

The Single Plan for Student Achievement

School: Marin Elementary School
CDS Code: 01-61127-6095376
District: Albany Unified School District
Principal: Alexia Ritchie
Revision Date: 5/1/2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on .

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Single Plan for Student Achievement Executive Summary

1. How well did we do implementing this year's plan?

Marin school worked very hard and cohesively to implement the plan for student achievement this year. We addressed the need for teacher support with our new writing curriculum "Units of Study" by providing high quality professional development training throughout the school year. Our Teacher on Special assignment shifted her focus to that of "literacy coach" to help align multiple targets including balanced literacy, assessment and reading curriculum pilot considerations along side our teacher-led Curriculum Council.

Marin supported math intervention services to students in grades K-2 with a newly designed "math camp" model which emphasized short term, target skill building for students using highly qualified personnel. We worked with every grade level to revise our local math benchmark assessments to reflect student achievement with these multiple measures that go beyond our state testing data

I was very pleased to expand our Conflict Manager program to support gaps with peer to peer supports and have developed and piloted a very successful Community Coaching program. This has enhanced our school culture in that we have established a variety of opportunities for students to step into leadership positions that directly contribute to students feeling safe, respectful and responsible for our community.

Another area that we focused on was early intervention for English Language Learners. Using funds and highly qualified personnel, we targeted beginners/intermediate students in grades K-2, offered push in and pull out services and followed the cohort over a period of time to provide instruction that aligned with best classroom practices.

2. How do we know if we were successful or were not successful?

All academic indicators, including SBAC, local math bench mark results and teacher created assessments, indicate that a majority of students at Marin are making adequate or above standard progress. One of the benefits of the new state testing system is tracking results over time for individual students, cohorts and other target groups that historically, may have challenges demonstrating progress. Overall performance level changes for English Language Arts was +2.6 while math was +3.8 for all students (SBAC Spring 2017 results). Mathematics is formally assessed in grades K-5 three times a year using teacher developed and CCSS aligned benchmarks as well as on SBAC for grades 3-5. Reading and writing skills are assessed using SBAC and other local measures such as reading inventories for vocabulary and comprehension, writing samples and informal teacher feedback.

There is still much work to do with our English Language Learner and students with special needs as achievement data indicates gaps. CELDT data, however, does reflect strong growth in reclassifying students based on multiple indicators.

3. How has this knowledge influenced your plans for next year?

Staff and our community reflected on all of these indicators and concluded that next year, our plans need to include the following: providing professional development supports for staff with the new reading curriculum, continue to provide both comprehensive and targeted math supports for all students, and increase opportunities for students to participate in school leadership positions while developing community and cultural equity skills.

School Vision and Mission

Marin Elementary School's Vision and Mission Statements

The mission of Marin Elementary School is to build a solid educational foundation for all students while inspiring, guiding, and challenging them to learn and reach out to the world with compassion, integrity and courage.

School Profile

Marin Elementary School is one of three elementary schools in the Albany Unified School District. The school is located in Albany, California, approximately 15 miles northeast of San Francisco. Albany schools serve families from all over the world, many of them connected to the University of California-Berkeley. Parent support at the school has been remarkable. The PTA provides volunteers for many school events, classroom assistance, and fundraising activities.

Currently there are 510 students enrolled at Marin Elementary School. The school serves students in grades Kindergarten through 5th, with 21 general education classrooms. The general education classrooms have a student range of 20-28 students depending on grade level. Additionally, several teachers are outside of the self-contained classroom setting in the areas of Physical Education, Music, Science and Media/Library. Marin Elementary has a support staff comprised of a 1.2 Intervention Specialist Teachers, a full-time English Language Learner Specialist Teacher, a part-time Speech and Language Specialist, one part-time Psychologist, a part-time Resource Teacher (.80 FTE), a part-time Occupational Therapist, one part-time Counseling Intern and a Teacher on Special Assignment (1.0) for California State Standards Implementation.

On average, 120 children participate in the Albany Children Center Tupelo program, which provides on-site childcare in grades 1 through 3, before school and after school, until 6:00 p.m. daily, with a separate Kindergarten program. Currently, fee based enrichment classes are offered to students who are enrolled in the Early Bird and Late Bird reading programs in grades 1 through 3. Chess is currently offered as a before and after school enrichment option paid for by families. Enrichment offerings are currently undergoing review and Marin hopes to expand those which may include Spanish and other community supported activities.

Students at Marin Elementary School receive a core academic curriculum based on CA Common Core State Standards in math & English Language Arts. Students also have a variety of co-curricular and student activities that promote leadership, personal choice, lunch time activities, and a bond with their school community. All classroom enrichment activities during the school day offer students the opportunity to pursue interests in vocal/instrumental music, art, chess and poetry. The Physical Education, music instruction and media/library curriculum embedded in the regular school day, provides each K-3 grade teacher 120 minutes of preparation per week and with the addition of Science, 4th-5th grade teachers receive 235 minutes of preparation per week.

Over 21 different languages are spoken on campus. This not only provides wonderful opportunities for cultural dialogue, but also provides our students with a rich multi-cultural foundation on which to build a life-long appreciation of diversity. One in five of our students are English Language Learners and one in ten of our students participate in the free or reduced lunch program.

Marin has developed our new school construction design with the help of the district, staff, parents and community members. The design is being reviewed by the Board Sustainability / Integrated Design Committee and the Division of the State Architect (DSA). Albany USD successfully passed Measures B & E general obligation bonds June 7, 2016 and are looking forward to working with the community and we plan for and map out the next phase for our new building.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

2015-2016 CA Healthy Kids Survey results for 5th grade.

School Connectedness Scale Questions

I feel close to people at school.

No, never 7%

Yes, some of the time 28%

Yes, most of the time 42%

Yes, all of the time 22%

I am happy to be at this school.

No, never 1%

Yes, some of the time 18%

Yes, most of the time 35%

Yes, all of the time 46%

I feel like I am part of this school.

