The Single Plan for Student Achievement

School: Silva Valley Elementary School

CDS Code: 09618386110456

District: Buckeye Union Elementary School District

Principal: Kathy Holliman

Revision Date: October 22, 2018

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

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

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School Vision and Mission

Silva Valley Elementary School's Vision and Mission Statements
Students, parents and staff all hold high expectations for one another, and all students are expected to learn and be successful. Our mission is to provide a safe, nurturing and challenging educational environment in which students are eager learners, realize their full potential, exhibit positive self-esteem, and are successful, productive citizens now, and in the future. Silva Valley School is setting the standard for academic excellence. The staff has high expectations and holds themselves accountable. Staff, parents, and community members work together for students to provide a high quality educational program and a school climate of respect.

School Profile

Silva Valley Elementary School is a TK-5 school nestled in the rolling, oak-studded hills of El Dorado County. Silva Valley opened 26 years ago with 450 students. Today we have 522 students. Silva Valley teachers are strong educational leaders. With the support of administration and through collaboration, the Silva Valley staff has created a learning environment in which all students are successful. Teachers serve on district committees that develop standards, district report cards, and the District Goals. Curriculum committees review all state adopted texts and materials, narrow selections, and work with teachers on piloting and evaluating texts and materials.

Communication with the parent community is crucial to the success of a school. The school has an updated website and sends home monthly parent e-bulletins. Teachers have updated WebPages and weekly/monthly communication is sent home in Friday Folders. The Parent Teacher Association (PTA) utilizes social media to help communicate upcoming events with the community.

Technology has also been a school-wide focus. Each classroom has an interactive whiteboard, document camera and teacher laptop. Every student in grades 2 – 5 has a Chromebook that is utilized to enhance their instruction. In addition, each K – 1 has classroom Chromebooks along with weekly access to the Computer Lab. The staff works diligently to keep current with technology so that students are prepared for the years to come.

Staff Collaboration has become part of the culture at Silva Valley. Teachers meet every Wednesday to work on grade-level goals and continue staff development. This year the staff is in year-2 of PBIS (Positive Behaviors and Intervention Supports), we continue the practice of District adopted Balanced Literacy curriculum, receive professional development to deliver science instruction with a new adoption implementing NGSS (Next Generation Science Standards), and continued implementation of the California State Standards. The staff is also receiving Professional Development and Instructional Coaching to support the various Balanced Literacy components and math curriculum. Staff is constantly analyzing formative and summative assessments to support student instruction. Grades 3 - 5 across the District use MAP (Measures of Academic Progress) Assessment to monitor student growth and to support differentiated instruction. Grades K - 3 are utilizing the BAS (Benchmark Assessment System) to monitor student progress in Reading and to support differentiated student instruction. Curriculum standards have been developed which specifically outline what will be taught at each grade level using California State Standards and State Frameworks. Assessments and report cards are directly tied to these standards.

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).

An annual survey of parents was conducted in May 2018 (161 responses), along with a 5th grade student survey (93 responses) conducted in May of 2018.

The results of the survey under Safety indicate the following:

The school results continue to indicate that most of our students feel safe and secure at school. Of the 161 (114 in 2017) Parent Survey responses, 98% indicated their children felt safe and secure at school (97% in 2017) and 96% felt socially connected (96% in 2017). Our 5th grade survey indicated that 97% of our students felt safe and secure at school (99% in 2017) and 99% of 5th grade students felt that they had friends at school (100% in 2017). We will continue to support students who are reporting harassment at school through our school-wide Core Values, A Touch of Understanding for 4th grade students, the school counselor anti-bullying presentations to individual classrooms, school-wide assemblies on bullying, classroom discussions regarding bullying, and constant monitoring of students reporting harassment. We are also in year-2 implementation of PBIS (Positive Behavior Interventions and Supports) to support a positive climate and culture at Silva Valley. Of those surveyed in 2018, 93% indicated the school is free of racial, cultural, or religious bias (90% in 2017).

