

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 WORK STUDY SESSION: SINGLE PLANS FOR STUDENT ACHIEVEMENT (ELEMENTARY)

ALBANY CITY HALL

1000 San Pablo
Albany, CA 94706

TUESDAY

June 12, 2018

5:00 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 meetings are videotaped.</div><div>(To view the videos, visit www.ausdk12.org)</div></div></div>	<div><div><div>I. OPENING BUSINESS</div><div>5:00 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 & DISCUSSION</div><div>5:05 p.m.</div><div><div>A) Single Plans for Student Achievement (SPSAs)----- (pg.2)</div><div><div>• Cornell Elementary School----- (pg.4)</div><div>• Marin Elementary School----- (pg.44)</div><div>• Ocean View Elementary School----- (pg.72)</div></div></div><div><div>IV. ADJOURNMENT</div><div>6:30 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>June 12, 2018</td><td>7:00 – 9:30 p.m.</td><td>Albany City Hall</td></tr><tr><td>June 26, 2018</td><td>7:00 – 9:30 p.m.</td><td>Albany City Hall</td></tr></table></div></div><div><div>The Board of Education meeting packet is available for public inspection at the Albany Public Library, 1247 Marin Avenue, all school sites, and the lobby of the Albany Unified School District office, 1051 Monroe Street, Albany. The agenda is available on the Albany Unified School District web site: www.ausdk12.org. If you provide your name and/or address when speaking before the Board of Education, it may become a part of the official public record and the official minutes will be published on the Internet. In compliance with the Americans with Disability Act (ADA), if you need special assistance to participate in this meeting, please contact the Superintendent's Office at 510-558-3766. Notification must be given forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).</div></div></div>	Date	Time	Location	June 12, 2018	7:00 – 9:30 p.m.	Albany City Hall	June 26, 2018	7:00 – 9:30 p.m.	Albany City Hall
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**ALBANY UNIFIED SCHOOL DISTRICT
BOARD AGENDA BACKUP**

**Special Work Study Session, 5:00-6:30 pm
June 12, 2018**

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

PREPARED BY: **MARIE WILLIAMS--DIRECTOR III, CURRICULUM, INSTRUCTION
AND ASSESSMENT**

TYPE OF ITEM: **REVIEW AND DISCUSS**

PURPOSE:

Single Plans for Student Achievement are developed at each school site and include an assessment of student needs, goals to improve student performance, and specific actions to achieve those goals. Single Plans for Student Achievement are a required part of school planning and must be approved on an annual basis by the a district's governing board.

BACKGROUND INFORMATION:

Pursuant to California Education Code Section 64001 and the federal Elementary and Secondary Education Act (ESEA), schools that receive state and federal funds through the Consolidated Application and Reporting System (CARS) and ESEA Program Improvement funds consolidate all school plans in the Single Plans for Student Achievement (SPSA).

These plans need to include the following components:

1. An analysis of student needs, as measured by student achievement data
2. A measurement of the effectiveness of the current programs and improvement strategies, including an analysis of the causes of student underachievement
3. The identification of goals and improvement strategies that align with the District Local Control Accountability Plans
4. A set of timelines, responsible personnel, proposed expenditures, and funding sources to implement the plan
5. A School Site Council, comprised of an equal number of parents and staff, who meet regularly to identify student needs, discuss current programs, plan for improvements, and ultimately vote to approve a plan that is then presented to the local governing board of education

In preparing the Single Plans for Student Achievement, principals work diligently to gather information about their students, collaborate with staff about students' needs, and articulate a set of goals, outcomes, and programs that will support those needs.

FINANCIAL INFORMATION:

Each School site is allocated a set of discretionary funds and restricted state lottery funds. Discretionary funds can be used for any educational purpose. Lottery Funds must be used only for instructional materials and supplies. Funds are allocated based on a projected student enrollment at each school site.

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 SINGLE PLANS FOR STUDENT ACHIEVEMENT FOR CORNELL, MARIN, AND OCEAN VIEW ELEMENTARY SCHOOLS

The Single Plan for Student Achievement

School: Cornell Elementary School
CDS Code: 01-61127-6090161
District: Albany Unified School District
Principal: Heather Duncan
Revision Date: April 19, 2018

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

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

Contact Person: Heather Duncan
Position: Principal
Phone Number: 510-558-3700
Address: 920 Talbot Avenue
 Albany, CA 94706
E-mail Address: hduncan@ausdk12.org

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

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Single Plan for Student Achievement Executive Summary

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

The 2017-18 school plan emphasized supporting students with at-risk needs by providing a more comprehensive ELD, math, and reading intervention program and implementing a new writing curriculum. Additionally the staff continued professional development on how to deliver designated ELD for second language learners as we move towards full implementation of a whole school delivery model for English Language Development (ELD) instruction by 2019-2020.

In these strategic areas of focus we made progress in areas below:

1. Academic Intervention: This is the second year in which Cornell staff supported students with math intervention during the school day for targeted grades that were identified to have the highest need. Cornell increased service this year to all six grade levels, up from three served in 2016-17.

2. English-Language Development Program: Throughout the year, bi-weekly ELD team meetings were held with the Principal, ELD teachers, and the Cornell Teacher on Special Assignment to plan and deliver staff meetings trainings on ELD Standards, CA State English Language Arts Standards, integrated ELD lesson planning, and designated ELD lesson planning. Training and support was provided throughout the year, with teacher coaching, push-in modeling, pull-out support, and professional development. Additionally, we continue our commitment of providing GLAD (Guided Language Acquisition Design) training for all new teachers to Cornell. All second language learners were provided with ELD instruction this year through push-in, pull-out or direct in-class instruction.

3. Climate of Safety and Kindness: Cornell has identified empathy and 'ally' behavior as a target learning goal for 2017-18. We designed three school-wide activities, as a school, to support the instruction of this competency. One activity was delivered through the library targeting common language development around "ally" behavior and empathy. Next, teachers worked on an in-class lesson designed to culminate in students identifying their own interpretation of an "ally" behavior. The year will culminate with a whole school activity where students and staff develop identity statements to display on campus.

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

1. Academic Intervention: Student data has been gathered on individual progress and is continually reviewed at our bi-weekly intervention meetings. We have a specific schedule whereby each intervention teacher presents to our team for focal student and small group analysis. When, and if, a student continues to display at-risk needs, we target discussion on explicit next steps for that child. Additionally, we continually review new student needs for intervention and reallocate scheduled time to meet needs. Classroom teacher input is gathered and incorporated into our meetings and flexible groups are redesigned as appropriate based on collective student performance data.

2. English-Language Development Program: In large part, our success is based on Cornell classroom teacher buy-in and commitment. As a professional development team, we targeted writing instruction as the area to teach and follow-up with staff development. As teachers were committed to the recent adoption of new writing curriculum and due to the fact the second language learners struggle greatly and often in writing, this was a focal content area for our work. ELD and intervention teachers, TSA, and the site principal reinforced training in various ways through individualized instruction, whole staff meetings, and an expectation that teachers would target small 'strategy' group instruction on ELD groups weekly with follow up student work brought to regular meetings for review.

3. No Place for Hate and Climate of Safety and Kindness: Review of student discipline data gathered through Aeries, anecdotal classroom teacher data, yard supervisor data, Student Success Team, and Safety Net data gathered on individual students guided the bulk of data for reflection on our growth. Additionally, Community Time meetings focused on a small topic monthly to share school wide. Overall, discipline referrals were reduced significantly in 2017-18. Restorative strategies were incorporated into student problem solving and resolution meetings.

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

Next year, we will continue the every other week intervention meetings and we look forward to what we've learned this year to hone the strength of our team. Service to all six grades will continue for math, reading, and English Language Development (ELD). We plan to continue professional development on ELD and designated instruction with a growth goal of having ELD students receiving designated instruction daily by 2019-20. As a staff member moves into a coming reading intervention vacancy, we are looking forward to a fresh perspective added to reading intervention along with continuing the well-established strengths of Cornell's reading intervention program.

As the elementary sites and the district continue supporting the new reading curriculum adoption with any resources available, both time and funds, to be dedicated to emerging needs related to adoption. The Intervention Team will be focusing on how to support classroom teachers as they utilize Units of Study with at-risk readers.

Culture and climate will continue to be an area of focus as we grow student, staff, and community mindset around equitable practices and behaviors for students from various backgrounds and perspectives. The recently developed AUSD Social Justice/Social Emotional standards will be a guide to this work.

School Vision and Mission

Cornell Elementary School's Vision and Mission Statements

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 Instruction, Speech and Language Therapy, Special Education Resource Instruction, Adapted Physical Education, Occupational Therapy, and Mental Health Counseling Services. The intervention specialist teachers offer support comprised of ELD Specialists (1.2 FTE), and Reading Intervention (1.4 FTE).

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.

Nearly 30% of our students are English learners and about 14% of our students participate in the Free or Reduced Lunch program. 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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

2015-16 California Healthy Kids Survey 5th grade results.

I feel close to people at school.

7% No, never
28% Yes, some of the time
42% Yes, most of the time
22% Yes, all of the time

I am happy to be at this school.

1% No, never
18% Yes, some of the time
35% Yes, most of the time
46% Yes, all of the time

I feel like I am part of this school.

3% No, never
16% Yes, some of the time
28% Yes, most of the time
54% Yes, all of the time

Teachers treat students fairly at school.

0% No, never
10% Yes, some of the time
40% Yes, most of the time
50% Yes, all of the time

I feel safe at school.

0% No, never
8% Yes, some of the time
33% Yes, most of the time
59% Yes, all of the time

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The following assessment programs and tools are used by Cornell staff to measure student achievement and respond to student needs by modifying instruction accordingly:

- California Assessment of Student Performance and Progress (CAASPP) in English and Math in grades 3-5
- California English Language Development Test (retired in 2017-2018) and English Learner Proficiency Assessments (fully operational in 2018-2019)
- District Writing Assessments (K-5)
- District Math Benchmark Assessments (K-5)
- Gates-MacGinitie Reading Test grades 4 & 5
- Scholastic Reading Inventory grade 5
- Developmental Reading Assessment (DRA) grades K-3
- Slosson Oral Reading Test (SORT) grades 2 & 3
- Albany First Grade Word List (grade 1)
- Letter Recognition (Kindergarten)
- Letter Sounds (Kindergarten)
- Sight Words (Kindergarten)
- Concepts of Print (Kindergarten)
- Consonant - Vowel - Consonant (CVC) word list (Kindergarten)
- Phonemic Awareness (Kindergarten)
- Curriculum-embedded assessments
- Teacher created assessments

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

All students have access to standards-based instructional materials in our general education, special education, English Language Development, and intervention programs.

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

All staff use CA State Board of Education-adopted and other local supplemental materials to provide students access to CA standards-aligned core content.

Parental Involvement

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

The following groups and agencies provide the families at Cornell Elementary School with opportunities to engage with others in support of student success:

- English Learner Advisory Council (ELAC) and the District English Learner Advisory Council (DELAC)
- School Site Council (SSC)
- Cornell Parent Teacher Association (PTA)
- Albany Education Foundation (AEF) Grants
- SchoolCARE
- Albany Music Fund
- Albany Elementary Giving Campaign
- School Attendance Review Team (SART)/School Attendance Review Board (SARB)
- Special Education Local Plan Area (SELPA)

Description of Barriers and Related School Goals

School, district, and community barriers to improvements in student achievement include but may not be limited to:

- Teacher access to timely and formative benchmark and test data
- Alignment of District Benchmark Assessments to Smarter Balanced assessments and using this to guide formative decisions.
- The need for data analysis services, and ongoing assessment data training for teachers.
- Limited language skills for some parents
- Student mobility of English learners
- Inconsistent access to outside resources e.g. mental health, eye and dental care, etc.
- Absences/Tardy rates for 3-5% of students at Cornell
- Limited pool of qualified classified or certificated personnel to provide math support during or after the school day
- Limited access to available technology has improved but as hardware ages out or breaks down the use of technology available is limited, along with the need for more training for staff

Other Limitations of the current program to enable all students to meet standards:

- Master scheduling of interventions is very challenging because of classroom teacher prep.
- All teachers need additional training to address the growing social-emotional needs of our students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	80	97	90	74	94	90	74	94	90	92.5	96.9	100
Grade 4	102	81	104	96	72	99	96	71	99	94.1	88.9	95.2
Grade 5	106	99	77	95	93	76	95	93	76	89.6	93.9	98.7
All Grades	288	277	271	265	259	265	265	258	265	92.0	93.5	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2469.2	2484.1	2488.2	39	50	52.22	35	31	22.22	20	11	21.11	5	9	4.44
Grade 4	2507.2	2524.3	2521.9	41	52	45.45	27	28	33.33	18	10	11.11	15	10	10.10
Grade 5	2560.1	2570.3	2551.4	40	51	42.11	40	25	34.21	14	17	13.16	6	8	10.53
All Grades	N/A	N/A	N/A	40	51	46.79	34	28	29.81	17	13	15.09	9	9	8.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	45	50	57.78	43	43	33.33	12	7	8.89
Grade 4	30	51	47.47	51	35	46.46	19	14	6.06
Grade 5	41	55	43.42	49	37	47.37	9	9	9.21
All Grades	38	52	49.81	48	38	42.26	14	10	7.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	36	52.22	53	54	38.89	12	10	8.89
Grade 4	35	44	48.48	54	48	43.43	10	8	8.08
Grade 5	46	44	56.58	47	46	31.58	6	10	11.84
All Grades	39	41	52.08	51	50	38.49	9	9	9.43

