

# 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.*

## REGULAR MEETING

### ALBANY CITY HALL

1000 San Pablo  
Albany, CA 94706

**TUESDAY**  
**June 11, 2013**

## **A G E N D A**

<u><b>Meeting Norms</b></u>	
<ol style="list-style-type: none"> <li>1. Maintain a focus on what is best for our students.</li> <li>2. Show respect (never dismiss/devalue others).</li> <li>3. Be willing to compromise.</li> <li>4. Disagree (if necessary) agreeably.</li> <li>5. Make a commitment to effective deliberation, each one listening with an open mind while others are allowed to express their points of view.</li> <li>6. Participate by building on the thoughts of a fellow Board member.</li> <li>7. Make a commitment to open communication and honesty; no surprises.</li> <li>8. Commit the time necessary to govern effectively.</li> <li>9. Be collaborative.</li> <li>10. Maintain confidentiality (which leads to the building of trust).</li> <li>11. Look upon history as lessons learned; focus on the present and the future.</li> </ol>	<p><b>I. <u>OPENING BUSINESS</u> <span style="float: right;"><u>6:30 p.m.</u></span></b>  A) Call to Order  B) Roll Call  C) Identify Closed Session Pursuant to Agenda Section III Below</p> <p><b>II. <u>PUBLIC COMMENT PERIOD FOR CLOSED SESSION ITEMS</u></b>  <i>General public comment on any Closed Session item will be heard. The Board may limit comments to no more than three (5) minutes.</i></p> <p><b>III. <u>CLOSED SESSION</u> <span style="float: right;"><u>6:35 p.m.</u></span></b>  A) With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957:    B) With respect to every item of business to be discussed in Closed Session pursuant to Education Code Section 35146: <i>Students</i>    C) With respect to every item of business to be discussed in Closed Session pursuant to Government Code Section 54957.6: <i>Conference with Labor Negotiator</i> (Superintendent Marla Stephenson, District Representative), Regarding Negotiations as pertains to: <ul style="list-style-type: none"> <li>• California School Employees Association (CSEA)</li> <li>• Albany Teachers Association (ATA)</li> <li>• SEIU Local 1021</li> </ul> </p>

**IV. OPEN SESSION***(45 mins.)**Depending upon completion of Closed Session items, the Board of Education intends to convene to Open Session at 7:00 p.m. to conduct the remainder of its meeting, reserving the right to return to Closed Session at any time.*

- A) Reconvene to Open Session
- B) Roll Call
- C) Pledge of Allegiance
- D) Report of Action Taken in Closed Session
  
- E) Recognition of Ocean View Students Writing Contest Winners  
*(10 mins.)*
  
- F) Recognition of Staff
  - a. Approve Resolution 2012-13-20 - Recognition for Years of Service  
*(15 mins.)*
  
  - b. Approve Resolutions 2012-13-21 (1-13) - Recognition Upon Retirement  
*(15 mins.)*
  
- G) Approval of Agenda
- H) Approval of Consent Calendar

*(The Consent Calendar includes routine items that may be handled with one action. Board Members may request any item be removed from the Consent Calendar without formal action.)***1. Personnel------(pg.5)****a) Certificated Personnel Assignment Order**

- 1. Extra Assignment
  - a) Concessions
  - b) Stage Crew
- 2. New Hire
  - a) Director III
  - b) Teacher
  - c) Teacher, Home/Hospital
- 3. Separation of Service
  - a) Principal
- 4. Status Change
  - a) Principal, Interim

**b) Classified Personnel Assignment Order**

- 1. New Hire
  - a) Clerical Aide, hourly
  - b) Coach, Basketball, Boys, 7th
  - c) Custodian
  - d) Custodian, Lead
  - e) Lifeguard
  - f) Piano
  - g) Swim Instructor
- 2. Separation of Service
  - a) Para-Educator, Sp Ed II
  - b) Transportation Driver

3. Uncompensated
  - b) Intern
    - a. Mental Health
    - b. SPL
  - c) Volunteer

2. Business Services

- a) *Approve E-Waste Disposal*------(pg.9)
- b) *Donations – 3/20/13 – 5/31/13*------(pg.13)

3. Student Services

- a) *Approve Amendment to Contract with the City of Berkeley to Provide Support & Services\to Underserved Latino, Asian/Pacific Islanders, & African Americans*------(pg.17)
- b) *Williams Quarterly Report*------(pg.19)

V. **STUDENT MEMBER REPORT**  
(5 mins.)

**7:45 p.m.**

VI. **STAFF REPORTS**

**7:50 p.m.**

- A) *Student Focus Update*------(pg.20)  
(20 mins.)
- B) *Strategic Plan Update*------(pg.21)  
(10 mins.)

VII. **PERSONS TO ADDRESS THE BOARD  
ON MATTERS NOT ON THE AGENDA**  
(10 mins.)

**8:20 p.m.**

*Board practice limits each speaker to no more than three (3) minutes. The Brown Act limits Board ability to discuss or act on items which are not on the agenda; therefore, such items may be referred to staff for comment or for consideration on a future agenda.*

VIII. **REVIEW AND DISCUSSION ITEMS**

**8:30 p.m.**

- A) *Discuss Potential Achievement Gap Interventions* ------(pg.48)  
(20 mins.)

IX. **REVIEW AND ACTION ITEMS**

**8:50 p.m.**

- A) *Approve Single School Plans for Student Achievement (SPSA)*------(pg.62)  
(20 mins.)

X. **BOARD AND SUPERINTENDENT COMMENTS**

**9:10 p.m.**

XI. **FUTURE AGENDA ITEMS**

June 25, 2013
• Superintendent's 2013-2014 Goals
• Facilities Update
• FY2013/2014 Budget
• Quarterly & Annual Field Trip Reports

- Ed Options Committee Update

## **XII. FUTURE BOARD MEETINGS**

Date	Time	Location
Tuesday, June 25, 2013	7:00 p.m.	Albany City Hall

## **XIII. ADJOURNMENT**

*The Board believes that late night meetings deter public participation, can affect the Boards decision-making ability, and can be a burden to staff. Regular Board Meetings shall be adjourned at **9:30 p.m.** unless extended to a specific time determined by a majority of the Board.*

The Board of Education meeting packet is available for public inspection at: 1) Albany City Hall, 1000 San Pablo Avenue; 2) Albany Public Library, 1247 Marin Avenue; 3) Albany Unified School District, 1051 Monroe Street: and is available on the Albany Unified School District web site: [www.ausdk12.org](http://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 Disabilities 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 give forty-eight (48) hours prior to the meeting to make reasonable arrangements for accessibility (28 CFR 35.102.104 ADA Title II).

## ***Personnel Assignment Order: Pending approval, non confidential***

***BOE Meeting***      6/11/2013

### **Class    Certificated**

#### ***Category: Extra Assignment***

<i><b>Position</b></i>	<i><b>Name</b></i>	<i><b>Reason</b></i>	<i><b>Site</b></i>	<i><b>FTE/Amt</b></i>	<i><b>Effec Date</b></i>	<i><b>End Date</b></i>	<i><b>Action</b></i>	<i><b>Funding</b></i>
Concessions	Lackey, Penelope		AMS		12/13 SY		Approve	ASB
Stage Crew	Kim, Eunice		AMS		12/13 SY		Approve	ASB
Writer	Gamba, Tom		AMS		12/13 SY		Approve	ASB

#### ***Category: New Hire***

<i><b>Position</b></i>	<i><b>Name</b></i>	<i><b>Reason</b></i>	<i><b>Site</b></i>	<i><b>FTE/Amt</b></i>	<i><b>Effec Date</b></i>	<i><b>End Date</b></i>	<i><b>Action</b></i>	<i><b>Funding</b></i>
Director III	Parenti, Peter		DO		7/1/13		Approve	GF
Teacher	Berger, Victoria		CO		8/23/13	6/13/14	Approve	GF
Teacher	Bruner, Michael		AHS		8/23/13	6/13/14	Approve	GF
Teacher	Mach, Chloe		Sp E		8/23/13	6/13/14	Approve	Sp Ed
Teacher	Rivera, Sophia		CO		8/23/13	6/13/14	Approve	GF
Teacher, Home/hospital	Aimino, Barbara		DW		5/31/13		Approve	GF

***Thursday, June 06, 2013***

***Page 1 of 4***

**BOE Meeting**      6/11/2013

***Category: Separation of Service***

<b><i>Position</i></b>	<b><i>Name</i></b>	<b><i>Reason</i></b>	<b><i>Site</i></b>	<b><i>FTE/Amt</i></b>	<b><i>Effec Date</i></b>	<b><i>End Date</i></b>	<b><i>Action</i></b>	<b><i>Funding</i></b>
Principal	Kumamoto, David		MA		6/30/13		Approve	
Principal	Parenti, Peter		AMS		6/30/13		Approve	

***Category: Status Change***

<b><i>Position</i></b>	<b><i>Name</i></b>	<b><i>Reason</i></b>	<b><i>Site</i></b>	<b><i>FTE/Amt</i></b>	<b><i>Effec Date</i></b>	<b><i>End Date</i></b>	<b><i>Action</i></b>	<b><i>Funding</i></b>
Principal, Interim	Place, Deborah		AMS		7/1/13	6/30/14	Approve	GF
Principal, Interim	Ritchie, Alexia		MA		7/1/13	6/30/14	Approve	GF

**Class    Classified**

***Category: New Hire***

<b><i>Position</i></b>	<b><i>Name</i></b>	<b><i>Reason</i></b>	<b><i>Site</i></b>	<b><i>FTE/Amt</i></b>	<b><i>Effec Date</i></b>	<b><i>End Date</i></b>	<b><i>Action</i></b>	<b><i>Funding</i></b>
Clerical Aide, hourly	Dunkle, Jesse		DW		6/3/13		Approve	GF
Coach, Basketball, Boys, 7th	Martin, Frank		AMS		12/13 SY		Approve	Donations
Custodian	Mitchell, Kenneth		AHS		6/3/13		Approve	GF
Custodian	Santillan, Alejandro		AMS		6/11/13		Approve	GF
Custodian, Lead	Sherwood, Michael		AHS		6/11/13		Approve	GF

**BOE Meeting**      6/11/2013

Lifeguard	Kampman, Lucas	Pool	6/12/13	Approve	Pool
Piano	Nicol, Neil Allen	AMS	12/13 SY	Approve	ASB
Swim Instructor	Kampman, Lucas	Pool	6/12/13	Approve	Pool

**Category: Separation of Service**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Para-Educator, Sp Ed II	Marthinsen, Sam		Sp E		6/14/13		Approve	
Transportation Driver	Marthinsen, Sam		Sp E		6/14/13		Approve	

**Class Uncompensated Service****Category: Intern**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
Mental Health	Burkland, Eva							
Mental Health	Saalabi, Nima							
Mental Health	Suzuki, Akiko							
SPL	Paloma, Libby				6/12/13		Approve	

**Category: Volunteer**

<i>Position</i>	<i>Name</i>	<i>Reason</i>	<i>Site</i>	<i>FTE/Amt</i>	<i>Effec Date</i>	<i>End Date</i>	<i>Action</i>	<i>Funding</i>
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***BOE Meeting***      **6/11/2013**

Hampton, Charles	6/12/13	Approve
Zamora, Vanessa	5/24/13	Approve



**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of June 11, 2013**

**ITEM:** APPROVE SURPLUS E-WASTE

**PREPARED BY:** Brian Hyland, Director of Technology

**TYPE OF ITEM:** Consent

### BACKGROUND INFORMATION

#### E-Waste Disposal Protocols:

As a public institution service department, Albany Unified Technology Department has been charged with and is required to dispose of electronic waste in accordance with current local, state and federal regulations.

These are the procedures we follow with regards to E-Waste.

1) E-Waste systems are those that have been discarded from a school site. Each Principal collected and stored E-waste based on the needs of their school. The E-Waste was then audited by the IT Department for anything that could be refurbished and redistributed and removed from the E-Waste list. After approval of the Board of Education the remaining E-Waste included as an attachment to this memo will be scheduled for pickup by an authorized E-Waste vendor at no cost to the District.

2) Systems that are considered serviceable are retained either for spare parts or for redeployment at another site upon request. Our team has established a set of internal guidelines for determining the serviceability of computing systems discarded by our school sites. These guidelines include the age of the systems, the availability of and or cost of replacement components, as well as time considerations and cost effectiveness of repair and maintenance.

- Note: Most discarded systems come to us well beyond the serviceable age standard of 5 years. In fact, the latest lot of systems is between 8 and 10 years of age.

3) To provide extended service to existing legacy systems (those being near or beyond the serviceability age but are still in use at the school sites), we keep a set of replacement parts available. This is done by scavenging usable components from discarded systems that are no longer in service and beyond the serviceability standards.

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## FINANCIAL INFORMATION

There is no financial impact

RECOMMENDATION: It is recommended that the Board approve the surplus e-waste disposal.
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Name	Number	Barcode						
Desktop Computer - Dell Dimension 4700	2	No barcodes						
Desktop Computer - Dell Optiplex 100	1	No barcode						
Desktop Computer - Dell Optiplex 170L	1	No barcode						
Desktop Computer - Dell Optiplex GX400	3	0499	No other barcodes					
Desktop Computer - Dell Optiplex GX620	8	0407	0923	No other barcodes				
Desktop Computer - Dell Optiplex 740	6	0143	0172	0386	0627	No other barcodes		
Desktop Computer - Compaq Proliant	1	No barcode						
Desktop Computer - Compaq Deskpro	1	No barcode						
Desktop Computer - E Series	1	0021						
Desktop Computer - Intel Pentium 4	2	No barcode						
Desktop Computer - DJ Computers	4	No barcode						
Desktop Computer - Apple E-Mac	1	No barcode						
Desktop Computer - Apple iMac	3	No barcode						
Desktop Computer - various	14	No barcode						
Server - Gateway Backup	1	No barcode						
Apple Airport Base Station	1	No barcode						
hp jetdirect 175x external print server	2	No barcoders						
Laptop Computer - Apple MacBook	14	0817	0826	1617	No other barcodes			
Laptop Computer - Apple MacBook Pro	2	No barcode						
Laptop Computer - Apple ibook	1	No barcode						
Laptop Computer - Apple ibook G4	18	0044	0056 AMS 05-009 (barcode ripped up)	0064	0177	0178	0187	0189
		0326		No other barcodes				
Laptop Computer - Dell Latitude 110L	13	0250	0251	0278	0279	0441	0497	0698
		0742	0745	No other barcodes				
Laptop - Dock Station	5	No barcodes						
Computer - MiniMacs	6	0030	0031	0033	0034	0035	0036	
Moniter - Dell LCD	7	No barcodes						
Moniter - DiGiVeiw Cathode Ray Tube	1	No barcode						
Moniter - Cathode Ray Tube	6	No barcode						
Moniter - Stand	15	No barcodes						
Keyboard - Laptop Cover	4	0053	0354	1213	No other barcodes			

Keyboard - Laptop	1	No barcode						
Keyboard - Apple Laptop	8	No barcodes						
Keyboard - Desktop	53	No barcodes						
DVD Drive	10	No barcodes						
Memory Sticks	17	No barcodes						
Hard Drives	43	No barcodes						
Hard Drive - Super Hard disk	1	No barcodes						
Battery - AA	1 Box	No barcodes						
Battery - Laptop	1 Box	No barcodes						
Cables	7 Boxes	No barcodes						
Switches - Large	15	No barcodes						
Switches - Small	24	No barcodes						
Alphasmart 3000	30	No barcodes						
Printer	12	No barcodes						
Ink Cartridges	1 Box + 1 case	No barcodes						
Projecter	5	No barcodes						
Projector - Yewlex	2	No barcodes						
Projecter - Lightbulbs	6	No barcodes						
Radio	2	No barcodes						
Television	7	No barcode						
VCR Player	2	No barcode						
Mircowave	4	No barcode						
GeneAmp PCP System 9600	1	No barcode						
Photogenic Flashmaster Model AA	1	No barcode						
Telephone	9	No barcodes						
Pencil Sharpener	2	No barcodes						
Cellphone	2	No barcodes						
Recording Device	2	No barcode						
Ceiling Light Strip	2	No barcodes						
Phones	3 boxes	No barcodes						

**ALBANY UNIFIED SCHOOL DISTRICT**  
**Donations 2012 / 2013**  
**March 20 – May 31**

**S U M M A R Y**

<b>Page</b>	<b>Site</b>	<b>Current</b>	<b>Previously Approved</b>	<b>Total Year-to-Date</b>
1	Albany High School	\$ 19,986.17	\$137,021.93	\$157,008.10
1	MacGregor High	(325.02)	1,000.00	674.98
1	Albany Middle School	28,249.98	34,238.99	62,488.97
1	Special Education	55.00	98.00	153.00
1	Marin Elementary	11,990.03	12,950.80	24,940.83
1	Ocean View Elementary	4,456.06	20,099.11	24,555.17
2-3	Cornell Elementary	27,371.61	24,015.14	51,386.75
3	Cornell Grn. Schoolyard	0	10,000.00	10,000.00
3	Elem. Giving Campaign	5,200.00	79,624.67	84,824.67
3	District	180,594.48	19,432.53	200,027.01
3	All Sites	\$277,578.31	\$338,481.17	\$616,059.48

**ALBANY UNIFIED SCHOOL DISTRICT DONATIONS**  
**MARCH 20 - MAY 31, 2013**

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<b>ALBANY HIGH SCHOOL</b>					
\$ 500.00	AEF Donation - Senior Awards AHS		\$ 350.00	EB Consortium Educational Inst. - Burns	
\$ 1,000.00	Alb. Community Foundation - MH Interns		\$ 782.46	Promoting Albany High Sports	
\$ 400.00	Alb. Prevention Council - MH Interns		\$ 11,796.12	Promoting Albany High Sports	
\$ 550.00	AMF-Sponsored Field Trip		\$ 530.78	Wells Fargo Donation - EDSET	
\$ 3,756.81	AMF-Sponsored Programs		\$ 19,986.17	<b>Current</b>	
\$ 150.00	Chevron Donation - Barone		\$ 84,236.80	<b>Approved 3/28/13 Board Meeting</b>	
\$ 50.00	Classroom Supplies - Bruner		\$ 19,808.18	<b>Approved 2/12/13 Board Meeting</b>	
\$ 20.00	Classroom Supplies - Lim-McAlister		\$ 32,976.95	<b>Approved 10/9/12 Board Meeting</b>	
\$ 100.00	Classroom Supplies - Tremblay		\$ 157,008.10	<b>Total YTD</b>	
<b>MACGREGOR HIGH SCHOOL</b>					
\$ 1,000.00	AEF - Approved 10/9/12 Board Mtg.		\$ (325.02)	<b>Current</b>	
\$ (325.02)	AEF - 10/9/12 Overpayment Adjustment		\$ 674.98	<b>Total YTD</b>	
<b>ALBANY MIDDLE SCHOOL</b>					
\$ 1,000.00	AEF Donation - Body Positive Program		\$ 120.00	Sports Activity Fund	
\$ 588.00	AMF-Sponsored Field Trip		\$ 120.00	Sports Activity Fund	
\$ 8,804.00	AMF-Sponsored Field Trip		\$ 120.00	Sports Activity Fund	
\$ 7,807.00	AMS ASB Donation - Field Trip		\$ 120.00	Sports Activity Fund	
\$ 650.00	AMS PTA Donation - AMS Assembly		\$ 120.00	Sports Activity Fund	
\$ 2,000.00	AMS PTA Donation - Field Trip		\$ 120.00	Sports Activity Fund	
\$ 2,500.00	AMS PTA Donation - Safe Schools		\$ 120.00	Sports Activity Fund	
\$ 100.00	Dolby Matching Gift - Parenti		\$ 120.00	Sports Activity Fund	
\$ 250.00	Ocean View PTA - Body Positive		\$ 120.00	Sports Activity Fund	
\$ 500.00	Parent Donation - Body Positive		\$ 120.00	Sports Activity Fund	
\$ 100.00	Parent Donation - Parenti		\$ 120.00	Sports Activity Fund	
\$ 177.50	PG&E Donation - Parenti		\$ 140.00	Sports Activity Fund	
\$ 240.00	PG&E Donation - Parenti		\$ 125.00	Wells Fargo Donation - AMS Music	
\$ 60.00	Sports Activity Fund		\$ 46.14	Wells Fargo Donation - Parenti	
\$ 120.00	Sports Activity Fund		\$ 67.34	Wells Fargo Donation - Parenti	
\$ 120.00	Sports Activity Fund		\$ 125.00	Wells Fargo Donation - Parenti	
\$ 120.00	Sports Activity Fund		\$ 250.00	Wells Fargo Donation - Parenti/Stocker	
\$ 120.00	Sports Activity Fund		\$ 200.00	WestEd - Marshall-Smith, Gray	
\$ 120.00	Sports Activity Fund		\$ 28,249.98	<b>Current</b>	
\$ 120.00	Sports Activity Fund		\$ 14,723.85	<b>Approved 3/28/13 Board Meeting</b>	
\$ 120.00	Sports Activity Fund		\$ 18,366.54	<b>Approved 2/12/13 Board Meeting</b>	
\$ 120.00	Sports Activity Fund		\$ 1,148.60	<b>Approved 10/9/12 Board Meeting</b>	
\$ 120.00	Sports Activity Fund		\$ 62,488.97	<b>Total YTD</b>	
\$ 120.00	Sports Activity Fund				
<b>SPECIAL EDUCATION</b>			<b>OCEAN VIEW</b>		
\$ 55.00	Fundraising - M. Sims		\$ 410.00	AEF-Sponsored Field Trip	
\$ 55.00	<b>Current</b>		\$ 360.00	AEF-Sponsored Field Trip	
\$ 98.00	<b>Approved 3/28/13 Board Meeting</b>		\$ 39.95	Jamba Juice Donation - Georgeson	
\$ 153.00	<b>Total YTD</b>		\$ 49.20	Jamba Juice Donation - Georgeson	
<b>MARIN</b>			\$ 1,384.20	Ocean View PTA - Chess Club	
\$ 50.00	Chevron Donation - Kumamoto		\$ 202.71	Ocean View PTA - Chess Club	
\$ 917.56	Marin PTA - Supplies/Materials		\$ 940.00	Ocean View PTA Field Trip Donatoin	
\$ 155.49	Marin PTA - Supplies/Materials		\$ 1,000.00	Ocean View PTA Field Trip Donatoin	
\$ 10,866.98	Marin PTA - Supplies/Materials		\$ 70.00	Wells Fargo Donation - Georgeson	
\$ 11,990.03	<b>Current</b>		\$ 4,456.06	<b>Current</b>	
\$ 3,369.34	<b>Approved 3/28/13 Board Meeting</b>		\$ 1,377.78	<b>Approved 3/28/13 Board Meeting</b>	
\$ 8,816.40	<b>Approved 2/12/13 Board Meeting</b>		\$ 16,701.73	<b>Approved 2/12/13 Board Meeting</b>	
\$ 765.06	<b>Approved 10/9/12 Board Meeting</b>		\$ 2,019.60	<b>Approved 10/9/12 Board Meeting</b>	
\$ 24,940.83	<b>Total YTD</b>		\$ 24,555.17	<b>Total YTD</b>	

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**ALBANY UNIFIED SCHOOL DISTRICT DONATIONS**  
**MARCH 20 - MAY 31, 2013**

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<b>CORNELL (Continued)</b>			
\$ 70.00	Spellathon		\$ 100.00 Spellathon
\$ 70.00	Spellathon		\$ 100.00 Spellathon
\$ 75.00	Spellathon		\$ 100.00 Spellathon
\$ 75.00	Spellathon		\$ 106.00 Spellathon
\$ 80.00	Spellathon		\$ 140.00 Spellathon
\$ 80.00	Spellathon		\$ 140.70 Spellathon
\$ 84.00	Spellathon		\$ 150.00 Spellathon
\$ 85.00	Spellathon		\$ 150.00 Spellathon
\$ 93.00	Spellathon		\$ 154.00 Spellathon
\$ 93.00	Spellathon		\$ 186.00 Spellathon
\$ 97.00	Spellathon		\$ 186.00 Spellathon
\$ 98.00	Spellathon		\$ 200.00 Spellathon
\$ 99.00	Spellathon		\$ 300.00 Spellathon
\$ 100.00	Spellathon		\$ 365.00 Spellathon
\$ 100.00	Spellathon		\$ 390.00 Spellathon
\$ 100.00	Spellathon		\$ 396.00 Spellathon
\$ 100.00	Spellathon		\$ 444.76 Spellathon
\$ 100.00	Spellathon		\$ 230.79 Wells Fargo Donation - Holmes
\$ 100.00	Spellathon		\$ 269.22 Wells Fargo Donation - Holmes
\$ 100.00	Spellathon		<b>\$ 27,371.61 Current</b>
\$ 100.00	Spellathon		<b>\$ 5,362.12 Approved 3/28/13 Board Meeting</b>
\$ 100.00	Spellathon		<b>\$ 17,137.70 Approved 2/12/13 Board Meeting</b>
\$ 100.00	Spellathon		<b>\$ 1,515.32 Approved 10/9/12 Board Meeting</b>
\$ 100.00	Spellathon		<b>\$ 51,386.75 Total YTD</b>
\$ 100.00	Spellathon		<b>\$ 10,000.00 Cornell Green Schoolyard Total YTD</b>
<b>ALBANY GIVING CAMPAIGN</b>		<b>DISTRICT</b>	
\$ 200.00	CA Wellness Foundation Matching Gift	\$ 12,000.00	SchoolCARE
\$ 5,000.00	Cornell PTA - AEG Seed Money	\$ 96,013.32	SchoolCARE
<b>\$ 5,200.00</b>	<b>Current</b>	\$ 72,581.16	SchoolCARE
<b>\$ 600.00</b>	<b>Approved 3/28/13 Board Meeting</b>	<b>\$ 180,594.48</b>	<b>Current</b>
<b>\$ 15,400.00</b>	<b>Approved 2/12/13 Board Meeting</b>	<b>\$ 19,282.00</b>	<b>Approved 3/28/2013 Board Meeting</b>
<b>\$ 54,357.00</b>	<b>Approved 1/8/13 Board Meeting</b>	<b>\$ 50.53</b>	<b>Approved 2/12/2013 Board Meeting</b>
<b>\$ 9,267.67</b>	<b>Approved 10/9/12 Board Meeting</b>	<b>\$ 100.00</b>	<b>Approved 10/9/12 Board Meeting</b>
<b>\$ 84,824.67</b>	<b>Total YTD</b>	<b>\$ 200,027.01</b>	<b>Total YTD</b>
<b>DISTRICT-WIDE TOTAL</b>			
<b>\$ 277,578.31</b>	<b>Current</b>	<b>\$ 54,357.00</b>	<b>Approved 1/8/13 Board Meeting</b>
<b>\$ 129,049.89</b>	<b>Approved 3/28/13 Board Meeting</b>	<b>\$ 58,793.20</b>	<b>Approved 10/9/12 Board Meeting</b>
<b>\$ 96,281.08</b>	<b>Approved 2/12/13 Board Meeting</b>	<b>\$ 616,059.48</b>	<b>Total YTD</b>



**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of June 11, 2013**

**ITEM:**                    **APPROVE AMENDMENT TO CONTRACT 8573 BETWEEN ALBANY UNIFIED SCHOOL DISTRICT AND THE CITY OF BERKELEY FOR SUPPORT AND SERVICES TO UNDERSERVED LATINOS, ASIAN/PACIFIC ISLANDERS AND AFRICAN-AMERICANS**

**PREPARED BY:**        Marsha A. Brown, Director III – Student Services

**TYPE OF ITEM:**        **Consent**

**BACKGROUND INFORMATION:**

Dates of Service:

July 1, 2013 – June 30, 2014

Description of Services:

At the September 20, 2011 Board of Education meeting, the Board ratified the initial amendment to contract 8573 with the City of Berkeley to provide support and services for underserved Latino and Asian/Pacific Islanders for 18 months, ending December 31, 2011. The City of Berkeley approved a second amendment to contract 8573, extending the duration of the contract through June, 30, 2012 and providing an additional \$26,520 to cover the additional costs of services. Underserved African-Americans were added to the project at that time.

The City of Berkeley has recently approved a one-year extension to the contract, extending the duration through June 30, 2014 and providing an additional \$53,040. Similar services will be provided. Actual services will not commence prior to the return of students on August 27, 2013.

Number of Students:

40-50

Rate:

Varies depending on the service provider

Cost not to exceed:

Grant funding, not to exceed \$53,040

**Standard Contract**

**X** Contract deviates from Standard Contract. Description below.

The initial contract was approved on March 1, 2011 by the Board of Education, and at a date prior to that by the City of Berkeley. The first amendment was ratified by the Board of Education on September 20, 2011. Another extension was approved by the City of Berkeley on June 12, 2011 and a third extension on May 7, 2013.

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**FINANCIAL INFORMATION:**

Funding Source: Grant funds

**RECOMMENDATION:**

Approve the amendment to contract 8573 between Albany Unified School District and the City of Berkeley to provide support and services to underserved Latinos, Asian/Pacific Islanders and African-Americans.

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of June 11, 2013**

**ITEM:                   RECEIVE THE VALENZUELA/CALIFORNIA HIGH SCHOOL  
EXIT EXAM LAWSUIT SETTLEMENT QUARTERLY  
REPORT ON WILLIAMS UNIFORM COMPLAINTS**

**PREPARED BY:**       Marsha A. Brown, Director – III, Student Services

**TYPE OF ITEM:**       **CONSENT**

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**BACKGROUND INFORMATION:**

The District is required to report to the Alameda County Office of Education any Williams Uniform Complaints received during each calendar quarter of the year. These complaints are specific to: textbooks and instructional materials; teacher vacancy or misassignment; California High School Exit Exam (CAHSEE)/Valenzuela intensive instruction and services; and/or facilities conditions. The District has not received any complaints to report to the Alameda County Office of Education this quarter.

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**FINANCIAL INFORMATION:**

None

**RECOMMENDATION:**

**Receive the Valenzuela/California High School Exit Exam lawsuit settlement quarterly report on Williams Uniform Complaints.**

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of June 11, 2013**

**ITEM: STUDENT FOCUS COMMITTEE UPDATE**

**PREPARED BY:** Marsha A. Brown, Director III - Student Services

**TYPE OF ITEM: STAFF REPORT**

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**BACKGROUND INFORMATION:**

The Student Focus District Committee meets regularly to identify student needs and propose solutions. An update on the Committee's work, primarily the Albany Mentor Project, is being provided tonight.

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**FINANCIAL INFORMATION:**

None

**RECOMMENDATION:**

**Receive the staff report on the work of the Student Focus committee.**

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of June 11, 2013**

**ITEM: STRATEGIC PLAN UPDATE**

**PREPARED BY: MARLA STEPHENSON, SUPERINTENDENT**

**TYPE OF ITEM: STAFF REPORT**

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**BACKGROUND INFORMATION**

Albany Unified School District's Strategic Plan was initiated in August of 2009 and approved April 2010 by the Board of Education. The Strategic Plan prioritizes and aligns district resources (staff, time and funding) for the purpose of providing the highest quality education for all AUSD students. The Strategic Plan identifies strategies necessary for improving student academic outcomes developed through focus groups with the Board of Education, Executive Cabinet Members, District Administrators, teachers, parents and the community.

The agreed upon strategies were provided to the Action Teams to develop a set of specific goals for each strategy with suggested action steps to achieve the strategies. The plan was implemented in 2010

In 2012, the Action Teams were reconvened to report on the progress made towards the strategies and provide recommendations for changes to the Strategic Plan. A Board Conversation was held in February 2013 to review the ongoing progress and potential next steps for the Albany Unified School District's Strategic Plan.

The attached documents have been updated to reflect stakeholder input along with dates of expected implementation.

**AUSD Strategic Plan Strategy ONE**  
**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 meet or exceed grade level standards.”***

**GOAL #1: Align essential standards with CA Common Core Standards (CCCS), use them to guide instruction, and assess student learning both systematically and periodically using a variety of measures.**

Objectives	Priority Actions	Dates	Evidence of Progress
<b>1.1.1</b> Review CCCS to determine any desired revisions to Essential Standards for alignment.	District: <ul style="list-style-type: none"> <li>• <b>Support and coordinate essential standards work.</b></li> <li>• <b>Provide teacher funding to review standards and identify areas of alignment.</b></li> <li>• <b>Provide coordination for teacher and administrator training and <u>collaboration time</u> focused on CCCS.</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b>  <b>2013-2014</b>	District: <ul style="list-style-type: none"> <li>• Publish revised essential standards.</li> </ul>
	TK-5: <ul style="list-style-type: none"> <li>• <b>ELA and Math Committees build transition plan towards implementation of CCCS.</b></li> <li>• <b>Focus Professional Development goals on deepening understanding of CCCS.</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b>	TK-5: <ul style="list-style-type: none"> <li>• Lessons aligned with CCCS; sample lesson plans.</li> </ul>
	6-8: <ul style="list-style-type: none"> <li>• <b>Focus Professional Development goals on deepening understanding of the CCCS.</b></li> <li>• <b>Build a transition plan in curriculum and instruction towards the implementation of the CCCS.</b></li> <li>• <b>Implement the transition plan in CCCS</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b>	6-8: <ul style="list-style-type: none"> <li>• Calendar-at-a-glance of meetings and professional development dates.</li> <li>• Agendas and feedback forms.</li> <li>• Pacing guides, lesson plans, and classroom observations.</li> <li>• Reports of assessment information from</li> </ul>

	<b>curriculum in core content areas and monitor progress of student learning.</b>	<b>2013-2014</b>	SBAC benchmark and summative. assessment.
	9-12: <ul style="list-style-type: none"> <li>• <b>Classroom teachers complete SVMI training cycle in support of CCCS alignment.</b></li> <li>• <b>Focus professional development on instituting the CCCS and helping teachers establish clear learning goals, curriculum, and assessment.</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b>	9-12: <ul style="list-style-type: none"> <li>• SVMI participation records, MARS data for spring 2013.</li> <li>• Annual PD plans, meeting agendas, calendars and schedules of meetings and topics.</li> </ul>
<b>1.1.2</b> Develop, pilot and refine authentic performance-based assessments grades TK-12.	District: <ul style="list-style-type: none"> <li>• <b>Implement Aeries Analytics for tracking student progress.</b></li> <li>• <b>Coordinate training and implementation of Aeries Analytics.</b></li> <li>• <b>Identifying personnel to perform the clerical tasks related to data entry and software management.</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b>  <b>2013-2014</b>	District: <ul style="list-style-type: none"> <li>• Communicate district method.</li> </ul>
	TK-5: <ul style="list-style-type: none"> <li>• <b>ELA Committee determines local assessments aligned to CCCS.</b></li> <li>• <b>Math Committee revises local math assessments to ensure alignment with CCCS.</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b>	TK-5: <ul style="list-style-type: none"> <li>• ELA and Math assessments aligned to CCCS.</li> <li>• Assessment results.</li> </ul>
	6-8: <ul style="list-style-type: none"> <li>• <b>Academic departments will identify</b></li> </ul>	<b>2013-2014</b>	6-8: <ul style="list-style-type: none"> <li>• Reports from Aeries Analytics.</li> </ul>

	<p><b>existing local assessments from current programs.</b></p> <ul style="list-style-type: none"> <li>• Systematize the gathering &amp; processing of student achievement data.</li> <li>• <b>Implement 2nd round of SVMi MARS testing.</b></li> <li>• Implement the new CCCS assessment program from the Smarter Balanced Assessment Consortium.</li> <li>• Local Assessments will be designed based on developmental needs and the progressive, spiraling nature of CCCS standards.</li> </ul>	<p>2013-2015</p> <p><b>2013-2014</b></p> <p>2015-2016</p> <p><b>2014-2015</b></p>	<ul style="list-style-type: none"> <li>• Student work samples.</li> <li>• Observations of student presentations, debates, etc.</li> </ul>
	<p>9-12:</p> <ul style="list-style-type: none"> <li>• <b>Continue to refine MacGregor Graduation Defense senior project requirements.</b></li> <li>• <b>Continue PD that focuses on implementing and using performance-based and authentic assessments.</b></li> <li>• Implement a systematic method for tracking student progress toward Essential Standards that is based on construct (or developmental) maps that describe learning progressions.</li> <li>• <b>Create a system of identifying and communicating information about students who are not proficient in multiple subject areas.</b></li> <li>• <b>Develop and refine performance based assessments grades 8, 9 and 10.</b></li> </ul>	<p><b>2013-2014</b></p> <p><b>2013-2014</b></p> <p>2015-2016</p> <p><b>2013-2014</b></p> <p><b>2013-2014</b></p>	<p>9-12:</p> <ul style="list-style-type: none"> <li>• Student work samples.</li> <li>• Post-graduation placement data.</li> <li>• PD meeting agendas.</li> <li>• Entries and fields in Aeries Analytics.</li> <li>• ESRA Templates.</li> </ul>



<b>1.1.3</b> Develop/revise grading systems to be aligned with AUSD Essential Standards and CCCS.	District: <ul style="list-style-type: none"> <li>• Support and coordinate revision of grading systems.</li> <li>• Facilitate a district-wide analysis of current reporting systems.</li> <li>• Articulate the needs at each level of the organization for gathering and reporting to students and parents.</li> <li>• Facilitate a 6-12 analysis of the Aeries system for reporting coursework, assessments, and final grades.</li> </ul>		District: <ul style="list-style-type: none"> <li>• Communicate/publish revised grading systems.</li> </ul>
	TK-5: <ul style="list-style-type: none"> <li>• <b>Align report cards with CCCS</b></li> </ul>	<b>2013-2014</b>	TK-5: <ul style="list-style-type: none"> <li>• Report cards.</li> </ul>
	6-8: <ul style="list-style-type: none"> <li>• <b>Professional Development provided on topics related to homework, standards-based grading practices, performance-based grading.</b></li> <li>• Guided activities with whole-staff, departments, and individuals on analyzing current homework and grading systems.</li> </ul>	<b>2013-2014</b>  2014-2015	6-8: <ul style="list-style-type: none"> <li>• Reports from departments on an analysis of homework and grading.</li> <li>• Revised homework &amp; grading policies.</li> <li>• Agendas and final products from professional development and collaboration meetings.</li> </ul>
	9-12: <ul style="list-style-type: none"> <li>• Structure grade books that capture student growth.</li> <li>• <b>Use Aeries Analytics to tie entries to proficiencies.</b></li> </ul>	2014-2015  <b>2013-2014</b>	9-12: <ul style="list-style-type: none"> <li>• Data reports in Aeries Analytics that document student progress towards proficiency in specific standards.</li> </ul>

**GOAL #2: Implement an array of research-based teaching and learning strategies to increase student engagement and motivation.**