The results of the survey under Achievement indicate the following: The majority of parents report that teachers are knowledgeable and prepared to meet student needs. In the area of reading and writing, our percentage of parents indicating we are meeting the educational needs of their child has remained high, 2016 - 90% & 91%; 2017 - 93% & 92%; 2018 - 95% & 94%. In the area of Math, we have increased our percentage of parents reporting teachers are knowledgeable and prepared, moving from 86% in 2016 to 92% in 2017; and 96% in 2018. We have shown an increase in parents feeling their child's technology needs were being met: 2016 - 87%, 2017 - 86%; 2018- 90%. Our 5th grade survey indicated that 97% of our students felt that their teacher knows them and helps them learn. The survey also indicated that 97% of our survey participants rated Silva Valley as an Excellent or Great school.

The results of the survey under Communication indicate the following:
An overwhelming majority of parents responded that school communication keeps them informed about school activities (98% in 2018, 93% in 2017)). The majority of parents indicated that administrators and office staff are friendly and helpful. School and District communications keeping parents informed about activities and initiatives remains high, with 98% of parents responding that they agree or strongly agree. Parents indicate that they feel valued and empowered to help make decisions for their children (94%).

Classroom Observations

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

Informal observations are conducted with frequency throughout the year. Formal observations occur for teachers on an evaluation cycle as outlined in the Buckeye Union School district's teacher contract. Feedback to teachers is given in the form of notes or through conversation surrounding instructional practices, student engagement, use of technology, curriculum implementation, etc. These observations are centered around the California Standards for Teaching Profession. The findings from these observations helps to determine the next steps for professional development, guide our instructional coaches' work, and give the school a snapshot of how teaching and learning is occurring throughout the school.

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)

The site participated in the administration of the California Smarter Balanced Assessment in the spring of 2018. The results of the assessment indicate the percent of students meeting and exceeding standards in English Language Arts and Mathematics were 75% and 77% (2017; 76% & % 74%), respectively.

This data tells us that, overall, the Academic Indicator in ELA had students scoring in the very high (blue) level with a 7 point increase, and in Math, students scored high (green) with a 5 point increase.

The Academic Indicator for ELA subgroups showed that EL students increased by 7 points placing them in the high range. SED students significantly increased by 25 points, moving from a medium to high level. Our Hispanic subgroup significantly increased by 27 points, keeping them in the high level. Our White subgroup increased by 10 points, keeping them in the high level, and our Special Education population decreased by 2 points, leaving them in the Low level.

The Academic Indicator for Math subgroups shows that EL students decreased by 5 points, keeping them in the high range. SED students increased by 21 points, placing them in the medium range. Our Hispanic students increased by 2 points, keeping them in the very high level. Our White subgroup increased by 9 points, keeping them in the high level, and our Special Education subgroup decreased by 2 points, keeping them in the low level.

Additionally, the site also tracks local assessment data, including the Accelerated Reader Success Index. In 2018, 87.4% of students were achieving a score of 85% or higher on AR quizzes (89% in 2017). This is one indicator that assists in verifying students are reading books independently that are at their optimal level for developing comprehension skills.

K-3 classrooms are using the Benchmark Assessment System (BAS) and SIPPS assessments in order to appropriately level students for reading instruction. In grades 1 - 3, students who are struggling with reading are referred to reading intervention on the basis of this data point and teacher observation. In grades 4 and 5, students who are struggling with reading are referred to reading intervention based on AR results, MAP results, BAS, and classroom performance.

The MAP (Measure of Academic Progress) assessment program is used in grades 3 - 8. The MAP assessments measure reading, math, and language arts learning. The results of these assessments provide teachers with an indication of a student's instructional readiness for specific learning goals. Given that these assessments are well correlated with the State's SBA program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards.