No, never 3%

Yes, some of the time 16%

Yes, most of the time 28%

Yes, all of the time 54%

Teachers treat students fairly at school.

No, never 0%

Yes, some of the time 10%

Yes, most of the time 40%

Yes, all of the time 50%

I feel safe at school.

No, never 0%

Yes, some of the time 8%

Yes, most of the time 33%

Yes, all of the time 59%

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

1. Use of state and local assessments to modify instruction and improve student achievement

Marin School Staff and School Site Council (SSC) used the following data to create school-wide goals for the 2017-2018 academic year: 2015-16 Smarter Balanced (SBAC) results, 2016-17 District Benchmark Assessments in math and reading, 2016-17 CA English Language Development Test data, 5th grade CA State Tests in science, report cards and the CA Healthy Kids Survey Results (The extensive survey data is not included below, but links to AUSD results can be found at <http://chks.wested.org/reports/results/>).

Mathematics

All students in grades 3rd- 5th are given the Smarter Balanced Assessment (SBAC). The Smarter Balanced Assessment Consortium (SBAC) is comprised of claims and targets that together can be used to make statements about student achievement.

Claim #1- Concept's and Procedures: Students can explain and apply mathematical concepts and interpret and carry out mathematical procedures with precision and fluency.

Claim #2- Problem Solving: Students can solve a range of complex well posed problems in pure and applied mathematics, making productive use of knowledge and problem solving strategies.

Claim #3- Communicating Reasoning: Students can clearly and precisely construct viable arguments to support their own reasoning and to critique the reasoning of others.

Claim #4- Modeling and Data Analysis: Students can analyze complex, real-world scenarios and can construct and use mathematical models to interpret and solve problems

Teachers and the School Site Council reviewed 2016-17 assessments, We determined there was a need to focus on improvements to support students not making grade level progress in both Math and Language Arts, looking at the success and challenges of students receiving ELL services and an increase in math intervention strategies and service options.

One of the action steps from last year's site plan was to continue "Dreambox" as a math intervention strategy with an added element of direct services provided by classified personnel. The School Site Council feels this should continue given the response, engagement and results from student data and parents. These measures will continue in 2017-18, with an additional emphasis on using this data in a more formative manner to address a student's targeted weakness with Dreambox in particular. Albany will also begin to pilot new reading programs and supporting teachers to define and implement a balanced literacy approach when teaching reading and writing.

We have also observed and received very valuable and positive feedback on our student engagement and school culture action steps. We would like to maintain our YMCA lunchtime activity program and increase the options for students to participate in meaningful peer interactions, community service and social activities outside of their classroom such as our newly developed Community Coaching program.

Smarter Balanced (SBAC)

- California English Language Development Test (CELDT) testing
- District Writing Assessments (K-5)
- District Math Benchmark Assessments (K-5)
- Gates-MacGinitie Reading Test Grades 4 & 5
- Developmental Reading Assessment (DRA) Grades K-3
- Slosson Oral Reading Test (SORT) Grades 2 & 3
- Letter Recognition (Kindergarten)
- Letter Sounds (Kindergarten)
- Sight Words (Kindergarten)
- Concepts of Print (Kindergarten)
- CVC (Consonant Vowel Consonant) word list (Kindergarten)
- Phonemic Awareness (Kindergarten)
- Albany First Grade Word List (Grade 1)
- Curriculum assessments
- Teacher created assessments

2. Availability of standards-based instructional materials appropriate to all student groups

All students have access to standards-based instructional materials in our general, special education, ELD and intervention classrooms.

3. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses

All staff uses SBE-adopted and other local supplemental materials to provide student access to standards-aligned curriculum.

Parental Involvement

4. Family, School, District, and Community resources available to assist students

- English Language Advisory Council (ELAC)/District English Language Advisory Council (DELAC)
- School Site Council (SSC)
- Parent Teacher Association (PTA)
- Albany Education Foundation (AEF) Grants
- SchoolCARE
- Albany Music Fund
- Albany Elementary Giving Campaign (Enrichment)
- Student Attendance Review Team/Student Attendance Review Board
- Special Education Local Plan Area (SELPA)
- Counseling services
- District Nurse

Description of Barriers and Related School Goals

1. School, District and Community barriers to improvements in student achievement

- Teacher access to timely and formative benchmark and test data
- Limited language skills for some parents
- Student mobility of English Language Learners
- Inconsistent access to outside resources e.g. mental health, eye and dental care, etc.
- Absences/Tardy rates for 3-5% of students at Marin
- Limited pool of qualified classified or certificated personnel to provide math supports during or after the school day.

1. Limitations of the current program to enable under performing students to meet standards

- Alignment of District Benchmark Assessments to SBAC and using this to guide formative decisions.
- Master scheduling of interventions is very challenging because of classroom teacher prep.
- Limited teacher training in NGSS for grades K-3

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	84	78	82	78	82	78	97.6	100
Grade 4	81	83	80	82	80	82	98.8	98.8
Grade 5	105	83	102	81	102	81	97.1	97.6
All Grades	270	244	264	241	264	241	97.8	98.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2465.2	2489.4	44	50	24	27	22	15	10	8
Grade 4	2533.2	2528.3	48	46	35	33	15	15	3	6
Grade 5	2592.7	2587.7	63	56	26	35	9	9	2	1
All Grades	N/A	N/A	52	51	28	32	15	13	5	5

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	48	44	39	44	13	13
Grade 4	46	51	46	45	8	4
Grade 5	66	62	31	35	3	4
All Grades	54	52	38	41	8	7

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	29	44	56	45	15	12
Grade 4	44	39	49	54	8	7
Grade 5	63	59	35	33	2	7
All Grades	47	47	46	44	8	9

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	39	47	56	47	5	5
Grade 4	44	34	56	61	0	5
Grade 5	39	40	56	57	5	4
All Grades	41	40	56	55	3	5