Objectives	Priority Actions	Dates	Evidence of Progress
<b>1.2.1</b> Develop a toolbox of research-based instructional strategies.	District: <ul style="list-style-type: none"> <li>• Support and coordinate development of district toolbox.</li> <li>• Identify resources and teacher-leaders from within the district to serve as models for instructional strategies.</li> <li>• Identify resources and regional opportunities for teachers to attend training and collaboration on the use of instructional strategies.</li> </ul>		District: <ul style="list-style-type: none"> <li>• Publish toolbox.</li> </ul>
	TK-5: <ul style="list-style-type: none"> <li>• <b>Continue to incorporate GLAD instructional strategies.</b></li> <li>• Explore the use of Culturally Responsive Teaching and Learning strategies.</li> <li>• Integrate Daily Five/Cafe reading strategies.</li> </ul>	2013-2014  2014-2015  2014-2015	TK-5: <ul style="list-style-type: none"> <li>• Student work samples, classroom observations.</li> </ul>
	6-8: <ul style="list-style-type: none"> <li>• Inventory current practices and instructional strategies that are in alignment with CSTP #1.</li> <li>• Identify areas of strength and needed growth.</li> <li>• Investigate and pilot the use of a variety of strategies that address cultural, social-emotional, and linguistic development.</li> </ul>	2014-2015  2014-2015  2014-2015	6-8: <ul style="list-style-type: none"> <li>• Individualized and departmentalized responses to current instructional strategies.</li> <li>• Staff-generated priority list of strengths, areas of growth, and identified next steps.</li> <li>• Classroom walk-through observations of student/teacher activities.</li> </ul>

	<p>9-12:</p> <ul style="list-style-type: none"> <li>• <b>Establish, communicate and implement a pedagogically meaningful and fair homework policy that takes into consideration both the developmental and emotional issues (crisis, trauma, etc.) impeding struggling students from academic success.</b></li> <li>• <b>Provide training to help at-risk students regularly monitor their progress by accessing Aeries and using school email.</b></li> <li>• Implement assignments that would compel students to log on to Aeries.</li> <li>• <b>Provide Aeries and email training during Advisory.</b></li> </ul>	<p><b>2013-2014</b></p> <p><b>2013-2014</b></p> <p>2015-2015</p> <p><b>2013-2014</b></p>	<p>9-12:</p> <ul style="list-style-type: none"> <li>• Homework policy posted on website and individual course syllabi.</li> <li>• D/F list.</li> <li>• GPA data.</li> <li>• AP/Honors participation rates.</li> </ul>
<p><b>1.2.2</b></p> <p>Use technology as tool for learning and communication.</p>	<p>District:</p> <ul style="list-style-type: none"> <li>• <b>Provide and support a team of in-house technology experts with a Director and support staff.</b></li> <li>• <b>Identify regional opportunities for teacher and administrator professional development and collaboration.</b></li> <li>• <b>Identify in-house teachers and administrators to serve as models in their areas of technical expertise. (eg. web-site management, Google Suite, Elmos, LCDs, etc.)</b></li> </ul>	<p><b>2013-2014</b></p> <p><b>2013-2014</b></p> <p><b>2013-2014</b></p>	<p>District:</p> <ul style="list-style-type: none"> <li>• Meeting agendas.</li> <li>• Communications.</li> </ul>

	<p>TK-5:</p> <ul style="list-style-type: none"> <li>• Use NETS (National Educational Technology Standards) for students, to determine knowledge and skills that all elementary students should acquire.</li> <li>• Offer training for staff to teach content.</li> <li>• Prepare students to take Smarter Balanced Assessment on electronic devices.</li> </ul>	<p>2015-2016</p> <p>2014-2015</p> <p>2014-2015</p>	<p>TK-5:</p> <ul style="list-style-type: none"> <li>• Agreed upon knowledge and skills that all 5th grade students have developed</li> <li>• Student work samples</li> <li>• 3rd-5th grade students take Smarter Balanced Assessment on electronic devices.</li> </ul>
	<p>6-8:</p> <ul style="list-style-type: none"> <li>• <b>Implement the use of Google Docs as a method to produce and refine student writing assignment.</b></li> <li>• Explore the use of Google-Certified Teacher communication and learning strategies.</li> <li>• <b>Create a universal protocol for communicating student progress, assignments and due dates online.</b></li> </ul>	<p><b>2013-2014</b> <b>&amp; 2014-2015</b></p> <p>2014-2015</p> <p><b>2013-2014</b></p>	<p>6-8:</p> <ul style="list-style-type: none"> <li>• Lesson Plans that use Google Docs.</li> <li>• Student Work Samples shared with teacher.</li> <li>• Staff visits to classrooms with Google Certified Teachers.</li> <li>• Analysis reports from Aeries.</li> <li>• Protocol and procedural descriptions agreed upon by staff and then published to parents and students.</li> </ul>
	<p>9-12:</p> <ul style="list-style-type: none"> <li>• Develop a school-wide plan that increases evening and weekend computer availability to students, achieves one-to-one computer-to-student ratio (50% within 2-3 years), and increases computer availability to teachers for classroom instruction.</li> <li>• <b>Increase student and parent awareness and use of the school's online and print resources as part of classroom curriculum.</b></li> <li>• Create a universal protocol for</li> </ul>	<p>2015-2016</p> <p><b>2013-2014</b></p> <p>2014-2015</p>	<p>9-12:</p> <ul style="list-style-type: none"> <li>• Inventory of technology and usage schedules.</li> <li>• Expanded use of Aeries and website by students and parents through use of Aeries and Google metrics.</li> </ul>

	communicating assignments and due dates online.		
<b>1.2.3</b> Provide options for choice and provide experiences that engage students in real world learning.	District: <ul style="list-style-type: none"> <li>Collect site options and develop district wide practices.</li> </ul>	2014-2015	District: <ul style="list-style-type: none"> <li>Publish district-wide practices.</li> </ul>
	TK-5: <ul style="list-style-type: none"> <li>Continue to provide student leadership opportunities</li> </ul>	<b>2013-2014</b>	TK-5: <ul style="list-style-type: none"> <li>Conflict Managers.</li> <li>Student surveys.</li> <li>Student Council.</li> <li>Compost Helpers.</li> <li>Other leadership roles.</li> </ul>
	6-8: <ul style="list-style-type: none"> <li><b>Assess and summarize current opportunities for authentic learning experiences in the various core content areas.</b></li> <li>Incorporate the developmental needs and instructional levels from one grade level to the next in regards to choice and real-world experiences.</li> <li>Explore the community service programs and identify the connections to real-world experiences.</li> </ul>	<b>2013-2014</b>  2014-2015  2014-2015	6-8: <ul style="list-style-type: none"> <li>Report on the articulation of the instruction of debate skills across grade levels and their real-world relevance.</li> <li>Report on the articulation of ‘scientific investigation’ skills across the grade levels.</li> <li>Samples of student work products that are applied in real-world applications.</li> </ul>



	<ul style="list-style-type: none"> <li>Determine District benchmark assessments in ELA.</li> </ul>	<b>2014-2015</b>	trimester. <ul style="list-style-type: none"> <li>Entries and fields in Aeries Analytics.</li> </ul>
	6-8: <ul style="list-style-type: none"> <li><b>Learn Aeries Analytics and train classified and certificated staff to carry out data collection and analysis.</b></li> <li><b>Identify key assessments that inform short and long-term learning goals based on standards.</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b>	6-8: <ul style="list-style-type: none"> <li>Calendar of training dates.</li> <li>Reports of assessments and student achievement data.</li> <li>Identification of learning goals for individual students and cohorts of students.</li> </ul>
	9-12: <ul style="list-style-type: none"> <li><b>Learn Aeries Analytics and train faculty to carry out data collection, analysis, and Essential Standards-based grading.</b></li> <li><b>Focus professional development on use of the data collection program.</b></li> <li><b>Provide time for departments to refine Essential Standards, normalize data collection, and produce goals for data collection and use.</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b>  <b>2013-2014</b>	9-12: <ul style="list-style-type: none"> <li>Entries and fields in Aeries Analytics.</li> </ul>
<b>1.3.2</b> Provide regular time for collaboration focused on student academic achievement.	District: <ul style="list-style-type: none"> <li>Collect site level collaboration schedules.</li> <li>Facilitate a district-wide analysis of current collaboration schedules and formats to identify areas of success and needed improvements.</li> </ul>		District: <ul style="list-style-type: none"> <li>Publish district collaboration schedule by grade level.</li> </ul>

	TK-5: <ul style="list-style-type: none"> <li>• <b>Dedicate grade level time to analyze common assessments with a focus on improving instruction based on this analysis.</b></li> </ul>	2013-2014	TK-5: <ul style="list-style-type: none"> <li>• Faculty and grade level meeting agendas and meeting minutes.</li> </ul>
	6-8: <ul style="list-style-type: none"> <li>• <b>Dedicate department time to analyze common assessments and performance measures.</b></li> <li>• <b>Explore master scheduling and instructional minutes to identify more time for staff to collaborate as PLCs.</b></li> </ul>	2013-2014  2013-2014	6-8: <ul style="list-style-type: none"> <li>• Department meeting minutes and agendas, student work samples, reports from departments summarizing their various assessment measures.</li> </ul>
	9-12: <ul style="list-style-type: none"> <li>• <b>Dedicate department time to analyzing standardized tests, and departmental and course level assessments with a focus on improving instruction based on this analysis.</b></li> <li>• <b>Examine each department's implementation of common assessments.</b></li> <li>• <b>Schedule periodic departmental meetings to plan, implement, and analyze common formative and benchmark assessments.</b></li> </ul>	2013-2014  2013-2014  2013-2014	9-12: <ul style="list-style-type: none"> <li>• Department, faculty, and professional development meeting agendas.</li> <li>• ESRA templates.</li> </ul>
<b>1.3.3</b> Based on needs, each site will provide specific interventions,	District: <ul style="list-style-type: none"> <li>• Collect site intervention information.</li> <li>• Identify student needs being /not being addressed.</li> </ul>		District: <ul style="list-style-type: none"> <li>• Publish district academic interventions currently in place by student need and grade level.</li> </ul>



track student progress, analyze results and make needed adjustments to accelerate academic progress.			
	TK-5: <ul style="list-style-type: none"> <li>• <b>At the start of the school year, analyze CST/local data to determine target students working below grade level.</b></li> <li>• <b>Plan interventions</b></li> <li>• <b>Implement progress monitoring.</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b> <b>2013-2014</b>	TK-5: <ul style="list-style-type: none"> <li>• List of target students</li> <li>• Trend analysis of data</li> <li>• Interventions in place.</li> <li>• Progress monitoring in place.</li> </ul>
	6-8: <ul style="list-style-type: none"> <li>• <b>Identify students who are not performing at grade-level standards at the start of the school year so teachers can plan interventions and monitor student progress.</b></li> <li>• <b>Provide general education support for students in need of intervention.</b></li> <li>• <b>Design mentoring program for target students.</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b> <b>2013-2014</b>	6-8: <ul style="list-style-type: none"> <li>• Assessment results from formative and summative assessment tools.</li> <li>• Rosters of students who need intervention and support.</li> <li>• Program descriptions for academic intervention courses and other support services.</li> </ul>
	9-12: <ul style="list-style-type: none"> <li>• <b>Identify target students in the achievement gap at the start of the school year so teachers can plan interventions and monitor student progress.</b></li> </ul>	<b>2013-2014</b>	9-12: <ul style="list-style-type: none"> <li>• CST, D/F list, GPA data.</li> <li>• AP/Honors participation rates.</li> <li>• Discipline data.</li> <li>• Classroom observations that reflect culturally</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Provide smaller class sizes and general education support for target students.</b></li> <li>• <b>Design mentoring program for target students. Identify freshman target students before they start their freshman year, using data collected from the middle school and develop a summer school transition program from 8th to 9th grade.</b></li> <li>• <b>Provide training for teachers in culturally responsive instruction.</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b>  <b>2013-2014</b>	responsive teaching and student engagement.
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**AUSD Strategic Plan Strategy TWO**  
**SUPPORTING THE WHOLE CHILD**

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

**GOAL #1: Review, refine and implement social-emotional and behavioral interventions, support programs and policies to reflect current research and best practices.**

Objectives	Priority Actions	Dates	Evidence of Progress
<b>2.1.1</b> Identify, collect and analyze social-emotional and behavioral data for all students.	District: <ul style="list-style-type: none"> <li><b>Identify and analyze common key data TK-12.</b></li> </ul>	<b>2013-2014</b>	District: <ul style="list-style-type: none"> <li>Publish key data and analysis.</li> </ul>
	TK-5: <ul style="list-style-type: none"> <li><b>Regularly collect and analyze attendance and discipline data.</b></li> <li><b>Student Success Team notes.</b></li> <li><b>Healthy Kids Survey results.</b></li> <li><b>Number of referrals for mental health counseling program.</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b> <b>2013-2014</b> <b>2013-2014</b>	TK-5: <ul style="list-style-type: none"> <li>Based on data, prioritize students for mental health counseling program, SST meetings, and other behavioral support programs.</li> <li>CST Data reports on individual students and demographic groups.</li> </ul>
	6-8: <ul style="list-style-type: none"> <li><b>Identify and evaluate key data sources.</b></li> <li><b>Develop systems for collection, analysis, and reporting.</b></li> </ul>	<b>2013-2014</b> <b>2013-2014</b>	6-8: <ul style="list-style-type: none"> <li>CHKS Survey results, SST Schedules, AMS Student Services Meeting notes.</li> <li>Attendance and Discipline reports from Aeries.</li> <li>Student Behavior Teams reports from staff.</li> </ul>
	9-12: <ul style="list-style-type: none"> <li><b>Identify and evaluate key data sources.</b></li> <li>Develop systems for collection.</li> <li>Develop systems for analysis.</li> </ul>	<b>2013-2014</b> <b>2014-2015</b> <b>2014-2015</b>	9-12: <ul style="list-style-type: none"> <li>Data definitions and systems designed and executed.</li> <li>Data reports on individual students and</li> </ul>

	<ul style="list-style-type: none"> <li>Develop systems for reporting of same, hopefully within Aeries Analytics.</li> </ul>	2014-2015	demographic groups.
<b>2.1.2</b> Identify, collect and analyze social-emotional and behavioral data for those students participating in intervention/support.	District: <ul style="list-style-type: none"> <li>Identify students participating in intervention/support.</li> <li>Identify and analyze common data TK - 12 to determine effectiveness of current interventions and support.</li> </ul>		District: <ul style="list-style-type: none"> <li>Publish list of common data.</li> <li>Publish evaluation of current interventions and support.</li> </ul>
	TK-5: <ul style="list-style-type: none"> <li>Define parameters for students needing support.</li> <li>Develop process and a procedure to regularly monitor student progress.</li> <li>Continue implementation of SST process.</li> </ul>	2014-2015  2014-2015  2014-2015	TK-5: <ul style="list-style-type: none"> <li>Communicate and implement regular progress monitoring to appropriate stakeholders.</li> </ul>
	6-8: <ul style="list-style-type: none"> <li>Define parameters for students needing support.</li> <li><b>Continue our AMS process of weekly student services meetings to identify students in need and to monitor their progress.</b></li> </ul>	2014-2015  <b>2013-2014</b>	6-8: <ul style="list-style-type: none"> <li>Parameters for academic, social, and emotional support.</li> <li>Notes from weekly AMS student services meetings.</li> </ul>
	9-12 <ul style="list-style-type: none"> <li>Define parameters for students needing support and a procedure for monitoring</li> </ul>	2014-2015	9-12 <ul style="list-style-type: none"> <li>Publish parameters and procedure.</li> <li>Data collection and reporting of data sets.</li> </ul>

	impacts of various interventions and relevant data. <ul style="list-style-type: none"> <li>Select key data sets for intervention.</li> </ul>	2014-2015	
<b>2.1.3</b> Provide regular time for collaboration focused on student social-emotional and behavioral needs.	District: <ul style="list-style-type: none"> <li>Collect site schedules of collaboration time.</li> <li>Identify common practices.</li> </ul>		District: <ul style="list-style-type: none"> <li>Publish district/site schedules.</li> </ul>
	TK-5: <ul style="list-style-type: none"> <li><b>Continue to offer weekly SST meetings</b></li> <li><b>Continue to offer quarterly meetings for BEST Team.</b></li> <li><b>Continue to offer regular grade level planning meetings.</b></li> </ul>	2013-2014 2013-2014 2013-2014	TK-5: <ul style="list-style-type: none"> <li>Schedule of meetings.</li> <li>Classroom interventions in place as a result of SST and grade level meetings.</li> <li>School-wide behavior initiatives as a result of the BEST Team meetings.</li> </ul>
	6-8: <ul style="list-style-type: none"> <li><b>Facilitate weekly ‘student services’ meetings (Principal, Assistant Principals, Counselors, &amp; Mental Health Coordinator).</b></li> <li><b>Quarterly Behavior Support Team meetings with all staff.</b></li> <li><b>SST, 504 and IEP meetings.</b></li> <li><b>Parent-Teacher Conferences.</b></li> </ul>	2013-2014 2013-2014 2013-2014 2013-2014	6-8: <ul style="list-style-type: none"> <li>Notes from Student services meetings.</li> <li>Staff feedback worksheets from behavior support team meetings, notes from SST and IEP meetings.</li> </ul>
	9-12: <ul style="list-style-type: none"> <li><b>Continue to support a professional learning community by providing</b></li> </ul>	2013-2014	9-12: <ul style="list-style-type: none"> <li>Annual professional development plans, meeting</li> </ul>

	<p><b>opportunities for mentoring and observing other teachers, discussing instructional and intervention strategies, articulating with the middle school, and communicating across departments.</b></p> <ul style="list-style-type: none"> <li>• <b>Support teachers in developing a common understanding of interventions and applying intervention strategies.</b></li> <li>• <b>Provide collaboration time and funding for teachers to discuss teaching heterogeneous classes, providing interventions for all at-risk and target students, and supporting ELL, SPED, and 504 students.</b></li> <li>• <b>Finalize SST protocols for secondary school sites and provide training for team members.</b></li> </ul>	<p><b>2013-2014</b></p> <p><b>2013-2014</b></p> <p><b>2013-2014</b></p>	<p>agendas.</p> <ul style="list-style-type: none"> <li>• Protocol for classroom observations and teacher mentoring.</li> <li>• Shared models of intervention strategies.</li> <li>• Teacher perception data.</li> <li>• Updated SST protocols.</li> </ul>
<p><b>2.1.4</b></p> <p>Based on needs, each site will provide specific interventions, track student progress, analyze results and make needed adjustments to meet student social-emotional and behavioral needs.</p>	<p>District:</p> <ul style="list-style-type: none"> <li>• Identify common student needs TK – 12.</li> <li>• Identify common interventions (if any).</li> <li>• Identify common processes for tracking student progress.</li> <li>• Aggregate data.</li> </ul>		<p>District:</p> <ul style="list-style-type: none"> <li>• Publish list of common student needs, common interventions, and common student progress tracking systems.</li> <li>• Publish evaluation of interventions.</li> </ul>
	<p>TK- 5:</p> <ul style="list-style-type: none"> <li>• <b>Use data analysis (attendance, discipline, SST notes, Healthy Kids Survey results, referrals for mental health counseling</b></li> </ul>	<b>2013-2014</b>	<p>TK - 5:</p> <ul style="list-style-type: none"> <li>• Fewer referrals (discipline, SST, mental health, SART/SARB.</li> </ul>

	<b>program) to determine interventions and training.</b>		
	6 - 8 <ul style="list-style-type: none"> <li>• <b>Analyze data and identify needs based on behavioral and social-emotional measures.</b></li> <li>• Provide appropriate interventions.</li> </ul>	2013-2014  2014-2015	6 - 8: <ul style="list-style-type: none"> <li>• Notes from weekly Student Services Meetings.</li> <li>• Reports from Aeries about academic &amp; behavioral information, reports from counselors about social-emotional needs.</li> </ul>
	9 - 12 <ul style="list-style-type: none"> <li>• Form a task force (including all stakeholders: students and teachers) to find an effective way to provide structured tutoring to at-risk students during advisory or at another time and provide a more tutorial-like environment within advisory classrooms. This action step may include peer tutoring or paid teacher tutoring.</li> <li>• Ensure in master schedule that researched-based intervention classes are maintained or created as needed.</li> </ul>	2014-2015  2014-2015	9 - 12 <ul style="list-style-type: none"> <li>• Tutoring program.</li> <li>• Master Schedule.</li> <li>• Grades and attendance in targeted subject-areas.</li> </ul>

**GOAL #2: Foster students' social-emotional development by providing a safe and inclusive learning environment and a positive school culture.**

Objectives	Priority Actions	Dates	Evidence of Progress
<b>2.2.1</b> Develop, evaluate and refine instructional practices that support a safe and inclusive	District: <ul style="list-style-type: none"> <li>• Identify effective instructional practices TK – 12.</li> <li>• Identify effective accommodations TK – 12.</li> </ul>		District: <ul style="list-style-type: none"> <li>• Publish list of effective instructional practices and effective accommodations district-wide and by level.</li> </ul>

learning environment.			
	TK-5: <ul style="list-style-type: none"> <li>• Continue to implement lessons from Welcoming Schools curriculum in classroom instruction.</li> <li>• Continue to integrate GLAD strategies into instruction</li> <li>• Build understanding of culturally responsive instructional practices.</li> </ul>	2013-2014  2013-2014  2014-2015	TK-5: <ul style="list-style-type: none"> <li>• Reduced number of disciplinary referrals.</li> <li>• Enhanced student sense of safety at school, as evidenced by CHKS.</li> </ul>
	6-8: <ul style="list-style-type: none"> <li>• <b>Continue to implement and refine advisory lessons that incorporate themes from climate and wellness programs such as BEST and Safe School Ambassadors.</b></li> <li>• <b>Articulate a series of advisory lessons that follow a pacing calendar.</b></li> <li>• Explore master scheduling time to deliver more than 20 minutes of advisory lessons in specifically designed groups.</li> <li>• Identify and refine the features of safe and inclusive learning environments.</li> </ul>	2013-2014  2013-2014  2014-2015  2014-2015	6-8: <ul style="list-style-type: none"> <li>• Advisory binder of lessons and materials (Google Docs &amp; Hard Copy Binders).</li> <li>• Pacing calendar (on Google).</li> <li>• Notes on analyzing the Master Schedule proposals for change.</li> <li>• Collection of best practices and observation protocols to incorporate best practices into routine implementation.</li> </ul>
	9-12: <ul style="list-style-type: none"> <li>• Improve communication between faculty and counselors to help provide fair and appropriate accommodations for students</li> </ul>	2013-2015	9-12: <ul style="list-style-type: none"> <li>• Protocols and procedures posted on website and in faculty handbook.</li> <li>• Expanded use of intervention records in Aeries.</li> </ul>



	in crisis and other extraordinary situations.		
<b>2.2.2</b> Develop, evaluate and revise programs and practices that support a positive school climate.	District: <ul style="list-style-type: none"> <li>Aggregate site programs and practices to create district-wide list.</li> <li>Identify data needed to determine effectiveness of programs/practices.</li> </ul>		District: <ul style="list-style-type: none"> <li>List of programs/practices data to be collected.</li> </ul>
	TK-5: <ul style="list-style-type: none"> <li><b>Continue to integrate BEST practice.</b></li> <li><b>Continue to offer student leadership opportunities.</b></li> <li><b>Continue to offer community gatherings and student assemblies.</b></li> </ul>	2013-2014  2013-2014	TK-5: <ul style="list-style-type: none"> <li>Reduced number of disciplinary referrals.</li> <li>Enhanced student connectedness to school, as evidenced by CHKS.</li> </ul>
	6-8: <ul style="list-style-type: none"> <li><b>Communicate daily with students about school-wide events and expectations.</b></li> <li><b>Facilitate the annual training and re-training of Safe School Ambassadors.</b></li> <li><b>Continue to provide an 8th grade peer educator program for our 6th grade students.</b></li> <li><b>Provide weekly lessons from the BEST program to all students in the advisory periods.</b></li> <li><b>Provide multiple opportunities for students to participate in clubs.</b></li> </ul>	2013-2014  2013-2014  2013-2014  2013-2014	6-8: <ul style="list-style-type: none"> <li>Daily student announcements.</li> <li>SSA Training schedule and activities each Fall.</li> <li>8th Grade peer education classroom visit observations.</li> <li>BEST Lessons and teacher feedback about those lessons.</li> </ul>

	<ul style="list-style-type: none"> <li><b>Provide articulated welcome plans for students new to AMS at all grade levels.</b></li> </ul>	<b>2013-2014</b>	
	9-12: <ul style="list-style-type: none"> <li>Develop a course description for and fund a revised Leadership Class that improves and expands student engagement in our shared governance process.</li> <li>Send the bulletin as a daily email to students.</li> </ul>	2014-2015  2014-2015	9-12: <ul style="list-style-type: none"> <li>Master schedule and course syllabus.</li> <li>CHKS data.</li> </ul>
<b>2.2.3</b> <ul style="list-style-type: none"> <li>Establish a positive attendance plan at each site and make needed revisions.</li> </ul>	District: <ul style="list-style-type: none"> <li>Aggregate site plans to create a district system.</li> <li>Provide monthly site attendance data by grade, by teacher to site administrator.</li> </ul>		District: <ul style="list-style-type: none"> <li>Communicate district and site positive attendance plans.</li> </ul>
	TK - 5: <ul style="list-style-type: none"> <li>Develop plan for increasing student attendance rates and monitor progress.</li> </ul>	2014-2015	TK - 5: <ul style="list-style-type: none"> <li>Attendance data analyzed and communicated to stakeholders, process for positive attendance plan implemented and monitored by Site Attendance Team.</li> <li>Improved student attendance by 1% school-wide.</li> </ul>
	6 - 8: <ul style="list-style-type: none"> <li><b>Analyze weekly attendance reports to identify students who struggle with tardies and absences.</b></li> </ul>	<b>2013-2014</b>	6 - 8: <ul style="list-style-type: none"> <li>Weekly attendance reports from attendance clerk.</li> <li>Disaggregated data reports that show student names with various levels of attendance history</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Invite parents to SART conferences early in the school year.</b></li> <li>• <b>Analyze quarterly attendance reports to identify students who have a positive attendance record. Post their names and celebrate with prizes.</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b>	(i.e. 100%, at-risk, severe, tardies, etc.). <ul style="list-style-type: none"> <li>• Report of attendance awards to community along with rewards and incentives to recognize those students.</li> <li>• Improved student attendance by 1%.</li> </ul>
	9 - 12 <ul style="list-style-type: none"> <li>• Continue to refine attendance notification system, SART and SARB follow-up.</li> <li>• Change school start time to reduce early morning absenteeism, more alignment with teen circadian rhythms.</li> <li>• Review positive attendance incentives at MacGregor (improved attendance = free online driver's ed).</li> </ul>	2014-2015  <b>2013-2014</b>  <b>2013-2014</b>	9 - 12 <ul style="list-style-type: none"> <li>• Attendance percentages improved.</li> <li>• SART/SARB scheduling.</li> </ul>
<b>2.2.4a</b> Establish a system for BEST implementation and make needed revisions	TK - 5: <ul style="list-style-type: none"> <li>• Continue to implement plan for clarifying and communicating school-wide behavioral expectations.</li> </ul>	<b>2013-2014</b>	TK - 5: <ul style="list-style-type: none"> <li>• Increased community knowledge of the school-wide behavioral matrix.</li> <li>• Decrease in student discipline referrals</li> </ul>
	6 - 8: <ul style="list-style-type: none"> <li>• Provide ongoing training and collaboration so that all staff has a working knowledge of the RTI model for behavioral interventions.</li> <li>• Agree to have consistency in communicating and enforcing school-wide expectations.</li> <li>• Incorporate weekly lessons based on the themes from the BEST program.</li> </ul>	2014-2015  2014-2015  <b>2013-2014</b>	6 - 8: <ul style="list-style-type: none"> <li>• Advisory lessons.</li> <li>• Cobra-Caught-Cha tickets and awards.</li> <li>• RTI model of behavior intervention.</li> <li>• Student Services meetings notes.</li> </ul>

<b>2.2.4b</b> Identify effective, research-based positive behavior measures/programs for implementation	9 - 12 <ul style="list-style-type: none"><li>• <b>Provide training for teachers in culturally responsive instruction.</b></li></ul>	<b>2013-2014</b>	9 - 12 <ul style="list-style-type: none"><li>• Student perception surveys.</li><li>• Classroom observations that reflect culturally responsive teaching and student engagement.</li></ul>
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**AUSD Strategic Plan Strategy THREE**  
**COMMUNICATING AND LEADING TOGETHER**

*“All stakeholders will collaborate and communicate about decisions that guide the sites and district.”*

**GOAL #1 Collaboratively plan professional development and meeting time that responds to current needs**

Objective	Priority Actions	Dates	Evidence of Progress
<b>3.1.1</b> Develop and communicate a cohesive professional development plan for all staff that incorporates stakeholder input.	District <ul style="list-style-type: none"> <li>• Develop process for staff input regarding Professional learning Community (PD.)</li> <li>• Prioritize PD needs based on Strategic Plan and develop PD plan for each upcoming year.</li> </ul>		District <ul style="list-style-type: none"> <li>• Communicate process for staff input.</li> <li>• Communicate projected plan no later than beginning of new school year.</li> </ul>
<b>3.1.2</b> Incorporate PD to support all strategies.	TK-12 <ul style="list-style-type: none"> <li>• <b>Continue training and implementation of Professional learning Community.</b></li> <li>• Identify and provide training for increasing student engagement and learning.</li> <li>• Provide training and support to ensure effective implementation of new Board-adopted instructional materials (including CA Common Core Standards).</li> <li>• Provide ongoing training and support for the effective use of technology and technology-related tools.</li> <li>• <b>Provide continuing PD for building community addressing bullying/diversity/school and class connectedness (from strategy 2).</b></li> <li>• Provide PD regarding cultural biases and their effect on academic success for students.</li> <li>• Provide PD to build skill for differentiating instruction (from Strategy 2).</li> <li>• Provide specific PD for reaching lower skilled readers and other needed interventions in the general education classroom (from Strategy 2).</li> </ul>	2013-2014  2014-2015  2014-2015  2014-2015  2013-2014  2014-2015  2014-2015  2014-2015	TK-12 <ul style="list-style-type: none"> <li>• Agendas.</li> <li>• Published PD plans.</li> <li>• PD summaries</li> <li>• Workshop agendas.</li> <li>• Increase in number of previously underrepresented groups into honors and AP classes.</li> <li>• Decrease in number of discipline referrals.</li> <li>• Increase in school connectedness according to Health Kids Survey.</li> </ul>

Objective	Priority Actions	Dates	Evidence of Progress
<b>3.1.3</b> Evaluate all professional development with multiple measures.	District <ul style="list-style-type: none"> <li>Evaluate Professional Development's effect on student learning.</li> </ul>		District <ul style="list-style-type: none"> <li>Survey data.</li> <li>Meeting feedback.</li> <li>Student achievement data.</li> </ul>

## GOAL #2 Make proactive and effective decisions

Objective	Priority Actions	Dates	Evidence of Progress
<b>3.2.1</b> Identify and improve District and site operation protocols for effective operations.	District <ul style="list-style-type: none"> <li>Review and refine decision making protocol with staff input and communicate to all staff.</li> </ul>		District <ul style="list-style-type: none"> <li>Communicate decision making protocol.</li> </ul>
<b>3.2.2</b> Increase student involvement in meaningful decision making.	TK-5 <ul style="list-style-type: none"> <li><b>Continue to hold focus groups and student leadership opportunities.</b></li> </ul>	<b>2013-2014</b>	TK-5 <ul style="list-style-type: none"> <li>Scheduled student meetings/focus group discussions.</li> </ul>
	6-8 <ul style="list-style-type: none"> <li><b>Associated Student Body meeting will incorporate topics related to SPSA Goals, school activities, and ASB budget decisions.</b></li> <li><b>School Site Council will include membership from the student body.</b></li> <li><b>AMS clubs will incorporate student capacity to make decisions about their club activities.</b></li> <li><b>Student input and program steering for school climate students groups, such as Safe School Ambassadors and Peer Educators.</b></li> </ul>	<b>2013-2014</b>  <b>2013-2014</b>  <b>2013-2014</b>  <b>2013-2014</b>	6-8 <ul style="list-style-type: none"> <li>ASB meeting agendas.</li> <li>ASB budget and approval documents.</li> <li>School Site Council agendas and minutes.</li> <li>Lessons and minutes from school climate student groups.</li> </ul>
	9-12 <ul style="list-style-type: none"> <li>Develop a course description for and fund a revised Leadership Class that improves and expands student engagement in our shared governance process.</li> <li>Send the bulletin as a daily email to students.</li> </ul>		9-12 <ul style="list-style-type: none"> <li>ASB agendas and meeting notes.</li> <li>Budgets.</li> <li>Student surveys.</li> </ul>

Objective	Priority Actions	Dates	Evidence of Progress
<b>GOAL #3 Communicate effectively throughout the District</b>			
<b>3.3.1</b> Develop, evaluate and refine communication protocols.	District <ul style="list-style-type: none"> <li>Develop and disseminate common expectations and best practices regarding electronic communications.</li> <li>Develop protocol to disseminate information.</li> </ul>		District <ul style="list-style-type: none"> <li>Meeting minutes.</li> <li>Published guidelines.</li> </ul>
	TK-12 <ul style="list-style-type: none"> <li><b>Review and evaluate current communication systems and practices.</b></li> <li><b>Identify strengths and examine areas of needed change.</b></li> </ul>	<b>2013-2014</b> <b>2013-2014</b>	TK-12 <ul style="list-style-type: none"> <li>Parent and staff surveys regarding communication.</li> <li>Communicate revised site systems.</li> </ul>
<b>3.3.2</b> Establish bi-annual survey of staff, students, families and community to gather input regarding Strategic Plan progress.	District <ul style="list-style-type: none"> <li>Evaluate effectiveness of bi-annual survey and make needed improvements.</li> </ul>	<b>2014-2015</b>	District <ul style="list-style-type: none"> <li>Conduct evaluation.</li> <li>Conduct revised survey.</li> </ul>

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of June 11, 2013**

**ITEM: POTENTIAL ACHIEVEMENT GAP INTERVENTIONS**

**PREPARED BY:** Marsha A. Brown, Director III - Student Services

**TYPE OF ITEM: REVIEW AND DISCUSSION**

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**BACKGROUND INFORMATION:**

A report regarding the Achievement Gap was presented by staff at the last (May 27<sup>th</sup>) Board of Education meeting. Due to time constraints, the Board did not have an opportunity to discuss the content of the report. Time is being scheduled at tonight's Board meeting to review the report and discuss its contents and potential interventions.

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**FINANCIAL INFORMATION:**

None

**RECOMMENDATION:**

**Review and discuss the previously presented Achievement Gap report and potential interventions.**



# Seven Strategic Propositions from Research and Practice<sup>49</sup>

- Leadership combining passion with competence
- Clear, shared conceptions of effective instruction
- Streamline and coherent curriculum

# Seven Strategic Propositions, con't

- Organizational structures and personnel that embody capacity to teach and motivate adults
- Patient but tough accountability
- Data-driven decision making and transparency
- Community involvement and resources

# Research-Based Approaches

- Response to Instruction and Intervention (RtI<sup>2</sup>)
- Increased instructional time
- Access to college-based programs
- Decision making based on data collection and analysis
- Culturally supportive practices
- Parent support and education

# Response to Instruction and Intervention (RtI<sup>2</sup>)

- Definition
- Results
  - Reduces bias in assessment of students from cultural and linguistically diverse backgrounds
  - Reduces referrals to special education
  - Increases reading and math skills and scores

# Increased Instructional Time

- Lengthening the school day
- Out-of-school programs
- Particularly effective for students with disabilities and socioeconomically disadvantaged students

# Out-of-School Programs

- Definition
  - Before and after school
  - During summer or long school breaks
- Extend learning time
  - Support mastery of skills
  - Address summer learning loss

# Data-Driven Decision Making

- Professional Learning Communities (PLCs) are one approach
- Real time, meaningful data
- Particularly effective for English learners, socioeconomically disadvantaged students and students with disabilities

# Culturally Supportive Practices

- Definition
- Particularly effective for African-American students, Hispanic students and English learners



# Parent Education and Support

- Encouragement of parental high expectations and participation in child's academic life
- School-provided supplemental educational programs

# Parent Education and Support, con't

- Recognition by teachers that teacher expectations have an effect on student's concept of self as learner/achiever
- Particularly effective for students with disabilities and children of color

# Current District Work: Strategic Plan

- Strategy 1
  - Goal 1: essential standards, curriculum and assessment
  - Goal 2: instructional strategies (increase student engagement and motivation)
  - Goal 3: focus on interventions

# Strategic Plan, con't

- Strategy 2
  - Goal 1: socio-emotional and behavioral supports and interventions
- Strategy 3
  - Goal 1: professional development
    - PLCs
    - Student engagement
    - Differentiated instruction
    - Cultural bias, etc.

# Current District Work (Examples)

- AMP
- Professional Reading
- Equal Opportunity Schools grant (AHS)
- PLCs

**ALBANY UNIFIED SCHOOL DISTRICT  
BOARD AGENDA BACKUP**

**Regular Meeting of June 11, 2013**

**ITEM:**                    **APPROVE THE PROPOSED SINGLE PLAN FOR STUDENT ACHIEVEMENT FOR EACH DISTRICT SCHOOL**

**PREPARED BY:**      Marsha A. Brown, Director III – Student Services

**TYPE OF ITEM:**     **REVIEW AND ACTION**

**BACKGROUND INFORMATION:**

A Single Plan for Student Achievement (SPSA) is a required document for every school in California. It is a plan to raise the achievement of all students at the school to meet the targets established by the state of California and the federal government (through No Child Left Behind).

Each school has developed their SPSA in conjunction with staff and the School Site Council. A Board-approved SPSA must be in place in order for sites (and the District) to spend categorical funds beginning July 1, 2013. Once the state Standardized Testing and Reporting (STAR) results are received and analyzed by each site, the SPSA will be revised, approved by each School Site Council and the revised SPSA will be brought to the Board for final approval.

**FINANCIAL INFORMATION:**

Funding Source: Federal and (possibly) State categorical funds; District and school site funds

**RECOMMENDATION:**

Approve the proposed Single Plan for Student Achievement for each District school

**Albany High School**  
**603 Key Route Blvd.**  
**Albany, CA 94706**

**2013 Single Plan for Student Achievement**



School: Albany High School

District: Albany Unified School District

County-District School (CDS) Code: 01-61127-0130450

Principal: Ted Barone

Date of this revision: 5/17/13

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: Ted Barone

Position: Principal

Telephone Number: 510-558-2510

Address: 603 Key Route Blvd.

