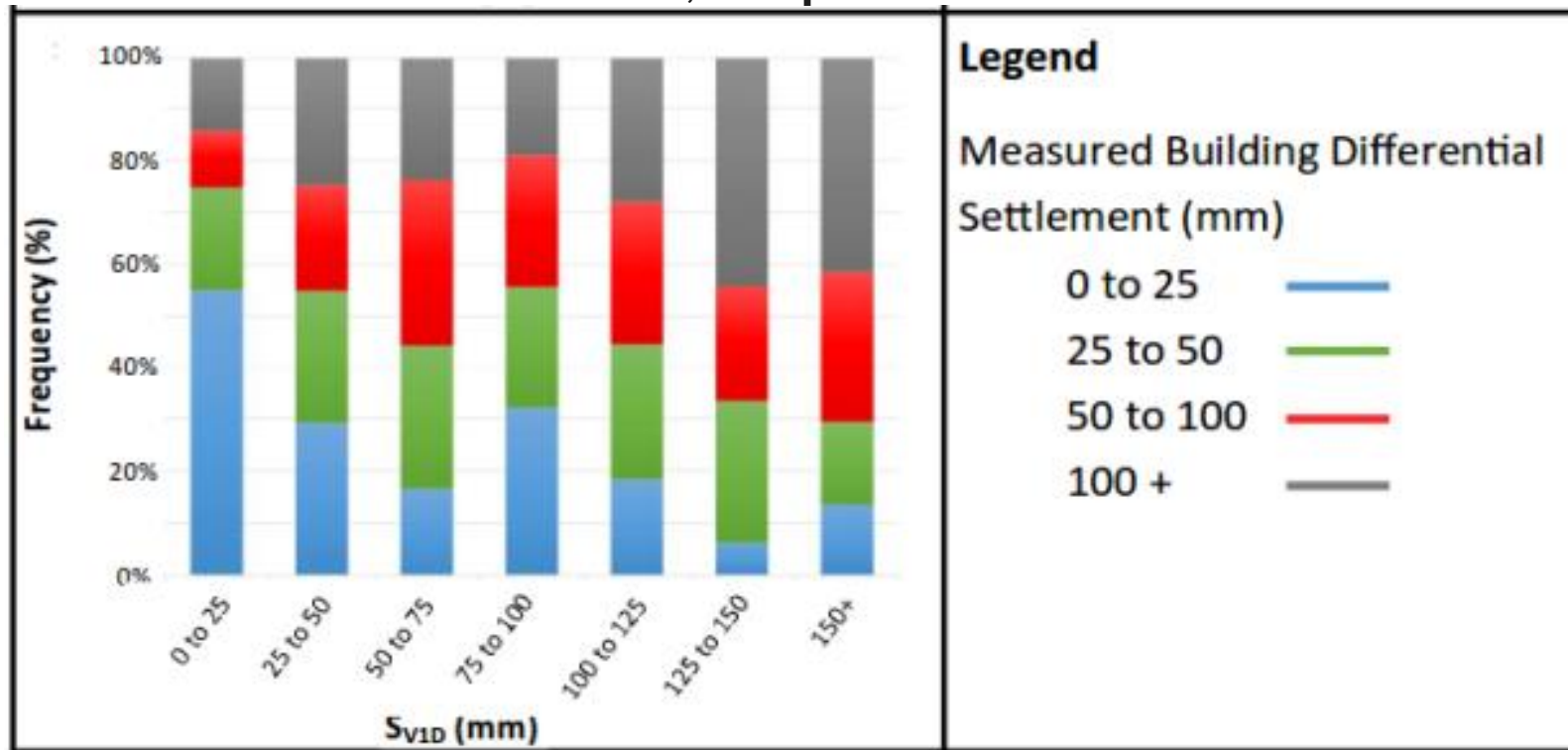
When no imminent danger exists, it:

- **Potentially expose our students and staff to higher earthquake risk**
- Negatively impacts family welfare
- Reduces student performance
- Increases traffic
- Causes undue cost to the District
- Destabilizes Alameda home values
- **Opens up District to further liability**

Rob Dekker

Lum Parent, MSc EE, Founder and CTO Verific Design Automation

Correlation between CPT settlement parameter and Building Differential Settlement, **Chapman et al 2015**



Almost no experimental correlation between Cone Penetration Tests (CPT) and differential settlement. Providing a 50/50 chance that Lum is as safe as any other school if **evaluated using CPT**.