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	39	36.67	61	56	57.78	4	4	5.56
Grade 4	29	32	29.29	58	61	59.60	13	7	11.11
Grade 5	34	44	36.84	61	52	55.26	5	4	7.89
All Grades	32	39	33.96	60	56	57.74	8	5	8.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	45	48.89	57	44	46.67	11	12	4.44
Grade 4	42	37	43.43	50	56	48.48	8	7	8.08
Grade 5	55	58	46.05	42	37	46.05	3	5	7.89
All Grades	44	47	46.04	49	45	47.17	7	8	6.79

Conclusions based on this data:

1. Overall, student performance in English-language arts is high. In the 2017 administration of the Smarter Balanced Assessments in English, 77% of Cornell students met or exceeded standards. 23% are approaching standards or not meeting standards. A review of the sub-tests shows that performance on every sub-test for every grade is also relatively high, with insignificant changes in performance from 2015-2016 school year.
2. In spring and fall of 2018, we will review the scores from the 2017 administration to identify students who need intervention and support in targeted areas.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	80	97	90	75	94	90	75	94	90	93.8	96.9	100
Grade 4	102	81	104	100	73	101	100	71	101	98.0	90.1	97.1
Grade 5	106	99	77	96	94	76	95	94	76	90.6	94.9	98.7
All Grades	288	277	271	271	261	267	270	259	267	94.1	94.2	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2454.7	2475.0	2484.5	25	33	42.22	33	44	40.00	25	17	11.11	16	6	6.67
Grade 4	2517.6	2523.6	2526.7	34	37	40.59	39	35	34.65	21	24	18.81	6	4	5.94
Grade 5	2567.8	2554.7	2558.1	48	45	52.63	26	22	14.47	20	21	18.42	5	12	14.47
All Grades	N/A	N/A	N/A	37	38	44.57	33	34	30.71	22	20	16.10	8	8	8.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43	49	60.00	32	36	33.33	24	15	6.67
Grade 4	49	54	55.45	35	34	31.68	16	13	12.87
Grade 5	65	47	63.16	25	38	15.79	9	15	21.05
All Grades	53	49	59.18	31	36	27.72	16	14	13.11

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	52	54.44	55	40	38.89	8	7	6.67
Grade 4	40	44	43.56	44	48	44.55	16	8	11.88
Grade 5	40	49	40.79	51	34	46.05	9	17	13.16
All Grades	39	49	46.44	49	40	43.07	11	11	10.49

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	36	38	46.67	49	55	42.22	13	6	11.11
Grade 4	43	49	46.53	41	41	39.60	16	10	13.86
Grade 5	43	48	40.79	43	33	43.42	14	19	15.79
All Grades	41	45	44.94	44	43	41.57	14	12	13.48

Conclusions based on this data:

1. Overall, student performance in math is high. 45% of students in grades 3-5 are at above standard and 47% performed at or near standard. 8% of students did not meet standards.
2. Significant gains were made for students performing above standard, with no specific math strand showing more or less strength. However, there was an increase of students performing at standard exceed from 2015-2017, with an increase in this band of approximately 10%. With that said, there are areas of growth for our students displayed in the strands of Problem Solving & Modeling/Data Analysis and Communicating Reasoning. Math intervention within and outside of the classroom will be more targeted to these areas after review of 2018 data along with comparisons being made for adjustment to instruction.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	20	13		40	50		40	38	***			***			
1	41	26	57	41	58	30	18	11	9		5				4
2	29	32	57	55	50	24	13	18	10	3		5			5
3	40	33	29	33	44	38	20	17	19			5	7	6	10
4	54	45	50	21	45	42	13					8	13	9	
5	37	48	44	47	14	33	11	14	11				5	24	11
Total	39	34	46	41	42	31	16	15	12	1	1	4	4	7	6

Conclusions based on this data:

1. The percentage of students scoring at intermediate has gone consistently down since 2014-15.
2. While we have fewer numbers of kindergarteners coming in at the beginning level, there continues to be a small number of students performing at beginning in 1st grade and this reflects newcomers arriving in 1st grade to Cornell.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: ENGLISH-LANGUAGE ARTS
LEA/LCAP GOAL:
We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will achieve their fullest potential.
SCHOOL GOAL #1:
<p>All students will demonstrate growth.</p> <ol style="list-style-type: none"> 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.
Data Used to Form this Goal:
1. CA Assessment of Student Performance and Progress 2016-2017 English-language Arts data
Findings from the Analysis of this Data:
Overall, student performance in English-language arts is high and student progress reflects 92% of our students ranging from at or near meeting standards to exceeding standards, with an increase of 1% from 2015-16. All areas of literacy reflected these strengths which indicates an improvement in the area of Research/Inquiry from 2015-16 to 2016-17.
How the School will Evaluate the Progress of this Goal:
Smarter Balanced formative and summative assessments, Common Core State Standards aligned assessments, District writing assessment, Developmental Reading Assessment (grades 1-3), Gates-MacGinitie Reading Test (grades 4), Scholastic Reading Inventory (SRI) (grade 5), CELDT, other local assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I: Alignment of Instruction with Language Arts Content Standards (CCSS)</p> <p>We will implement instruction aligned to the Common Core State Standards through grade level collaboration, use of instructional guides and curriculum, and professional development.</p> <p>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.</p>	Ongoing	Teachers, Site Administrator		
<p>2. Provide professional development and implementation of CCSS curriculum materials as curriculum and trainings pertain to individual, site, and district needs.</p> <p>Staff will utilize the District Language Arts Committee agendas and meeting notes, cross-site collaboration agendas and notes, CCSS-aligned lessons/units.</p>	Ongoing	Teachers, TSA, Site Administrator, District Staff		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
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.	Ongoing	Grade Level Teams, TSA, Site Administrator		
4. Teacher on Special Assignment (TSA) 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	Thru 2018-19	Teachers, TSA, Site Administrator, District Staff		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY II: Instructional Strategies and Materials in Language Arts</p> <p>We will evaluate and improve our instructional strategies and curricular materials for Language Arts through professional development, reflection, and administrative feedback, which will facilitate the transition to the California Common Core State Standards.</p> <p>1. 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.</p> <p>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</p>	Ongoing	Grade Level Teams, Site Administrators		
<p>2. 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</p>	Ongoing	Teachers, TSA, Site Administrators		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. 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	Ongoing	Teachers, TSA, Site Administrator		
4. 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. (26 teachers) Staff will utilize grade level meeting agendas and minutes, samples of common assessments, student achievement results from common assessments.	Ongoing	Grade level teams, Site Administrator, TSA	Salaries & Benefits, Site Funds	9100
5. 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.	Ongoing	Grade Level Teachers Site Administrator	Salaries & Benefits Site Fund	5775

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
6. 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.	Ongoing	Teachers, TSA, Site Administrators		
8. 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)	Ongoing	Principal	Materials & Supplies PTA: Materials purchased for differentiated instruction Materials & Supplies PTA: Materials purchased for differentiated instruction Materials & Supplies PTA: Materials purchased for differentiated instruction Materials & Supplies PTA: Materials purchased for differentiated instruction	3,500 250 10,050 10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY III: Language Arts Intervention</p> <p>We will ensure that learning is accessible to all students by providing high quality instruction matched to student needs. We will continue to reflect on effective language arts interventions to reach target students at each grade level and determine next steps for implementation</p> <p>1. 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)</p> <p>Staff will utilize lists of Identified Target Students (names, needs, skills, assessment results).</p> <p>Spring meetings to occur for class placement</p>	November-January	Teachers, Specialists, Site Administrator	Salaries & Benefits Site Funds	4,550
<p>2. Provide reading intervention service for our students that qualify for additional support in reading and written language.</p> <p>Staff will utilize lists of students served by interventions, Reading Specialist's schedule, lesson plans, pre/post assessment results.</p>	Ongoing	Reading and Intervention Specialist, Teachers, Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>3. Support our Beginner and Early Intermediate EL students through pullout support from our ELD Specialist. Support Intermediate students with push-in/co-teaching support.</p> <p>Staff will utilize class placements, lists of students served by ELD services, ELD Specialists' schedule, lesson plans, pre/post assessment results, & ELPAC data results.</p>	Ongoing	ELD Specialists, Teachers, Site Administrator		
<p>4. Continue to integrate GLAD strategies into our practice. We will plan a site-based professional development opportunities focused on GLAD.</p> <p>1. New staff members will be offered initial training opportunities.</p> <p>2. Refresher training will be provided to staff that have previously been trained (every 3-4 years).</p> <p>3. Grade level collaboration days continue to allow for unit planning.</p>	Ongoing	Teachers, ELD Specialists, Site Administrator	Salaries & Benefits Site Fund: Integration of GLAD strategies in classroom instruction	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>5. Provide continued training model to support designated ELD model for 2018-19 implementation for ELD instruction within classrooms to include:</p> <ul style="list-style-type: none"> 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 <p>Staff will utilize training agendas, meeting minutes, demonstration lesson videos, and staff reflections/surveys</p>	Ongoing	Teachers, ELD Specialists, TSA, Site Administrator		
<p>STRATEGY IV: Family Involvement and Communication</p> <p>We will offer opportunities for families to participate in and become better informed about the educational process of their children.</p> <p>1. Provide parent education events through coordination with the PTA for topics related to supporting students', parent, and child development.</p> <p>Staff will utilize PTA event calendar, event agendas and notes, and school newsletters</p>	Spring 2017 and Ongoing	PTA Representatives, Site Administrator (advises)		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. 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.	Ongoing	ELD Specialists, ELAC Representatives, Site Administrator		
3. Provide translators as often as possible for school meetings. 4. Provide translations of documents in as many languages as possible, with the priority on translating into Chinese (Mandarin), Korean, and Japanese, and Spanish.	Ongoing	District and Site Administrators, Volunteers/District Staff	Salaries & Benefits Site Funds: ELD Specialists,	200
5. 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.	Ongoing	Principal		

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: MATH
LEA/LCAP GOAL:
We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will achieve their fullest potential.
SCHOOL GOAL #2:
<p>All students will demonstrate growth.</p> <ol style="list-style-type: none"> 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.
Data Used to Form this Goal:
1. CAASPP 2016-17 Math data
Findings from the Analysis of this Data:
Overall, student performance in Mathematics is high and student progress reflects 92% of our students ranging from at or near meeting standards to exceeding standards, maintaining our level of performance with students at or above standard from 2015-16. Concepts & Procedures and Communicating Reasoning continue to be relative weaknesses, with slighter higher % of students not meeting standards in this area. Focused intervention for in and out of the classroom will be targeted towards these areas after 2018 data is compared and analyzed.
How the School will Evaluate the Progress of this Goal:
Smarter Balanced summative assessments, CA State Standards-based assessments, District Benchmark Assessments (DBA)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I: Alignment of Instruction with Math Content Standards (CCSS) We will implement instruction aligned to the Common Core State Standards through grade level collaboration, use of instructional guides and curriculum, and professional development.</p> <p>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</p>	Ongoing	Teachers, Site Administrator		
<p>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</p>	Ongoing	Grade Level Teams, TSA, Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. The Teacher on Special Assignment (TSA) 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.	Thru 2018-19	Teachers, TSA, Site Administrator, District Staff		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY II: Instructional Strategies and Materials in Math</p> <p>We will evaluate and improve our instructional strategies and curricular materials for math through professional development, reflection, and administrative feedback, which will facilitate the transition to the California Common Core State Standards.</p> <p>1. 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.</p> <p>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.</p>	Ongoing	Grade Level Teams, Site Administrator		
<p>2. 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.</p>	Ongoing	Teachers, TSA, Site Administrator, District Staff		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>3. 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</p> <p>4. 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.</p>	Ongoing	Teachers, TSA, Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY III: Math Intervention</p> <p>We will insure that learning is accessible to all students by providing high quality instruction matched to student needs. We will continue to reflect on effective math interventions to reach target students at each grade level and determine next steps for implementation.</p> <p>Students will be provided with a balanced instructional program where students increase their proficiency in basic computational skills and procedures, develop conceptual understanding, and become adept at problem solving.</p> <p>1. Provide intervention programs and supports for students in classes grades K-5.</p> <p>*Use of online and adaptive software programs to support at-risk learners needing extension and extra support in K-5 classrooms.</p> <p>*Explicit instruction provided to students identified through data-based system to target highest level of need for small flexible group instruction.</p>	Ongoing	Teachers/Staff Site Administrator	Salaries & Benefits Site Fund (0001): Benchmark assessments; curriculum tests	4,500
			Materials & Supplies Site Fund (0001): Benchmark assessments; curriculum tests	8,500

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: TECHNOLOGY
LEA/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.
SCHOOL GOAL #3:
Students need to gain the skills and comfort level to receive instruction and participate in learning that incorporates technology. Students need to be adept at using technology and the Internet to safely and efficiently gather information. Students need to be able to create documents and make presentations using this content. Students need skill with using technology for communication purposes, think critically, and communicate collaboratively while interacting technology within the learning environment. With the development of these skills and competencies, our students will be better prepared for college and/or career.
Data Used to Form this Goal:
<p>In winter of 2016, the District administered a survey related to technology use. The title of the survey is "Speak Up." The survey was administered to students, parents, and staff. More than 90% of elementary students completed this survey. 100% of teachers and 54% of Cornell families also completed the survey. We are pleased to have data to support our technology goals for the 2018-19 school year.</p> <p>Among many other data points, the survey showed that 75% of students and staff value the need for laptop devices or other technology devices to be accessible for students at school. The survey showed that 70% of those teachers and parents surveyed emphasized the importance of instructional technology as important to student success.</p>
Findings from the Analysis of this Data:
Review of the district-wide 2016 Speak Up Survey data confirms the value of access to technology hardware and the integration of technology as we prepare students for college and career readiness.