E-mail Address: tbarone@ausdk12.org

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



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## **SCHOOL VISION AND MISSION**

The mission of Albany High School is to provide an environment challenging to our students and educate them to become happy, productive, and responsible citizens of a diverse society. In order to accomplish this vision we expect our graduates to be:

1. Complex thinkers with the skill to analyze and/or solve problems in a variety of contexts
2. Effective communicators in a variety of formats and cultural contexts
3. Self-directed learners with diverse experiences and perspectives that help guide them to healthy and productive lives
4. Individuals academically prepared for college and other post-secondary educational opportunities

## **SCHOOL PROFILE**

### **Albany Community**

Albany is a town of one square mile, primarily urban residential, located at the north end of Alameda County, bordered by the cities of El Cerrito and Kensington on the north and east, and Berkeley on the south. For a small town of 18,539 Albany has quite a diverse population. This is due in part to its proximity to UC Berkeley and the fact that University Village, the family housing complex, is located within Albany USD. Albany's population consists of 54.6% Caucasian, 31.2% Asian, 10.2% Hispanic, 3.5% African American. Thirty-two percent of Albany residents are foreign born. According to the 2010 census, 67.6% of residents hold managerial or professional employment and 69% have completed a bachelor's or graduate degree. The median household income is \$71,994, and the median home price in Albany is \$625,400. Real estate values in Albany are higher than in some surrounding areas in large part due to the school district's reputation. Many families are attracted to Albany because of its strong support for education. Commercial interests in Albany are represented by many small shops and restaurants along Solano and San Pablo Avenues and stretches across interstate 80 to Golden Gate Fields, one of the largest horse racing facilities in the United States.

### **Albany High School**

Within the Albany Unified School District there are three elementary schools, one middle school and two high school facilities. Albany High School (AHS) is the only comprehensive public high school in the Albany Unified School District. It services approximately 1100 students in grades nine to twelve. MacGregor High School is a continuation high school that serves about 50 students. AHS works closely with MacGregor High School. The notion of AHS as a comprehensive high school is expanded by the inclusion of MacGregor's programs and services. As of 2012-13, students are able to take courses at both MacGregor and AHS, depending on the student's academic needs and interests.

Albany High School was established in 1934. Like the city of Albany, AHS is extremely diverse for a relatively small school. The school's population is composed of approximately 35% White, 36% Asian/Pacific Islander, 5% African-American, 20% Latino. At least 21% of the students qualify for the Free/Reduced Price Lunch Program. Eighty six percent of our

students are enrolled in courses required for UC/CSU admission. Out of our 2012 graduating class, 95% were planning to attend college, 59% at four-year colleges and 36% at community colleges. The dropout rate is less than 1%. Our students have the opportunity to take career/technical classes. In 2011-12 we had approximately 550 students participating in a variety of ROP classes. Student participation in advanced placement and honors courses continues to rise. In 2011 we had 330 students taking 527 exams, and in 2012 we had 337 students taking 640 AP exams. The Albany High School population has stabilized over the past 6 years, ranging between 1,173 in 2007 to a high of 1,273 in 2009, to around 1100 by the end of 2012-13. It is particularly interesting to note the increase in lower socio-economic status families from 12% in 2007 to 21% today as well as the percentage of English Learners (11% in 2007 to 13% today).

Albany High School offers seven periods of instruction and two semesters per year. It is on a modified block schedule with all classes meeting on Monday for 52 minutes, odd periods meeting on Tuesday and Thursday, and even periods meeting on Wednesday and Friday. Block schedule periods are 95 minutes long. We have two 40-minute Advisory periods per week. We offer advanced placement, honors, and advanced courses throughout each subject area. We have extensive fine arts and ROP programs. All freshman students participate in the Ninth Grade Renewal Program in which the students complete a long-term interdisciplinary debate project. We also offer four levels of English Language Development classes and a variety of sheltered content classes as needed by our English Language Learners.

Albany High offers a broad network of supports, from mental health program, to open access to honors and Advanced Placement programs, to academic support classes and peer tutoring, to a large and inclusive athletic program, to a fabulous, award winning music program, and to a professional community of educators who have been engaged in a multi-year project to articulate and align essential standards, assessments and interventions.

Some of our successes include our athletic teams who won 9 league championships in 2009-10, our jazz band was 1 of 10 programs nationwide awarded the Ellington prize, the Science Bowl Team is consistently one of the top in the nation, and the school was recently named one of the top high schools in the nation by U.S. News and World Report and received the California Distinguished School award in 2011.

Over the past 18 months we have completed a thorough analysis of our school and its programs as part of the 2013 WASC Self-Study process. During this process, we recognized our many achievements as well as our critical areas of growth. We continue to have a persistent achievement gap that appears in student achievement, discipline, and advanced placement data.

## **ANAYSIS OF STUDENT ACHIEVEMENT**

Albany High Similar Schools Rank is 9 and our API has jumped dramatically in the past two years, from a low of 806 in 2009 to 855 in 2012, and the general trend of proficiency rates is up across the grade levels. Our efforts to improve student achievement are many and varied. They range from a fundamental realignment of our curriculum and assessment system to targeted mentoring of low-achieving students by our teachers.

### Academic Performance Index Growth by Student Group

Group	Actual API Change				2011 Growth API Score	
	08-09	09-10	10-11	11-12	# of Students	Growth API
All Students at the School	-14	42	7	3	864	853
African American	-	-	-	-	70	727
American Indian or Alaska Native	-	-	-	-	4	
Asian	-10	50	6	9	336	878
Filipino	-	-	-	-	18	807
Hispanic or Latino	-18	83	16	23	120	759
Pacific Islander	-	-	-	-	3	-
White (not Hispanic)	-4	18	7	-3	310	894
Socioeconomically Disadvantaged	-	-	-	56	175	706
English Learners	-	119	42	*	224	795
Students with Disabilities	-	-	-		82	644

\* The total population for English Learners dropped in our data reports but not at our site. The district office is looking into correcting this problem.

The three-year comparison by ethnicity of our CST scores does show a significant rise in African American scores in science and social science while there was a drop in English for Hispanic students. Even though we have had an increase in scores for some groups, we still have an achievement gap in which white and Asian students score 20 to 30 percentage points higher than African American and Hispanic students.

### CST – Comparison by Racial/Ethnic Groups

Percentage of students scoring proficient and above

Subject	African American			Hispanic/Latino			Asian			White		
	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12	09-10	10-11	11-12
English	44	47	48	44	56	<b>49</b>	74	71	74	86	85	80
Mathematics	36	33	30	43	44	41	76	74	75	70	72	70
Science	37	28	<b>50</b>	50	49	45	68	67	78	79	83	81
Social Science	33	33	<b>38</b>	39	39	<b>42</b>	63	61	66	75	79	72

College readiness is central to our mission. A variety of indicators show that we are, indeed, preparing students for college. Our graduation rate is 91%. For almost all groups, 95% of students pass both the English and math portions of the CAHSEE on the first try (75% of African American students pass the math portion and 69% of ELL students pass the English portion on

the first try). We have seen a major increase in the number of students taking AP classes the past few years due to the addition of AP Environmental Science because of the EDSET program. And while African-American enrollment in these challenging courses went up, our Hispanic/Latino enrollments declined for the second straight year, a very concerning trend.

Another significant indicator of college readiness is the Early Assessment Program (EAP) which is sponsored by the California State University system. This is a test taken in the junior year and assesses whether our students are ready for college level work. We have seen a steep increase since 2008 in the percentage of our students who are unconditionally ready in English and Math. In 2008, only 37% of students were ready for college English; whereas, in 2012, 52% of juniors are ready. The English department has added a required senior writing course that uses the CSU rubrics and focuses on reading and writing about non-fiction. Other English courses also incorporate the same rubrics and curriculum around reading non-fiction and writing arguments. In addition, the ELL teachers work closely with the English department to align curriculum and assessments. We have seen a significant increase in ELL students who are ready for college writing. In 2011, 11% of ELL students demonstrated readiness; whereas, in 2012, 57% of ELL students demonstrated readiness.

Finally, a safe school is a place where students can focus on their academics, their arts, and their sport with little worry about their well-being. Safety is the highest priority when it comes to measuring the quality of a school. Overall, Albany High School is a safe and orderly environment. The total number of suspensions and referrals has remained about the same each year. It is important to note the types of infractions and who commits the infractions. For the 2011-12 year, there were 105 suspensions and 310 total referrals. Defiance is the most frequent infraction for all students. Males are referred for 3 times more infractions than females. Hispanic and African American students have higher frequency of infractions (109 and 76 respectively) than Asian and white students (45 and 52 respectively), mostly for disruption and defiance. In 2011-12, Hispanic students had 34 suspensions. African American students had 18 suspensions. Asian students had 27 suspensions, and white students had 21 suspensions.

The Achievement Gap at Albany High School is a significant issue, one that will take a programmatic and cultural shift to close. Lack of effective communication between the school and families, weak skills among some student groups when entering the high school and relative lack of support for making up the deficits, language barriers for recent immigrants, and cultural learning styles that don't necessarily match up with the traditional approach to schooling that currently characterizes the curriculum - these are all contributing factors to the existing gap.

The traditional, departmentalized high school approach works well enough for a large number of Albany High School students but there are many for whom it doesn't work at all. Even a significant number of successful students don't find the traditional approach to meet their needs. As a result, we have created a greater fluidity with MacGregor High increasing the opportunities for students to engage in online learning, credit recovery, independent study, and dual enrollment. We continue to increase and explore opportunities for small learning communities and career/technical education.

In addition, Albany High has been engaged in a formal, guided process to establish new Expected Schoolwide Learning Results and Essential Standards, Rubrics, and common Assessment strategies (ESRA) for each course. Teachers are organized into Professional Learning Communities and examine student work monthly as part of the design of the rubrics and assessments associated with each essential standard. The ESLRs and associated ESRAs are published in draft form on the school website.

Parents, students, and teachers are partners in the education of the children. As such, communication needs to be comprehensive, easy to access, varied in its venues, and help inform the myriad of decisions that have to be made on behalf of the students. Students communicate through instant messaging, Facebook, web pages, and personal contact while the adults are often struggling to keep up electronically. Time is so limited for meetings but if the partnership is to succeed at a high level, then the different groups have to be able to meet in other ways, sharing information and perspectives in as organic and timely a fashion as possible. In addition, those families who don't have easy access to electronic communication tools or culturally have a more personal approach to sharing information need ways to engage in the conversation. We continue to explore ways to improve electronic and face-to-face communication with all stakeholders.

## Form A: Planned Improvements in Student Performance

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

### LEA GOAL:

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

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

### AHS SCHOOL GOAL #1- Student Outcomes

Improve a broad array of outcomes, including student engagement, academic achievement, athletic participation, attendance, and discipline, for students in the achievement gap (African-American, Latino, ELL, males, SPED, SES)

- 5% improvement in CST scores and local assessments for students in the achievement gap.
- 5% decrease in referrals and suspensions
- 5% decrease in students with a D/F at the semester
- 5% increase in enrollment in pathways and advanced classes

<b>What data did you use to form this goal?</b> <ol style="list-style-type: none"> <li>1. CST data</li> <li>2. D/F list, GPA data</li> <li>3. AP/Honors participation rates</li> <li>4. Enrollment in academy/pathways</li> <li>5. Discipline data</li> <li>6. Student perception surveys</li> <li>7. Classroom observations that reflect culturally responsive teaching and student engagement</li> <li>8. Post-graduation data via Naviance</li> </ol>	<b>What were the findings from the analysis of this data?</b> <p>Various data points show an achievement gap between African American, Latino, ELL, and male students and their peers. Students in these groups have higher suspension and referral rates, more frequent Ds and Fs, lower standardized test scores, and less participation in advanced classes.</p>	<b>How will the school evaluate the progress of this goal?</b> <p>The data will be monitored throughout the year by the AHS governing groups, Department Chair Council, IIC, and Site Council, throughout the year.</p>
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Action/Date	Person(s) Responsible	Evidence/Measures of Success	Cost and Funding Source (Itemize for Each Source)
1. Identify target students in the achievement gap at the start of the school year so teachers can plan interventions and monitor student progress. Provide classroom support.	Administrators, teachers, Department Chair Council, ELD Coordinator	<ul style="list-style-type: none"> <li>• List of all target students, including freshman target students before they start their freshman year.</li> <li>• Department and professional development meeting agendas</li> </ul>	\$36,000 Equal Opportunity Grant (\$18,000 District-funded match) Teacher allocations: .4 Sheltered English .8 ELD classes .2 Standards Algebra
2. Form a task force (including all stakeholders: students and teachers) to look for an effective way to provide structured tutoring to at-risk students during advisory or at another time and provide a more tutorial-like environment within advisory classrooms.	Assistant Principal, Counselors, IIC, teachers	<ul style="list-style-type: none"> <li>• By May 2014, the AHS the task force will have made a recommendation to the AHS governing groups for a tutoring program</li> </ul>	No additional cost
3. Create academy and pathways programs with a vocational focus that includes meaningful internships and uses alternative assessment strategies such as performance-based and authentic assessments.	Teachers, Principal	<ul style="list-style-type: none"> <li>• Venture Program: program description, enrollment, evaluation of student data (grades, CST scores, behavior)</li> <li>• Build and LEED (Leadership, Energy, and Environmental Design): program description and implementation plan</li> <li>• EDSET: enrollment, evaluation of student data</li> </ul>	\$5,000 Teacher Extra Hour for collaborative planning – Site General Fund
4. Provide training for teachers in culturally responsive instruction	Assistant Principal, teachers	<ul style="list-style-type: none"> <li>• Agendas and minutes to department and professional development meetings.</li> </ul>	No additional cost - Equal Opportunity Schools Grant (see #1 above)
5. Support the continued development of educational options such as online learning, independent study, community service and internship credits, and dual enrollment with the continuation high school.	Administrators, counselors	<ul style="list-style-type: none"> <li>• Agendas from District Educational Options Committee</li> <li>• Reports from Administrators and counselors regarding number of students taking advantage of these programs and their success in the program.</li> </ul>	AHS Flex teacher (.4 fte) \$29,000 – Site teacher allocation



**LEA GOAL:**

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

AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district.

**AHS SCHOOL GOAL #2- Professional Development**

Strengthen the AHS professional learning community by providing professional development and support for all teachers in areas of instructional strategies, collaborative learning, and Common Core implementation.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
2013 WASC Self-Study report	Self-study findings show that AHS teachers value a collaborative professional learning community and believe that such a community is the foundation of continued student progress and teacher satisfaction.	<p>The AHS governing groups, Department Chair Council and Site Council, will monitor this goal throughout the year by evaluating the following information:</p> <ol style="list-style-type: none"> <li>1. Annual professional development plans, meeting agendas from all governing groups, calendars and schedules of meetings and topics</li> <li>2. Protocol for classroom observations and teacher mentoring</li> <li>3. Shared models of assessments</li> <li>4. Shared models of intervention strategies</li> <li>5. Teacher perception data</li> </ol>

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Evidence/Measures of Success</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
1. Continue to provide professional development that is directed by teachers and aligned with student achievement data, relevant research, faculty needs, and site and District goals. Provide time and funding for teachers to plan professional development.	Assistant Principal, teachers	<ul style="list-style-type: none"> <li>• Agendas and minutes of PD planning committee</li> </ul>	\$6,000 collaborative planning meetings – Site General Fund

2. Continue to support a professional learning community by providing opportunities for mentoring and observing other teachers, discussing instructional and intervention strategies, articulating with the middle school, and communicating across departments.	Assistant Principal, teachers, Department Chair Council	<ul style="list-style-type: none"> <li>• Mentoring/Coaching protocols</li> <li>• Agendas and minutes of planning meetings</li> <li>• Evaluation of program effectiveness and progress</li> </ul>	\$4,000 collaborative meetings – Site General Fund
3. Focus professional development on instituting the Common Core Standards and helping teachers establish clear learning goals, curriculum, and assessments	Administrators, teachers	<ul style="list-style-type: none"> <li>• Agendas and minutes from department and PD meetings</li> </ul>	
4. Continue professional development that focuses on implementing and using performance-based and authentic assessments	Administrators, teachers	<ul style="list-style-type: none"> <li>• PD agenda and minutes</li> </ul>	\$2,500 conference/workshop costs for “Train the trainer” model – Site General Fund
5. Support teachers in developing a common understanding of interventions and applying intervention strategies.	Administrators, teachers	<ul style="list-style-type: none"> <li>• Provide collaboration time and funding for teachers to discuss teaching heterogeneous classes, providing interventions for all at-risk and target students, and supporting ELL, SPED, and 504 students.</li> </ul>	\$2,500 conference/workshop costs for “Train the trainer” model – Site General Fund

**LEA GOAL:**

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

**SCHOOL GOAL # 3- Data Collection**

Strengthen data collection and usage as aligned to the ESLRS and Common Core Standards, developmentally mapped, and with a diversity of data sets reflecting the broad educational program.

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
2013 WASC Self-Study report	Self-Study findings show that in order to make effective and lasting interventions, teachers need relevant and accessible data directly connected to the standards and ESLRs.	The AHS governing groups, Department Chair Council and Site Council, will monitor this goal throughout the year.

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Evidence/Measures of Success</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
1. Learn AERIES Analytics and train faculty to carry out data collection, analysis, and Essential Standards-based grading.	Principal, teacher trainers, District Office staff	<ul style="list-style-type: none"> <li>• Professional Development agendas focused on the use of the data collection program..</li> <li>• Structure grade books that capture student growth. Use AERIES Analytics to tie entries to proficiencies</li> </ul>	\$29,000 Teacher on Special Assignment (.4 fte) – Site Teacher Allocation
2. Continue to articulate and implement the ESLRS, AHS Essential Standards, and Common Core State Standards with more communication to the students and families in regards to progress and achievement	Administrators, teachers	<ul style="list-style-type: none"> <li>• ESRA templates</li> <li>• Faculty and staff meeting agendas focused on Common Core</li> </ul>	\$4,000 Teacher extra hours to complete ESRA work and entry into Aeries Analytics

<p>3. Dedicate department meeting time to analyzing standardized tests and local assessments in order to improve instruction. Schedule periodic departmental meetings to plan, implement, and analyze common formative and benchmark assessments.</p>	<p>Administrators, department chairs, teachers</p>	<ul style="list-style-type: none"> <li>• Department agendas</li> </ul>	<p>No additional cost</p>
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**LEA GOAL:**

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

AUSD Strategy #3: All stakeholders will collaborate and communicate about decisions that guide the sites and district.

**SCHOOL GOAL #4- Communication**

Continue to improve communication within the AHS community with respect to student academic expectations and progress, cultural and athletic opportunities, emergency preparedness and response, social and emotional concerns, and shared governance concerns

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
2013 WASC Self-Study report	Self-Study findings show that AHS communication systems have improved dramatically but information demands have changed so current systems are inadequate. Our communication systems should help facilitate a vibrant learning community.	The AHS governing groups, Department Chair Council and Site Council, will monitor this goal throughout the year

<b>Action/Date</b>	<b>Person(s) Responsible</b>	<b>Evidence/Measures of Success</b>	<b>Cost and Funding Source (Itemize for Each Source)</b>
1. Establish, communicate and implement a pedagogically meaningful and fair homework policy that takes into consideration both the developmental and emotional issues (crisis, trauma, etc) impeding struggling students from academic success.	IIC, all governing groups, teachers	<ul style="list-style-type: none"> <li>• Agendas and minutes of meetings</li> <li>• Homework policy posted on website and individual course syllabi</li> </ul>	No additional cost

2. Improve and expand schoolwide student engagement in our shared governance process.	Assistant Principal, Leadership teacher, ASB	<ul style="list-style-type: none"> <li>• Student membership on governing groups</li> <li>• Revision of ASB protocols for student government</li> </ul>	No additional cost
3. Continue to improve the AHS emergency preparedness procedures including the establishment of effective emergency notification systems.	Principal, Assistant Principal, District Emergency Preparedness Committee	<ul style="list-style-type: none"> <li>• Emergency Preparedness procedures, staff meeting minutes</li> <li>• SMS or other emergency notification system implementation</li> <li>• Revised emergency procedures handbook</li> </ul>	No additional cost at the site level. Unknown cost to implement emergency notification system.

## Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #:

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

Note: Centralized services may include the following direct services:

Research-based instructional strategies, curriculum development, school climate, and data disaggregation for instructional staff

District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches

After-School and Summer School programs funded by categorical programs

Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

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

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

## Form C: Programs Included in this Plan

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

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

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



Total amount of state categorical funds allocated to this school		\$
<b>Federal Programs</b>		<b>Allocation</b>
<input type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$45,000
<input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	
<input type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals		\$
<input checked="" type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$60,000
<input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$
<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$
Total amount of federal categorical funds allocated to this school		\$
Total amount of state and federal categorical funds allocated to this school		\$120,000

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

### Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>3</sup> The current make-up of the SSC is as follows:

Names of Members	Asst. Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tami Benau	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ned Purdom	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maureen Wiser	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Justin Ross	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hasan Rayyon	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deidre Greene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ashley Verinsky	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Miranda Pak	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Siyao Ma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Julie Kao	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	4	<input type="checkbox"/>	2	3

### Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

☐ State Compensatory Education Advisory Committee  
Signature

X ☒ English Learner Advisory Committee ( gave input on WASC Action Plan)  
Signature

☐ Special Education Advisory Committee  
Signature

☐ Gifted and Talented Education Advisory Committee  
Signature

☐ District/School Liaison Team for schools in Program Improvement  
Signature

☐ Compensatory Education Advisory Committee  
Signature

X ☒ Department Chair Council (secondary)  
Signature

X ☒ Instructional Improvement Council

X WASC Leadership Team

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: 5/13/2013.

Attested:

\_\_\_\_\_

Typed name of School Principal Signature of School Principal

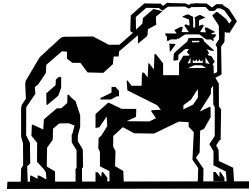
Ted Barone Ed.D. \_\_\_\_\_ Date

Typed name of SSC Chairperson Signature of SSC Chairperson

Tami Benau \_\_\_\_\_ Date

# 2013 Single Plan for Student Achievement

## MacGregor High School Albany, California



*"I Make the Difference"*



School: MacGregor High School

District: Albany Unified School District

County-District School (CDS) Code: 0161127/0130294

Principal: Alexia Ritchie

Date of this revision: May 24, 2013

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: Alexia Ritchie

Position: Principal

Telephone Number: (510) 559-6575

Address: 601 San Gabriel Ave, Albany, CA 94706

E-mail Address: [aritchie@ausdk12.org](mailto:aritchie@ausdk12.org)

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



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## EXECUTIVE SUMMARY

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

MacGregor Continuation High School is a small, dynamic school that serves students ages 16 and above who require credit recovery or alternative options towards earning a high school diploma. Our school is WASC accredited and continues to offer students a safe and supportive environment where academic and behavioral proficiencies are expected as well as taught by every staff member.

This plan will analyze student achievement, attendance and behavioral data. Our API increased by over 100 points over the last two years as efforts to increase academic rigor in classroom instruction have been successfully partnered with an improvement in student testing expectations on the CST. Our CAHSEE passing rates have also remained high although we still need to address how to support those students that have difficulty passing one or both sections by graduation. Attendance percentages still fall below the district and state expectations for a model continuation program and need to be included in our site goals. Suspension rates are down as a result of consistent student behavior expectations, lower teacher:student ratios and an increase in community activities at school and in Albany.

This plan will articulate detailed plans for improvement. The MacGregor staff and School Site Council participated in developing these site goals. In order for us to be successful, we will depend on the support of our district, staff and the Albany community. Our three areas of focus are based on data included in the CAHSEE passing rates, attendance data, and the California Healthy Kids Survey. They will include aligning the new Common Core standards with the current CAHSEE benchmarks and how to support students who have trouble passing, improve attendance and continue drug education strategies

This plan will include a focus on MacGregor's strategic plan to become part of the Albany High School Flex program for the 2014-15 school year. The AUSD Education Options committee has fulfilled the WASC visiting team recommendation to formally define the strategic plan for MacGregor High School. We look forward to a productive partnership with Albany High to offer a continuum of educational options for students in Albany.

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

-Alexia Ritchie, Principal

## **SCHOOL PROFILE**

MacGregor High School celebrated its 30<sup>th</sup> year in 2012 with our largest graduating class of 30 seniors and 3 juniors earning diplomas. We are centrally located near the comprehensive high school and middle school which allows the programs to benefit from one another for curriculum activities and facilities.

MacGregor pays particular attention to students who have had credit and/or attendance problems, those whose work schedules preclude them from attending the comprehensive school, and those whose life styles and/or personal situations prevent them from succeeding into the structure of a large school setting. The school day starts at 8:00 and ends at 2:15 Mondays, 3:00 T/Th and 12:00 W/F. There are staggered start and ending times to accommodate student work schedules.

Each student, as his/her needs dictate, receives a variety of academic, behavioral and social/emotional supports from the counselors, principal and from any of the staff, all of who are willing and able to give direction regarding career readiness, personal problems and academic challenges. MacGregor welcomes the majority of its students from the only comprehensive high school in the district but out of district students do make up a small percentage. Students are referred by the counselors and administration at Albany High and are then interviewed by the MacGregor principal with parents/guardians. The goals and individual learning plans of the students are reviewed as well as the student conduct expectations found in the handbook.

Presently the school enrollment is 34% female and 66% male. The current ethnic make up of the student body is 51% white, 22%African American, 39% reporting Hispanic or Latino, 17% Asian, and 2% Pacific Islander.

## **SCHOOL VISION AND MISSION**

MacGregor High School is a small, dynamic, alternative educational setting that serves a multicultural student population for students ages 16 and older. MacGregor offers its students a safe campus with high academic standards and a caring staff. Our founding goals are to:

- Promote student success through direct intervention in an alternative school setting.
- Deliver education, social and career development services to students based on State, District, and school site goals.
- Create a positive climate with an emphasis on enhancing academic achievement, self-esteem, physical well-being, interpersonal skills, personal goal setting and resiliency.

Our Expected Student Learner Outcomes (ESLO's) are:

### Navigators to the Future

- Students will know the requirements necessary for high school graduation, college admission and career options as measured by graduation rates and post-graduation surveys.
- Students will develop the skills necessary for making positive personal life choices as measured by suspension data and Healthy Kids survey results.

### Responsible Citizens

- Students will be given the opportunity to participate in various social, civic and other volunteer activities that promote the welfare of the school and community as measured by participation data and supervisor feedback.
- Students will treat their peers and members of the community with respect as measured by discipline data and community feedback.
- Students will participate in and demonstrate knowledge of protecting the environment as measured by recycling programs, custodian survey and facility inspections.

### Effective Communicators

- Students will write clearly and proficiently as measured by CAHSEE ELA scores, CST ELA scores and student portfolios.
- Students will interact, negotiate, and share skills with people from a variety of ethnic, social and educational backgrounds as measured by activity participation records and staff observations.
- Students will effectively use technology to present information in a variety of multimedia formats as measured by student graduation defense projects.

### Healthy Individuals

- Students will analyze the impact that personal health behaviors and choices have on their lives as measured by Healthy Kids survey results and student feedback.
- Students will develop strategies to improve health, manage stress, and respond appropriately to emergencies as measured by counseling participation and the Healthy Kids survey results.
- Students will be able to recognize situations requiring professional healthy services and explain how to access those services as measured by counseling participation and student feedback.

## **ANALYSIS OF STUDENT ACADEMIC/ATTENDANCE ACHIEVEMENT AND HEALTH DATA**

CST and CAHSEE data from 2011-12 were included in the analysis of student academic achievement at MacGregor High School. Students in grades 10 and 11 take the CST's. Percentile rankings for schools with populations less than 50 are not reliable and scores are also not reported for sub-categories where less than 10 students took a particular section of the CST's. Both of these conditions apply to the data reported in this SPSA. Our staff understands the need to have students take the CST exams

seriously and see it as a viable measure of a school's ability to achieve academic success for all students. Academic Performance Indicator (API) ranking or scores are issued by the California Department of Education for schools of this size and last year our API score increased by 43 points. MacGregor consistently makes its Adequate Yearly Progress for ELA and math. CAHSEE passing rates rely on the percentages for the greater district and are currently above 90% as measured by the graduation data from 2012.

As we move into the Common Core alignment phase, MacGregor is committed to providing professional development opportunities for instituting the CCCS and helping teachers establish clear learning goals, curriculum, and assessment. There will be an additional emphasis at MacGregor High School on aligning the goals and assessment expectations to those of the CAHSEE.

MacGregor continues to struggle with efforts to increase attendance. Our attendance rate is currently 58.5% for the 2012-13 year which is down from 2011-12. Efforts to improve attendance have included positive incentive programs such as free online driving courses and recognition awards for perfect and improved attendance. We have also increased our punitive measures with an increase in truancy warning letters and referrals to the Student Attendance Review Board (SARB). In alignment with AUSD strategic plan goals to establish a positive attendance plan and make needed revisions, MacGregor needs to refine our attendance notification system, improve our SART and SARB participation and observe the correlation of a later starting time with attendance percentages in 2013-14.

The California Healthy Kids Survey asks students several questions that help determine the level and risk of substance abuse as a guide for programs targeting moderate and serious involvement. Data from the 2011-12 AUSD survey indicate that the percentage of students that participate in high risk behaviors associated with alcohol, tobacco or other drugs is currently 25% for 11<sup>th</sup> graders. We see this occurring at our school with individual students and as a staff and District, we need to define those parameters for students needing support and develop a procedure for monitoring impacts of various support programs using key data sets for intervention.

## **ANALYSIS OF CURRENT ACADEMIC PROGRAMS**

Academic programs at MacGregor High meet the graduation requirements set forth by Albany USD. We have been successful in increasing the a-g and career tech opportunities for students through our partnerships with Albany High, an increase in online learning options and with our MacGregor-Albany Community Connections (MACC) program which partners students with local businesses for internships in career-related fields.

Our academic program is consistent with national, state and district standards and benchmarks, curriculum frameworks and current educational research and practice. Our textbooks are the same as those used at the comprehensive high school and for the last

two years we have piloted the Common Core textbook edition in Algebra 1. We have also introduced the math MARS tasks as we begin to align our curriculum with the CCCS and Smarter Balanced being fully adopted in 2014-15. Our PE program is limited due to facilities but students do have access to PE classes and team sports at Albany High and can participate in off site community activities for PE credit.

In 2012-13 we continued to refine a senior capstone project titled “Graduation Defense”. Its purpose is to allow students to demonstrate their personal readiness for post-high school transitions related to our Expected Student Learner Outcomes. It is an authentic assessment that gives students the opportunity to validate the work they have done in high school and includes a reflection of both academic, social-emotional growth and the journey it took to achieve a high school diploma.

#### Strengths:

- CAHSEE passing rates
- Graduation rates
- Increased API
- Expanded access to a-g courses, online courses and career tech support.

#### Areas for growth targets:

- Staff development for CCCS integration
- Define essential CCCS standards for alignment with CAHSEE
- Supporting students who are enrolled in a-g courses

### **AVAILABILITY OF STANDARDS-BASED INSTRUCTIONAL MATERIALS APPROPRIATE TO ALL STUDENT GROUPS**

All students have access to all classes on our master schedule. They are also encouraged to take classes at Albany High and college courses concurrently at the local community colleges which are all options for fulfillment of their academic goals. Students meet with the counselor regularly to review Personal Learning Plans and transcripts which supports their personal graduation goals and school to post-secondary transitions.

All instructional and supplemental materials are aligned to CA state standards for each of the curricular areas. All students have access to their own copies of the student versions of textbooks, workbooks, and ancillary materials. The following is a summary of curriculum resources used at MacGregor High School:

#### English/LA

- American Literature c. 2009 Glencoe
- Dr Jekyll and Mr. Hyde Stevenson
- The Alchemist Coelho
- The Oedipus Plays of Sophocles
- China Boy Lee
- Black Boy Wright

- Fences Wilson

### Mathematics

- Algebra 1 Common Core Edition; c. 2010 Holt McDougal
- Geometry; c. 2001 McDougal Littell

### Social Studies

- American Vision; c. 2010 Glencoe
- US Government: Democracy in Action; c. 2010 Glencoe
- Economic Today and Tomorrow; c. 2012 Glencoe

### Science

- Aventa online credit recovery courses which include Biology, Earth Science and Space Science.

## **CONCLUSIONS FROM ANALYSIS OF INSTRUCTIONAL PROGRAMS**

Our low drop-out rate combined with our high CAHSEE passing rates indicate that the majority of students are able to meet the graduation requirements with the program we currently offer. Blending programs with Albany High school will benefit students as their access to a-g courses, other electives and career tech courses will increase. One of the challenges of having a small staff is covering all of the academic standards and graduation requirements for grades 10-12. We do have mixed grades and ability levels in all core and elective courses. All courses are based on a combination of the grade level standards and current curricular best practices for teaching and engaging at-risk students. With a focus on professional development that helps teachers establish clear learning goals, curriculum and assessment with the CA Common Core Standards, MacGregor is moving forward with our strategic plan to become an auxiliary program of Albany High School.

Support services that address student's social and emotional wellness are also available and many students participate in individual and group counseling opportunities. Community internships with our MACC program are also available for career tech experiences and supporting authentic opportunities to apply academic and vocational skills.

## Form A: Planned Improvements in Student Performance

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

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

**Goal #1** Align essential standards with CA Common Core Standards (CCCS), use them to guide instruction, and assess student learning both systematically and periodically using a variety of measures.

**Goal #2** Implement an array of research-based teaching and learning strategies to increase student engagement and motivation.

**Goal #3** Review, refine, and implement academic interventions that reflect current research and best practices.

### SCHOOL GOAL:

**Goal #1** We will focus professional development on instituting the CCCS and helping teachers establish clear learning goals aligned with CAHSEE goals, grade level curriculum standards and assessment.

**Goal #2** Students will include a growth model of complexity that moves them toward college and career readiness in their Individual Learning Plan as demonstrated in their Graduation Defense senior project presentations and transcripts.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> <li>• Current CST data</li> <li>• Current CAHSEE data</li> <li>• CCCS alignment benchmarks</li> <li>• Student post-graduation data</li> </ul>	<p>Overall, our students have a successful passing rate for the CAHSEE but these skills are not always reflected in their CST score. Since we do not test 12<sup>th</sup> grade students, it is often more reliable to collect CAHSEE data to determine individual and overall academic achievement. Aligning CCCS and CAHSEE essential standards will benefit students who struggle with ELA or math in their progress toward earning a diploma.</p>	<p>Staff development outcomes will be evident in an increase in CAHSEE scores and passing rates for graduates earning a diploma. We also expect to find an increase in college and career readiness skills applied in post-secondary positions as measured by graduate data.</p>

**STRATEGY: Build a transition plan in curriculum and instruction towards the implementation of the CCCS and include steps towards increasing rigor and complexity of academic and career goals.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<ul style="list-style-type: none"> <li>Staff dev training for CCCS and CAHSEE essential standards alignment/Fall 2013</li> <li>ILP redevelopment/Fall 2013</li> </ul>	Site administrator C&I Director  Counselor	Provide training for classroom teachers to review standards and identify areas of alignment/Fall 2013  Include steps towards increasing complexity of academic and career goals in the student Individual Learning Plan/Fall 2013	\$100.00 site funds if needed.  N/A



## Form A: Planned Improvements in Student Performance

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

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

**Goal #1: Review, refine and implement social-emotional and behavioral interventions, support programs and policies to reflect current research and best practices.**

**Goal #2: Foster students' social-emotional development by providing a safe and inclusive learning environment and a positive school culture**

**SCHOOL GOAL: Improve attendance rates to model continuation high school baseline of 75% positive attendance for all students.**

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Current attendance rates Report card grades	Poor attendance rates usually correlate to below average credits earned. Poor attendance rates negatively affect our graduation rate and college/career readiness factors for students.	Data collected from student attendance rates as well as post-secondary student placements will be evaluated. Student reports cards will detail attendance correlations and credit achievement.

**STRATEGY: Review positive attendance incentives and continue to refine attendance notification systems along with SART and SARB referrals.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<ul style="list-style-type: none"> <li>Communicate positive attendance incentives with students at orientation.</li> <li>Publicize perfect and improved attendance on website and with families regularly</li> <li>Track SART/SARB referrals with DO</li> </ul>	Site administration	<ul style="list-style-type: none"> <li>Add incentives and attendance consequences to student handbook and at orientation meetings.</li> <li>Update and have an attendance link on website profiling students with positive attendance</li> <li>Continue to effectively track students eligible for truancy notifications and use the SARB process to help get them back in school.</li> </ul>	N/A

### Form A: Planned Improvements in Student Performance

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

**LEA GOAL: AUSD Strategy #2: We will identify individual social-emotional and behavior needs and apply collaborative appropriate interventions.**  
**Goal #1: Review, refine and implement social-emotional and behavioral interventions, support programs and policies to reflect current research and best practices.**  
**Goal #2: Foster students' social-emotional development by providing a safe and inclusive learning environment and a positive school culture**

**SCHOOL GOAL: Based on student needs, MacGregor will provide specific interventions, track student progress, analyze results and make needed adjustments to meet drug abuse/prevention needs.**

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<ul style="list-style-type: none"> <li>CA Healthy Kids Survey data</li> <li>Attendance rates</li> <li>Student interviews</li> <li>Suspension data</li> </ul>	<p>As a site and a District, we have lost many direct intervention programs related to drug abuse. According to CHKS, there is a reported 25% risk level drug abuse by students in grade 11 at Albany High. Data such as attendance rates and suspension violations indicate that when there is a suspected drug abuse issue, there are very few site based intervention programs that students have access to.</p>	<p>Students reporting at-risk drug abuse on the CHKS, suspension violations related to drug issues and student referrals to intervention options will be used to evaluate the progress of this goal.</p>

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**STRATEGY: Form a site based task force that includes all stakeholders (staff, students and parents) to find an effective way to provide structured counseling resources to at-risk students with drug abuse issues.**

Action/Date	Person(s) Responsible	Task/Date	Cost and Funding Source (Itemize for Each Source)
<ul style="list-style-type: none"> <li>Form task force using SSC input./Fall 2013</li> <li>Analyze data from CHKS./Fall 2013</li> <li>Develop protocols and resources for staff and counselors for students in crisis and other extraordinary situations/Spring 2014</li> </ul>	Site administrator  School Site Council  School Staff	<ul style="list-style-type: none"> <li>Develop task force from SSC membership/ Fall 2013</li> <li>Support and coordinate development of drug abuse referral protocols./ Spring 2014</li> <li>Include and communicate referral protocols to all stakeholders including staff, students and parents.</li> </ul>	NA  \$200.00 Site funds  NA



## Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #:

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

Note: Centralized services may include the following direct services:

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

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

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

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

## Form C: Programs Included in this Plan

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

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

<http://www.cde.ca.gov/fq/aa/co/ca12squiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> <b>California School Age Families Education</b> Purpose: Assist expectant and parenting students to succeed in school	\$0
<input type="checkbox"/> <b>Economic Impact Aid/State Compensatory Education (EIA-SCE)</b> Purpose: Help educationally disadvantaged students succeed in the regular program	\$0
<input type="checkbox"/> <b>Economic Impact Aid/Limited English Proficient (EIA-LEP)</b> Purpose: Develop fluency in English and academic proficiency of English learners	\$0
<input type="checkbox"/> <b>Peer Assistance and Review</b> Purpose: Assist teachers through coaching and mentoring	\$0
<input type="checkbox"/> <b>Professional Development Block Grant</b> Purpose: Attract, train, and retain classroom personnel to improve student performance in core curriculum areas	\$0
<input type="checkbox"/> <b>Pupil Retention Block Grant</b> Purpose: Prevent students from dropping out of school	\$0
<input type="checkbox"/> <b>Quality Education Investment Act (QEIA)</b> Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$0
<input type="checkbox"/> <b>School and Library Improvement Program Block Grant</b> Purpose: Improve library and other school programs	\$0
<input type="checkbox"/> <b>School Safety and Violence Prevention Act</b> Purpose: Increase school safety	\$0
<input type="checkbox"/> <b>Tobacco-Use Prevention Education</b> Purpose: Eliminate tobacco use among students	\$0
<input type="checkbox"/> <b>List and Describe Other State or Local Funds</b> (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$0
Total amount of state categorical funds allocated to this school	\$0

Federal Programs		Allocation
<input type="checkbox"/> <b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)		\$
<input type="checkbox"/> <b>Title I, Part A: Parental Involvement</b> (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	\$	
<input type="checkbox"/> <b>For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development</b> (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	\$	
<input type="checkbox"/> <b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals		\$0
<input type="checkbox"/> <b>Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students</b> Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards		\$0
<input type="checkbox"/> <b>Title VI, Part B: Rural Education Achievement Program</b> Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs		\$0
<input type="checkbox"/> <b>For School Improvement Schools only: School Improvement Grant (SIG)</b> Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement		\$0
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$0
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$0
<input type="checkbox"/> <b>Other federal funds</b> (list and describe)		\$0
Total amount of federal categorical funds allocated to this school		\$0
Total amount of state and federal categorical funds allocated to this school		\$

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

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>3</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Alexia Ritchie	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jesus Barriere, Chairperson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evelyn Aguilar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Allan Maris	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Avram Wild	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Numbers of members in each category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>3</sup> EC Section 52852



## Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
  - ☐ State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - ☐ English Learner Advisory Committee \_\_\_\_\_ Signature
  - ☐ Special Education Advisory Committee \_\_\_\_\_ Signature
  - ☐ Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - ☐ District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - ☐ Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - ☐ Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - ☐ Other committees established by the school or district (list) \_\_\_\_\_ Signature
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: \_\_\_\_\_.