Tai Tang

Lum Parent, Licensed Architect - Michigan

“If indeed one corner of the building sunk the maximum estimated 10”...steel structures should be able to accommodate 1% movement with ease.”

Calvin Wong

Alameda Resident, Retired City Engineer and Chief Building Official City of Oakland – 32 years of Experience

“..you haven’t adequately completed your **due diligence** for determining if the building is unsafe.

A conservative decision to close the school without adequate documentation could be **more detrimental and subject the school to potential liabilities.**

There are steps you need to take.....determine if buildings can meet...”Essential Life Safety” aka SPC2...approved by an independent 3rd party....”

Lum is SAFE, Follow Best Practices, Assess Safety and REBUILD OUR TRUST

“Lum **complies with DSA safety** requirements and can be **used indefinitely.**”

“**Standard ratings** could be used to **evaluate and compare structural performance** during earthquakes called **Structural Performance Categories (SPC)** which should be evaluated on **all AUSD schools.**”

“**More people die** in earthquakes **due to non-structural** than structural damage, so the **Non-structural Performance Category (NPC)** should also be **evaluated at all schools.**”

“Lum buildings are not a lost cause. There **is a cost effective option to retrofit...**”

“A **conservative decision to close** the school without adequate documentation **could be more detrimental and subject the school to potential liabilities.**”

Follow the Cal State Approved Process

because

Your decision Impacts the Whole City

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: 2017-2018: Budget Adoption Process: Review of Program Allocations (10 Mins/Information)

Item Type: Information

Background: The District's Categorical Programs provide a variety of school services that are specially funded by the Federal or State government. Federal and State Categorical Programs were created by the legislators to serve the special needs of students that are not covered by general fund regular education programs. All categorical funding that schools receive will in addition be accounted for in their Single Plan for Student Achievement.

The presentation will recommend budgets for the following Federal Programs:

Title I Part A Basic Grants Low-Income and Neglected
Title II Part A Teacher Quality
Title III Immigrant Education Program
Title III Limited English Proficiency
Title X McKinney Vento Homeless Education
Special Education-Federal

The presentation will recommend budgets for the following State Programs:

After School Education and Safety
Restricted Lottery
Special Education - State
Career Technical Education Incentive Grant

Public Hearings on the Comprehensive Budget proposal and the LCAP are scheduled on June 13, 2017. The 2017-2018 Budget and LCAP will be presented to the Board for adoption on the June 27, 2017.

***NOTE: Supporting documentation will be provided at Board Meeting.**

Goals: Routine Matter

Fund:

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost):

Department Budget:

Recommendation: This item is presented for information and will return to the Board for approval

at a subsequent meeting.

AUSD Guiding Principle: #5 - Accountability, transparency, and trust are necessary at all levels of the organization. | #6 - Allocation of funds must support our vision, mission, and guiding principles.

Submitted By: Shariq Khan, Chief Business Officer

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Overview of California's New School Dashboard Report (15 Mins/Information)

Item Type: Information

Background: This item provides a brief overview of California's new accountability reporting system, specifically the California School Dashboard. Released for public viewing in March 2017, the dashboard reports on key state and local indicators for each school district and school. The item will also provide a brief overview of Alameda Unified School District's performance as presented by the 2017 California School Dashboard.

Goals:

Fund: N/A

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): N/A

Department Budget: N/A

Recommendation: This item is presented for information only.

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.
#5 - Accountability, transparency, and trust are necessary at all levels of the organization.

