

The Single Plan for Student Achievement

School: Mary E. Silveira Elementary School
CDS Code: 21-65318-6024194
District: Dixie Elementary School District
Principal: Will Anderson
Revision Date:

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

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

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

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School Vision and Mission

Mary E. Silveira Elementary School's Vision and Mission Statements

It is the mission of Mary E. Silveira School to help each and every child realize his or her full potential with opportunities that guide academic, social, emotional, and physical development. Our commitment is to create an environment that engages students in academic work that helps them become responsible and productive citizens who are life-long learners. We recognize and celebrate the diversity, strengths and inquisitive spirit of every child. We are prepared to work collaboratively with colleagues, students and parents to achieve this shared educational purpose; instilling in children the belief that they can change the world..... and have fun doing it.

School Profile

The Dixie School District is an elementary district serving the northern San Rafael community of Terra Linda, Marinwood, Lucas Valley and a portion of Contempo Marin. It was founded in 1864, making it one of the oldest school districts in Marin County. Dixie School District includes three elementary schools for kindergarten through fifth grades: Dixie School, Vallecito School and Mary E. Silveira School. Sixth through eighth graders attend Miller Creek Middle School.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrators conduct frequent classroom observations.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Dixie School District uses state and local assessment to modify instruction and improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Dixie School District monitors student progress on a six-week basis by using curriculum-embedded assessments as well as local district assessments (SRI, DIBELS and Lexia).

Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Dixie School District meeting the requirements for highly qualified staff.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Dixie School District credentialed teachers are trained and have access to SBE-adopted instructional materials.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All Dixie School District staff development is aligned to content standards and professional needs.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Dixie School District has planning time embedded into the contract hours on Learning Wednesdays. The district employs an Instructional Coach for Technology and supplies other professional experts to assist in instructional strategies.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Dixie School District has planning time embedded into the contract hours on Learning Wednesdays. The district employs an Instructional Coach for Technology and supplies other professional experts to assist in instructional strategies.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Dixie School District's curriculum, materials and instruction is aligned with the California State Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Dixie School District is in adherence with the instructional minutes for reading/language art and mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Dixie School District has lessons that are paced for flexibility for intervention courses.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Dixie School District's standards-based instructional materials in math are aligned to the current California State Standards. The district is moving forward with adopting California State Standards based instructional materials in English language arts and science.

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

Dixie School District is a K-8 district.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Dixie School District provides services by the regular program that enable underperforming students to meet the standards.

14. Research-based educational practices to raise student achievement

Dixie School District uses research-based educational practices to raise student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources are available from family, school, district, and community to assist under-achieving students.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The use of the Dixie School District's concentration grant from LCFF provides services to enable underperforming students to meet standards.

18. Fiscal support (EPC)

All funding is managed by the district to meet the needs of all students.

Description of Barriers and Related School Goals

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	69	75	68	72	68	72	98.6	96
Grade 4	65	64	65	63	65	63	100.0	98.4
Grade 5	63	70	60	67	60	67	95.2	95.7
All Grades	197	209	193	202	193	202	98.0	96.7

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2460.3	2466.4	38	43	29	25	19	22	13	10
Grade 4	2506.1	2510.7	37	43	37	27	15	19	11	11
Grade 5	2534.2	2563.3	27	43	42	37	25	13	7	6
All Grades	N/A	N/A	34	43	36	30	20	18	10	9

Reading Demonstrating understanding of literary and non-fictional texts						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	40	39	41	50	19	11
Grade 4	42	37	49	48	9	16
Grade 5	37	45	48	48	15	7
All Grades	39	40	46	49	15	11

Writing Producing clear and purposeful writing						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	34	31	51	60	15	10
Grade 4	37	44	49	46	11	10
Grade 5	43	57	38	36	18	7
All Grades	38	44	47	48	15	9

Listening Demonstrating effective communication skills						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	37	33	53	61	10	6
Grade 4	15	35	80	60	5	5
Grade 5	20	24	70	72	10	4
All Grades	24	31	67	64	8	5

Research/Inquiry Investigating, analyzing, and presenting information						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	29	33	56	50	15	17
Grade 4	38	29	51	57	11	14
Grade 5	43	51	50	43	7	6
All Grades	37	38	52	50	11	12

Conclusions based on this data:

1. In Overall Achievement for All Students all grades increased the percent of students who exceeded standards in English Language Arts.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students								
Grade Level	# of Students Enrolled		# of Students Tested		# of Students with Scores		% of Enrolled Students Tested	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	69	75	68	72	68	72	98.6	96
Grade 4	65	64	65	64	65	64	100.0	100
Grade 5	63	70	60	68	60	68	95.2	97.1
All Grades	197	209	193	204	193	204	98.0	97.6

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

Overall Achievement for All Students										
Grade Level	Mean Scale Score		% Standard Exceeded		% Standard Met		% Standard Nearly Met		% Standard Not Met	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	2453.5	2464.0	22	26	44	40	22	26	12	7
Grade 4	2513.7	2510.7	34	25	40	44	18	23	8	8
Grade 5	2534.3	2561.4	22	38	38	40	28	15	12	7
All Grades	N/A	N/A	26	30	41	41	23	22	10	7

Concepts & Procedures Applying mathematical concepts and procedures							
Grade Level	% Above Standard		% At or Near Standard		% Below Standard		
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16	
Grade 3	34	43	53	40	13	17	
Grade 4	51	45	34	36	15	19	
Grade 5	25	49	58	43	17	9	
All Grades	37	46	48	40	15	15	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	43	43	44	49	13	8
Grade 4	51	42	32	50	17	8
Grade 5	25	34	63	60	12	6
All Grades	40	40	46	53	14	7

Communicating Reasoning Demonstrating ability to support mathematical conclusions						
Grade Level	% Above Standard		% At or Near Standard		% Below Standard	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
Grade 3	28	36	62	56	10	8
Grade 4	42	41	43	45	15	14
Grade 5	25	37	55	56	20	7
All Grades	32	38	53	52	15	10

Conclusions based on this data:

1. In Overall Achievement for All Students all grades increased the percent of students who exceeded standards in Math.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		33		***	17		***	50	***			***			
1	18	17	40	73	33	27	9	50	20						13
2			6	45	73	35	27	27	35			24	27		
3	14	22	9	29	33	55	57	11	27		11	9		22	
4	33	17		33	83	***	17			17		***			***
5		50	17	***	17	50		33	33						
Total	13	20	16	53	43	36	25	32	29	3	2	13	8	4	5

Conclusions based on this data:

1. CELDT result data is used to inform classroom instruction.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16	13-14	14-15	15-16
K		13		28	17	35	32	29	35	32	21	18	8	21	12
1	18	14	38	73	38	25	9	43	19					5	19
2			10	45	60	35	27	27	30		13	25	27		
3	13	23	8	25	23	58	50	23	25	13	8	8		23	
4	25	11	33	38	67	33	13	22		25		17			17
5		44	14	75	22	43	25	22	29			14		11	
Total	7	15	15	42	35	37	27	30	26	16	9	14	7	11	8

Conclusions based on this data:

1. CELDT result data is used to inform classroom instruction.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	40	56	55
Percent with Prior Year Data	100.0%	100%	100.0%
Number in Cohort	40	56	55
Number Met	27	46	35
Percent Met	67.5%	82.1%	63.6%
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	Yes

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	54	6	72	6	57	6
Number Met	20	--	31	--	20	--
Percent Met	37.0%	--	43.1%	--	35.1%	--
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	--	Yes	--	Yes	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate		--	
Met Percent Proficient or Above		--	
Mathematics			
Met Participation Rate		--	
Met Percent Proficient or Above		--	

Conclusions based on this data:

1. These targets are no longer used.

School and Student Performance Data

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2013-14	2014-15	2015-16
Number of Annual Testers	134	173	148
Percent with Prior Year Data	100.0		100
Number in Cohort	134	173	148
Number Met	98	133	99
Percent Met	73.1	76.9	66.9
NCLB Target	59.0	60.5	62.0%
Met Target	Yes	Yes	N/A

AMAO 2	Attaining English Proficiency					
	2013-14		2014-15		2015-16	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	134	45	176	54	138	41
Number Met	54	29	78	35	54	23
Percent Met	40.3	64.4	44.3	64.8	39.1	56.1
NCLB Target	22.8	49.0	24.2	50.9	25.4%	52.8%
Met Target	Yes	Yes	Yes	Yes	N/A	N/A

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2013-14	2014-15	2015-16
English-Language Arts			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Mathematics			
Met Participation Rate	Yes	99	
Met Percent Proficient or Above	No	N/A	
Met Target for AMAO 3	No		N/A

Conclusions based on this data:

1. All targets were met.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: English Language Arts
LEA/LCAP GOAL:
Goal Statement: Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills. State Priorities: 1, 2, 4 and 6.
SCHOOL GOAL #1:
Goal Statement: We will continue to implement the State Standards in ELA including offering professional development, current instructional materials, and providing technology for all learners. We will continue to offer a broad course of study to all students including special education and high-achieving students. Our teachers will continue to provide enrichment activities for all high-achieving students.
Data Used to Form this Goal:
Scores from classroom based assessments, teacher observation, DIBELS, BPST, Read Live, Scholastic Reading Inventory, core phonics, SIPPS, Houghton Mifflin Theme Tests will be used to guide instruction. We will also use technology based intervention programs. Data from these programs will help us monitor the progress of students receiving Tier II intervention.
Findings from the Analysis of this Data:
This goal will continue into the current single school plan until 100% of our students are scoring proficient or above on the state assessment.
How the School will Evaluate the Progress of this Goal:
Teachers will use classroom based assessments, formal/informal observation, DIBELS, BPST, Scholastic Reading Inventory, Lexia school reports, core phonics, SIPPS, Read Live, and Houghton Mifflin Theme Tests. Regular communication with parents regarding student academic progress, in addition to October parent conferences, progress reports and trimester report cards will be used. Intervention sessions will be six to eight week blocks and we will have pre and post assessments to determine if students who need additional time and support are making adequate progress with the methods we are implementing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We will engage high achieving students with differentiated	8/2016-6/2017	All staff			LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>materials and instruction.</p> <p>We provide opportunities in the classroom for fluid grouping and deepening the level of critical thinking with extensions and alternative projects for students who are meeting or above grade level benchmarks.</p> <p>We use regular practice of pre-assessments to determine which students already know a skill or content and they are ready for extensions or alternative project learning within the grade level curriculum.</p> <p>We will incorporate technology (including Google Suites) in the classroom to support student learning.</p> <p>In addition, we will explore Common Sense Media and CyberSafety lessons on an annual basis in all grades.</p> <p>This includes utilizing collaborative time to share best practices and teaching strategies, exploring varied resources and materials, researching new teaching programs and strategies, and utilizing 21st century learning tools (Creativity, Collaboration, communication, and Critical Thinking), to engage learners.</p> <p>Use pre and post assessment data to evaluate the success and progress of targeted students who participate in six to eight week intervention</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
opportunities with a trained intervention instructional specialist.						
<p>Our English Language Learners will be supported with an instructional aide based on assessed need.</p> <p>Staff designs Special Education supports to ensure that all students with exceptional needs are appropriately identified, assessed, and provided free, appropriate public education programs and services designed to meet their unique needs.</p> <p>We will utilize GLAD strategies to provide success for all learners and support new teachers.</p> <p>We encourage cross-curricular unit creation to incorporate social studies, cultural inclusion and science standards.</p> <p>We will use our school library as an integral piece of curriculum and instruction. Each class will visit the school library weekly, staffed by certificated teachers.</p> <p>Through Friday folders, teacher websites, e-mail, and conferences, teachers will share tips and best practices with parents for supporting reading and writing strategies at home.</p> <p>Our School Leadership Team and School Site Council will meet regularly to discuss site reading and</p>	8/2016-6/2017	All staff	LCFF - Base			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>writing curricular programs to enhance learning opportunities for all students.</p> <p>We will be exploring a new Language Arts curriculum to adopt for our district. This will include exploration, pilot and purchase process.</p> <p>Field trips are incorporated in language arts curriculum when students use their language arts skills to speculate and later reflect on their experiences.</p>						