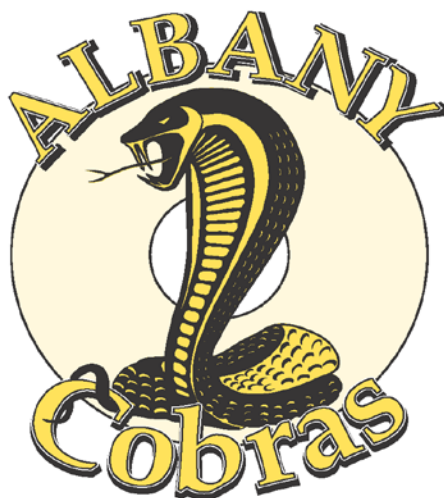
Attested:

<u>Alexia Ritchie</u>	_____	_____
Typed name of School Principal	Signature of School Principal	Date
<u>Jesus Barriere</u>	_____	_____
Typed name of SSC Chairperson	Signature of SSC Chairperson	Date



# 2013 Single Plan for Student Achievement

Albany Middle School



# The Single Plan for Student Achievement

School: Albany Middle School

District: Albany Unified School District

County-District School (CDS) Code: 01-61127-6090161

Principal: Peter I. Parenti

Date of this revision: 5/01/2013

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: Peter I. Parenti

Position: Principal

Telephone Number: 510-558-3600

Address: 1250 Brighton Ave., Albany CA 94706

E-mail Address: pparenti@ausdk12.org

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

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## EXECUTIVE SUMMARY

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

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

This plan will analyze student achievement data. The most current CA state testing data comes from May, 2012. We are proud of the increased levels of achievement. We continue to recognize and address the challenges we face to realize success for every student.

We have made significant progress in identifying our own measures of school-wide success. Most of our departments now have articulate methods of assessment that measure growth and levels of achievement on adopted standards. We look forward to new software that will provide us with the essential reports necessary for analysis and planning. We also anticipate major changes in statewide and local assessment practices. It is our hope that the Smarter Balanced Assessment Consortium will provide us with accurate, reliable, frequent, and immediately available results.

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

This plan will demonstrate that we have not closed the achievement gap. We face challenges in reaching every student's potential. We are proud to offer increased opportunities for intervention in English and Math, however there are some basic questions we still need answers to. We need expert advice and plentiful resources so that more students from at-risk groups can achieve.

This plan will include a focus on student wellness and campus climate. It is critical to recognize that safety, responsibility, and respect are learned behaviors. When we bring over 900 students and 80 staff members together every day to collaborate and learn; we need to provide them with the frameworks that encourage healthy interactions and a positive climate.

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

-Peter I. Parenti, Principal

## **SCHOOL PROFILE**

Albany is a unique community, packing a breadth of economic and ethnic diversity into one square mile. Albany's schools are the focal point of the community. Families choose to locate here because of the schools, and the town is united in its commitment to supporting education, and in holding schools to high expectations. AMS delivers on those expectations through a dynamic blend of collaboration, professionalism and dedication to a rigorous, standards-based curriculum.

As the only middle school serving the community, AMS guides approximately 900 students through the transformation of early adolescence from 6th grade through 8th grade. They arrive from three elementary schools and matriculate to one high school. The total PreK-12 district population is approximately 3800. The community of Albany is largely college-educated, economically diverse, and socially active. No one ethnic group holds a majority in the district. 42% of AMS students are Caucasian, 34% Asian, 14% Hispanic or Latino, and 9% African American. 17% of AMS students speak a language other than English at home.

The facility is fourteen years old. There are 28 classrooms, three of which are fully equipped science labs, an art room, music room and a full size gym. The entire school is networked with both hard-wired and wireless internet access in every room. Every classroom is equipped with a ceiling-mounted LCD projector. These projectors are connected to a document camera, a DVD player, and a computer to provide a variety of visual displays and video with sound. AMS has a stand-alone computer lab as well as networked computers in classrooms for student use. In addition, there are five mobile carts which hold laptop computers for student use. Overall, the facility is in good condition.

The facilities are not designed for the large size of our student body. We estimate the facility to be adequate for approximately 650 students and we currently have approximately 900 students. We use every classroom, every period and therefore, some teachers use rolling carts to travel from class to class. And, most teachers do not have access to their empty classrooms until after school hours.

AMS has a library on site. The library has a print collection of over 12,000 titles. There are 30 desktop computers for individual and group instruction. The library provides a variety of services and programs under the guidance of a fully credentialed librarian, a library technician, and several highly-trained parent volunteers.

## **SCHOOL VISION & MISSION**

Albany Middle School is a school community dedicated to learning. Our vision is to provide a safe, engaging environment, where each member of the AMS community strives toward excellence, acceptance of differences, exploration of ideas and responsibility to a larger world. Our mission is to provide a rich and rigorous standards-based curriculum.

## ANALYSIS OF STUDENT ACADEMIC ACHIEVEMENT

Overall, we saw significant increases in student achievement in both ELA and Math. We increased our state Academic Performance Index from 887 in 2011 to 915 in 2012. We met 21 out of 25 of the Adequate Yearly Progress (AYP) criteria.

In English Language Arts, we met most of our AYP and API goals. We also measured student growth by tracking cohorts of students and found that 88% of our students demonstrated growth. We made significant gains in our overall scores and the scores of our subgroup populations. While we did not meet AYP goals for Hispanic/Latino and Socio-economically Disadvantaged students; we did increase those subgroup performance levels by more than 10% and therefore received "Safe Harbor" (SH) status. We did not meet our AYP target for English Language Learners. However, the enrollment information related to English Language Learners is incorrect and cannot be measured accurately. We need better tracking and coding of English Language Learners within our data base systems. We were able to track the progress of 716 students and compared these students STAR results from 2011 to their own scores again in 2012. We noticed that 89% of the students demonstrated growth. We noticed that 11% of the students did not demonstrate growth.

In Math, we did not meet most of our AYP goals. However, we did meet API goals. In other words, we moved more students out of Far Below Basic and Basic, but not enough moved into Proficient or Advanced levels of performance. While we did not meet the AYP goals for Hispanic/Latinos, we did increase their performance levels by more than 10 % and therefore received "Safe Harbor" (SH) status. We also doubled the number of students taking the Algebra I test at 8th grade from 136 in 2011 to 243 in 2012. More students at AMS took the more difficult Algebra I test and performed just as well as those in previous years who took the general math test. We did not make our AYP target for English Language Learners. However, as previously noted, the data in our system is incorrect with regards to how English Language Learners were coded and tracked. We were able to track the progress of 711 students and compared these students' STAR results from 2011 to their own scores again in 2012. We noticed that 86% of the students demonstrated growth. We noticed that 14% of the students did not demonstrate growth.

On the 8th grade Science test, 70% of our students scored Proficient or above. This was a drop of 9 percentage points as compared to the previous year when 79% of our students scored Proficient or above. Teachers are using the same materials and are teaching the same content as in years past. Twenty-five percent of last year's 8th graders received Ds or Fs in any given quarter. The teachers were able to correlate low STAR test scores with the same students who received low grades and/or did not complete school work.



## ANALYSIS OF CURRENT ACADEMIC PROGRAMS

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

#### Reading and English Language Arts

The AUSD Board of Education recently adopted new curriculum for 6th, 7th, and 8th grade Reading/Language Arts programs. In the previous school-year, all Reading/Language Arts teachers worked together to review, pilot, and select from California SBE adopted textbooks. The final decision was made to adopt McDougal-Litell program for all three grade levels.

In addition to the new core materials from McDougal-Litell, the staff and the AUSD BOE have also adopted core novels at each grade level.

In 6th grade, all students will read the following core novels:

- 'Watsons Go to Birmingham'- 1963 by Christopher Paul Curtis
- 'The Giver' by Lois Lowry

Teachers in Sixth Grade can also choose from the following supplementary novels:

- 'The Children's Homer' by Padraic Colum
- 'Heartbeat' by Sharon Creech
- 'A Christmas Carol' by Charles Dickens
- 'Gods, Demigods, and Demons' by Bernard Evslin
- 'Heroes, Gods, and Monsters of the Greek Myths' by Bernard Evslin
- 'The Miracle Worker' by William Gibson
- 'Alabama Moon' by Watt Key
- 'Rules' by Cynthia Lord
- 'Wonder' by R. J. Palacio
- 'Child of the Owl' by Lawrence Yep

In 7th grade, all students will read the following core novels:

- 'The Outsiders' by S.E. Hinton
- 'Of Nightingales that Weep' by Katherine Paterson

Teachers in 7th Grade can also choose from the following supplementary novels:

- 'A Day No Pigs Would Die' by Robert Newton Peck
- 'Ender's Game' by Orson Scott Card

In 8th grade, all students will read the following core novels:

- 'The Absolutely True Diary of a Part-Time Indian' Sherman Alexie
- 'Inherit the Wind' - Jerome Lawrence and Robert E. Lee

Teachers in Eighth Grade can also choose from the following supplementary novels

- 'American Born Chinese' - Gene Luen Yang

In addition to the adopted curriculum for Reading/Language Arts, teachers provide a variety of writing and research activities that relate to other content areas such as Science, History, and Art.

There are multiple levels of math provided at each grade level. In all three grade levels, we provide instruction that is targeted to their assessed levels of performance. In sixth grade, we now offer several levels of math, ranging from intensive intervention to advanced general standards. In 7th and 8th grades, we offer general math intervention, Pre-Algebra, Introduction to Algebra, Algebra, and Geometry Honors.

The Science departments at 6th, 7th and 8th grades follow the California State Standards for science. The state-adopted textbooks are published by Prentice Hall. In Sixth Grade, there is a focus on Earth Science. In Seventh Grade, there is a focus on Life Science. In Eighth Grade, there is a focus on Physical Science. Common instructional practices include the use of Science Notebooks, hands-on experiments and demonstrations, formal note-taking strategies, interactive and independent activities, report-writing, tests, and quizzes.

The History department at 6th, 7th and 8th grades follow the California State Standards for History. The History teachers use the CA State-Board adopted textbook materials, "History Alive," are published by Teachers Curriculum Institute. In Sixth Grade, the focus is on Ancient History. In Seventh Grade, the focus is on Medieval History. In Eighth Grade, the focus is on American History.

#### **Availability of standards-based instructional materials appropriate to all student groups:**

All instructional and supplemental materials are aligned to CA state standards for each of the curricular areas. All students have access to their own copies of the student versions of textbooks, workbooks, and ancillary materials. The following is a summary of curriculum resources adopted at Albany Middle School:

#### Reading and English Language Arts

Grades 6-8 English Language Arts = "McDougal Little" + Core Novels + Supplemental Novels

Grades 6-8 English Language Arts Intensive Intervention = "National Geographic's Inside Language, Literacy, and Content"

#### English Language Development

Grades 6-8 English Language Development primary curriculum = McDougal Little's California Literature

Grades 6-8 English Language Development Intensive Intervention = National Geographic's Inside Language, Literacy, and Content"

#### Math

Grades 6-8 McDougal-Little California Math Courses

#### Science

Prentice Hall

#### History

Teacher Curriculum Institute (TCI) "History Alive"

### **Services provided by categorical funds to enable under-performing students to meet standards:**

Title I funds and Title III funds are allocated by the District to cover all costs related to personnel costs for instruction. General funds have also provided for the purchase of the following materials:

Grades 6-8 English Language Arts Intensive Intervention = “National Geographic’s Inside Language, Literacy, and Content”

Grades 6-8 English Language Development primary curriculum = McDougal Little’s California Literature

Grades 6-8 English Language Development Intensive Intervention = National Geographic’s Inside Language, Literacy, and Content”

### **Conclusions from Analysis of Instructional Programs:**

The Albany Middle School Staff reviews data from a variety of sources to determine the instructional needs of each student. At this point, the only school-wide data we are able to collect and house for large-scale analysis comes from the administration of the CA State standardized testing systems. These include STAR, CMA, CAPA, and CELDT. We learned that a majority of our students perform at Proficient and Advanced levels in both English and Math. We also learned that trend data related to the California English Language Development Test has been difficult to follow because of coding and software issues.

It is important to recognize that teachers in all core subject matters also administer local assessments to determine readiness and placement. Reading comprehension, reading fluency, vocabulary, and writing assessments are all administered for initial placement and ongoing monitoring of student performance. Initial math placement exams, as well as ongoing tests provide us with information about student progress over time.

We have found a strong correlation between the results on these local assessments and the results of the state-level exams. Students who perform well on our local assessments tend to perform well on the state-level assessments. This indicates that our curricular programs are aligned to state standards.

We have also found that in general, African-American, Hispanic, and English Language Learners demonstrate lower performance levels on both local and state assessments as compared to other sub-group populations.

We have made some significant changes to both the core and the intervention courses at AMS. Most importantly, we have adopted new core curriculum for 6th-8th grade English Language Arts. We have also changed our master schedule and re-allocated resources so that we can offer daily intervention classes to all students in both English Language-Arts and Mathematics.

We have identified several barriers that inhibit our ability to realize success for all 100% of our students. Some major examples include: The budget crisis has forced us to close one period of English Language Development. Engaging families who experience poverty, violence, and other trauma can be extremely challenging. Time is constrained and we need more resources and time allocated so that we can collaborate with colleagues, attend professional development, and plan for the future. The facility is too small for the size of the student body and staff.

## Planned Improvements in Student Performance

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

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

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

### AMS SCHOOL GOALS: English-Language Arts

1. All students will demonstrate growth. 90% of students will make at least one year's growth as demonstrated by maintaining or increasing their performance on their current grade level STAR exam as compared to their previous grade level STAR exam. Students who demonstrate growth from FBB to BB will be considered students who made growth. Students who maintain FBB or BB will not be considered students who made growth.
2. We will increase the percentage of students scoring at Proficient or Advanced levels of performance. 89.0% of all students, including all subgroups, will be expected to perform at Proficient or Advanced levels. In the cases where student groups are already outperforming these levels, we can name a reasonable percentage of increase. In the cases where student groups are underperforming these levels, we can name a reasonable increase of 5 to 10%.
3. We will decrease the number of students scoring at Basic, Below Basic, and Far Below Basic Levels of Performance. At least 10% of students in the current year who previously performed at Basic, Below Basic and Far Below Basic will demonstrate increased levels of performance on the STAR Exam.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CST English-Language Arts Data, 2012	School-wide achievement in ELA is high. 85% of our students perform at Proficient or Advanced. We made more than 10% growth in Hispanic/Latino & Socio-Economically Disadvantaged groups as compared to the previous year. However, we still recognize an achievement gap for students of various sub-groups.	Common, standards-based, local assessments will be administered. The primary school-wide measure will include the personal narrative writing assessment administered to all students at the mid-year.

**STRATEGY:** We will provide a comprehensive, standards-based English Language Arts program, including intervention services to address the needs of struggling students and English learners.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. We will review every student's current performance levels on State exams, and local assessments. We will identify those who need additional support. (09/2013)	English Department Teachers and Site Administrators	Class lists of all current students, lists of students newly enrolled to AUD. Lists of students identified for additional support.	N/A
2. We will provide a standards-based English Language Arts curriculum at each grade level. (EPC #1) (09/2013-06/2014)	English Department Teachers and Site Administrators	Lesson Plans, Writing Assessment Results, Classroom Observations, Department Meeting notes, Student achievement data, Purchase orders for curriculum materials	N/A
3. We will provide a daily period of reading instruction for students who are identified as needing extra support. (EPC #1)	Reading Intervention Teachers and Site Administrators	Lesson Plans, Writing Assessment Results, Classroom Observations, Department Meeting notes, Student achievement data, Purchase orders for curriculum materials	\$45,000 Title One Funds, District and Site General Funds
4. We will provide a daily period of English Language Development instruction for students who are identified as 'Intermediate' and 'Advanced' English Language Learners.	English Language Development Teachers, Para-Professionals, and Site Administrators	Lesson Plans, Writing Assessment Results, CELDT Test results, Classroom Observations, Department Meeting notes, Student achievement data, Purchase orders for curriculum materials	\$40,000 Title Three Funds, District and Site General Funds

5. We will provide a daily sheltered English, History, & Science instructional program for 'Beginning' English Language Learners.	English Language Development Teachers, Para-Professionals, and Site Administrators	Lesson Plans, Writing Assessment Results, CELDT Test results, Classroom Observations, Department Meeting notes, Student achievement data, Purchase orders for curriculum materials	\$70,000 Title Three Funds, District and Site General Funds
6. We will review the Common Core standards and identify curriculum and instructional alignment. (EPC #1)	English Department Teachers and Site Administrators	Meeting Agendas, Meeting Minutes, Feedback reflections from participants, sample work products	General Site and District Funds \$3,000
7. Grade Level Teams and the English Department will meet at least once per month to discuss common curriculum, common instructional practices, and common assessments. (EPC #8)	English Department Teachers and Site Administrators	Grade-Level Meeting Agendas and Minutes, Samples of common assessments, student achievement results from common assessments	N/A
8. The Eighth Grade English Department will implement a performance-based, standards based, research project (commonly called 'I-Search'). (EPC #1)	Eighth Grade English Teachers, Library Staff, Computer Lab Staff.	Classroom observations, student work samples, culminating showcase events, department reports on student achievement.	\$1,000 Site and District General Funds
9. The Eighth Grade English Department will contract with the Bay Area Writer's Connection program to provide each 8 <sup>th</sup> grade student a coach for their I-Search project. (EPC #1)	Eighth Grade English Teachers, Bay Area Writer's Connection Leadership, Administrators, and Volunteers	Contract of services with the Bay Area Writer's Connection, Observations of one-on-one interactions between adults and students, student work samples	\$10,000 Site and District General Funds, Community Fundraising

10. We will provide individualized parent-teacher-counselor conferences to gather information and explore strategies for success.	Counselors, General Ed Staff	School schedules, conference schedules, Counselor notes and logs, SST notes	\$40,000 Site and District General Funds, Community Fundraising
11. Teacher librarian(s) will collaborate with classroom teachers to enhance students' lifelong literacy skills and to teach students critical skills involving responsible research, information literacy, and technology integration.	Credentialed Librarian, Library Technician,	Log of library visits from classrooms, observations of library activities, student work samples in the areas of research and information processing	\$40,000 General District Fun, Community-Based Fundraisers
12. We will incorporate the instruction of computer skills including online research, word processing, slide show, Google Suite, and instructional software.	Credentialed Librarian, Library Technician, Computer Sciences Teacher, General Ed Staff, Administrators	Classroom observations in computer lab and in classrooms with mobile labs, student work samples, master schedule of elective and wheel classes	General Site and District Funds \$10,000

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

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

**AMS SCHOOL GOALS: Math**

1. All Students will demonstrate growth. 90% of students will make at least one year's growth as demonstrated by maintaining or increasing their performance on their current grade level STAR exam as compared to their previous grade level STAR exam. Students who demonstrate growth from FBB to BB will be considered students who made growth. Students who maintain FBB or BB will not be considered students who made growth.
2. We will increase the percentage of students scoring at Proficient or Advanced levels of performance. 89.1% of all students, including all subgroups of students will be expected to perform at Proficient or Advanced levels. In the cases where student groups are already outperforming these levels, we can name a reasonable percentage of increase. In the cases where student groups are underperforming these levels, we can name a reasonable increase of 5 to 10%.
3. We will decrease the number of students scoring at Basic, Below Basic, and Far Below Basic Levels of Performance. 10% of all students who scored Basic, Below Basic, and Far Below Basic in 2012 will score at least one performance band higher in 2013.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CST Math Data, 2012	School-wide achievement in Math is high. 77% of our students perform at Proficient or Advanced. We made more than 10% growth in the Hispanic/Latino group as compared to the previous year. However, we still recognize an achievement gap for students of various sub-groups.	Common, standards-based, local assessments will be administered. The primary school-wide measures will include periodic, curriculum-embedded exams from the textbook publishers.



**STRATEGY:** We will provide a comprehensive, standards-based Mathematics program, including intervention services to address the needs of struggling students.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. We will review every student's current performance levels on State exams and identify those who need additional support.	Math Department Teachers and Site Administrators	Class lists of all current students, lists of students newly enrolled to AUSD. Reports of CST and CELDT Scores from 2012 exams. Lists of students identified for additional support.	N/A
2. We will provide a leveled Math program in 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grades that includes intervention, pre-Algebra, two levels of Algebra, and Honors Geometry.	Math Department Teachers and Site Administrators	Lesson Plans, Classroom Observations, Department Meeting notes, Student achievement data	\$10,000 District and Site General funds
3. Grade Level Teams and the Math Department will meet at least once per month to discuss common curriculum, common instructional practices, and common assessments. These meetings will include a review of at-risk student performance in Math (EPC #8)	Math Department Teachers and Site Administrators	Grade-Level Meeting Agendas and Minutes, Samples of common assessments, student achievement results from common assessments	N/A
4. We will review the Common Core standards and identify curriculum and instructional alignment. (EPC #1)	Math Department Teachers and Site Administrators	Meeting Agendas, Meeting Minutes, Feedback reflections from participants, sample work products	\$3,000 District and Site General Funds

5. We will provide individualized parent-teacher-counselor conferences to gather information and explore strategies for success.	Math Department Teachers, Counselors, and Site Administrators	Meeting Agendas, Meeting Minutes, Feedback reflections from participants, sample work products	N/A
6. Teachers will communicate regularly with parents and students through the use of the Aeries online system.	Math Department Teachers, IT Department Technicians	Samples of student profiles, messages to parents, and on-line resources in the Aeries program.	N/A

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

**AMS SCHOOL GOALS:** School Climate and Student Well-Being

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

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. We will establish a “School Climate Committee” comprised of teachers, administrators, and other staff.	Assistant Principal, Teachers & Site Staff, AUSD Safe Schools Coordinator	Agendas, Minutes, & Announcements	Materials & Supplies, staff training, technology equipment and support  General Fund, PTA, Other Community Fundraising sources \$1,000.00
2. We will continue to implement the concepts and strategies outlined in the “BEST Behavior” program.	Assistant Principal, Teachers & Site Staff, AUSD Safe Schools Coordinator	Staff Development Plans, BEST Lesson Plans, Student work samples	Materials, Prizes, Incentive awards  General Fund, PTA, Other Community Fundraising sources \$1,000
3. We will continue to implement the concepts and strategies outlined in the “Safe School Ambassadors” program. <ul style="list-style-type: none"> <li>Approximately 75 students (grades 6-8) will participate in the Safe School Ambassadors program; including a two-day training and regular meetings to help shift peer culture to be kinder and more inclusive.</li> </ul>	Assistant Principal, Teachers & Site Staff, AUSD Safe Schools Coordinator	Training plans, student participation rates, ‘Action Snapshot Campaign’ records	Training from SSA program, Teacher hourly and/or Teacher stipends, materials & supplies  General Fund, PTA, Other Community Fundraising sources \$10,000

<p>4. We will establish a series of school-wide lessons and activities, presented in many of our weekly 20 minute advisory periods. Students will receive instruction on:</p> <ul style="list-style-type: none"> <li>• how to identify and define various forms of mistreatment, including cyber-bullying and digital citizenship</li> <li>• how to work with each other to support and accept differences</li> <li>• how to use specific strategies in response to incidents of mistreatment</li> </ul>	<p>Assistant Principal, Teachers &amp; Site Staff, AUSD Safe Schools Coordinator</p>	<p>Advisory Lessons, Annual Pacing and Reference calendar of activities</p>	<p>Materials &amp; Supplies, staff training, technology equipment and support</p> <p>General Fund, PTA, Other Community Fundraising sources \$1,000</p>
<p>5. We will maintain a system of positive recognition programs including the daily “Cobra Caught-Cha Tickets,” “Cobra of the Month,” “Positive Postcards,” and a variety of individual classroom activities.</p>	<p>Administrators, Teachers &amp; Site Staff, AUSD Safe Schools Coordinator</p>	<p>Cobra of the Month posters, Daily Announcements, Staff surveys</p>	<p>Materials, Prizes, Incentive awards</p> <p>General Fund, PTA, Other Community Fundraising sources \$1,000</p>
<p>6. We will create and distribute a bi-annual survey on school safety and climate as part of an expanded CA Healthy Kids survey administered to all students 6-8.</p>	<p>District Office Staff, Safe Schools Coordinator, Site Staff</p>	<p>Results and reports from the survey.</p>	<p>Contract of service with outside consultant.</p> <p>AUSD General Fund \$5,000</p>
<p>7. We will respond consistently to every complaint about individual cases of problematic behavior.</p>	<p>Assistant Principals, Counselors, Site Staff Members</p>	<p>Discipline records, Referral forms, observations of administration and staff actions by Principal and Vice Principals, interviews with students, survey results</p>	<p>Materials &amp; Supplies</p> <p>Site General Fund \$800</p>
<p>8. Approximately 20 students (grades 7-8) will participate in the AMS Mentors program and deliver school-climate related lessons to sixth grade classrooms.</p>	<p>Safe Schools Coordinator</p>	<p>Lesson Plans, Student participation rates, staff observations, student meeting plans</p>	<p>Materials &amp; Supplies</p> <p>General Fund, PTA, Other Community Fundraising sources \$300</p>

9. Students, Parents, and the Community will be informed about school policies and procedures related to a positive campus climate.	Site Administrator	Agreements signed by Parents and Students, AMS Student Handbook	Materials and supplies, classified hourly  Site General Fund \$100
10. We will provide clubs and activities that help students interact in a positive way.	Site Administrators & Staff, Parent Volunteers	Student participation rates, sample daily announcements about clubs and activities, staff observations	Materials and Supplies  General Fund, ASB, PTA, Other Community Fundraising sources  \$1,000
11. We will provide a comprehensive student leadership program (ASB) that includes formal governance structures, regular meetings, and school-wide activities.	ASB Staff Coordinator, Administrators, ASB Secretary	ASB Bank statements and budget reports. Student Leadership Meeting agendas Calendar of school-wide activities sponsored by ASB.	Certificated hourly/stipends, Classified hourly, materials and supplies  General Site Fund, ASB, PTA, Other Community Fundraising sources \$3,000
12. We will provide a structured noontime sports program open to all students on Mondays, Tuesdays, Thursdays, and Fridays.	AMS Staff	Observations of sport programs during lunchtimes, published schedules and announcements, participation rates	Certificated Stipends, Materials & Supplies  General fund and site unrestricted lottery  \$7,000
13. We will provide and facilitate structured staff time to focus on specific at-risk students and develop behavior support plans for those students.	AMS Staff	Meeting agendas, Behavior Support Plans	Materials & Supplies  General fund and site unrestricted lottery  \$500

School-wide Measures of Success  
Albany Middle School  
March, 2013

## ENGLISH & LANGUAGE ARTS

### **6<sup>th</sup> Grade English**

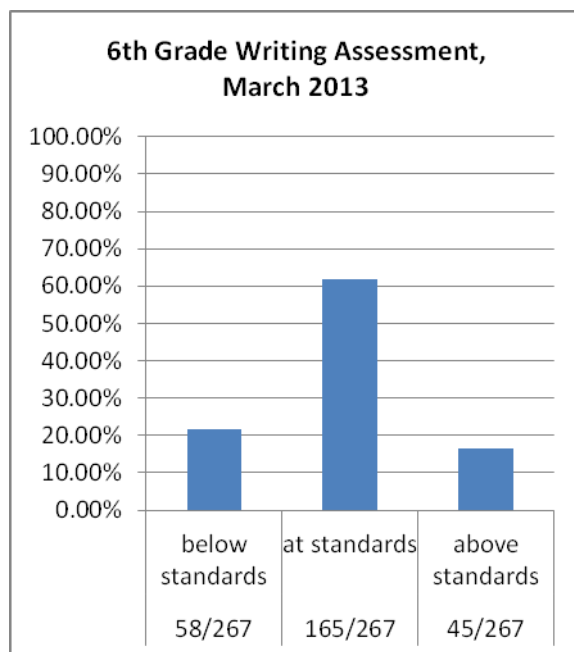
All 6th graders write a personal narrative essay about “A time I felt proud of myself.” Students are informed of the prompt 2 days prior to the day of the test, and may prepare in advance. On the day of the test, students may not use any notes or outlines and have 50 minutes to complete a narrative.

Narratives are graded on a scale of 1-4. A rubric is used by two separate readers to determine a total score. Essays are judged based on their focus, organization, flow, use of description, and mechanics.

The scores of the two separate readers are added together and sums fall into the following categories:

- 4 and below = Below Grade Level
- 5 - 7 = At Grade Level
- 8 = Above Grade Level

Results:



## **7<sup>th</sup> Grade English**

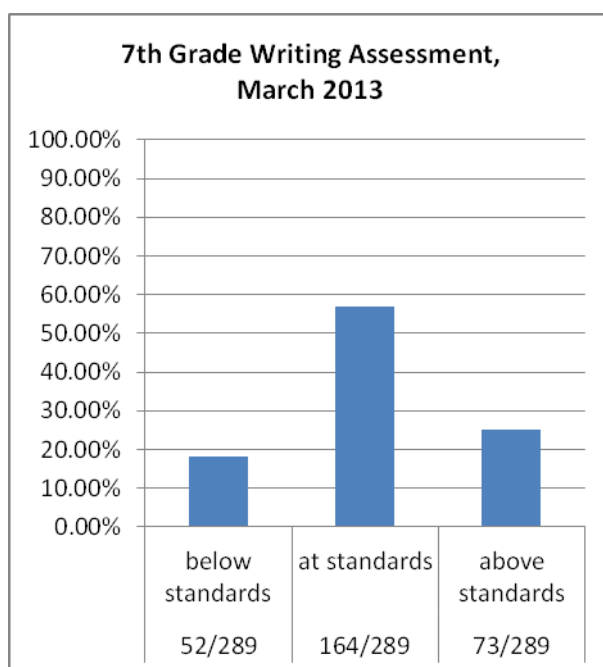
All 7th graders write a personal narrative essay about “A memorable school experience.” Students are informed of the prompt 2 days prior to the day of the test, and may prepare in advance. On the day of the test, students may not use any notes or outlines and have 50 minutes to complete a narrative.

Narratives are graded on a scale of 1-4. A rubric is used by two separate readers to determine a total score. Essays are judged based on their focus, organization, flow, use of description, and mechanics.

The scores of the two separate readers are added together and sums fall into the following categories:

- 4 and below = Below Grade Level
- 5 - 7 = At Grade Level
- 8 = Above Grade Level

Results:



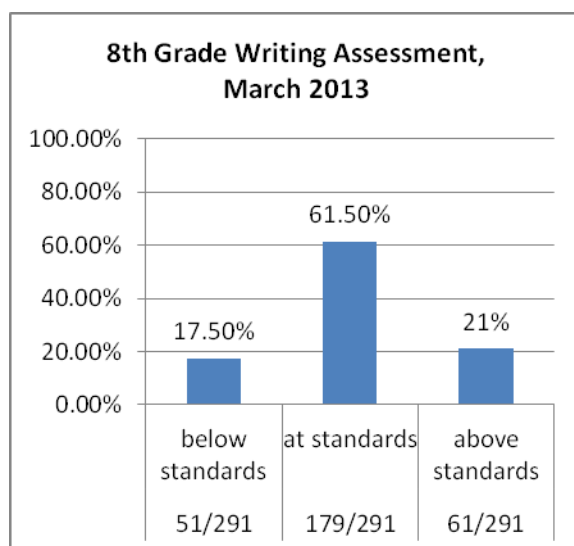
## **8<sup>th</sup> Grade English**

Assessment #1 “Spring Writing Assessment:” All students write for one class period on the same prompt: “Write about a person who has influenced you.” Students are given the same lesson prior to the test. They are given a rubric and sample essays, each one having earned a score 1 through 4, 1 being the lowest and 4 being the highest.

Students are told they are being assessed on their ability to describe the significance of the person through concrete examples and “showing” descriptive details. They are also told to focus on consistency of voice, narrative logic and overall mechanics.

A rubric will be used by two separate readers to determine sub-set scores and a total score. Each reader will score the paper between 1 and 4. The scores will be totaled, so that a passing score is a 5 or better. Scoring a 5 or 6 is equivalent to being at grade level in writing. A score of 2, 3, or 4 is equivalent to below grade level. A score of 7 or 8 is equivalent to above grade level.

Results:



Assessment #2 “I-Search Project:” Our goal is that 95% of 8th graders complete their I-Search project. The I-Search is a 3 month research project in which students choose a topic, generate research questions, organize notes of findings, write a book review, media search paper, interview an expert and compile all their findings into a creative “Multi-Genre Portfolio.”

Teachers will follow the rubric to determine whether students have fulfilled the requirements of the project.

- Students who perform at grade level will earn a B or C on their Final Multi-Media Portfolio.
- Students who perform below grade level will earn a D or fail the project.
- Students who perform above grade level will earn a A.

Note: Some grades may be modified per IEP.

Results: TBA



## **6<sup>th</sup> Grade Grade Reading Intervention**

Initial Placement: Students enrolled in this class are identified at the beginning of each year by reviewing the following criteria:

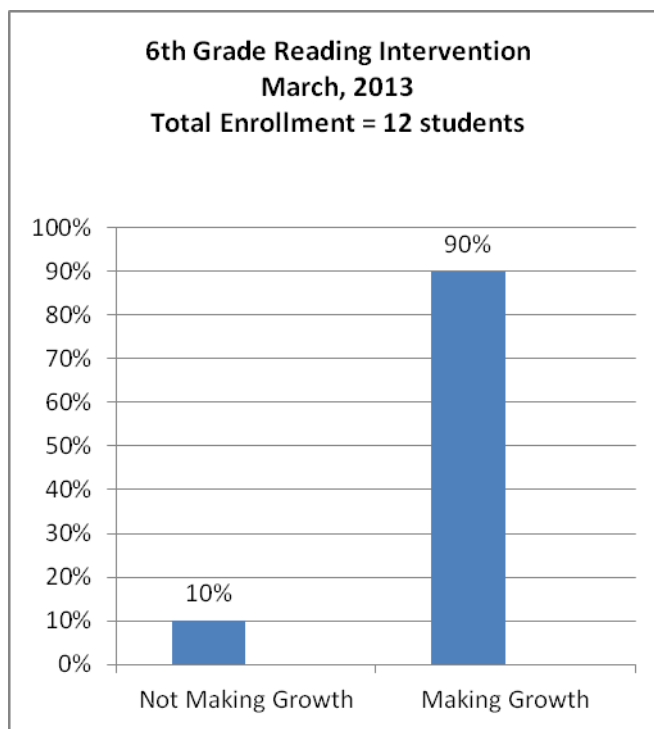
- 5<sup>th</sup> grade teacher recommendations
- CST-ELA scores (Basic, Below, and Far Below Basic)
- GATES-MacGinitie Exam score (more than two years below grade-level performance)

Progress Monitoring Assessments:

- Embedded assessments (Selection and Unit Tests from *Inside: Language, Literacy and Content* Level D textbook)
- Lexile Gains Tests (3 X year)
- Fluency Progress monitoring (3X year)
- Teacher observation
- CST -ELA Scores

As of March, 2013, more than 90% of students are demonstrating growth.

Results:



## **7<sup>th</sup> & 8<sup>th</sup> Grade Reading Intervention**

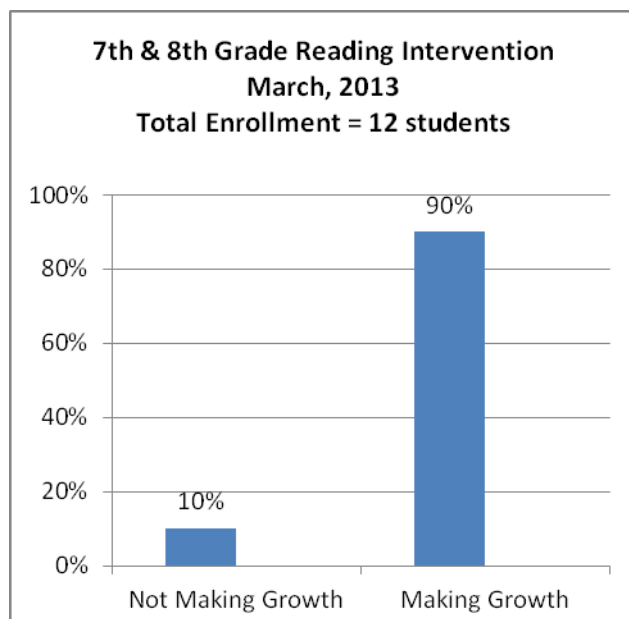
Initial Placement: Students enrolled in this class are identified at the beginning of each year by reviewing the following criteria:

- CST-ELA scores (Basic, Below, and Far Below Basic)
- GATES-MacGinitie Exam score (more than one year below grade-level performance)

Progress Monitoring Assessments: Fluency Progress Monitoring, reading lexile gains tests (3 times per year), Chapter/Unit Tests from curriculum, teacher observations.

As of March, 2013, 90% of students are demonstrating growth.

Results:



## MATH

### **6<sup>th</sup> Grade Math**

Mid-Year Progress Monitoring: Math 6 Chapter 1-6 Benchmark Test: This benchmark test includes material from the first six chapters of our math textbook, including topics such as basic operations with fractions, decimals, and integers, order of operations, solving equations, rates, ratios, proportions, and percentages. After completing chapter six, students review for one day, then take this 34 question, multiple choice format test.

