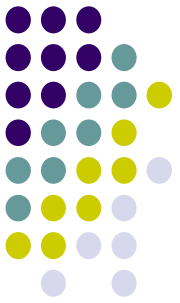
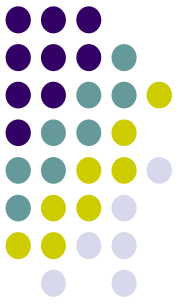


Categorical Program Review Part II



- Title I
- Community - Based English Tutoring (CBET)
- Special Education
- After School Programs
- School Safety
- Health & Safety
- Gifted & Talented
- Professional Dev. Buyback Days
- Peer Assistance & Review (PAR)
- Targeted Instructional Improvement
- Discretionary Block Grant
- Medi-Cal Billing

Program: Title I



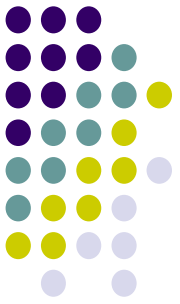
- **Purpose**

- Meet the educational needs of low-achieving students in the highest poverty K-8 schools in the district and ensure that all have a fair, equal, and significant opportunity to obtain a high-quality education and reach grade-level proficiency or higher

- **Funding**

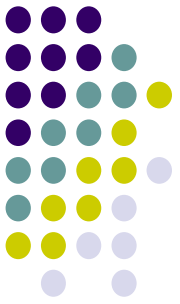
- Source – Federal grant monitored by State
- Allocation - \$1,300,000 (10.56 FTEs + hourly staff, professional development, intervention materials, and parent outreach)
- Carryover - \$201,000 (professional development, student/family support activities)

Program: Title I



- **Services Provided**
 - Academic support to students at Henry Haight, Ruby Bridges, Washington, Wood (on watch for Program Improvement), and Chipman (in Year 3 of Program Improvement)
 - Intervention materials and supplies plus School Choice and Supplemental Educational Services for Chipman students
 - SIM (6-8) and SIOP (K-5) ongoing professional development
 - Parent Involvement

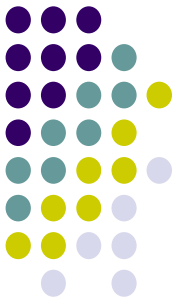
Program: Title I



- **Data**

- Socio-Economically Disadvantaged (SED) students exceeded the 07-08 NCLB ELA CST target of 35.2% at all 5 Title I schools, but current scores would not meet the 08-09 target of 46% at 4 (Ruby Bridges, Washington, Chipman, & Wood) out of 5 schools.
- SED students exceeded the 07-08 NCLB math CST target of 37% proficient at Haight (59.6%), Ruby Bridges (54.1%), and Washington (50%) but not at Chipman (30.9%) or Wood (30.2%). The 08-09 math CST target increases to 47.5%.
- Title I sites overall met AMO (Annual Measurable Objective) of 35.2% in ELA this year, but the same scores next year would be below the target of 46% at Washington (45%) and CMS (42.3%).

Program: Title I



- **Data – (Continued)**

- Title I sites overall met AMO of 37% in math at Haight (58.5%), Ruby Bridges (59.6%), and Washington (56.2%) but not at CMS (33.9%) or WMS (33.1%). The 08-09 math CST target=47.5%.
- The district's achievement gap between White/Asian students and other significant subgroups in ELA and math is still vast: African American (42.5-42.8% gap), Latino (33.4-35.8% gap), EL (19.6-28% gap), and disabled students (45-49.1% gap).

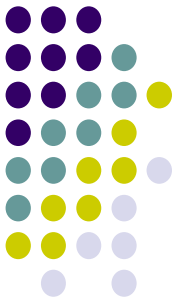
Program: Title I



- **Evaluation**

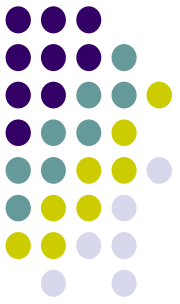
- Although Title I schools' SED (Socio-Economically Disadvantaged) students exceeded their 07-08 CST targets in English Language Arts, we must accelerate growth to meet next year's AYP targets.
- Chipman and Wood must work aggressively to increase the math proficiency of all of their students and to close the gap for most of their subgroups after not meeting their 07-08 math targets.
- There is beginning work focusing on culturally responsive pedagogy at Chipman.
- Title I-funded professional development opportunities are intended to enhance classroom instructional practices and promote culturally responsive pedagogy.
- We are currently examining these funds and strategies with principals to decide on our future theory of action.

