### Local Control & Accountability Plan Summary

#### District Story
- **Student Ethnicity**
  - Asian: 36%
  - White: 20%
  - Latino: 15%
  - African American: 7%
  - 2+ Races: 10%
  - Other: 5%
- **Subgroups**
  - English Learners: 27%
  - Low Income: 27%
  - Foster Youth: <1%
  - High Need: 35%

#### District Motto
Excellence and Equity for All Students

#### Everyone Belongs Here
A campaign developed through community roundtables resulting in a city partnership to foster inclusivity throughout the community

#### District Mission
Our diverse community of students, given a rigorous academic program in an inclusive, safe and secure environment, will be prepared to be responsible citizens

#### LCAP Highlights
- **District**: Alameda USD
- **Page**: 1 of 2

#### Budget
- **General Fund Expenditures**: $101,703,934
- **LCAP Expenditures**: $93,160,661
- **LCFF Revenues**: $75,778,717

#### Additional Expenditures Not Specified in the LCAP:
- Most certificated and classified management
- Most district office support staff (except student services department)
- Most outgo (including instances of indirect with specific programs)
- Technology services

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For additional LCAP resources click or scan the QR code or go to www.goboinfo.com and search for your district.
**GREATEST PROGRESS**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased Suspension Rate</td>
<td>Low Change: Declined</td>
</tr>
<tr>
<td>Increased Graduation Rate</td>
<td>High Change: Increased</td>
</tr>
<tr>
<td>Increased ELA Assessment</td>
<td>High Change: Maintained</td>
</tr>
</tbody>
</table>

**GREATEST NEEDS**

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve English Learner Progress</td>
<td>High Change: Declined</td>
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</tbody>
</table>

**PERFORMANCE GAPS**

<table>
<thead>
<tr>
<th>Subgroup in Need</th>
<th>State Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Income</td>
<td>1. Chronic Absenteeism</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>2. Suspension Rate</td>
</tr>
<tr>
<td>African American</td>
<td>3. English Learner</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>4. Graduation Rate</td>
</tr>
<tr>
<td></td>
<td>5. College/Career Readiness</td>
</tr>
<tr>
<td></td>
<td>6. ELA Assessment</td>
</tr>
</tbody>
</table>

**Planned Actions to Address Performance Gaps:**

1.11 - Provide low income students additional academic supports

2a.3 - Academic intervention and support during and after school hours (substitutes, materials, PD)

**Planned Actions to Maintain Progress:**

1.5 - Expand MTSS implementation (Program manager, PBIS coordinator, PD, etc.)

2a.6 - Teacher PD, teacher leadership, and increased technology at highest unduplicated percentage HS

**Planned Actions to Address Needs:**

2b.1 - 4-week summer school program for targeted English Learners & Title I students

2b.2 - Provide ELD/Literacy coaches

2b.4 - PD to support Systematic ELD and overall ELD program implementation

**INCREASED OR IMPROVED SERVICES**

- ELD Program Implementation
- MTSS Implementation