

ALBANY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

The mission of Albany Unified School District is to provide excellent public education that empowers all to achieve their fullest potential as productive citizens. AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing the individual needs of each student.

SPECIAL MEETING:

WORK- STUDY SESSION SCHOOL PLANS FOR STUDENT ACHIEVEMENT- ELEMENTARY

ALBANY CITY HALL

1000 San Pablo
Albany, CA 94706

Tuesday, May 14, 2019

5:15 p.m. – 6:30 p.m.

AGENDA

Meeting Norms												
<div><div><div>1. Maintain a focus on what is best for our students.</div><div>2. Show respect (never dismiss/devalue others).</div><div>3. Be willing to compromise.</div><div>4. Disagree (when necessary) agreeably.</div><div>5. Make a commitment to effective deliberation, each one listening with an open mind while others are allowed to express their points of view.</div><div>6. Participate by building on the thoughts of a fellow Board member.</div><div>7. Make a commitment to open communication and honesty; no surprises.</div><div>8. Commit the time necessary to govern effectively.</div><div>9. Be collaborative.</div><div>10. Maintain confidentiality (which leads to the building of trust).</div><div>11. Look upon history as lessons learned; focus on the present and the future.</div></div><div><div>All Regular meetings are videotaped.</div><div>(To view the videos, visit www.ausdk12.org)</div></div></div> <div><div><div>I. OPENING BUSINESS5:15 p.m.</div><div><div>A) Call to Order</div><div>B) Roll Call</div><div>C) Approval of Agenda</div></div></div><div><div>II. REVIEW & DISCUSSION5:20 p.m.</div><div><div>A) School Plans for Student Achievement (SPSAs)----- (pg.3)</div><div><div>1) Cornell Elementary School----- (pg.6)</div><div>2) Marin Elementary School----- (pg.43)</div><div>3) Ocean View Elementary School----- (pg.75)</div></div></div><div><div>IV. ADJOURNMENT6:30 p.m.</div></div><div><div>IV. FUTURE BOARD MEETINGS</div><table><tr><th>Date</th><th>Time</th><th>Location</th></tr><tr><td>May 14, 2019</td><td>7:30 – 9:00 p.m.</td><td>Albany City Hall</td></tr><tr><td>May 28, 2019</td><td>5:15 – 6:30 p.m. 6:30 – 9:00 p.m.</td><td>Albany City Hall</td></tr><tr><td>June 11, 2019</td><td>7:00 – 9:30 p.m.</td><td>Albany City Hall</td></tr></table></div></div></div>	Date	Time	Location	May 14, 2019	7:30 – 9:00 p.m.	Albany City Hall	May 28, 2019	5:15 – 6:30 p.m. 6:30 – 9:00 p.m.	Albany City Hall	June 11, 2019	7:00 – 9:30 p.m.	Albany City Hall
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**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

**Work-Study Session
May 14, 2019**

**ITEM: SCHOOL PLANS FOR STUDENT ACHIEVEMENT:
CORNELL ELEMENTARY SCHOOL, MARIN ELEMENTARY
SCHOOL, AND OCEAN VIEW ELEMENTARY SCHOOL**

**PREPARED BY: MARIE WILLIAMS
ASSISTANT SUPERINTENDENT, EDUCATIONAL SERVICES**

TYPE OF ITEM: REVIEW AND DISCUSSION

PURPOSE:

The purpose of this item is for the Governing Board to review and discuss the School Plans for Student Achievement for Cornell, Marin and Ocean View Elementary Schools.

BACKGROUND INFORMATION:

In accordance with California Education Code Section 64001, schools that receive funds through the Consolidated Application and Reporting System (CARS) must develop a School Plan for Student Achievement (SPSA). The District currently receives Title I, Title II and Title III funds through CARS, and Title I and Title III funds are allocated to staffing certificated personnel at the school sites. Title II funds are allocated districtwide for professional development and support the District's Induction (new teacher support) program.

California Department of Education recently updated its SPSA template in an effort to align School Plans for Student Achievement to the Local Control and Accountability Plan. In addition to assessing student needs (based on an analysis of state and local metrics) and identifying goals/actions to improve student performance, the following new components are included in the SPSA: stakeholder engagement/involvement, annual update, and identification of annual measurable outcomes.

School Plans for Student Achievement are a required part of school planning that must be developed in conjunction with the School Site Council and approved on an annual basis by the district's governing board.

DETAILS:

The presentation of the SPSA during a work-study session provides an opportunity for sites to share information with the Governing Board regarding areas of celebration and challenge in implementing their site plans, school-wide initiatives and goals, and needed supports.

Through this work-study session, the Governing Board is able to observe District-wide trends and patterns, evaluate the alignment of District level goals and plans, and determine District-wide priorities for resource allocation.

The overarching questions that guide the discussion of the SPSAs are:

1. ***How well did we do implementing this year's plan?***
 - a. Identify examples of successes and challenges in implementing the site's SPSA.
 - b. What systems, structures, and resources support the implementation of the site's SPSA.
2. ***How do we know if we were successful or not successful?***
 - a. What information is, and is not, provided by state and local assessment data/metrics?
 - b. What other information might be considered in assessing success?
3. ***How has this knowledge influenced your plans for next year?***
 - a. What, if any, updates/revisions are being made to the SPSA for 2019-2020?
 - b. What supports are needed?
 - c. How might current systems be leveraged to build upon this year's successes?

FINANCIAL INFORMATION:

Funds allocated to school sites through the Consolidated Application and Reporting System (CARS) and supplemental funds allocated to sites through the Local Control and Accountability Plan are included in the School Plans for Student Achievement. Additionally, each school site is allocated discretionary funds and restricted state lottery funds. Discretionary funds can be used for any educational purpose; restricted lottery funds may only be used for instructional materials and supplies. Site funds are allocated based on projected student enrollment at each school site. For the 2019-2020 school year, in order to address the District's structural deficit, site discretionary budgets will be reduced by 10%.

STRATEGIC OBJECTIVES ADDRESSED:



Objective #1: *Assess and Increase Academic Success. Goal: 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.*



Objective #2: *Support the Whole Child. Goal: We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.*



Objective #3: *Communicate and Lead Together. Goal: All stakeholders will collaborate and communicate about decisions that guide the sites and district.*

RECOMMENDATION: REVIEW AND DISCUSS THE SCHOOL PLANS FOR STUDENT ACHIEVEMENT FOR CORNELL, MARIN, AND OCEAN VIEW ELEMENTARY SCHOOLS.

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Cornell Elementary School
Address	920 Talbot Avenue Albany, CA 94706
County-District-School (CDS) Code	01-61127-6090161
Principal	Heather Duncan
District Name	Albany Unified School District
SPSA Revision Date	April 19, 2019
Schoolsite Council (SSC) Approval Date	April 19, 2019
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

School Mission Statement

At Cornell Elementary School, our mission is to create a community of self-sufficient, life-long learners who are cooperative, respectful, and responsible.

School Vision Statement

We support the district's mission, values and beliefs by:

- Offering a safe and supportive learning environment that allows all of our students to thrive in their academic achievement and social-emotional growth.
- Valuing the diversity of our population, embracing the unique qualities of each student, and building students' understanding and acceptance of these differences between one another.
- Targeting our work to ensure that our students have a deep understanding of the essential knowledge and skills taught at their grade level, develop critical thinking skills, produce high quality work, are adept at applying their learning, and are thoughtful, caring members of our community.

School Profile

Cornell Elementary School is part of the Albany Unified School District in Albany, California, a small community located in the San Francisco East Bay Area. Albany schools serve a large number of families from all over the world, many through their connection to University of California, Berkeley.

The strength of our school lies with our staff and parent community. Our teaching faculty is comprised of highly-qualified, fully-credentialed teachers who offer focused instruction and design rigorous academic curricula based on the California State Standards. The partnership between our school, Cornell families, and our community allows us to effectively support our students, staff, and instructional programs. Parent support at Cornell is remarkable. Our school community benefits greatly from the volunteer and financial support provided by our parents and local community.

There are approximately 550 students currently enrolled at Cornell School. The school serves students in kindergarten through 5th grade, with 23 general education and 2 special education classrooms on campus. The general education classrooms have a student range of 21 to 28 students. Additional teachers and staff serve students in need of reading and math Intervention, English language development, speech and language, special education resource instruction, adapted physical education, occupational therapy, and mental health counseling services.

Students at Cornell School receive a core academic curriculum based on California State Standards. To develop focus on the whole child, our faculty provides learning experiences to foster students' social and emotional growth. Cornell teachers differentiate their instruction to meet the individual learning needs of their students, thereby helping all students to make progress towards mastery of learning goals. Kindergarten students participate in library and physical education each week. 1st-5th grade students participate in library, physical education and music classes each week, and 4th-5th grade students also participate in science classes each week, all of which are taught by credentialed teachers. Through the Albany Elementary Giving Campaign, K-5 students are offered additional enrichment activities, such as dance, music, performing arts, chess, and poetry during the school day. Additionally, both before and after-school enrichment opportunities are provided on-site to those families that enroll.

Approximately 19% of our students are English learners and 15% of our students are identified as socioeconomically disadvantaged. With close to 30 different languages spoken, our students are provided wonderful opportunities for cultural dialogue with a rich multi-cultural foundation on which to build a life-long appreciation of diversity. Cornell is proud to be an inclusive and welcoming school.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The process for developing our Site plan includes engaging stakeholders at various levels. School Site Council meets regularly to review programs, discuss school performance and make suggested revisions for continued planning. At PTA meetings, parents learn about various aspects of the school plan, particularly around school progress and programs. Staff regularly discusses site plan goals, next steps, and areas for further reflection. The staff leadership team, comprised of representatives from each grade level, regularly meets to gather and give input on school improvement plans, as comprised in the school site plan. Lastly, regular communications are sent out to the school community to support sharing out about school plans and progress related to programs and teaching and learning initiatives.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
553	15.0%	19.3%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	107	19.3%
Homeless	1	0.2%
Socioeconomically Disadvantaged	83	15.0%
Students with Disabilities	37	6.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.8%
Asian	169	30.6%
Filipino	10	1.8%
Hispanic	64	11.6%
Two or More Races	97	17.5%
White	167	30.2%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Mathematics



English Learner Progress



Academic Engagement

Chronic Absenteeism



Conditions & Climate

Suspension Rate



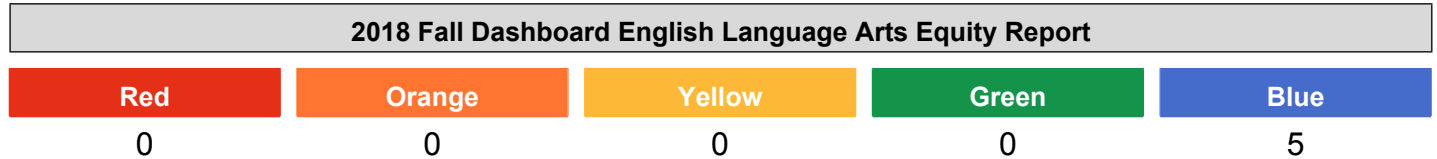
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 74.6 points above standard Increased 22.1 points 280 students	English Learners  Blue 62.7 points above standard Increased 15.5 points 79 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Blue 40.2 points above standard Increased 31 points 42 students	Students with Disabilities  No Performance Color 5.5 points below standard Increased 48.5 points 26 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	 No Performance Color 0 Students	 Blue 73.7 points above standard Increased 23.9 points 95 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 No Performance Color 46 points above standard Increased 39.1 points 29 students	 Blue 76.4 points above standard Maintained 2.8 points 50 students	 No Performance Color 0 Students	 Blue 80.7 points above standard Increased 17.5 points 97 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0.7 points below standard Increased 16.3 points 33 students	108.1 points above standard Increased 26.2 points 46 students	78 points above standard Increased 25.3 points 190 students

Conclusions based on this data:

- Overall, for all reported groups we scored in the highest performance levels possible (blue). We are very pleased with this progress.
- We made significant progress in all areas, both overall and in specific subgroups, with the exception of students identified as Two or More Races. The performance of students identified as Two or More Races is still excellent at 76.4 points above the minimum standard required for meeting standards.
- In conclusion, Cornell continues to work with intervention and classroom staff around identified specific learners needing additional support. We meet regularly to analyze and discuss student performance and to determine areas for growth, utilizing a variety of multiple measures for review. We continue to monitor areas where persistent achievement gaps have existed in the past yet are not reflected in this data. We do that, again, by reviewing data student by student.

