

# **The Single Plan for Student Achievement**

## **Marin Elementary School**

School Name

01611276095376

CDS Code

Date of this revision: May 2010

The *Single Plan for Student Achievement* (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California *Education Code* sections 41507, 41572, and 64001 and the federal No Child Left Behind Act (NCLB) require each school to consolidate all school plans for programs funded through the School and Library Improvement Block Grant, the Pupil Retention Block Grant, the Consolidated Application, and NCLB Program Improvement into the *Single Plan for Student Achievement*.

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

Contact Person: Laura Casdia  
Position: Principal  
Telephone Number: 510 558-4740  
Address: 1001 Santa Fe  
Albany, Ca 94706  
E-mail Address: [lcasdia@ausdk12.org](mailto:lcasdia@ausdk12.org)

## **Albany Unified School District**

School District

Superintendent: Ms. Marla Stephenson  
Telephone Number: (510) 558-3750  
Address: 904 Talbot  
Albany, CA 94706  
E-mail Address: [rmartinez@ausdk12.org](mailto:rmartinez@ausdk12.org)

The District Governing Board approved this revision of the School Plan on June 2, 2010.

## **II. School Vision and Mission**

### **District Vision and Mission:**

"We live in changing global society that is increasingly interdependent, diverse and technological. Given this setting, our vision for our youth is the development of well adjusted and responsible lifelong learners equipped with knowledge and skills to successfully participate in and contribute to this global community. It will be partnership of students, teachers, parents, and administration, business and the community at large. This partnership will provide 1) a strong core academic/vocational curriculum, and 2) a social consciousness that fosters attitudes and values that respect diversity and differences and promote a sense of community cooperation."

### **Marin is committed to work toward the following goals:**

1. To encourage each child and adult to achieve goals at the highest level.
2. To create a welcoming, safe and exciting environment for all students.
3. To work together (parents, staff and students) to create a community of learners where different learning and teaching styles are honored, and creativity is encouraged.
4. To speak to one another with kindness and respect, and work together to solve problems when they arise.

### **III. School Profile**

The staff and parents are intent on providing a program in which the resources and service are effectively coordinated to meet the educational and personal needs of all students. We are committed to the early identification of students with special needs. The staff strives to provide students with a curriculum that is both supportive and challenging. All students are exposed to the core curriculum, acknowledging respecting and providing for individual differences. Recognizing the need to develop the whole child, the staff provides learning experiences that foster social/emotional growth. We now serve approximately 525 students, K-5. In addition to the regular education program we serve students with a wide range of needs in special education class/program. Marin Elementary School has a diverse population. Albany schools serve families from all over the world, many of them connected to the University of California-Berkeley. Marin also has a childcare program on campus through the Albany Children's Center.

#### **IV. Comprehensive Needs Assessment Components**

##### **A. Data Analysis (See Appendix A)**

Marin School Staff and School Site Council used the following data to create school-wide goals for the 2010-2011 academic year: State STAR tests for Language Arts, and Math, CELDT, Academic Performance Index, Annual Yearly Progress by Ethnicity, ELL level, and SED status. Also was included was the embedded assessment plan from the state adopted Everyday Math program., a pacing guide to facilitate ongoing teacher collaboration, and the District Math Benchmark Assessments.

##### **B. Surveys**

Funding surveys were distributed to teachers and parents in order to provide feedback on our fiscal resource allocations.

Curriculum surveys were distributed to teachers and parents in order to provide feedback on the current staggered reading schedule in 1st -3rd grades.

##### **C. Classroom Observations**

The principal conducts regular "walk-throughs" of classrooms during the school year. Feedback from the principal is provided to teachers through oral and written communications. Evaluation observations are scheduled and completed by the principal. Teachers who are in their evaluation year are observed formally at least 2 times per year, participate in post-observation conferences with the principal, and receive written records of those observations that include areas of strength and growth.

##### **D. Student Work and School Documents**

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. District textbooks and materials are aligned with district/state standards in the area of Reading/Language Arts, History/Social Science, and Science. During the 2010-11 school year, teachers will implement the state adopted Everyday Math Curriculum. 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. A pacing guide will also be implemented to help facilitate ongoing teacher collaboration.

