

2014-15 Single Plan for Student Achievement

Marin Elementary School



The Single Plan for Student Achievement

School: Marin Elementary School

District: Albany Unified School District

County-District School (CDS) Code: 01-61127-6095376

Principal: Alexia Ritchie

Date of this revision: 5/17/2014

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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EXECUTIVE SUMMARY

This is a comprehensive report to our school community. It provides general information, an analysis of student achievement data, and detailed descriptions of our goals and objectives for improvement.

Marin is an extraordinary school where students, staff, and community members are engaged in learning. We provide strong core academic programs and a climate of respect, responsibility, and safety. We engage parents and community as partners to support our mission.

This plan will analyze student achievement data. The most current CA state testing data comes from May 2013. We are proud of the high number of students who are proficient and advanced. However, we are challenged in many ways in our efforts to realize success for every student.

This plan will articulate detailed plans for improvement. The Marin Staff and School Site Council have participated in developing these essential actions in curriculum, instruction, and program design. In order for us to be successful, we will depend on the support of our district and community. Financial stability, community involvement, hard work, and collaboration will be essential.

This plan will include a focus on student wellness and campus climate. It is critical to recognize that safety, responsibility, and respect are learned behaviors. When we bring students and staff members together every day to collaborate and learn; we need to provide them with the frameworks that encourage healthy interactions and a positive climate.

As the Principal of Marin Elementary School, I am proud to offer this SPSA for the AUSD Board of Education approval. Please contact me with any questions or requests you have for more information.

- Alexia Ritchie, Principal

SCHOOL PROFILE

Marin Elementary School is a part of 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 has volunteers for every school event, classroom assistance, and fundraising activities.

Currently there are 540 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 21-28 students. Additionally, four teachers teach outside of the self-contained classroom setting in the subjects of Physical Education, Music, Science and Media/Library. Marin Elementary has a support staff comprised of a 1.2 Intervention Specialist Teacher (1.0 FTE Generally funded and .20 FTE funded by SchoolCARE), 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, and one part-time Counseling Intern.

On average, 120 children participate in the Tupelo program that 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. Enrichment classes are offered to students who are enrolled in the Early Bird and Late Bird reading programs in grades 1 through 3. Enrichment classes include: Engineering, Hip Hop, Drama, and Chess and Poekoelan.

Students at Marin Elementary School receive a core academic curriculum based on Common Core State Standards. Students also have a variety of co-curricular and student activities that promote leadership, personal choice, and a bond with their school community. Enrichment activities offer students the opportunity to pursue interests in Vocal Music, Active Music and Band. The Physical Education and Media/Library curriculum embedded in the regular school day provide each K-3 grade teacher 90 minutes of preparation per week and, with the addition of Science and Music, intermediate teachers 235 minutes of preparation per week. In 2014-15, teachers in grades 1-3 will receive an additional 30 minutes of prep per week with the addition of music instruction for all students in those grades (total 120 minutes prep/week)

Over 15 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 about one in ten of our students participate in the Free or Reduced Lunch program.

Our goals for the year will focus on Common Core State Standards. We support all of our students by providing a standards based core program that differentiates instruction to meet the needs of all students. For those students who are at-risk, as identified by California Standards Tests scores and local assessments, targeted interventions through in-class and small group pull out instruction is available. Teacher created assessments are administered at the completion of lesson units and district benchmarks are administered three times per year to monitor student progress.

SCHOOL VISION & MISSION

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.

ANALYSIS OF STUDENT ACADEMIC ACHIEVEMENT

Marin School Staff and School Site Council (SSC) used the following data to create school-wide goals for the 2014-2015 academic year: 2012-2013 State Standardized Testing and Reporting (STAR) tests for Language Arts and Math, California English Language Development Test (CELDT), Academic Performance Index (API), Adequate Yearly Progress (AYP) by Ethnicity, English Language Learner(ELL) level, and socioeconomically disadvantaged (SED) status. Also included was the District Math Benchmark Assessments.