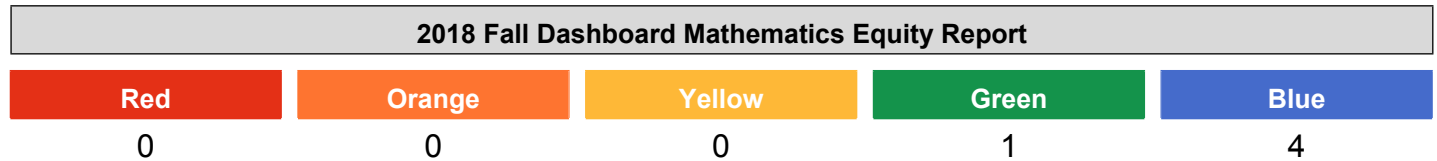
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 53.1 points above standard Increased 12.4 points 278 students	English Learners  Blue 56.1 points above standard Increased 3.4 points 78 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Blue 40.9 points above standard Increased 30.1 points 41 students	Students with Disabilities  No Performance Color 15.5 points below standard Increased 41.1 points 26 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 students	American Indian  No Performance Color 0 Students	Asian  Blue 66.2 points above standard Increased 7.6 points 94 students	Filipino  No Performance Color 0 Students
Hispanic  No Performance Color 18.1 points above standard Increased 31.9 points 29 students	Two or More Races  Green 49.1 points above standard Declined -5.9 points 50 students	Pacific Islander  No Performance Color 0 Students	White  Blue 53 points above standard Increased 8 points 96 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 22.2 points above standard Increased 7.6 points 33 students	Reclassified English Learners 81 points above standard Increased 7.6 points 45 students	English Only 49.3 points above standard Increased 15.2 points 189 students
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Conclusions based on this data:

- Overall, the growth in mathematics is not as significant as in English language arts. This evidence has been a pattern over time for most or all schools. Our mathematics curriculum requires strong academic language and use of language to show mastery of content. We continue to show strong performance in all areas, with a slight decline in students identified as Two or More Races.
- We demonstrated an increase in performance in all areas with the exception of students with two or more races. While all groups continue to perform above standard, there was a slight decrease in one subgroup. There was a significant increase in socioeconomically disadvantaged, Hispanic, and students with disabilities. The importance of this is that these three groups have historically shown gaps in achievement.
- In conclusion, Cornell continues to work with intervention and classroom staff around identified specific learners needing additional support. We meet regularly to analyze and discuss student performance and to determine areas for growth, utilizing a variety of multiple measures for review. We continue to see monitor areas where persistent achievement gaps have existed in the past yet are not reflected in this data. We do that, again, by reviewing data student by student.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
104	68.3%	13.5%	6.7%	11.5%

Conclusions based on this data:

1. This is the first year where we are provided with data from a new assessment (ELPAC) and it provides us with baseline data. Our baseline also shows that nearly 70% our own English learners are performing in the well-developed category.
2. The importance of students performing in well-developed is that these students have met the ELPAC reclassification criterion and can be considered for reclassification based on their performance in other locally determined areas (report card, standardized test scores, parent consultation).
3. In conclusion, Cornell continues to work with intervention and classroom staff around identified specific learners needing additional support. Specifically we have designated staff working with English learners on our intervention team. They bring individual student data to the team for review and we regularly analyze long-term progress of these students to monitor the potential of them becoming long-term English learners. We progressively elevate support for students at-risk.

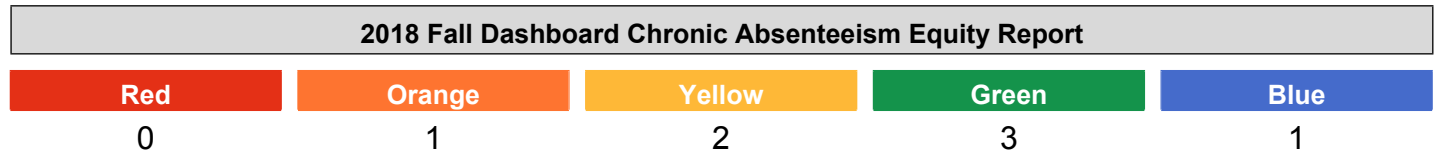
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 3% chronically absent Increased 0.7% 565 students	English Learners  Blue 2.3% chronically absent Maintained 0.2% 128 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Socioeconomically Disadvantaged  Orange 7.4% chronically absent Increased 1.5% 95 students	Students with Disabilities  Green 4.3% chronically absent Declined 1.7% 47 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  Yellow 3.2% chronically absent Increased 1.4% 187 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students
Hispanic  Yellow 4.7% chronically absent Increased 3.1% 64 students	Two or More Races  Green 2.6% chronically absent Declined 2.7% 117 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Green 2.3% chronically absent Increased 0.8% 177 students

Conclusions based on this data:

1. This is the second year of looking at chronic absenteeism as a measure of school performance. The data is helpful to us as we determine ways to intervene in student progress.
2. The area of concern for Cornell is primarily socio-economically disadvantaged and needs to be reviewed. In addition, while Hispanic students attendance increased.
3. As the district and site continues to monitor attendance, procedures for intervention need to be more rigorous and consistent. The leadership and site teams welcome opportunities to collaborate on potential interventions. At the site level, our intervention team includes attendance data in our review of individual students and site leadership is actively communicating and meeting with families of concern. Personal connection with families is a main goal for staff in an effort to build rapport, safety, and improvement. And finally, specific clerical staff designated in the area of attendance has been instrumental in our progress.

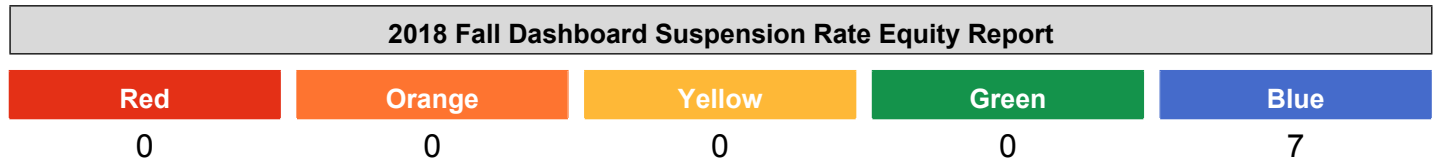
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0% suspended at least once Declined -0.9% 580 students	English Learners  Blue 0% suspended at least once Maintained 0% 132 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color Less than 11 Students - Data Not 1 students	Socioeconomically Disadvantaged  Blue 0% suspended at least once Declined -2.9% 98 students	Students with Disabilities  Blue 0% suspended at least once Declined -6% 49 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0% suspended at least once Maintained 0% 11 students	American Indian  No Performance Color 0 Students	Asian  Blue 0% suspended at least once Declined -0.6% 192 students	Filipino  No Performance Color Less than 11 Students - Data 10 students
Hispanic  Blue 0% suspended at least once Declined -3.2% 67 students	Two or More Races  Blue 0% suspended at least once Declined -1% 122 students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least once Declined -0.5% 178 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
1.1% suspended at least once	0.9% suspended at least once	0% suspended at least once

Conclusions based on this data:

- Overall, our suspension rate is extremely low. While suspension is considered an intervention in progressive discipline, it is not the first option considered at the site. We have a variety of interventions to support social/emotional progress and we rely on suspending students as a last measure for consequence.
- The student groups with the greatest declines in suspension are: Hispanic and students with disabilities.
- Cornell continues to work on practices and procedures for wrap-around service when a student's behavior is severe, persistent, or elevating over time. The intervention team considers and values behavior needs as relevant any other areas of academic need. They are considered equal in need. However, the social/emotional interventions available through, in particular, general education are lacking in depth and staffing. Specifically, at the elementary sites it would typically be considered the principal's role to intervene with these types of needs and our team continues to challenge that viewpoint as we work together. An example would be in our value for the need to provide restorative justice, social emotional instruction, and time to learn and grow as a staff through professional development.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

ENGLISH-LANGUAGE ARTS

Goal Statement

All students will demonstrate growth.

1. The number of students exceeding or meeting standards will remain the same or increase.
2. We will maintain or increase the percentage of students scoring at grade level performance. 90% of all students, including all subgroups, will be expected to perform at grade level. In the cases where student groups are under-performing these levels, targeted and explicit instruction will be designed for in or out-of-class intervention.

LCAP Goal

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.

Basis for this Goal

1. CA Assessment of Student Performance and Progress 2017-2018 English-language Arts data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	82% of all students met or exceeded standards	We will increase overall and student group performance by 2%

Planned Strategies/Activities

Strategy/Activity 1

Consistent use of assessments will inform us of our students' understanding of concepts, drive instructional decisions, and offer means for dialogue about teaching practices and student progress. Staff will use lists of current students, lists of students newly enrolled in AUSD, lists of students identified for targeted intervention support.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Provide professional development and implementation of CCSS curriculum materials as curriculum and trainings pertain to individual, site, and district needs. Staff will utilize the cross-site collaboration agendas and notes, CCSS-aligned lessons/units.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, Site Administrator, District Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

3. Evaluate and prioritize our Language Arts curriculum needs to determine what additional materials should be considered for purchase in order to further align classroom materials with CCSS. Staff will utilize grade level meeting notes, student achievement data, and resources related to CCSS curriculum materials.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Grade Level Teams, Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Provide weekly opportunities for teachers to partner in collaborative discussions. During this time they will have opportunities to reflect on student learning and assessment data, to plan for both short and long-term units and lessons, to deepen knowledge of curriculum, and to engage in professional development as a team. Staff will utilize grade level meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans, observations and walk-throughs resulting in increasing student proficiency levels

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Grade Level Teams, Site Administrators

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 5**

Provide regular professional development opportunities for teachers with the implementation of CCSS in Language Arts. We may use a professional text, areas of staff interest or student need, district-wide focus, whole group, or small group to guide site-based professional development

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, Site Administrators, District Staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 6**

Provide teachers opportunities to build leadership capacity in helping to plan and facilitate professional development focused on CA State Standards in Language Arts.

Staff will monitor the calendar for planned and executed professional development during weekly meetings, cross-site meeting agendas, and release professional days, changes and improvements in instructional strategies as evidenced by lesson plans, observations, walk-through, meeting notes resulting in increasing student proficiency levels

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, Site Administrator, District Staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 7**

Offer two release collaboration days to grade level teams to collaborate, plan instruction, discuss common instructional practices and assessments, and align their work across the grade level to the state standards. Two collaboration days

offered for intervention staff to meet. (27 teachers) Staff will utilize grade level meeting agendas and minutes, samples of common assessments, student achievement results from common assessments. (60 days total)

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Grade level teams and Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

Offer one 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 and SPED classroom teachers three. (35 days total)

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Grade Level Teachers and Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Provide regular professional development opportunities for teachers with the implementation of CCSS and provide opportunities for teachers to develop their leadership capacity in helping to plan and facilitate these sessions. Staff will monitor the calendar for planned sessions.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, Site Administrators, and District Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

Provide systems, structures, and funds for purchase of identified materials needed for differentiated instruction.

1. Classroom Subscriptions
2. New teacher set up
3. Classroom supplies for K-5 (allotment)
4. Instructional supplies (general supplies)
5. Math intervention program (DreamBox)

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Principal and PTA

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 11

Monitor and track at-risk students through implementation of Safety Net Model in the Fall. Analysis of multiple measures will be used to identify target students for available interventions onsite. These students will be monitored for progress while participating in interventions throughout the year. (full day, 26 teachers)
Staff will utilize lists of Identified Target Students (names, needs, skills, assessment results).
Spring meetings to occur for class placement

Students to be Served by this Strategy/Activity

All Students

Timeline

November-January

Person(s) Responsible

Teachers, Specialists, Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 12

Provide reading intervention service for our students that qualify for additional support in reading and written language. Staff will utilize lists of students served by interventions, Reading Specialist's schedule, lesson plans, pre/post assessment results.