How the School will Evaluate the Progress of this Goal:

Students will be able to use and demonstrate age appropriate skills as recommended by the AUSD Technology Skills Scope and Sequence. Some examples of ways this would be illustrated are shown below. This list is not exhaustive.

- Use of iPads to use educational applications and websites - K-2nd grade students
- Use of computers to develop keyboarding skills - 3rd grade students
- Use of computers to develop word processing skills - 4th grade students
- Use of computers to develop Internet researching skills - 5th grade students

Teachers will be able to effectively use technology to enhance their instruction and increase student engagement. This list is not exhaustive.

- Use of document cameras and LCD projectors
- Use of classroom amplification systems
- Use of Internet sites for instruction
- Use of educational websites, applications, and software
- Use of GAFE (Google apps for education) for communication, collaboration, and instruction

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I: Instructional Technologies</p> <p>Teachers will use technology standards to help guide teacher and student use of technology for enhancing teaching and learning in our classrooms.</p> <p>1. Continue use of iPads and Chromebooks on campus K-5 to give students access to 21st century technology skills.</p> <ul style="list-style-type: none"> • iPads apps in K-2 • Web 2.0 applications in 3rd-5th • GAFE (Google apps for education) • Digital citizenship K-5 • Chromebook use in 3rd-5th 	Ongoing	Staff, TSA, Site Administrator	AUSD technology standards	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. Purchase Raz-Kids accounts for K-3rd grade students and 4th-5th grade students participating in our Reading Intervention/ELD program.	Ongoing	K-3rd grade teachers, ELD/Reading Intervention Specialists, Parents, Site Administrator	PTA Funds Other Services	1900
3. Teach identified Digital Citizenship curriculum in K-5. Coordinate with teachers and educate parents so there is common language around digital and internet safety literacy.	Ongoing	Librarian, Site Administrator	Lessons	0
4. Provide professional development in technology instruction on content and skills to staff based on needs and interest. As we implement the AUSD Technology Scope and Sequence, PD surveys will consider this new area of work.	Ongoing	Teachers, TSA, Site Administrator	District General Fund / PTA Fund Other Services	
5. Purchase DreamBox software to support math intervention and enrichment program for students K-6. Professional development offered on in-class support on implementation.	Ongoing	Teachers, TSA, Site Administrator	Site Funds (0001) Other Services	7500

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: CLIMATE
LEA/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.
SCHOOL GOAL #4:
<p>CORNELL SCHOOL GOAL: CLIMATE</p> <p>We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.</p> <ul style="list-style-type: none"> • 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. <p>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.</p>
Data Used to Form this Goal:
CA Healthy Kids Survey results, School wide discipline data
Findings from the Analysis of this Data:
Increased use of appropriate and respectful behavior by students in the classroom, reduced referrals for discipline and incidents related to bullying or harassment or poor behavior in general, reduced suspensions on campus
How the School will Evaluate the Progress of this Goal:
Ongoing discussions and reflections about student behavior, analysis of student discipline data (referrals to the office and suspensions)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I: Instructional Strategies and Materials</p> <p>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.</p> <p>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.</p> <p>Extend implementation of No Place for Hate designated lessons, activities, and community engagement as a means to teach social justice competencies and social learning standards.</p> <p>Staff will utilize lesson plans, faculty meeting agendas and notes</p>	Ongoing	Teachers, Site Administrator, Librarian		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. Teach Second Step, a social skills curriculum that aims to enhance students' social-emotional competence. Training will updated for new staff to Cornell. Staff will utilize the staff development schedule, Second Step Lesson Plans	Ongoing	Teachers, Site Administrator		
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.	Ongoing	Teachers, Specialists, Noon Supervision Staff, Site Administrator		
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.	Ongoing	Leadership Team Members, Site Administrator	District General Fund Salaries & Benefits	7000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
4. 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.	Ongoing, daily	Noontime Activities Coordinator	District General Fund	4,000
5. Continue Bike Safety Week program for grades 4th/5th. Staff will utilize the schedule of Bike Safety Week		PE teacher	Site General Fund	325
5. Continue use of Mindfulness techniques in our classrooms. Provide refresher trainer for new staff. Staff will monitor the use of mindfulness practices in classrooms	Ongoing	K-5th grade teachers, Site Administrator	PTA/General/ or Site Funds Other Services	1000
7. Maintain Emergency Preparedness Supplies on campus: <ul style="list-style-type: none"> • 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		Site Administrator, PTA Leadership	PTA/Parent Support	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY II: Intervention Services will be provided to assist staff and students.</p> <p>1. 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.</p>	Ongoing	SST members (classroom teacher, Reading Specialist, Psychologist, Speech Therapist, Resource Specialist, ELD Specialist, Site Administrator)		
<p>2. 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.</p>	Ongoing	Counseling Supervisors and Interns, Site Administrator		
<p>STRATEGY III: Involvement and Communication Staff will offer opportunities for parents and the community to participate in the educational process</p> <p>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, and on Cornell website.</p>	Ongoing	Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. Continue Student Leadership opportunities <ul style="list-style-type: none"> • Student Council – 3rd, 4th & 5th graders • Conflict Managers – 3rd, 4th & 5th graders • Compost Helpers – 2nd graders • Clean Team – 1st graders 	Ongoing	Staff, Parents, Site Administrator	Conflict Manager 200 Student Council 200	
3. Schedule Community Time to offer monthly school-wide Community Time gatherings. Staff will monitor the Schedule of Community Time gatherings.	Student Council, Teachers, Site Administrator			

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Caron Lee				X	
Jen Badde				X	
Joan Wickstrom		X			
Miesje Child		X			
Heather Duncan	X				
Adrienne Kohn		X			
Sara Serin-Christ				X	
Natasha Khokhar				X	
Beth Shepard		X			
Numbers of members of each category:	1	4	0	4	0

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Heather Duncan

Typed Name of School Principal

Signature of School Principal

Date

Sara Serin-Christ

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Marin Elementary School
CDS Code: 01-61127-6095376
District: Albany Unified School District
Principal: Melisa Pfohl
Revision Date: 4/27/2018

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

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

Contact Person: Melisa Pfohl
Position: Principal
Phone Number: (510) 558-4740
Address: 1001 Santa Fe Ave.
 Albany CA 94706
E-mail Address: mpfohl@ausdk12.org

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

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Single Plan for Student Achievement Executive Summary

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

Marin school worked very hard and cohesively to implement the plan for student achievement this year. We implemented our new writing curriculum "Units of Study," and provided high-quality professional development training throughout the school year. Our intervention program prioritized meeting the needs of at-risk students in reading, English Language Development (ELD), and mathematics.

Mathematics: Marin provided math intervention services to students in grades K-1 with "math camp" which emphasized short term, target skill building for students using highly qualified personnel. In addition, we provided targeted, small-group support in grades 2-3 for students with the greatest need.

English Language Arts: Marin provided reading intervention to students with the greatest need in grades K-5. This intervention was a combination of push in and pull out support. A wide variety of data was used to identify students, which included formal and informal classroom assessments and state test scores.

English Language Development: Using funds and highly qualified personnel, we targeted beginners/intermediate students in grades K-2, offered push in and pull out services and followed the cohort of students who are at risk of becoming Long Term English Learners (LTELs) over a period of time to provide instruction that aligned with best classroom practices.

Climate: Marin identified 3 school-wide activities to earn our No Place For Hate Designation. School-wide conversations and lessons about empathy, kindness and ally and upstander behavior were delivered in classrooms and through our Marin Morning community time. Marin supported working collaboratively with parents across the district in organizing 3 parent education workshops to discuss race and bias. Marin coordinated a 2-day, fully grant-funded professional development workshop at the Museum of Tolerance in LA for 42 PreK-5th grade educators and support staff, and district office administrators. In addition, the Conflict Manager program was continued this year in order to support students with handling conflict constructively and working together to find peaceful resolution.

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

Mathematics is formally assessed in grades K-5 three times a year using teacher developed and CCSS aligned benchmarks as well as on the CA State standardized tests (Smarter Balanced Assessments) for grades 3-5.

Reading and writing skills are formally assessed using CA State standardized tests (Smarter Balanced Assessments) and local measures such as reading inventories for vocabulary and comprehension, writing samples and informal teacher feedback.

All academic indicators, including CA State standardized tests (Smarter Balanced Assessments), local math benchmark results, and teacher-created assessments, indicate that a majority of students at Marin are making adequate or above standard progress. One of the benefits of the state testing system is the ability to track and monitor results over time for individual students, cohorts and other target groups that historically may have challenges demonstrating progress. When comparing 2016 Smarter Balanced results to 2017 Smarter Balanced results, overall performance for English Language Arts increased by 2.6 percentage points and overall performance for Math increased by +3.8 percentage points.

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

Climate: Review of student discipline data, anecdotal classroom teacher data, and Student Success Team data gathered on individual students guided the bulk of data for reflection on our growth. Additionally, Marin Morning meetings focused on a climate topic to share school wide. Restorative strategies were incorporated into student problem solving and resolution meetings.

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

As the elementary sites and the district continue supporting the new reading curriculum adoption, we plan to dedicate both funding and time to the emerging needs related to the adoption. The Intervention Team will be focusing on how to support classroom teachers as they utilize Units of Study with at-risk readers.

We look forward to gaining a diversified perspective as we shift .2 FTE of our Intervention Team to focus on math. Our Intervention Team will then have the ability to look at school-wide needs in the areas of reading, math and ELD. Using classroom assessments and state testing data, student needs will be determined and the team will work collaboratively meet those needs.

School culture and climate will continue to be an area of focus as we grow our student, staff and community mindset around equitable practices and behaviors for students from various backgrounds and perspectives. The recently developed AUSD Social Justice/Social Emotional standards will be a guide for this work.

School Vision and Mission

Marin Elementary School's Vision and Mission Statements

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 20 general education classrooms, and 1 Special Day Class. The general education classrooms have a student range of 20-28 students depending on grade level. Additionally, several teachers are outside of the self-contained classroom setting in the areas of Physical Education, Music, Science and Media/Library. Marin Elementary has a support staff comprised of a 1.2 Intervention Specialist Teachers, a full-time English Language Learner Specialist Teacher, a part-time Speech and Language Specialist, one part-time Psychologist, a part-time Resource Teacher (.80 FTE), a part-time Occupational Therapist, 2 part-time Counseling Interns, and a .2 Teacher on Special Assignment for California State Standards Implementation.

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

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

Over 21 different languages are spoken on campus. This not only provides wonderful opportunities for cultural dialogue, but also provides our students with a rich multi-cultural foundation on which to build a life-long appreciation of diversity. 23% of our students are English Language Learners and 15% of our students participate in the free or reduced lunch program.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

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

School Connectedness Scale Questions

I feel close to people at school.

No, never 7%
 Yes, some of the time 28%
 Yes, most of the time 42%
 Yes, all of the time 22%

I am happy to be at this school.

No, never 1%
 Yes, some of the time 18%
 Yes, most of the time 35%
 Yes, all of the time 46%

I feel like I am part of this school.

No, never 3%
 Yes, some of the time 16%
 Yes, most of the time 28%
 Yes, all of the time 54%

Teachers treat students fairly at school.

No, never 0%
 Yes, some of the time 10%
 Yes, most of the time 40%
 Yes, all of the time 50%

I feel safe at school.