##### **E. Analysis of Current Instructional Program (See Appendix B)**

All Marin Staff members meet the Highly Qualified requirements set forth by NCLB.

During the 2010-2011 school year, teachers will continue to implement the state adopted Everyday Math Curriculum. The sites along with the district will provide ongoing professional development and collaboration time for teachers so they can successfully implement the program, identify at-risk students through embedded assessments, and provide intervention for these students.

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. A pacing guide will also be implemented to help facilitate ongoing teacher collaboration.

Staff Development is aligned to school goals and meet the requirements set forth by NCLB.

All teachers have weekly grade level collaboration. Students are have an early dismissal to provide collaboration and staff meeting time on a weekly basis.

The parcel taxes and fund-raising groups such as SchoolCARE, PTA, Albany Education Foundation, and the Albany Music Fund provide funds for specialists in the library, visual and performing arts for K-5 grades, and specialized teacher grants to support the curriculum, provide field trips, instructional materials and supplies, and lunch time playground supervisors.

Parent and community volunteers assist in the classroom, on field trips, and at community events.

Teachers schedule regular parent-teacher conferences.

Teachers and parents request and participate in additional parent-staff conferences through out the year.

Teachers provide other opportunities for school-to-home communication and support such as regular newsletters and email trees.

Parents, teachers, specialists and other staff participate in Student Success Team and Individual Education Plan (IEP) meetings.

Parents and students with attendance challenges are offered support by the school and the district School Attendance Review Board (SARB).

## **V. Description of Barriers and Related School Goals**

The content of this school plan is aligned with school goals for improving student achievement. School goals are based upon an analysis of verifiable state and federal data. The Marin staff and School Site Council worked together to review the data and academic performance of all students, including English Language Learners (ELL), socioeconomic disadvantaged, and special needs students. The staff and parent representatives on School Site Council considered their own experiences with student learning, achievement, and development and also considered feedback from their contacts with students, other staff, parents, and the school community.

Consistent with district direction, Marin staff and School Site Council have developed the 3 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.

## VI. 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 API and AYP growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of student groups not meeting state standards:

### District Strategic Plan - Strategies 1, 2 and 3

1. **We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.**
2. **We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.**
3. **We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.**

#### School Goal #1:

Our goal is to reduce this achievement gap between our White/Asian (non-ELL) and our Hispanic/Asian (ELL) students. The vast majority of Marin students are performing well relative to grade level standards as determined by our CST/STAR data, Academic Performance Index, and Annual Measurable Objectives set forth by No Child Left Behind legislation. Overall, student achievement is consistently higher than the statewide average. However, in analyzing our data, we discovered that about 12.92% of our students are not yet proficient in Language Arts. The data shows that these students come from a cross section of ethnic groups but are predominately Hispanic and Asian ELL (English Language Learner) students. They are also disproportionately low income based on eligibility for free or reduced lunch. We will accomplish this in several ways:

1. Increase our Reading Specialist to full time.
2. Train core teachers in best practices to offer support to whole staff.
3. Expand the ELL Buddy program.
4. Increase support staff (paraeducators) to reduce student/teacher ratio.
5. Maintain ELL specialist and increase hours to full time.

<b>Student groups and grade levels to participate in this goal</b>	<b>Anticipated annual performance growth for each group</b>
All ELL students in Kindergarten to 5th grades will participate in this goal.	10% of our ELL students who are currently scoring basic or below basic on the CST portion of the STAR test will progress one level higher than their current one.
<b>Means of evaluating progress toward this goal</b>	<b>Group data to be collected to measure academic gains</b>
We will evaluate this goal using our STAR/CST data, CELDT scores, District ELL Benchmarks and staff observation of increased focus student achievement and greater family participation in school related activities.	STAR/ CST and CELDT data for our Hispanic students  STAR/CST and CELDT data for our ELL Asian students  District ELL Benchmarks