Purchase RAZ-Kids accounts for K-3 students and 4th-5th grade students participating in our Reading/ELD Intervention programs.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Reading and Intervention Specialist, Teachers, and Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	105,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.4 FTE Reading Specialists

Strategy/Activity 13

Support our Beginner and Early Intermediate EL students through pullout support from our ELD Specialist. Support Intermediate students with push-in/co-teaching support. Staff will utilize class placements, lists of students served by ELD services, ELD Specialists' schedule, lesson plans, pre/post assessment results, & ELPAC data results.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

ELD Specialists, Teachers, Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	95,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.2 FTE ELD Specialists

Strategy/Activity 14

Continue to integrate GLAD strategies into our practice. We will plan a site-based professional development opportunities focused on GLAD.

1. New staff members will be offered initial training opportunities.
2. Refresher training will be provided to staff that have previously been trained (every 3-4 years).
3. Grade level collaboration days continue to allow for unit planning.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, ELD Specialists, Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 15

Provide designated ELD model for ELL students within classrooms to include:

- Professional development to ELD teachers and site TSA
- CCSS ELD Standards (2012)
- Integrated and Designated Instruction
- Teaching Models for Designated Instruction delivery in classrooms
- Release time to classroom teachers for planning
- Other areas as flexibly determined through planning

Staff will utilize training agendas, meeting minutes, demonstration lesson videos, and staff reflections/surveys

Students to be Served by this Strategy/Activity

ELL (English Language Learner) Students

Timeline

Ongoing

Person(s) Responsible

Teachers, ELD Specialists, Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 16

Provide parent education events through coordination with the PTA for topics related to supporting students', parent, and child development.

Staff will utilize PTA event calendar, event agendas and notes, and school newsletters

Students to be Served by this Strategy/Activity

All Families

Timeline

Ongoing

Person(s) Responsible

PTA Representatives and Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 17

Provide opportunities for parents of English Language Learners to build their skills in assisting their children at home in reading/writing with the support of the English Language Advisory Committee (ELAC). Staff will utilize ELAC meeting agendas and notes.

Students to be Served by this Strategy/Activity

ELL (English Language Learner) Families

Timeline

Ongoing

Person(s) Responsible

ELD Specialists, ELAC Representatives, Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 18

Provide translators as often as possible for school meetings.

Provide translations of documents in as many languages as possible, with the priority on translating into Chinese (Mandarin), Korean, and Japanese, and Spanish.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

District and Site Administrators, Volunteers/District Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 19

Target families new to the country and/or second language learner families to foster an environment that welcomes and supports them as they transition to Cornell.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

PTA , ELD Teachers, and Site Administrator

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

MATHEMATICS

Goal Statement

All students will demonstrate growth.

1. The number of students exceeding or meeting standards will remain the same or increase.
2. We will maintain or increase the percentage of students scoring at grade level performance. 90% of all students, including all subgroups, will be expected to perform at grade level. In the cases where student groups are under-performing these levels, targeted and explicit instruction will be designed for in or out-of-class intervention.

LCAP Goal

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.

Basis for this Goal

1. CA Assessment of Student Performance and Progress 2017-2018 Mathematics

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	75% of students are meeting or exceeding standards.	We will increase overall and student group performance by 2%.

Planned Strategies/Activities

Strategy/Activity 1

Consistent use of assessments will inform us of our students' understanding of concepts, drive instructional decisions, and offer means for dialogue about teaching practices and student progress. Staff will utilize lists of current students, lists of students newly enrolled in AUSD, lists of students identified for targeted math intervention support

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Evaluate and prioritize our math curriculum needs to determine what additional materials should be considered for purchase in order to refine classroom materials that align with CCCS.
Staff will utilize grade level meeting notes, student achievement data, resources related to CCSS curriculum materials

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Grade Level Teams, Site Administrator, District Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

The principal, leadership team (ILT), and district staff will assist with CCSS implementation through professional development and ongoing support to individual teachers and grade level teams. Focus will be placed on support for developing units/lessons that are CCSS aligned. Staff will utilize professional development plans, classroom observations, grade level Cycle of Inquiry plans and notes.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, Site Administrator, District Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Provide weekly opportunities for teachers to partner in collaborative discussions. During this time they will have opportunities to reflect on student learning and assessment data, to plan for both short and long-term units and lessons, to deepen knowledge of curriculum, and to engage in professional development as a team.
Staff will utilize grade level meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans, observations and walk-throughs resulting in rising student proficiency levels.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Grade Level Teams, Site Administrator

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 5**

Provide regular professional development opportunities for teachers to enhance their skills with the implementation of the District-adopted, CCSS-aligned math programs, Investigations (grades K-3) and Math Expressions (grades 4-5). Staff will monitor calendar for planned and executed professional development.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, Site Administrator, District Staff

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 6**

Provide teachers opportunities to build leadership capacity in helping to plan and facilitate professional development focused on CCSS in mathematics. Staff will monitor changes and improvements in instructional strategies as evidenced by lesson plans, observations, walk-throughs, meeting notes resulting in rising student proficiency levels

Administer local math assessments each trimester. Assessment results will support progress on report cards.

Staff will utilize grade level meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, Site Administrator

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 7**

Provide intervention programs and supports for students in classes grades K-5.

*Use of online and adaptive software programs to support at-risk learners needing extension and extra support in K-5 classrooms.

*Explicit instruction provided to students identified through data-based system to target highest level of need for small flexible group instruction.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers/Staff, Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	7,500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Amount	2,500
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

CLIMATE

Goal Statement

CORNELL SCHOOL GOAL: CLIMATE

We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.

- Review, Refine and Implement Social-Emotional and Behavioral Interventions, support programs and policies to reflect current research and best practices.
- We will foster students' social-emotional development by providing a safe and inclusive learning environment and a positive school culture.

If students feel emotionally and physically safe, are connected to school, feel supported by their teachers and staff, are accepted and respected for who they are, have positive interactions with others every day, and have a welcoming climate in which to learn, then they will learn more and be more likely to demonstrate positive behavioral choices.

LCAP Goal

We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions.

Basis for this Goal

CA Healthy Kids Survey results, School wide discipline data

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Healthy Kids Survey	92% of all 5th grade students feel safe at school.	Maintain or increase by 1% of 5th grade students feeling safe.

Planned Strategies/Activities

Strategy/Activity 1

Continue to implement and investigate anti-bias and inclusive curriculum with integrated lessons on disability awareness, body size acceptance, gender expression, family diversity, name calling, and racial and cultural prejudice to address targeted bullying. Adopted curricula such as Welcoming Schools, Second Step, and Speak Up Be Safe will be continued, along with other thoughtfully considered supplements.

Staff will utilize lesson plans, faculty meeting agendas and notes.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, Site Administrator, Librarian

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified
Description	Time

Strategy/Activity 2

Teach Second Step, a social skills curriculum that aims to enhance students' social-emotional competence. Training will be updated for new staff to Cornell. Staff will utilize the staff development schedule, Second Step Lesson Plans

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, Site Administrator

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 3**

Integrate BEST program practices to systematically teach school-wide expectations for being safe, respectful, and responsible in all areas of the school. Include practices and policies around behavior, social/emotional support, and discipline in the school handbook to provide opportunities for transparency and collaboration between staff and families. Staff will utilize school-wide expectations, positive behavior recognition systems, restorative circles, school wide consequences, social/emotional support systems.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Teachers, Specialists, Noon Supervision Staff, Site Administrator

Proposed Expenditures for this Strategy/Activity**Strategy/Activity 4**

Maintain site Leadership Team to meet and discuss and collaborate on school-wide needs and issues. A group of teacher representatives from all grade levels, a specialist and principal, who will meet up to 4 hours/month with other duties outside of the meeting to represent the group. Staff will monitor Leadership Team schedule and agendas.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Leadership Team Members, Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	7000
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Continue Noontime Activities program for variety of choice on the yard and in the library at lunch. Staff will utilize schedule of weekly noontime activities.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing, daily

Person(s) Responsible

Noontime Activities Coordinator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Continue Bike Safety Week program for grades 4th/5th. Staff will utilize the schedule of Bike Safety Week

Students to be Served by this Strategy/Activity

4th/5th Grade Students

Timeline

Ongoing

Person(s) Responsible

PE teacher

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

7. Maintain Emergency Preparedness Supplies on campus:

- Emergency Backpacks/Folders updated annually
- Emergency Preparedness Container supplies updated through as needed
- Emergency release lanyards updated annually

Emergency Drill Schedule and Safety Plan updated annually

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Site Administrator, PTA Leadership

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Utilize Student Study Team process to help evaluate our at-risk students using SST tracking sheets, supporting documentation, and team meeting suggestions. Staff will monitor the schedule of SST meetings, the SST meeting notes, assessment results.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

SST members (classroom teacher, Reading Specialist, Psychologist, Speech Therapist, Resource Specialist, ELD Specialist, Site Administrator)

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Provide mental health counseling for at-risk students in individual and group settings. Staff will monitor the list of students served by counselors, counseling schedule, assessment of behavior change as noted by teacher/counselor.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Counseling Supervisors and Interns, Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

Students, parents, and the community will be informed about school attendance policies and procedures related to a positive school climate and student success.

Staff will monitor the agreements signed by parents and students, communication through Parent & Student Handbook, weekly school-wide newsletters, and on Cornell website.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 11

Continue Student Leadership opportunities

- Student Council – 3rd, 4th & 5th graders
- Conflict Managers – 3rd, 4th & 5th graders
- Compost Helpers – 2nd graders
- Clean Team – 1st graders

Students to be Served by this Strategy/Activity

All students

Timeline

Ongoing

Person(s) Responsible

Staff, Parents, Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 12

Schedule Community Time to offer monthly school-wide Community Time gatherings. Staff will monitor the Schedule of Community Time gatherings.

Students to be Served by this Strategy/Activity

All Students

Timeline

Ongoing

Person(s) Responsible

Student Council, Teachers, Site Administrator

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The 2017-18 school plan emphasized improving coordinated intervention services for students with identified needs in math, reading, English-language development, special education, and/or mental health needs. Also, all classroom teachers implemented a new reading curriculum. Lastly, Cornell had a site-based emphasis on social emotional learning and social justice competencies. Our goals were to become more comfortable talking with children and parents about race and to continually shift towards more culturally responsive classrooms. In these strategic areas of focus we made progress in areas below:

1. Intervention: As seen in the California School Dashboard, our school is demonstrating significant strength in delivery of instruction. In addition to benefiting from an excellent teaching staff, we have continually worked to coordinate an effective, flexible, and collaborative intervention team. The intervention team, to include the special education resource teacher, met on a regular schedule with the principal and TSA to evaluate student needs, make decisions, and to form and revise intervention groups, strategies, and materials.
2. Reading implementation of Units of Study: In partnership with district-level training, teachers received regular support, coaching, training, collaborative time, and materials to implement the new curriculum. Time was planned to review assessments, debrief strategies, and to model and reflect on practice.
3. Equity-Based Practice: In partnership with district-level training, Cornell formed a mini-team of motivated teachers to design and plan trainings for teachers provided during staff meetings throughout the year. All grade levels revamped social emotional/social justice units to incorporate essential lessons for the team to teach collectively. Additionally, all grade levels implemented specific activities designed to build more affirming routines and rituals into the classroom.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While our goals were met and exceeded in all areas, there are always areas for continued growth. The area of equity-based practice will continue to demand a growth mindset among staff, students, families, and the community. As we learn and evolve in this areas, it is our social and civic responsibility to improve and expand our practices to challenge the persisting achievement gaps for students of color, disadvantage, and/or special needs. Additionally, we must continue to build more and more culturally responsive practice that allow every student, regardless of identity, to feel safe, welcome, and included in our school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

At this point in the year, it is unclear what the site and district budget will be able to support in programming and supplies. We have plans to continue with all strategies and allocations listed in the site plan. With that being said, we have a priority-based plan to make reductions, should that become unavoidable. We intend to maintain the strategies in place while supporting a combination class and two additional kindergarten rooms on campus. Additionally, Cornell will house the only special day class program for elementary sites, requiring a structured, effective, and collaborative approach among the general and special education staff. First and foremost, we must maintain classroom materials and supplies. Next, it would be of high value to maintain the release time planned for teachers to collaborate and complete assessments. Lastly, allocations for release time to extend site-wide collaboration and assessment review would be maintained. We anticipate that our PTA, always being as generous as is possible, will support continued needs as appropriate should essential needs become more challenging to fund. In a time where fiscal prudence is essential, we will all be working do more with less; less people and less money to continue providing a high-quality state-of-the-art education for our deserving students. We have an outstanding staff at Cornell who rises to all challenges with curiosity, enthusiasm, and willingness to lend a hand. The staff will utilize all manner of systems-thinking to sort through and solve upcoming needs.