No, never 0%
 Yes, some of the time 8%
 Yes, most of the time 33%
 Yes, all of the time 59%

Looking at this snapshot for the 5th grade responses on the California Healthy Kids Survey, a majority of students responded that they feel connected to school and feel safe. There is still a need to address issues that affect those students that struggle with adult and peer connections including bullying, attendance barriers and mental health supports.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Marin School Staff and School Site Council (SSC) used the following data to create school-wide goals for the 2018-2019 academic year:

- California Assessment of Student Performance and Progress (CAASPP) in English and Math, grades 3-5
- CA State Tests in Science (5th grade)
- District Math Benchmark Assessments
- CA English Language Development Test data (retired in 2017-2018) and English Learner Proficiency Assessments for California (fully operational in 2018-2019)
- District Writing Assessments (K-5)
- Gates-MacGinitie Reading Test Grades 4 & 5
- Developmental Reading Assessment (DRA) Grades K-3
- Slosson Oral Reading Test (SORT) Grades 2 & 3
- Letter Recognition (Kindergarten)
- Letter Sounds (Kindergarten)
- Sight Words (Kindergarten)
- Concepts of Print (Kindergarten)
- CVC (Consonant Vowel Consonant) word list (Kindergarten)
- Phonemic Awareness (Kindergarten)

Albany First Grade Word List (grade 1)

- Curriculum-embedded assessments
- Elementary standards-based report cards
- Teacher created assessments
- The CA Healthy Kids Survey Results (The extensive survey data can be found at <http://chks.wested.org/reports/results/>).

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

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

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

All staff uses School Board of Education-adopted and local supplemental materials to provide student access to CA standards-aligned curriculum.

Parental Involvement

4. Family, School, District, and Community resources available to assist students
 - English Language Advisory Council (ELAC)/District English Language Advisory Council (DELAC)
 - School Site Council (SSC)
 - Parent Teacher Association (PTA)
 - Albany Education Foundation (AEF) Grants
 - SchoolCARE
 - Albany Music Fund
 - Albany Elementary Giving Campaign (Enrichment)
 - Student Attendance Review Team/Student Attendance Review Board
 - Special Education Local Plan Area (SELPA)
 - Counseling services
 - District Nurse

Description of Barriers and Related School Goals

1. School, District and Community barriers to improvements in student achievement
 - Teacher access to timely and formative benchmark and test data
 - Alignment of District Benchmark Assessments to Smarter Balanced assessments and using this to guide formative decisions.
 - The need for data analysis services and ongoing assessment data training for teachers
 - Limited language skills for some parents
 - Student mobility of English learners
 - Inconsistent access to outside resources e.g. mental health, eye and dental care, etc.
 - Absences/Tardy rates for 3-5% of students at Marin
 - Limited pool of qualified classified or certificated personnel to provide math support during or after the school day.

1. Limitations of the current program to enable under performing-students to meet standards
 - Master scheduling of interventions is very challenging because of classroom teacher prep.
 - Limited teacher training in Next Generation Science Standards for grades K-3.
 - Limited teacher training on addressing the growing social-emotional needs of our students.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	84	78	83	82	78	81	82	78	81	97.6	100	97.6
Grade 4	81	83	81	80	82	80	80	82	79	98.8	98.8	98.8
Grade 5	105	83	83	102	81	83	102	81	83	97.1	97.6	100
All Grades	270	244	247	264	241	244	264	241	243	97.8	98.8	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2465.2	2489.4	2488.8	44	50	58.02	24	27	24.69	22	15	6.17	10	8	11.11
Grade 4	2533.2	2528.3	2541.9	48	46	58.23	35	33	27.85	15	15	3.80	3	6	10.13
Grade 5	2592.7	2587.7	2574.2	63	56	54.22	26	35	31.33	9	9	6.02	2	1	8.43
All Grades	N/A	N/A	N/A	52	51	56.79	28	32	27.98	15	13	5.35	5	5	9.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	48	44	55.56	39	44	33.33	13	13	11.11
Grade 4	46	51	48.10	46	45	45.57	8	4	6.33
Grade 5	66	62	51.81	31	35	38.55	3	4	9.64
All Grades	54	52	51.85	38	41	39.09	8	7	9.05

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	44	50.62	56	45	35.80	15	12	13.58
Grade 4	44	39	49.37	49	54	40.51	8	7	10.13
Grade 5	63	59	57.83	35	33	32.53	2	7	9.64
All Grades	47	47	52.67	46	44	36.21	8	9	11.11

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	39	47	38.27	56	47	55.56	5	5	6.17
Grade 4	44	34	53.16	56	61	44.30	0	5	2.53
Grade 5	39	40	42.17	56	57	55.42	5	4	2.41
All Grades	41	40	44.44	56	55	51.85	3	5	3.70

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	51	50.62	66	41	43.21	9	8	6.17
Grade 4	43	41	51.90	54	50	44.30	4	9	3.80
Grade 5	68	65	59.04	31	33	32.53	1	1	8.43
All Grades	47	53	53.91	49	41	39.92	4	6	6.17

Conclusions based on this data:

1. 90% of all students at Marin, as measured by 2017 SBAC, met, nearly met, or exceeded standards for English Language Arts achievement. While this is down 5% from the previous year, overall student performance in ELA is high.
2. The number of students who score below standard tend to be in grade 3. This would indicate that early intervention strategies in grades K-3 are essential.
3. In the 2018-19 school year, we will review scores from the 2018 administration to identify students who need intervention and support in targeted areas.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	84	78	83	82	78	82	82	78	82	97.6	100	98.8
Grade 4	81	83	81	80	81	79	80	81	79	98.8	97.6	97.5
Grade 5	105	83	83	104	81	83	104	80	83	99.0	97.6	100
All Grades	270	244	247	266	240	244	266	239	244	98.5	98.4	98.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2467.7	2485.2	2492.7	32	42	46.34	37	36	31.71	28	18	13.41	4	4	8.54
Grade 4	2534.7	2535.0	2551.4	39	40	58.23	45	37	22.78	14	21	15.19	3	2	3.80
Grade 5	2585.9	2583.5	2566.5	58	56	46.99	25	18	28.92	16	21	14.46	1	5	9.64
All Grades	N/A	N/A	N/A	44	46	50.41	35	30	27.87	19	20	14.34	2	4	7.38

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	52	56	63.41	34	33	25.61	13	10	10.98
Grade 4	49	62	63.29	40	32	27.85	11	6	8.86
Grade 5	62	60	50.60	31	28	36.14	8	13	13.25
All Grades	55	59	59.02	35	31	29.92	11	10	11.07

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	46	56	56.10	45	40	36.59	9	4	7.32
Grade 4	46	49	62.03	51	47	29.11	3	4	8.86
Grade 5	51	55	50.60	44	38	34.94	5	8	14.46
All Grades	48	54	56.15	47	41	33.61	5	5	10.25

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	32	50	51.22	55	46	36.59	13	4	12.20
Grade 4	55	54	62.03	40	40	30.38	5	6	7.59
Grade 5	54	48	43.37	39	44	48.19	7	9	8.43
All Grades	47	51	52.05	44	43	38.52	8	6	9.43

Conclusions based on this data:

1. Overall, 92% of all students at Marin, as measured by 2017 SBAC, met, nearly met, or exceeded standards in math which is down 4% from the previous year.
2. An analysis of strands indicates that Marin students overall perform highest in Communicating Reasoning, with only 9% below standard in this area. This may relate to our high scores in the ELA portion of the test. Intervention efforts have focused on building math vocabulary, and performance in the Communicating Reasoning strand supports the effectiveness of our work in this area.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			29	***	***	57			14	***					
1	26	17	53	42	56	33	32	11	13		6			11	
2	29	11	23	57	67	41	14	22	23			14			
3	67	17	18	33	50	64		33	9						9
4	43	40	14	29	40	57	29	20	29						
5	25	38	86	75	38	14		25							
Total	39	21	35	42	54	43	17	20	16	1	2	4		3	1

Conclusions based on this data:

1. The percentage of students scoring in the Advanced and Early Advanced categories of English proficiency as measured by CA English Language Development Test continues to remain high. 75% scored in this range in 2015-16, and 78% scored in this range in 2016-17.
2. The number of students scoring Advanced, Early Advanced, and Intermediate remains relatively steady over this three-year comparison.
3. Factors that contribute to a students scoring in the beginning and early intermediate categories vary and can be linked to students who enter the district either at the beginning or after the school year starts. The data that reflects the rates for "reclassification as fluent English proficient (RFEP)" indicates that Marin's model of English Language Development services continues to benefit a majority of students. Targeted supports for students in the earlier grades is essential to maintain.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English-Language Arts
LEA/LCAP GOAL:
AUSD STRATEGIC Plan & Local Control Accountability Plan Goal #1 “Assessing and Increasing Academic Success” We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will achieve their fullest potential.
SCHOOL GOAL #1:
MARIN SCHOOL GOALS: English-Language Arts 1. All students will demonstrate growth. 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.
Data Used to Form 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
Findings from the Analysis of this Data:
School-wide achievement in ELA is high. On the 2016-17 SBAC and local assessments, 90% of all students scored at the 'nearly met,' 'met,' and 'exceeded' standards for English Language Arts. However, we still recognize an achievement gap for students of various sub-groups, in particular English Language Learners.
How the School will Evaluate the Progress of this Goal:
Smarter Balanced formative and summative assessments, CCSS-based assessments, District writing assessment, DRA Assessment levels (1st – 3rd grades), Gates-MacGinitie/SRI Reading Test (3rd – 5th grades), Scholastic Reading Inventory (SRI) (grade 5), CELDT, and other local assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Support English Language Arts Curriculum Practices – Teachers will build upon their pedagogical content knowledge, including understanding how students develop reading and writing skills, increasing content specific expertise, opportunities to collaborate with research- based instructional strategies through coaching opportunities, and reflecting both individually and collectively on their own learning experiences.</p> <p>1. Review every student’s current performance levels using local and Smarter Balanced assessments. We will identify those who need additional support and the level of intervention each student needs. Review former student's performance to reflect on past practices related to student achievement.</p>	August 2018-June 2019	Teachers Site Administrator		
<p>2. Begin implementing 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.</p>	August 2018-June 2019	Teachers Site Administrator	Materials & Supplies (State Standards Implementation Funds)	5,000
<p>3. Utilize Teachers on Special Assignment to evaluate curriculum needs, lead curriculum implementation and provide leadership through staff development.</p>	August 2018-June 2019	Teacher on Special Assignment Site Administrator	Salary & Benefits (State Standards Implementation Funds)	130,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
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.	August 2018-June 2019	Teacher on Special Assignment Classroom Teachers Site Administrator	Materials & Supplies (State Standards Implementation Funds)	2,000
5. Offer two release days for grades 1-5 during the school year for grade level teams to focus on common assessments. Teachers will work with students to assess their skills as well as to analyze student work. Teachers will focus on planning and implementing curriculum with results in mind. Kindergarten teachers will be offered three days.	August 2018-June 2019	Grade Level Teachers Site Administrator	Substitute Teachers (Site Funds)	3,000
STRATEGY: Improvement of Instructional Strategies and Materials – Staff will evaluate and improve our instructional strategies and curricular materials through staff development, reflection, and administrative feedback. 1. Provide professional development opportunities for teachers to learn more about the Units of Study reading and writing curriculum, correlating assessments and revisions to the report card.	August 2018-June 2019	Grade Level Teachers Site Administrator	Same as Support English Language Arts Curriculum Practices Strategy – Action 2 above	
2. Provide time for teachers to collaborate during Wednesday early release days in grade level teams to plan lessons and share instructional strategies aligned with California Common Core Standards (CCCS)	August 2018-June 2019	Grade Level Teachers Site Administrator		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. 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	August 2018-June 2019	Grade Level Teachers Site Administrator TSA	Professional Development (Site Funds)	1,000
4. Provide teacher support for the Units of Study reading and writing programs including: workshops, subscription memberships, materials (i.e. trade books)	August 2018-June 2019	Grade Level Teachers Intervention Teacher ELL Teacher Site Administrator	Professional Development (Site Funds)	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Intervention – Staff will provide high quality instruction accessible to all students and matched to their needs</p> <p>1. Identify and provide targeted instruction to students both with a “push-in” and “pull-out” model for classroom support/small groups and monitor student progress.</p> <ul style="list-style-type: none"> By 9/30/18, identify students not meeting grade level standards by using local and state assessments. By 10/01/18, begin intervention services using in-class, small-group pull out or specific specialist services depending on student needs. By 11/30/18, 3/30/19 and 5/30/19, measure and monitor student progress using local assessments and make adjustments to intervention approaches as needed. 	September 2018-May 2019	Grade Level Teachers Intervention Teacher Site Administrators	Salary & Benefits (Supplemental LCAP Funds)	275,000
2. Provide small group English Language Development instruction for students who are identified as ‘Beginner’ and ‘Early Intermediate’ English Language Learners.	September 2018-June 2019	English Language Development (ELD) Teacher and Site Administrator	(Same as Intervention Strategy above)	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Involvement and Communication – Staff will offer and increase opportunities for students, parents and our community of English Language Learners to participate in the educational process</p> <p>AUSD STRATEGIC Plan and Local Control Accountability Plan Goal #3 “Communicating and Leading Together”</p> <p>We will offer opportunities for families to participate in, and become better informed about, the educational process of their children.</p> <p>1. During English Language Advisory Council (ELAC) meetings, provide parents with information regarding the classroom programs, curriculum and ways to participate in their student’s learning. Provide an overview of the instructional program to parents at “Back-to-School Night”</p>	September 2018-June 2019	ELL Teacher and Site Administrator		
<p>2. Provide targeted classified support for students in the ELD program both in class and in small groups to increase both English Language Arts and Math proficiencies.</p>	September 2018-June 2019	ELL Teacher and Site Administrator	Salary & Benefits (Supplemental LCAP Funds)	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
3. Provide release time for the ELD teacher to implement outreach services to new and returning families, to increase engagement at the site level, clarify ELPAC procedures and share strategies for positive school-home connections that are culturally sensitive and student centered.	September 2018-June 2019	ELD Teacher Site Administrator	Materials & Supplies (Site Funds)	750