Program: Community-Based English Tutoring (CBET)



- **Purpose**
 - Provide English language instruction to adult family and friends who pledge to tutor specific K-12 English Language Learners
- **Funding**
 - Source – California *Education Code* 315-317
 - Allocation - \$78,000 (before Tier III 15.4% reduction for 08-09)
 - Carryover - \$64,000
- **Services Provided**
 - 4 CBET teachers, 6 babysitters, & adult/child literacy materials
 - English language classes (1 to 3 per week per site) at 8 locations for 100 adult family members and friends of English Learners
 - Guidance/instruction on how to help children with school work
 - Class-time babysitting for preschool children of adult learners
 - Program provides EL family support and connections to school staff and resources, PTAs, ELACs, and DELAC

Program: Community-Based English Tutoring (CBET)



- **Data**

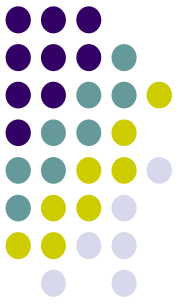
- Of 68 ELs tutored by friends and family for 1.5 years and having 2 years of California English Language Development Test (CELDT) scores, 62 increased and 6 declined.
- Of 57 ELs with 2 years of CST data in ELA, 38 are now Proficient or Advanced; 10 more have gained a level; 6 have remained the same; and 3 have declined.
- Of 95 ELs, school attendance has improved for 64, remained the same for 14, and declined for 17. Twenty-three had perfect attendance last year and this year.
- Teachers report that adult CBET students increase in self-confidence and move on to Adult School, Community College, and/or employment.

Program: Community-Based English Tutoring (CBET)



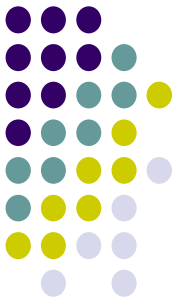
- **Evaluation**
 - This program meets basic newcomer English Learner family needs (low anxiety learning, babysitting, convenient locations within walking distance of schools and homes: Ruby Bridges, Longfellow, Washington, Paden, Henry Haight, Lum, Harbor Bay Landing, and Bay Farm School).
 - Ongoing efforts are made to pre- and post-test oral/aural English proficiency and literacy levels among CBET students before they move on to higher education or the work force, but mobility is unpredictable, so post-testing is sometimes not possible.
 - Data does show that this program is successfully moving students.
 - Providing English Language Development classes to ELs' adult friends/family members fosters growth in their children's academic work and in family fluency/literacy in English.
 - Explore moving CBET to the Adult School portfolio of services.

Program: Special Education- Personnel



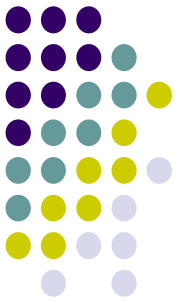
- **Purpose**
 - Largest source that funds special education personnel
- **Funds \$7.8M; 160 - FTE**
 - 21.70 FTE -Resource Specialists
 - 36.55 FTE- Special Day Class Teachers
 - 17.90 FTE- Itinerant Staff (5.6 NPA- Speech Therapists)
 - 71.25 FTE- Paraprofessionals (95 of 146 x .75 = 71.25 FTE)
 - 2.0 FTE- Occupational Therapists
 - 6.6 FTE- Psychologists
 - 1.0 FTE- Behaviorist
 - 2.0 FTE- Coordinators
 - 1.0 FTE- Director
- **Services Provided**
 - Free & Appropriate Public Education to 1,151 students

Program: Special Education- Personnel



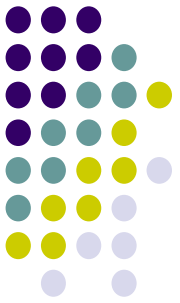
- **Data**
 - Student placements
 - 163- Speech only
 - 545- Resource Specialist Program (RSP)
 - 401- Special Day Class Programs (SDC)
 - 57- Autism SDC
 - 25- Counseling Enriched Class
 - 271- Mild/Moderate SDC
 - 96- Moderate/Severe SDC
 - 42- Non-Public Schools & Residential Treatment Centers
 - Return to General Education
 - 3.9 % in 2006-2007
 - 5% in 2007-2008
- **Evaluation (Compliance)**
 - 33- or 2.95% overdue annual IEPs (December 1, 2008)
 - 30- or 2.69% overdue triennial IEPs (December 1, 2008)
 - Following FCMAT recommendations to reduce to less than 2%