Students must complete the test in one 50 minute class period, and may not use a calculator. This test will be administered to all general Math 6 classes, the Math 6 Strategic Intervention class, and the Math 6 Resource class. The Math 6 Intensive Intervention class will take an alternative assessment to measure progress. Teachers will score the tests, and report an overall percentage of correct answers.

The percentage correct scores fall in the following categories:

- 0 - 59% = below grade level
- 60 - 69% = below, but approaching grade level
- 70 - 89% = at grade level
- 90 - 100% = strong grade level performance

Results: TBA

## **6<sup>th</sup> Grade Math Strategic Intervention**

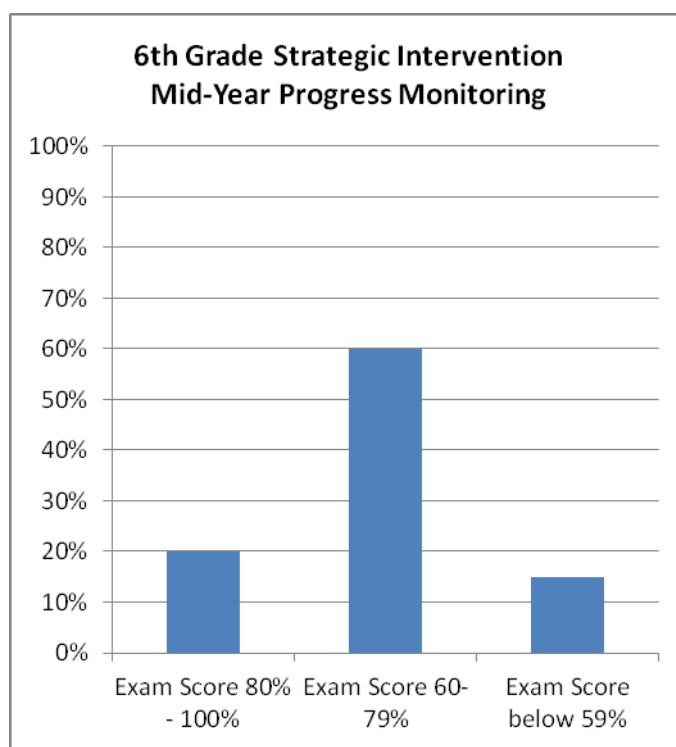
Initial placement is determined by reviewing STAR Test result of Basic, Below Basic, or Far Below Basic and the 6th Grade Initial Placement Test. Progress Monitoring at the mid-year will review Tests and quizzes published by McDougal Littell and Teacher made chapter tests or quizzes, Retake of 6th Grade Initial Placement Test, Use of Released test questions as a formative assessment.

Students who demonstrate two or less grade levels below standard are enrolled.

Mid-year progress monitoring is based on several assessments: tests and quizzes from McDougall Littell adopted progress curriculum, teacher made quizzes, CST released questions, weekly monitoring of homework assignments, in-class daily warm ups, and the daily use of whiteboards as a tool to monitor students ability to complete problems at each incremental step.

### **Results:**

Most of the students began at a 3/4th grade level as measures by the initial 6th grade placement assessment. 100% of students are demonstrating growth from their entry level. Additionally, on the recent chapter 6 test from the adopted curriculum the majority of the students scored well above passing. (see chart below).



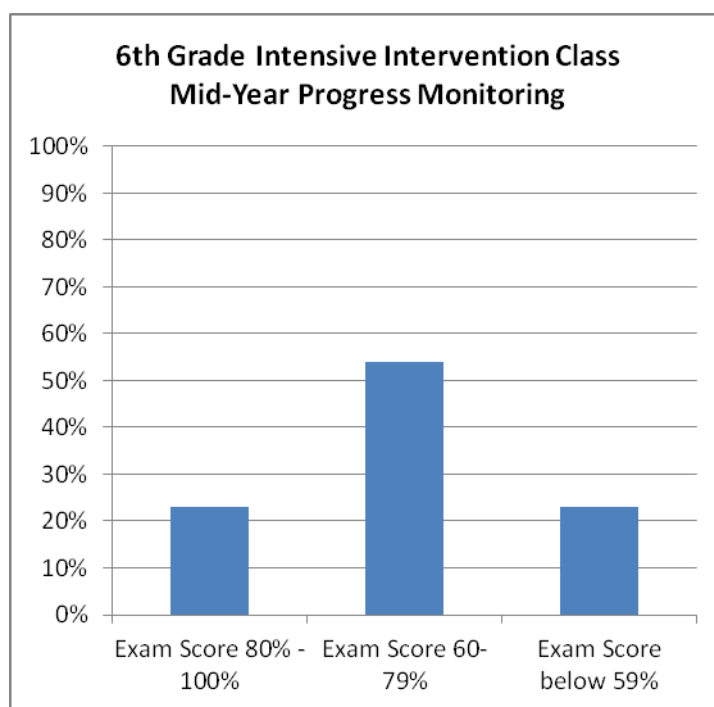
### **6th Grade Math Intensive Intervention**

Initial placement is determined by reviewing STAR Test result of Basic, Below Basic, or Far Below Basic and the 6th Grade Initial Placement Test. Initial placement is determined by administering a 'Math 6 Placement Exam.' Students who demonstrate two or more grade levels below standard are enrolled.

Mid-Year Progress Monitoring: The students will take the same placement exam they took at the start of the 6th grade year. This 34 question exam contains questions on 3rd grade, 4th grade, and 5th grade standards. Scores will be compared with start-of-the-year scores to measure students' progress. The teacher will score the tests, and report an overall percentage of correct answers.

The students in the Intensive Intervention class started the year two or more years below grade level. Success will be measured in terms of growth and progress. Additionally, success may be measured in terms of attendance, positive attitude, and class participation, as it is critical to keep these students engaged and motivated to succeed.

Results:

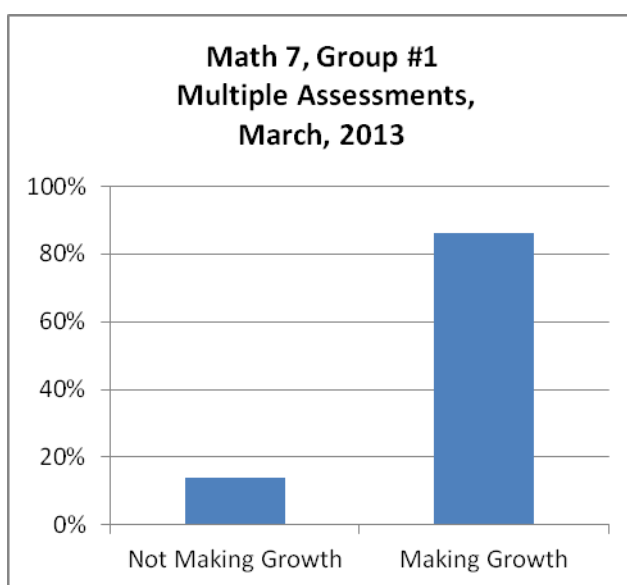


### **7<sup>th</sup> Grade Math Intervention, Group #1**

Initial Placement is determined based on 6th grade teacher recommendation, a review of STAR Test results, and a math skills assessment. Current enrollment (March 2013) is 21 students. The curriculum is the Math Course 2 textbook, which is the same textbook used by the Pre-Algebra class. The textbook provides three levels of instruction based on ability. The Math 7 class uses Level A which is modified in pace and volume of homework. (Level B is considered grade level.)

Students are periodically given a basic arithmetic skills assessment to determine which areas students still needed to work on. The 25 question test assesses competency in the following areas: basic operations, decimals, fractions, integers, order of operations, mixed practice, & solving basic equations.

Results:

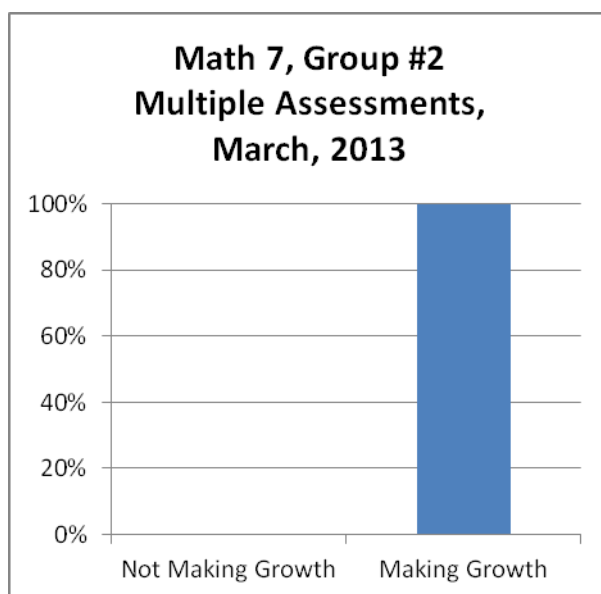


## **7<sup>th</sup> Grade Math Intervention, Group #2**

Initial Placement is determined based on 6th grade teacher recommendation, a review of STAR Test results, and a math skills assessment. Current enrollment (March 2013) is 19 students. The curriculum is the Math Course 2 textbook, which is the same textbook used by the Pre-Algebra class. The textbook provides three levels of instruction based on ability. The Math 7 class uses Level A which is modified in pace and volume of homework. (Level B is considered grade level.)

Students are periodically given a basic arithmetic skills assessment to determine which areas students still needed to work on. The 25 question test assesses competency in the following areas: basic operations, decimals, fractions, integers, order of operations, mixed practice, & solving basic equations.

Results:



## **8<sup>th</sup> Grade Math Intervention**

Initial Placement is determined based on 7th grade teacher recommendations, a review of STAR Test results, and a math skills assessment. Current enrollment (March 2013) is 16 students. The primary resource for curriculum is the “Remediation Book - Momentum Math.” These are workbooks ranging from 5th to 8th grade standards. A supplemental resource is “Pizzazz!” math worksheets, produced by McDougal Littell.

The students participate in writing in the consumable workbooks while I teach the lesson is very affective. There are a lot of word problems and concepts that the students have mastered throughout the year. We started with multiplication and division, basic operations, decimals, fractions, percents, integers, solving equations, graphing equations, probability/statistics and lastly geometry.

The methods for assessment include teacher-made tests and quizzes, a daily review of the workbook exercises, CST release questions, and observations by the teacher during the daily one-on-one sessions with each student. There are also daily warm-up exercises and daily homework assignments.

100% of the students are demonstrating growth when reviewing initial assessments to those administered in March.



## **7<sup>th</sup> Grade Pre-Algebra**

Mid-Year Assessment method: Chapter 1-6 test; A cumulative mid-year chapter test that covers the following topics in McDougal Littell Math Course 2:

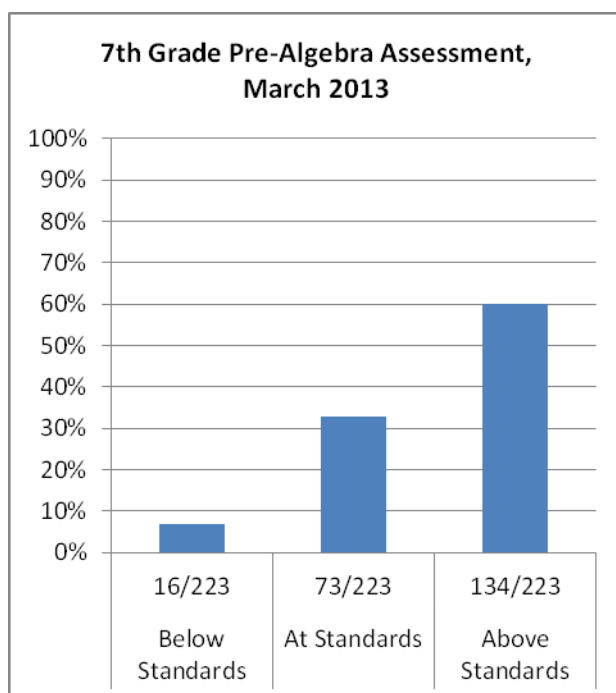
- 1) Integer Operations
- 2) Rational Number Operations
- 3) Decimals and Percents
- 4) Exponents and Irrational Numbers
- 5) Solving Equations and Inequalities
- 6) Linear Equations and Graphs

An overall percentage of possible points based upon correct answer will be reported.

Levels of Achievement:

- 1) Below-grade level standards: below 59%
- 2) Grade-level standards: 60-79%
- 3) Above grade level standards: 80-100%

Results:



## **8<sup>th</sup> Grade Introduction to Algebra**

**Title of Assessment and Brief Description:** Chapter 6 assessment: This midyear assessment covers all Algebra 1 topics from the chapters (1-6) that we have covered so far in the McDougall Littell Algebra 1 textbook.

**Method for Assessing Student Results:** An overall percentage of correct answers will be reported.

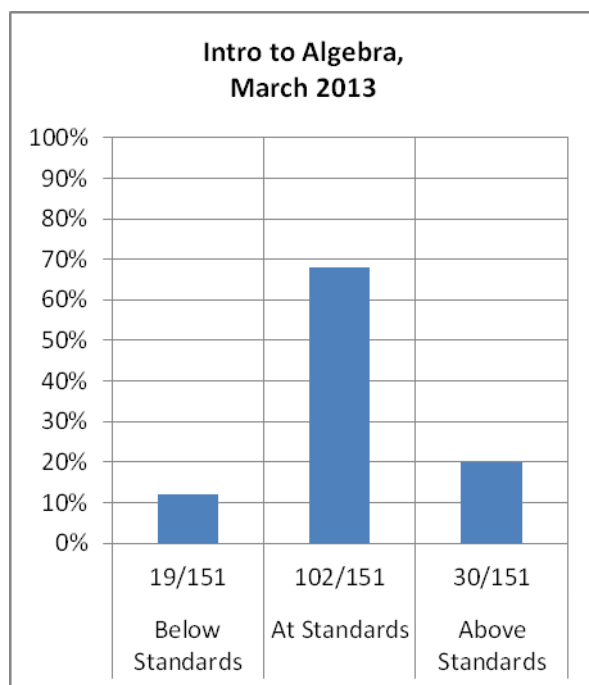
**Levels of Achievement:**

Performing below standards: 64% and below

Performing at standards: 65-94%

Performing above standards: 95% and above

### **Results:**



## **8<sup>th</sup> Grade Algebra I**

**Title of Assessment and Brief Description:** Chapter 6 assessment: This midyear assessment covers all Algebra 1 topics from the chapters (1-6) that we have covered so far in the McDougall Littell Algebra 1 textbook.

**Method for Assessing Student Results:** An overall percentage of correct answers will be reported.

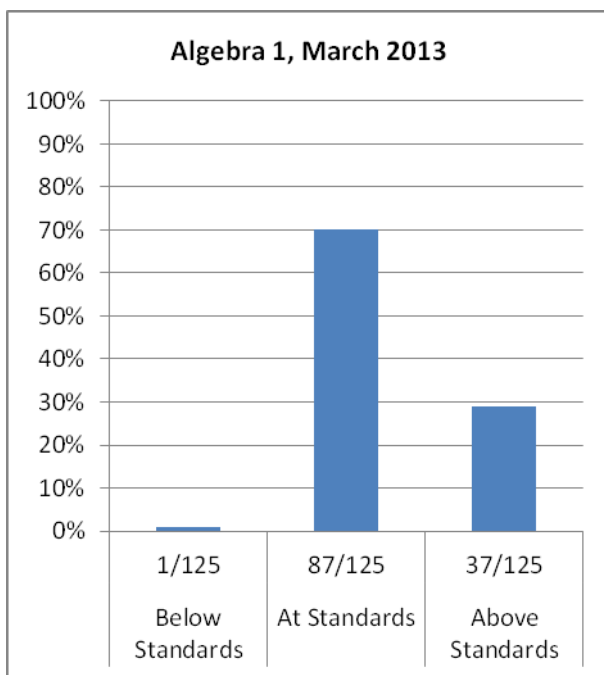
**Levels of Achievement:**

Performing below standards: 69% and below

Performing at standards: 70-94%

Performing above standards: 95% and above

### **Results:**



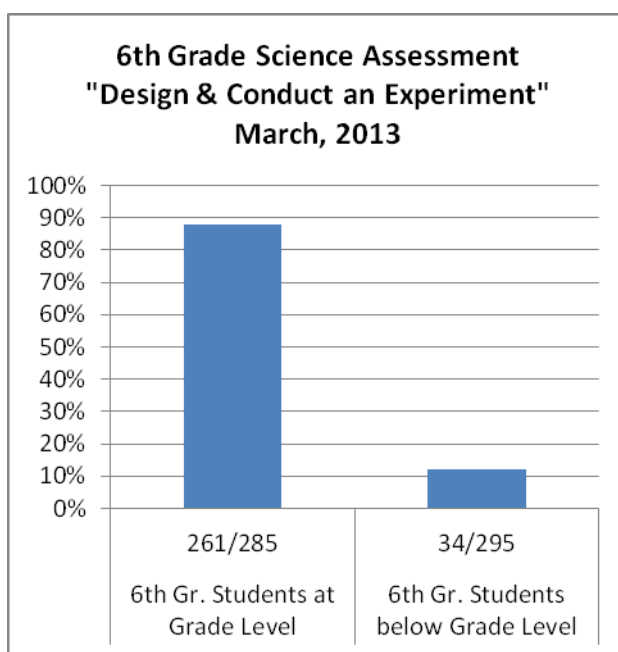
## SCIENCE

Assessment: Design and Conduct Science Experiment, Observations will be made by the teacher as students plan, execute, and report results from a scientific experiment. The following are the standards for meeting grade-level expectations at each grade level. A student will be deemed performing at grade level if they are able to complete the steps listed below. A student would be above or below grade level if they either surpass or don't meet the requirements listed below.

### **6th grade Science**

1. Pose an investigable question (either observation or experiment o.k.)
2. Plan a procedure.
3. Conduct the experiment.
4. Report the results. (This takes different forms for different teachers.)

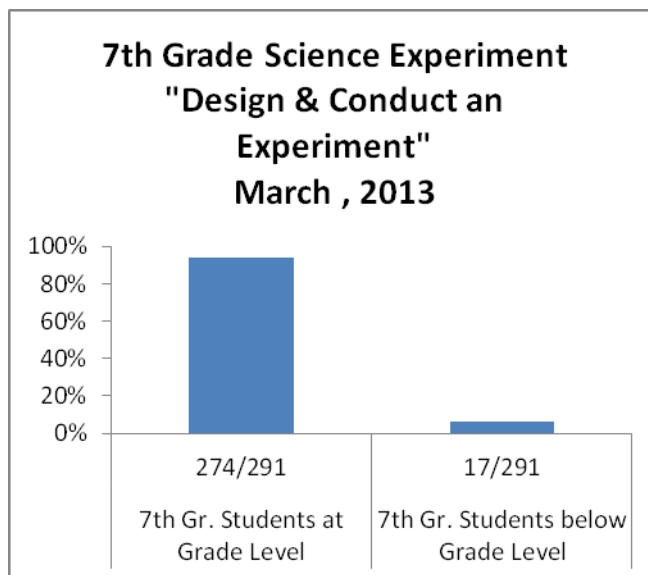
Results:



## **7th grade Science**

1. Pose a question and a hypothesis.
2. Plan a procedure in which variables are controlled as much as possible.
3. Conduct the experiment.
4. Report the results in the form of a data table and a graph.
5. Make a conclusion about whether the hypothesis was correct or not.

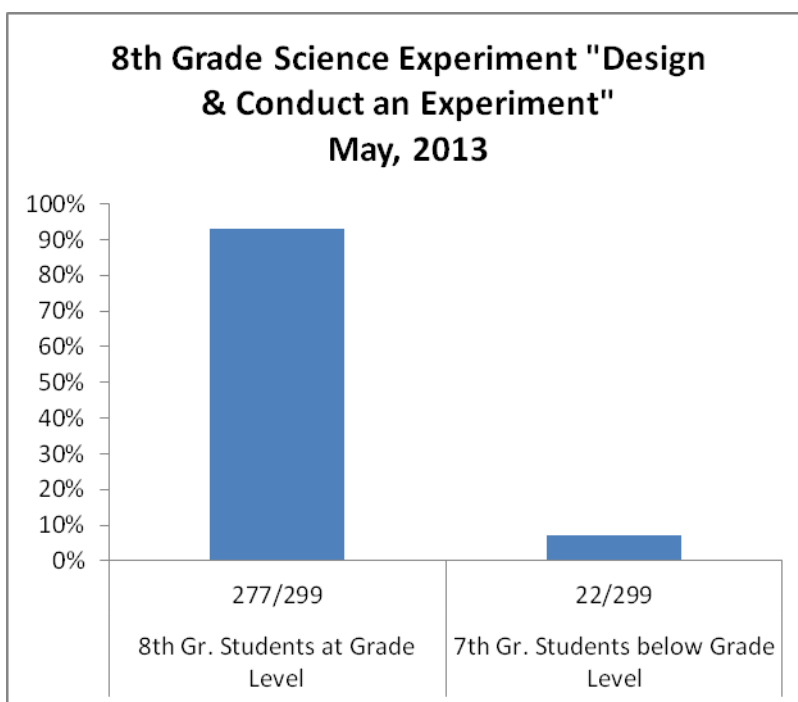
Results:



## **8th grade Science**

1. Pose a question and a hypothesis.
2. Plan a procedure in which variables are controlled as much as possible.
3. Conduct the experiment.
4. Report the results in the form of a data table and an accurate and appropriate graph.
5. Draw conclusions based on the data. Evaluate the accuracy and reproducibility of the data.

Results:



## PHYSICAL EDUCATION

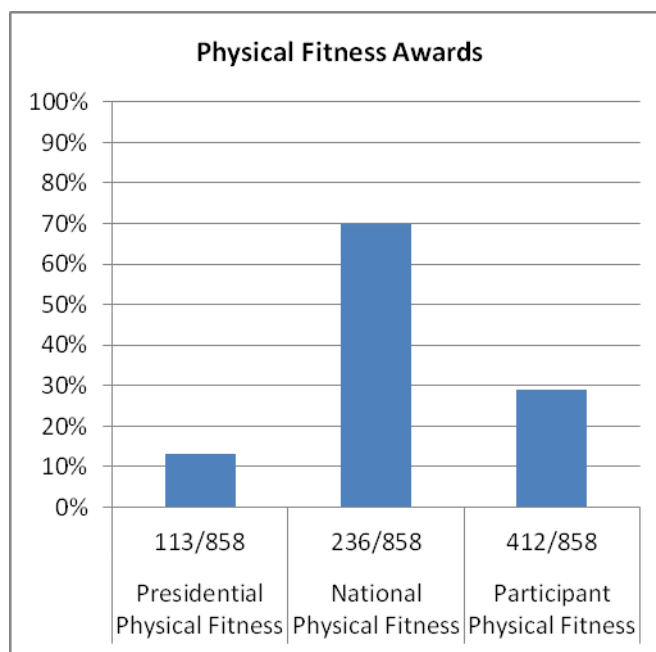
### **6<sup>th</sup>, 7<sup>th</sup>, & 8<sup>th</sup> Grade Physical Education**

The President's Challenge Physical Activity & Fitness Awards Program includes the following tests: timed mile run, curl-ups, push-ups, sit & reach, and shuttle run.

The President's Challenge Physical Activity & Fitness Awards Program supplies the qualifying standards for Presidential, National, and Participant Physical Fitness Awards. The standards are based upon the National School Population Fitness Survey, supplied by the President's Challenge Program. Physical Education instructors administer the five fitness tests, and compare the student results to the qualifying standards.

To achieve the Presidential Physical Fitness award, students must achieve at least the 85th percentile in all five activities. To achieve the National Physical Fitness award, students must achieve at least the 50th percentile in all five activities. Students who attempt all five activities, but have one or more scores fall below the 50th percentile, are eligible for the Participant Award.

Results:



## ELECTIVES

### **Music**

Annual Solo and Ensemble project (Jan/ Feb)

Project evaluation rubric is same as state music festival evaluation sheet

Students receive a grade of Superior, Excellent, Good, Needs Improvement

- superior - above grade level
- excellent - at grade level
- good, needs improvement - below grade level

### **Results:**

TBA

### **Culinary Arts**

Free Choice Cooking Lab - a chance to demonstrate new cooking and organization skills.

Cooking groups will choose a recipe and create a task analysis and timeline for making it.

Students will then spend 2 days preparing the recipe and will share the food with the rest of the class on the last day. Groups will be evaluated on their ability to create a realistic plan and adhere to it.

- Below Grade Level- group doesn't complete assignment or requires teacher to intervene more than 3 times to complete assignment.
- At Grade Level- group completes assignment and requires no more than 3 times.
- Above Grade Level- group completes assignment and requires no intervention.

### **Results:**

TBA



## Form C: Programs Included in this Plan

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

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

<http://www.cde.ca.gov/fg/aa/co/ca12squiappcatprog.asp>

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

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

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

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>1</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Bryndza, Lucy	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheney, Guy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Chisholm, Richard	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Heans, James	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Javier, Lara	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Liu, Andrew	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Matlon, Jason	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Montagh, John	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Montagh, Rian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Parenti, Peter	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Perez, Linda	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shelton, Drennen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Sheppard, Fran	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Roberts, Laurie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Vorhies, Kristin	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Yi, Benson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
Numbers of members in each category	1	6	0	6	3

<sup>1</sup> EC Section 52852

## Form E: Recommendations and Assurances

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

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

☐ State Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

☒ English Learner Advisory Committee

\_\_\_\_\_  
Signature

☐ Special Education Advisory Committee

\_\_\_\_\_  
Signature

☐ Gifted and Talented Education Program Advisory Committee

\_\_\_\_\_  
Signature

☐ District/School Liaison Team for schools in Program

\_\_\_\_\_  
Signature

☐ Compensatory Education Advisory Committee

\_\_\_\_\_  
Signature

☐ Departmental Advisory Committee (secondary)

\_\_\_\_\_  
Signature

☐ Other committees established by the school or district (list):

\_\_\_\_\_  
Signature

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: May 1<sup>st</sup>, 2013.

Attested:

**Mr. Peter I. Parenti**

Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_\_\_\_  
Date

**Mr. Guy Cheney**

Typed name of SSC Chairperson

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Signature of SSC Chairperson

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Date



# 2013 Single Plan for Student Achievement

Marin Elementary School



# The Single Plan for Student Achievement

School: Marin Elementary School

District: Albany Unified School District

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

Principal: David A. Kumamoto

Date of this revision: 5/01/2013

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: David A. Kumamoto

Position: Principal

Telephone Number: (510) 558-4740

Address: 1001 Santa Fe Ave., Albany CA 94706

E-mail Address: dkumamoto@ausdk12.org

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



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## EXECUTIVE SUMMARY

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

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

This plan will analyze student achievement data. The most current CA state testing data comes from May, 2012. We are proud of the high number of students who are proficient and advanced. However, we are challenged in many ways in our efforts to realize success for every student.

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

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

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

- David A. Kumamoto, Principal

## SCHOOL PROFILE

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

Currently there are 518 students enrolled at Marin Elementary School. The school serves students in grades Kindergarten through 5th, with 20 General Education classrooms. The general education classrooms have a student range of 24-27 students. Additionally, four teachers teach outside of the self-contained classroom setting in the subjects of Physical Education, Music, Science and Media/Library. Marin Elementary has a support staff comprised of two part-time Intervention Specialist Teachers (.4 FTE and .6 FTE), a part-time (.60 FTE) English Language Learner Specialist Teacher, a part-time speech and language specialist, one part-time psychologists, a part-time resource teacher, a part-time Occupational Therapist, and one part-time counseling interns.

On average, 120 children participate in the Tupelo program that provides on-site childcare in grades 1 through 3 before school and after school until 6:00 p.m. daily, with a separate Kindergarten program. Enrichment classes are offered to students who are enrolled in the Early Bird and Late Bird reading programs in grades 1st through 3rd. Enrichment classes include: Spanish, Vocal Music, Engineering, World Percussion, Drama, and Chess.

Students at Marin Elementary School receive a core academic curriculum based on California State Standards. Students also have a variety of co-curricular and student activities that promote leadership, personal choice, and a bond with their school community. Enrichment activities offer students opportunities to pursue interest in Vocal Music and Band. The Physical Education and Media/Library curriculum embedded in the regular school day provide each K-3 grade teacher 90 minutes of preparation per week and, with the addition of Science and Music, intermediate teachers 235 minutes of preparation per week.

Over 15 different languages are spoken on campus. This not only provides wonderful opportunities for cultural dialogue but also provides our students with a rich multi-cultural foundation on which to build a life-long appreciation of diversity. One in five of our students are English Language Learners and about one in ten of our students participate in Free or Reduced Lunch program.

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

## SCHOOL VISION & MISSION

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

## ANALYSIS OF STUDENT ACADEMIC ACHIEVEMENT

Marin School Staff and School Site Council (SSC) used the following data to create school-wide goals for the 2012-2013 academic year: 2011-2012 State Standardized Testing and Reporting (STAR) tests for Language Arts, and Math, California English Language Development Test (CELDT), Academic Performance Index (API), Adequate Yearly Progress (AYP) by Ethnicity, English Language Learner(ELL) level, and socioeconomically disadvantaged (SED) status. Also included was the embedded assessment plan from the District adopted Everyday Math program, a pacing guide to facilitate ongoing teacher collaboration, and the District Math Benchmark Assessments.

### Adequate Yearly Progress Targets

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

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

### English Language Arts

All Students: 361 students tested (2011-2012 results)

86.7% of the students scored proficient or above in English Language Arts (313 students)

Grade 2: 99 students tested

88% of the students scored proficient or above in English Language Arts (87 students)

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

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

Grade 3: 97 students tested

80% of the students scored proficient or above in English Language Arts (78 students)

14% of the students scored basic in English Language Arts (14 students)

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

2% of the students scored far below basic in English Language Arts (1 student)

Grade 4: 73 students tested

90% of the students scored proficient or above in English Language Arts (66 students)

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

2% of the students scored below basic in English Language Arts (1 student)

Grade 5: 92 students tested

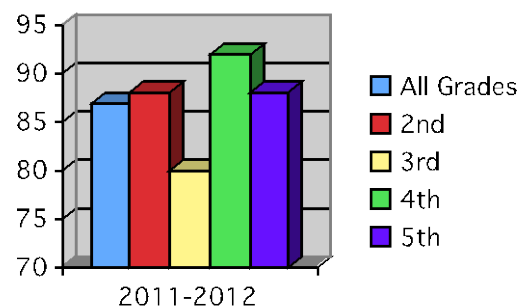
88% of the students scored proficient or above in English Language Arts (82 students)

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

7% of the students scored below basic in English Language Arts (6 students)

2% of the students scored far below basic in English Language Arts (1 student)

ELA CST Scores



## Mathematics

All Students: 361 students tested

85.6% of the students scored proficient or above in Math

Grade 2: 99 students tested

90% of the students scored proficient or above in Math (89 students)

7% of the students scored basic in Math (7 students)

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

1% of the students scored far below basic in Math (1 student)

Grade 3: 97 students tested

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

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

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

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

Grade 4: 73 students tested

88% of the students scored proficient or above in Math (64 students)

12% of the students scored basic in Math (9 students)

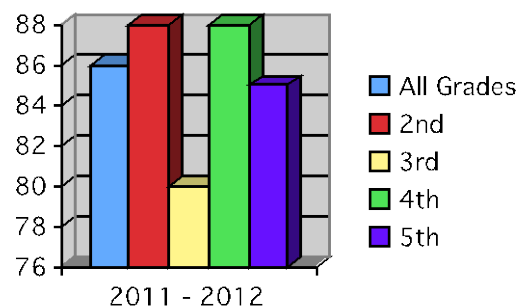
Grade 5: 92 students tested

85% of the students scored proficient or above in Math (78 students)

10% of the students scored basic in Math (9 students)

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

Math CST Scores



## Science

All Students: 92 students tested

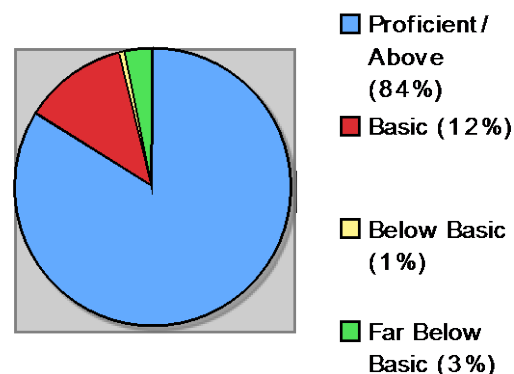
84% of the students scored proficient or above in Science\* (77 students)

12% of the students scored basic in Science\* (11 students)

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

3% of the students scored far below basic in Science\* (3 students)

CST 5<sup>th</sup> Grade Science



\*Science is only administered in grade 5

## ANALYSIS OF CURRENT ACADEMIC PROGRAMS

### Analyze Educational Practices

#### Educational Practices

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

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

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

Teacher grade level collaboration

Differentiation of the curriculum

Library Media Specialist available to all students

Specially Designed Academic Instruction in English (SDAIE) strategies/English Language Development (ELD) vocabulary strategies

Guided Language Acquisition Design (GLAD) strategies for accessing language

Vision and hearing screening in grades K, 2 and 5, as well as, teacher referrals

Reteaching during the school day

- Student Success Team (SST) process
- Section 504 process
- School Attendance Review Team (SART)/School Attendance Review Board (SARB) processes
- Intervention Paraprofessionals
- Early Bird/Late Bird split schedule
- Intervention Teacher

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

- California Standards Test (CST)/Standardized Testing and Reporting (STAR)
- California English Language Development Test (CELDT) testing
- District Writing Assessments (K-5)
- District Everyday Math Benchmark Assessments (K-5)
- Gates-MacGinitie Reading Test grades 4 & 5
- Developmental Reading Assessment (DRA) grades K-3
- Slosson Oral Reading Test (SORT) grades 2 & 3
- Letter Recognition (Kindergarten)
- Letter Sounds (Kindergarten)
- Sight Words (Kindergarten)
- Concepts of Print (Kindergarten)
- CVC word list (Kindergarten)
- Phonemic Awareness (Kindergarten)
- Albany First Grade Word List (grade 1)
- Curriculum assessments
- Teacher created assessments

## **Number and percentage of teachers in academic areas experiencing low student performance**

English Language Arts: 85% (12 of 14)

Mathematics: 93% (13 of 14)

## **Family, school, district and community resources available to assist these students**

English Language Advisory Council (ELAC)/District English Language Advisory Council (DELAC)

School Site Council (SSC)

- Parent Teacher Association (PTA)
- Albany Education Foundation (AEF) Grants
- SchoolCARE
- Albany Music Fund
- Albany Elementary Giving Campaign
- SART/SARB
- Special Education Local Plan Area (SELPA)

## **School, district and community barriers to improvements in student achievement**

- Statewide reduction in funding
- Inconsistent curriculum implementation and staff development
- Untimely access to benchmark and test data
- Limited Language skills
- Student mobility of English Language Learners
- Inconsistent access to outside resources e.g. mental health, eye and dental care, etc.
- High number of absences [Severe Chronic (2 students, <1%); Chronic (25 students, 5%); and, At-risk (100 students, 20%)]
- Communication barriers due to lack of access to technology and access to language translation

## **Limitations of the current program to enable under performing student to meet standards**

- Technology usage has not evolved enough to facilitate teacher workload and instruction
- Attendance is lower than would be optimal
- Inconsistency of training creates challenges for program implementation
- Class size has risen from 20:1 (student to teacher ratio) in 2008-2009 to 25-27 to 1 in grades Kindergarten through 3rd grade
- Inconsistency of intervention teacher for the past 3 years
- Disruptions to classroom instruction due to pullout intervention
- Master scheduling of interventions very challenging because of classroom teacher prep

## **CONCLUSIONS FROM ANALYSIS OF INSTRUCTIONAL PROGRAMS**

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

One of the action steps in last year's site plan, as well as at Ocean View and Cornell, was to inventory writing programs used in classrooms. As a result, elementary teachers along with principals decided to pilot the Being a Writer program developed by the Developmental Studies Center (DSC) in Oakland. The program is

similar to Lucy Caulkin's Writer's Workshop model developed at Teacher's College in New York. Teachers felt the DSC program offered more resources for teachers, emphasizes building a collaborative classroom and provides all the materials. This pilot of the new writing program is to address the need of improving writing conventions and writing in general.

Mr. Kumamoto introduced the Daily 5 and Café books to the staff and received funding from the PTA to send teachers to a training during the summer. The Daily 5 is really a management system for reading workshop. There are 5 "rotations" that replace centers and are literacy ONLY focused. Literacy blocks are broken into smaller blocks with a group mini lesson followed by a 20-30 minute work time. During the work time, the students choose one of the daily 5 rotations (read to self, read with someone, work on writing, listen to reading, working with words) while the teacher meets with small groups (guided reading or strategy) or holds individual conferences. The book outlines how to help the students build stamina for each rotation and manage the organization of it all.

The authors, Gail Boushey and Joan Moser, (referred to as "The Sisters") followed up with their CAFE menu that is a way to guide instruction using standards. The students take ownership for setting goals that are posted on a board in the classroom. Café is an afternoon that stands for comprehension, accuracy, fluency, and expand vocabulary.

The Daily 5 and Café will be piloted in some classrooms at Marin school to address reading comprehension, reading stamina, and build independent readers.



## Planned Improvements in Student Performance

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

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

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

### MARIN SCHOOL GOALS: English-Language Arts

1. All students will demonstrate growth. 90% of students will make at least one year's growth as demonstrated by maintaining or increasing their performance on their current grade level STAR exam as compared to their previous grade level STAR exam. Students who demonstrate growth from FBB to BB will be considered students who made growth. Students who maintain FBB or BB will not be considered students who made growth.
2. We will increase the percentage of students scoring at Proficient or Advanced levels of performance. 89.0% of all students, including all subgroups, will be expected to perform at Proficient or Advanced levels. In the cases where student groups are already outperforming these levels, we can name a reasonable percentage of increase. In the cases where student groups are underperforming these levels, we can name a reasonable increase of 5 to 10%.
3. We will decrease the number of students scoring at Basic, Below Basic, and Far Below Basic Levels of Performance. At least 10% of students in the current year who previously performed at Basic, Below Basic and Far Below Basic will demonstrate increased levels of performance on the STAR Exam.