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Marin teachers will analyze the CST Language Arts and CELDT data at the beginning of the 2010-2011 school year. As needed each teacher will identify a focus group of students in his/her classroom. Marin staff will provide outreach to the focus student's families with an emphasis on strengthening communication and relationship building. Positive school-wide outreach has shown to bring about greater minority parent involvement which in turn has been connected to improved student achievement.	ongoing September 2010 to June 2011				TBD	1,2
Provide outreach to our new focus students and their families through PTA (Parent, Teacher Association) and ELAC (English Language Advisory Committee). Utilize PTA to help set up a system of experienced Marin "buddy families" to help new families understand school procedures in a supportive and friendly manner. Utilize ELAC members and other ELD families to make phone calls and translate school documents for our families with limited English proficiency.	ongoing September 2010 to June 2011			PTA Funds to cover the costs of translators		2, 3
Provide a credentialed teacher position for early intervention in reading during regular school hours.						1,2
Provide a para-educator position to reduce student/teacher ratio.						1,2



## VI. Planned Improvements in Student Performance (continued)

### District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

#### School Goal #2:

Our goal is to reduce this achievement gap between our White/Asian/non ELL students and our Hispanic/SED Learning Disabled students in Mathematics by increasing the number of students who score proficient on the CST/STAR test. The vast majority of Marin students are performing well relative to grade level standards as determined by our CST/STAR data, Academic Performance Index, and Annual Measurable Objectives set forth by No Child Left Behind legislation. Overall, student achievement is consistently higher than the statewide average. However, in analyzing our data, we discovered that about 17.42% of our students are not yet proficient in Mathematics. Our data shows that these students come from a cross section of ethnic groups but are predominately Hispanic, Socioeconomic disadvantaged (SED), and students with identified learning disabilities.

#### Student groups and grade levels to participate in this goal

All students from Kindergarten to 5th grade will participate in this goal.

#### Anticipated annual performance growth for each group

10% of our Hispanic, SED, and Learning Disabled students who are currently scoring basic or below basic on the CST portion of the STAR test will progress one level higher in Mathematics.

#### Means of evaluating progress toward this goal

We will evaluate this goal using STAR/CST data, rate of attainment of IEP goals by students, and math assessments embedded within the new Everyday Math Program.

#### Group data to be collected to measure academic gains

STAR/CST data for our Hispanic and SED students

IEP Goals and STAR/CST data for learning disabled students

Embedded math assessments within the new Everyday Math program for students in Kindergarten to 5th grades

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Provide regular opportunities for collaboration of staff and additional support in specific areas of need as identified by staff. Provide opportunity for teachers to visit other schools to observe best practices in teaching Everyday Math	ongoing August 2010 to June 2011			SLIBG	TBD	1, 2, 3
Use assessment tools embedded within the Everyday Math Program to identify focus student skill gaps and to remediate the needed skill(s)	ongoing September 2010- to June 2011			SLIBG		1,2
Provide early intervention to address focus students' skill gaps in Mathematics through in-class and after-school intervention.	ongoing September 2010- to June 2011					1,2,3
Provide a credentialed teacher position for early intervention in math during regular school and after school.						1,2,3

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Provide a para-educator position to increase support staff to reduce student/teacher ratio.						1,2,3

## VI. Planned Improvements in Student Performance (continued)

### District Strategic Plan - Strategies 1, 2 and 3

1. We will provide comprehensive educational experience with expanded opportunities for demonstrating & assessing student growth.
2. We will identify individual, social, emotional and academic needs and apply collaborative appropriate interventions.
3. We will enhance the leadership capacity at the site, district and community levels for collaborating with all stakeholders in making decisions, communicating and assessing site and district goals.

#### School Goal #3:

Our goal is to continue to increase community-building in classrooms and to continue to foster a respectful environment between students themselves and in all student interactions with staff. At Marin, staff, parents, and students work together to create a welcoming, safe, and dynamic school environment.

#### Student groups and grade levels to participate in this goal

All Students in Kindergarten through 5th grades will participate in this goal.

#### Anticipated annual performance growth for each group

Increase appropriate school-wide behavior by positively acknowledging those who choose to follow school procedures and decrease the incidence of inappropriate and/or disrespectful behavior.

#### Means of evaluating progress toward this goal

Marin staff will evaluate this goal through ongoing discussion about student behavior and building a safe and positive school environment.