Program: Special Education-Paraprofessionals



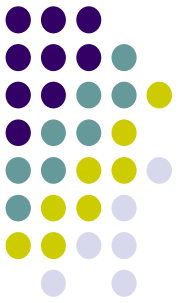
- **Purpose**
 - Funds Paras who support special education students
- Funding- \$1.4M; 51 of 146 Paras (51x.75 FTE=38.25 FTE)
- **Services Provided**
 - Support to Inclusion Specialists, Resource Specialists (RSP),
 - Special Day Class Teachers (SDC) and individual students
- **Data** (Paras per position)
 - **33** - Inclusion Specialists **23.5** -Resource Specialist Program
 - **76.5**- Special Day Class **11.5**- Individual Students
- **Evaluation**
 - Goal is for students to access core curriculum to the maximum extent possible
 - Monitor requests for 1:1 Paras by recently adopted “Procedures for Determining the Need for Additional Paraprofessional Support”

Program: Special Education- Early Intervention



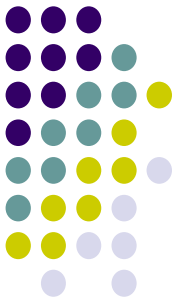
- **Purpose**
 - Special Education: IDEA Early Intervention Grant, Part C. Federal money is provided for 0-3 year old students with low incidence disabilities
- **Funding \$98,000**
 - 1% salary of Early Intervention Staff (Teacher of Hearing Impaired, Psychologist & Speech Therapist)
 - Supplies, test materials and contracted services for 0-3 year olds
- **Services Provided**
 - Direct in-home early intervention services for children ages 0-3 who have low incidence disabilities
- **Data**
 - 4- students receive in-home services from Teacher of Hearing Impaired
- **Evaluation**
 - 0-3 year old early intervention services provide support to students prior to preschool placement/services

Program: Special Education- Preschool



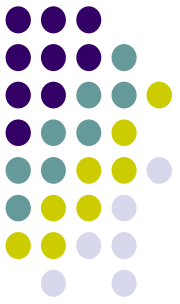
- **Purpose**
 - To provide special education services to eligible preschool students
- **Funding** \$324,000; 4-FTE
- **Services Provided**
 - Related services and special day class programs
- **Data 85 preschool students**
 - 41- receive Speech only as related service
 - 26- attend Moderate/Severe Special Day Class
 - 18- attend Autism Special Day Class
- **Evaluation**
 - 09-10 school year will begin implementation of center-based model for preschool intervention services

Program: Special Education- Workability



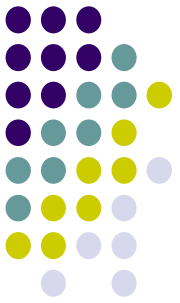
- **Purpose**
 - Workability program provides training and employability skills to special education students age 16-22
- **Funds \$75,000; 1.5 FTE**
- **Services Provided**
 - Provides pre-employment skills training, work site training and follow-up services for students who are making the transition from school to work:
- **Data**
 - 136- students served
 - 32- students successfully participate in either subsidized (paid by Workability) or unsubsidized (paid by employer) supervised work in the community:
 - Retail stores, grocery stores, restaurants, theaters, preschools, hardware stores
- **Evaluation**
 - Expand services and program for adult transition students
 - Strengthen/expand unpaid supervised community work

Program: Special Education- Transportation



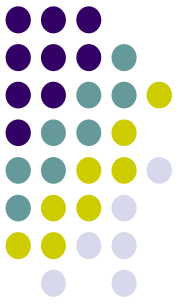
- **Purpose**
 - Provide cost effective Special Education transportation; related service for eligible special education students
- **Funds \$314,000 in transportation revenue**
 - Costs exceed revenue; actual costs \$1.4M
- **Services Provided**
 - Home to school transportation services
 - Reimbursement for parentally provided transportation
 - Bus passes for eligible students