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Math
LEA/LCAP GOAL:
We will provide a comprehensive educational experience with expanded opportunities for engagement, assessment and academic growth so that all students will achieve their fullest potential.
SCHOOL GOAL #2:
<p>All Students will demonstrate growth.</p> <ol style="list-style-type: none"> 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.
Data Used to Form this Goal:
<p>2018 Trimester 2 District Benchmark Assessments 2017-18 Smarter Balanced Assessment in Math</p>
Findings from the Analysis of this Data:
School-wide achievement in Math is high. 92% of all students scored at the nearly met, met and exceeded standards on the 2017 SBAC.
How the School will Evaluate the Progress of this Goal:
District Benchmark Assessments, Chapter and teacher developed Assessments, 2017 SBAC results.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Provide additional time to analyze math assessments and math curriculum. – Teachers will build upon their pedagogical content knowledge including, understanding of how students learn math and science, increase content specific expertise, opportunities to collaborate with research based instructional strategies, through coaching opportunities and reflect both individually and collectively on their own learning experiences.</p> <p>1. Provide targeted training for teachers with district math curriculum, assessments and support alignment of science instruction and PD with the Next Generation Science Standards.</p>	August 2018-May 2019	Teachers Teacher on Special Assignment Site Administrator	Same as Support English Language Arts Curriculum Practices Strategy – Action 2 above	
2. Utilize Teachers on Special Assignment to evaluate curriculum needs, lead curriculum implementation, help develop math literacy and provide leadership through staff development.	August 2018-June 2019	Teachers Teacher on Special Assignment Site Administrator	Same as Support English Language Arts Curriculum Practices Strategy – Action 3 above	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY: Intervention – Staff will provide high quality instruction and intervention accessible to all students and matched to their needs</p> <p>1. Review every student's current performance levels on local and state assessments. Review former student scores to reflect on trends and past practices as it relates to student achievement.</p> <p>By 9/30/18, identify students not meeting grade level standards by using local assessments.</p> <p>By 10/01/18, begin intervention services using in-class or small group pull-out, depending on student needs.</p> <p>By 11/30/18, 3/30/19 and 5/30/19, measure and monitor student progress using local assessments and make adjustments to intervention approaches as needed.</p>	September 2018-May 2019	Teachers Site Administrators		
2. Continue to utilize our "Math Camp" program with a more narrowed focus on math topics.	August 2018-July 2019	Teachers Site Administrators	Contracted Service (Site Funds)	2,000

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School Climate
LEA/LCAP GOAL:
AUSD Strategic Plan and LCAP Goal #2: "Supporting the Whole Child" We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.
SCHOOL GOAL #3:
MARIN SCHOOL GOALS: School Climate and Student Well-Being: If students feel emotionally and physically safe, are connected to school, feel supported by their teacher sand 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.
Data Used to Form this Goal:
Student referral data, staff surveys, CA Healthy Kids Survey results
Findings from the Analysis of this Data:
Students who are safe, respectful and responsible in school enhance the learning process for themselves and others.
How the School will Evaluate the Progress of this Goal:
Ongoing discussions and reflections about student behavior, analysis of student discipline data (referrals to the office and suspensions)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
1. Continue to implement the concepts and strategies outlined in the "Second Step", "Speak Up Be Safe" and the Conflict Manager program	August 2018-June 2019	Principal, Teachers & Site Staff	Districtwide Safe Schools TSA – Parcel Tax	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
2. Students, Parents and the Community will be informed about school attendance policies and procedures related to a positive campus climate and student achievement, including Second Step home links and internet safety.	August 2018-June 2019	Site Administrator		
3. Provide structured noontime activities open to all students, using site and YMCA personnel.	August 2018-June 2019	Site Administrator Marin Staff Noontime Activities Coordinator Parent Volunteers	Salary & Benefits; Contracted Service (General Fund)	22,000
4. Provide and facilitate structured staff time to focus on specific at-risk students for mental health referrals.	August 2018-June 2019	Site Administrator Mental Health Intern		
5. Provide mental health counseling for at-risk students in individual and group settings	October 2018-June 2019	Site Administrator Mental Health Interns	Mental Health Interns (Parcel Tax)	7,500
6. Provide additional training for teachers in mindfulness techniques for classroom and student behavior management.	August 2018-June 2019	Site Administrators Teachers	Professional Development (Site Funds)	750
7. Provide additional training and tools for teachers in using effective sensory motor applications such as S'cool Moves	August 2018-June 2019	Site Administrator Teachers Occupational Therapist	Professional Development (PTA)	1,000
8. Provide opportunities for the community to get involved and celebrate through monthly Marin Mornings and Respect My Spirit days.	September 2018-June 2019	Site Administrator Teachers		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>9. 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.</p> <p>Extend implementation of No Place for Hate designated lessons, activities, and community engagement as a means to teach social justice competencies and social learning standards.</p>	August 2018-June 2019	Site Administrator Teachers	Professional Development (Site Funds)	1,000
<p>10. Maintain Instructional 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 the principal, who will meet monthly with other duties outside of the meeting to represent the group.</p>	August 2018-June 2019	Instructional Leadership Team Members, Site Administrator	District General Fund Salaries and Benefits	7,000
<p>11. Maintain Emergency Preparedness Supplies on campus:</p> <ul style="list-style-type: none"> * Emergency Backpacks/Folders updated annually * Emergency Preparedness Container supplies updated as needed * Emergency drill schedule and Safety Plan updated annually 	August 2018-June 2019	Site Administrator, PTA Leadership	PTA/Parent Support	750

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
David Janinis		X			
Charles Medved		X			
Adele King		X			
Amy Paulsen				X	
Jeanne Cajina				X	
Fiona Rhea				X	
Melisa Pfohl	X				
Doris Mitchel-Flores				X	
Nichols, Janet			X		
Brian Doss				X	
Numbers of members of each category:	1	3	1	5	0

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Melisa Pfohl

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

The Single Plan for Student Achievement

School: Ocean View Elementary School
CDS Code: 01-61127-6090161
District: Albany Unified School District
Principal: Terry Georgeson
Revision Date: MAY 1, 2018

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

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

Contact Person: Terry Georgeson
Position: Principal
Phone Number: 510-558-4800
Address: 1000 Jackson
 Albany CA 94706
E-mail Address: tgeorgeson@ausdk12.org

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

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Single Plan for Student Achievement Executive Summary

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

EXECUTIVE SUMMARY

This summary is written in support of the 2018-2019 Single Plan for Student Achievement at Ocean View Elementary School. It includes a reflection of our progress towards our 2017-2018 SPSA goals, including indicators that support those conclusions and descriptions of how this review has influenced our action steps for next year.

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

Our plan for 2017-2018 included maintaining and expanding services for students in need of academic, behavioral and emotional supports. In addition, resources focused on our English language learners and students from low-socioeconomic backgrounds, particularly in the area of writing. Time was allocated throughout the year for teachers to analyze assessment data in math and language arts and to practice using a protocol for analyzing student writing as we continue to implement the Units of Study in Writing curriculum. We believe our implementation of the writing program over two years has had a significant impact on student success, in part from specific support for our ELD students through classroom support from our ELD teachers. Additionally, our Teacher Coach provided support as a writing coach, and responded to requests for teacher instructional improvement support, site based and cross-site professional development, and Smarter Balanced annual summative assessment training and logistics.

Ocean View continues to provide targeted online supports such as the A-Z reading program, Raz-kids and Headspouts supports which contain hundreds of interactive, level ebooks, and Read Naturally, a teacher-directed reading intervention tool. We also continued to use Dreambox and "IXL" for math intervention/extension. These programs are used in the classroom, at home with parent support, and are embedded within our after school interventions. In the area of school culture and environment, we found that our continued use of the Second Step, Speak Up-Be Safe, and S'cool Moves made an important impact in increasing student problem solving strategies, improving peer relationships, and supporting student focus in the classroom. In addition, this year Ocean View staff continued to expand opportunities for students to practice these social-emotional skills by joining the No Place for Hate program designed to enhance school climate looking to build inclusive and safe communities where all students can thrive. Another addition this year included a visit to our 5th grade classrooms from a Albany High School Student group called Students Speak. The focuses of these presentations included Racism - Then and Now, Understanding Privilege, Digital Citizenship, and Making Change Within Your Community.

Teachers felt particularly proud of the following areas this year:

- a) Growth in teacher leadership and collaboration through the district curriculum council, site based Instructional leadership Team (ILT) and ILT participation in the county Social Justice Math workshops
- b) A second year with site teaching labs for observing each writing genre at each grade level, as well as professional growth opportunities for developing writing strategies and coaching skills
- c) The adoption of our new English/Language Arts Units of Study Reading curriculum
- d) Emergency Planning Team's work towards updating site emergency protocols
- e) Expansion of the use of technology and software programs to support the implementation of the new California state standards, such as online content subscriptions for math, reading, and Mystery Science. The addition of more hardware to provide learning opportunities, and the targeted examination of useful apps and websites.

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

Ocean View teachers, Site Council and the Instructional Leadership Team analyzed Smarter Balanced (SBAC) results, local math, English Language Arts, and English Language Learner data to identify those students meeting standards and those who did not. We were able to dedicate time for staff for this analysis and to meet the desired timelines so that intervention plans could be implemented for identified students.

Mathematics is formally assessed using the SBAC for grades 3-5 and with local, standards-aligned, trimester benchmark assessments in grades K-5. Spring 2017 overall SBAC results indicated that 69% met or exceeded standards in Math. Local Benchmark Assessment data is comparable and indicates that a majority of students are making progress in mathematics. However, students not making grade level progress are supported with intervention systems such as English Language Development, Special Education, after school math club, Guided Language Acquisition Design (GLAD) and online supports to provide target services.

Reading and written language is assessed in the primary grades with the Fountas and Pinnell benchmark assessment, and in 4th/5th grades with the Gates-MacGinitie and the Scholastic Reading Inventory for vocabulary and comprehension skills. In addition, grades 3-5 are given the SBAC which assesses the areas of reading (literature and informational texts), writing, speaking/listening and language. Spring 2017 overall SBAC results indicated that 67% of students in grades 3-5 met or exceeded standards in English. When comparing this with our CELDT data, we saw that many students who did not meet standards were also English Language Learners. We continue to address this need in our Site Plan goals by committing resources needed for additional student and class supports.

Our professional development actions included the second year implementation of our Units of Study writing program, and a Systems Thinking review to address the needs of school-wide student behaviors. Our site leadership team dedicated half our meeting time to participate in the Alameda County Office of Education Social Justice Math workshop bring back to staff strategies and methods of thinking about how social justice and math work together. Staff also demonstrated a commitment to collaboration during scheduled times affording them opportunities to plan instruction, discuss common assessments, and to align their work across grade levels and across elementary sites.

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

These achievements have influenced our goals this year by helping us identify and better serve students who are not meeting standards in math and language arts, as well as those students who are challenged by social/emotional and behavior factors. Given that students identified as English Language Learners are a primary focus of the Albany USD Local Control Accountability Plan, prioritizing strategies to support this student population will remain in the Ocean Views plan as well.

As the CA state standards in math and English Language Arts have become fully implemented, it will be important to continue professional development, coaching and provide resources to support our curriculum adoption in English Language Arts that will best serve the needs of our student population. We continue to grow in our understanding and implementation of the new English Language Development standards and to continue supporting Next Generation Science Standards awareness and instructional practices.

In addition, Ocean View is committed to bringing our ideologies, our successes, and our vision of the future to our stakeholders. We continue to enhance communication with our parent community so that they are aware and have a better understanding of 1) CA state standards, 2) how we will create a social and academic environment that will empower students to be successful, and 3) how parents can be more engaged in their child's education, as well as their social-emotional well-being.