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:

- 1 School Principal
- 4 Classroom Teachers
- 0 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Caron Lee	Parent or Community Member
Ashley Verinsky	Parent or Community Member
Joan Wickstrom	Classroom Teacher Parent or Community Member
Miesje Child	Classroom Teacher Parent or Community Member
Heather Duncan	Principal
Adrienne Kohn	Classroom Teacher
Sara Serin-Christ	Parent or Community Member
Natasha Khokhar	Parent or Community Member
Patty Bruns	Classroom Teacher
Colette West	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Heather Duncan on

SSC Chairperson, Sara Serin-Christ on

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Marin Elementary School
Address	1001 Santa Fe Ave. Albany CA 94706
County-District-School (CDS) Code	01-61127-6095376
Principal	Melisa Pfohl
District Name	Albany Unified School District
SPSA Revision Date	April 27, 2019
Schoolsite Council (SSC) Approval Date	April 27, 2019
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

The vision and 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 approximately 500 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 FTE Intervention Specialist Teachers, a 1.0 FTE English Language Development Specialist Teacher, a full-time Speech and Language Specialist, one part-time Psychologist, a full-time Resource Teacher, a part-time Occupational Therapist, and two part-time counseling interns.

Approximately 150 children participate in the Albany Children Center's Tupelo program, which provides on-site childcare in grades K through 5, before school and after school, until 6:00 p.m. daily. 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.

Students at Marin Elementary School receive a core academic curriculum based on CA Common Core State Standards in English Language Arts & mathematics. Students also have a variety of co-curricular and student activities that promote leadership, personal choice, lunchtime 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 provide 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. Approximately 20% of our students are English Language Learners and 15% of our students participate in the free or reduced lunch program.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The process for developing this SPSA included engaging stakeholders at several levels. Our School Site Council met monthly throughout the year to review current levels of performance and to develop goals for next year. This group is made up of staff, teachers, and parents. Our Instructional Leadership Team reviewed the plan as well to weigh in on goals, priorities, and strategies. The broader staff was also included in reflecting on the plan during staff meetings.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
508	14.6%	19.9%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	101	19.9%
Socioeconomically Disadvantaged	74	14.6%
Students with Disabilities	42	8.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.8%
American Indian	1	0.2%
Asian	107	21.1%
Filipino	7	1.4%
Hispanic	76	15.0%
Two or More Races	74	14.6%
White	202	39.8%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Mathematics



Green

English Learner Progress



No Performance Color

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Yellow

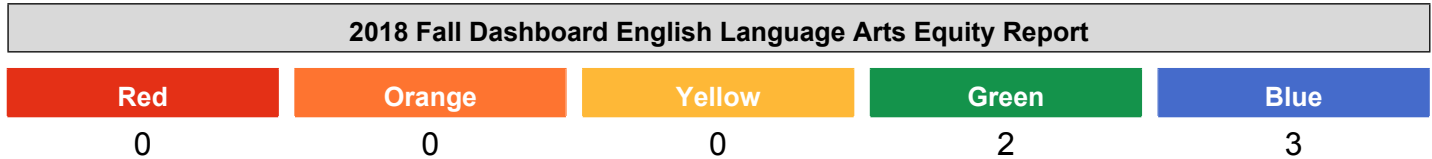
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 64.7 points above standard Maintained 0.5 points 241 students	English Learners  Green 40.2 points above standard Declined -5.8 points 46 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 10.9 points above standard Declined -32 points 35 students	Students with Disabilities  No Performance Color 13 points below standard Declined -7.7 points 31 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Blue 79.1 points above standard Increased 5.6 points 42 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Green 37.9 points above standard Declined -32.2 points 38 students	Two or More Races  Blue 53.1 points above standard Increased 35.5 points 38 students	Pacific Islander  No Performance Color 0 Students	White  Blue 75.7 points above standard Maintained -0.1 points 116 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 12 points above standard Maintained 2.8 points 22 students	Reclassified English Learners 66 points above standard Maintained 1 points 24 students	English Only 69.5 points above standard Maintained 2.3 points 191 students
----------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------

Conclusions based on this data:

- Overall for all groups, we are maintaining a high level of achievement in English language arts, with all subgroups achieving above the standard.
- All groups maintained or increased their performance levels from the previous year, with the exception of our Hispanic students. While their scores declined from last year, they are still achieving above standard.
- Marin continues to provide a robust intervention program, with specialists and classroom staff collaborating in identifying specific learners for needing additional support. The intervention team reviews student performance data regularly to determine areas for growth. This procedure allows us to focus on students using a variety of multiple measures. An area of continued work is in our review of persistent achievement gaps and programs and strategies to and supports that we can develop. We have focused our lens this year on phonemic awareness and the importance of delivering instructional strategies that support student growth in this area.

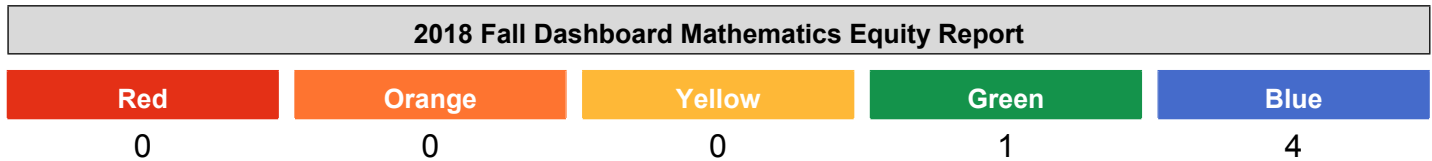
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 49.5 points above standard Declined -3.2 points 242 students	English Learners  Blue 42.7 points above standard Increased 7.5 points 46 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  No Performance Color 2.4 points above standard Declined -23.3 points 37 students	Students with Disabilities  No Performance Color 0.5 points below standard Maintained 1.2 points 33 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Blue 64.7 points above standard Maintained -1.5 points 42 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Green 29.1 points above standard Declined -16.7 points 38 students	Two or More Races  Blue 41.6 points above standard Increased 13.7 points 38 students	Pacific Islander  No Performance Color 0 Students	White  Blue 58.5 points above standard Maintained -2.1 points 115 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 17.8 points above standard Increased 11.7 points 22 students	Reclassified English Learners 65.5 points above standard Increased 15.3 points 24 students	English Only 50.6 points above standard Declined -5.2 points 192 students
------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------

Conclusions based on this data:

- Overall, all student groups are achieving above standard in mathematics.
- All of our student groups either maintained or increased their scores, with the exception of our Hispanic students. While their mathematics score declined, they are still achieving above standard as a group.
- Marin has been working hard at changing the way we deliver mathematics intervention. While we still support Math Camp for kindergarten students, we have adjusted our delivery of mathematics intervention in grades 1-5. Using "Do the Math" by Marilyn Burns, we are delivering targeted instruction on foundational math skills. Progress is measured approximately every 10 weeks and groups are adjusted based on need. This is our first year of implementing this kind of math intervention, and we are hopeful that we will continue to see student gains over time.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
87	57.5%	31%	9.2%	2.3%

Conclusions based on this data:

1. Overall, our English Learners are scoring well on the ELPAC assessment.
2. Due to the fact that the ELPAC was first implemented in Spring, 2018, we cannot comment on improvements or declines, but we anticipate that our English Learners will make appropriate gains.
3. Our ELD program provides targeted push-in and pull-out instruction to all levels of language learners. Groups are ability-based and sometimes span grade levels depending on students' language ability. Our ELD teacher works with our intervention team to support our English learners in the most efficient and effective manner that prioritizes student need. Particular attention is paid to our Long Term English Learners, as these students' needs are not always immediately apparent to classroom teachers. Our LTELs receive instruction on academic vocabulary, writing, and grammar in order to support their long-term growth.

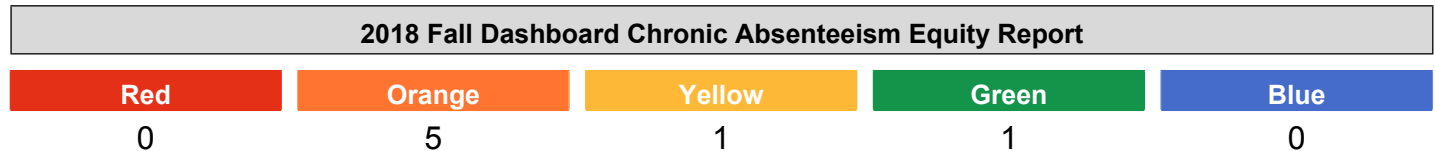
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 5.1% chronically absent Increased 1.6% 512 students	English Learners  Orange 7.7% chronically absent Increased 3.2% 104 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Socioeconomically Disadvantaged  Green 7% chronically absent Declined 4% 86 students	Students with Disabilities  Orange 15.2% chronically absent Increased 2.7% 46 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 7.1% chronically absent Declined 15.9% 14 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  Orange 7.1% chronically absent Increased 4.1% 113 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students
Hispanic  Orange 5.4% chronically absent Increased 1.7% 74 students	Two or More Races  Orange 6.1% chronically absent Increased 2.4% 82 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Yellow 3.2% chronically absent Increased 0.7% 221 students

Conclusions based on this data:

1. Marin chronic absenteeism rates range from 3.2% (white students) to 15.2% (students with disabilities).
2. While chronic absenteeism rates increased for many student groups, chronic absenteeism rates declined for African American, and socioeconomically disadvantaged students. This is the first year that this indicator has received a performance color, and we will continue to keep this as an area of focus.
3. This year, truancy policies and procedures were articulated district-wide. This helped Marin to provide clear communication with truancy letters to parents. Improving attendance rates will continue to be an area of focus.

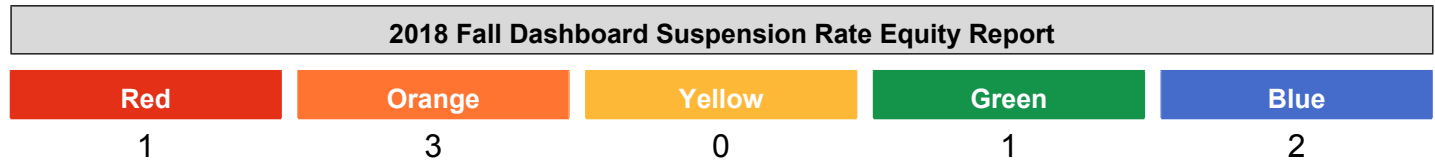
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Yellow 0.8% suspended at least once Increased 0.8% 528 students	English Learners  Blue 0% suspended at least once Maintained 0% 108 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 1 students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Orange 1.1% suspended at least once Increased 1.1% 90 students	Students with Disabilities  Red 8.5% suspended at least once Increased 8.5% 47 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0% suspended at least once Maintained 0% 14 students	American Indian  No Performance Color Less than 11 Students - Data 1 students	Asian  Blue 0% suspended at least once Maintained 0% 118 students	Filipino  No Performance Color Less than 11 Students - Data 7 students
Hispanic  Orange 2.5% suspended at least once Increased 2.5% 79 students	Two or More Races  Orange 1.1% suspended at least once Increased 1.1% 87 students	Pacific Islander  No Performance Color 0 Students	White  Green 0.5% suspended at least once Increased 0.5% 222 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.4% suspended at least once	0% suspended at least once	0.8% suspended at least once

Conclusions based on this data:

1. Our student groups maintained a range of between 0%-8.5% of students being suspended at least once.
2. All groups either maintained or increased their numbers from the previous year.
3. Our students with disabilities received the highest rates of suspension this year. This may point to a need for additional support with behaviors that can turn into safety issues. While several staff on site are CPI trained, we will be continuing to work with the Special Education Department on supporting professional development for staff on de-escalation strategies, and other strategies that can support our students with special needs.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English-Language Arts

Goal Statement

MARIN SCHOOL GOALS: English-Language Arts

1. All students will demonstrate growth.
2. The number of students exceeding or meeting standards will remain the same or increase.
2. We will maintain or increase the percentage of students scoring at grade level. 90% of all students, including all subgroups will be expected to perform at grade level. In the cases where student groups are under-performing, targeted and explicit instruction will be designed for an in or out-of-class intervention.