Submitted By: Steven Fong, Chief Academic Officer

ATTACHMENTS:

	Description	Upload Date	Type
▣	Presentation: Overview of CA New School Dashboard Report	4/18/2017	Presentation

Overview of California's New School Dashboard Report

Teaching and Learning

April 25, 2017

Presentation Goals

1. Provide an overview of California's new accountability reporting including (a) the state dashboards and (b) the 5 x 5 grid placement reports
2. Review our district's performance as presented by the dashboard and 5 x 5 grid placement reports

New State Accountability Model for California

Under the new accountability system, district and school performance will be measured in 10 key areas:

6 State Indicators:

- College and Career
- Academics
- Chronic Absenteeism
- Graduation Rate
- English Learner
- Suspension Rate

4 Local Indicators:

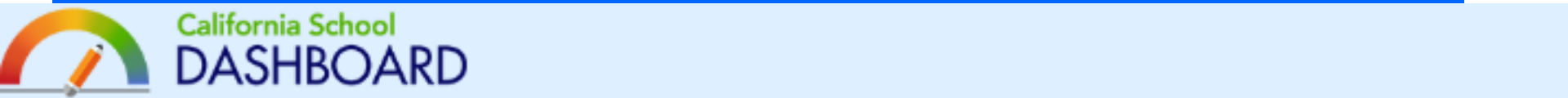
- Basic Conditions
- Parent Engagement
- Implementation of Academic Standards
- School Climate

The 6 state indicators are assessed using state-defined rubrics, while the 4 local indicators are assessed within each district using locally-defined methods.

Timeline

2013	Local Control Funding Formula introduced
2015-16	Development of New Accountability System
January 2017	Private release of Dashboard Data (Based on data available as of September 2016)
March 2017	Public release of Dashboard Data
Fall 2017	Addition of College and Career Readiness Indicator Data (<i>specific date TBD</i>)
Fall 2018	Addition of Chronic Absenteeism Indicator Data (<i>specific date TBD</i>)

The California School Dashboard



Home FAQ Logout

Home / Alameda Unified - Alameda / Equity Report

Equity Report

Alameda Unified - Alameda County

Equity Report | **Status and Change for each indicator** | Economically Disadvantaged: 28% | English Learners: 18% | Foster Youth: N/A | Grade Span: K-Adult | Reporting Year: Spring 2017

Equity Report

Status and Change Report

Detailed Reports

Student Group Report

Performance by indicator for student subgroups

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator. Many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

State Indicators	Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		11	3
English Learner Progress (K-12)		1	0
Graduation Rate (K-12)		6	1

ALL student Performance

What is meant by ‘Performance?’





Equity Report

Status and Change Report

Detailed Reports

Student Group Report

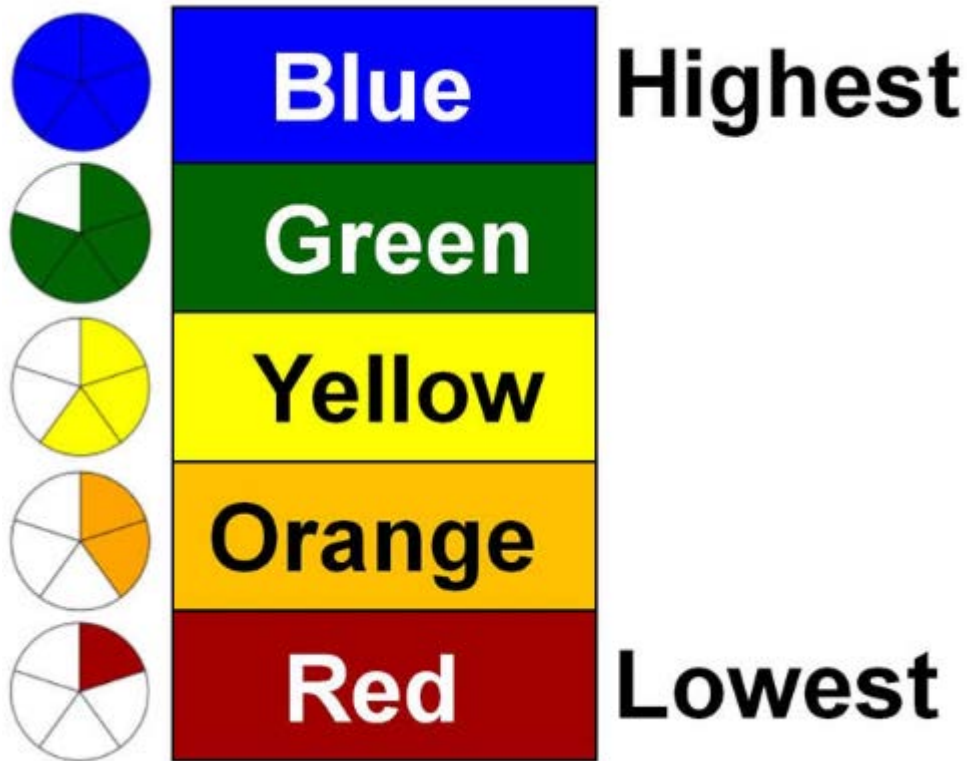
The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of students at each performance level for each indicator and how many of those student groups are at each level. Student groups may vary due to the number of grade levels included within each indicator.