Program: Special Education- Transportation



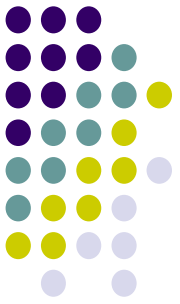
- **Data**
 - 163- students participate in special education transportation services
 - 14- families transport students and are reimbursed
- **Evaluation**
 - Use transportation consultant to assess the most cost effective way to transport students
 - Bring to the BOE a request for proposal to find a more cost effective provider
 - Review IEPs to determine if students continue to be eligible for special education transportation

Program: ASES, 21st Century, ASSET



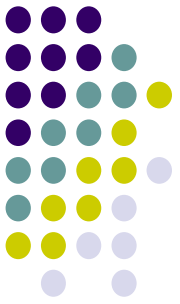
- **Purpose**
 - Provide after school academic support and enrichment
- **Funding**
 - Source – Federal grants monitored by CDE
 - Allocation - \$1,484,000 (total for all)
 - Carryover - \$690,000
- **Services Provided**
 - Academic support and enrichment
 - ASES-500 K-8 students at Washington, Ruby Bridges, and Haight elementary schools and Chipman middle school
 - 21st Century-450 K-8 students at Washington, Haight, and Paden elementary schools and Wood Middle School
 - ASSETS-700 9-12 students at Encinal High School

Program: ASES, 21st Century, ASSET



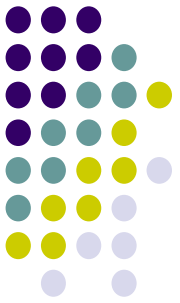
- **Services Provided**
 - Capital equipment expenditures
 - Double portable classroom for Ruby Bridges
 - 120 computers for various schools
 - Upgrade to Washington play yard
 - Professional development for grant and AUSD staff
 - Yearly training in instructional strategies for grant staff
 - Collaborative retreat for grant staff and Ruby Bridges teaching staff – focus on student academic achievement and social/emotional issues

Program: ASES, 21st Century, ASSET



- **Data (matched students grades 3-8)**
 - Improved regular day attendance (06-07 to 07-08)
 - Overall .2 days per year (550 students)
 - African American 1 day per year (180 students)
 - Improved Academic Achievement (CA Standards Test 05-06 to 07-08)
 - Math Overall (227 students) – 4% more students proficient (24%-26%)
 - Math African American (76 students) – 5% more students proficient (22%-27%)
 - English Language Arts Overall (227 students) – No change (20%-20%)
 - English Language Arts African American (76 students) 6% more students proficient (14%-20%)
 - Improved classroom participation, peer relationships, and leadership (anecdotal data from yearly teacher survey)
- **Evaluation**
 - Exemplary state reviews
 - Need to review structures and linkages to AUSD intervention strategies to compliment school day
 - Need to track data to see how students are performing based on this extra enrichment/intervention.

Program: School Safety & Violence Prevention



- **Purpose**
 - Promote school safety and violence prevention
- **Funding**
 - Source – Federal
 - Allocation - \$166,000
 - Carryover - \$35,000
- **Services Provided**
 - 8 FTE- 6 M.S. campus supervisors, 2 high school counselors
 - Health office supplies for all schools
 - Equipment and emergency supplies
 - Professional development for AUSD staff

Program: School Safety & Violence Prevention



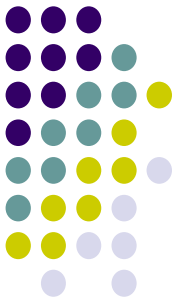
- **Performance Data**

- Suspensions - % of students (middle and high schools)
 - 05-06 **11%** overall, **25%** African American
 - 06-07 **12%** overall, **28%** African American
 - 07-08 **9%** overall, **23%** African American
- Expulsions
 - 05-06 **23** (Asian-18%, Hispanic-19%, African American -29%, White-30%)
 - 06-07 **13** (Asian-14%, Hispanic-30%, African American -30%, White-26%)
 - 07-08 **6** (Asian-29%, Hispanic-21%, African American -36%, White-14%)

- **Evaluation**

- Reduced expulsions and suspensions over the past 3 years
- We need to examine the effectiveness of counseling and campus supervisor staff on school violence.
- Suspensions have not significantly decreased for African American students