As the Principal of Ocean View Elementary School, I am proud to offer this Single Plan for Student Achievement for Albany USD Board of Education approval. Please contact me with any questions or requests you have for more information.

Terry Georgeson, Principal

School Vision and Mission

Ocean View Elementary School's Vision and Mission Statements

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.

School Mission Statement At Ocean View Elementary School: Our mission is to educate and inspire students. We strive to provide a rich and rigorous Common Core Standards-based curriculum within a school community that embraces diversity and honors the differences of others.

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

By honoring the diversity of our community, embracing the unique qualities of each student, and building an understanding and appreciation of these differences, we work to ensure that our students receive a high quality education.

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. Our teachers and staff work to support our commitment to high expectations through a dynamic blend of collaboration, professionalism and a dedication to a rigorous, common core standards-based curriculum.

Ocean View School is one of three elementary schools serving the Albany community, Ocean View guides approximately 530 Transitional Kindergarten to Fifth grade students from early childhood to early adolescence. The Ocean View parent community is largely college-educated, economically diverse, and socially active. There is no single majority racial-ethnic group in Albany. We have approximately 41% white, 42% Asian-Pacific Islander, 7% African American and of these racial-ethnic groups 20% also identify as Hispanic or Latino. 40% of Ocean View students are identified as having a language other than English at home. This offers our students and community with a rich multi-cultural foundation on which to build a deep appreciation for our diversity. 30% of Ocean View students participate in the Federal Free or Reduced Lunch Program.

During the 2017-2018 school year we accommodated 22 general education classrooms, one self-contained classroom (SDC), two reading labs equipped with online access for 12 computers, a library media center, and a large multi purpose room. 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. The general education classrooms have an average student to teacher ratio of 23: 1 in Kindergarten through 3rd grade and 26:1 for 4-5th grade. Additionally, we have single subject teachers in the subjects of Physical Education, Music, Science and Media/Library. Ocean View Elementary has a support staff composed of 1.4 FTE Intervention Specialists, 2.2 FTE English Language Learners Specialist Teachers, 1.0 FTE - Speech and Language Specialist, a part-time Psychologist, 1.0 FTE Resource Teacher, .4 FTE Occupational Therapist, and three part-time counseling interns. Each classroom is equipped with a LCD projector, amplification system, and access to Chromebook laptops and iPads.

Students at Ocean View Elementary School receive a core academic curriculum based on the 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. K-5th grade students participate in library, physical education and music classes each week, and 4th-5th grade students also participate in science in 60 minute classes twice weekly. Through the combined fundraising efforts of all three elementary PTA's students are offered additional

enrichment activities, such as dance, performing arts, visual arts, chess, and Lego - Engineering during the school day.

The Albany Children's Center, Chinese School, the Albany YMCA, and Berkeley Chess offer onsite before and after school childcare and Early Bird/Late Bird enrichment programs for TK- 5th grades.

One of the primary shared-decision making groups at Ocean View is our Instructional Leadership Team (ILT), which is 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 comprised of parents 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.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Ocean View staff and site council reviewed the 2015-16 California Healthy Kids Survey for Albany Elementary Schools. We looked to the district survey to provide insight for supports to school improvement efforts, school performance, engagement, and climate. Data for school connectedness; The level of which students experience caring adult relationships, high expectations, and opportunities for meaningful participation at school, three fundamental developmental supports (protective factors) that promote positive academic outcomes; and perceived safety and frequency of, and reasons for, harassment and bullying at school.

2015-16 California Healthy Kids Survey 5th grade results.

I feel close to people at school.

7% No, never

28% Yes, some of the time

42% Yes, most of the time

22%, Yes, all of the time

I am happy to be at this school.

1%, No, never

18% Yes, some of the time

35% Yes, most of the time

46% Yes, all of the time

I feel like I am part of this school.

3% No, never

16% Yes, some of the time

28% Yes, most of the time

54% Yes, all of the time

Teachers treat students fairly at school.

0% No, never

10% Yes, some of the time

40% Yes, most of the time

50% Yes, all of the time

I feel safe at school.

0% No, never

8% Yes, some of the time

33% Yes, most of the time

59% Yes, all of the time

We were particularly interested in the data related to student responses to harassment and bullying. While 91% reported teachers and grown-ups make it clear that bullying is not allowed and 87% reported that teachers will do something when told of being bullied. Staff believe that this data reflects the many supports and curriculum we have for students such as, Second Step curriculum, Conflict Managers, Unity Day, BEST, S'Cool Moves, and our noontime games and sports programs. However, we noticed that 29% of 5th grade students reported being teased about their body while at school and 40% of both boys and girls reported being called bad names or being hit or pushed at school. We recognize that while the data is generally positive, we strongly believe students need additional strategies for calming down, to self regulate, and guidance when dealing with conflict with peers. We are hoping that professional development opportunities will be made available for staff to help address these needs.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The following assessment programs and tools are used by Ocean View staff to measure student achievement and respond to student

needs by modifying instruction accordingly:

- California Assessment of Student Performance and Progress (CAASPP) in English and Math in grades 3-5.
- California English Language Development Test (CELDT) for English Learners (retired in 2017-2018) and English Learner Proficiency Assessments for California (fully operational in 2018-2019)
- District Math Benchmark Assessments (K-5)
- Gates-MacGinitie Reading Test grades 4 & 5
- Scholastic Reading Inventory grade 5
- Developmental Reading Assessment (DRA) grades K-3
- Slosson Oral Reading Test (SORT) grades 2 & 3
- Albany First Grade Word List (grade 1)
- Letter Recognition (Kindergarten)
- Letter Sounds (Kindergarten)
- Sight Words (Kindergarten)
- Concepts of Print (Kindergarten)
- Consonant - Vowel - Consonant (CVC) word list (Kindergarten)
- Phonemic Awareness (Kindergarten)
- Curriculum-embedded assessments
- Teacher created assessments

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

Math:

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

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

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

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

English Language Arts:

CLAIM #1: Reading: (LITERARY & INFORMATIONAL TEXTS) Students can read closely and analytically to comprehend a range of increasingly complex literary and informational texts.

CLAIM #2: Writing: Students can produce effective writing for a range of purposes and audiences.

CLAIM #3: Speaking and Listening: Students can employ effective speaking and listening skills for a range of purposes and audiences.

CLAIM #4: Research: Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.

Below is a comparison of Ocean View Elementary School's Smarter Balanced Assessment Data for Mathematics and English Language Arts compared with the rest of the state of California:

We are proud of our performances on the SBAC tests, which is well beyond the state average. Each year that our students in grades 3- 5 take the SBAC, we see stronger performances, both from one year to the next, and also within a grade level. We attribute our gains 1) to an increase in hardware availability so that students have greater access, 2) to the targeted use of online programs, like Typing Club, Raz-Kids, IXL, Dreambox, and Google Docs to increase computer skills and 3) to the classroom and intervention teachers adjusting teaching strategies to include more problem solving opportunities, more opportunities to work with nonfiction materials, and to consistent opportunities for deeper explorations in writing presented to student through our Units of Study Curriculum.

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

All students have access to standards-based instructional materials in our general, special education, English Language Development, and intervention programs.

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

All staff use CA State Board of Education-adopted and other local supplemental materials to provide students access to CA standards-aligned core content.

Parental Involvement

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

Ocean View School encourages the participation of our parents and community through school, district, and community resources such as the English Learner Advisory Council (ELAC)/District English Learner Advisory Council (DELAC). Families who are English Learners are invited and encouraged to attend evening meetings throughout the year. Attendees are supported through childcare and offered resources that address their unique needs. The Ocean View School Site Council (SSC) is made up of a group of stakeholders including parents, staff, teachers and administration. The School Site Council is responsible for the review of our site plan. Our Parent Teacher Association (PTA) offers parents opportunities to contribute and support the school community through fundraisers, social events and school wide activities. In addition to supporting the Ocean View community our PTA is committed to fundraise with the two other Albany Elementary PTA's in a collaborative fundraising for enrichment during the instructional day. Other district wide fundraising organizations in Albany include Albany Education Foundation (AEF), SchoolCARE funded programs, and the Albany Music Fund.

The Albany Unified School District, along with Ocean View School, recognizes the need to support students who demonstrate poor attendance with our Student Attendance Review Team (SART)/Student Attendance Review Board (SARB). These review teams meet as needed with families whose children demonstrate difficulty attending school. These families may require access to additional resources to assure students regular attendance. Special Education guided through the Special Education Local Plan Area (SELPA) offers students who qualify, supports that assure engagement and access to an appropriate curriculum. Ocean View School also provides students who demonstrate a need, counseling services through individual and/or small group settings throughout the school year. These services are welcomed by many families and assist students to maintain a positive outlook as well as help maintain regular attendance at school. Finally, through the appointment of our district nurse, students with specific medical needs are supported and staff trained to address their health and safety requirements.

Current practices to support parent involvement:

1. Parent Directory (school or classroom)
2. informed of when Social Emotional Instruction is presented in classrooms
3. Early interventions provided to students with disruptive behaviors
4. Address race and culture with students and parents more frequently
5. Parent Ed nights reflecting needs for person safety, race and culture
6. Student Success Team invitation to parents for students with behavioral and academic concerns

Description of Barriers and Related School Goals

School, district, and community barriers to improvements in student achievement include but may not be limited to:

- Student need for counseling continues to outweigh our available services.
- A drop in our African American student population of over 3% from last year has created a concern for how to better support these students.
- Additional professional development for our para-support staff targeting specific learning needs of our special education students.

- Early Bird/Late Bird schedule continues to limit master schedule by limiting the opportunities for co-teaching, Just Right Grouping or Response to Interventions, and other creative models.
- Limited language skills of English Language students who enroll midyear continue to impact current programs for our ELD students..
- Limited access to available technology has improved, but as hardware age out or breakdown the use of technology available is limited
- Student mobility throughout the year is a constant challenge for staff. New students mid year require assessments for delivering needed programs such as ELD or reading lab.
- Limited access by families to outside resources (e.g. health, mental health, eye and dental care) can add stress and limit the opportunities for relationship building.
- AUSD calendar is out of alignment with U.C calendar impacting student attendance. Families enter and take vacations that correspond to the U.C. school calendar.
- Communication with parents and with those with home languages other than English requires teachers and staff to reach out to families multiple times through texting, email, phone calls and newsletters.
- The ongoing need for training to address the social-emotional and social justice needs of our students.
- The need for data analysis services to provide an accurate picture of student achievement.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	116	116	102	103	101	95	103	100	95	88.8	87.1	93.1
Grade 4	113	108	109	106	98	97	104	98	97	93.8	90.7	89
Grade 5	107	103	102	98	96	96	96	96	96	91.6	93.2	94.1
All Grades	336	327	313	307	295	288	303	294	288	91.4	90.2	92

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2434.7	2487.9	2484.0	31	55	45.26	24	20	31.58	18	14	15.79	26	11	7.37
Grade 4	2486.7	2491.9	2524.9	30	37	47.42	26	16	27.84	25	27	10.31	16	20	14.43
Grade 5	2555.9	2553.0	2537.0	37	41	31.25	42	33	37.50	13	13	15.63	6	14	15.63
All Grades	N/A	N/A	N/A	33	44	41.32	31	23	32.29	19	18	13.89	16	15	12.50

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	36	55	45.26	36	33	41.05	28	12	13.68
Grade 4	29	37	46.39	49	33	43.30	22	31	10.31
Grade 5	33	45	42.71	55	39	39.58	11	17	17.71
All Grades	33	46	44.79	47	35	41.32	21	20	13.89

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	48	44.21	46	37	47.37	29	15	8.42
Grade 4	30	31	45.36	56	48	42.27	13	21	12.37
Grade 5	53	53	44.79	38	30	41.67	9	17	13.54
All Grades	36	44	44.79	47	38	43.75	17	18	11.46

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	36	38.95	56	59	57.89	15	5	3.16
Grade 4	21	28	42.27	63	62	48.45	15	10	9.28
Grade 5	30	30	28.13	63	60	60.42	7	9	11.46
All Grades	27	31	36.46	61	61	55.56	13	8	7.99

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	23	50	48.42	59	44	45.26	17	6	6.32
Grade 4	21	38	36.08	65	47	55.67	13	15	8.25
Grade 5	53	47	36.46	43	46	50.00	4	7	13.54
All Grades	32	45	40.28	56	46	50.35	12	10	9.38

Conclusions based on this data:

1. We are proud of our performances on the Smarter Balanced Assessment Consortium (SBAC) tests, which is well beyond the state average. Each year that our students take the SBAC, student performance improves, both from one year to the next, and also within a grade level. We attribute our gains to 1) an increase in hardware availability so that students have greater access, 2) the targeted use of online programs, like Typing Club, Raz-Kids, and Google Docs to increase computer skills and 3) the classroom and intervention teachers adjusting teaching strategies to address the common core standards.
2. Conclusions based on this data:
 - 1) In the 2017 administration of the Smarter Balanced Assessments 74% of all students at Ocean View met or exceeded standards for English Language Arts.
 - 2) 23% are approaching standards or not meeting standards. A review of the sub-tests shows that performance on every sub-test for every grade is also relatively high, with insignificant changes in performance from 2016-17 school year with a 9% increase in Standard Met in overall achievement compared with 2015-16.
3. In spring and fall of 2018, we will review the scores from the 2017 administration to identify students who need reading intervention and support in targeted areas such as writing.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	116	116	102	107	108	96	107	108	96	92.2	93.1	94.1
Grade 4	113	109	109	106	104	103	106	103	103	93.8	95.4	94.5
Grade 5	107	103	102	99	97	96	99	97	96	92.5	94.2	94.1
All Grades	336	328	313	312	309	295	312	308	295	92.9	94.2	94.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2442.4	2478.8	2482.1	23	39	40.63	32	35	29.17	22	15	19.79	22	11	10.42
Grade 4	2504.1	2514.7	2538.7	25	34	49.51	34	31	24.27	31	22	16.50	9	13	9.71
Grade 5	2560.5	2559.9	2539.4	47	46	41.67	26	21	20.83	13	21	13.54	13	12	23.96
All Grades	N/A	N/A	N/A	32	40	44.07	31	29	24.75	22	19	16.61	15	12	14.58

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	53	56.25	36	29	29.17	26	19	14.58
Grade 4	36	50	64.08	43	27	18.45	21	23	17.48
Grade 5	54	46	43.75	30	31	27.08	16	23	29.17
All Grades	42	50	54.92	37	29	24.75	21	21	20.34

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	49	44.79	43	39	41.67	20	12	13.54
Grade 4	34	35	51.46	50	50	31.07	16	16	17.48
Grade 5	39	46	36.46	46	40	40.63	14	13	22.92
All Grades	37	44	44.41	46	43	37.63	17	14	17.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	52	47.92	59	39	43.75	17	9	8.33
Grade 4	36	45	53.40	45	41	32.04	19	15	14.56
Grade 5	39	46	35.42	45	40	44.79	15	13	19.79
All Grades	33	48	45.76	50	40	40.00	17	12	14.24

Conclusions based on this data:

1. 69% of all students at Ocean View, as measured by SBAC, meet or exceed standards in overall achievement. 16.61% performed near standard. 14.58% of students did not meet standards.
2. Conclusions based on this data: We are proud of our math performance on the Smarter Balanced Assessment Consortium (SBAC) tests, which overall, student performance is high and is well above the state average. We attribute our gains to 1) an increase in hardware availability so that students have greater access, 2) the targeted use of online programs, like IXL, Dreambox, and Google Docs to increase math and computer skills 3) the classroom teachers are including more real world problem solving opportunities and 4) our intervention teachers are able to individualize instruction based on student need.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	10	10	33		30	33	50	30	17	30			10	30	17
1	22	17	29	35	43	42	20	26	17	7	4	4	17	9	8
2	35	20	19	32	32	33	15	23	33	6	9	14	12	16	
3	22	16	28	28	16	31	28	24	28	17	40	6	6	4	6
4	56	31	30	15	38	17	21	24	35	3	3	13	5	3	4
5	42	54	32	29	18	39	21	18	21		4	4	8	7	4
Total	33	26	28	26	30	33	22	23	26	8	11	7	10	10	5

Conclusions based on this data:

1. The percent of students by proficiency level on CA English Language Development Tests (CELDT) indicates that Ocean View students continue to perform well on these annual language development assessments with the data reflecting a proficiency level increase for students who remain with us over time. The percent of students scoring early advanced and advance remains high at 56%. and students scoring intermediate showing insignificant change over time 21- 23% since 2013-14

Students entering our school in the K-2 grades make up the majority of the Ocean View ELD direct pull out programs. We have a higher number of kindergarteners coming in at the beginning level, a 15% increase over a three year period. Students entering Ocean View school at the beginning levels in grades 1 -5th reflects a decrease of student enrollment.

Services provided in 2017-2018:

Kindergarten- Designated ELD Pull-out for Emergent ELs for two 30-minute sessions per week.

Push-in support for Expanding-Bridging ELs for two 30-minute sessions per week.

Grade 1- Emergent EL's receive 4 hours of Designated ELD per week (Mon, Tues, Thurs, Fri.)

Push-in for Expanding-Bridging ELs provided to Ms. Briones class for two 30-minute sessions per week.

Grade 2- Emergent EL's receive 4 hours of Designated ELD per week (Mon, Tues, Thurs, Fri.)

Push-in for Expanding-Bridging ELs provided 3 times per week for 45 minutes to all three 2nd grade classes during Writing Workshop.

Grade 3- Emergent EL's receive 4 hours of Designated ELD/week (Mon, Tues, Thurs, Fri.)

Push-in for Expanding-Bridging ELs provided 2 times per week for 45 minutes during Writing Workshop.

3rd Grade Writing Club- Expanding-Bridging ELs are being supported with Writing for 2 additional hours each week. These students have an extended day two days a week, either in the morning or afternoon. (19-21 students)

Grade 4- Emerging ELs have received Designated ELD 4 hours per week (Mon-Thurs) during their identified reading hour. Two classrooms receive push-in support for Expanding-Bridging ELs a total of 6 ½ hours per week

Grade 5- Emerging ELs have received Designated ELD 4 hours per week (Mon-Thurs) during their identified reading hour.

Expanding-Bridging ELs receive a combination of pull-out/push-in support 4 hours per week during the designated reading hour.

In addition to supporting ELs, we continued this year to support the Ocean View Language Ambassador (OLA) program.

Participating OLA students meet regularly (at least once a month) with the ELD staff and have played games, planned and promoted spirit days around the school. OLA have also begun doing Wednesday announcements and will be helping run games during our annual Eat on the Field Day in May. More importantly, OLA students have given tours, acted as translators and helped newly enrolled students become acquainted with Ocean View and our community.

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: English-Language Arts
LEA/LCAP GOAL:
We will provide a comprehensive educational experience, with expanded opportunities for engagement, assessment and academic growth, so that all students will achieve their fullest potential.
SCHOOL GOAL #1:
English-Language Arts 1. All students will demonstrate growth in reading and written language as compared to previous years and/or grade level assessments. 2. We will provide supports within the school day for students who perform below grade level in reading and written language.
Data Used to Form this Goal:
SBAC and Local Benchmarks for ELA and writing, 2017-18
Findings from the Analysis of this Data:
School-wide achievement in ELA is high. 80% of our students perform at or above grade level. We made more than 10% growth in Socio-economically Disadvantaged groups. However, we still recognize an achievement gap for students of various sub-groups.
How the School will Evaluate the Progress of this Goal:
Gates-MacGinitie Reading Test (grades 3-5), Fountas & Pinnell Reading Assessments, Smarter Balanced Assessment Consortium, English Language Proficiency Assessments for California, and intervention assessments.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY I - Alignment of Instruction with California Content Standards – English Language Arts</p> <p>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.</p> <p>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.</p>	<p>Fall and winter of 2018 -19</p> <p>1. Reading assessment data of students identified for additional targeted intervention supports.</p> <p>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.</p>	Teachers, ELD specialist TSA, and Site Admin	Time for staff to review data and determine services within school day	0
<p>Teacher on Special Assignment Support</p> <p>The Teacher on Special Assignment (TSA) will assist with continued CCSS implementation by providing elementary wide professional development, ongoing support to individual teachers and through conferencing, lesson observations, classroom demonstrations and supporting grade level team meetings.</p>	Throughout the 2018-19 school year, teachers will work weekly with our site Teach-Coach	Teacher on Special Assignment and Site Administrators	State Standards Implementation Funds Salaries & Benefits	115,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY II ~ Improvement of Instructional Strategies and Materials – English Language Arts: We will evaluate and improve our instructional strategies and curricular materials for Language Arts through professional development, reflection, and administrative feedback, which will facilitate the continued implementation to the California Common Core State Standards.</p> <p>Grade Level Collaboration We will provide regular opportunities for teacher collaboration to plan lesson delivery, discuss student learning and make decisions.</p>	During 2018-19 Bi-monthly grade level meeting time will be dedicated to grade levels to discuss improvements in instructional strategies lesson plans and in pacing guides.	Site Admin, and Teachers, TSA	Weekly meeting time	0
Professional Development: We will provide continued professional development opportunities for school wide implementation of Units of Study reading program, the use of direct/explicit language instruction.	Professional Development days calendared in Oct 2018 and March 2019, Cross-site staff wide and Curriculum Council meetings scheduled during the fall, winter and spring.	Site Admin, TSA, Professional Consultant and Teachers	No additional site costs	0
Teacher Leadership Team: Bi-monthly meetings to support teacher leadership capacity through collective decision making, school wide planning and providing professional development to staff focused on CCSS in Language Arts during weekly meeting times.	Bi-Monthly site leadership meetings designed to improve instructional pedagogy	Site Admin, TSA and Teachers	<p>District General Fund Salaries & Benefits</p> <p>Site Funds - Salaries & Benefits Other planning and workshops</p>	<p>5,600</p> <p>600</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>Analysis of Student Work and Progress: We will provide regular opportunities for teachers to analyze student work in reading and writing, through structures designed to discuss student progress, and plan for next steps.</p> <p>One such next step: 2nd grade teacher team periodically regroups grade level students for a weekly vocabulary focus.</p>	<p>During 2018-19 each trimester grade level teams will review and analyze student outcome data in writing and or reading</p> <p>2nd grade team periodically meets to regroup student vocabulary groups.</p>	Site Admin, TSA and Teachers	<p>Staff and Grade level meeting times on Wednesdays</p> <p>No additional costs</p>	0
<p>Grade Level Collaboration Days: Grade level teams are offered two release days during the school year to collaborate, plan instruction, discuss common instructional practices, pacing guides, develop and analyze assessments.</p>	<p>During 2018-19 one day in the Fall and Winter .</p>	Site Admin, TSA and Teachers	<p>Site Funds Salaries & Benefits</p>	7,400
<p>Curricular Materials We will analyze and evaluate our Language Arts curriculum needs to determine what additional resources should be considered for purchase in library, classroom ie. books to support the new adoption of Lucy Calkin's Units of Study Reading and Writing for -STEAM.</p>	<p>Fall 2018 and spring 2019: Staff will inventory current resources for purchase to support writing and reading program.</p>	Site Admin, TSA and Teachers	<p>District and Site funds Materials & Supplies</p>	8,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY III ~ Language Arts Intervention</p> <p>We will insure that learning is accessible to all students by providing high quality instruction matched to student needs. We will continue to reflect on effective language arts interventions to reach target students at each grade level and determine next steps for implementation.</p> <p>Identify Target Students: We will analyze fall diagnostic assessments and classroom evidence to identify target students who will benefit from additional reading and writing support. Throughout the school year, we will monitor the progress of target students and respond with appropriate interventions.</p>	Fall of 2018 students will be identified through assessments for additional reading intervention, progress measured through student reading scores, district and other benchmark assessments, ELPAC scores, grades.	Site Admin, TSA, Classroom Teachers and ELD, Reading Specialist	No cost added	0
<p>Reading Intervention Support</p> <p>We will offer reading intervention in grades 1-5 through pullout and push in support for students needing targeted reading and written language instruction.</p> <p>The annual subscription to ELA online supports such as Read Naturally, Raz-kids, Head Sprouts and Rewards.</p>	Fall of 2018 students will be identified for additional interventions, Reading Specialists' schedule, lesson plans, pre/post assessment results and Read Naturally data.	Site Admin, Classroom Teachers and Reading Specialists	<p>District Supplemental Funds Salaries & Benefits</p> <p>PTA and Site Funds for purchase of Head sprouts, Raz-Kids yearly online subscription for K-3rd grades. Read Naturally yearly online subscription 50 student seats.</p> <p>Site Funds for targeted afterschool vocabulary intervention 4th/5th grade students.</p>	<p>170,000</p> <p>4,600</p> <p>2,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>English Learner Placement & ELD Program</p> <p>We offer support for our Emergent Level EL Designated ELD Specialists. We will continue to look to support students who score at the expanding and bridging level of English Language Proficiency Assessments for California (ELPAC) in targeted classrooms to provide support as a means of better targeting their English Language Development needs.</p>	In the Winter/Spring of 2018 students will be ELPAC tested, and served through English Language Development (ELD) supports	Site Admin, ELD Specialists, Teachers,	<p>ELD services</p> <p>District - \$290,000 (Supplemental Funds)</p> <p>Salaries & Benefits</p>	280,000
<p>STRATEGY IV ~ Family Involvement and Communication - English Language Arts: Staff will offer opportunities for parents and community members to participate in the educational process of our students through volunteer reading, Site Council membership, and through classroom participation.</p> <p>Parent Education Events</p> <p>We will provide Parent Education Night(s) through Reading Specialist and grade level for Early reading and Non-fiction reading evenings.</p> <p>ELD and District teams will offer regular English Learner Advisory Committee (ELAC) and District English Learner Advisory (DELAC) parent meetings.</p>	2018-19 two or more parent education nights are offered for early and upper grades.	Site Admin, PTA, teachers, other representatives	PTA/Site Funds for guest speakers, babysitting, treats, materials and supplies.	1,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>English Learner Advisory Committee (ELAC)</p> <p>We will provide opportunities for parents of English Language Learners through regularly scheduled ELAC meetings with ELD teacher leaders to build parent skills in assisting their children at home in reading/writing.</p>	<p>Four to five Regular scheduled ELAC meetings throughout the 2018-19 year. Snacks and babysitting for each meetings</p>	<p>Site Admin, ELD Specialists, ELAC Representatives</p>	<p>PTA/Site funds to purchase snacks, materials and baby sitting</p>	<p>500</p>
<p>Communication with Family Community:</p> <p>We will provide information for families through ELAC and PTA meetings, school marquee, website, school and classroom newsletters, library website, and on-line reading programs.</p>	<p>Throughout the year regularly scheduled meetings and publications</p>	<p>Site Admin and classroom teachers.</p>	<p>Site Funds - Snacks, materials and supplies</p>	<p>200</p>
<p>Translation for School Communication:</p> <p>We will provide translations in multiple languages for communication with families through school marquee.</p> <p>Language translators will be provided for needed Student Success Team and Parent/Teacher Conferences.</p>	<p>Weekly displayed parent information on marquee in English, and other languages.</p> <p>Translators during Parent - Teacher conferences in November and March</p>	<p>Site Admin, district translator's</p>	<p>District , Site Funds to support translation in meetings and for materials and supplies</p>	<p>500</p>