State Indicators	All Students	Grade Groups
Chronic Absenteeism	N/A	
Suspension Rate (K-12)		
English Learner Progress (K-12)		
Graduation Rate (9-12)		
College / Career		
Available Fall 2017. Select for Grade 11 assessment results.		
English Language Arts (3-8)		

Performance is a **combination** of ‘Status’ (student outcomes in most recent data available) and ‘Change’ (the increase/decrease from previous year(s))

By measuring ‘Change,’ the state is prioritizing growth/progress over time

Understanding the Pies



The 'pie' images indicate performance for each indicator, with blue being the highest and red the lowest. Again, this performance is a combination of status and change.

The 'pie' images do NOT translate to percentages. Example: the yellow pie will ALWAYS have 3 slices, even when the status is above or below 60%.

How is 'Performance' determined?

Level	Declined Significantly (Change)	Declined (Change)	Maintained (Change)	Increased (Change)	Increased Significantly (Change)
Very High (Status)	Yellow	Green	Blue	Blue	Blue
High (Status)	Orange	Yellow	Green	Green	Blue
Medium (Status)	Orange	Orange	Yellow	Green	Green
Low (Status)	Red	Orange	Orange	Yellow	Yellow
Very Low (Status)	Red	Red	Red	Orange	Yellow

Performance in a given indicator is determined by a **combination** of status **and** change using the 5 x 5 rubrics.

Example: a district with a status of 'Medium' that increased its performance would have a performance rating of **green**.

The 5 x 5 Grid Placement Reports

A district's or school's breakdown of performance will also be available in the 5 x 5 grid placement reports.

LEVEL	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low	Gray (N/A)	Green (None)	Blue (None)	Blue <ul style="list-style-type: none"> • Asian 	Blue (None)
Low	Orange (None)	Yellow (None)	Green <ul style="list-style-type: none"> • Filipino 	Green <ul style="list-style-type: none"> • English Learners • White 	Blue (None)
Medium	Orange (None)	Orange (None)	Yellow (None)	Green <ul style="list-style-type: none"> • All Students (District Placement) • Hispanic or Latino • Native Hawaiian or Pacific Islander • Two or More Races 	Green (None)
High	Red (None)	Orange (None)	Orange (None)	Yellow <ul style="list-style-type: none"> • Socioeconomically Disadvantaged 	Yellow (None)
Very High	Red (None)	Red <ul style="list-style-type: none"> • Students with Disabilities • Black or African American 	Red (None)	Orange <ul style="list-style-type: none"> • American Indian or Alaska Native 	Yellow (None)

What data is being used to calculate status?

The following table summarizes the precise data used to measure status in each state indicator:

Indicator	Description of Data
Graduation Rate	Percent of a given cohort who earn a diploma by the end of their fourth year in high school
English Learner Progress	Percent of ELs who make <i>progress</i> from prior year to current year on either the CELDT or through reclassification
Suspension Rate	Percent of students suspended while enrolled at the district for any period of time during the current year
Chronic Absenteeism Rate	Percent of students missing 10% or more of school days for any reason during the days enrolled in school during the current year
Academics	For the CAASPP Math and ELA, the average distance of student scaled scores from Level 3 (Standard Met)
College and Career Readiness	Percent of students who have earned their HS Diploma <i>and</i> met at least 1 additional measure (additional measures include Math/ELA SBAC performance, dual enrollment, CTE pathway completion, AP Exam performance, and UC a-g coursework completion)

Academic Indicator Calculation

Status

A district's "Status" is calculated by adding the 'Distance From Level 3' (DF3) scores of all students in grades 3rd - 8th, and dividing the sum by the total number of students. "Distance from Standard Met" measures how far (or the distance) each student is from the lowest scale score for "Standard Met" Smarter Balanced performance level.