Program: Health and Safety



- **Purpose**
 - Educate students to make healthy, safe choices
- **Funding**
 - Source – State and Federal Grants Allocation
 - Allocation - TUPE HS & 4-8 combined \$52K;
(TUPE Grants ending June 2008, new application pending)
Title IV, Safe and Drug Free Schools \$45K
 - Carryover - TUPE HS & 4-8 \$10K;
Title IV Safe and Drug Free Schools \$2K
- **Services Provided**
 - Prevention and resiliency skills curriculum
K-5 Caring Schools Community, 6-8 Project Alert,
9-12 Towards no Drug Use
 - Tobacco Cessation Program
 - California Healthy Kids and Staff Survey
 - Staffing includes .4 FTE teacher (TSA) and .38 FTE clerical



Program: Health and Safety

Data

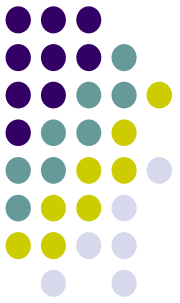
Based on the 2007 California Healthy Kids Survey (bi-annual):

Report having at least 1 drink of alcohol: 2003

- 12% of 7th graders
- 27% of 9th graders
- 35% of 11th graders,
- 52% of Alternative High School student 10-12 grade

Report having at least 1 drink of alcohol: 2007

- 7% of 7th graders
- 16% of 9th graders
- 30% of 11th graders,
- 56% of Alternative High School student 10-12 grade



Program: Health and Safety

Report having smoked a cigarette: 2003

- 5% of 7th graders,
- 11% of 9th graders,
- 13% of 11th graders,
- 48% of Alternative High School students

Report having smoked a cigarette: 2007

- 2% of 7th graders,
- 5% of 9th graders,
- 11% of 11th graders,
- 51% of Alternative High School students

Bullying/Harassment 2007

84% of Alameda 5th grade students report feeling safe in school most or all of the time.

9% of 7th graders, 12% of 9th graders, 10% of 11th graders, report being bullied or harassed 2 or more times for racial reasons.

Evaluation

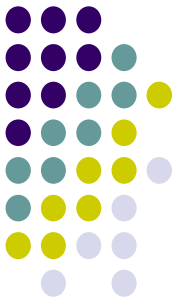
Evaluation of our current work is needed to determine impact and next steps

Program: Gifted and Talented Education



- **Purpose**
 - Identify and provide services for Gifted, Talented and High Potential Students
- **Funding**
 - Source - State
 - Allocation - Gifted and Talented Education \$89K (before 15.4% reduction)
 - Carryover - Gifted and Talented Education \$62K
- **Services Provided**
 - Three Year GATE Plan
 - Identification of students:
 - Testing every 3rd grader, referrals, or High Potential students with 2 consecutive years of Advanced proficiency on CST's.
 - GATE Professional Development-13 teachers certified, 12 others in process of certification, also follow-up training
 - Parent designed enrichment experiences
 - Staffing includes .07 FTE Administrator, .13 FTE Clerical, coordinator and teacher stipends, hourly and substitutes

Program: Gifted and Talented Education



Number of Gifted and Talented Students (GATE) 2006-07

- 170 4/5th graders,
- 113 of Middle School students, &
- 257 High School students

Number of Gifted and Talented Students (GATE) 2007-08

- 211 4/5th graders,
- 166 of Middle School students, &
- 301 High School students

Number of Gifted and Talented Students (GATE) 2008-09

- 237 4/5th graders,
- 238 of Middle School students, &
- 195 High School students

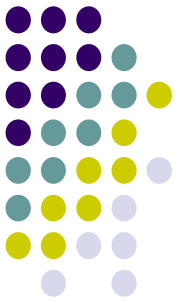
Additional Data

- In 07-08, 18 elementary enrichment classes were provided for GATE students after school.
- In 08-09, there 36 classes with 642 participants enrolled (137 students taking more than one class)
- 92% of GATE students score Proficient or Advanced on English Language Arts and Math district-wide.

Evaluation

- Continue to train teachers on GATE instructional strategies
- Expand middle school enrichment program
- Expand parent involvement
- Develop teacher leadership for GATE services
- Examine whether to blanket test an additional grade level due to the district mobility rate.