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	26	51	66	41	9	8
Grade 4	43	41	54	50	4	9
Grade 5	68	65	31	33	1	1
All Grades	47	53	49	41	4	6

Conclusions based on this data:

1. 83% of all students at Marin, as measured by SBAC, meet or exceed standards for English Language Arts achievement which is up 3% from the previous year.
2. The number of students who score below standard tend to be in grade 3. This would indicate that early intervention strategies in grades K-3 are essential.
3. Looking deeper, students with English as a second language and those with learning differences still need multiple layers of intervention to remain close to grade level achievement or, individual growth (using multiple measures such as Special Education assessments and CELDT)

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	84	78	82	78	82	78	97.6	100
Grade 4	81	83	80	81	80	81	98.8	97.6
Grade 5	105	83	104	81	104	80	99.0	97.6
All Grades	270	244	266	240	266	239	98.5	98.4

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2467.7	2485.2	32	42	37	36	28	18	4	4
Grade 4	2534.7	2535.0	39	40	45	37	14	21	3	2
Grade 5	2585.9	2583.5	58	56	25	18	16	21	1	5
All Grades	N/A	N/A	44	46	35	30	19	20	2	4

Concepts & Procedures							
Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	52	56	34	33	13	10	
Grade 4	49	62	40	32	11	6	
Grade 5	62	60	31	28	8	13	
All Grades	55	59	35	31	11	10	

Problem Solving & Modeling/Data Analysis						
Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	46	56	45	40	9	4
Grade 4	46	49	51	47	3	4
Grade 5	51	55	44	38	5	8
All Grades	48	54	47	41	5	5

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	32	50	55	46	13	4
Grade 4	55	54	40	40	5	6
Grade 5	54	48	39	44	7	9
All Grades	47	51	44	43	8	6

Conclusions based on this data:

1. Overall, 76% of all students at Marin, as measured by SBAC, meet or exceed standards in math which is down 3% from the previous year.
2. The biggest increase in students scoring nearly or not meeting standards are in 4th and 5th grades. If this trend continues, it is important to look at the dual curriculum to see if this may be creating a gap between 3rd and 4th grade.
3. Looking deeper, students who identify as Hispanic and Latino, increased the number of those meeting or exceeding standards in ELA by 10% and in math by 25% as measured by SBAC change over time from 3rd to 4th grade. Comparing that to students moving from 4th to 5th, there was a 17% increase in ELA scores but a 21% drop in math. Using this as an example, it is critical to watch the changes over time to see what factors are contributing to the slight and larger drops in our student's math performance.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K					***	***				***	***				
1	25	26	17	50	42	56	17	32	11			6	8		11
2	30	29	11	43	57	67	22	14	22	4					
3	20	67	17	53	33	50	13		33	13					
4	71	43	40	21	29	40		29	20	7					
5	43	25	38	14	75	38	43		25						
Total	36	39	21	39	42	54	17	17	20	7	1	2	1		3

Conclusions based on this data:

1. A majority of students at Marin score in the intermediate to advance category of English proficiency as measured by CELDT.
2. The numbers of students scores in this range stays relatively steady over this three year comparison.
3. Factors that contribute to a student scoring in the beginning and early intermediate categories vary and can be linked to students that enter the district either at the beginning or after the school year starts. RFEP data indicates that Marin's model of ELD services continues to benefit a majority of students however, targeted students supports in the earlier grades is essential to maintain.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K	11	18	3	21	11	34	43	21	10	21	11	24	4	39	28
1	20	26	16	53	35	44	13	26	8	7		4	7	13	28
2	30	29	11	43	57	63	22	14	21	4					5
3	17	65	17	50	35	50	11		33	17			6		
4	68	43	40	21	29	40		29	20	5			5		
5	25	25	33	8	50	33	33	13	22	8		11	25	13	
Total	28	34	15	33	32	44	22	18	15	11	3	9	6	14	16

Conclusions based on this data:

1. There has been a gradual increase of students scoring in the beginning and early intermediate categories as indicated by this three year comparison.
2. The greatest numbers of students in the beginning and early intermediate categories are in grades K and 1st.
3. Factors that contribute to a student scoring in the beginning and early intermediate categories vary and can be linked to students that enter the district either at the beginning or after the school year starts. RFEP data indicates that Marin's model of ELD services continues to benefit a majority of students however, targeted students supports in the earlier grades is essential to maintain.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	72	71	61
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	72	71	61
Number Met	61	62	48
Percent Met	84.7%	87.3%	78.7%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	87	7	83	8	70	11
Number Met	46	--	47	--	36	8
Percent Met	52.9%	--	56.6%	--	51.4%	72.7%
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	--	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		Yes	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. Marin school met or exceeded the NCLB targets as indicated by this three year comparison.
2. The percentage of students that meet their annual growth goals remains relatively the same over this three year comparison.
3. There is still a need to design programs and provide services to students that are here less than 5 years who have more challenges meeting their annual growth goals.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	509	509	449
Percent with Prior Year Data	100.0		100
Number in Cohort	509	509	449
Number Met	405	419	350
Percent Met	79.6	82.3	78
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	556	116	511	121	417	159
Number Met	255	90	237	103	175	120
Percent Met	45.9	77.6	46.4	85.1	42	75.5
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