#### Group data to be collected to measure academic gains

Marin staff will evaluate this goal through ongoing discussion about student behavior and building a safe and positive school environment.

Action Steps	Start Date and Completion Date	Proposed Expenditure	Estimated Cost	Funding Source	Evidence of Success	Linked to District Strategic Plan Strategies 1, 2, and/or 3
Provide a school-wide assembly program, along with parent and teacher education that focuses on building a safe and positive school climate	ongoing September 2010 to June 2011		\$3000	PTA funds	TBD	1,2,3
Continue to use and develop activities from programs already in place: Welcoming Schools and Life Skills programs.	ongoing September 2010 to June 2011		\$500	TBD		1,2
Provide a series of Visual Performing Arts assemblies/programs for the 4th and 5th grades, expanding to lower grades as funds are appropriated.	ongoing September 2010-June 2011		\$5,000	PTA Funds		1,2

## Appendix A - School and Student Performance Data

**Table 1: Academic Performance Index by Student Group**

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	331	333	TBD	185	194	TBD	10	5	TBD	89	88	TBD
Growth API	886	925	TBD	898	934	TBD			TBD	925	946	TBD
Base API	872	880	TBD	898	892	TBD			TBD	887	921	TBD
Target	A	A	TBD	A	A	TBD			TBD	A	A	TBD
Growth	14	45	TBD	0	42	TBD			TBD	38	25	TBD
Met Target	Yes	Yes	TBD	Yes	Yes	TBD			TBD	Yes	Yes	TBD

PROFICIENCY LEVEL	PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Economically Disadvantaged			Students with Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Number Included	27	27	TBD	59	72	TBD	33	30	TBD	48	5	TBD
Growth API			TBD	864	891	TBD			TBD			TBD
Base API			TBD	817	854	TBD			TBD			TBD
Target			TBD	A	A	TBD			TBD			TBD
Growth			TBD	47	37	TBD			TBD			TBD
Met Target			TBD	Yes	Yes	TBD			TBD			TBD

## Appendix A - School and Student Performance Data (continued)

**Table 2: Title III Accountability (District Data)**

PROFICIENCY LEVEL	AMAO 1- Annual Growth			AMAO 2 - Attaining English Proficiency		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
Number of Annual Testers	542	543				
Percent with Prior Year Data	91.1%	99.8%				
Number in Cohort	494	542		211	196	
Number Met	369	441		121	127	
Percent Met	74.7%	81.4%		57.3%	64.8%	
NCLB Target	50.1%	51.6%		28.9%	30.6%	
<b>Met Target</b>	<b>Yes</b>	<b>Yes</b>		<b>Yes</b>	<b>Yes</b>	

## Appendix A - School and Student Performance Data (continued)

**Table 3: English-Language Arts Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	95	99	TBD	96	99	TBD	80	100	TBD	100	99	TBD
Number At or Above Proficient	261	294	TBD	152	174	TBD	--	--	TBD	72	80	TBD
Percent At or Above Proficient	81.6	89.1	TBD	84.0	90.2	TBD	--	--	TBD	80.9	92.0	TBD
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	Yes	Yes	TBD	Yes	Yes	TBD	--	--	TBD	Yes	Yes	TBD

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	77	97	TBD	96	96	TBD	89	94	TBD	76	50	TBD
Number At or Above Proficient	15	19	TBD	40	56	TBD	16	19	TBD	18	--	TBD
Percent At or Above Proficient	68.2	73.1	TBD	70.2	81.2	TBD	55.2	67.9	TBD	48.6	--	TBD
AYP Target	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**	35.2* 33.4**	46.0* 44.5**	56.8* 55.6**
Met AYP Criteria	--	--	TBD	Yes	Yes	TBD	--	--	TBD	--	--	TBD

\* = AYP Target for Elementary/Middle Schools (2007=24.4%), (2008=35.2%), (2009=46%), (2010=56.8%)

\*\* = AYP Target for High Schools (2007=22.3%), (2008=33.4%), (2009=44.5%), (2010=55.6%)