Adequate Yearly Progress Targets

2012-2013 - ELA: 89.2% MATH: 89.5%

2013-2014 - ELA: 100% MATH: 100%

English Language Arts

All Students: 351 students tested (2012-2013 results)

82.8% of the students scored proficient or above in English Language Arts (291 students)

Grade 2: 78 students tested

88% of the students scored proficient or above in English Language Arts (69 students)

8% of the students scored basic in English Language Arts (6 students)

4% of the students scored below basic in English Language Arts (3 students)

0% of the students scored far below basic in English Language Arts

Grade 3: 99 students tested

73% of the students scored proficient or above in English Language Arts (72 students)

22% of the students scored basic in English Language Arts (22 students)

2% of the students scored below basic in English Language Arts (2 students)

3% of the students scored far below basic in English Language Arts (3 student)

Grade 4: 97 students tested

87% of the students scored proficient or above in English Language Arts (84 students)

11% of the students scored basic in English Language Arts (11 students)

1% of the students scored below basic in English Language Arts (1 student)

1% of the students scored far below basic in English Language Arts (1 student)

Grade 5: 77 students tested

85% of the students scored proficient or above in English Language Arts (65 students)

13% of the students scored basic in English Language Arts (10 students)

1% of the students scored below basic in English Language Arts (1 students)

1% of the students scored far below basic in English Language Arts (1 student)

Mathematics

All Students: 351 students tested (2012-13 results)

85.5% of the students scored proficient or above in Math (300 students)

Grade 2: 78 students tested

95% of the students scored proficient or above in Math (74 students)

5% of the students scored basic in Math (4 students)

0% of the students scored below basic in Math (0 students)

0% of the students scored far below basic in Math (0 student)

Grade 3: 99 students tested

84% of the students scored proficient or above in Math (83 students)

10% of the students scored basic in Math (10 students)

4% of the students scored below basic in Math (4 students)

2% of the students scored far below basic in Math (2 students)

Grade 4: 97 students tested

80% of the students scored proficient or above in Math (78 students)

16% of the students scored basic in Math (15 students)

4% of the students scored below basic in Math (4 students)

0 % if the students scored far below basic in Math

Grade 5: 77 students tested

81% of the students scored proficient or above in Math (62 students)

17% of the students scored basic in Math (13 students)

3% of the students scored below basic in Math (2 students)

Science

All Students: 77 students tested

84% of the students scored proficient or above in Science* (65 students)

14% of the students scored basic in Science* (11 students)

0% of the students scored below basic in Science*

1% of the students scored far below basic in Science* (1 students)

*Science is only administered in grade 5

ANALYSIS OF CURRENT ACADEMIC PROGRAMS

Analyze Educational Practices

Educational Practices

Alignment of curriculum, instruction and materials to content and performance standards

District curriculum standards are aligned with Common Core State Standards in Language Arts and Mathematics. History-Social Science, and Science will be adopted by the District as soon as they are finalized. Teachers have identified best practices to teach to the District/Common Core State Standards. The sites along with the district will provide ongoing professional development for teachers so they can successfully implement the program, identify at-risk students through embedded assessments, and provide intervention for struggling students.

Services provided by the regular program to enable under-performing students to meet standard

- Teacher grade level collaboration
- Differentiation of the curriculum
- Library Media Specialist available to all students
- Specially Designed Academic Instruction in English (SDAIE) strategies/English Language Development (ELD) vocabulary strategies
- Guided Language Acquisition Design (GLAD) strategies for accessing language
- Vision and hearing screening in grades K, 2 and 5, as well as, teacher referrals
- Re-teaching during the school day
- Student Success Team (SST) process
- Section 504 process
- School Attendance Review Team (SART)/School Attendance Review Board (SARB) processes
- Intervention Paraprofessionals
- Early Bird/Late Bird split schedule
- Intervention Teacher

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

- 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 word list (Kindergarten)
- Phonemic Awareness (Kindergarten)
- Albany First Grade Word List (grade 1)

- Curriculum assessments
- Teacher created assessments

Family, school, district and community resources available to assist these 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
- SART/SARB
- Special Education Local Plan Area (SELPA)

School, district and community barriers to improvements in student achievement

- Inconsistent CCSS curriculum implementation and staff development
- Untimely access to 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 Severe Chronic (2 students, <1%); Chronic (25 students, 5%); and, At-Risk (100 students, 20%)

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

- Attendance is lower than would be optimal
- Inconsistency of training creates challenges for program implementation
- Class size has risen from 20:1 (student to teacher ratio) in 2008-2009 to 25-27 : 1 in grades 1 through 3
- Inconsistency of intervention teacher for the past 3 years
- Master scheduling of interventions very challenging because of classroom teacher prep

CONCLUSIONS FROM ANALYSIS OF INSTRUCTIONAL PROGRAMS

Teachers and the school site Council reviewed CST data and spring assessments. They determined there was a need to make improvements to reading comprehension and math achievement.