For example:



3rd grade
student's DF3 is
-20 points



4th grade
student's DF3 is
+14 points



5th grade
student's DF3 is
+20 points



6th grade
student's DF3 is
-13 points



7th grade
student's DF3 is
+6 points



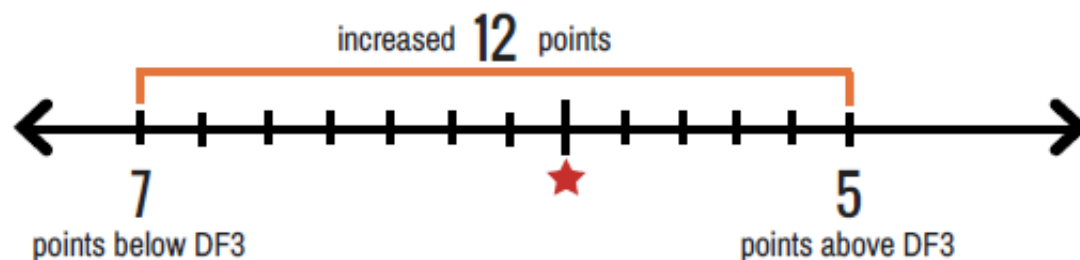
8th grade
student's DF3 is
+23 points

$$\begin{aligned}\text{Distance From Level 3} &= \frac{-20 + 14 + 20 - 13 + 6 + 23}{6} \\ \text{Average} &= 5 \text{ points above DF3}\end{aligned}$$

Academic Indicator Calculation continued

Change

A district's "Change" is calculated by finding the difference between the current year's and the prior year's "Status." The example below illustrates a district's "Change" from 2015 (7 points below DF3) to 2016 (5 points above DF3).



Performance

Status: The district's average 'Distance From Level 3' score of students in grades 3rd - 8th is +5 points.

Change: The district's average 'Distance From Level 3' score of students in grades 3rd - 8th increased by 12 points from 2015 to 2016.

Performance: Based on a "High" Status and an "Increased" Change, this district would be **Green**



How current is the data?

The following table summarizes, by indicator, the years of data used to calculate status and the window of time used to calculate

Indicator	'Current' Year Status	'Previous' Year(s) Status	Change
Graduation Rate	2014-15	2011-12 through 2013-14	Difference between 2014-15 and average of previous three years
English Learner Progress	2014-15 (CELDT) 2013-14 (RFEPs)	2013-14 (CELDT) 2012-13 (RFEPs)	Difference between Current Year (students improving at least 1 level on 2014-15 CELDT plus students who RFEP'd in 2013-14) and Previous Year (students improving at least 1 level on 2013-14 CELDT plus students who RFEP'd in 2012-13)
Suspension Rate	2014-15	2013-14	Difference between 2014-15 and 2013-14
Academics	2015-16	2014-15	Difference between 2014-15 and 2015-16






Subgroup Size and Reporting






<div>Equity Report</div> <div>Status and Change Report</div> <div>Detailed Reports</div> <div>Student Group Report</div>									
This report shows the performance levels for all students and for each student group on the state indicators.									
State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian		
Chronic Absenteeism	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Suspension Rate (K-12)			N/A	N/A					
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Graduation Rate (9-12)			N/A	N/A			N/A		
College / Career Available Fall 2017. Select for Grade 11 assessment results.	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Language Arts (3-8)			N/A	N/A			N/A		
Mathematics (3-8)			N/A	N/A			N/A		
Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)									

While any subgroup with 11 or more students will have a status reported, only subgroups of 30 or more will have performance level calculated.

As different indicators include different grade spans, the reporting of a given subgroup may vary.