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: Mathematics
LEA/LCAP GOAL:
Goal Statement: Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills. State Priorities: 1, 2, 4 and 6.
SCHOOL GOAL #2:
We will continue to implement the State Standards in Math including offering professional development, current instructional materials, and providing technology for all learners. We will continue to offer a broad course of study to all students including special education and high-achieving students. Our teachers will continue to provide enrichment activities for all high-achieving students.
Data Used to Form this Goal:
Learning walks, classroom observations, data reviews, progress monitoring, formative assessments and summative assessments will be used to guide instruction. Data from the above programs will help us monitor the progress of students receiving Tier II intervention.
Findings from the Analysis of this Data:
This goal will continue into the current single school plan until 100% of our students are scoring proficient or above on the state assessment.
How the School will Evaluate the Progress of this Goal:
Teachers will collaborate on Learning Wednesdays to share student work/assessments and discuss promising instructional strategies and best practices for the 21st Century learning skills. Teachers will review and refine grade level pacing plans and will revisit them throughout the school year for necessary and appropriate adjustments through the State Standards. Classroom-based open ended assessments and observations will show student engagement and understanding of mathematical concepts. Teachers will analyze assessment results and design intervention groups to provide further support.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We will share differentiated instructional strategies to ensure continuous achievement for all students. We will continue to use instructional practices such as differentiation,	8/2016-6/2017	All Staff	Math Expressions, Supplemental Materials		LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>application, evaluation, revision, questioning, strategy sharing and discussion to support student mastery of math concepts.</p> <p>We will implement the State Standards when planning instruction and assessing for mastery. Report cards and assessments have been realigned to match State Standards for instruction.</p> <p>We will refine the use of Houghton Mifflin Harcourt Math Expressions curriculum as our base teaching source in 2016-2017.</p> <p>There will be ongoing sharing of best practices as we progress through the curriculum and gain more familiarity with the program.</p> <p>STEAM activities will also support math exploration and practice with the 21st Century Learning Tools.</p>						
<p>We will incorporate technology in the classroom to support student learning through the use of the Computer Lab, in-class Chromebooks and iPads. Math Expressions provides online student activities, instruction, and assessments.</p> <p>Our School Leadership Team and School Site Council will meet regularly to discuss site curricular programs to enhance learning opportunities for all students.</p>	8/2016-6/2017	All Staff				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) 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:

SUBJECT: School Climate
LEA/LCAP GOAL:
Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills.
SCHOOL GOAL #3:
Create and maintain a positive, safe, and healthy school climate for students to learn.
Data Used to Form this Goal:
Citation Database Star Buck card collection Safe Routes to School annual surveys Solution Team Logs New Perspectives social skills friendship groups Participation in school-wide jobs
Findings from the Analysis of this Data:
This goal was accomplished and is ongoing.
How the School will Evaluate the Progress of this Goal:
Staff observation of student behavior and use of conflict mediation strategies on playground. Review of school calendar to determine the number of community building events/activities. Evidence of Life Skills taught and practiced in all classes including specialists throughout the school day. Presence of volunteers using appropriate strategies in the classroom and on the playground. Observation of traffic patterns and effectiveness of current traffic guidelines for student drop off/pickup. Site council and leadership will discuss programs on a monthly basis. Instructional Leadership Team meets regularly and will incorporate school climate throughout the year.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
We will continue to use our Code of	8/2016-6/2017	All Staff			LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Conduct norms: Be Safe, Be Respectful and Be Responsible and our monthly district-wide Life Skills program. They will be taught and reinforced at assemblies, announcements, and in classrooms.</p> <p>Staff will continue to provide students with regular reviews of rules and procedures at assemblies and in classrooms.</p> <p>Staff will continue to implement citations for those not following rules.</p> <p>Office staff will continue to monitor all citations in a software data base with periodic reviews.</p> <p>We will continue to incorporate social support programs such as Zones of Regulation, No Bully, Mindfulness, and Kimochis. Through varied programs such as these, students will gain confidence in managing emotions to improve peer interactions.</p> <p>For the year 2016-2017, our school has partnered with Mindfulness, A Life of Awareness. This program focuses upon breathing, slowing down our bodies, and residing in the moment. The goal is to provide a balanced approach to learning.</p> <p>Staff will continue to implement the activities and pedagogy from the Center for Childhood Creativity that promotes children participating in</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>play and opportunities to increase creativity.</p> <p>Our on-site counseling program, BACR (Bay Area Counseling Resources), will continue to provide students with 1:1 support as well as friendship groups as needed. This year we have one lead counselor and two interns to support this service.</p> <p>Certificated and Classified staff are provided radios and clipboards to carry at recess and lunch to support supervision of students.</p> <p>Recess programs such as Community Heroes and Star Striders will continue to provide alternative opportunities for students.</p> <p>Each morning and afternoon, students are greeted by students staff, resulting in increased safety during drop off and pick up times.</p> <p>We have incorporated Walking Wednesday into our program, encouraging students to walk, bike or commute to school.</p> <p>Students in grades 3-5 are encouraged to apply for school wide jobs at the start of the year. This program is critical in developing student self worth, responsibility, leadership, collaborative skills, and self esteem.</p> <p>Our No Bully Solution Team protocol continues to support students with</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>navigating conflict. Students may participate in Solution Teams consisting of teachers and students to mediate conflicts/bullying as they occur.</p> <p>Staff will administer Starbuck tickets to students when they are found to be engaging in positive and productive activities related to our district life skills</p> <p>During assemblies, students who have earned five Starbucks are recognized and given a certificate in honor of their hard work.</p> <p>Staff will continue to utilize positive reinforcement strategies and incentives in classrooms such as Stars of the Week and classroom (individual, team, whole class) awards to promote positive behavior.</p> <p>All classes have a Buddy Class to support an inclusive environment.</p>						
<p>Our Mary E. Silveira Home and School Association, MESHSA, will continue to foster a caring partnership with our parent community through a variety of school-wide events and activities.</p> <p>Site Council will continue to act as a vehicle to support new ideas for potential programs including maintaining an updated safety and site plan.</p> <p>MES maintains a school garden that</p>	8/2016-6/2017	All Staff			LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>supports environmental education components and includes an outdoor classroom, vegetable containers, and fruit tree orchard.</p> <p>Staff and parents will work together to support community programs such as Marin Food Bank, Adopt a Family, One Warm Coat, Pennies for Patients, Mission Atletica, and One Warm Sock.</p> <p>Teachers encourage volunteers to support classrooms throughout the day.</p> <p>Staff and parents will partner together to model effective communication techniques such as weekly emails and/or newsletters, Friday Folders, and Principal Weekly newsletters that foster a nurturing and cohesive community.</p> <p>MES has partnered with the Terra Linda Rotary Club and Lions Club to support school programs. A few examples are dictionaries to third graders, school garden, pond, and beautification of the front of the school.</p> <p>MES utilizes middle school students as cross age tutors on a daily basis as mentors to support primary students in the classroom.</p> <p>MES maintains a close partnership with our local sheriff's department, CHP, and fire departments.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>We provide school wide opportunities and family education that promote, celebrate, and support our diverse population.</p> <p>MES continues to partner with our on site after school child care program.</p> <p>3rd-5th grade students are encouraged to participate in the Odyssey of the Mind competition, a local, state and international problem solving competition.</p> <p>Participation in onsite school plays are offered for students.</p> <p>After school classes are offered to students throughout the year.</p> <p>Instructional aides will continue to meet monthly with principal to discuss safety practices and concerns.</p> <p>Staff utilize Student Study Teams to support students in need of extra support.</p> <p>Our staff will continue to practice safety drills on a regular basis.</p> <p>Staff has been trained and understand protocol for mandated reporting to CFS (Child Family Services).</p> <p>We have developed protocols for admittance on campus by adults.</p> <p>We have developed a No Dog policy during school hours.</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>A school-wide protocol is in place for transitions between recess and class times.</p> <p>Instructional assistants, specialists, and support staff meet monthly to discuss protocol and receive updates regarding our programs.</p>						

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 this section must be aligned with the Consolidated Application.