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

In conjunction with the Buckeye School District, each of our teachers in grades 3 - 5 administer the MAP assessment. This is an assessment produced by the Northwest Education Association that provides data that measures student growth, projects student proficiency on high stake tests, and informs teachers how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year as a baseline and then given mid second trimester. Teachers administer the

Reading and Math assessments, with Language Arts being an optional assessment.

Teachers also use curriculum-embedded assessments in all subject areas to monitor student progress on a daily, weekly, and end-of-unit basis. The assessments are composed of both formative and summative assessments that are used to monitor student progress over time, and provide data to be used for grouping students for instruction, reteaching, and differentiating instruction.

Staffing and Professional Development

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

   One hundred percent of teachers meet criteria as highly qualified (ESEA).

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

   Teachers of subjects that obtained new instructional materials received professional development for the effective implementation of those materials. In 2014-2015, the site implemented new instructional materials (writing and/or mathematics). In the 2015-2016 school year, training on these materials continued, along with professional development and literacy coaching supporting teachers in Balanced Literacy curriculum. In the 2016-2017 school year, grades TK - 5 implemented Balanced Literacy curriculum and had ongoing professional development and literacy coaching. In the 2017-2018 school year, grades TK - 5 are participating in NGSS professional development along with grades 3 -5 receiving literacy coaching on small leveled reading groups to support our Balanced Literacy Curriculum.

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

   Teacher professional development on the implementation of State Standards continues during the 2018-2019 school year, with an emphasis on NGSS. Additionally, teachers have received professional development for the implementation of digital technology (i.e. Chromebooks) in the classroom, Math, and Balanced Literacy.

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

   During the 2014-2015 school year, the District staffed a Director of Curriculum and Instruction. Since 2015, teachers in grades TK - 5 have been, and will continue to be, supported by a Literacy Coach, who will assist with the continued implementation of our Balanced Literacy Program.

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

   The District provides teachers with early-release time, each Wednesday. This time is designed to enable teachers to examine curriculum, pacing, assessments and results, and student progress.

Teaching and Learning

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

   Teachers are engaged in ongoing professional development and collaboration aimed at aligning curriculum, instruction, and materials to State Standards.

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

   Sufficient instructional minutes are allocated to ensure high quality first instruction in reading/language arts and mathematics. On average, students in grades K-5 receive 120 minutes daily in reading/language arts, and students in grades K-5 receive 60 minutes daily in mathematics.

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

All schedules are designed with flexibility for the delivery of interventions to students in need of additional academic and/or social/emotional support.

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

All student groups have access to appropriate standards-based materials for all subjects.

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)

The District provides SBE-adopted and standards-aligned instructional materials, including intervention materials.

Opportunity and Equal Educational Access

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

Students in need of additional support in meeting the standards are provided with a variety of experiences designed to help them meet the grade-level standards. In the general education classroom, these supports include differentiated instruction, small group instruction, accommodated assignments, varied instructional strategies, SDAIE strategies for English Language Learners, and additional time for learning. Students with significant gaps in their learning may also participate in specialized Intervention instruction designed to fill in learning gaps and accelerate their learning so that they can attain grade level proficiency. Students with an IEP are provided additional learning opportunities in our Learning Center structured around their IEP goals and additional instruction designed to help them meet grade-level standards. Students with a 504 Plan are provided additional supports based upon their 504 accommodations. Students with social/emotional needs are afforded the opportunity to meet with our part-time school counselor either one-on-one or in group sessions. Students with more specific social /emotional needs and who are on an IEP or 504 may be recommended for further mental health services.

Silva Valley provides special education classes to support our special education students. In grades TK - 5, we offer RSP or SDC services. Classes are kept small to help provide for more individual support. Students who struggle in Reading Comprehension in grades 1 - 5 may be referred to our LLI (Leveled Literacy Instruction) pull-out program. EL students who are at the ELPAC (English Language Proficiency Assessments for California) Beginning or Intermediate Levels are being serviced by an EL Instructor through a push-in or pull-out program. Students in grades 3 - 5 who fall under EL, low socioeconomic, or foster youth, may be referred to our math intervention pull-out program.