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.

Basis for this Goal

2018 AUSD Local Writing Assessments
2017-18 Gates-MacGinitie/SRI Reading Tests
2017-18 Fountas-Pinnell Reading Assessment
2017-18 Smarter Balanced Assessments in English Language Arts

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress (CAASPP)	80% of all students are meeting or exceeding standard in English language arts.	All students will demonstrate growth. We intend to focus our efforts on subgroups who are currently not meeting standard. These groups are students receiving special education services and students identified as socio-economically disadvantaged.

Planned Strategies/Activities

Strategy/Activity 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. Review former student's performance to reflect on past practices related to student achievement.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) ResponsibleTeachers
Site Administrator**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 2**

Continue to implement our newly adopted reading and word work programs and regularly review needs related to the implementation. Provide support at each grade level with ongoing professional development.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) ResponsibleTeachers
Site Administrator**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 3**

Utilize the Instructional Leadership Team to identify areas of need for teachers in delivering curriculum

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) ResponsibleInstructional Leadership Team
Site Administrator**Proposed Expenditures for this Strategy/Activity****Amount**

7,000

Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 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 newly adopted reading programs.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) Responsible

Classroom Teachers
Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 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. Teachers will focus on planning and implementing curriculum with results in mind. Kindergarten teachers will be offered three days.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) Responsible

Grade Level Teachers and Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Provide professional development opportunities for teachers to learn more about the Units of Study reading and writing curriculum, correlating assessments and revisions to the report card.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) Responsible

Grade Level Teachers and Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

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)

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Grade Level Teachers
Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Provide teachers the opportunity to gain additional strategies for grammar, vocabulary 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

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) Responsible

Grade Level Teachers
Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Provide teacher support for the Units of Study reading and writing programs including: workshops, subscription memberships, materials (i.e. trade books)

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) Responsible

Grade Level Teachers
Intervention Teacher
ELL Teacher
Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

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.

- By 9/30/19, identify students not meeting grade level standards by using local and state assessments.
- By 10/01/19, begin intervention services using in-class, small-group, pull-out, or specific specialist services depending on student needs.
- By 11/30/19, 3/30/20 and 5/30/20, measure and monitor student progress using local assessments and make adjustments to intervention approaches as needed.

Students to be Served by this Strategy/Activity

All students' progress will be reviewed for the possible need for intervention

Timeline

September 2019-May 2020

Person(s) Responsible

Grade Level Teachers
Intervention Teachers
Site Administrators

Proposed Expenditures for this Strategy/Activity

Amount	112,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.2 FTE Reading Specialists

Strategy/Activity 11

Provide small group English Language Development instruction for students who are identified as ‘Beginner’ and ‘Early Intermediate’ English Language Learners.

Students to be Served by this Strategy/Activity

ELL Students

Timeline

September 2019-June 2020

Person(s) Responsible

English Language Development (ELD) Teacher and
Site Administrator

Proposed Expenditures for this Strategy/Activity

Amount	80,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.0 FTE ELD Specialist

Strategy/Activity 12

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"

Students to be Served by this Strategy/Activity

ELL Students

Timeline

September 2019-June 2020

Person(s) Responsible

ELD Specialist
Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 13

Provide targeted classified support for students in the ELD program both in class and in small groups to increase both English Language Arts and Mathematics proficiencies.

Students to be Served by this Strategy/Activity

ELL students

Timeline

September 2019-June 2020

Person(s) Responsible

ELD Specialist
Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 14

Provide release time for the ELD teacher to implement outreach services to new and returning families, to increase engagement at the site level, clarify ELPAC procedures and share strategies for positive school-home connections that are culturally sensitive and student centered.

Students to be Served by this Strategy/Activity

ELL students

Timeline

September 2019-June 2020

Person(s) Responsible

ELD Specialist
Site Administrator

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

All Students will demonstrate growth.

1. The number of students exceeding or meeting standards will remain the same or increase.
2. We will maintain or increase the percentage of students scoring at grade level performance. 90% of all students, including subgroups, will be expected to perform at grade level. In cases where students are under-performing these levels, targeted and explicit instruction will be designed for in or out-of-class intervention.

LCAP Goal

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.

Basis for this Goal

2018 Trimester 2 District Benchmark Assessments
2018-19 Smarter Balanced Assessment in Math

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Assessment of Student Performance and Progress	79% of all students are meeting or exceeding standard in math.	We intend to focus our efforts on subgroups not meeting this percentage of students meeting or exceeding standard in mathematics

Planned Strategies/Activities

Strategy/Activity 1

Provide targeted training for teachers with district math curriculum, assessments and support alignment of science instruction and PD with the Next Generation Science Standards.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-May 2020

Person(s) Responsible

Teachers
Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Review every student's current performance levels on local and state assessments. Review former student scores to reflect on trends and past practices as it relates to student achievement.

By 9/30/19, identify students not meeting grade level standards by using local assessments.

By 10/01/19, begin intervention services using in-class or small group pull-out, depending on student needs.

By 11/30/19, 3/30/20 and 5/30/20, measure and monitor student progress using local assessments and make adjustments to intervention approaches as needed.

Students to be Served by this Strategy/Activity

All students

Timeline

September 2019-May 2020

Person(s) Responsible

Teachers
Site Administrators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Continue to utilize our "Math Camp" program with a more narrowed focus on math topics using games.

Students to be Served by this Strategy/Activity

Kindergarten Students

Timeline

August 2019-July 2020

Person(s) Responsible

Teachers
Site Administrators

Proposed Expenditures for this Strategy/Activity

Amount	8,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Description	Math Intervention Staffing
Amount	2,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Climate

Goal Statement

MARIN SCHOOL GOALS: School Climate and Student Well-Being:

If students feel emotionally and physically safe, are connected to school, feel supported by their teacher and staff, are accepted and respected for who they are, have positive interactions with others every day, and have a welcoming climate in which to learn, then they will learn more and be more likely to demonstrate positive behavior choices.

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.

Basis for this Goal

Student referral data, staff surveys, CA Healthy Kids Survey results

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Healthy Kids Survey Attendance Rates	17-18 CA Healthy Kids Survey show that 92% of all 5th grade students feel safe at school most or all of the time. 17-18 Data shows that overall we were at a 5.1% rate of chronic absenteeism	We hope to make at least a 1% gain in the number of 5th grade students who feel safe at school most or some of the time. We hope to decrease our rate of chronic absenteeism by 1% per year.

Planned Strategies/Activities

Strategy/Activity 1

Continue to implement the concepts and strategies outlined in the "Second Step", "Speak Up Be Safe," and the Conflict Manager program

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Principal, Teachers &
Site Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 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.

Students to be Served by this Strategy/Activity

All Students

Timeline

August 2019-June 2020

Person(s) Responsible

Site Administrator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Provide structured noontime activities open to all students, using site and YMCA personnel.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) Responsible

Site Administrator
Marin Staff
YMCA Personnel

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Provide and facilitate structured staff time to focus on specific at-risk students for mental health referrals.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) Responsible

Site Administrator
Mental Health Interns

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Provide mental health counseling for at-risk students in individual and group settings

Students to be Served by this Strategy/Activity

All students

Timeline

October 2019-June 2020

Person(s) Responsible

Site Administrator
Mental Health Interns

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Provide additional training and tools for teachers in using effective sensory motor applications such as S'cool Moves

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) Responsible

Site Administrator Teachers
Occupational Therapist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Provide opportunities for the community to get involved and celebrate through monthly Marin Mornings and Coffee with the Principal.

Students to be Served by this Strategy/Activity

All students

Timeline

September 2019-June 2020

Person(s) ResponsibleSite Administrator
Teachers**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 8**

Continue to implement and investigate anti-bias and inclusive curriculum with integrated lessons on disability awareness, body size acceptance, gender expression, family diversity, name-calling and racial and cultural prejudice to address targeted bullying.

Continue to implement social emotional and social justice learning standards.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) ResponsibleSite Administrator
Teachers**Proposed Expenditures for this Strategy/Activity****Strategy/Activity 9**

Maintain Instructional Leadership Team to meet and discuss and collaborate on school-wide needs and issues. This group is made up of teacher representatives from all grade levels, a specialist, and the principal, who will meet bi-monthly to address school-wide needs and policies and procedures,

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) ResponsibleInstructional Leadership Team Members,
Site Administrator**Proposed Expenditures for this Strategy/Activity****Amount**

7,000

Source

General Fund

Budget Reference

1000-1999: Certificated Personnel Salaries

Strategy/Activity 10

Maintain Emergency Preparedness Supplies on campus:

- * Emergency Backpacks/Folders updated annually
- * Emergency Preparedness Container supplies updated as needed
- * Emergency drill schedule and Safety Plan updated annually

Students to be Served by this Strategy/Activity

All students

Timeline

August 2019-June 2020

Person(s) Responsible

Site Administrator,
PTA Leadership

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The 2017-'18 school plan emphasized improving and coordinating intervention services for students with identified needs in math, reading, English-language development, special education, and/or mental health needs. All classroom teachers implemented the Lucy Calkins Units of Study reading program. Our school has further focused our efforts on implementing the district's social-emotional and social justice learning competencies. In these strategic areas of focus, we have made progress in areas below:

1. Intervention: As seen in the California School dashboard, our school is demonstrating strength in delivery of instruction. We have taken strides as a school to shift our approach to math intervention, and we look forward to refining these programmatic shifts next year. Our reading intervention and ELD support programs continue to focus our lens on our most struggling students as we integrate these shifts in math. Our students are benefitting from a collaborative, team approach toward meeting student needs, and our highly professional and dedicated staff.
2. Reading implementation of Units of Study: In partnership with district-level training, teachers received regular support, coaching, training, collaborative time, and materials to implement the new curriculum. Time was planned to review assessments, debrief strategies, and to model and reflect on practice.
3. Social-emotional learning: In partnership with district-level training, Marin utilized Instructional Leadership Team meetings and staff meetings to define and implement our school's approach to addressing our SESJ Standards. Monthly read-aloud lists were shared at all levels, and each grade level team put an SESJ lens on how to approach various standards and lessons.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

While the majority of students at Marin are performing well, we continue to strive for excellence for all students. We at Marin recognize the importance of supporting all student groups, especially those for which an achievement gap persists. We will continue to refine our culturally responsive strategies for delivering instruction so that all students feel safe, welcome and included in our school. Like other California public schools, we are feeling the effects of the deficient state education budget. While budgets for our site and district have not been set, we plan to maintain the strategies and activities that have been outlined in this plan while welcoming 2 kindergarten classes from Ocean View to our campus next year. We will prioritize students' classroom experience by ensuring that all classrooms have the materials and supplies they need. Staff collaboration time will continue to be a priority, as Marin has a strong tradition of working in teams to support all students. We will utilize this team approach and systems thinking to find ways to work efficiently and effectively with what will very likely be a smaller budget and less support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As we continue to refine our delivery of F&P Assessments, we hope to use this metric to evaluate future progress. While SBAC Data is helpful in understanding how our school is performing, we recognize that this data is taken only from 3rd, 4th and 5th grade. It is important to have a metric that includes our youngest learners, as we know that early intervention is extremely valuable. We are hopeful that as we continue to align our teaching in reading and math, we can rely on our local assessments more to help us understand more deeply how our students are performing so that we can hone in on areas of need sooner.

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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Eileen McKenzie	Classroom Teacher
Rochelle Donovan	Classroom Teacher
Judith Carey	Classroom Teacher Other School Staff
Amy Paulsen	Parent or Community Member
Doris Mitchell-Flores	Parent or Community Member
Fiona Rhea	Parent or Community Member
Melisa Pfohl	Principal
Mark Aselstine	Parent or Community Member
Nichols, Janet	Other School Staff

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Melisa Pfohl on

School Year: **2019-20**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	Ocean View Elementary School
Address	1000 Jackson Albany CA 94706
County-District-School (CDS) Code	01-61127-6090161
Principal	Terry Georgeson
District Name	Albany Unified School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Albany Unified School District Mission: The mission of AUSD is to provide excellent public education that empowers all to achieve their fullest potential as productive citizens.