<p><b>What data did you use to form this goal?</b></p> <p>CST English-Language Arts Data, 2012</p>	<p><b>What were the findings from the analysis of this data?</b></p> <p>School-wide achievement in ELA is high. On the 2012 STAR test 87.2% of our students performed at Proficient or Advanced. However, we still recognize an achievement gap for students of various sub-groups.</p>	<p><b>How will the school evaluate the progress of this goal?</b></p> <p>DRA Assessment levels (1<sup>st</sup> – 3<sup>rd</sup> grades); Gates-MacGinitie Reading Test (3<sup>rd</sup> – 5<sup>th</sup> grades), reading and writing program assessments and teacher made tests</p>
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**STRATEGY: Alignment of Instruction with Content Standards** – We will align instruction with California State Standards through grade level collaboration, use of instructional guides and curriculum and professional development.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. Review every student's current performance levels on State exams, and local assessments. We will identify those who need additional support. (09/2013)	Teachers Site Administrator	Class lists of all current students, lists of students newly enrolled to AUSD. Lists of students identified for additional support.	N/A
2. Provide a standards-based English Language Arts curriculum at each grade level. (09/2013-06/2014)	Teachers Site Administrator	Lesson Plans, Writing Assessment Results, Classroom Observations, Department Meeting notes, Student achievement data, Purchase orders for curriculum materials	N/A
3. Form the Instructional Leadership Team (ILT) to analyze and evaluate curriculum needs, lead in curriculum implementation and provide leadership through staff development.	Grade Level Teacher Leaders Site Administrator	Lesson Plans, Writing Assessment Results, CELDT Test results, Classroom Observations, Grade Level Meeting notes, Student achievement data	\$ 5,985 District and Site General Funds
4. Review the Common Core standards and identify curriculum and instructional alignment.	ILT Classroom Teachers Site Administrators	Meeting Agendas, Meeting Minutes, Feedback reflections from participants, sample work products	N/A

5. Offer three release days during the school year to grade level teams to collaborate, plan instruction, discuss common instructional practices and assessments, and align their work across the grade level.	Grade Level Teams Site Administrator	Grade-Level Meeting Agendas and Minutes, Samples of common assessments, student achievement results from common assessments	\$ 8,280 Site General Funds
6. Offered a release day during the school year to grade level teams to focus on assessment. Teachers will work with students to assess their skills as well as analyze student work. Kindergarten teachers will be offered two days.	Grade Level Teachers Site Administrator	Teachers' assessment notes	\$2,760 Site General Funds

**STRATEGY: Improvement of Instructional Strategies and Materials** – Staff will evaluate and improve our instructional strategies and curricular materials through staff development, reflection, and administrative feedback.

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

3. Provide teachers opportunities to gain an understanding of the Daily 5 literacy structure and CAFÉ reading strategies	Grade Level Teachers Site Administrator	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student reading stamina	N/A
4. Provide teachers support for implementing the Daily 5/CAFÉ reading strategies including: Daily 5/CAFÉ workshops, subscription memberships, materials (i.e. trade books)	Grade Level Teachers Intervention Teacher Site Administrator	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student reading stamina	\$12,000 PTA Site General Fund

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

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. Identify and provide targeted instruction to students in small groups and monitor progress	Grade Level Teachers Intervention Teacher Site Administrators	Literacy, DRA, benchmark assessment scores, teacher judgment	Intervention Teacher (1.0 FTE)
2. Provide small group English Language Development instruction for students who are identified as 'Beginner' and 'Early Intermediate' English Language Learners.	English Language Development (ELD) Teacher Site Administrators	Literacy, DRA, benchmark assessment scores	ELD Teacher (0.8 FTE) ELD Teacher (0.2 FTE)

**STRATEGY: Involvement and Communication** – Staff will offer opportunities for teachers, students, parents and community to participate in the educational process

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

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

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

**MARIN SCHOOL GOALS: Math**

1. All Students will demonstrate growth. 90% of students will make at least one year's growth as demonstrated by maintaining or increasing their performance on their current grade level STAR exam as compared to their previous grade level STAR exam. Students who demonstrate growth from FBB to BB will be considered students who made growth. Students who maintain FBB or BB will not be considered students who made growth.
2. We will increase the percentage of students scoring at Proficient or Advanced levels of performance. 89.1% of all students, including all subgroups of students will be expected to perform at Proficient or Advanced levels. In the cases where student groups are already outperforming these levels, we can name a reasonable percentage of increase. In the cases where student groups are underperforming these levels, we can name a reasonable increase of 5 to 10%.
3. We will decrease the number of students scoring at Basic, Below Basic, and Far Below Basic Levels of Performance. 10% of all students who scored Basic, Below Basic, and Far Below Basic in 2012 will score at least one performance band higher in 2013.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CST Math Data, 2012	School-wide achievement in Math is high. 85.2% of our students perform at Proficient or Advanced. However, we still recognize an achievement gap for students of various sub-groups.	District Benchmark Assessments, Chapter and teacher developed Assessments

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

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. Review every student's current performance levels on State exams, and local assessments. We will identify those who need additional support. (09/2013)	Teachers Site Administrator	Class lists of all current students, lists of students newly enrolled to AUSD. Lists of students identified for additional support.	N/A
2. Review the Common Core standards and identify curriculum and instructional alignment as a Professional Learning Community to make instructional decisions, plan lesson delivery and discuss student learning.	Teachers Site Administrator	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student writing stamina	N/A

**STRATEGY: Improvement of Instructional Strategies and Materials** – Staff will evaluate and improve our instructional strategies and curricular materials through staff development, reflection, and administrative feedback.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. Provide summer training for teachers through the Silicon Valley Math Initiative (SVMI) to provide materials, online resources, and support for Common Core State Standards implementation.	Teachers Site Administrator	Changes in instructional strategies as evidenced by lesson plans, sharing of student work, observations and walkthroughs, increased level of student writing stamina	District funds

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

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. Provide para-educators for targeted students in classes grade 1 – 5 (10/1)	Teachers Site Administrators	Benchmark assessments; curriculum tests	\$18,000 (\$1,000/classroom in grades 1 – 5) Site General Fund



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

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

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

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

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. Continue to implement the concepts and strategies outlined in the "BEST Behavior" program.	Principal, Teachers & Site Staff	Staff Development Plans, BEST Lesson Plans	Materials, Prizes, Incentive awards  General Fund, PTA, Other Community Fundraising sources \$500
2. Students, Parents, and the Community will be informed about school policies and procedures related to a positive campus climate.	Site Administrator	Agreements signed by Parents and Students, Communication through Student Handbook and school-wide newsletters	Materials and supplies, classified hourly  Site General Fund \$100
3. Provide structured noontime activities open to all students	Site Administrator Marin Staff Noontime Activities Coordinator Parent Volunteers	Published weekly schedules and announcements, participation rates	\$4,000 Stipend  District General Fund

4. Provide and facilitate structured staff time to focus on specific at-risk students for mental health referrals prior to conferences.	Site Administrator Marin Staff	Meeting agendas, Behavior Support Plans	N/A
5. Provide training for playground staff on the concepts and strategies outlined in the “BEST Behavior” program at the beginning of the school year, when new staff are hired and on-going monthly.	Site Administrator	Training plans, monthly meeting notes	N/A
6. Provide mental health counseling for at-risk students in individual and group settings	Site Administrator Mental Health Intern	Referrals for services, reports on number of students served, reduction of yard behavior referrals	Mental Health Intern
7. Continue to monitor and track behavior data by distributing and using yard and classroom referral slips, logging information into AERIES and reviewing on a monthly basis	Site Administrator, Teachers & Site Staff	Documented discussions on school-wide behavior trends	N/A
8. Provide additional training for teachers in piloting a rhythmic Balance/Auditory/Vision eXercises (BAVX) program	Site Administrator Teachers	Student surveys, teacher and administrator observations	\$2,000 Workshop Marin PTA
9. Explore character education programs to be implemented District wide	AUSD Safe Schools Coordinator, Site Administrator & Teachers	Adoption and implementation of a character education program	District Funded

10. Provide opportunities for the community to get involved and celebrate through monthly Marin Mornings.	Site Administrator Teachers	Class participation and community attendance	N/A
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## Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #:

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

Note: Centralized services may include the following direct services:

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

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

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

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

## Form C: Programs Included in this Plan

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

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

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

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

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

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

## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>3</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Azzariti, Michela (Alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Cajina, Jeanne	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Carey, Judith	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Costello, Jamie	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Galloway-Popotas, Rachelle (Alternate)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Hopper, Marie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Kumamoto, David	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leung, Yvette	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
McKenzie, Eileen	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nichols, Janet	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Trutane, Kim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Yoshida, Sallie	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Numbers of members in each category	1	3	1	7	0

<sup>3</sup> EC Section 52852

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
  - ☐ State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - ☒ English Learner Advisory Committee \_\_\_\_\_ Signature
  - ☐ Special Education Advisory Committee \_\_\_\_\_ Signature
  - ☐ Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - ☒ District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - ☐ Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - ☐ Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - ☐ Other committees established by the school or district (list) \_\_\_\_\_ Signature
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: May 1<sup>st</sup>, 2013.

Attested:

David Kumamoto

Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal Date

Kim Trutane

Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson Date





# 2013 Single Plan for Student Achievement

## Cornell Elementary School



# The Single Plan for Student Achievement

School: Cornell Elementary School

District: Albany Unified School District

County-District School (CDS) Code: 01-61127-6090161

Principal: Wendy Holmes

Date of this revision: May 17, 2013

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: Wendy Holmes

Position: Principal

Telephone Number: 510-558-3702

Address: 920 Talbot Avenue, Albany, CA 94706

E-mail Address: [wholmes@ausdk12.org](mailto:wholmes@ausdk12.org)

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

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## EXECUTIVE SUMMARY

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

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

### This plan will analyze student achievement data.

The most current CA state testing data comes from Spring 2012. We are proud of the increased levels of achievement. However, we are challenged in many ways in our efforts to realize success for every student.

### This plan will articulate detailed plans for improvement.

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

### This plan will include a focus on student wellness and campus climate.

It is critical to recognize that safety, responsibility, and respect are learned behaviors. When we bring nearly 600 students and 75 staff members together every day to collaborate and learn, we need to provide them with the frameworks that encourage healthy interactions and a positive climate.

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

Wendy Holmes  
Cornell Principal

## SCHOOL PROFILE

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

The strength of our school lies with the staff, who are knowledgeable, thoughtful and caring, and who share the belief that all students can learn. Our teaching faculty is comprised of highly qualified, fully credentialed and Cross-cultural Language and Academic Development (CLAD) certified teachers who offer focused instruction and design rigorous academic curricula based on California State Standards. Our efforts are reflected in our students' performance on the California Standards Test. Specifically, our 2012 Standardized Testing and Reporting (STAR) results report that 85% of 2nd-5th grade students scored proficient or advanced in English Language Arts, and 86% of 2nd-5th grade students scored proficient or advanced in Math, school-wide. In addition, our 2012 Academic Performance Index (API) is 926.

Currently, 587 students are enrolled at Cornell in grades K-5, with 23 general education classrooms and one Special Day Classroom. All of our classrooms have a teacher to student ratio of no greater than 27:1. 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. These specialists provide instruction that enhances the classroom curriculum. To serve our large English Language Learner population, our ELD Specialists (1.2 FTE) offer EL students extensive support with language acquisition through push-in and pull-out programs. Our Reading Intervention Specialist works with small groups of students to support them with their reading and writing development. All students participate in music, physical education, science, and library classes, all taught by AUSD specialists. Through the Albany Elementary Giving Campaign, our students are also offered additional vocal music instruction, performing arts, chess, puberty education, and the opportunity to have the Poets in the Schools program.

Our school is made up of a diverse student body, with 29 different languages spoken. These languages include: Mandarin, Cantonese, Punjabi, Mongolian, Korean, Japanese, German, Spanish, Hindi, Tamil, Nepali, Vietnamese, Thai, Bulgarian, Italian, Tagalog, Bangla, Arabic, Ahmeric, Hungarian, Portuguese, Farsi, Urdu, Russian, Hebrew, French, Cambodian, Tibetan, and English. This offers our students the opportunity to engage in rich cultural discussions that foster an appreciation for diversity. 21% of our students (126 students) are English Language Learners, 11% percent of our students (67 students) participate in the Free/Reduced Lunch program and are considered Socially-Economically Disadvantaged.

Our teaching faculty provides students with an academic program based on California State Standards that 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 as well as develop their communication and collaboration skills. 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.

Through the School Success Team/Individual Education Plan process, we identify students who have special needs, and then determine specific strategies that will best support their academic, social, and emotional growth. Students who identified as academically at-risk (from CST scores and/or local assessments) are targeted for intervention through small group pull-out or push-in instructional support. To monitor students' progress, teacher use assessments at the end of curricular units, district benchmark assessments at the end of each trimester, as well as other local assessments. Through these efforts, we are able to provide an educational program, which effectively utilizes our school's resources to meet the needs of all students.

One of the primary shared-decision making groups at Cornell is our Leadership Team, which is comprised of the principal, a classroom teacher from each grade level and a specialist. The roles and responsibilities of the group are to:

- Serve as instructional leaders in order to help us best serve our students
- Determine the priority list for our meetings & help plan them
- Bring issues from staff for discussion and disseminate information
- Integrate the site plan and strategic plan into our work
- Provide direction on site-based professional development

- Help maintain our focus on integrating the Professional Learning Community model into our work

We value and enjoy a high level of parent and community involvement at Cornell. This partnership between the school, Cornell families, and our community 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. Cornell PTA supports a number of our instructional programs as well as enrichment activities. The PTA offers parent education nights, funds our supplemental programs, hosts numerous community building events, and coordinates fundraising activities. Our School Site Council discusses our students' achievement, helps monitor the implementation of our site plan, approves plans for our categorical funding, and evaluates our instructional programs. There are many other opportunities for parental involvement, and our school community benefits greatly from the support and assistance provided by parent volunteers.

School Motto - "Living and Learning"

## **SCHOOL VISION & MISSION**

### **Albany Unified School District Mission**

The mission of the 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 the individual needs of each student.

### **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. We create safe, inclusive, and engaging classrooms as places of exploration and creativity. We have routines and procedures that foster students taking responsibility for learning and achieving their personal best. Students reflect on themselves as learners in the roles of readers, writers, mathematicians, scientists, historians, sociologists, athletes, and artists. Our students see their own individual strengths and set goals for their learning. They develop the skills to empathize with others through active listening and group work. This helps them see themselves as unique and part of a larger diverse society. As we tend to their learning, we emphasize critical thinking, problem solving, and students' ability to express themselves clearly. All of our students are moving towards mastering the essential skills and grade level standards so that they can thrive as learners in school and throughout their lives.

### **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.

## ANALYSIS OF STUDENT ACADEMIC ACHIEVEMENT

### Student Performance

#### Conclusions from Student Performance Data Analysis

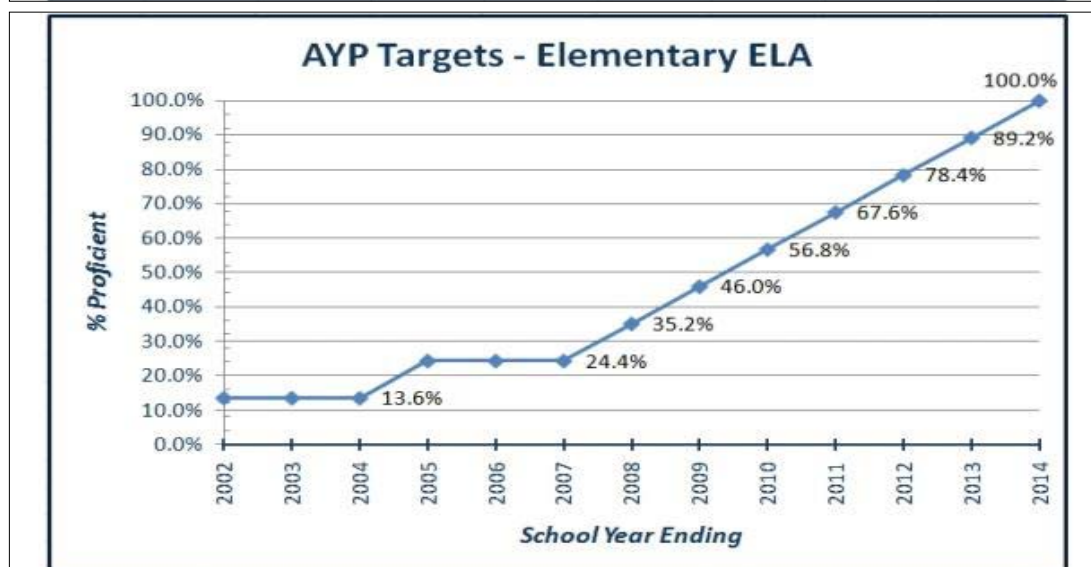
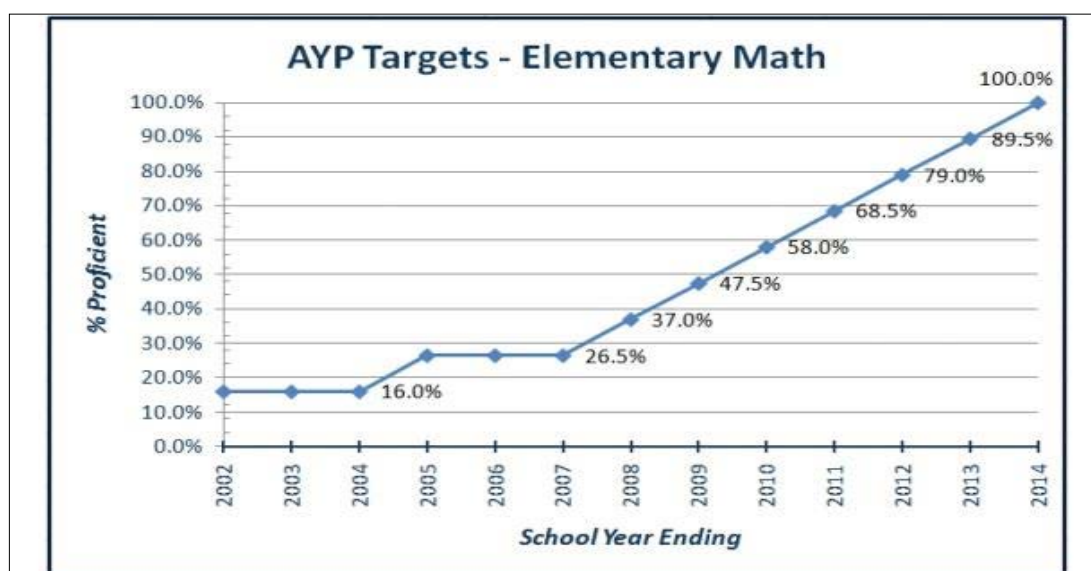
The Cornell Teaching Faculty and the School Site Council analyzed the following data to create school-wide goals for the 2012-2013 school year:

- STAR student achievement data for English/Language Arts (ELA) and Math
- Local assessments
- California English Language Development Test (CELDT) data
- Academic Performance Index and Adequate Yearly Progress Indicators

### California Standards Test (CST) Student Achievement Data

#### 2013 Annual Yearly Progress Targets

- ELA: 89.2% proficient or above
- Math: 89.5% proficient or above



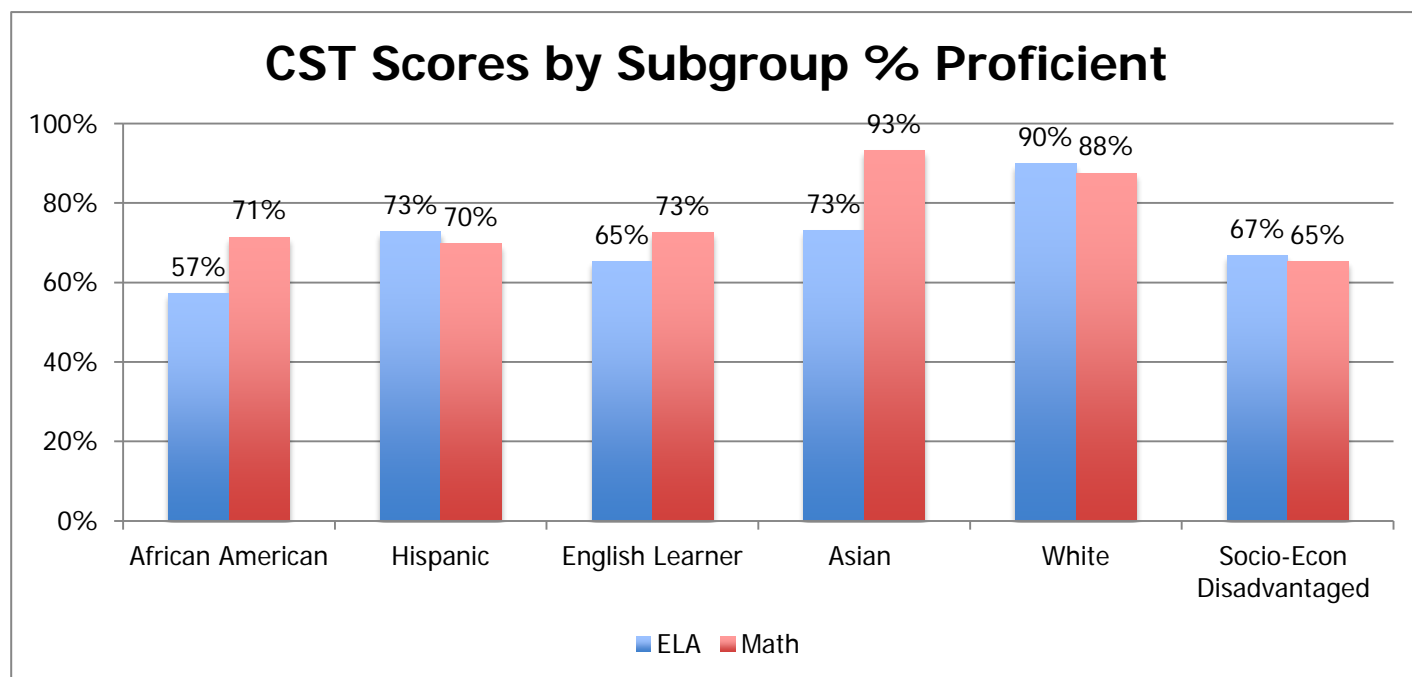


## 2012 CST English Language Arts (ELA) Results

- **All students** (374 students) – 84.5% proficient or above
- **African-American students** (14 students) – 57.1% proficient or above
- **Hispanic students** (33 students) – 72.7% proficient or above
- **English Learners** (69 students) – 65.2% proficient or above
- **Asian students** (130 students) – 73.0% proficient or above
- **White students** (176 students) – 89.8% proficient or above
- **Socially-Economically Disadvantaged students** (69 students) – 66.7% proficient or above

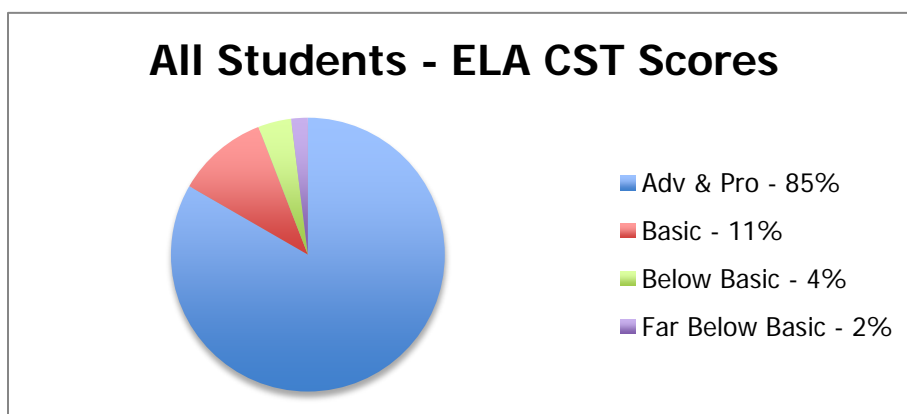
## 2012 CST Math Results

- **All students** (374 students) – 86.1% proficient or above
- **African-American students** (14 students) – 71.4% proficient or above
- **Hispanic students** (33 students) – 69.7% proficient or above
- **English Learners** (69 students) – 72.5% proficient or above
- **Asian students** (130 students) – 93.2% proficient or above
- **White students** (176 students) – 87.5% proficient or above
- **Socially-Economically Disadvantaged students** (69 students) – 65.2% proficient or above



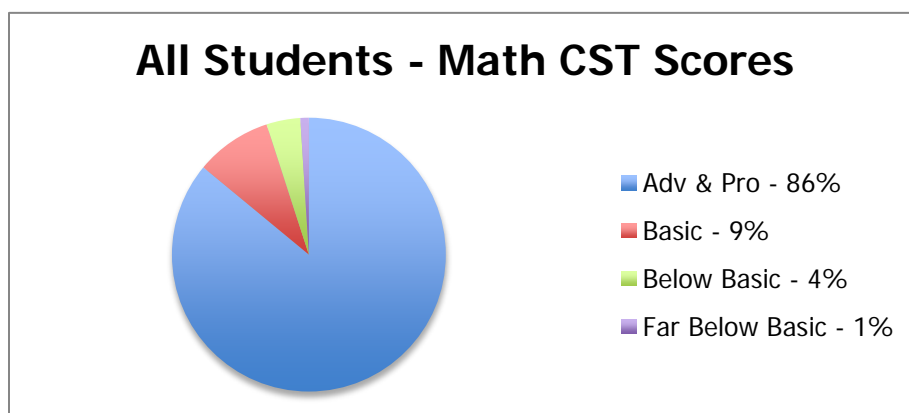
### 2012 ELA CST Results - All Students

- 85% of all students scored proficient or above
- 11% of all students scored basic
- 4% of all students scored below basic
- 2% of all students scored far below basic



### 2012 Math CST Results - All Students

- 86% of all students scored proficient or above
- 9% of all students scored basic
- 4% of all students scored below basic
- 1% of all students scored far below basic in Math



### 2012 CST Results - Grade 2

#### ELA

- 78% of students scored proficient or above
- 18% of students scored basic
- 3% of students scored below basic
- 1% of 2nd grade students scored far below basic

#### Math

- 91% of students scored proficient or above
- 5% of students scored basic
- 3% of students scored below basic
- 1% of students scored far below basic

## **2012 CST Results - Grade 3**

### **ELA**

82% of students scored proficient or above  
 13% of students scored basic  
 4% of students scored below basic  
 1% of 2nd grade students scored far below basic

### **Math**

83% of students scored proficient or above  
 14% of students scored basic  
 3% of students scored below basic  
 1% of students scored far below basic

## **2012 CST Results - Grade 4**

### **ELA**

92% of students scored proficient or above  
 4% of students scored basic  
 2% of students scored below basic  
 3% of 2nd grade students scored far below basic

### **Math**

86% of students scored proficient or above  
 7% of students scored basic  
 5% of students scored below basic  
 1% of students scored far below basic

## **2012 CST Results - Grade 5**

### **ELA**

86% of students scored proficient or above  
 9% of students scored basic  
 6% of students scored below basic  
 0% of 2nd grade students scored far below basic

### **Math**

84% of students scored proficient or above  
 11% of students scored basic  
 6% of students scored below basic  
 0% of students scored far below basic

- 86% of 5th grade students scored proficient or above in Science

\*Science is administered only in 5th grade

## 2012 CST Data Analysis

We saw increases in the percent of all students scoring proficient or above on the CST in ELA and slight decreases in Math. Specifically, we saw a 4.4% increase in ELA and a 2.0% decrease in Math for all students. With this gain in ELA and decrease in Math, the percent of student scoring proficient or above in these two areas, with ELA at 85% and Math at 86%, is becoming more even. We attribute this gain in ELA to our focus on writing, vocabulary development, and integration of Guided Language Acquisition and Design (GLAD) strategies across content areas. Also, through our Language Club and Homework Club, we were able to offer support in reading and writing to 20 students before or after school. Our ELD program and Reading Intervention program allowed us to serve 80 students with language needs during the school day. All of these strategies and interventions served to enhance our students' reading and writing development. Our continued success in Math can be attributed to our focused collaboration on math, consistency in our instructional approach (Everyday Math), targeted math intervention for 70 students in Math Club, and identification of target students for in-classroom interventions in math.

## CST Gains

When analyzing the CST data by grade levels, we saw gains in ELA at most grade levels, whereas there were slight drops in Math at most grade levels.

- 2nd grade ELA: -5% Math: -1%
- 3rd grade ELA: +12% Math: +2%
- 4th grade ELA: +4% Math: -4%
- 5th grade ELA: +3% Math: -7%

We can attribute these gains to focused instruction, early identification of target students (at Basic level) for interventions (Math Club, Language Club), focused professional development, regular collaboration, and periodic progress monitoring of students.

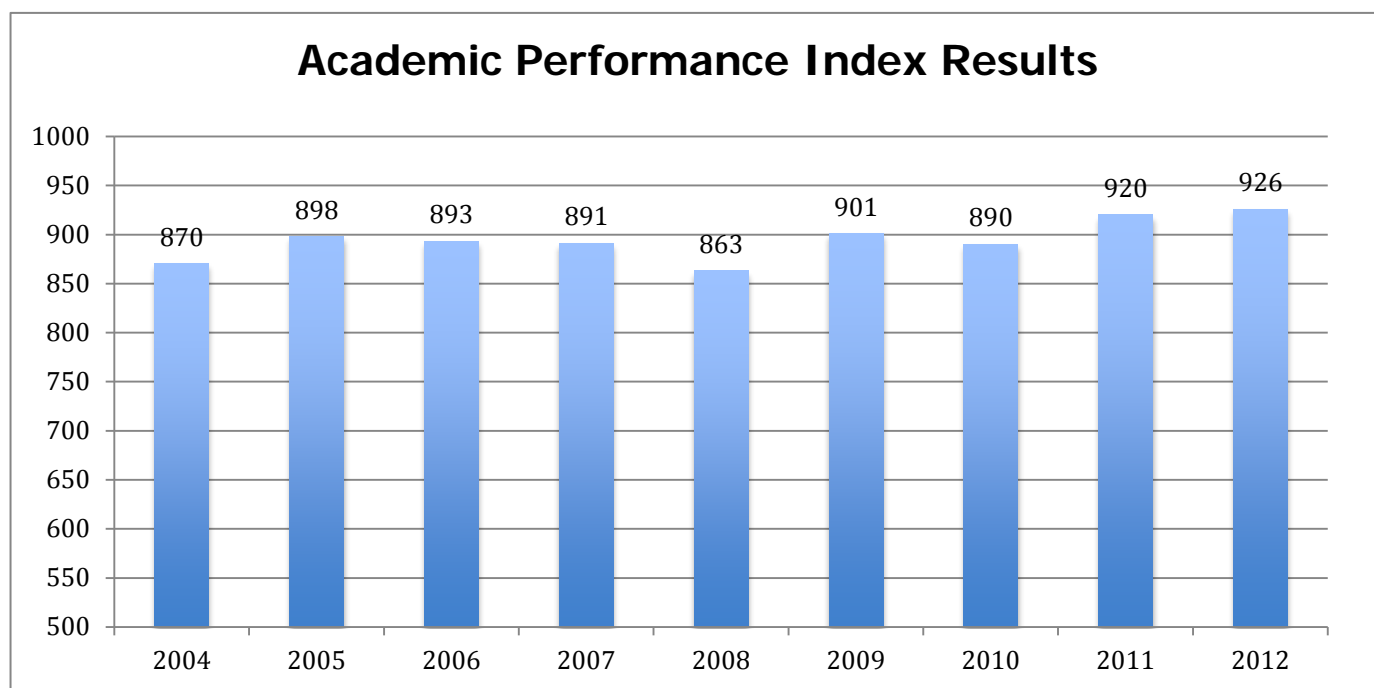
## 2012 Content Cluster Data Analysis

We analyzed the data over the last six years to determine areas of strengths and weakness in our instructional program. The CST content cluster data indicates that we have a balanced program in both language arts and math, where we focus our instruction across all strands. Math strands include place value, operations, algebra & functions, measurement & geometry, and statistics & probability. In math, the mean percent correct across strands ranged from high 70% to low 90% range (with most scores in the mid-80% range), with some variation between grade levels.

Our ELA content cluster data indicates that we have areas of strengths as well as areas needing focus. ELA strands include word analysis, reading comprehension, literature response & analysis, written conventions, and writing strategies. The mean percent correct across strands generally ranged from mid-70% to high 80%. Word analysis, literature response & analysis and reading comprehension continue to be the strands where our students' scores are at the higher end of the range. Writing strategies and written conventions content clusters are strands where our students' scores are generally lowest. We are addressing these areas of weakness by putting a major focus on writing through the adoption of the Developmental Studies Center (DSC) Being A Writer program. With periodic professional development on the use of DSC Being A Writer and regular collaboration devoted to writing, we hope to see this transfer to our students' everyday writing skill along with higher scores in the writing strategies and written conventions areas on the CST. Also, through the work of the district language arts committee, we will continue to work on improving our practice in this content area.

### Academic Performance Index (API) Results

Over time, we have seen increases and drops in our API. Our API has ranged from 870 to 926 in the past 9 years, which is a 56-point increase. We saw a 6-point increase this year.



### Student Population (October 2012)

Total Enrollment - 592 students

African-American - 2% (13 students)

Asian - 31% (183 students)

Hispanic - 14% (82 students)

White - 40% (238 students)

Multiple Ethnicities - 12% (73 students)

English Learners - 27% (161 students)

Socio-Economically Disadvantaged - 11% (67 students)

With a large increase in our English Learner population, we have continued to integrate Guided Language Acquisition & Design (GLAD) strategies into our instruction. Currently, we have 26 staff members who have participated in 2-6 days of GLAD training. Our goal is to have all interested teachers fully trained by the end of the school year.

## Conclusions from Parent, Teacher and Student Input

Surveys were distributed to Cornell parents in May 2013 in order to provide feedback on our academic programs, school climate and safety, and communication/partnership practices. These results are being reviewed by our School Site Council to determine ways to enhance our programs.

### Cornell Parent Survey Results - May 2013

#### Academic Programs

My child is well prepared in:

1. Reading (88% Agree)
2. Writing (83% Agree)
3. Spelling (83% Agree)
4. Math (88% Agree)
5. Science (92% Agree)
6. Social Studies (100% Agree)
7. Visual Arts and Music (67% Agree)
8. Physical Education (92% Agree)
9. Technology/Computer Skills (46% Agree)
10. The curriculum is appropriately rigorous for my child. (75% Agree)
11. The pace of instruction is just right for my child. (67% Agree)
12. The amount of homework is appropriate. (68% Agree)
13. My child gets the extra academic help that s/he needs. (54% Agree)
14. Teachers maintain a classroom environment that supports learning. (83% Agree)
15. The quality and quantity of computer equipment is adequate. (50% Agree)
16. Field trips support classroom learning. (92% Agree)
17. The library and garden support classroom learning. (92% Agree)

#### School Climate and Safety

18. My child is physically safe at school. (92% Agree)
19. My child is emotionally safe at school. (83% Agree)
20. My child likes school. (92% Agree)
21. Students show respect for each other. (79% Agree)
22. The school handles my child's conflicts effectively. (88% Agree)
23. My child has learned and uses skills to solve conflicts. (92% Agree)
24. Teachers are responsive to social, emotional & behavioral needs. (100% Agree)
25. Teachers and staff show respect for the students. (100% Agree)
26. Teachers are effective and professional. (100% Agree)
27. Office staff is friendly and helpful. (100% Agree)
28. Custodial staff maintains our school well. (92% Agree)
29. The school principal is an effective administrator and leader. (96% Agree)
30. My child can get appropriate counseling help, if needed. (71% Agree)
31. My family's culture is valued at Cornell. (92% Agree)
32. As a language learner, my child is well supported in learning English. (21% Agree)
33. My child with special needs is well accepted by other students. (21% Agree)
34. The school offers adequate education on disability awareness. (50% Agree)
35. Cornell School values diversity. (92% Agree)

## **Communication and Partnership**

- 36. My child's teachers are accessible. (100% Agree)
- 37. I receive timely information about classroom activities. (100% Agree)
- 38. I receive timely information about my child's progress. (96% Agree)
- 39. The principal is accessible. (92% Agree)
- 40. The pinkie (our school newsletter) is useful to me. (96% Agree)
- 41. I would prefer to receive the pinkie in an electronic version only. (50% Agree)
- 42. I understand the school's policies on attendance and student conduct. (96% Agree)
- 43. If my child is having difficulty at school I know how to ask for help. (79% Agree)
- 44. I have sufficient opportunities to give input to the school. (92% Agree)
- 45. I feel welcome at Cornell. (100% Agree)
- 46. I feel respected by the teachers and staff. (100% Agree)
- 47. I feel welcome to volunteer in my child's classroom. (92% Agree)
- 48. I am satisfied with the parent education events that Cornell offers. (71% Agree)
- 49. The school offers enough PTA sponsored community building events. (83% Agree)
- 50. I would recommend Cornell to other parents as an excellent school. (100% Agree)

## **ANALYSIS OF CURRENT EDUCATIONAL PROGRAMS**

### **Analyze Educational Practices**

#### **Educational Practices**

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

District curriculum standards are aligned with California State Standards in Language Arts, Mathematics, History-Social Science, Science, and Physical Education. Textbooks and instructional materials are aligned with state standards in these areas and teachers use effective, research-based instructional practices to teach the grade level content.

Everyday Math was adopted by the District as our core math curriculum in the 2008-2009 school year. DSC Being A Writer is our newly adopted writing program that is being used in all K-5 classrooms across the district. Teachers are provided ongoing support and professional development so they can successfully implement these instructional programs.

#### **Availability of standards-based instructional materials appropriate to all student groups**

Adopted instructional materials are available and appropriate for all student groups.

#### **Alignment of staff development to standards, assessed student performance and professional needs**

Staff development is aligned with our site/district initiatives and identified priorities. Teachers have regular opportunities to collaborate, plan lessons/units together, and share best practices about how to best meet the needs of their students. This school year, our faculty is studying Dr. Sharroky Hollie's text, Culturally and Linguistically Responsive Teaching and Learning, as a means of better responding to the needs of our students of color.

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

Throughout the school day, students receive differentiated instruction by their teachers. Under-performing students receive additional assistance through small group and one-on-one help. Our Reading Specialist offers small group intervention for our struggling readers in order to build their reading and writing skills. Our ELD Specialist works with small groups of English Language Learners at the Beginning and Early Intermediate level to support their language development. Our ELD Specialist also offers daily targeted support in classrooms with clusters of EL students at the Intermediate level through a co-teaching model with general education teachers. We also offer before/after school math assistance through our Math Club program as well as reading and writing support through our Language/Homework Club.

Our Student Success Team meets weekly to recommend strategies and interventions that will help our under-performing students make progress towards grade level standards. This year, we will continue to use a systematized pre-SST process that facilitates teachers and students getting support in a more efficient and effective manner. Through this work, our SST meetings are more productive, helpful to parents and teachers, and meaningful.

In K-3<sup>rd</sup> grades, small group instruction in the staggered reading program supports all students making progress towards meeting grade level language arts standards.

Classroom teachers, special education para-educators, specialists, student teachers, volunteers, and all other staff work together to ensure that all students are making progress towards grade level standards.

The following is a list of services in place to serve our under-performing students:

- Target students identified early with ongoing progress monitoring
- Weekly faculty meetings focused on teaching and learning
- Professional Learning Communities (PLCs) using structured protocols to discuss under-performing students and determine strategies to support them
- Leadership Team serves as instructional leaders to guide our work and prioritize our efforts
- Weekly grade level collaboration; Grade level collaboration days each trimester
- Periodic site-based professional development determined by needs of site
- Differentiated instruction in classrooms
- Library Media Specialist available to all students
- Integration of Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) strategies to facilitate students' access to the content
- Small group/one-on-one re-teaching of concepts
- Co-teaching model in place at all grade levels
- Pull-out language support of ELD/Intervention teachers
- Student Success Team (SST) & Pre-SST process
- IEP/Section 504 plans and process
- School Attendance Review Team (SART)/School Attendance Review Board (SARB) processes
- Mental health counseling interns who offer individual and group counseling to students in need



## **Services provided by categorical funds to enable under-performing students to meet standards**

Our Reading Intervention Program provides small group pull-out and push-in support and individual intensive, skill-based instruction to students. These students are identified by their teachers and assessments as needing additional support to meet standards in reading. 53 students are served by the Reading Intervention Program this school year.