Silva Valley School uses the following programs and practices to support our underperforming students:
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)
LLI (Leveled Literacy Intervention)
Math Intervention Program Grades 1 - 5 (pull-out program)
Rewards (multisyllabic word work grades 4/5)
RAZ Kids (K-2)
Leveled Book room with text sets
Partnership with Sierra Assistance League for Literacy Development
GLAD (Guided Language Acquisition Development)
Differentiation strategies within the regular instructional day
Active Participation
Small flexible group instruction in core subject areas
Needs-based ability groups in Reading (TK - 5th grade)
Cross-age tutors
High School tutors
Parent/community volunteers
BAS (Basic Assessment System) for reading K - 3
Math Benchmark Assessments
Numerous computer applications to reinforce instruction

14. Research-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies, and summative and formative assessments, that raise student achievement. In addition to the summative and formative assessments listed above in question 2, teachers complete regular training on the latest education practices to include in their classroom teaching. Examples of training include the following: close reading strategies, questioning strategies, training on the Standards of Math Practice, NGSS training, and professional coaching in the areas of math, writing, language arts, and PE.

Parental Involvement

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

Silva Valley School recognizes that parents/guardians are their children's first teachers. Continued parent involvement in the education of children contributes to student achievement and a positive school climate. Children do best when parents play key roles in their children's learning: helping their children at home, volunteering to share their skills at school, being an advocate for their child, and helping to solve problems with the school.

Silva Valley Elementary School is fortunate to have a very supportive parent and community group. The Parent Teacher Association and School Site Council are very active and provide opportunities for parent involvement. Over one hundred volunteers put in hundreds of hours of service in classrooms each year. Parents also volunteer for numerous other activities in support of the school. The following is a partial list of well-supported ongoing volunteer activities:

Leadership Activities: School Site Council, PTA, District LCAP Commitee, District Budget Advisory Committee, and various chairpersons on fundraising committees for Silva Valley

Student Support Activities: Cross Country volunteers, field trip chaperones, classroom volunteers, Meet the Masters volunteers, Life Lab volunteers, and Intel PC Pals

Fundraising Activities: Harvest Festival, Green & Gold Gala, e-script, Box Tops for Education, and Corporate Sponsors

Other Fun Activities: Back-to-School Night, Open House, Ice Cream Social, Harvest Festival, and Family Fitness Night

Community Service Activities: Hands-4-Hope (toiletries drive and warm & fuzzy drive), Pennies for Patients, and Spirit of Giving (family adoptions for the Holidays)

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)

1. Silva Valley will take the following actions to involve parents in the joint development of the School Parent Involvement Policy and the
Single Plan for Student Achievement:

School Parent Involvement Policy Process:
Plan will be outlined by School Site Council and Administration.
Input will be gathered from meetings during the year.
A final draft is approved by the School Site Council and Board-adopted and will be available to parents in Parent/Student Handbook.

Single Plan for Student Achievement Process:
A parent survey will be conducted to assess needs of stakeholders.
Goals will be set.
A single plan will be completed and approved by the School Site Council and Board. After approval, it will be placed on the

school
website.

2. The Parent Involvement Policy will be distributed in the following ways:
In the Parent/Student Handbook, which is on the school website (printed, if requested), and is signed by every student and parent.

3. Silva Valley will involve parents in the process of school improvement and review in the following ways:
At least once a year, staff and parents will review school assessment results. The school's analysis of the results and parent feedback
will be shared through our
School Site Council and PTA. Together, staff and parents will make adjustments to the school academic programs, as deemed necessary in response to the data.
This data will serve as the basis for our Single Plan for Student Achievement.