One of the action steps in last year's site plan was to introduce the Daily 5 and Café books and instruction delivery model to the staff and receive funding from the PTA to send teachers to training during the 2013 summer. The Daily 5 is a management system for the reading workshop model. There are 5 "rotations" that replace centers and are literacy only focused. Literacy blocks are broken into smaller blocks with a group mini lesson followed by a 20-30 minute work time. During the work time, the students choose one of the Daily 5 rotations (read to self, read with someone, work on writing, listen to reading, working with words), while the teacher meets with small groups (guided reading or strategy) or holds individual conferences. The Cafe book outlines how to help the students build stamina for each rotation and manage the organization of it all.

The authors, Gail Boushey and Joan Moser, (referred to as "The Sisters") followed up with their CAFE menu

that is a way to guide instruction using standards. The students take ownership for setting goals that are posted on a board in the classroom. Café is an acronym that stands for Comprehension, Accuracy, Fluency, and Expand vocabulary.

The Daily 5 and Café is now implemented in all classrooms at Marin school to address reading comprehension, reading stamina, and to build independent readers. Additional professional development opportunities should be used to help refine this process as we align with CCSS and begin to receive results from our Smarter Balanced (SBAC) assessments in 2015-16.

Another action step from last year's site plan was to implement hourly para-educator intervention for students performing below grade level in math. The School Site Council feels that this should be continued given the lack of intervention personnel available for math. Survey from staff and parents indicate positive effects this year with the use of instructional aides as a way to address class size reduction measures and to increase intervention services for students not meeting grade level standards in mathematics. These measures should be continued in 2014-15.

Planned Improvements in Student Performance

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 the academic performance index and adequate yearly progress growth 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 and local District standards:

AUSD Strategy #1: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards.

- Goal #1: Align essential standards with Common Core Standards (CCCS), use them to guide instruction, and assess student learning both systematically and periodically using a variety of measures.
- Goal #2: Implement an array of research-based teaching and learning strategies to increase student engagement and motivation.
- Goal #3: Review, refine, and implement academic interventions that reflect current research and best practices.

Local Control and Accountability Plan (LCAP)

- Goal #1: We will provide all students with access to CCSS Aligned Instructional Materials
- Goal #4: All staff will become knowledgeable about CCSS. Students will experience instructional programs that are CCSS aligned.

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. Students who demonstrate grade level achievement in reading and written language will be considered students who made growth. Students who maintain below grade level achievement will not be considered students who made growth.
2. We will increase the percentage of students scoring at grade level performance. 90% of all students, including all subgroups, will be expected to perform at grade levels. In the cases where student groups are already outperforming these levels, we can name a reasonable percentage of increase. In the cases where student groups are underperforming these levels, we can name a reasonable increase of 5 to 10%.

<p>What data did you use to form this goal?</p> <p>CST English-Language Arts Data, 2013</p>	<p>What were the findings from the analysis of this data?</p> <p>School-wide achievement in ELA is high. On the 2012 STAR test 82.8% of our students performed at Proficient or Advanced. However, we still recognize an achievement gap for students of various sub-groups in particular, English Language Learners.</p>	<p>How will the school evaluate the progress of this goal?</p> <p>DRA Assessment levels (1st – 3rd grades); Gates-MacGinitie Reading Test (3rd – 5th grades), reading and writing program assessments and teacher made tests</p>
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STRATEGY: Alignment of Instruction with Content Standards – We will implement instruction with Common Core State Standards through grade level collaboration, use of instructional guides and curriculum and professional development.		

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. Review every student’s current performance levels local assessments. We will identify those who need additional support. (09/2014)	Teachers Site Administrator	Class lists of all current students, lists of students newly enrolled to AUSD. Lists of students identified for additional support.	N/A
2. Provide a Common Core State Standards-based English Language Arts curriculum at each grade level. (8/14-6/15)	Teachers Site Administrator	Lesson plans, writing assessment results, classroom observations, department meeting notes, student achievement data, purchase orders for curriculum materials	N/A
3. Utilize Teachers on Special Assignment to evaluate curriculum needs, lead in curriculum implementation and provide leadership through staff development	Teachers on Special Assignment Site Administrator	Lesson plans, writing assessment results, CELDT test results, classroom observations, grade level meeting notes, student achievement data	.60 FTE CCSS District Funds
4. Offer three release days during the school year to grade level teams to collaborate, plan instruction, discuss common instructional practices and assessments, and align their work across the grade level.	TSA Classroom Teachers Site Administrator	Grade level meeting agendas and minutes, samples of common assessments, student achievement results from common assessments	District General Funds