English Language Development (ELD) and Specially Designed Academic Instruction in English (SDAIE) are delivered in the classroom by teachers and by the ELD Specialists. The ELD Specialists provide small group pull-out and push-in language acquisition support to students. These students are identified by their California English Language Development Test (CELDT) levels and teacher recommendations. About 69 EL students are served by the ELD Specialists in the pull-out program and many more are served in the push-in/co-teaching programs taking place in the general classrooms. The CELDT is administered to all students whose parents indicate another language is used in the home, as indicated on the District Home Language Survey.

Before/after-school math intervention (Math Club) is offered to students in grades 1-5 who need additional support to meet standards in math. About 60 students will be served in Math Club, which runs from mid-November through May. Due to reduced funding available for Math Club, there will be fewer students served in the program this school year than in previous years and the program will run for a fewer number of weeks. The number of students who will be served in Language/Homework Club will be determined in the next month.

Special Education services are delivered according to students' Individual Education Plans.

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

A variety of state, district and site-based assessments are used to identify student needs and target areas for instruction. These assessments are:

- California Standards Test (CST)/Standardized Testing and Reporting (STAR) (Grades 2-5)
- California English Language Development Test (CELDT)
- District Writing Assessments (K-5)
- District Math Trimester Assessments (K-5)
- Gates-MacGinitie Reading Test (Grades 4 & 5)
- Developmental Reading Assessment (Grades 1-3)
- Slosson Oral Reading Test (Grades 2 & 3)
- Letter Recognition (K)
- Letter Sounds (K)
- Sight Words (K)
- Concepts of Print (K)
- CVC Word List (K)
- Phonemic Awareness (K)
- First Grade Word List (Grade 1)
- Curriculum-embedded Assessments (K-5)
- Teacher-created Assessments (K-5)

## **Number and percentage of teachers in academic areas experiencing low student performance**

100% of teachers have students in their classrooms who are working below grade level, as evidenced by local assessments and teacher observations for K-5 grade students as well as by Spring 2012 CST for our current 3<sup>rd</sup>-5<sup>th</sup> grade students.

## **Family, school, district and community resources available to assist these students**

- English Language Advisory Council (ELAC)/District English Language Advisory Council (DELAC)
- School Site Council (SSC)
- Cornell Parent Teacher Association (PTA)
- Albany Parcel Taxes
- Albany Education Foundation
- SchoolCARE
- Albany Music Fund
- Albany Elementary Giving Campaign
- SST/IEP Process
- SART/SARB
- Special Education Local Plan Area (SELPA)
- Mental Health Counseling Program

## **School, district and community barriers to improvements in student achievement**

- Inconsistent student attendance (multiple absences and/or tardies)
- Limited home support
- Students experiencing emotional distress
- Statewide reduction in funding
- Increased adult to student ratio in classrooms
- Disruption in students' classroom programs due to support services
- Lack of professional development for teachers to support students with different needs
- Limited training provided to support personnel in classrooms
- Limited experience of after-school intervention teachers
- High needs of educationally disadvantaged students
- Reduced services for intervention
- Lag time between students being identified for interventions and services provided
- Lack of time for communication between teachers and support personnel
- Limited language skills of EL students
- Limited access to resources

## **Limitations of the current program to enable under performing student to meet standards**

- Increased class size in primary classrooms from 20 students during the 2008-2008 school year to 25-27 students in the current school year
- Inconsistency of special education staff (certificated and classified) for the past 5 years
- High number of new initiatives make it difficult to focus on core mission of teaching and learning
- Lack of evaluation tools for monitoring program effectiveness
- Limited initial training and lack of consistent ongoing training offers challenges for full program implementation

## Analyze Instructional Programs

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### Instructional Programs

#### **Conclusions from Analysis of Instructional Programs**

The content of this school plan is aligned with school goals for improving student achievement. Our goals are based upon an analysis of local and state student achievement data as well as through analysis of student work. The Cornell Teaching Faculty, Leadership Team, and School Site Council all reviewed and considered data and academic performance of our students when developing our school plan. Consistent with District direction, Cornell Teaching Faculty and School Site Council have developed three goals to positively affect student achievement and decrease our identified achievement gaps. A complete description of the goals can be found in Planned Improvements in Student Performance section in this Single School Plan. Fiscal resources will also be aligned to the goals set forth in this plan.

#### **2012 CST English Language Arts (ELA) Results**

- All students (374 students) – 84.5% proficient or above
- African-American students (14 students) – 57.1% proficient or above
- Hispanic students (33 students) – 72.7% proficient or above
- English Learners (69 students) – 65.2% proficient or above
- Asian students (130 students) – 73.0% proficient or above
- White students (176 students) – 89.8% proficient or above
- Socially-Economically Disadvantaged students (69 students) – 66.7% proficient or above

#### **2012 CST Math Results**

- All students (374 students) – 86.1% proficient or above
- African-American students (14 students) – 71.4% proficient or above
- Hispanic students (33 students) – 69.7% proficient or above
- English Learners (69 students) – 72.5% proficient or above
- Asian students (130 students) – 93.2% proficient or above
- White students (176 students) – 87.5% proficient or above
- Socially-Economically Disadvantaged students (69 students) – 65.2% proficient or above

In analyzing these results, we see an achievement gap between particular subgroups. African-American students, Hispanic students, English Language Learners, and Socially-Economically Disadvantaged students score disproportionately lower than our White students and Asian students. This achievement gap has been in place consistently for some time, but we are seeing a slow incremental closing of the gap with both our African-American students and Hispanic students. Specifically, the percentage of African-American students scoring proficient in ELA on the CST increased by 20.7% and in Math by 25.9%. In addition, the percentage of Hispanic students scoring proficient in ELA on the CST increased by 6.8% with a decrease in Math of 1%. On the other hand, we are seeing a decrease in the achievement data for our EL students. Specifically, the percentage of EL students scoring proficient in ELA decreased by 6.8% and in Math by 10.7%.

To better serve our English Learners, the majority of the teaching faculty received training in Guided Language Acquisition & Design (GLAD), which provides strategies to engage and support the language development of our EL students. Currently, we have 26 staff members who have

participated in 2-6 days of GLAD training. Our goal is to have all interested teachers fully trained by the end of the school year. As a faculty, we will continue our focus on addressing the needs of our English Language Learners by integrating GLAD strategies into our units of instruction.

In addition, we are continuing our work to support our students of color with an emphasis on integrating culturally and linguistically responsive teaching and learning into our practice. We are using Sharroky Hollie's work on culturally responsive teaching as a basis for affirming students' home culture and building a bridge to school culture to address the needs of our under-served students. We have started this work by studying his text, *Culturally and Linguistically Responsive Teaching and Learning*, at faculty meetings and are beginning to integrate strategies in our classrooms. Several teachers will be attending his 2-day workshop in Spring 2013. Our overarching goal is to support students and create a climate where they and their families are engaged, feel part of the learning community, and are experiencing academic success.

There are several other practices that positively impact the teaching and learning at Cornell. First, our principal conducts regular "walk-throughs" of classrooms during the school year. Feedback from the principal is provided to teachers through oral and written communications. Formal evaluation observations are completed for teachers who are in their evaluation year. Teachers are observed formally at least two times per year, participate in pre and post-observation conferences with the principal, and receive written reports based on the California Standards for the Teaching Profession. These reports offer teachers feedback related to these teaching standards and include areas of strength and opportunities for growth.

Teachers regularly analyze student work, achievement data, and performance on local assessments in order to determine the instructional needs of their students. This ongoing reflection on student achievement is part of the faculty's cycle of inquiry, and it drives the pace and plan for instruction. It ensures that all students are gaining the academic skills and essential learning and are moving towards mastery of grade level standards. Students who are struggling to reach mastery of standards receive differentiated instruction and targeted intervention to assist them in their academic progress. We need to continue to develop our Professional Learning Community (PLC) process so that we are reflecting on assessments, student work, and our instructional practice. This year, our teachers will meet five times in PLCs using the consultancy model to discuss students who are struggling academically. Through this model, teachers were able to share suggestions and practical strategies that could better support our under-served students.

## Planned Improvements in Student Performance

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

### **AUSD STRATEGY #1**

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

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

### **CORNELL GOAL: INCREASE LANGUAGE ARTS PROFICIENCY**

#### **Issue Statement**

The majority of students at Cornell are excelling in their academic achievement and are meeting their grade level standards. Specifically, 84.5% of 2nd-5th grade students scored proficient or above in the English/Language Arts (ELA) section of the 2012 CST. This achievement is above the 2012 Annual Measurable Academic Objective (AMAO) of 78.4% proficient as outlined by the federal No Child Left Behind legislation. Although 84.5% of students are successfully meeting standards, this still means that about 15% of our students are not yet acquiring the essential language arts skills that they need at their grade level. Of these students, there is a disproportionate number of African American students and Hispanic students who are not working at standard. Specifically, 57.1% of African-American students and 72.7% of Hispanic students scored proficient or above on the ELA section of the 2012 CST. Also, English Language Learners, one of the largest subgroups at Cornell, are underachieving (65.2% proficient or above) in comparison with overall Cornell student achievement in Language Arts. To address the achievement gap that exists between the African American students, Hispanic students, English Language Learners and our White students (89.8% scoring proficient or above), we have established goals to increase the number of students working at the proficient level in these underperforming subgroups. We have also established a goal for our Socio-Economically Disadvantaged students, which is a significant subgroup for our school for the second year.

### **Goal Objective**

At Cornell, we believe that our students are capable of achieving proficiency of California State Standards, and we are working towards the goal of 100% of our students meeting these grade level targets. For the current school year, our goal is for the number of students scoring proficient or above on the ELA section of the 2012 CST to the 2014 CST will increase by 5.3%. (Specifically, the percentage of our students scoring proficient or above will increase from 84.5% to 89.8%.)

**The following are our goals for increasing student achievement in English Language Arts with our four targeted subgroups:**

#### **African-American Students**

Increase the number of African-American students scoring proficient or above on the ELA section of the 2012 CST to the 2014 CST by 32.7%. (Specifically, the percentage of African-American students scoring proficient or above will increase from 57.1% to 89.8%.)

#### **Hispanic Students**

Increase the number of Hispanic students scoring proficient or above on the ELA section of the 2012 CST to the 2014 CST by 17.1%. (Specifically, the percentage of Hispanic students scoring proficient or above will increase from 72.7% to 89.8%.)

#### **English Language Learners**

Increase the number of English Language Learners scoring proficient or above on the ELA section of the 2012 CST to the 2014 CST by 24.6%. (Specifically, the percentage of English Language Learners scoring proficient or above will increase from 65.2% to 89.8%.)

#### **Socio-Economically Disadvantaged Students**

Increase the number of Socio-Economically Disadvantaged students scoring proficient or above on the ELA section of the 2012 CST to the 2014 CST by 23.1%. (Specifically, the percentage of Socio-Economically Disadvantaged students scoring proficient or above will increase from 66.7% to 89.8%.)

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b>
CST Language Arts Data – Spring 2012	School-wide achievement in ELA is high. Nearly 85% of our students are working at or above grade level in Language Arts. An achievement gap still exists for African American students, Hispanic students, and English Language Learners in comparison to White and Asian students.	CST results, local reading and writing assessments, CELDT results, District English Language Learner benchmark information

**STRATEGY: Language Arts Intervention**

Staff will insure that learning is accessible to all students by providing high quality instruction matched to student needs.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source
<b>Target Students</b> We will analyze 2013 CST results, other local fall assessments, and classroom evidence to identify target students who will benefit from additional ongoing reading and writing support. (These target students will include those students who are not working at grade level and who would benefit from extra support to move them to proficiency of grade level language arts standards.) Throughout the school year, we will monitor the progress of target students and respond with appropriate interventions.	K-5 Teachers, Specialists, Leadership Team	List of Identified Target Students (names, needs, skills, assessment results)	N/A
<b>Language Club &amp; Homework Club</b> If funding and staffing permits, we will increase instructional time for students who need additional support with their reading and writing through our Before/After school Language Club and Homework Club. Small groups of students will receive additional language arts instruction so they can apply the newly acquired learning to their language arts lessons during the day.	Language Arts Site Team, School Site Council, Classroom Teachers, Language Club & Homework Club Instructors, Principal	List of Language Club and Homework Participants, Pre/Post Assessment Results	TBD
<b>Reading &amp; Language Intervention Support</b> We will continue to offer reading intervention push-in and pull-out support for our students needing additional support in reading and written language. We will also continue to offer support for EL students through ELD instruction. With SchoolCARE funding, our FTE for ELD & Intervention support increased by .4 this year.	Language Arts Site Team, School Site Council, Reading Intervention Specialist, ELD Specialists, K-5 Teachers, Principal	List of students served by interventions, ELD Specialists' schedule, Reading Intervention Specialist's schedule, Lesson plans, Pre/Post Assessment results	\$50,000 – FTE Increase EIA/LEP Funds & SchoolCARE funds

**STRATEGY: Involvement and Communication**

Staff will offer opportunities for teachers, students, parents and community to participate in the educational process.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source
<b>Outreach to Families</b> We will offer a Family Reading Night, with the focus to be determined.	Language Arts Site Team, ELD/Reading Specialists, PTA Parent Education Coordinator, PTA Board, Principal	Agenda for Family Reading Night	N/A

**STRATEGY: Language Arts Instructional Strategies and Materials**

Staff will evaluate and improve our instructional strategies and curricular materials through staff development, reflection, and administrative feedback.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source
<b>Being A Writer Writing Program</b> The District adopted the writing curriculum DSC Being a Writer across the elementary sites this year. We will dedicate regular meeting time to collaborate on program implementation and engage in focused conversations on writing instruction. (A minimum of two hours per trimester will be dedicated to these discussions related to writing and language arts that are teacher-initiated and designed to share these practices, within and across grade levels.)	Language Arts Site Team, K-5 teachers, ELD/Reading Intervention Specialists, Elementary Principal Team, District Language Arts Committee, Director of Curriculum & Instruction	DSC Being A Writer training, Cross-site meeting and faculty meeting agendas	N/A



<b>Assessments</b> 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. Discussions will focus on reading and writing assessments, including site and district assessments.	Language Arts Site Team, Leadership Team, School Site Council, K-5 Teachers, Specialists, Principal	Student assessment results, Reflection on student performance at grade level and faculty meetings	N/A
<b>EL Placement &amp; ELD Program</b> We will continue to cluster students who score at the Intermediate level on the CELDT as a means of better meeting their needs. We will have periodic discussions as a full staff about the effectiveness and impact of this model. We may explore different models of delivering language arts instruction and grouping students.	Language Arts Site Team, K-5 Teachers, ELD/Reading Intervention Specialists, Principal	Class Placements, EL Student Academic Progress	N/A
<b>Grade Level Release Days</b> Grade level teams will be offered three release days during the school year to collaborate, plan instruction, and align their work across the grade level. Collaboration will be focused on language arts and math, integrating GLAD strategies into different content areas, and discussing strategies to support student progress. Our ELD Specialist and Reading Intervention Specialists will also be offered release days to collaborate with each other and develop their programs, and align their work with units, vocabulary, and concepts being taught in general education classrooms. Our teachers who have the clustered Intermediate EL students in their classes and the ELD Specialist will be offered 2 release days to plan together.	Language Arts Site Team, School Site Council, K-5 Teachers (grade level teams), Principal	Grade Level Team Planning Notes	\$8,580 – Substitute Teacher Costs Site Funds

<b>Assessment Day for Teachers</b> Teachers will be offered a release day during the school year to focus on assessment. Teachers will work with students to assess their skills as well as analyze student work, or report out on students' progress. Kindergarten teachers will be offered two release days to work on assessments.	Language Arts Site Team, School Site Council, K-5 Teachers, Principal	Teachers' Assessment Notes	\$3,600 – Substitute Teacher Costs Site Funds
<b>GLAD Training</b> As a means of focusing on the needs of our EL students, we will continue to focus on integrating GLAD strategies into our practice through a refresher training/professional development provided by a GLAD trainer.	K-5 Teachers, Principal, Director of Curriculum & Instruction	Schedule of GLAD refresher training, Integration of GLAD strategies in classroom instruction	TBD

**STRATEGY: Alignment of Instruction with Language Arts Content Standards**

Staff will ensure that all instructional time is aligned with California State Standards and transition to CA Common Core Standards

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source
<b>CA Common Core Standards</b> We will familiarize ourselves with the CA Common Core Language Arts Standards and begin the transition to integrating these standards into our instruction in the 2014-2015 school year. We will use the book, <u>The Core Six: Essential Strategies for Achieving Excellence with the Common Core</u> , as a resource for ongoing site-based professional development about the CA Common Core Language Arts Standards.	Language Arts Site Team, Leadership Team, K-5 Teachers, ELD/Reading Intervention Specialists, Director of Curriculum & Instruction, Elementary Principal Team	District Language Arts Committee agendas and meeting notes, Cross-site collaboration agendas and notes	N/A

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

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

## **CORNELL GOAL: INCREASE MATH PROFICIENCY**

### **Issue Statement**

The great majority of students at Cornell are achieving at high levels in Math and are meeting their grade level standards. Specifically, 86.1% of 2<sup>nd</sup>-5<sup>th</sup> grade students scored proficient or above on the Math section of the 2012 CST. This achievement is above the 2012 Annual Measurable Academic Objective (AMAO) of 79.0% proficient or above as outlined by federal No Child Left Behind legislation. While greater than 86% of students are experiencing success in meeting their grade level standards in math, this means that about 14% of our students are not reaching this goal of being proficient or above in this subject area. Moreover, out of this 13.9% not meeting standard, there is a disproportionately high number of African-American students, Hispanic students, and English Language Learners. Specifically, 71.4% of African-American students, 69.7% of Hispanic students, and 72.5% of English Language Learners scored proficient or above on the Math section of the 2012 CST. To address the achievement gap that exists between the African-American students, Hispanic students, English Language Learners and our White students (87.5% scoring proficient or above) and Asian students (93.2% scoring proficient or above), we have established goals to increase the number of students working at the proficient or advanced levels in these under-achieving subgroups. We have also established a goal for our Socio-Economically Disadvantaged students, which is a significant subgroup for our school for a second year.

### **Goal Objective**

At Cornell, we believe that our students are capable of achieving proficiency of California State Standards, and we are working towards the goal of 100% of our students meeting these grade level targets. For the current school year, our goal is for the number of students scoring proficient or above on the Math section of the 2012 CST to the 2014 CST will increase by 7.1%. (Specifically, the percentage of our students scoring proficient or above will increase from 86.1% to 93.2%.)

**The following are our goals for increasing student achievement in Math with our four targeted subgroups:**

### **African-American Students**

Increase the number of African-American students scoring proficient on the Math section of the 2012 CST to the 2014 CST by 21.8%. (Specifically, the percentage of African-American students scoring proficient will increase from 71.4% to 93.2%.)

**Hispanic Students**

Increase the number of Hispanic students scoring proficient or above on the Math section of the 2012 CST to the 2014 CST by 23.5%. (Specifically, the percentage of Hispanic students scoring proficient or above will increase from 69.7% to 93.2%.)

**English Language Learners**

Increase the number of English Language Learners scoring proficient or above on the Math section of the 2012 CST to the 2014 CST by 20.7%. (Specifically, the percentage of English Language Learners scoring proficient or above will increase from 72.5% to 93.2%.)

**Socio-Economically Disadvantaged Students**

Increase the number of Socio-Economically Disadvantaged students scoring proficient or above on the Math section of the 2012 CST to the 2014 CST by 28.2%. (Specifically, the percentage of Socio-Economically Disadvantaged students scoring proficient or above will increase from 65.2% to 93.2%.)

<b>What data did you use to form this goal?</b> CST Math Data – Spring 2012	<b>What were the findings from the analysis of this data?</b> School-wide achievement in math is high. Nearly 86% of our students are working at or above grade level in Math. An achievement gap still exists for African American students, Hispanic students, and English Language Learners in comparison to White and Asian students.	<b>How will the school evaluate the progress of this goal?</b> CST Math data, local math assessments, District trimester assessments
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**STRATEGY: Math Intervention**

Staff 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.

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.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source
<p><b>Target Students</b> We will analyze 2013 CST results by the teaching faculty and Leadership Team. We have used other local fall math assessments and classroom evidence to identify target students who will benefit from additional ongoing math support. (These target students will include those students who are not working at grade level and who would benefit from extra support to move them to proficiency of grade level math standards.) Throughout the school year, we will monitor the progress of target students and respond with appropriate interventions.</p>	<p>Math Site Team, Leadership Team, K-5 Teachers, Principal</p>	<p>List of Identified Target Students (names, needs, skills, assessment results)</p>	<p>N/A</p>
<p><b>Math Club</b> We will increase instructional time for students who need additional support with their math learning by offering a before/after school Math Club. It will be comprised of students working just below grade level in grades 1-5. The program will focus on pre/re-teaching content that is being taught during the school day. We will identify students and secure Math Club instructors in October, and start instruction in late November 2013. There will be a concerted outreach effort to try to recruit professional educators. We will develop a survey for classroom teachers to complete about the progress of their students participating in Math Club. Classroom teachers will be given time to meet with Math Club teachers to discuss student progress and content. Math Club teachers will be compensated for prep, meetings, and instructional time.</p>	<p>Math Site Team, School Site Council, 1-5<sup>th</sup> Grade Teachers, Math Club Instructors, Principal</p>	<p>Math Club schedule, List of students in Math Club, Assessment results</p>	<p>\$13,500 – Math Club Site Funds</p>

**STRATEGY: Math Intervention**

Staff 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.

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.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source
<b>Target Students</b> We will analyze 2013 CST results by the teaching faculty and Leadership Team. We have used other local fall math assessments and classroom evidence to identify target students who will benefit from additional ongoing math support. (These target students will include those students who are not working at grade level and who would benefit from extra support to move them to proficiency of grade level math standards.) Throughout the school year, we will monitor the progress of target students and respond with appropriate interventions.	Math Site Team, Leadership Team, K-5 Teachers, Principal	List of Identified Target Students (names, needs, skills, assessment results)	N/A
<b>Math Assessments</b> We will administer district math assessments at the end of each trimester. These local assessments will give us additional means of measuring students' growth in math, monitoring that progress over time, and providing current information for report cards. We will use the assessment results as a basis for discussion about areas of strength and challenge for our students.	Math Site Team, School Site Council, Leadership Team, K-5 Teachers, Director of Curriculum & Instruction, Principal	Assessment results	N/A

<p><b>Math Club</b></p> <p>We will increase instructional time for students who need additional support with their math learning by offering a before/after school Math Club. It will be comprised of students working just below grade level in grades 1-5. The program will focus on pre/re-teaching content that is being taught during the school day. We will identify students and secure Math Club instructors in October, and start instruction in late November 2013. There will be a concerted outreach effort to try to recruit professional educators. We will develop a survey for classroom teachers to complete about the progress of their students participating in Math Club. Classroom teachers will be given time to meet with Math Club teachers to discuss student progress and content. Math Club teachers will be compensated for prep, meetings, and instructional time.</p>	<p>Math Site Team, School Site Council, 1-5<sup>th</sup> Grade Teachers, Math Club Instructors, Principal</p>	<p>Math Club schedule, List of students in Math Club, Assessment results</p>	<p>N/A</p>
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**STRATEGY: Instructional Strategies and Materials**

Teachers will be supported in becoming more proficient at optimizing student learning in accordance with the CA Common Core State Standards.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source
<p><b>Math Curriculum Implementation</b></p> <p>We will offer ongoing teacher training and professional development in CA Common Core State Standards. Time will be structured for colleagues to collaborate on math instruction and the use of math curriculum.</p>	<p>K-5 Teachers, Principal, Director of Curriculum &amp; Instruction</p>	<p>Professional Development Schedule, cross-site meeting and faculty meeting agendas</p>	<p>N/A</p>

Math support will be provided at all grade levels. That may include the following: push in, pull out, after-school tutoring, after school Math Club, and/or after school Homework Club, to be determined by the level of need at each grade level, K-5.			
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**STRATEGY: Alignment of Instruction with Content Standards**

Staff will ensure that all instructional time is aligned with CA Common Core Math Standards.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source
<b>Common Core Standards</b> We will familiarize ourselves with the CA Common Core Math Standards and begin the transition to integrating these standards into our instruction in the 2014-2015 school year.	Math Site Team, Leadership Team, K-5 Teachers, Director of Curriculum & Instruction, Elementary Principal Team	Cross-site collaboration/faculty meeting agendas and meeting notes	N/A
<b>MARS Assessment (Silicon Valley Math Initiative)</b> MARS Assessment, which focuses on problem solving, will be administered to our 3rd-5th grade students for a second year in Spring 2014. In preparation, teachers will be provided MARS assessment materials, online resources, support for Common Core State Standards implementation, and time to collaborate on their problem solving instruction.	Math Site Team, Leadership Team, K-5 Teachers, Math Teacher Leaders, Elementary Principal Team, Director of Curriculum & Instruction	Math instruction focusing on problem solving; use of MARS tasks, assessment results	N/A



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

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

### **CORNELL GOAL: Expand technology in classrooms to increase student engagement and foster learning**

#### **Issue Statement**

In our ever-evolving world with an increased use of technology, our students need to gain the skills and comfort level to receive instruction and participate in learning that incorporates technology. Specifically, 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 also need to have facility with using technology for communication purposes within the learning environment. With the development of these skills, our students will be better prepared for college and/or career.

Using the National Education Technology Standards (NETS), our students should develop proficiency in these skills:

- Apply existing knowledge to generate new ideas
- Use creative thinking to make original works
- Use digital media to communicate information and ideas, collaborate, publish with peers
- Use digital tools to gather, evaluate and integrate information
- Use critical thinking skills to participate in research projects
- Practice safe and responsible use of information and technology
- Demonstrate understanding of technology concepts and operations

#### **Goal Objective**

Students will be able to use and demonstrate age appropriate skills, software, and applications, as recommended by the National Education Technology Standards (NETS).

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

- Use of document cameras and LCD projectors

- Use of classroom amplification systems
- Use of Internet sites to pull content for instruction
- Use of educational websites, applications, and software
- Use of Google applications for communication and collaboration

<b>What data did you use to form this goal?</b>	<b>What were the findings from the analysis of this data?</b>	<b>How will the school evaluate the progress of this goal?</b> Increased use of technological devices in classrooms by teachers (document cameras, LCD projectors, classroom amplification system, computers, iPads), increased use of technological devices in classrooms by students (laptop computers and iPads), increased use of digital media and content pulled from educational sites on the Internet
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**STRATEGY: Instructional Technologies**

Teachers will use technology standards to help guide student use of technology.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
<b>iPads in K-2nd Grade Classrooms</b> We will integrate the use of iPads in K-2nd grade classrooms and ELD/Reading Intervention programs for the use of exploration, accessing educational websites for intervention, and using apps to practice skills taught by the teacher. Time and professional development will be dedicated to determining effective ways to use iPads in these classrooms as a means of supporting core instruction.	K-2nd grade teachers, ELD/Reading Intervention Specialists, Principal	Use of iPads in classrooms for instructional purposes	N/A
<b>Raz-Kids On-line Reading Program</b> We will continue to offer Raz-Kids accounts for K-3rd grade students and 4-5 students participating in our Reading Intervention/ELD program. Raz-Kids gives students access to an engaging on-line leveled library and offers feedback on their reading comprehension.	K-3rd grade teachers, ELD/Reading Intervention Specialists, Parents, Principal	Les Use of Raz-Kids in classrooms for instructional purpose	\$1,900 – Raz-Kids.Com Accounts PTA Funds
<b>Set up Everyday Math Online Classes</b> In early Fall, a faculty meeting will be dedicated to teachers setting up their classes for Everyday Math on-line support. In addition, we will introduce Everyday Math on-line to Math Club students and communicate to parents about the resource.	K-5 grade teachers, Parents, Principal	Everyday Math Online classes built	N/A

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

**CORNELL GOAL:** Increase student connectedness to school, promote student engagement, foster an inclusive learning environment, and improve instructional practices

**Issue Statement**

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, they will learn more and be more likely to demonstrate positive behavioral choices.

<p><b>What data did you use to form this goal?</b> CA Healthy Kids Survey results, Let's Get Real student survey results, Parent Survey results</p>	<p><b>What were the findings from the analysis of this data?</b> Increased use of appropriate and respectful behavior by students in the classroom, on the playground, and in common areas on campus; elevated feeling of safety by students and their involvement in promoting a positive climate at Cornell; reduced number of incidents of bullying and harassment that take place at school; decreased number of incidents of students making poor behavioral choices at school</p>	<p><b>How will the school evaluate the progress of this goal?</b> Ongoing discussion about student behavior and how we can build and foster a safe, positive and welcoming school; reflection on results from parent climate surveys; reflection on results from student surveys on bullying/harassment taking place on campus; analysis of student discipline data (referrals to the office and suspensions) and identify means to address trends about negative student behavior (location of unwanted behavior, students involved, rules in place to promote positive behavior)</p>
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**STRATEGY: Instructional Strategies and Materials**

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

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source
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<b>PLC Discussions</b> We will engage in Professional Learning Community discuss 2-3 times this school year using the consultancy model protocols as a means of sharing our expertise with one another and to better support our students.	K-5 Teachers, Specialists, Principal	PLC Discussion Schedule	N/A
<b>Culturally Responsive Teaching &amp; Learning</b> We will implement Sharroky Hollie's work on culturally responsive teaching as a basis for affirming students' home culture and building a bridge to school culture to address the needs of our under-served students. We will continue to integrate strategies from the text, <u>Culturally and Linguistically Responsive Teaching and Learning</u> in our classrooms, with an emphasis on inclusive literature.	K-5 Teachers, Principal	Book list, Grade level discussion schedule	N/A
<b>Welcoming Schools Lessons</b> We will continue to utilize lessons from the Welcoming Schools curriculum as a means of offering an articulated plan to discuss issues of name calling and bullying, family diversity, and gender stereotyping. We will also integrate lessons on disability awareness, body size acceptance and gender expression to address targeted bullying that students report as a problem. Our Community of Respect Committee serves as the team to prioritize this work and make recommendations to the staff.	K-5 Teachers, Principal	Lesson plans, faculty meeting agendas and notes	N/A
<b>Positive Behavioral Support Program (BEST Work)</b> We will continue to develop, integrate, and evaluate BEST (Building Exceptional Schools Together) practices into our school-wide approach to discipline through our BEST team, which is comprised of teachers and staff. We will systematically teach school-wide	Site BEST team, K-5 Teachers, Specialists, Noon Supervision Staff, Principal	School-wide expectations, positive behavior recognition systems	N/A

<p>expectations for being safe, respectful, and responsible in all areas of the school, offer recognition to students for making positive choices, and focus our efforts for students who need extra behavioral/social-emotional support. We will target disciplinary problems at Cornell, determine ways to remedy the situations, integrate agreed upon strategies and protocols when handling them, and implement practices that better support students in making positive behavioral choices. We will continue to have a BEST assembly for each grade level in the Fall to set the tone for the year as well as a Spring assembly to reinforce making positive behavioral choices (2 times per year).</p> <p>We will feature a weekly focus on teaching/re-teaching behavioral expectations in common areas or rules from our Peaceful Playground handbook. Teachers will be notified in the weekly Staff Update of the focus for the coming week. When possible, these targeted behavioral expectations will be taught at Community Time gatherings with demonstrations done by Student Council members.</p> <p>We will continue to maintain our use of our Coyote Caught Yas at lunch to acknowledge students who are caught being safe, responsible and respectful at school.</p>			
<p><b>Teacher Collaboration</b> We will create a structure for regular collaboration between classroom teachers and specialists who work together for interventions (i.e co-teaching during language arts).</p>	<p>K-5 Teachers, ELD Intervention Specialist, Principal</p>	<p>Schedule for co-teaching and common prep time for teachers and ELD Intervention Specialist</p>	<p>N/A</p>

<b>Leadership Team</b> Our focus on collaboration also extends to Leadership Team, a group of teacher representatives from all grade levels, a specialist and principal, who meet 4 hours/month to discuss school-wide issues and drive the work/discussion at weekly faculty meetings. Leadership Team members will receive a stipend for their work. The role of Leadership Team is: <ul style="list-style-type: none"> <li>- Serve as instructional leaders for our site</li> <li>- Participate in shared decision-making</li> <li>- Serve as representative for grade level team</li> <li>- Determine the priority list for our meetings</li> <li>- Integrate the site/strategic plans into our work</li> <li>- Focus on site professional development</li> <li>- Help us maintain focus on PLC reflection</li> <li>- Plan whole staff discussions on essential issues</li> </ul>	Leadership Team Members, Principal	Leadership Team schedule and agendas	\$8,500 - Stipends District/Site Funds
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**STRATEGY: Intervention**

Services will be provided to assist staff and students.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source
<b>Student Success Team Process</b> We will continue to utilize our Student Study Team process to help evaluate our students with unmet needs using SST tracking sheets, supporting documentation, and team meeting suggestions. We will determine how to create a sustainable schedule for the Pre-SST/SST process.	SST members (classroom teacher, Intervention Specialist, Psychologist, Speech Therapist, Resource Specialist, ELD Intervention Specialist, Principal)	Schedule of SST meetings, SST meeting notes, assessment results	N/A

<p><b>Mental Health Counseling Support</b> We will continue to offer individual and group counseling to students with social and emotional needs through our work with mental health counseling interns. As part of the group counseling or "Friendship Groups," we will develop a girls group that may focus on themes such as "Being Included, Being Left Out." Our goal is to increase caring and relational competence. The counseling program began in early October and will end in May.</p>	Students, Counseling Supervisors and Interns, Principal	List of students served by counselors, counseling schedule, assessment of behavior change as noted by teacher/counselor	N/A
<p><b>Target Students</b> We will analyze 2013 CST results and other local fall assessments during the first month of school to inform our instructional practices, identify target students, and determine necessary interventions for the 2013-2014 school year. Throughout the school year, we will reflect on the effectiveness of strategies we've put in place to support students, determine next steps for instructional practices, and monitor the progress of these students. Strategies used to support our target students will be passed on from one teacher to the next through transition meetings. In doing so, we maintain a collaborative approach for supporting students. Throughout the school year, teachers will be offered consistent time to meet in grade level teams and with specialists to plan together, discuss best practices and instructional strategies, and talk together about how to support our target students.</p>	K-5 Teachers, Specialists, Principal	Data reflection at faculty meetings, list of identified target students (names, needs, skills, assessment results)	

**STRATEGY: Involvement and Communication**

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



Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source
<p><b>Outreach to Families &amp; Parent Input</b>  We will continue to look at and prioritize ways to provide opportunities for parents to interact socially and build community through the PTA, ELAC, School Site Council, parent education events, and family workshops.</p> <p>We will continue to foster an environment that welcomes and supports our families of language learners and new families. We will host a game night for these families.</p> <p>We will continue to reach out to our Latino families by offering community-building opportunities for them (i.e. Latino family gatherings, school-wide events with a Spanish component). We will begin translating communication, such as school newsletters and autodialer calls, into Spanish to make information more accessible for our Spanish speaking families.</p> <p>We will focus on providing outreach to our target students and their families with an emphasis on strengthening communication and relationship building. (Positive outreach has shown to bring greater involvement in the school which, in turn, leads to improved student achievement.)</p> <p>We will focus on fostering a school culture where all families feel like they are a part of the school community. We will work to remove</p>	<p>Site Culture Team, Staff, Parents</p>	<p>Schedule of family events, translated documents, parent survey results</p>	<p>\$500 – Translation Costs</p>

barriers that make groups feel less included. We will continue to empower and offer support for different groups of families in the district that regularly meet together to support one another and strengthen their community (LGBTQ families, Korean families, Chinese families, Latino families, and families of children with special needs).			
<b>Student Leadership</b> We will continue to offer leadership opportunities for our students and explore ways for all students to be involved. Student Council helps foster a positive school climate, enhances school spirit through spirit days, and offers a means for community service through fundraising and collection efforts for charitable organizations. Our Conflict Manager program promotes peer support in solving conflicts on the yard in a peaceful manner. These are the student leadership programs in place this school year: - Student Council – 3rd, 4th & 5th graders - Conflict Managers – 3rd, 4th & 5th graders - Garden Bar Helpers – 3rd, 4th & 5th graders - Compost Helpers – 2nd graders - Clean Team – 1st graders	Students, Teachers, Principal	Meeting schedule and notes	N/A
<b>Greening Our Schoolyard</b> We will continue to maintain a focus on being a green school where students and staff reduce waste through school-wide recycling and composting programs. Students will regularly visit and experience the edible garden as a means of learning about ecology, plant life cycles and other science concepts, and the joy of experiencing the natural world.	Green Schoolyard Committee, PTA, Landscape Designer, K-5 Teachers, Principal	Garden plot assignments and schedule, Greening Team meeting schedule, Master Greening Plan	N/A

We will continue to work with the Cornell Green Schoolyard Committee to develop a greening master plan that will integrate more natural space on the yard, increase the amount of trees and shade, and develop more learning spaces on the playground where students can explore.			
<b>Community Time Gatherings</b> We will continue to offer monthly school-wide Community Time gatherings (which last no longer than 30 minutes). Our Student Council will lead presentations on life skills, character development and behavioral expectations for different areas of our school. Also, in an effort to make these monthly gatherings more inclusive, we will integrate the use of different languages into them.	Principal, Student Council Members & Advisors, K-5 Teachers	Schedule of Community Time gatherings	N/A
<b>Buddy Classes</b> We will continue to implement and support our classroom "Buddy" program to increase cross-grade level positive interactions.	K-5 Teachers	Buddy classes and schedule	N/A

**STRATEGY: Safety and Inclusion**

Staff development, resources, and materials will ensure that our students are provided a learning environment that is safe, welcoming and positive.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source
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<b>Safe School Ambassadors</b> We will continue to integrate the language and actions from the Safe School Ambassador program as a way of fostering a positive and caring peer culture. Assemblies for 2nd-5th graders will reinforce the ways that students can stand up to mistreatment. We will teach students the words "ally," "aggressor" and "target" as well as language students can use when standing up as an ally. We will integrate this common language in our classrooms.	District Inclusion Specialist, Students, Teachers, Principal	Schedule of Safe School Ambassador assemblies	N/A
<b>School Climate Survey Data</b> We will administer the CA Healthy Kids survey to all 5th grade students. We will also administer the Get Real survey to our 4th and 5th grade students in February to determine targeted teasing and mistreatment happening at Cornell. This survey drives the focus for our anti-bias work.	4-5 Teachers, Principal	Teacher and student survey results	N/A
<b>Noontime Activities</b> We will continue to support a noontime activities program as a means of offering students a variety of choices on the yard and in the library. This program also helps students interact in a positive way. These activities will be supported with the assistance of parent volunteers.	Noontime Activities Coordinator	Schedule of weekly noontime activities	\$4000 – Noontime Activities Coordinator District Funds
<b>Mindfulness Practices</b> As a means of teaching our students how to focus themselves, calm down, and make good choices in the classroom and on the yard, we will continue to use mindfulness techniques in our classrooms. We will integrate music classes in all classrooms.	K-5 Teachers, Principal	Schedule of mindfulness music classes, mindfulness practices in classrooms	



## Form C: Programs Included in this Plan

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

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

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

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

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

Total amount of federal categorical funds allocated to this school	\$
Total amount of state and federal categorical funds allocated to this school	\$

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



## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>1</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Tobias Bodine	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Karen Bonini	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jim Brandley	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Laura Galicia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Margaret Glendening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Wendy Holmes	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Susan Hughes-Collins	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sara Marcellino	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Michelle Millard-Naylor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Laurie Roberts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Numbers of members in each category	1	4	0	5	0

<sup>1</sup> EC Section 52852

## Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
4. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
5. This SPSA was adopted by the SSC at a public meeting on: May 16, 2013.