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Mathematics
LEA/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.
SCHOOL GOAL #2:
Mathematics 1. All students will demonstrate growth in math as compared to previous years and/or grade level assessments. 2. We will provide supports within the school day for students who perform below grade level in math.
Data Used to Form this Goal:
District Trimester Math Benchmarks Assessments and Smarter Balanced Formative/Summative Assessment outcomes.
Findings from the Analysis of this Data:
School-wide achievement in math is high. Nearly 85% of our students are working at or above grade level in math. However, we still recognize an achievement gap for students of various sub-groups such as Socio-Economic Disadvantaged, African American, Hispanic and English learners.
How the School will Evaluate the Progress of this Goal:
District Benchmark Assessment outcomes, grade level unit assessments outcomes, Smarter Balanced Formative/Summative Assessment outcomes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY 1 - Alignment of Instruction with Common Core Standards – Math</p> <p>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.</p> <p>Plans may include targeted math intervention support, in and outside the classroom during and after school</p>	Fall of 2018-19 current math benchmark assessment and program assessments	Teachers, TSA and Site Administrators	Staff/Grade level meeting time no added cost	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>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.</p> <p>Schedule 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</p> <p>Instructional Leadership Team (ILT) will discuss how the use of Social Justice Math can be integrated into teacher instruction throughout all grades.</p>	<p>Monthly grade level time will be dedicated to align and review student outcomes and program progress in math.</p> <p>ILT meeting discussions</p>	Site Admin, grade level teachers, ILT team TSA	Grade level meeting time. ILT team meetings funded through district	7,000
<p>Support from Teacher on Special Assignment: Teacher on Special Assignment (TSA) will continue to assist with CCSS implementation and instructional pedagogy as needed by individual teachers and grade level teams.</p>	<p>During 2018-19 Weekly scheduled class/prep time from teachers with TSA or as needed.</p>	Site Admin, grade level teachers, TSA	District funding for TSA	100,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
STRATEGY II ~ Improvement of Instructional Strategies and Materials - Math: Staff will evaluate and improve our instructional strategies and curricular materials through use of Professional Learning Communities, staff development, reflection, and administrative feedback and facilitate the transition to the California Common Core State Standards.	Fall, winter and spring of 2018-19 Multi-grade level posters to display Problem of Month throughout the school. Time given at staff meetings for promotion and clarification	Principal and Teachers	Site Funds Materials & Supplies	250
Release Time: Provide up to 2 days of release time a year for grade level curriculum planning and assessment administration. Evidence of assessments reported through district database, lesson plans, curriculum maps, pacing guides and meeting notes	Two days, one in Fall and Winter during 2018-19 given to grade level teams.	Principal and Teachers	Site funds already identified in ELA Goals	0

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY III ~ Involvement and Communication - Math: Staff will offer opportunities for parents and community members to participate in the educational process of our students.</p> <p>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.</p> <p>Software programs: Splash Math, IXL and other online math subscriptions offer student, teacher and parent communication through math study.</p>	<p>Fall or winter 2018-19</p> <p>Ongoing communication through software programs throughout the year as programs are used</p>	Site Administrators, Teachers, and PTA representatives	<p>PTA funds for Family Math Night and site funds already identified in other action items. 1,400</p> <p>Site Intervention funds identified in another action step 0</p>	
<p>Communication with Family Community</p> <p>We will provide information for families through our parent teacher conferences, school marquee, website, google classroom, school and classroom newsletter, library website, and on-line math programs.</p>	Regularly scheduled and as needed throughout the school year	Site Admin, clerical, teachers	Site Funds	1,000
<p>Scaffolding for Vocabulary:</p> <p>We will continue to focus on teaching academic mathematics vocabulary through systematic and appropriately scaffold instruction, K-5, to support all ranges of language development.</p>	2018-19 Fall, and Winter trimester DBA outcomes, and unit assessments will guide lesson plans and pacing.	Site Admin, TSA and teachers	<p>Site Funds 400</p> <p>Materials and supplies to support instruction</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
<p>STRATEGY IV ~ Intervention - Math: Staff will provide high quality instruction accessible to all students and matched to their needs.</p> <p>Intervention: We will provide K- 5th grade intervention support in a variety of ways, including in-class para-educator support, small group, and flexible re- grouping strategies during the regular school day and after school.</p>	2018-19 Smarter Balanced Assessment reports and 2017-18 Fall Classroom and District assessment scores, will guide needed additional program and students served.	Site Admin and teachers	Supplemental Funds Salaries & Benefits	9,000
<p>Online math supports We will continue to use additional math supports to increase student understanding of mathematical concepts and computational fluency through the online math subscriptions, such as Splash Math and IXL .</p>	Beginning in the Fall 2018 student achievement data will guide the use of online technologies to support students math skills in and out of classrooms	Principal, Teachers	Site Funds Software, materials, and supplies	7,500

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: School Climate and Student Well-Being
LEA/LCAP GOAL:
<p>AUSD Local Control Accountability Plan (LCAP) Goal #2: We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.</p> <ul style="list-style-type: none"> • 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.
SCHOOL GOAL #3:
<p>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.</p>
Data Used to Form this Goal:
<p>Student Attendance Records, Referrals, Counseling usage and request, Student Success Team (SST), Student Attendance Review Team (SART) and Student Attendance Review Board (SARB)</p>
Findings from the Analysis of this Data:
<p>Student School-wide attendance is at 96.5% and referral data indicates 7% of students getting 85% of referrals. SST requests increase after each conference period. SART and SARB meetings increase as school year progresses and students accumulate absences.</p>
How the School will Evaluate the Progress of this Goal:
<p>Students recognition program, Student Leadership participation, Counseling and Student Study Team referrals, Daily Attendance records, grades at Trimester #2 reporting period, Healthy Kids Survey</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
School-wide BEST Behavior Assemblies: We will continue to have a "BEST Behavior" Committee (comprised 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)	Three assemblies, one per trimester, with Safe, Responsible, and Respectful themes.	Principal, BEST Team, AUSD Safe Schools Coordinator	PTA and Site Funds Materials & Supplies / Staff Training	600
School-wide Community Builders: We will continue to have six Sing-along assemblies focusing on the following themes - Welcome Back, Unity Day, Holiday Celebrations, Friendship, Earth Day, and End-of-year.	Every other month, beginning in August and ending in June.	Principal, Teachers & Site Staff	Site Funds / PTA Funds Materials and supplies	400
School-wide Community Behavior Commitment: We will continue to participate in the "No Place for Hate" campaign, including administering the "No Place for Hate" pledge, "Being an Ally" training for student leadership, and school-wide participation in a minimum of three unity events per year.	Pledge renewal and unity event once per trimester. Ally training for Student Leadership during the 2nd trimester.	Principal, Teachers & Site Staff, AUSD Safe Schools Coordinator, BEST Team	PTA and Site Funds Materials and supplies for Prizes, Incentive awards	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
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) for students who solve problems using "Toolbox" problem solving strategies and any additional quarterly student recognition rewards such as wrist bands, bookmarks, and other small rewards.	Monthly review of Otter Tickets and Toolbox Tickets.	BEST Team, Principal, Teachers, Site Staff, Community Coaches	Site Funds	300
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 1st-4th, who meet monthly to discuss current issues and events, to make decisions, and to bring school-wide information back to each classroom. Teachers need common weekly prep time for meetings with students.	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.	BEST Team, Site Admin, Teachers	Site Funds / PTA Funds Materials and supplies, Salaries & Benefits	2,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
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 Toolbox problem solving strategies. They will also participate in presenting the BEST Behavior assemblies and sing-alongs.	Community Coaches are chosen by their peers in the Fall and then again in the Spring. They are on duty daily.	BEST Team and Community Coach Facilitator	District, PTA, and Site funds Materials and Supplies,	200
Student Leadership for 3rd Grade: We will continue to train Conflict Managers to help students solve conflicts with another peer. Conflict Managers will be on duty at all lower grade recesses (1st - 3rd). They will also participate in presenting the BEST Behavior assemblies and sing-alongs.	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)	BEST Team Conflict Manager Facilitator	Site / PTA Funds Salaries & Benefits	200
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.	OLA members apply during the spring of the previous year and perform their duties as needed during the school year.	ELD Staff	Site Funds Materials & Supplies	200
Student Social/Emotional Resiliency in the classroom: We will continue to foster social/emotional resiliency in our students, K – 5 through Second Step curriculum, Welcoming Schools Curriculum, S’Cool Moves, and Speak-Up and Be Safe Curriculum (February).	Ongoing throughout the school year.	Site Admin, teachers, BEST Team	Site Funds Online free and fee based programs	400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
Mental Health Counseling: We will continue to offer mental health services that include individual counseling sessions and small group sessions.	Fall thru Spring, 2-3 intern staff provided.	Principal, Staff, Counselor and Counseling Interns	Parcel Tax funds	20,000
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, Girls Science Club, Lunchtime Games in the Library, and Noontime Field Games.	Daily opportunities for student participation during lunch recess grades 1-5.	Principal, Teachers, Staff and Parent Volunteers	PTA Site Funds to support Club Teacher sponsor Snacks for students	2,500
Student Success Team: Student Success Team will meet to discuss the needs of at-risk students and to problem-solve solutions and next steps, as determined by the team.	Weekly SST Meetings and 504 referrals meetings as needed.	Student Success Team Coordinator: Teachers, Parents	Site funds for SST coordinators planning time	2,000
Home-School Communication: Students, parents, and the community will be informed about school policies and procedures related to a positive campus climate through Parent/Teacher handbook, regular school and classroom newsletters, the auto dialer, and the school marquee.	Fall of each year the Parent Handbook is distributed. Ongoing updates from the school website, school and classroom newsletter, the auto dialer, and school marquee.	Principal, Office Staff, Teachers	Site Funds, PTA Materials & Supplies	800
OV 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).	Every school day 7:45-8:15am	Food Services Staff, custodians	Child Nutrition Program	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)	
			Description	Amount
Healthy Kids Survey: We will continue to participate in the CA Healthy Kids survey administered to 5th grade students every other year and use the data to inform decision-making.	Spring Trimester, every other year.	Site Administrator, Teachers	District Funds	
Emergency Planning Team: Emergency Planning Team will meet regularly to update plan, develop staff training and replenish needed supplies	4-6 planning meetings at hourly rate	Site Admin, teacher emergency team	PTA and Site Funds	2,000
Parent Education events organized through the coordination with all elementary PTA's for topics related to supporting students and family social-emotional health.	2-4 evening events throughout the year	PTA, Site Admin	PTA Funds	1,000

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Terry Georgeson	X				
Rachel Anderson				X	
Rebecca Sprenger		X			
Beth Dunn		X			
Dwight Ford				X	
Rebecca Eros			X		
Kendra Knowles				X	
Numbers of members of each category:	1	2	1	3	

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This SPSA was adopted by the SSC at a public meeting on 5/16/16.

Attested:

Terry Georgeson

Typed Name of School Principal

Signature of School Principal

Date

Rachel Anderson

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date