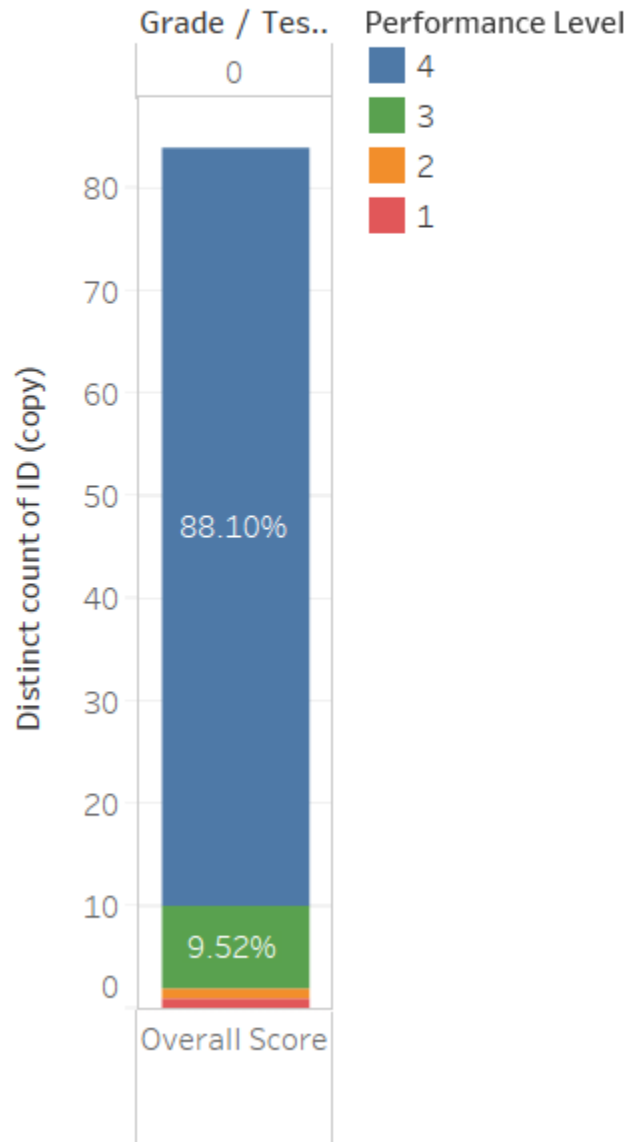
AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	97	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	98	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. The data from Marin school is consistent with overall AUSD performance indicators.
2. AUSD was able to meet or exceed the NCLB targets as indicated by the data from this three year comparison.
3. Supports for students here less than 5 years need to be developed and maintained in accordance with their specific needs as a cohort.

Other Student Performance Data

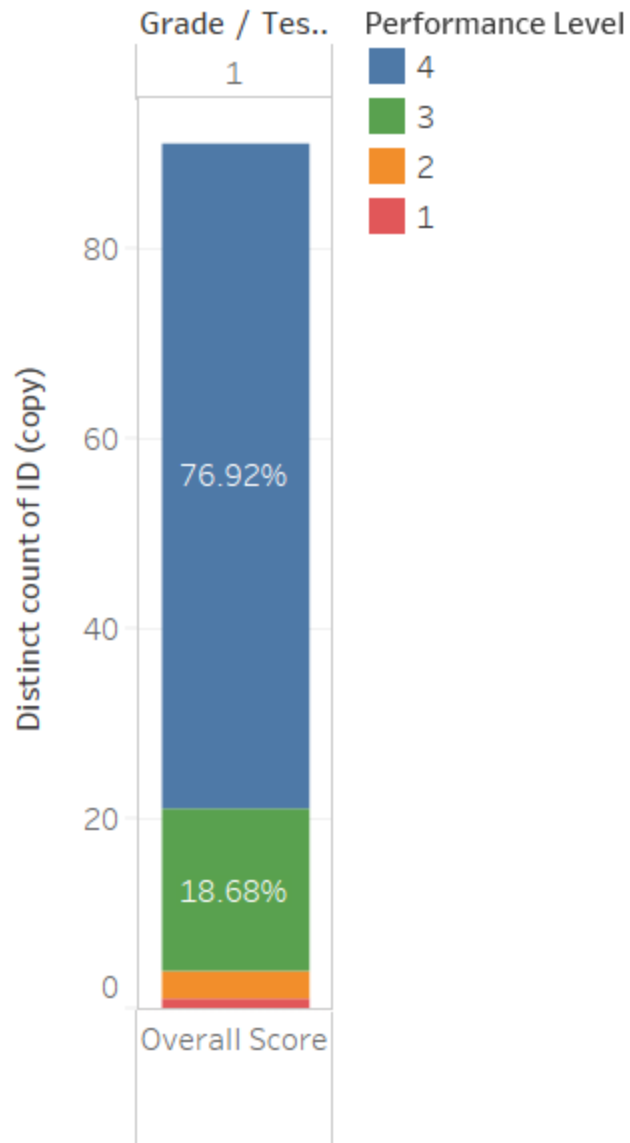
Perf Level by Grade



Conclusions based on this data:

Kindergarten District Benchmark Assessment, Mathematics 2nd Trimester: 97.6% of all Marin kindergarten students met or exceeded the benchmark goals for the 2nd trimester in 2017. We are hopeful that our math camp intervention approach play a role is this outcome.