Attested:

\_\_\_\_Wendy Holmes\_\_\_\_  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal

\_\_5/16/13\_\_  
Date

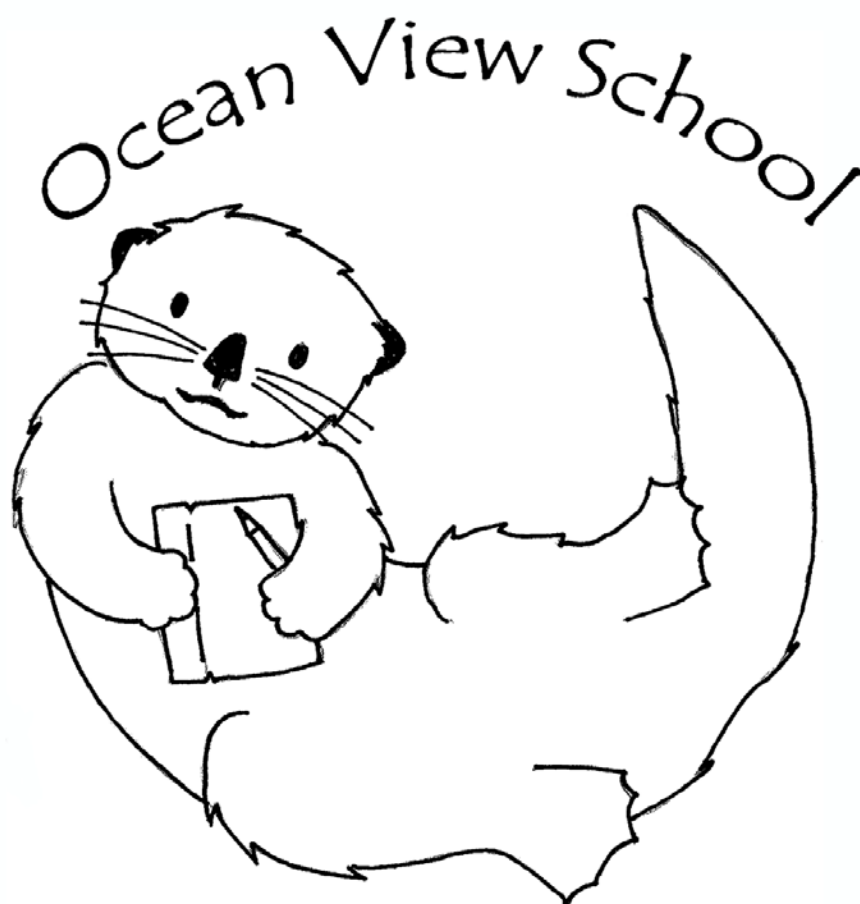
\_\_\_\_Laurie Roberts\_\_\_\_  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson

\_\_5/16/13\_\_  
Date



# 2013 Single Plan for Student Achievement



Albany, California

1000 Jackson Street, Albany California

# The Single Plan for Student Achievement

School: Ocean View Elementary School

District: Albany Unified School District

County-District School (CDS) Code: 01-61127-6090161

Principal: Terry Georgeson

Date of this revision: 5/17/2013

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 Con App 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

Telephone 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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## EXECUTIVE SUMMARY

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

Ocean View is a high performing elementary school where students, staff, and community members are engaged in learning. We provide a strong academic and enrichment program, within a climate of respect, responsibility, and safety. We have a committed partnership with the parents and community to support our mission.

### This plan will:

- Analyze student achievement data
- Articulate detailed plans for improvement
- Outline our plan to continue to close the achievement gap for targeted students
- Outline our plan to continue to support and expand student wellness and a positive school climate

Analyze student achievement data. The most current CA state testing data comes from May, 2012. We are proud of the increased levels of achievement. We continue to strive to create new ways to increase success for every student.

We have made significant progress in identifying our own measures of school-wide success. Each grade level articulates measures of local assessments. We look forward to Aeries Analytics that will provide us with the essential reports necessary for analysis and planning. We also anticipate and plan for major changes in statewide and local assessment practices such as the Smarter Balanced Assessment reports for Mathematics and Language Arts, that will provide us with a more thorough assessment of student ability for use in targeting instruction.

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

Demonstrate our efforts to close the achievement gap. Outline our plan to close the achievement gap for targeted students we face challenges in reaching every student's potential. We are proud to offer increased opportunities for intervention in English Language Development, Reading and Math.

Include a focus on student wellness and positive school climate. Staff recognizes that safety, responsibility, and respect are learned behaviors. We strive to develop these skills within the classroom and the school community through the adherence to BEST practices, the use of student Conflict Managers, exposure to Cyber Bullying curriculum, facilitated friendship groups, the use of student mentors, and on-site intern counseling service.

Terry Georgeson, Principal

## SCHOOL PROFILE

Albany's schools are the focal point of the community. Families choose to locate here because of the schools, and the town is united in its commitment to supporting education, and in holding schools to high expectations. Ocean View School is a unique community, rich in its economic, ethnic and racial diversity. We work to support our community's expectations through a dynamic blend of collaboration, professionalism and dedication to a rigorous, Common Core standards-based curriculum.

As one of three elementary schools serving the community, Ocean View guides approximately 600 students from early childhood to early adolescence from Transitional Kindergarten (TK) to the fifth grade. The total TK-12 district population is approximately 3,800. The Ocean View community is largely college-educated, economically diverse, and socially active. No one ethnic group at Ocean View holds a majority with 24% Caucasian, 38% Asian, 21% Hispanic or Latino, 6% African American and 11% of mixed race. 59% of Ocean View students are identified as having a language other than English at home and 27% of our students participate in the Federal Free or Reduced Lunch Program.

Ocean View was built 38 years ago as a middle school, converted to an elementary school in 1997 and was modernized in 2008. We are the largest of the three elementary schools with 24 general education classrooms, one science lab, a library media center with a computer lab equipped with desktop computers for 30 students and a multi purpose room with a stage. We are next to the Ocean View City Park where students have access to the field for play during the school day. The general education classrooms have an average student to teacher ratio of 25:1. Additionally, we have single subject teachers in the areas of Physical Education, Music, Science and Media/Library. Ocean View Elementary has a support staff comprised of 1.4 FTE Intervention Specialists, 2.6 FTE English Language Learner Specialist Teachers, 1.0 FTE - Speech and Language Specialist, a part-time Psychologist, .8 FTE Resource Teacher, a .4 FTE Occupational Therapist and two part-time counseling interns. The entire school is networked with wireless internet. Every classroom is equipped with a LCD projector, amplification system, and a teacher laptop.

The Albany Children's Center program offers our on-site before and after school childcare to approximately 120 children from 7:30 a.m. to 6:00 p.m. daily. On site YMCA for 3<sup>rd</sup> -5<sup>th</sup> grade and fee-based enrichment classes for students in 1st through 3rd grades during the Early Bird and Late Bird reading hours. Classes may include: Spanish, Tennis, Engineering, World Percussion, Drama, and Chess.



## **SCHOOL VISION & MISSION**

Our mission is to guide and inspire our students to become productive, knowledgeable, and compassionate citizens. We strive to provide a rich and rigorous standards-based curriculum within a school community that embraces diversity and differences of others. Our vision is to provide a welcoming, safe and engaging environment, where each member of the community strives toward excellence.

## **ANALYSIS OF STUDENT ACADEMIC ACHIEVEMENT**

According to the CST data from the 2011-12 school year, Ocean View School showed significant increases in student achievement in both ELA and Math. We increased our state Academic Performance Index (API) from 901 in 2011 to 913 in 2012 showing a growth of 12 point. We met 24 out of 25 of the Adequate Yearly Progress (AYP) criteria.

In English Language Arts, we met most of our AYP and API goals. We made significant gains in our overall scores and the scores of our subgroup populations. While we did not meet AYP goals for Hispanic/Latino and Socio-economically Disadvantaged students, test results did show an increase in the performance levels of those subgroups, and we therefore received "Safe Harbor" (SH) status. We did not meet our AYP target for English Language Learners. However, the enrollment information related to English Language Learners may have been incorrect. The system of tracking and coding of English Language Learners within our database systems needs to be corrected to provide more accurate information.

In Math, we also met most of our AYP and API criteria. We moved more students out of Far Below Basic and Basic, but fewer moved into Proficient or Advanced levels of performance. While we did not meet the AYP goals for Hispanic/Latinos and Socio-economically Disadvantaged students, we did see an increase in their performance levels and therefore received "Safe Harbor" (SH) status. We did make our AYP target for English Language Learners of 79.3%.

On the 5th grade Science test, 85% of our students scored Proficient or above.

### **Annual Yearly Progress Targets (AYP)**

2010-2011 - ELA: 67.6% MATH: 68.5%

2011-2012 - ELA: 78.4% MATH: 79.0%

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

2013-2014 - ELA: 91% MATH: 90%

### **English Language Arts**

All Students: 355 students participated (2011-2012 results)

79.9% scored Proficient or Above in English Language Arts

Grade 2: 98 students tested

74% or 72 students scored Proficient or Above

26% or 26 students scored Basic or Below

Grade 3: 88 students tested  
66% or 58 students scored Proficient or Above  
34% or 30 students scored Basic or Below

Grade 4: 69 students tested  
88% or 60 students scored Proficient or Above  
10% or 7 students scored Basic or Below

Grade 5: 90 students tested  
84% or 77 students scored Proficient or Above  
17% or 15 students scored Basic or Below

#### Math

All Students: 355 students tested  
82.5% of the students scored proficient or above in Math

Grade 2: 98 students tested  
77% or 76 students scored Proficient or Above  
22% or 22 students scored Basic or Below

Grade 3: 88 students tested  
88% or 74 students scored Proficient or Above  
12% or 11 students scored Basic or Below

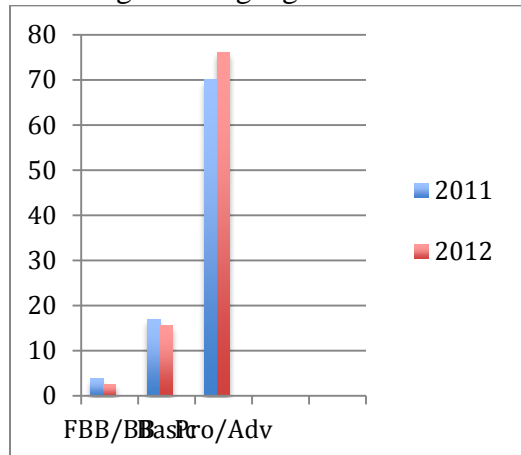
Grade 4: 70 students tested  
87% or 61 students scored Proficient or Above  
13% or 9 students scored Basic or Below

Grade 5: 91 students tested  
84% or 76 students scored Proficient or Above  
16% or 15 students scored Basic or Below

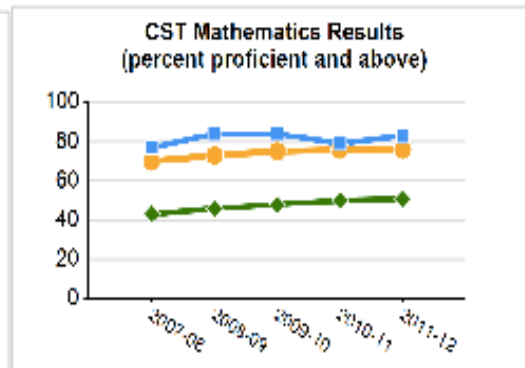
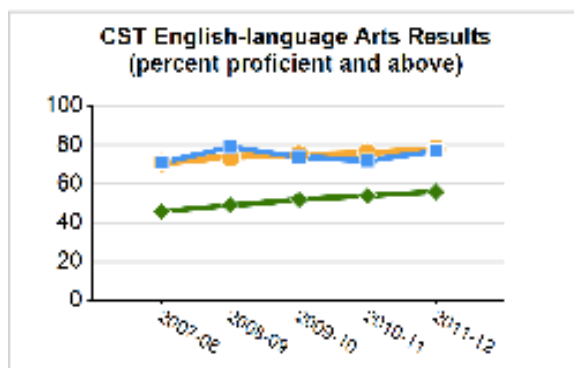
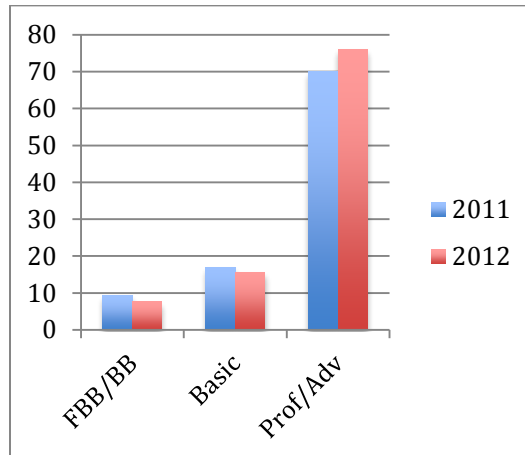
\*Science: 5th grade (\*only administered in grade 5)

All Students: 90 students tested  
85% or 77 students scored Proficient or Above  
14% or 13 students scored Basic or Below

CST English Language Arts



CST Mathematics



## ANALYSIS OF CURRENT EDUCATIONAL PROGRAMS

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

#### Reading and English Language Arts

District curriculum standards are aligned with California State Standards in Language Arts. Teachers have identified best practices to teach to the district/state standards. The sites along with the district provide ongoing professional development for teachers so they can successfully implement each program, identify at-risk students through embedded assessments, and provide interventions for struggling students.

In addition to the adopted curriculum for Reading/Language Arts, teachers this year have begun to implement our newly adopted writing program called Being A Writer.

### **Mathematics**

Everyday Math provides our core math curriculum for each grade level. Support materials provided by the Silicon Valley Math Initiative will help with the transition to Common Core and Common Core assessments.

### **Science**

The Science curriculum follows the California State Standards for science. The state-adopted textbooks are published by FOSS (Full Option Science System). 4<sup>th</sup> and 5<sup>th</sup> grade receive instruction from a Single Subject Specialist. Instructional practices include the use of Science Notebooks, hands-on experiments and demonstrations, formal note-taking strategies, interactive and independent activities with a culminating Science Fair offered to all students in the spring.

### **Availability of standards-based instructional materials appropriate to all student groups:**

All instructional and supplemental materials are aligned to CA state standards for each of the curricular areas. All students have access to their own copies of the student versions of textbooks, workbooks, and ancillary materials. The following is a summary of curriculum resources adopted at Ocean View School:

#### **Reading and English Language Arts:**

Houghton Mifflin Reading Series  
Being a Writer writing program  
Common Core aligned chapter books

#### **Mathematics:**

Every Day Mathematics Program  
SVMI (Silicon Valley Mathematics Initiative) Problems of the Month  
MARS (Mathematics Assessment Resource Service) Tasks

#### **Science:**

FOSS Science Resources

#### **Social Studies:**

Harcourt Brace Reflections, California series

### **Services provided by categorical funds to enable under-performing students to meet standards:**

Title I funds and Title III funds are allocated by the District to cover all costs related to personnel costs for instruction.

### **Conclusions from Analysis of Instructional Programs:**

The Ocean View Staff review of data for large-scale analysis comes from the administration of the following: Gates-MacGinitie Reading Test (grades 3-5), Developmental Reading Assessments (grades 1-3), District Diagnostic Assessment in Reading and the CA State Standardized Testing System (STAR). These include CST, CMA, CAPA, and CELDT.

The Ocean View School Site Council (SCC) and Ocean View teachers reviewed the current instructional program and related student data. We identified Written Conventions and Writing Strategies as areas of needed improvement. Subgroups to consider include, Hispanic or Latino, Title 1, Socioeconomically Disadvantaged and English learners. Beginning 2012-2013 grades K-5 have implemented "Being a Writer," our newly adopted writing program, to raise the performance of student groups not meeting academic standards. English Language Learners with CELDT scores of Early Intermediate for 2 or more years were clustered into groups of 5-8 students in 3 classrooms in 3<sup>rd</sup> and 4<sup>th</sup> grades. This clustering will offer staff an opportunity to address their specific language needs with the support of an ELD teacher for writing instruction at least once a week.

In addition, staff expressed the desire to improve the structure in which literacy is taught. Eight staff members attended professional development and will continue to lead staff towards improving literacy instruction through The Daily 5/CAFE. The Daily 5 is a framework for the instruction of literacy. Daily 5 tasks include: read to self, read to someone, work on writing, listen to reading and spelling/work study. CAFE is an acronym for Comprehension, Accuracy, Fluency, and Expanding Vocabulary. The system includes: goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small group instruction based on clusters of students with similar goals, and targeting whole-class instruction. Staff has begun to review the implementation for "Being a Writer" and will continue with Daily 5/CAFE strategies.

In Mathematics, these next two years are transition years for AUSD, as we have begun to implement the Silicon Valley Math Initiative assessment (based on the anticipated Smarter Balanced Assessment Consortium), which is based on the Common Core State Standards in Mathematics. At the same time, students are also taking the STAR test (through 2014), which is based on the California State Standards. To be successful in CCSS Mathematics, students must 1) Make sense of problems and persevere in solving them; 2) Reason abstractly and quantitatively; 3) Construct viable arguments and critique the reasoning of others; 4) Model with mathematics; 5) Use appropriate tools strategically; 6) Attend to precision; 7) Look for and make use of structure; and 8) Look for and express regularity in repeated reasoning. Our strategies in mathematics reflect this shift in pedagogy.

It is important to recognize that teachers administer local assessments to determine proficiency and intervention. Reading comprehension, reading fluency, vocabulary, and writing assessments are all administered for ongoing monitoring of student performance in ELA. Trimester district math benchmarks, the spring Smarter Balanced Math Assessment reports (beginning 2015), Everyday Math assessments, and teacher made tests are all administered for ongoing monitoring of student performance in Math.

We have found a strong correlation between the results on these local assessments and the results of the state-level exams. Students who perform well on our local assessments tend to perform well on the state-level assessments. This indicates that our curricular programs are aligned to state standards.

## Planned Improvements in Student Performance

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

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

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

### OCEAN VIEW SCHOOL MEASURABLE GOALS: English-Language Arts

1. All students will demonstrate growth. 90% of students will make at least one year's growth as demonstrated by maintaining or increasing their performance on their current grade level STAR exam as compared to their previous grade level STAR exam. Students who demonstrate growth from FBB to BB will be considered students who made growth. Students who maintain FBB or BB will not be considered students who made growth.
2. We will increase the percentage of students scoring at Proficient or Advanced levels of performance. 89.0% of all students, including all subgroups, will be expected to perform at Proficient or Advanced levels. In the cases where student groups are already outperforming these levels, we can name a reasonable percentage of increase. In the cases where student groups are underperforming these levels, we can name a reasonable increase of 5 to 10%.
3. We will decrease the number of students scoring at Basic, Below Basic, and Far Below Basic Levels of Performance. At least 10% of students in the current year who previously performed at Basic, Below Basic and Far Below Basic will demonstrate increased levels of performance on the STAR Exam.

What data did you use to form these goals?	What were the findings from the analysis of this data?	How will the school evaluate the progress of these goals?
CST English-Language Arts Data, 2012	School-wide achievement in ELA is high. 80% of our students perform at Proficient or Advanced. We made more than 10% growth in Socio-Economically Disadvantaged groups and 5% in Hispanic/Latino as compared to the previous year. However, we still recognize an achievement gap for students of various sub-groups.	CST English-Language Arts Data, 2013, Common Core standards-based, local assessments, Gates-MacGinitie Reading Test (grades 3-5), Developmental Reading Assessments (grades 1-3), District Diagnostic Assessment in Reading and the CA State standardized testing systems, including CST, CMA, CAPA, and CELDT.

**STRATEGY 1 - Alignment of Instruction with California Common Core Standards - ELA**

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. For all students we will review and analyze student CST Language Arts data including cluster scores and subgroups, CELDT data and Fall and Spring district assessment data. (08/272013-10/31/13)	Teachers and Site Administrator	Lists of all current students, lists of students newly enrolled to AUSD. Lists of students identified for additional targeted intervention support. Lists of identified CST clusters and or other areas identified as needing focus.	Staff time during meeting and grade level collaboration. (Site funds)
2. Analyze student assessment data and identify achievement gaps.	Teachers and Site Administrator	Data collected from teachers and site administrators as well as from the CDE.	Staff time during meeting and grade level collaboration. (Site funds)
3. Analyze and evaluate site curriculum needs.	Teachers and Site Administrator	Class assessment data, classroom observations, grade level meeting notes, student achievement data, resources related to Common Core curriculum materials	Time for analysis by staff Site funds
4. Encourage leadership and collaboration in curriculum implementation.	Teachers and Site Administrator	Changes and improvements in instructional strategies as evidenced by lesson plans, observations, walk-throughs, meeting notes resulting in rising student proficiency levels.	Time for site based Prof. Development Site funds
5. Provide leadership through staff development.	Teachers and Site Administrator	Changes and improvements in instructional strategies as evidenced by lesson plans, observations, walk-throughs, meeting notes resulting in rising student proficiency levels.	Time for site based Prof. Development Site funds

**STRATEGY II ~ Improvement of Instructional Strategies and Materials - ELA:** 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.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. We will provide weekly opportunities for collaboration time to make decisions, plan lesson delivery and discuss student learning.	Site Administrator and Teachers	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.	Staff meeting time No cost
2. We will provide professional development opportunities for teachers implementing the <i>Being A Writer</i> supplemental writing program.	Site Administrator and Teachers	Monitor calendar for planned and executed professional development.	District funds
3. Provide time for teachers to collaborate and plan lessons using the <i>Being A Writer</i> program.	Site Administrator and Teachers	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.	Grade level meeting time No cost
4. Provide monthly opportunities for teachers to analyze student work and student progress.	Site Administrator and Teachers	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.	Grade level meeting time No cost
5. We will provide 1-2 days of release time a year for grade level curriculum planning and administration of reading/math assessments.	Site Administrator and Teachers	Evidence of assessments reported through District database, lesson plans, curriculum maps, pacing guides, observations, walk-throughs.	\$3,000. - \$4,000 Site funds



**STRATEGY III ~ Facilitate transition to California Common Core State Standards - ELA**

1. We will explore, source and purchase books, curriculum, and technology to support the implementation of California Common Core State Standards (i.e. multi-leveled reading materials, iPads and apps, Chrome books, etc.)	District and Site Administrators and Teachers	Meeting notes from site-based committees, purchase orders, grade level notes	\$1,000 -10,000 for purchase of materials (District and site funds)
2. We will provide weekly grade-level collaboration time to make instructional decisions, plan lesson delivery, and discuss student learning through work samples and anecdotal records.	Site Administrator and Teachers	Year-long Meeting Calendar, Grade Level Meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans, observations and walk-throughs	Grade level meeting time No cost
3. We will provide professional development opportunities for teachers to implement the California Common Core State Standards.	District and Site Administrators and Teachers	Lists of participation in District and site sponsored professional development, study notes from the <i>Core Six</i> book.	County or district Prof. Development District Funds
4. We will incorporate the instruction of computer skills including online research, word processing, slide show, Google Suite, and instructional software.	Site Administrator and Teachers	Evidenced through lesson plans, observations and walk-throughs	
5. We will provide 1-2 days of release time a year for grade level curriculum planning and administration of reading/math assessments.	Site Administrator and Teachers	Evidenced through lesson plans, meeting notes, curriculum mapping	Site & District funds

**STRATEGY IV ~ Involvement and Communication - ELA:** Staff will offer opportunities for parents and community members to participate in the educational process of our students.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. We will provide Parent Education through coordination with the PTA for topics related to supporting learning at school.	Site Administrator, Teachers, and PTA representatives	Evidenced through school calendar, meeting agendas, notes and school newsletters	
2. Provide opportunities for parents of English Language Learners to support their students at home with the support of the E.L.A.C.	Site Administrator, E.L.D. Specialists, E.L.A.C. Representatives, and Teachers	Evidenced through school calendar, meeting agendas, notes and school newsletters	
3. We will provide translators as needed in multiple languages for meetings.	District and Site Administrators	Attendance records, conference notes and sign-in sheets from parent involvement activities	Site funds
4. We will provide translations of documents in as many languages as possible.	District and Site Administrators	Translated documents	Site funds

**STRATEGY V ~ Intervention - ELA:** Staff will insure that learning is accessible to all students by providing high quality instruction matched to student needs.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. We will provide intervention support in a variety of ways including Push-in and Pull-out Reading Lab instruction and use of the computer lab.	Site Administrator and Classroom/ Intervention/ELD/ Resource Teachers	District literacy, DRA and benchmark assessment scores, number of students served	General, Categorical funding (Title I)
2. We will explore/pilot “Just Right” Groups as a tool for differentiation and possible intervention for our students at voluntary grade levels.	Site Administrator and Teachers	Student progress as reported from District literacy, DRA and benchmark assessment scores	Site funding \$600-\$1,000
3. Provide support of “Just Right” Group implementation with administrative clerical support to track student progress through assessment data	Site Administrator	Student progress as reported from District literacy, DRA and benchmark assessment scores	N/A
4. We will continue “Push-in/Co-teaching” support to classrooms with clusters of targeted long-term English Language Learners.	Site Administrator and Classroom/ELD Teachers	Student progress as reported from District literacy, DRA and benchmark assessment scores, CELDT tests	District and Categorical funds (EIA-LEP & Title I) 2.6 FTE

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

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

#### **OCEAN VEIW SCHOOL MEASURABLE GOALS: Mathematics**

1. We will increase school-wide proficiency in mathematics as dictated by the Standards for Mathematical Practices in compliance with the Common Core State Standards.
2. All Students will demonstrate growth. 90% of students will make at least one year's growth as demonstrated by maintaining or increasing their performance on their current grade level CST exam as compared to their previous grade level CST exam. Students who demonstrate growth from FBB to BB will be considered students who made growth. Students who maintain FBB or BB will not be considered students who made growth.
3. We will increase the percentage of students scoring at Proficient or Advanced levels of performance. 89.1% of all students, including all subgroups of students will be expected to perform at Proficient or Advanced levels. In the cases where student groups are already outperforming these levels, we can name a reasonable percentage of increase. In the cases where student groups are underperforming these levels, we can name a reasonable increase of 5 to 10%.
4. We will decrease the number of students scoring at Basic, Below Basic, and Far Below Basic Levels of Performance. 10% of all students who scored Basic, Below Basic, and Far Below Basic in 2012 will score at least one performance band higher in 2013.

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
CST Math Data, 2012	School-wide achievement in Math is high. 78% of our students perform at Proficient or Advanced on the CST. We made more than 10% growth in the Hispanic/Latino group as compared to the previous year. However, we still recognize an achievement gap for students of various sub-groups.	CST Math Data for 2013, District Benchmarks, Smarter Balanced Math Assessment reports, Everyday Math assessments, and teacher made tests.

**STRATEGY 1 - Alignment of Instruction with California Common Core Standards - Math**

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
6. For all students we will review and analyze student CST Math data including cluster scores and subgroups, CELDT data and Fall and Spring district assessment data. (08/272013-10/31/13)	Teachers and Site Administrator	Lists of all current students, lists of students newly enrolled to AUSD. Lists of students identified for additional targeted intervention support. Lists of identified CST clusters and or other areas identified as needing focus.	Staff time during meeting and grade level collaboration. (Site funds)
7. Analyze student assessment data and identify achievement gaps.	Teachers and Site Administrator	Data collected from teachers and site administrators as well as from the CST.	Staff time during meeting and grade level collaboration. (Site funds)
8. Analyze and evaluate site curriculum needs.	Teachers and Site Administrator	Class assessment data, classroom observations, grade level meeting notes, student achievement data, resources related to Common Core curriculum materials	No Cost
9. Encourage leadership and collaboration in curriculum implementation.	Teachers and Site Administrator	Changes and improvements in instructional strategies as evidenced by lesson plans, observations, walk-throughs, meeting notes resulting in rising student proficiency levels.	No Cost
10. Provide leadership through staff development.	Teachers and Site Administrator	Changes and improvements in instructional strategies as evidenced by lesson plans, observations, walk-throughs, meeting notes resulting in rising student proficiency levels.	No Cost

**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.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. We will provide weekly opportunities for collaboration time to make decisions, plan lesson delivery and discuss student learning.	Site Administrator and Teachers	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.	No Cost
2. We will provide professional development opportunities for teachers implementing the <i>Problem of the Month SVM</i> school-wide math program.	Site Administrator and Teachers	Monitor calendar for planned and executed professional development.	\$500-\$1,000 District funds (Title II)
3. Provide time for teachers to collaborate and plan implementation of the <i>Problem of the Month SVM</i> school-wide math program.	Site Administrator and Teachers	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.	\$125 per grade level rep for substitutes as needed
4. Provide monthly opportunities for teachers to analyze student work and student progress.	Site Administrator and Teachers	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.	No Cost
5. We will provide 1-2 days of release time a year for grade level curriculum planning and administration of math assessments.	Site Administrator and Teachers	Evidence of assessments reported through District database, lesson plans, curriculum maps, pacing guides, observations, walk-throughs.	\$3,000. - \$4,000 Site funds

**STRATEGY III ~ Facilitate transition to California Common Core State Standards - Math**

6. We will explore, source and purchase books, curriculum, and technology to support the implementation of California Common Core State Standards (i.e. SVMi curriculum, MARS Tasks, iPads and apps, Chrome books, etc.)	District and Site Administrators and Teachers	Meeting notes from site-based committees, purchase orders, grade level notes	\$1,000 -10,000 for purchase of materials
7. We will provide weekly grade-level collaboration time to make instructional decisions, plan lesson delivery, and discuss student learning through work samples and anecdotal records.	Site Administrator and Teachers	Year-long Meeting Calendar, Grade Level Meeting notes, cited changes and improvements in instructional strategies as evidenced by lesson plans, observations and walk-throughs	No Cost During professional day
8. We will provide professional development opportunities for teachers to implement the California Common Core State Standards.	District and Site Administrators and Teachers	Lists of participation in District and site sponsored professional development, study notes from the <i>Core Six</i> book.	County or District Professional Development District funds
9. We will incorporate the instruction of computer skills including online fluency practice, use of apps, and instructional software.	Site Administrator and Teachers	Evidenced through lesson plans, observations and walk-throughs	No Cost
10. We will provide 1-2 days of release time a year for grade level curriculum planning and administration of math assessments.	Site Administrator and Teachers	Evidenced through lesson plans, meeting notes, curriculum mapping	\$3,000. - \$4,000 Site funds

**STRATEGY IV ~ Involvement and Communication - Math:** Staff will offer opportunities for parents and community members to participate in the educational process of our students.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. We will provide Parent Education through coordination with the PTA for topics related to supporting math instruction at school.	Site Administrators Teachers, and PTA representatives	Evidenced through school calendar, meeting agendas, notes and school newsletters	\$100 Site funds
2. Provide opportunities for parents of English Language Learners to support their students at home in math instruction with the support of the E.L.A.C.	Site Administrator, E.L.D. Specialists, E.L.A.C. Representatives, and Teachers	Evidenced through school calendar, meeting agendas, notes and school newsletters	\$100 Site funds
3. We will provide translators as needed in multiple languages for meetings.	District and Site Administrators	Attendance records, conference notes and sign-in sheets from parent involvement activities	\$100 Site funds
4. We will provide translations of documents in as many languages as possible.	District and Site Administrators	Translated documents	\$100 Site funds
5. We will continue to develop math vocabulary flip books and visual glossaries to support English Language Learners.	District and Site Administrators	Completed resources	\$100 Site funds



**STRATEGY V ~ Intervention - Math:** Staff will insure that learning is accessible to all students by providing high quality instruction matched to student needs.

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. We will provide intervention support in a variety of ways including Push-in and Pull-out Math instruction during the regular school day and after school math instruction (Math Club/ Homework Club).	Site Administrator and Classroom/ Intervention /Resource Teachers	CST scores, Smarter Balanced Assessment reports, District benchmark assessment scores, number of students served	\$7,000-10,000 Site funds
2. We will continue to use and add additional technology to increase student understanding of mathematical concepts and to increase computational frequency, such as IXL.com.	Principal, Staff	CST scores, Smarter Balanced Assessment reports, District benchmark assessment scores, Report Cards	IXL.com cost: \$200 per 30 students for 12 months

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

**OCEAN VIEW SCHOOL GOALS: School Climate and Student Well-Being**

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

Action/Date	Person(s) Responsible	Evidence and/or Measures of Progress	Cost and Funding Source (Itemize for Each Source)
1. We will continue to have a “BEST Behavior” Committee, comprised of teachers, administrator, and other staff.	Principal, BEST Team, AUSD Safe Schools Coordinator	Development of lesson plans, assemblies, discipline referrals	Materials & Supplies, staff training, technology equipment and support  General Fund, PTA, Other Community Fundraising sources \$1,000
2. We will continue to implement the concepts and strategies outlined in the “BEST Behavior” program.	Principal, Teachers & Site Staff, AUSD Safe Schools Coordinator	Weekly BEST Behaviors	Materials, Prizes, Incentive awards  General Fund, PTA, Other Community Fundraising sources \$1,000
3. We will continue to enhance the implement the Welcoming Schools curriculum, K - 5	Principal, Teachers & Site Staff, AUSD Safe Schools Coordinator	Minimum of 3 lessons taught per year per classroom	\$400 for incentives and rewards Site funds, PTA funds

4. We will maintain a system of positive recognition programs, including “Otter Tickets” for students caught being Safe, Responsible, and Respectful, recognition for perfect Attendance, and a variety of individual classroom activities.	Principal, Teachers & Site Staff, AUSD Safe Schools Coordinator, BEST Team	Discipline referrals, Healthy Kids survey, site survey	Materials, Prizes, Incentive awards  General Fund, PTA, Other Community Fundraising sources  \$1,000
5. We will create and distribute a bi-annual survey on school safety and climate as part of an expanded CA Healthy Kids survey administered to 5 <sup>th</sup> grade students.	District Office Staff, Safe Schools Coordinator, Site Staff	Discipline referrals, Healthy Kids survey, site survey	Contract of service with outside consultant.  AUSD General Fund \$5,000
6. We will respond consistently to every complaint about individual cases of problematic behavior.	Principal, Counselors, Site Staff Members	Parent Survey, emails,	Materials & Supplies  Site General Fund \$800
7. 24 students will participate in the AMP Mentors program and deliver/receive school-climate related lessons facilitated by a counselor.	Principal, Counselors, Site Staff Members, AMP Coordinator	CST, Attendance	Materials & Supplies  General Fund, PTA, Other Community Fundraising sources \$300
8. Students, Parents, and the Community will be informed about school policies and procedures related to a positive campus climate.	Site Administrator	Parent Handbook, Principal newsletter, teacher newsletter	Materials and supplies, classified hourly  Site General Fund \$100

9. We will provide clubs and activities that help students interact in a positive way, such as Chess Club, Lunchtime in the Library, and Noontime Games.	Site Administrator & Staff, Parent Volunteers	Establishment of activities, and student surveys	Materials and Supplies  General Fund, ASB, PTA, Other Community Fundraising sources  \$1,000
10. We will continue to provide a comprehensive student leadership program (Student Council) that includes formal governance structures, regular meetings, and school-wide activities.	Staff Coordinators, Principal	Meeting notes, activities and spirit days	Certificated hourly/stipends, Classified hourly, materials and supplies  General Site Fund, ASB, PTA, Other Community Fundraising sources \$3,000
11. We will provide and facilitate structured staff time to focus on specific at-risk students and develop behavior support plans for those students.	OV staff	PLC time in grade level agenda and notes	Materials & Supplies  General fund and site unrestricted lottery  \$500
12. We will continue to use Common Sense Media lessons to teach students, 1 <sup>st</sup> – 5 <sup>th</sup> grade, how to be a good Cyber Citizen and to prevent Cyber Bullying.	Principal, BEST Team, Librarian	Student work, referral data, attendance records and Healthy Kids Survey	Online free program
13. We will continue to offer mental health services that include individual counseling sessions and friendship groups.	Principal, Staff, Counselors	Counseling case load, student attendance, and teacher feedback	N/A

14. We will continue to systematically instruct students on how to be safe, responsible and respectful through bi-annual BEST Behavior Assemblies	Principal, BEST Team	Otter tickets given to students, referrals, visible reminders around school, lesson plans, staff survey	\$100 per month for student rewards Site funds
15. We will continue to train and use Conflict Managers to help students solve conflicts that occur during recess times.	Principal, BEST Team, Conflict Manager facilitators	Student participation	N/A

## Form B: Centralized Services for Planned Improvements in Student Performance

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

School Goal #:

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

Note: Centralized services may include the following direct services:

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

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

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

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

## Form C: Programs Included in this Plan

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

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at: <http://www.cde.ca.gov/fq/aa/co/ca12sguiappcatprog.asp>

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

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

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



## Form D: School Site Council Membership

California *Education Code* describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.<sup>3</sup> The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Terry Georgeson	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cheryl Willis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Michelle Millard - Naylor	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rebecca Sarikakis	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christine Wei	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<sup>3</sup> EC Section 52852

## Form E: Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:
  - ☐ State Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - ☒ English Learner Advisory Committee \_\_\_\_\_ Signature
  - ☐ Special Education Advisory Committee \_\_\_\_\_ Signature
  - ☐ Gifted and Talented Education Advisory Committee \_\_\_\_\_ Signature
  - ☒ District/School Liaison Team for schools in Program Improvement \_\_\_\_\_ Signature
  - ☐ Compensatory Education Advisory Committee \_\_\_\_\_ Signature
  - ☐ Departmental Advisory Committee (secondary) \_\_\_\_\_ Signature
  - ☐ Other committees established by the school or district (list) \_\_\_\_\_ Signature
4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on: \_\_\_\_\_.

Attested:

Terry Georgeson  
Typed name of School Principal

\_\_\_\_\_  
Signature of School Principal      Date

Christine Wei  
Typed name of SSC Chairperson

\_\_\_\_\_  
Signature of SSC Chairperson      Date