Centralized Service Goal #1

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Goal 1
SCHOOL GOAL #1:
<p>DIXIE SCHOOL DISTRICT BOARD OF EDUCATION GOAL: Attract and Retain Outstanding Staff The Dixie School District will maximize student learning and achievement. The District will identify, attract, and retain outstanding staff and provide high quality differentiated professional development with a focus on collaboration, alignment and support to maximize student learning and achievement (LCAP Goal #1). The District will continue to use creative ways to recruit highly skilled employees. Through the LCAP process the District will support all teachers by providing professional development in all curriculum areas, including instructional technology integration in the classroom.</p> <p>LCAP GOAL 1: To identify, attract, and retain outstanding staff and provide high quality differentiated professional development with a focus on collaboration, alignment and support to maximize student learning and achievement. State Priorities: 1, 7 and 8.</p> <p>Expected Annual Measurable Outcomes</p> <ul style="list-style-type: none"> • The District will stay in the top 25% of Marin County salary schedule (CTA comparison). • 100% of teachers hired will have the appropriate credentials (credential monitoring report). • Dixie District full-day professional development opportunities will result in a 70% teacher satisfaction rate on the evaluation (PD evaluations). • The District will follow the state recommended standard-aligned materials adoptions schedule and provide professional development to support the adoption (adoption of standards-based material and broad course of study).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1.1 To hire and retain highly qualified teachers including special education and support staff. Fund credentialed personnel, classified support staff including paraprofessionals (K-5 classes) and administrators. Staff salaries and benefits. 1.2 Review quarterly and continue	8/2016-6/2017	All Staff			LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>monitoring the Credential Monitoring Report. Marin County Office of Education (MCOE).</p> <p>1.3 Provide ongoing professional development for credentialed and classified staff on curriculum adoptions and initiatives.</p> <p>1.4 Continue BTSA/PAR support.</p> <p>1.5.Offer a broad course of study including music, visual and fine arts.</p> <p>1.6 For the subgroup of GATE: Hire highly qualified staff to provide Summer School Bridge Course for high-level math including GATE students.</p>						
<p>1.7 Hire and retain highly qualified teachers with the proper credentialing to work with English learners (EL). Fund credentialed teachers.</p> <p>1.8 Hire and retain highly qualified teachers to work with low income (LI) pupils and foster youth (FY). Fund credentialed teachers.</p> <p>1.9 To hire and retain highly qualified paraprofessionals including special education and English learners. Fund paraprofessionals.</p> <p>1.10 Review quarterly and continue monitoring the Credential Monitoring Report. Marin County Office of Education (MCOE).</p>	8/2016-6/2017	All Staff, Instructional Assistants			LCFF - Base LCFF - Supplemental	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>1.11 Provide ongoing professional development for teachers to support low-income pupils, English language learners, and foster youth by providing credentialed and classified staff with current instructional strategies.</p> <p>1.12 Continue Summer school for Special Education. Provide summer school program for Special Need students.</p> <p>1.13 Explore English Language Development standards and provide training for all staff who teach English language learners by using the new ELD standards.</p> <p>1.14 Investigate creating a Start-up Summer School for English Language Learners and all students below standards.</p> <p>1.15 Continue homework clubs at schools.</p>						

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Goal 2

SCHOOL GOAL #2:

DIXIE SCHOOL DISTRICT BOARD OF EDUCATION GOAL:

Fiscal Solvency

The Dixie School District will focus on both short and long term fiscal solvency by implementing periodic reviews of information that includes an emphasis on restoring and maintaining General Fund reserve levels with the Board of Education and all stakeholders including students, teachers, support staff, and parents from all sites including the parents of English language learners. The District will continue to educate the stakeholders on the Local Control Funding Formula (LCFF) including the review and revision of the Local Control Accountability Plan (LCAP). The Superintendent will establish a Superintendent's Budget Committee to gain a better understanding of the uniqueness of the Dixie School District's budget and insight into the District's programs and fiscal challenges.

DIXIE SCHOOL DISTRICT BOARD OF EDUCATION GOAL:

Attract and Retain Outstanding Staff

The Dixie School District will maximize student learning and achievement. The District will identify, attract, and retain outstanding staff and provide high quality differentiated professional development with a focus on collaboration, alignment and support to maximize student learning and achievement (LCAP Goal #1). The District will continue to use creative ways to recruit highly skilled employees. Through the LCAP process the District will support all teachers by providing professional development in all curriculum areas, including instructional technology integration in the classroom.

LCAP GOAL 2:

Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills.