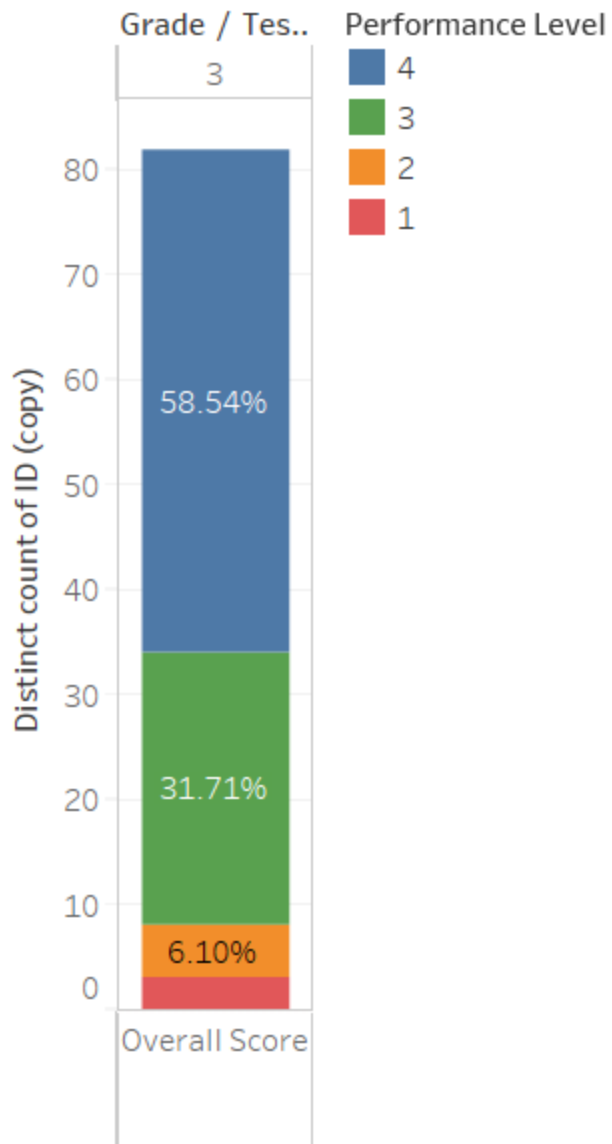
Perf Level by Grade



Conclusions based on this data:

1st Grade District Benchmark Assessment, Mathematics 2nd Trimester: 95.6% of all Marin 1st grade students met or exceeded the benchmark goals for the 2nd trimester in 2017. We are hopeful that our math camp intervention approach played a role in this outcome.

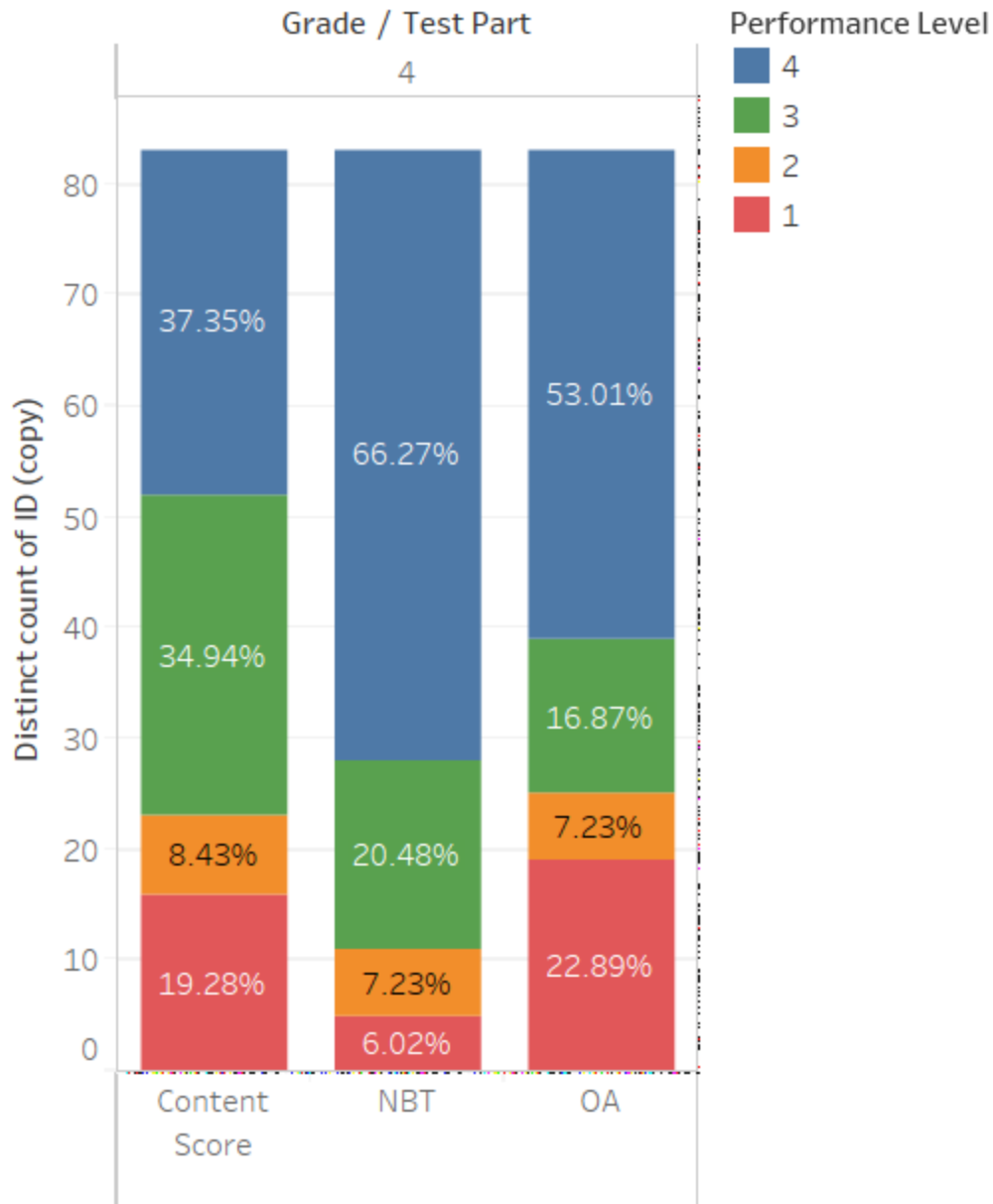
Perf Level by Grade



Conclusions based on this data:

3rd Grade District Benchmark Assessment, Mathematics 2nd Trimester: 90% of Marin 3rd grade students met or exceeded the benchmark goals for the 2nd trimester in 2017. There is a need to provide supports for students in addition to "Dreambox" who still score below the grade level goals.