5. Offer a release day during the school year to grade level teams to focus on assessment. Teachers will work with students to assess their skills as well as analyze student work. Kindergarten teachers will be offered two days.	Grade Level Teachers Site Administrator	Teacher assessments	\$3,000 Site General Funds

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.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. Provide professional development opportunities for teachers to implement the Being a Writer supplemental writing program and the Daily 5/CAFÉ reading program.	Grade Level Teachers Site Administrator	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student reading comprehension and fluency and writing stamina	\$TBD
2. Provide time for teachers to collaborate in grade level and plan lessons aligned with California Common Core Standards (CCCS)	Grade Level Teachers Site Administrator	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student writing stamina	N/A

3. Provide teachers opportunities to refine their practice of the Daily 5 literacy structure and CAFÉ reading strategies as it relates to local District assessment results.	Grade Level Teachers Site Administrator	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student reading stamina	N/A
4. Provide teacher support for implementing the Daily 5/CAFÉ reading strategies and Being a Writer including: workshops, subscription memberships, materials (i.e. trade books)	Grade Level Teachers Intervention Teacher ELL Teacher Site Administrator	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student reading stamina	\$6000 Site General Fund

STRATEGY: Intervention – Staff will provide high quality instruction accessible to all students and matched to their needs

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. Identify and provide targeted instruction to students both with a “push-in” model for classroom support and small groups when appropriate to monitor student progress	Grade Level Teachers Intervention Teacher Site Administrators	Literacy, DRA, benchmark assessment scores, teacher recommendations	Intervention Teacher (1.0 FTE) District General Fund
2. Provide small group English Language Development instruction for students who are identified as ‘Beginner’ and ‘Early Intermediate’ English Language Learners.	English Language Development (ELD) Teacher and Site Administrator	Literacy, DRA, benchmark assessment scores, CELDT scores	ELD Teacher (1.0 FTE) District General Fund

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

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. During English Language Advisory Council (ELAC) meetings, provide parents with information regarding the classroom instruction and ways to participate in their student’s learning.	ELL Teacher and Site Administrator	ELAC Agendas and Minutes	N/A
2. Provide an overview of the instructional program to parents at the “Back-to-School Night”	ELL Teacher And Site Administrator	Back-to-School Packet and agenda	N/A

AUSD Strategy #1: We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will meet or exceed grade level standards.

- Goal #1: Align essential standards with CA Common Core Standards (CCCS), use them to guide instruction, and assess student learning both systematically and periodically using a variety of measures.
- Goal #2: Implement an array of research-based teaching and learning strategies to increase student engagement and motivation.
- Goal #3: Review, refine, and implement academic interventions that reflect current research and best practices.

Local Control and Accountability Plan (LCAP)

- Goal #1: We will provide all students with access to CCSS Aligned Instructional Materials
- Goal #4: All staff will become knowledgeable about CCSS. Students will experience instructional programs that are CCSS aligned.

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 increase the percentage of students scoring at Proficient or Advanced levels of performance. 90% of all students, including all subgroups of students will be expected to perform at Proficient or Advanced levels. In the cases where student groups are already outperforming these levels, we can name a reasonable percentage of increase. In the cases where student groups are underperforming these levels, we can name a reasonable increase of 5 to 10%.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CST Math Data, 2013 District Benchmark Assessment #2,#3 (2014)	School-wide achievement in Math is high. 85.5% of our students perform at Proficient or Advanced which is up .3% from 2012. However, we still recognize an achievement gap for students of various sub-groups.	District Benchmark Assessments, Chapter and teacher developed Assessments

STRATEGY: Alignment of Instruction with Content Standards – We will align instruction with California State Standards through grade level collaboration, use of instructional guides and curriculum and professional development.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. Review every student’s current performance levels on local assessments. We will identify those who need additional support. (09/2014)	Teachers Site Administrator	Class lists of all current students, lists of students newly enrolled to AUSD. Lists of students identified for additional support.	N/A
2. Fully implement the Common Core standards and identify curriculum and instructional alignment to make instructional decisions, plan lesson delivery and discuss student learning.	Teachers Site Administrator	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student grade level math proficiency.	N/A

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.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. Provide summer training for teachers with District adopted math curriculum, “Investigations” and “Expressions” and support for Common Core State Standards implementation.	Teachers Site Administrator	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of grade level math proficiency.	District funds

STRATEGY: Intervention – Staff will provide high quality instruction accessible to all students and matched to their needs

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. Provide hourly intervention programs and supports for students in classes grades K-5 (10/1/2014)	Teachers Site Administrators	Benchmark assessments; curriculum tests	\$14,000 District General Fund

AUSD Strategy #2: We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.