Our District Dashboard

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 2.4%	Declined -0.5%
English Learner Progress (K-12)		High 80.6%	Declined -1.6%
Graduation Rate (9-12)		High 93.2%	Increased +2.7%
College / Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
English Language Arts (3-8)		High 31.7 points above level 3	Maintained +6.1 points
Mathematics (3-8)		High 12.8 points above level 3	Maintained +2 points

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

Bottom Line:

- For all students, Alameda's Dashboard indicates a high status across all areas and low suspension rate.

Drilling Down: Graduation Rate

	Student Performance	Number of Students	Status	Change
All Students		732	High 93.2%	Increased +2.7%
English Learners		156	Medium 87.2%	Increased +3.8%
Foster Youth		N/A	N/A	N/A
Homeless		N/A	N/A	N/A
Socioeconomically Disadvantaged		315	Medium 88.3%	Maintained -0.3%
Students with Disabilities		60	Low 70%	Maintained +0.3%
African American		62	Low 83.9%	Increased +3.2%
American Indian		*	*	*
Asian		283	High 94%	Increased +1.6%
Filipino		57	Very High 98.3%	Increased Significantly +5.8%
Hispanic		121	High 90.1%	Increased Significantly +5.1%
Pacific Islander		5	*	*
Two or More Races		31	Very High 100%	Increased Significantly +12.5%
White		173	High 94.8%	Increased +2.4%






Bottom Line:






- For all students and 6 of 9 subgroups, AUSD's student performance is GREEN or BLUE.
- For three subgroups (SED, SWD, and AA), AUSD's student performance is YELLOW or ORANGE. Two of these groups 'maintained' their status and one 'increased.'

Our District Results Summarized

Group	Graduation Rate	Suspension Rate	Academic: Math	Academic: ELA
All Students	GREEN	GREEN	GREEN	GREEN
English Learners	GREEN	GREEN	GREEN	YELLOW
Socioeconomically Disadvantaged	YELLOW	GREEN	ORANGE	YELLOW
Students with Disabilities	ORANGE	RED	ORANGE	YELLOW
African American	YELLOW	RED	YELLOW	YELLOW
Asian	GREEN	BLUE	BLUE	BLUE
Filipino	BLUE	GREEN	YELLOW	YELLOW
Hispanic	BLUE	GREEN	YELLOW	GREEN
Pacific Islander	N/A	ORANGE	RED	ORANGE
Two or More Races	BLUE	GREEN	GREEN	BLUE
White	GREEN	GREEN	GREEN	BLUE

Our District Dashboard

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 2.4%	Declined -0.5%
English Learner Progress (K-12)		High 80.6%	Declined -1.6%
Graduation Rate (9-12)		High 93.2%	Increased +2.7%
College / Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
English Language Arts (3-8)		High 31.7 points above level 3	Maintained +6.1 points
Mathematics (3-8)		High 12.8 points above level 3	Maintained +2 points

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

Bottom Line:

- For all students, Alameda's Dashboard indicates a high status across all areas and low suspension rate.

Recent Status and Change

Student Group	12-13 Status	13-14 Status	14-15 Status	15-16 Status	16-17 Status to Date
Suspension Rate	2.7%	3.4%	2.8%	3.2%	2.1%*
Graduation Rate	84.7%	86%	89.8%	86.9%	N/A

Provided above are recent data for ALL students.

NOTE: This data is not finalized as CDE may utilize additional internal calculations to arrive at the final status, change, and overall performance color.

*At this same time last year our suspension rate was 2.6%, resulting in a final 3.2%. If the current year trend continues, AUSD would achieve an overall decrease in the suspension rate from 2015-16 to 2016-17. If the total 2016-17 suspension rate is 2.9% or less, this would result in a *projected* GREEN performance rating.

Resources

California Department of Education (CDE) School Dashboard
Main Page:

<http://www.cde.ca.gov/ta/ac/cm/>

California Parent Teacher Association (CAPTA) Dashboard
Overview PPT:

<http://capta.org/resource/sneak-peek-californias-school-accountability-dashboard/>

California Collaborative for Educational Excellence (CCEE):
<http://ccee-ca.org/>

Alameda County Office of Education (ACOE) Infographics

ALAMEDA UNIFIED SCHOOL DISTRICT
BOARD AGENDA ITEM

Item Title: Public Hearing: World Language Spanish and French Text Adoption (15 Mins/Public Hearing/Information)

Item Type: General Business

Background: This presentation will provide an overview of AUSD's selection processes, description of materials, projected cost, and next steps. The Adoption Committee will recommend a new World Language Spanish and French Text Adoption curriculum.