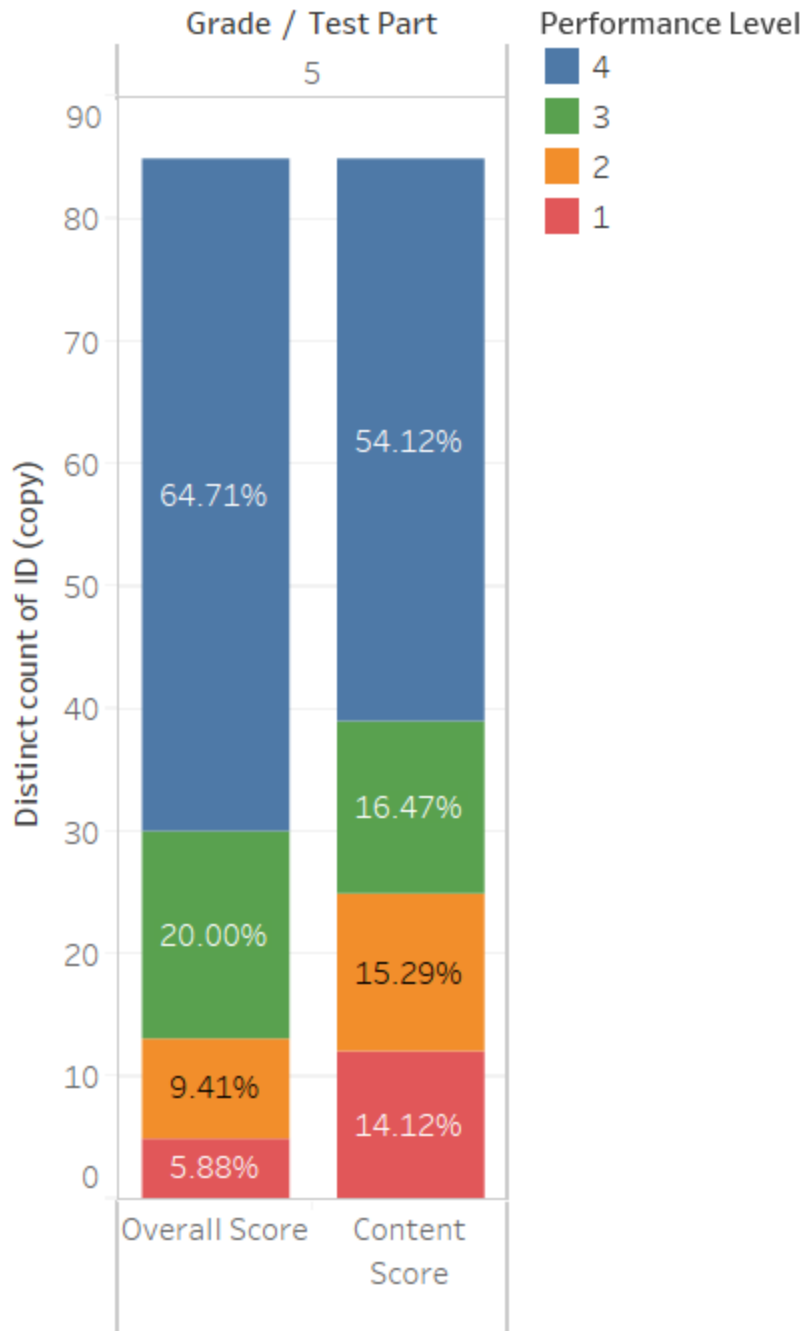
Perf Level by Grade



Conclusions based on this data:

4th Grade District Benchmark Assessment, Mathematics 2nd Trimester: Over all, an average of 76.3% of Marin 4th grade students met or exceeded the benchmark goals for 2nd trimester in 2017. There is still a significant number of students no meeting grade level benchmark goals. There may be a need to examine if there are any curriculum gaps between 3rd and 4th grade given the separate math programs adopted for primary and upper grade math.

Perf Level by Grade



Conclusions based on this data:

5th Grade District Benchmark Assessment, Mathematics 2nd Trimester: Overall, 84.7% of Marin 5th grade students met or exceeded the benchmark goals for 2nd trimester 2017. There is a need to provide supports for students in addition to "Dreambox" who still score below the grade level goals.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: English-Language Arts
LEA/LCAP GOAL:
AUSD STRATEGIC Plan & Local Control Accountability Plan Goal #1 “Assessing and Increasing Academic Success” We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will achieve their fullest potential.
SCHOOL GOAL #1:
MARIN SCHOOL GOALS: English-Language Arts 1. All students will demonstrate growth. 90% of students will make at least one year’s growth as demonstrated by maintaining or increasing their performance on their current grade level local assessments, in reading and written language, as compared to previous grade level assessments. Student’s who demonstrate grade level achievement in reading and written language, will be considered students who made growth. Student’s who maintain below grade level achievement, will not be considered students who made growth. 2. We will continue to develop a comprehensive English/Language Arts program aligned to California State Standards. By using innovative and researched strategies, teachers and staff will provide dynamic and differentiated approaches to reading and writing instruction. 3. Use local and state results to regularly assess and refer students as needed, for additional academic intervention resources. Students in need of additional resource to achieve grade level mastery, will be identified and both push-in and pull-out supports will be implemented.
Data Used to Form this Goal:
2017 AUSD Local Writing Assessments 2016-17 Gates-MacGinitie/SRI Reading Tests 2016-17 Fountas-Pinnell Reading Assessment 2015-16 Smarter Balanced Assessments in English Language Arts
Findings from the Analysis of this Data:
School-wide achievement in ELA is high. On the 2015-16 SBAC and local assessments, 95% of all students scored at the nearly met, met and exceeded standards for English Language Arts. However, we still recognize an achievement gap for students of various sub-groups in particular, English Language Learners.