## Appendix A - School and Student Performance Data (continued)

**Table 4: Mathematics Adequate Yearly Progress (AYP)**

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	96	100	TBD	96	100	TBD	80	100	TBD	100	100	TBD
Number At or Above Proficient	249	275	TBD	145	164	TBD	--	--	TBD	71	76	TBD
Percent At or Above Proficient	77.6	82.6	TBD	80.6	84.5	TBD	--	--	TBD	79.8	86.4	TBD
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	Yes	Yes	TBD	Yes	Yes	TBD	--	--	TBD	Yes	Yes	TBD

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomic Disadvantage			Students w/Disabilities		
	2008	2009	2010	2008	2009	2010	2008	2009	2010	2008	2009	2010
Participation Rate	84	100	TBD	97	100	TBD	92	100	TBD	78	100	TBD
Number At or Above Proficient	14	16	TBD	45	57	TBD	16	21	TBD	21	--	TBD
Percent At or Above Proficient	58.3	59.3	TBD	77.6	79.2	TBD	53.3	70.0	TBD	55.3	--	TBD
AYP Target	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**	37.0* 32.2**	47.5* 43.5**	58.0* 54.8**
Met AYP Criteria	--	--	TBD	Yes	Yes	TBD	--	--	TBD	--	--	TBD

\* = AYP Target for Elementary/Middle Schools (2007=26.5%), (2008=37%), (2009=47.5%), (2010=58%)

\*\* = AYP Target for High Schools (2007=20.9%), (2008=32.2%), (2009=43.5%), (2010=54.8%)

## Appendix A - School and Student Performance Data (continued)

**Table 5: California English Language Development (CELDT) Data**

Grade	California English Language Development Test (CELDT) Results for 2009-10										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
<b>K</b>											
<b>1</b>	5	38	5	38	3	23					13
<b>2</b>	3	27	4	36	4	36					11
<b>3</b>	10	63	2	13	1	6	1	6	2	13	16
<b>4</b>	2	29	4	57	1	14					7
<b>5</b>	3	50	2	33			1	17			6
<b>Total</b>	23	43	17	31	9	17	3	6	2	4	54



## Appendix B - 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. If the school receives funding, then the plan must include the proposed expenditures.)

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education <u>Purpose:</u> Assist expectant and parenting students succeed in school.	
<input type="checkbox"/> Economic Impact Aid/ State Compensatory Education <u>Purpose:</u> Help educationally disadvantaged students succeed in the regular program.	
<input type="checkbox"/> Economic Impact Aid/ English Learner Program <u>Purpose:</u> Develop fluency in English and academic proficiency of English learners	
<input type="checkbox"/> High Priority Schools Grant Program <u>Purpose:</u> Assist schools in meeting academic growth targets.	
<input type="checkbox"/> Instructional Time and Staff Development Reform <u>Purpose:</u> Train classroom personnel to improve student performance in core curriculum areas.	
<input type="checkbox"/> Peer Assistance and Review <u>Purpose:</u> Assist teachers through coaching and mentoring.	
<input type="checkbox"/> Pupil Retention Block Grant <u>Purpose:</u> Prevent students from dropping out of school.	
<input checked="" type="checkbox"/> School and Library Improvement Program Block Grant <u>Purpose:</u> Improve library and other school programs.	\$35,177
<input type="checkbox"/> School Safety and Violence Prevention Act <u>Purpose:</u> Increase school safety.	
<input type="checkbox"/> Tobacco-Use Prevention Education <u>Purpose:</u> Eliminate tobacco use among students.	
<input type="checkbox"/> List and Describe Other State or Local funds (e.g., Gifted and Talented Education):	
Total amount of state categorical funds allocated to this school	\$35,177 (estimated)