Goals: Routine Matter

Fund: Instructional Materials Funds

Fund Codes:

Fiscal Analysis

Amount (Savings) (Cost): \$226,890

Department Budget: Teaching and Learning

Recommendation:

AUSD Guiding Principle: #1 - All students have the ability to achieve academic and personal success.

Submitted By: Steven Fong, Chief Academic Officer

ATTACHMENTS:

	Description	Upload Date	Type
▣	Presentation: Spanish and French Text Adoption	5/3/2017	Presentation

World Language

Spanish & French Text Adoption

May 9th, 2017

Teaching and Learning
Educational Services

Purpose

- Overview of Adoption Process
- Recommendation of the Committee
- Description of Materials
- Projected Cost
- Next Steps

Process Priorities

- Adoption process was initiated by the World Language teachers
- All Language teachers were a part of the adoption process
- Teachers were compensated for their after school time at the hourly rate
- Teachers were invited to participate in multiple meetings for publisher trainings and discussion of materials; decisions were based on consensus

Spanish: Adoption Process in 2016-17

- 1) Materials were reviewed in the 2016-17 school year
 - Autentico 2018, Prentice Hall
 - Realidades 2014, Prentice Hall
 - Descubre 2017, Vista Learning
 - Que Chevre!, EMC Languages
 - Quant a Moi, Cengage
 - Exploremos 2018, Cengage
 - Avencemos 2018, HMH
- 2) Publishers presented information on programs
- 3) Final meeting was on April 20, 2017

Spanish Committee Recommendation

¡Avancemos! 2018,

Spanish 1-4

Houghton, Mifflin, Harcourt; 2018

iAvancemos! Materials Include:

- ***Premium/Hybrid Teacher Resource Package
(with 6 year digital)***

- *Teacher Edition*
- *Downloadable Teacher Resource Tool PDF*
- *HMH Spanish Resources for Heritage Learners*
- *Online Teacher Edition with Resources 6-Year Level 1 2018*
 - *Teacher's Edition*
 - *NEW HMH Teacher Guides for Google® Expeditions*
 - *NEW HMH Spanish Resources for Heritage Learners*
 - *NEW Modality Crosswalks with correlations between the modes of communication and program content*
 - *Cuaderno: Práctica por niveles Teacher's Edition*
 - *Pre-AP Teacher Resources*
 - *ExamView Assessments*
 - *Rubric Generator (Generate Success)*
 - *Interactive Whiteboard Activities*
 - *Integrated Performance Assessment support, and more*

iAvancemos! Materials Include:

- ***Premium Student Resource Package
(6 year print with 6 year digital)***
 - *Student Edition*
 - *Downloadable eText ePub Student Edition 6-Year Level 2*
 - *Cuaderno: Práctica por niveles Student Edition 6-Year Print Subscription*
 - *Downloadable Student Edition PDF*
 - *Online Student Edition with Resources 6-Year 2018*
 - *Interactive, scoreable activities for every single textbook activity*
 - *NEW HMHfyi Español provides links to authentic articles and videos*
 - *Integrated Performance Assessments*
 - *Cuaderno: Práctica por niveles*
 - *Spanish InterActive Reader*
 - *News and Networking*
 - *Pre-AP Student Resources*
 - *Downloadable audio and video, and more*

Projected Cost ¡Avancemos! 2018, 6 Years

Materials Breakdown	Projected Cost for 6 years (2017-18 through 2022-23)
Teacher Materials	\$2,940
Student Materials	\$185,827
Total of Materials	\$188,767
Shipping & Handling 10%	\$18,867
Tax	\$19,206
Total	\$226,840