How the School will Evaluate the Progress of this Goal:

DRA Assessment levels (1st – 3rd grades); Gates-MacGinitie/SRI Reading Test (3rd – 5th grades); reading and writing program assessments; SBAC results and teacher made tests

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Support English Language Arts Curriculum Practices – Teachers will build upon their pedagogical content knowledge including, understanding how students develop reading and writing skills, increase content specific expertise, opportunities to collaborate with research-based instructional strategies through coaching opportunities and reflect both individually and collectively on their own learning experiences.</p> <p>1. Review every student’s current performance levels using local and Smarter Balanced assessments. We will identify those who need additional support and the level of intervention each student needs. (09/2017)</p>	<p>lass lists of all current students, lists of students newly enrolled to AUSD. Lists of students identified for additional support according to assessment information.</p>	<p>Teachers Site Administrator</p>		
<p>2. Begin piloting reading programs and review findings with teachers and specialists during Curriculum Council at each grade level supported by ongoing professional development. (8/17-6/18)</p>	<p>Lesson plans, writing assessment results, classroom observations, department meeting notes, student achievement data and professional development agendas.</p>	<p>Teachers Site Administrator</p>	<p>District State Standards Implementation Funds</p>	<p>5,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. Utilize Teachers on Special Assignment to evaluate curriculum needs, lead curriculum implementation and provide leadership through staff development.	Lesson plans, classroom observations, grade level meeting notes, student achievement data, PD feedback from staff, TSA support schedules.	Teachers on Special Assignment Site Administrator	1.0 FTE District State Standards Implementation Funds	
4. Utilize the three staff development days during the school year for grade level teams to collaborate, develop common assessments and align work across grade levels with the piloted reading programs.	Grade level meeting agendas and minutes, samples of common assessments, student achievement results from common assessments	TSA Classroom Teachers Site Administrator	District State Standards Implementation Funds	2,000
5. Offer two release days for grades 1-5 during the school year for grade level teams to focus on common assessments. Teachers will work with students to assess their skills as well as to analyze student work. Kindergarten teachers will be offered three days.	Teacher assessments	Grade Level Teachers Site Administrator	Substitute Teachers Site Lottery Funds	3,000
STRATEGY: Improvement of Instructional Strategies and Materials – Staff will evaluate and improve our instructional strategies and curricular materials through staff development, reflection, and administrative feedback. 1. Provide professional development opportunities for teachers to learn more about the piloted reading curriculum, correlated assessments and revisions to the report card.	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student writing fluency and stamina.	Grade Level Teachers Site Administrator	Same as Support English Language Arts Curriculum Practices Strategy – Action 2 above	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. Provide time for teachers to collaborate during Wednesday early release days, in grade level teams, to plan lessons and share instructional strategies aligned with California Common Core Standards (CCCS)	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, staff meeting agendas.	Grade Level Teachers Site Administrator		
3. Provide teachers the opportunity to gain additional strategies for grammar and other word work instruction; when to teach it, how to teach it and how to integrate those areas throughout all four language strands: Listening and Speaking, Reading, Writing, and Language	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations, workshop and meeting agendas.	Grade Level Teachers Site Administrator TSA	Site Lottery Funds	1,000
4. Provide teacher support for the piloted reading programs and the "Units of Study" writing program including: workshops, subscription memberships, materials (i.e. trade books)	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations, workshop and meeting agendas.	Grade Level Teachers Intervention Teacher ELL Teacher Site Administrator	Site Lottery Funds	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Intervention – Staff will provide high quality instruction accessible to all students and matched to their needs</p> <p>1. Identify and provide targeted instruction to students both with a “push-in” and “pull-out” model for classroom support/small groups and monitor student progress.</p> <ul style="list-style-type: none"> • By 9/30/17, identify students not meeting grade level standards by using local and state assessments. • By 10/01/17, begin intervention services using in-class, small-group pull out or specific specialist services depending on student needs. • By 11/30/17, 3/30/18 and 5/30/18, measure and monitor student progress using local assessments and make adjustments to intervention approaches as needed. 	<p>Fountas and Pinnell, Gates-MacGinitie, Scholastic Reading Inventory, SBAC benchmark assessment scores, teacher recommendations</p>	<p>Grade Level Teachers Intervention Teacher Site Administrators</p>	<p>Intervention Teacher(s) (1.2 FTE) ELD Teachers (1.0 FTE) Supplemental Funds</p>	
<p>2. Provide small group English Language Development instruction for students who are identified as ‘Beginner’ and ‘Early Intermediate’ English Language Learners.</p>	<p>Literacy, DRA, benchmark assessment scores, CELDT scores</p>	<p>English Language Development (ELD) Teacher and Site Administrator</p>	<p>ELD Teacher (1.0 FTE) Supplemental Funds (Same as Intervention Strategy above)</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Involvement and Communication – Staff will offer and increase opportunities for students, parents and our community of English Language Learners to participate in the educational process</p> <p>AUSD STRATEGIC Plan and Local Control Accountability Plan Goal #3 “Communicating and Leading Together”</p> <p>We will offer opportunities for families to participate in, and become better informed about, the educational process of their children.</p> <p>1. During English Language Advisory Council (ELAC) meetings, provide parents with information regarding the classroom programs, curriculum and ways to participate in their student’s learning. Provide an overview of the instructional program to parents at “Back-to-School Night”</p>	ELAC Agendas and Minutes	ELL Teacher and Site Administrator		
<p>2. Provide targeted classified support for students in the ELD program both in class and in small groups to increase both English Language Arts and Math proficiencies.</p>	Classified classroom and student contact schedule, CELDT scores, report cards and parent/teacher feedback.	ELL Teacher and Site Administrator	Hourly up to	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. Provide release time for the ELD teacher to implement outreach services to new and returning families, to increase engagement at the site level, clarify CELDT procedures and share strategies for positive school-home connections that are culturally sensitive and student centered.	CELDT Scores Parent contact logs ELAC agendas and sign in sheets	ELD Teacher Site Administrator	\$500-\$750 Site Lottery Funds	