Federal Programs under No Child Left Behind (NCLB)	Allocation
[ ] Title I, Neglected <u>Purpose:</u> Supplement instruction for children abandoned, abused, or neglected who have been placed in an institution	
[ ] Title I, Part D: Delinquent <u>Purpose:</u> Supplement instruction for delinquent youth	
[ ] Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the entire educational program of eligible schools in high poverty areas	
[ ] Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	
[ ] Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more identified student groups	
[ ] Title II, Part A: Teacher and Principal Training and Recruiting <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	
[ ] Title II, Part D: Enhancing Education Through Technology <u>Purpose:</u> Support professional development and the use of technology	
[ ] Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruction to help limited-English-proficient (LEP) students attain English proficiency and meet academic performance standards	
[ ] Title IV, Part A: Safe and Drug-Free Schools and Communities <u>Purpose:</u> Support learning environments that promote academic achievement	
[ ] Title V: Innovative Programs <u>Purpose:</u> Support educational improvement, library, media, and at-risk students	
[ ] Title VI, Part B: Rural Education Achievement <u>Purpose:</u> Provide flexibility in the use of NCLB funds to eligible LEAs	
[ ] Other Federal Funds (list and describe)(42)	
Total amount of federal categorical funds allocated to this school	

<b>Total amount of state and federal categorical funds allocated to this school</b>	<b>\$35,177 (estimated)</b>
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(3) For example, special education funds used in a School-Based Coordinated Program to serve students not identified as individuals with exceptional needs.

## Appendix C - 2010-11 Categorical District Services Budget

	SIP	Title I	LEP*	Title V
Allocation	n/a	174,567.00	415,891.00	n/a
Carryover		0.00	0.00	
Indirect Costs		6,760.00	16,170.00	
Direct Costs		20,644.00	17,044.00	
Transfer to General Fund				
NCLB				
Intervention Programs			382,677.00	
Less Testing Team				
Plus Parent Involvement				
Schools Allocation		147,163.00		

2010-11 SUPPORT SERVICES DIRECT COSTS DISTRIBUTION					
Object Code	Description of Services	SIP Amount	Title I Amount	LEP* Amount	Title V Amount
1302	<b>Director of Special Programs:</b> Coordinates categorical programs among sites, develops/maintains district reports/records, compiles program assessment data of common indicators, monitors program performance, prepares/maintains personnel budget data	n/a	18,352.00		n/a
1912	<b>Curriculum Specialist:</b> Provides support/staff development/modeling for new teachers, resource teachers.				
2422	<b>Secretarial:</b> Processes and maintains records, originates purchase orders, provides clerical support				
2442	<b>Technician:</b> Provides network support for language arts intervention programs				
2452	<b>Program Analyst:</b> Processes purchase orders and personnel requisitions, provides financial informational support				
2432	<b>Warehouse Assistant:</b> Assists in district-wide book vendor fair, processes and orders library materials.				
2932	<b>Community Liaison:</b> Acts as liaison and translator for the Vietnamese community and the school sites.				
3000	<b>Employee Benefits:</b> Certificate and classified benefits		2,292.00		
4000	<b>Supplies:</b> Programming curriculum materials, office supplies, computer software			17,044.00	
5000	<b>Conferences, Mileage:</b> Reimbursement for professional development, program in-services/conferences, mileage, printing				
	<b>TOTALS</b>		<b>20,644.00</b>	<b>17,044.00</b>	

\* This is the total of all funding pertaining to English Language Learners.

Indirect Costs: District charges for accounting, budgets, purchase order requisitions, and services, at the state approved rate of 3% for LEP, and the federal-approved rate of 6.69% each for SLIP, Title I, and Title 5.

Transfer to General Funds: Maximum allowable rate of 10% used to help offset ADA (regular education) deficits in time of budgeting difficulty.4

## Appendix D - Recommendations and Assurances (Marin Elementary School)

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

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

☐ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Gifted and Talented Education Program Advisory Committee

Other **(list)**

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan 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 school plan was adopted by the school site council on:

Attested:

Laura Casdia

Typed name of school principal

\_\_\_\_\_  
Signature of school principal

\_\_\_\_\_  
Date

Ben Sanders

Typed name of SSC chairperson

\_\_\_\_\_  
Signature of SSC chairperson

\_\_\_\_\_  
Date

## Appendix E - School Site Council Membership: Marin Elementary School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows (43):

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Laura Casdia	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Deirdre Greene	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
John Montagh	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Eliana Elias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Ben Sanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Julie Tovar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Eileen McKenzie	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Judith Carey	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monica Grycz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athena Craig	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Numbers of members of each category</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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