4. Silva Valley will provide parents a description of curriculum, forms of assessment, and proficiency levels students are expected to
meet.
At Back-to-School Night, parents receive copies of standards and report cards along with explanations of assessments used.
Progress reports and parent conferences are opportunities teachers have for reporting student progress.
Email and telephone calls are also regular forms of parent-teacher communication.
Progress Reports are sent out during the first trimester to every student.
Report cards are sent out three times per year detailing proficiency levels for all students.

5. Silva Valley will coordinate parental involvement strategies with feeder programs to address transitional needs by:
Articulation with feeder school with parent and new teacher at middle school when necessary.
Articulation between administration of feeder school, teachers and parents regarding students entering middle school.
Sharing SBA test results with middle school.

6. Silva Valley will conduct a Parent Survey yearly, with the involvement of parents.
An annual parent survey will be conducted in the spring.
Results will be shared with the School Site Council, staff, and parents.
Results will be put in the parent bulletin and posted on the school website.
Silva Valley will conduct a 5th Grade Student Survey at the beginning of each school year.
Results will be shared with the School Site Council, staff, and parents.

7. Silva Valley has strong parent involvement. In order to continue to build capacity for strong parental involvement, to support a
partnership among the school, parents and the community, and to improve student academic achievement, we will do the following:
All parents will receive a letter mailed home with their child's SBA results.
Multiple media sources such as newspapers, Connect Ed, classroom newsletters, parent bulletins and the district and school website
will be used to keep parents and the community informed.
Intel PC Pals and Intel classroom volunteers will be encouraged to become partners with our school to enhance community involvement.
School activities that reach out to the parents and community will be offered.

8. The school will, with the help of the district, provide training and materials to help parents work with their children to improve academic
achievement by:
Sharing information with parents at Back to School Night, during Student Success Team Meetings, and parent-teacher conferences
about homework, school and teacher websites, and grade level standards.
Helping preschool students and their parents through the First Five program by providing information and education on kindergarten
readiness.
School expectations and course content will be provided to parents at our annual Back-to-School Night.

9. Silva Valley will, with the assistance of the District, provide materials that will work to build ties between parents and the school by:
Informing parents of important school information through Connect Ed,
Providing a monthly newsletter to parents both electronically or through hardcopy for those without access to a computer,
Posting information on parent involvement opportunities on the school website and school marquee.

10. Upon request, the school will provide the following documents translated for parents:
ELPAC (English Language Proficiency Assessments for California) (Spanish),
Enrollment documents (Spanish), and
Translators for school site needs, whenever possible.

Funding

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

Silva Valley does not receive Title 1 or Title III funding.

18. Fiscal support (EPC)

Silva Valley receives LCFF Supplemental Grant funding for Math Intervention targeting Foster Youth, EL, and Socioeconomically Disadvantaged 3 - 5 grade students. District funding is provided for our Intervention and ELD support teachers and Instructional Coach. Site Funds are allocated for substitutes on Assessment days for SIPPS, BAS assessments, and District required assessments.

Description of Barriers and Related School Goals

Based on our comprehensive needs assessments, we found that students from socioeconomically disadvantaged households and students with disabilities are under-performing when compared to their English speaking or non-disabled peers in ELA and Mathematics. (ELA: SED 47.83% met or exceeded standard, students with disabilities 20% met or exceeded standard. Math SED 65.21% met or exceeded standard, students with disabilities 25% met or exceeded standard). Additionally, we found that our students from the EL and Hispanic subgroups under-performed compared to other subgroups in ELA and Math.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	88	97	53	88	96	53	88	96	53	100	99	100
Grade 4	108	98	108	106	96	107	106	96	107	98.1	98	99.1
Grade 5	115	113	103	115	112	102	115	112	102	100	99.1	99
All Grades	311	308	264	309	304	262	309	304	262	99.4	98.7	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2483.3	2492.1	2491.9	57	59.38	58.49	20	16.67	16.98	15	18.75	18.87	8	5.21	5.66
Grade 4	2505.3	2514.7	2526.7	32	45.83	48.60	41	30.21	24.30	19	14.58	18.69	8	9.38	8.41
Grade 5	2545.3	2551.8	2551.8	36	38.39	31.37	34	39.29	46.08	19	14.29	13.73	11	8.04	8.82
All Grades	N/A	N/A	N/A	40	47.37	43.89	32	29.28	31.30	18	15.79	16.79	9	7.57	8.02