Next Steps for Spanish Teachers

- Teacher Meeting
 - Planning Meeting on June 12, 2017
 - 8:30-12:00 with publisher support from 9:00-10:30
- August 16 Professional Development
 - Publisher training
 - Planning time
- Afterschool Collaboration
 - Collaboration 3x during the year
 - Best Practices for assessment, digital resource use
 - Co-planning lessons

French: Adoption Process in 2016-17

- 1) Materials were reviewed in the 2016-17 school year
 - Bien Dit! 2018, HMH
 - Asi Se Dice! 2012, Glencoe
 - D'accord! 2015, Vista Learning
 - AP Themes 2016, Vista Learning
 - T'es Branche?, EMC Languages
 - Bravo! 2015, Cengage
- 2) Publishers presented information on programs
- 3) Final meeting was on May 3, 2017

French Committee Recommendation

Bien Dit! 2018

French 1-3

Houghton, Mifflin, Harcourt; 2018

AP Themes 1e 2016

AP French 4 & 5

Vista Higher Learning, 2016

Bien Dit! Materials Include:

- ***Premium/Hybrid Teacher Resource Package***
(with 8 year digital)
 - *Teacher Edition*
 - *Downloadable Teacher Resource Tool PDF*
 - *Grammar Tutor Levels 1A/1B/1-3*
 - *Online Teacher Edition with Resources 6-Year Level 1 2018*
 - *Teacher's Edition*
 - *HMH Teacher Guides for Google® Expeditions*
 - *HMH Authentic French Video Resources*
 - *Modality Crosswalks with correlations between the modes of communication and program content*
 - *Pre-AP Teacher Resources*
 - *Cahier de vocabulaire et grammaire (Grammar and Vocabulary Workbook) Teacher's Edition*
 - *Cahier de vocabulaire et grammaire (Activity Workbook) Teacher's Edition*
 - *ExamView Assessments*
 - *Rubric Generator (Generate Success)*
 - *Interactive Whiteboard Activities*
 - *Integrated Performance Assessment support, and more*

Bien Dit! Materials Include:

- ***Premium Student Resource Package***

(8 year print with 8 year digital)

- *Student Edition*
- *Downloadable eText ePub Student Edition 6-Year Level 2*
- *Cahier de vocabulaire et grammaire SE (8-Year Print Subscription)*
- *Downloadable Student Edition PDF*
- *Online Student Edition with Resources 8-Year 2018*
 - *Interactive, scoreable activities for every single textbook activity*
 - *HMHfyi Français provides links to authentic articles and videos*
 - *Integrated Performance Assessments*
 - *Cahier de vocabulaire et grammaire (Vocabulary and Grammar Workbook)*
 - *Cahier d'activités (Activity Workbook)*
 - *French InterActive Reader*
 - *News and Networking*
 - *Pre-AP Student Resources*
 - *Downloadable audio and video, and more*

Projected Cost Bien Dit! 2018, 8 Years

Materials Breakdown	Projected Cost for 8 years (2017-18 through 2024-25)
Teacher Materials	\$1,113
Student Materials	\$54,009
Total of Materials	\$55,122
Shipping & Handling 10%	\$551
Tax	\$5,150
Total	\$60,823

AP Themes Materials Include:

- ***Student & Teacher Resource Package
(with 6 year digital)***
 - *Student and Teacher Hardcover Editions*
 - *Supersite Plus*
 - *vText and eBook*
 - *My Vocabulary Tool*
 - *Online Communication Tool*
 - *Exam Practice with full-length AP[®] Practice Exam*
 - *Reading, Writing, Listening, and Speaking Practice*
 - *Authentic Media*

Projected Cost AP Themes 1e 2016, 6 Years

Materials Breakdown	Projected Cost for 6 years (2017-18 through 2022-23)
Student Materials	\$6,325
Teacher Materials	Included in cost
Total of Materials	\$6,325
Shipping & Handling 10%	\$633
Tax	\$644
Total	\$7,602

Total Cost World Language	≈ \$295,265
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Next Steps for French Teachers

- August 16 Professional Development
 - Publisher training
 - Planning time
- Afterschool Collaboration
 - Collaboration 3-5x during the year
 - Best Practices for assessment, digital resource use
 - Co-planning lessons

Questions and Answers

Q & A