AUSD is committed to creating comprehensive learning opportunities in a safe, supportive, and collaborative environment, addressing individual social and emotional needs as well as social justice competencies. Together these are foundational skills necessary for children and adults to connect across race, class, culture, ethnicity, language, gender identity, gender expression, sexual orientation, differing abilities, faith and religion, learning needs, age, and all other identities represented among our diverse community. These competencies deepen our awareness, knowledge, social skills, and strengthen our relationships in our community.

Our mission is to educate and inspire students. We strive to provide a rich and rigorous learning experience within a school community that honors the diversity brought to our school through the parent and student experience.

School Vision Statement:

- * We support the district's mission, values and beliefs by offering a safe, inclusive, and engaging environment for students to thrive in their academic achievement and social-emotional growth.

- * We value the diversity of our community, embracing the unique qualities of each student and building student understanding and appreciation of our differences.

- * We work to ensure that our students receive a high quality education, develop an understanding of the essential knowledge and skills taught at their grade level, develop critical thinking skills, produce high quality work, are adept at applying their learning, and are thoughtful, caring members of our community.

School Profile

Albany's schools are the focal point of its community. Families choose to locate here because of the schools. Ocean View Elementary School is a unique school with a community, rich in its economic, ethnic and racial diversity. The strength of our school lies with our staff and parent community. Our faculty is comprised of highly qualified, fully credentialed teachers who offer focused instruction and design rigorous academic curricula based on the California State Standards. Teachers have a ongoing commitment to high expectations through a dynamic blend of collaboration, professionalism and a dedication to an engaging and rigorous curriculum. The partnership between our school, Ocean View families, and our community allows us to effectively support our students, staff, and instructional programs. Our school community benefits greatly from the volunteer and financial support provided by our parents and local community.

There are approximately 570 students currently enrolled at Ocean View School. The school serves students in kindergarten through 5th grade, with 22 general education and 1 special education classroom on campus. The general education classrooms have a student range of 21 to 28 students. Additional teachers and staff serve students in need of reading and mathematics Intervention, English language development, speech and language therapy, special education resource instruction adapted physical education, occupational therapy, and mental health counseling. Adjacent to our school is the Ocean View City Park that offers our students access to a large field and baseball diamond for play during lunch and the school day.

Students at Ocean View Elementary School receive a core academic curriculum based on California State Common Core State Standards. The educational program is rigorous, meaningful, relevant, and allows students to develop their critical thinking skills. Recognizing the need to focus on the whole child, our teaching faculty provides learning experiences which foster students' social/emotional growth with skills in communication and collaboration. Ocean View teachers differentiate their instruction to meet the individual learning needs of their students, thereby helping all students to make progress towards mastery of learning goals. Kindergarten students participate in library and physical education each week. 1st-5th grade students participate in library, physical education and music classes each week, and 4th-5th grade students also participate in science classes each week, all of which are taught by credentialed teachers. Through the Albany Elementary Giving Campaign, K-5 students are offered additional enrichment activities, such as dance, music, performing arts, chess, Lego - Engineering and poetry during the school day. Additionally, the Albany Children's Center (ACC), Chinese School, and Albany YMCA, offer onsite before and after school childcare for families who enroll.

Ocean View is proud to be an inclusive and welcoming school. 35% of our students are English learners and about 30% of our students are identified as socioeconomically disadvantaged. With close to 35 different languages spoken, our students are provided a rich multi-cultural foundation with unique opportunities for cultural dialogue which can support to a life-long appreciation of our world's diversity.

Ocean View leadership relies on its Instructional Leadership Team (ILT) to guide instructional practice and help make decisions impacting the entire community. We are a shared-decision making group, composed of the principal, a classroom teacher from each grade level, one specialist and our Teacher Coach. The roles and responsibilities of the group are to:

- Serve as instructional leaders to teachers and students
- Determine the priority list for improvements in instructional practices
- Bring issues from staff for discussion
- Integrate the site plan and strategic plan into our work
- Provide direction on site-based professional development

We value and enjoy a growing level of parent and community involvement at Ocean View School. This partnership between the school and Ocean View families, allows us to effectively support our students, staff, and instructional programs. Two key decision-making groups are the Parent Teacher Association (PTA) and School Site Council. Another important opportunity for parental and community involvement is the Ocean View English Learner Advisory Committee. Our school community benefits greatly from the support and assistance provided by community volunteers. Our school mascot is the Sea Otter and our school motto is Celebrate Community – Honor Diversity.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Our School Leadership team and the entire staff review data and review action-steps in the fall. School site council is consulted throughout the year, reviewing data as we prepare for updating the plan in the spring. In the spring site council and Site leadership will update the plan with new data and revisions.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
574	32.2%	30.3%	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	174	30.3%
Socioeconomically Disadvantaged	185	32.2%
Students with Disabilities	41	7.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	3.1%
Asian	170	29.6%
Filipino	9	1.6%
Hispanic	107	18.6%
Two or More Races	92	16.0%
White	111	19.3%

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Mathematics



Blue

English Learner Progress



No Performance Color

Academic Engagement

Chronic Absenteeism



Orange

Conditions & Climate

Suspension Rate



Orange

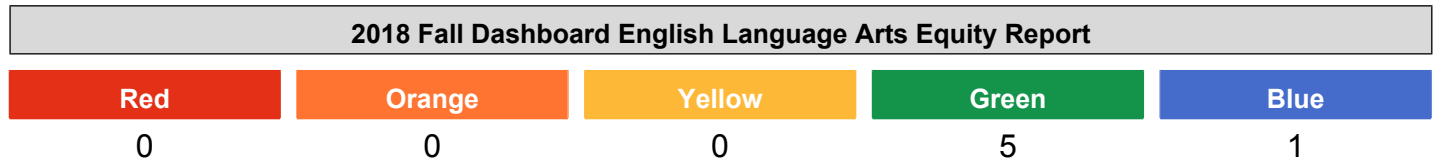
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 46.3 points above standard Maintained -2.7 points 252 students	English Learners  Green 42.3 points above standard Maintained 2.6 points 88 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 11.4 points above standard Declined -7 points 88 students	Students with Disabilities  No Performance Color 30.6 points below standard Declined -24.4 points 29 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	American Indian  No Performance Color 0 Students	Asian  Blue 71.1 points above standard Increased 10.6 points 80 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic  Green 21.6 points above standard Increased 6.4 points 49 students	Two or More Races  Green 39.4 points above standard Declined -9.3 points 39 students	Pacific Islander  No Performance Color 0 Students	White  Green 53.2 points above standard Declined -19.6 points 68 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 17.6 points above standard Increased 11.4 points 57 students	Reclassified English Learners 87.5 points above standard Declined -5.2 points 31 students	English Only 45.3 points above standard Declined -7 points 152 students
------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------

Conclusions based on this data:

- Overall, our students performed in the the highest performance level (Blue).
- We maintained high performance in most student groups from the year prior. Asian, Hispanic and English learner student groups improved their performance on the English language arts SBAC from the year prior. Even though students identified as socioeconomically disadvantaged, Two or More Races, and White received a performance level of Green, these student groups demonstrated a decline in points scored. This measurable decline in these other student groups will require us to pay close attention to in the coming year.
- In conclusion, our students continue to score well above the state standard. However, we will continue to regularly monitor areas where persistent achievement gaps have been seen in order to focus our intervention efforts. Ocean View staff work to provide early intervention with identified specific learners needing those additional supports. Staff meet regularly to analyze and discuss student performance using multiple measures for review, we monitor areas where persistent achievement gaps have been observed and by using this process of analysis and collaboration, teachers have the opportunity to address student needs with established interventions as soon as needed.

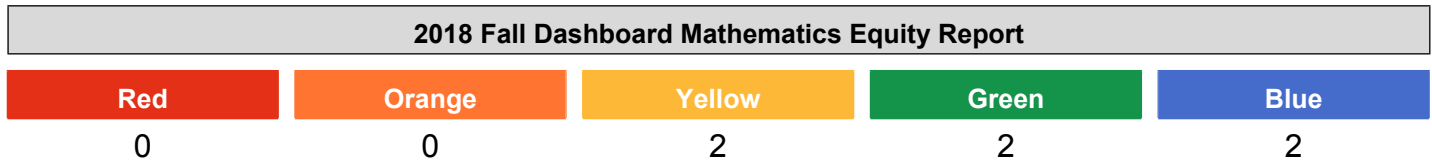
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Blue 37.9 points above standard Maintained 1 points 252 students	English Learners  Blue 50.8 points above standard Increased 15.3 points 88 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 1.5 points below standard Maintained -1.9 points 88 students	Students with Disabilities  No Performance Color 49.3 points below standard Declined -41.5 points 29 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	American Indian  No Performance Color 0 Students	Asian  Blue 81.2 points above standard Increased 18.2 points 80 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 students
Hispanic  Yellow 8 points below standard Declined -7.3 points 49 students	Two or More Races  Green 24.6 points above standard Declined -8.9 points 39 students	Pacific Islander  No Performance Color 0 Students	White  Green 44.5 points above standard Declined -11.3 points 68 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 24.5 points above standard Increased 24 points 57 students	Reclassified English Learners 99.1 points above standard Increased 8.3 points 31 students	English Only 26.8 points above standard Declined -8 points 152 students
-------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------

Conclusions based on this data:

- Overall, the performance in mathematics remains strong. All Students, English learners and Asian student groups maintained a score in the highest performance band (Blue).
- However, as in English language arts we note a small decline in several of our student groups: students with disabilities, Hispanic, Two or More Races and White. This evidence has been a pattern over time for most our schools in Albany. We understand that our mathematics curriculum requires strong academic language to show mastery of content. Finding ways to support students with this need for strong academic language in mathematics continues to challenge us. The importance of noticing the struggle within these groups is that they have historically shown gaps in achievement asking us to continue to adjust our interventions and instructional practices.
- In conclusion, several of our students groups continue to score at or above the state standard. However, noting the decline in scores for other student groups we must continue to monitor areas where persistent achievement gaps have been seen in order to focus our intervention efforts. Ocean View teachers work to provide early intervention with identified specific learners needing those additional supports. Teachers meet regularly to analyze and discuss student performance using multiple measures for review. We monitor areas where persistent achievement gaps have been observed and by using this process of analysis and collaboration teachers have the opportunity to address student needs with established interventions as soon as needed.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
148	50%	25.7%	14.9%	9.5%

Conclusions based on this data:

1. The English Language Proficiency Assessments for California (ELPAC) is new this year. Our baseline data shows that 50% of English learners are performing in the well-developed category with another 25% performing at moderately developed.
2. The importance of students performing in Level 4 or Well-Developed level is that they have met the English Language Proficiency Assessments for California (ELPAC) reclassification criterion and can be considered for reclassification when also using their performance in other locally determined areas (report card, standardized test scores, and parent consultation).
3. In conclusion, staff will continue to identify specific students in levels 1-3 needing additional support to achieve consideration for reclassification. Specifically we have dedicated intervention staff working with English learners, both in and outside of the classroom. Staff share student data for analysis to evaluate the progress of these students, and to help determine appropriate supports throughout the year.

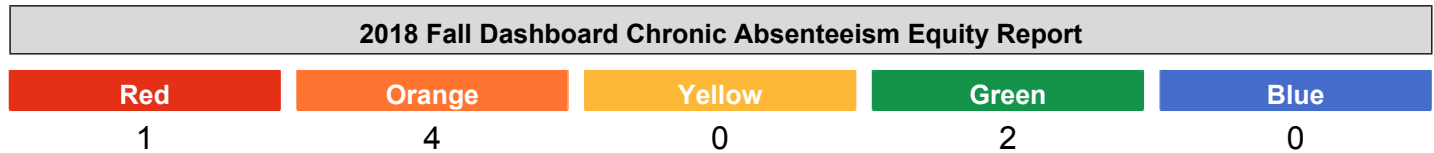
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Orange 8.6% chronically absent Increased 3.8% 617 students	English Learners  Orange 7.5% chronically absent Increased 2.9% 200 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Socioeconomically Disadvantaged  Red 11.3% chronically absent Increased 3.4% 212 students	Students with Disabilities  Green 5.2% chronically absent Declined 0.6% 58 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 10% chronically absent Increased 10% 20 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  Orange 6.1% chronically absent Increased 3.8% 212 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students
Hispanic  Green 8.1% chronically absent Declined 2.2% 111 students	Two or More Races  Orange 14.8% chronically absent Increased 8.3% 135 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Orange 6.9% chronically absent Increased 4.7% 130 students

Conclusions based on this data:

1. This is the first year that we have received a performance color for chronic absenteeism as a measure of school performance. This data will be very helpful to determine barriers to student progress. The greatest area of concern for Ocean View is that overall 8.6% of students are chronically absent and the rate of chronic absenteeism increased by 3.8% from the year prior. One possible reason the high rate of chronic absenteeism is the lack of alignment with the UC Berkeley school calendar.
2. Hispanic students and students with disabilities demonstrated the highest performance in attendance and received a performance level of Green. Hispanic students decreased their rate of chronic absenteeism by 2% from the year prior. However, several subgroups demonstrated an increase in the rates of chronic absenteeism: English learners, students identified as socioeconomically disadvantaged, African American, Asian, Two or More Races and White.
3. As the district and site continues to monitor attendance, procedures for intervention need to be more rigorous and consistent. The leadership and site teams welcome opportunities to collaborate on potential interventions. At the site level, our intervention team includes attendance data in our review of individual students and site leadership is actively communicating and meeting with families of concern. Personal connection with families is a main goal for staff in an effort to build rapport, safety, and improvement. And finally, specific clerical staff designated in the area of attendance will be instrumental in our continued efforts to communicate with families and to offer interventions.