Program: Peer Assistance & Review (PAR)



Purpose: Provide veteran teachers with assessment, training and retraining through consultation and professional development activities to develop subject matter knowledge, instructional strategies or both

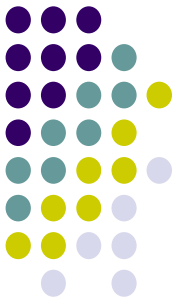
Funding:

- On-going: \$55,000 (after 15.4% reduction, \$42,223); Carryover \$72,000

2008-09 Services:

- Provide individualized mentoring to 2 Referred Teachers
- Train and support 2 Consulting Teachers
- Coordinator (.21 FTE) and 5 Joint Committee members (3 teachers and 2 administrators) design mentoring, training and support to participants
- Financially support BTSA with In-Kind Budget (\$51,639)
- Provide professional development funding for interns and veteran AUSD teachers, \$26,800

Program: Peer Assistance & Review (PAR)



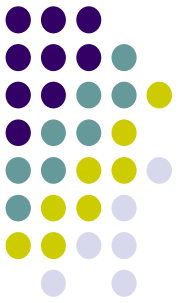
Data:

- Each Referred Teacher received:
 1. Attendance at a professional development workshop that connects directly to their identified area of need
 2. A minimum of two days of substitute release time to conduct observations
 3. Weekly mentoring from their Consulting Teacher

Result:

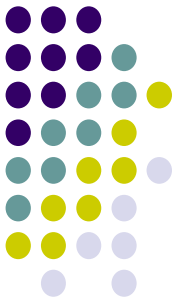
- Since 2007-08, PAR has supported 3 Referred Teachers and 87 BTSA Participants.

Program: Professional Development Block Grant/Buyback Days



- **Purpose**
 - Provides support for professional development activities. The District can use these funds for Buyback Days.
- **Funding**
 - Source – CDE funded.
 - Allocation - \$635,000 (before 15.4% cut)
 - Carryover - \$950,000
- **Services Provided**
 - \$211,000 for Professional Development
 - \$424,000 for current year Buyback Days

Program: Professional Development Block Grant/Buyback Days



- **Data**

- August 27, 2008

- Differentiating Instruction Through the Arts - Elementary and Secondary
- SEIS Training – Special Education

- August 28, 2008

- FOSS Science (new adoption) - Elementary
- WASC/Single School Plan Focus – Secondary

- October 31, 2008

- Addressing Issues of Sexual Orientation and Gender Identity - Secondary
- WASC/Single School Plan Focus – Elementary
- Caring Schools Community (Haight Staff)

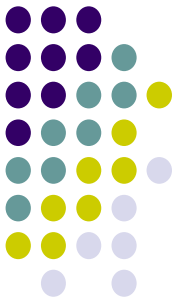
- **Feedback**

- Staff appreciated AUSD presenters, having choices, learning the first unit of an adoption, addressing school climate issues, and having time to work on site initiatives.

- **Evaluation**

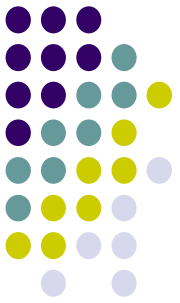
- Next year approx. \$400K carryover and ongoing funds will be dedicated for Math Professional Development
- Establish tool to evaluate professional development

Targeted Instructional Improvement Grant



- **Purpose**
 - To provide school districts with a broad menu of choices for improving educational delivery.
- **Funding**
 - Source – CDE funded.
 - Allocation - \$833,000 (before 15.4% cut)
 - Carryover - \$423,000
- **Services Provided**
 - Funds are used to pay the Copy Center

Discretionary Block Grant



- **Purpose**
 - To provide one-time resources to support a variety of uses that sites and districts may select.
- **Funding**
 - Source – CDE funded.
 - Carryover - \$218,000
- **Services Provided**
 - Funds were carried over in 07/08 to help fund Other Post Employment Benefits (OPEB).

Program: Medi-Cal Billing



- **Purpose**
 - To reimburse Medi-Cal covered services provided by the district.
- **Funding**
 - Source – Department of Health Services (DHS) funded.
 - Allocation - \$16,000
 - Carryover - \$19,000
- **Services Provided**
 - Clerical support for providers
 - Specialized materials for assessments
 - Technology support to providers
- **Data**
 - 2008-09 trained: 97; to be trained 3/26: 33 to be trained in April
- **Evaluation**
 - This is a new implementation 2008-09
 - This will generate significant revenue (estimated revenue could be up to \$500k/year); funds arrive a year after implementation