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	53.13	54.72	48	35.42	39.62	9	11.46	5.66
Grade 4	35	36.46	36.45	54	55.21	50.47	11	8.33	13.08
Grade 5	31	42.86	42.16	52	47.32	47.06	17	9.82	10.78
All Grades	36	44.08	42.37	51	46.05	46.95	13	9.87	10.69

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	55	54.17	43.40	35	36.46	49.06	10	9.38	7.55
Grade 4	28	45.83	46.73	64	46.88	43.93	8	7.29	9.35
Grade 5	48	49.11	48.04	40	39.29	42.16	12	11.61	9.80
All Grades	43	49.67	46.56	47	40.79	44.27	10	9.54	9.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	38	39.58	37.74	57	56.25	56.60	6	4.17	5.66
Grade 4	27	28.13	35.51	67	62.50	60.75	6	9.38	3.74
Grade 5	31	33.93	35.29	59	58.04	61.76	10	8.04	2.94
All Grades	32	33.88	35.88	61	58.88	60.31	7	7.24	3.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	42	50.00	45.28	50	43.75	43.40	8	6.25	11.32
Grade 4	36	33.33	48.60	54	57.29	43.93	10	9.38	7.48
Grade 5	42	49.11	39.22	54	42.86	50.98	4	8.04	9.80
All Grades	40	44.41	44.27	53	47.70	46.56	7	7.89	9.16

Conclusions based on this data:

1. In 2017-2018, 75% of our students met or exceeded standard in English Language Art (2016-2017, 76% of students met or exceeded standard; in 2015-2016, 72% of our students met or exceeded standard). We decreased by 1% in students meeting or exceeding standard from 2017 to 2018.
2. In the Listening Claim, 4th grade showed and 8% increase of students performing above standard with 28% performing above standard in 2016-2017 to 36% performing above standard in 2017-2018. However, the Listening Claim continues to be our weakest area with 35% of all students scoring above standard (34% scored above standard in 2017).
3. In 2017-2018, 46% of our students were above standard in the Writing Claim. This is our strongest overall Claim.

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	88	97	53	87	97	53	87	97	53	98.9	100	100
Grade 4	108	98	108	106	97	108	106	97	108	98.1	99	100
Grade 5	115	113	103	115	113	102	115	113	102	100	100	99
All Grades	311	308	264	308	307	263	308	307	263	99	99.7	99.6

* 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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2479.9	2486.0	2491.3	41	39.18	52.83	38	44.33	32.08	15	13.40	9.43	6	3.09	5.66
Grade 4	2512.4	2512.0	2530.2	29	29.90	41.67	43	36.08	34.26	22	27.84	20.37	6	6.19	3.70
Grade 5	2553.0	2564.3	2564.5	41	42.48	48.04	23	31.86	26.47	23	18.58	18.63	12	7.08	6.86
All Grades	N/A	N/A	N/A	37	37.46	46.39	34	37.13	30.80	20	19.87	17.49	8	5.54	5.32

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	67	64.95	71.70	22	26.80	20.75	11	8.25	7.55
Grade 4	39	50.52	56.48	50	37.11	33.33	11	12.37	10.19
Grade 5	51	55.75	58.82	30	33.63	32.35	19	10.62	8.82
All Grades	51	57.00	60.46	34	32.57	30.42	14	10.42	9.13

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		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	46	44.33	49.06	45	50.52	39.62	9	5.15	11.32
Grade 4	38	29.90	47.22	49	57.73	39.81	13	12.37	12.96
Grade 5	38	45.13	43.14	44	46.02	48.04	17	8.85	8.82
All Grades	40	40.07	46.01	46	51.14	42.97	14	8.79	11.03