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Math
LEA/LCAP GOAL:
AUSD STRATEGIC Plan & Local Control Accountability Plan Goal #1 "Assessing and Increasing Academic Success" We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will achieve their fullest potential.
SCHOOL GOAL #2:
MARIN SCHOOL GOALS: Math 1. All Students will demonstrate growth. 90% of students will make at least one year's growth as demonstrated by maintaining or increasing their grade level proficiency, as compared to their previous District Benchmark Assessments. Students who demonstrate growth from below grade level to grade level, will be considered students who made growth. Students who maintain below grade level standards, will not be considered students who made growth. 2. We will continue to develop a comprehensive mathematics and science program aligned to Common Core State Standards and the Next Generation Science Standards. By using innovative and researched strategies, teachers and staff will provide dynamic and differentiated approaches to math and science instruction. 3. Use local and state results to regularly assess and refer students, as needed, for additional academic intervention resources. Students in need of additional resource to achieve grade level mastery in math will be identified. In class, online and afterschool supports will be implemented.
Data Used to Form this Goal:
2017 Trimester 2 District Benchmark Assessments 2015-16 Smarter Balanced Assessment in Math 2016 CST Science (5th grade only)
Findings from the Analysis of this Data:
School-wide achievement in Math is high. 98% of all students scored at the nearly met, met and exceeded standards on the 2016 SBAC. However, we still recognize an achievement gap for students of various sub-groups.
How the School will Evaluate the Progress of this Goal:
District Benchmark Assessments, Chapter and teacher developed Assessments, 2016 SBAC results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Provide additional time to analyze math assessments and math curriculum. – Teachers will build upon their pedagogical content knowledge including, understanding of how students learn math and science, increase content specific expertise, opportunities to collaborate with research based instructional strategies, through coaching opportunities and reflect both individually and collectively on their own learning experiences.</p> <p>1. Provide targeted training for teachers with district math curriculum, assessments and support alignment of science instruction with the Next Generation Science Standards.</p>	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student grade level math and science proficiency.	Teachers Teacher on Special Assignment Site Administrator	Same as Support English Language Arts Curriculum Practices Strategy – Action 2 above	
<p>2. Utilize Teachers on Special Assignment to evaluate curriculum needs, lead curriculum implementation and provide leadership through staff development.</p>	Lesson plans, classroom observations, grade level meeting notes, student achievement data, PD feedback from staff, TSA support schedules.	Teachers Teacher on Special Assignment Site Administrator	1.0 FTE District State Standards Implementation Funds	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Intervention – Staff will provide high quality instruction and intervention accessible to all students and matched to their needs</p> <p>1. Review every student’s current performance levels on local and state assessments. By 9/30/17, identify students not meeting grade level standards by using local assessments. By 10/01/17, begin intervention services using in-class, small group pull-out or the online option “Dreambox”, depending on student needs. By 11/30/17, 3/30/18 and 5/30/18, measure and monitor student progress using local assessments and make adjustments to intervention approaches as needed.</p>	Benchmark assessments; curriculum tests	Teachers Site Administrators		
<p>2. Continue to provide “Dreambox” as an intervention/extension strategy for student math proficiency in addition to providing specialized math intervention using our "Math Camp" program</p>	Benchmark assessments; SBAC results.	Teachers Site Administrators	\$6,000-\$7,000 Site Funds	

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Climate
LEA/LCAP GOAL:
AUSD Strategic Plan and LCAP Goal #2: "Supporting the Whole Child" We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.
SCHOOL GOAL #3:
MARIN SCHOOL GOALS: School Climate and Student Well-Being: nurture leadership and whole child development of all students in a safe and asset-rich environment.
Data Used to Form this Goal:
Student referral data, staff surveys, CA Healthy Kids Survey results
Findings from the Analysis of this Data:
Students who are safe, respectful and responsible in school enhance the learning process for themselves and others.
How the School will Evaluate the Progress of this Goal:
Reduction in the number of reports of bullying, increase in student engagement with school activities and staff/student surveys, such as the CA Healthy Kids Survey.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
1. Continue to implement the concepts and strategies outlined in the "Second Step", "Speak Up Be Safe" and conflict manager and Community Coaches programs.	Staff Development Plans, Second Step and Speak Up Be Safe Lesson Plans, Conflict Manager schedules and incident reports	Principal, Teachers & Site Staff	Districtwide Safe Schools TSA – Parcel Tax	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. Students, Parents and the Community will be informed about school attendance policies and procedures related to a positive campus climate and student achievement, including Second Step home links and internet safety.	Agreements signed by Parents and Students, Communication through Student Handbook and school-wide newsletters	Site Administrator		
3. Provide structured noontime activities open to all students, using site and YMCA personnel.	Published weekly schedules and announcements, participation rates	Site Administrator Marin Staff Noontime Activities Coordinator Parent Volunteers	Noontime Activities Stipend - General Fund PTA	4,000 8,000
4. Provide and facilitate structured staff time to focus on specific at-risk students for mental health referrals prior to conferences.	Student Success Team meeting agendas, behavior support plans	Site Administrator Mental Health Intern		
5. Provide mental health counseling for at-risk students in individual and group settings	Referrals for services, reports on number of students served, reduction of yard and classroom behavior referrals	Site Administrator Mental Health Intern	Mental Health Interns	
6. Provide additional training for teachers in mindfulness techniques for classroom and student behavior management.	Student surveys, teacher and administrator observations	Site Administrators Teachers	Site Lottery Funds	750
7. Provide additional training and tools for teachers in using effective sensory motor applications such as S'cool Moves	California Healthy Kids Survey, teacher and administrator observations	Site Administrator Teachers Occupational Therapist	Marin PTA	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
8. Provide opportunities for the community to get involved and celebrate through monthly Marin Mornings and Respect My Spirit days.	Class participation and community attendance	Site Administrator Teachers		

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: 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. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David Janinis		X			
Cajina, Jeanne				X	
Adele King		X			
Donovan, Rochelle		X			
Heike Feltes				X	
Fiona Rhea				X	
Ritchie, Alexia	X				
Doris Mitchel-Flores				X	
Nichols, Janet			X		
Brian Doss				X	
Numbers of members of each category:	1	3	1	5	0

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on 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.
5. This SPSA was adopted by the SSC at a public meeting on May 17, 2017.

Attested:

Alexia Ritchie

Typed Name of School Principal

Signature of School Principal

Date

Brian Doss

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date