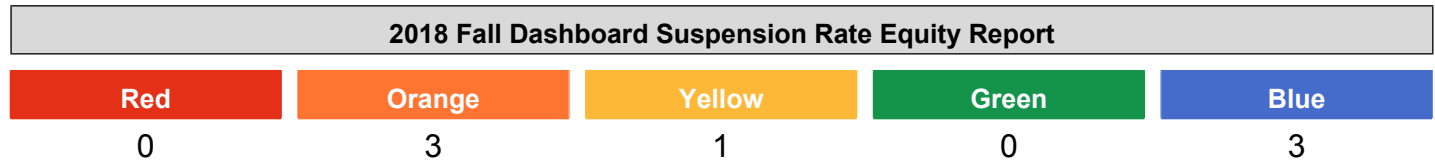
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.3% suspended at least once Increased 0.5% 628 students	English Learners  Blue 0% suspended at least once Maintained 0% 207 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 1.9% suspended at least once Maintained -0.2% 214 students	Students with Disabilities  Orange 5.1% suspended at least once Increased 3.2% 59 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 5% suspended at least once Increased 5% 20 students	American Indian  No Performance Color 0 Students	Asian  Blue 0% suspended at least once Maintained 0% 216 students	Filipino  No Performance Color Less than 11 Students - Data 9 students
Hispanic  Blue 0% suspended at least once Declined -1.7% 112 students	Two or More Races  Orange 2.9% suspended at least once Increased 1% 139 students	Pacific Islander  No Performance Color 0 Students	White  Orange 2.3% suspended at least once Increased 1.5% 132 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.3% suspended at least once	0.8% suspended at least once	1.3% suspended at least once

Conclusions based on this data:

- Overall, our suspension rate is extremely low. While suspension is considered an intervention in progressive discipline, it is the least desirable option considered. We have a variety of interventions to support social/emotional progress, and we rely on suspending students as a last measure for consequence.
- We notice that greatest decrease in our suspension rate was our Hispanic student group and the highest increase in suspension was our students with disabilities.
- In conclusion, while our overall suspension rate is low we continue to work on practices and procedures for wrap-around services when a student's behavior is severe, persistent, or elevating over time. The schools intervention team considers behavior needs as relevant as academic need. However, the social/emotional interventions available through, in particular, general education are lacking in depth and staffing. Specifically, at our elementary sites. Typically it is the principal's role to intervene with behavior needs that may require students to be removed from the classroom. Our teachers continue to challenge that viewpoint as we look for ways to better work together. In addition, we continue to need additional staff development on trauma informed practices, restorative justice practices and social emotional instruction. With the possibility of our school being split on to two school sites we also see a strong need to continue to commit to common expectations throughout the school.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English-Language Arts

Goal Statement

All students will demonstrate growth.

1. The percentage of students exceeding or meeting standards will increase by 2-5% or remain the same.
2. All students will demonstrate growth in reading and written language as compared to previous years and/or grade level assessments.
3. We will maintain or increase the percentage of students scoring at grade level performance.
4. Including all subgroups, students will be expected to perform at grade level. In the cases where student groups are under-performing these levels, targeted and explicit instruction and supports will be designed for in or out-of-class intervention in reading and written language.

LCAP Goal

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.

Basis for this Goal

California Assessment of Student Performance and Progress (CAASPP) and local benchmarks for ELA and writing, 2017-18

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP	69% of students met or exceeded standards on the English language arts summative assessment.	We will increase the percentage of students meeting or exceeded standards on the English language arts summative assessment by 2-5%.

Planned Strategies/Activities

Strategy/Activity 1

Alignment of Instruction with California Content Standards – English Language Arts

We will implement instruction aligned to the Common Core State Standards through grade level collaboration, use of instructional guides and curriculum, and professional development.

Assessment Review and Analysis:

We will review and analyze district and local reading and writing assessment data to identify every student's performance level. This analysis will allow us to determine the achievement gaps within groups of students and develop plans to better meet the instructional needs of all students.

Consistent use of assessments will inform us of our students' understanding of concepts, drive instructional decisions, and offer means for dialogue about teaching practices and student progress. Staff will use lists of current students, lists

of students newly enrolled in AUSD, lists of students identified through assessment data for targeted intervention support.

Students to be Served by this Strategy/Activity

All students groups will be served through these strategies and interventions

Timeline

Ongoing

1. Reading assessment data of students identified for additional targeted intervention supports.
2. Review English Language Proficiency Assessments for California (ELPAC) data to determine designated ELD services of students and all additional supports that can be provided.

Person(s) Responsible

Teachers, ELD specialists, and Site Admin

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Professional Development:

Provide professional development and implementation of CCSS curriculum materials as curriculum and trainings pertain to individual, site, and district needs. Offer supports for the continued implementation of Units of Study reading/writing program and the use of direct/explicit language instruction. Staff will utilize cross-site collaboration opportunities and site leadership guidance to support this goal.

Professional Development:

We will provide continued professional development opportunities for school wide implementation of Units of Study reading and writing programs with the use of direct/explicit language instruction.

Students to be Served by this Strategy/Activity

All students groups will be provided the outcomes of these teacher professional development experiences

Timeline

Throughout the school year

Person(s) Responsible

Site Admin, Grade level teams, Support Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Evaluate and prioritize our Language Arts curriculum needs to determine what additional materials should be considered for purchase in order to further align classroom materials with CCSS. Staff will evaluate and improve our instructional strategies through professional development, reflection, and administrative feedback We will utilize grade level meeting notes, student achievement data, and resources related to CCSS curriculum materials.

Grade Level Collaboration

We will provide regular opportunities for teacher collaboration to plan lesson delivery, discuss student data and make instructional decisions.

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

During 2019-2020 bi-monthly grade level meeting time will be dedicated to grade levels to discuss improvements in instructional strategies, lesson planning and reflecting on practices.

Person(s) Responsible

Site Admin, grade level teams, support Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Provide weekly opportunities for teachers to partner in collaborative discussions. During this time they will have opportunities to reflect on student learning and assessment data, to plan for both short and long-term units and lessons, to deepen knowledge of curriculum, and to engage in professional development as a team.

Staff will utilize grade level meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans, observations and walk-throughs resulting in increasing student proficiency levels

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Admin, grade level teams, support Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Provide teachers opportunities to build leadership capacity in helping to plan and facilitate professional development focused on CA State Standards in Language Arts.

Staff will monitor the calendar for planned and executed professional development during weekly meetings, cross-site meeting agendas, and release professional days, changes and improvements in instructional strategies as evidenced by lesson plans, observations, walk-through, meeting notes resulting in increasing student proficiency levels

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Admin, site leadership team, support teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 6

Offer collaboration time through the use of two release days to each grade level team for planning instruction and adjust pacing guides, discuss common instructional practices and assessments, and align their work across the grade level to the state standards. Staff will utilize grade level meeting agendas and minutes, samples of common assessments, student achievement results from common assessments. Time for analysis of student work in reading and writing, through structures designed to discuss student progress, and plan for next steps.

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Grade level reps and Site Admin

Proposed Expenditures for this Strategy/Activity

Amount	10,000
Source	General Fund
Budget Reference	1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Provide systems, structures, and funds for purchase of identified materials needed for differentiated instruction.

1. Classroom Subscriptions
2. New teacher set up
3. Classroom supplies for K-5 (allotment)
4. Instructional supplies (general supplies)
5. Purchase of books to support the new adoption of Lucy Calkin's Units of Study Reading

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Admin, site leadership team, support teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Monitor and track target students through implementation of a ELA target team including classroom and intervention teachers in the Fall. Analysis of multiple measures will be used to identify target students for available in school interventions . These students will be monitored for progress while participating in interventions throughout the year. Staff will utilize lists of Identified Target Students (names, needs, skills, assessment results).

Students to be Served by this Strategy/Activity

Target students who demonstrate the need for ELA interventions

Timeline

Fall and ongoing as needed

Person(s) Responsible

Site Admin, Classroom Teachers and ELD, Reading Specialist

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Provide reading intervention service for our students that qualify for additional support in reading and written language. Staff will utilize lists of students served by interventions, Reading Specialist's schedule, lesson plans, pre/post assessment results.

Students to be Served by this Strategy/Activity

Target students will to be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Admin, Classroom Teachers and Reading Specialists

Proposed Expenditures for this Strategy/Activity

Amount	81,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	1.0 FTE Reading Specialist

Strategy/Activity 10

English Learner Placement & ELD Program

Support our English Language students through pullout support from our ELD Specialist. Support Intermediate students with push-in/co-teaching support during targeted ELA and writing periods in class.

Staff will utilize class placements, lists of students served by ELD services, ELD Specialists' schedule, lesson plans, pre/post assessment results, & ELPAC data results.

Students to be Served by this Strategy/Activity

All qualifying English Language students

Timeline

Fall and spring students will be ELPAC tested, and served through English Language Development (ELD) supports

Person(s) Responsible

Site Admin, ELD Specialists, Teachers,

Proposed Expenditures for this Strategy/Activity

Amount	175,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	2.2 FTE ELD Specialists

Strategy/Activity 11

Parent Education Events

We will provide Parent Education Night(s) through Reading Specialist and grade level for Early reading and Non-fiction reading evenings.

Provide opportunities for parents of English Language Learners to build their skills in assisting their children at home in reading/writing with the support of the English Language Advisory Committee (ELAC). Staff will utilize ELAC meeting agendas and notes. ELD and District teams will offer regular English Learner Advisory Committee (ELAC) and District English Learner Advisory (DELAC) parent meetings.

Students to be Served by this Strategy/Activity

All students families as well as English Learner families will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Admin, ELAC Representatives, teachers, other representatives

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 12

Provide translators as often as possible for parent/teacher meetings.

Provide translations of documents in as many languages as possible, with the priority on translating into Chinese (Mandarin), Korean, and Japanese, and Spanish.

Students to be Served by this Strategy/Activity

All English Learner students

Timeline

Ongoing

Person(s) Responsible

Site Admin, ELD Specialists, volunteers/district staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 13

Communication with Family Community:

We will provide information for families through ELAC and PTA meetings, school marquee, website, school and classroom newsletters, library website, and on-line reading program.

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Admin and classroom teachers.

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

Mathematics

All students will demonstrate growth.

1. The percentage of students exceeding or meeting standards will increase by 2-5% or remain the same.
2. We will maintain or increase the percentage of students scoring at grade level performance. All students, including all subgroups, will be expected to perform at grade level. In the cases where student groups are under- performing these levels, targeted and explicit instruction will be designed for in and or out-of-class intervention.

LCAP Goal

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.

Basis for this Goal

CAASPP Mathematics data (2017-2018)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CAASPP Mathematics Results	68% of all students met or exceeded standards on the mathematics summative assessment.	The percentage of students who meet or exceed standards on the mathematics summative assessment will increase by 2-5%.

Planned Strategies/Activities

Strategy/Activity 1

Assessment Review and Analysis:

We will review and analyze district and local math assessment data to identify every student's performance level. This analysis will allow us to determine the achievement gaps that exist between groups of students and develop plans to better meet the instructional needs of all students.