Local Control and Accountability Plan (LCAP)

- Goal #5: We will continue to support the engagement of parents and community members. We will increase the participation of parents from under-represented and under-performing groups. These groups include low socio-economic, English Language Learners, foster youth, African-American and Latino families.
- Goal #7 We will continue to offer capstone learning projects and measure student success rates on a variety of standards-based performance tasks.
- Goal #8: We will maintain our high rate of average daily attendance. We will decrease the % of students who are chronically absent.
- Goal #9 Students will have access to clubs and extra-curricular activities that engage them with a wide array of interests.
- Goal #11 Students will be provided a safe, inclusive learning environment and a positive school culture. Students will be provided services and interventions that foster their social-emotional and behavioral growth.

MARIN SCHOOL GOALS: School Climate and Student Well-Being

We will provide a safe, engaging environment, in which each member of the Marin community strives toward excellence, acceptance of differences, exploration of ideas, and responsibility to a larger world.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Student referral data, staff survey	Students who are safe, respectful and responsible in school enhance the learning process for themselves and others.	Reduction in the number of referrals to the office, increase in student recognition and staff/student surveys.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. Continue to implement the concepts and strategies outlined in the “Second Step” program.	Principal, Teachers & Site Staff	Staff Development Plans, Second Step Lesson Plans	General Fund, PTA, Other Community Fundraising sources \$500

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.	Site Administrator	Agreements signed by Parents and Students, Communication through Student Handbook and school-wide newsletters	Materials and supplies, classified hourly Site General Fund \$100
3. Provide structured noontime activities open to all students	Site Administrator Marin Staff Noontime Activities Coordinator Parent Volunteers	Published weekly schedules and announcements, participation rates	\$4,000 Stipend PTA and Site General Fund
4. Provide and facilitate structured staff time to focus on specific at-risk students for mental health referrals prior to conferences.	Site Administrator Marin Staff	Meeting agendas, Behavior Support Plans	N/A
5. Provide training for playground staff on the concepts and strategies outlined in the "Second Step" program at the beginning of the school year, when new staff are hired and on-going monthly.	Site Administrator	Training plans, monthly meeting notes	N/A
6. Provide mental health counseling for at-risk students in individual and group settings	Site Administrator Mental Health Intern	Referrals for services, reports on number of students served, reduction of yard behavior referrals	Mental Health Intern
7. Provide additional training for teachers in mindfulness techniques for classroom and student behavior management.	Site Administrators Teachers	Student surveys, teacher and administrator observations	\$2,000 Workshop Marin PTA

<p>8. Provide additional training for teachers in piloting a rhythmic Balance/Auditory/Vision eXercises (BAVX) program</p>	<p>Site Administrator Teachers</p>	<p>Student surveys, teacher and administrator observations</p>	<p>\$2,000 Workshop Marin PTA</p>
<p>9. Provide opportunities for the community to get involved and celebrate through monthly Marin Mornings.</p>	<p>Site Administrator Teachers</p>	<p>Class participation and community attendance</p>	<p>N/A</p>

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: 4

Actions to be Taken to Reach This Goal ¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date ² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:

<http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$
<input checked="" type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$TBD
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Professional Development Block Grant Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$
<input type="checkbox"/> Pupil Retention Block Grant Purpose: Prevent students from dropping out of school	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School and Library Improvement Program Block Grant Purpose: Improve library and other school programs	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$

Federal Programs		Allocation
<input type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$
<input type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	1.0 FTE
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: 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.³ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Azzariti, Michela (Alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Cajina, Jeanne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Carey, Judith	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
McKenzie, Eileen	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Galloway-Popotas, Rachelle (Alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Hopper, Marie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Ritchie, Alexia	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leung, Yvette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Nichols, Janet	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Trutane, Kim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Yoshida, Sallie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Number of members in each category	1	2	1	7	0

³ EC Section 52852

Form E: Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures 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 20, 2014.

Attested:

Alexia Ritchie
Typed name School Principal

Signature of School Principal Date

Kim Trutane
Typed name of SSC Chairperson

Signature of SSC Chairperson Date