Expected Annual Measurable Outcomes

- The annual Facility Inspection Tool (FIT) will show that the schools meet most or all standards of good repair (facility report).
- The California Healthy Kids Survey will be used to monitor and increase student connectedness compared to previous years and to decrease expulsion rate (CHKS).
- The percent of students meeting standards will increase by 5% in English language arts and mathematics on state assessments (state standard-aligned materials, class size reduction).
- Students who take the SRI assessment will increase their grade level Lexile score by one years growth by the end of the year (state standard-aligned materials, class size reduction, pupil outcome).
- One-third of English Learners will improve by one band in one year, as measured by the Overall Score on the CELDT assessment and increase reclassification rate by 1% (state standard-aligned materials, class size reduction).
- The average amount of time students ages six through fourteen receive their special education services in settings apart from their non-disabled peers will meet CDE targets for the school year, as reported by the Annual Year Performance (class size reduction).
- The William's Report will ensure every pupil in the school district has sufficient access to adopted standard-based instructional materials (William's Report).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>2.1 Continue to maintain and update facilities. Provide adequate maintenance and custodial staff.</p> <p>2.2 Continue to provide high-level library services for all students. Provide library services.</p> <p>2.3 Provide nursing services.</p> <p>2.4 Use local measures to assess students and inform instruction. Use district assessment calendar. Purchase, maintain various student assessment software.</p> <p>2.5 Provide social-emotional programs at all schools. Fund Safety Programs, Counseling, Psychologists</p> <p>2.6 Provide class sizes of no more than 24:1 for K-3. Update annual Demographic/Enrollment Projections study.</p> <p>2.7 Continue to fund hardware for student learning. Continue to investigate software to promote successful student outcomes. Fund Technology Coach, Partner with Can Do! for computer/technology software purchases.</p> <p>2.8 Continue to enhance learning of instructional technology in the classroom. All students will have access to age-appropriate instructional technology. Fund districtwide technology support.</p> <p>2.9 All students will have access to</p>	8/2016-6/2017	All Staff			LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>academic content standards in English language arts, mathematics, science and social studies/history by adoption of new instructional materials.</p> <p>2.10 For subgroup GATE: Continue Discovery Days, Odyssey of the Mind, Coding and differentiation in the classroom for all high-achieving and GATE students. Fund GATE programs.</p>						
<p>2.11 Provide Response to Intervention to enhance all services to English learners (EL), foster youth (FY) and low income (LI) students through strategic intervention to assist all students in reaching content standards. Fund ELD and Intervention Aides.</p> <p>2.12 Provide certificated staff to support intervention. Fund Certificated Intervention Staff.</p> <p>2.13 Investigate and purchase Intervention software.</p>	8/2016-6/2017	All Staff			LCFF - Base LCFF - Supplemental	

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in Goal 3
SCHOOL GOAL #3:
<p>DIXIE SCHOOL DISTRICT BOARD OF EDUCATION GOAL: Increase Public Engagement</p> <p>The Dixie School District will communicate with the community on all issues concerning the budget, curriculum, and achievement. The District will maintain and increase connectedness for students, parents and community (LCAP Goal #3). The District will seek input for the review and revision of the LCAP from all stakeholders including students, teachers, support staff, and parents from all sites including the parents of English language learners.</p> <p>LCAP GOAL 3: Maintain and increase connectedness for students, parents and community.</p> <p>Expected Annual Measurable Outcomes</p> <ul style="list-style-type: none"> • The California Healthy Kids Survey will be used to monitor and increase student connectedness compared to previous years (CHKS, increase engagement). • There will be an increase of consistency and availability of electronic media for communication (increase family engagement). • The district will provide opportunities for students to participate in clubs and extracurricular groups (increase school attendance rate). • The attendance rate of all students will stay the same or increase from prior year including chronic absenteeism and middle school drop out rate (increase school attendance rate). • Pupil suspension and expulsion rates will decrease (pupil suspension rates).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
3.1 Continue to collaborate with Home and School Clubs and CanDo! to provide excellent programs and clubs to increase connectedness. Fund various programs funded by Home & School Clubs and Can Do! Extra hire salaries, supplies and contract services. 3.2 Provide access to all school bus transportation services. 3.3 Continue to promote programs to assist in the reduction in discipline	8/2016-6/2017	All Staff			LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>infractions. Continue to contract with consultants.</p> <p>3.4 Continue to promote programs that increase volunteers at all campuses.</p>						
<p>3.5 Fund transportation for Foster/Homeless Youth.</p> <p>3.6 Continue to create opportunities for all families to feel connected by increasing school communication. Fund School Messenger & School Loop.</p> <p>3.7 Continue lunch-time activities and clubs. Partner with Home & School Clubs/Can Do! for resource for lunch-time and after-school activities.</p> <p>3.8 Continue to support English learners, foster youth and homeless students through extended tutoring services. Provide certificated extra hire to provide tutoring services.</p> <p>3.9 Create events to encourage parents of English Language Learners to meet and understand the procedures, activities and timeline of schools.</p> <p>3.10 Encourage volunteers who speak all languages to translate at parent conferences.</p>	8/2016-6/2017	All Staff			LCFF - Base LCFF - Supplemental	

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Erin Rudenske (Chair Woman)				X	
Sara Frack (Vice President)				X	
Jennifer Belair (Secretary)				X	
Jason Ferrell				X	
Merlissa Vree				X	
Theresa Martinez				X	
Ed Malaret		X			
Kim Jones		X			
Theresa Lum		X			
Lara Franklin		X			
Monica Ramirez		X			
Cristina Rossini		X			
Will Anderson	X				
Numbers of members of each category:	1	6	0	6	0

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC 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 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:

Will Anderson

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date