1. Consistent use of assessments will inform us of our students' understanding of concepts, drive instructional decisions, and offer means for dialogue about teaching practices and student progress. Staff will utilize lists of current students, lists of students newly enrolled in AUSD, lists of students identified for targeted math intervention support

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Teachers, and Site Administrators

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Common Core State Standards Implementation:

We have fully implemented CCSS in Math. Teachers in grades K-3 use the Investigations math program as their primary CCSS-aligned math curriculum. Teachers in grades 4-5 use the Math Expressions program as their primary CCSS-aligned math curriculum.

Evaluate and prioritize our math curriculum needs to determine what additional materials should be considered for purchase in order to refine classroom materials that align with CCCS.
Staff will utilize grade level meeting notes, student achievement data, resources related to CCSS curriculum materials

Dedicated grade level meeting time to coordinate instruction, adjust pacing guides and identify any additional curriculum to address gaps in current curriculum and coordinate unit assessments with grade level team

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Admin, grade level teachers, ILT team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Provide weekly opportunities for teachers to partner in collaborative discussions. During this time they will have opportunities to reflect how Social Justice Math can influence student outcomes and on student learning and assessment data. Also, staff will plan for both short and long-term units and lessons, to deepen knowledge of curriculum, and to engage in professional development as a team.

Staff will utilize grade level meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans, observations and walk-throughs resulting in rising student proficiency levels.

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Admin and Grade level teams

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

Provide regular professional development opportunities for teachers to enhance their skills with the implementation of the District-adopted, CCSS-aligned math programs, Investigations (grades K-3) and Math Expressions (grades 4-5). Staff will monitor calendar for planned and executed professional development.

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Admin, District Staff and Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

Provide teachers opportunities to build leadership capacity in helping to plan and facilitate professional development focused on CCSS in Math. Staff will monitor changes and improvements in instructional strategies as evidenced by lesson plans, observations, walk-throughs, meeting notes resulting in rising student proficiency levels

Administer local math assessments each trimester. Assessment results will support progress on report cards.

Staff will utilize grade level meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans.

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Administrators, Teachers, and PTA representatives

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Provide intervention programs and supports for students in classes grades 1 -5 including in-class para-educator support, small group, and flexible re- grouping strategies.

*Use of online and adaptive software programs to support students needing extension and extra support in K-5 classrooms.

Students to be Served by this Strategy/Activity

All students as well targeted students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Admin, teachers

Proposed Expenditures for this Strategy/Activity

Amount	15,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Amount	6,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Amount	2000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies

Strategy/Activity 7

Parent Education:

PTA Annual Community Math Night

Annual Parent Education targeting parents our African American, Hispanic and English Language Learner families through the Math Night Evening program supporting math instruction at school.

Software programs: Splash Math, IXL and other online math subscriptions offer student, teacher and parent communication through math study.

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Climate and Student Well-Being

Goal Statement

Ocean View will provide a safe, engaging environment, in which each member of our community is encouraged to strive for excellence, to foster equality, and to value inclusion. We will support our community in this work of broadening social, cultural, and racial understanding through the integration of the district's Social-Emotional and Social Justice Competencies.

We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.

1. Implement social-emotional and behavioral interventions, support programs and policies to reflect current research and best practices.
2. We will foster students' social-emotional development by providing a safe and inclusive learning environment and a positive school culture.
3. We will support students social-emotional development by providing regular community building opportunities.

LCAP Goal

AUSD Local Control Accountability Plan (LCAP) Goal #2: We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.

We will foster the social and emotional growth of all students, implement an array of strategies to increase student engagement, identify individual socio-emotional and behavioral needs, and apply collaborative appropriate interventions

Basis for this Goal

Student Attendance Records, CA Healthy Kids Survey results, Referrals, Counseling usage and request, Student Success Team (SST), Student Attendance Review Team (SART) and Student Attendance Review Board (SARB)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
CA Healthy Kids Survey for 17-18, Attendance data, Suspension data	HEALTHY KIDS SURVEY - 54% "Feel Happy at School All The Time"	Maintain or increase by 2-5% in 2020 survey

Planned Strategies/Activities

Strategy/Activity 1

We will continue to have a "BEST Behavior" Committee (composed of student leadership, their facilitators, and principal) lead three assemblies that explicitly teach concepts and strategies to help students understand and utilize the "3 Bs." (Be Safe, Be Respectful, Be Responsible)

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Three assemblies, one per trimester, with Safe, Responsible, and Respectful themes.

Person(s) Responsible

Principal, BEST Team, AUSD Safe Schools Coordinator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

We will continue to have six sing-a-long assemblies focusing on the following themes - Welcome Back, Unity Day, Holiday Celebrations, Friendship, Earth Day, and End-of-year.

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

monthly throughout the year

Person(s) Responsible

Principal, Teachers & Site Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Instructional Strategies and Materials

Staff will be given the tools to provide instruction in the areas positive behavioral support of safe, respectful and responsible behaviors, anti-bias instruction, and physical fitness.

1. Continue to implement and investigate anti-bias and inclusive curriculum with integrated lessons on disability awareness, body size acceptance, gender expression, family diversity, name calling, and racial and cultural prejudice to address targeted bullying. Adopted curricula such as Welcoming Schools, Second Step, and Speak Up Be Safe will be continued, along with other thoughtfully considered supplements.

Continued implementation of Teaching for Tolerance designated lessons, activities, and community engagement as a means to teach social justice competencies and social learning standards.

Staff will utilize lesson plans, faculty meeting agendas and notes

School-wide Community Behavior Commitment:

We will continue to participate in the "Unity Day" campaign, including administering the "Unity pledge", "Being an Ally" training for student leadership, with school-wide participation

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Principal, Teachers & Site Staff, AUSD Safe Schools Coordinator, BEST Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 4

School-wide Positive Recognition:

We will maintain a system of positive recognition programs, including "Otter Tickets" (staff to student) for students caught being Safe, Responsible, and Respectful and "Toolbox Tickets" (peer to peer) from our community coaches for students who solve problems using "Toolbox" problem solving strategies.

Students to be Served by this Strategy/Activity

All students will be served by this Strategy

Timeline

Ongoing

Person(s) Responsible

BEST Team, Principal, Teachers, Site Staff, Community Coaches

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 5

School-wide Student Council Leadership:

Student Teacher Leader team will collaborate and train students in a one day training. These students will participate in Student Council, Conflict Managers and Community Coaches.

We will continue to have Student Council Leadership in the 5th grade and Student Council Representatives from grades 3rd-5th, who meet monthly to discuss current issues and events, to make decisions, and to bring school-wide information back to each classroom.

Teacher - Facilitators use common weekly prep time for planning and meetings with students.

Students to be Served by this Strategy/Activity

Students grades 3-5 will be served by this strategy

Timeline

Student Teacher leader team will work with Student Council Leaders and Representatives. Students are chosen by their peers in the Fall and then again in the Spring. They meet monthly as a whole group.

Person(s) Responsible

BEST Team, Site Admin, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 6

Student Leadership for 4th Grade:

We will continue to have Community Coaches on duty at recess time. They provide recognition, in the form of "Toolbox Tickets" to students who are seen using positive problem solving strategies. They will also participate in presenting the BEST Behavior assemblies and sing-alongs.

Students to be Served by this Strategy/Activity

All students to be served by this strategy

Timeline

Community Coaches are chosen by their peers in the Fall and then again in the Spring. They are on duty daily.

Person(s) Responsible

BEST Team and Community Coach Facilitator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 7

Student Leadership for 3rd Grade:

We will continue to train Conflict Managers to help students solve conflicts with another peer. Conflict Managers will also participate in presenting the BEST Behavior assemblies and sing-alongs.

Students to be Served by this Strategy/Activity

All 3rd grade students will be served by this strategy

Timeline

Conflict Managers are chosen by their peers in the Fall and then again in the Spring. They are on duty daily. (Half Day training in Fall and Spring)

Person(s) Responsible

BEST Team Conflict Manager Facilitator

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 8

Student Leadership for 3rd -5th Grade (OLA):

We will continue to have the Ocean View Language Ambassador Program to provide ELA students leadership opportunities and welcome new students to Ocean View whose first language is not English.

Students to be Served by this Strategy/Activity

all students will be served by this strategy

Timeline

OLA members apply during the spring of the previous year and perform their duties as needed during the school year.

Person(s) Responsible

ELD Staff,

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 9

Student Social/Emotional Resiliency in the classroom:

We will continue to foster social/emotional resiliency in our students, K – 5 through teaching Second Step, a social skills curriculum that aims to enhance students' social-emotional competence. Second Step curriculum, Brain Gym, Welcoming Schools Curriculum, S'Cool Moves, mindfulness, and Speak-Up and Be Safe Curriculum.

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Admin, teachers, BEST team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 10

Mental Health Counseling:

We will continue to offer mental health services that include on-call interventions, individual and small group counseling sessions.

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Principal, Staff, Counselor and Counseling Interns

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 11

Clubs and Activities during the school day:

We will provide clubs and activities that help students interact in a positive way, such as Game Time in Room 8, Lunchtime Games in the Library, and Noontime Field Games.

Students to be Served by this Strategy/Activity

All students will be served by this strategy

Timeline

Throughout the year we will offer daily opportunities for student participation during lunch recess grades 1-5.

Person(s) Responsible

Site Admin, Teachers,

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 12

Services will be provided to assist staff and students.

1. Utilize Student Study Team weekly process to help evaluate our at-risk students using SST tracking sheets, supporting documentation, and team meeting suggestions. Staff will monitor the schedule of SST meetings, the SST meeting notes, assessment results.

Students to be Served by this Strategy/Activity

All students may be served by this strategy

Timeline

Weekly SST Meetings and 504 referrals meetings as needed.

Person(s) Responsible

Student Success Team Coordinator: SST team, Parents

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 13

Home-School Communication:

Students, parents, and the community will be informed about school policies and procedures related to the rules and regulations and positive campus climate through district/school and classroom website, Parent/Teacher Handbook, regular school and classroom newsletters, the auto dialer, and the school marquee.

Students to be Served by this Strategy/Activity

All students and families may be served by this strategy

Timeline

Fall of each year the Parent Handbook is made available with parent sign off form for school safety and discipline policies.

Ongoing updates from the district, school website, school and classroom newsletter, the auto dialer, and school marquee.

Person(s) Responsible

Principal, Office Staff, Teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 14

Breakfast Program:

Provide all students who begin school at 8:30 am with healthy breakfast choices prior to the start of school (8:00am – 8:20am).

Students to be Served by this Strategy/Activity

All students may be served by this strategy

Timeline

Every school day 8am -8:20am

Person(s) Responsible

Food Services Staff, custodians

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 15

Emergency Planning Team will meet regularly to update plan, develop staff training and replenish needed supplies.

Maintain Emergency Preparedness Supplies on campus:

- Emergency Backpacks/Folders updated annually
- Emergency Preparedness Container supplies updated through as needed
- Emergency Drill Schedule and Safety Plan updated annually

Students to be Served by this Strategy/Activity

All students to be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Administrator, Teachers

Proposed Expenditures for this Strategy/Activity

Source

Parent-Teacher Association (PTA)

Strategy/Activity 16

Staff will offer opportunities for parents and the community to participate in the educational process

1. Students, parents, and the community will be informed about school attendance policies and procedures related to a positive school climate and student success.

Staff will monitor the agreements signed by parents and students, communication through Parent & Student Handbook, weekly school-wide newsletters, marquee and on district, school website.

Students to be Served by this Strategy/Activity

All students to be served by this strategy

Timeline

Ongoing

Person(s) Responsible

Site Admin, teachers

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 17

Parent Education events organized through the coordination with all elementary PTA's for topics related to supporting students and family social-emotional health.

Students to be Served by this Strategy/Activity

All students to be served by this strategy

Timeline

Ongoing

Person(s) Responsible

PTA, Site Admin

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

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:

1 School Principal

3 Classroom Teachers

2 Parent or Community Members

Name of Members	Role
Terry Georgeson	Principal
Rachel Anderson	Parent or Community Member
Rebecca Sprenger	Classroom Teacher
Beth Dunn	Classroom Teacher
Dwight Ford	Parent or Community Member
Rebecca Eros	Other School Staff

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

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.

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.

This SPSA was adopted by the SSC at a public meeting on 5/16/16.

Attested:

Principal, Terry Georgeson on

SSC Chairperson, Rachel Anderson on