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	40	47.42	60.38	55	46.39	32.08	5	6.19	7.55
Grade 4	40	36.08	48.15	52	51.55	44.44	8	12.37	7.41
Grade 5	32	29.20	36.27	50	61.06	53.92	18	9.73	9.80
All Grades	37	37.13	46.01	52	53.42	45.63	11	9.45	8.37

Conclusions based on this data:

1. Math continues to be a school-wide strength. In 2017-2018, 77% of students met or exceeded standard (2016-2017, 74% of students met or exceeded standard; 2015-2016, 71% of students met or exceeded standard; 67% of our students met or exceeded standard in 2014-2015). We had a 3% increase in students meeting or exceeding standard.
2. Each grade level increased students scoring above standard in Concepts & Procedures with 62% of our students overall scoring above standard. Communicating Reasoning along with Problem Solving continue to be our weaker mathematical areas. Communicating Reasoning showed an 11% gain with 48% of students above standard compared to 37% in 2016-2017.

School and Student Performance Data

CAASPP Results (All Students)

CAASPP Science Results for All Students												
Grade Level	Science											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
5	85			12			1			3		

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students

Conclusions based on this data:

1.

School and Student Performance Data

Chronic Absenteeism Data

2016-17 Chronic Absenteeism Data						
Student Subgroup	Cumulative Enrollment		Chronic Absenteeism Count		Chronic Absenteeism Rates	
	16-17	17-18	16-17	17-18	16-17	17-18
African American	1		1		*	
American Indian or Alaskan Native	1		1		*	
Asian	30		0		0.0	
Filipino	1		1		*	
Hispanic or Latino	72		5		6.9	
Did not Report						
Pacific Islander						
Two or More Races	41		2		4.9	
White	395		23		5.8	
Male	273		15		5.5	
Female	282		15		5.3	
English Learners	23		0		0.0	
Students with Disabilities	61		4		6.6	
Socioeconomically Disadvantaged	41		7		17.1	
Migrant						
Foster	1		1		*	
Homeless	1		1		*	
Kindergarten	97		11		11.3	
Grades 1-3	242		9		3.7	
Grades 4-6	216		10		4.6	
Grades 7-8						
Grades K-8	555		30		5.4	
Grades 9-12						
Ungraded Elementary and Secondary						
Total	555		30		5.4	

Conclusions based on this data:

1. Silva Valley will continue to work on supporting students being at school on a regular basis. We will increase our communication with parents regarding the importance of attendance and utilize the SARB process when indicated.

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 student performance 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 GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREAS
SCHOOL GOAL #1:
Increase ELA average scale score by 7 points for all students and all significant subgroups as measured by SBA assessment given in May 2019.
Data Used to Form this Goal:
ELA average scaled score in 2018 was 2524. ELA average scaled score in 2017 was 2521, a 7 point increase (2514 in 2016). SED average scaled score in 2017 was 2488, a 25 point increase (SS 2463 in 2016). EL average scaled score in 2017 was 2504, a 4 point increase (SS 2501 in 2016). SpEd average scaled score in 2017 was 2438, a 2 point decrease (SS 2440 in 2016). Hispanic sub group average scaled score in 2017 was 2518, a 27 point increase (SS 2491 in 2016).
Findings from the Analysis of this Data:
Baselines indicate this is an area of relative weakness, with our SED, EL and Special Education populations of greatest need.
How the School will Evaluate the Progress of this Goal:
Scaled Scores from the 2019 SBA will be reviewed to determine if goal was met.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student exposure to Nonfiction Text will be increased (classroom libraries updated, AR nonfiction reading, SNAP nonfiction curriculum grades 3 - 5 and Schoolwide curriculum grades TK - 5). Ongoing coaching & training during the 2018-19 school year	2018-2019 School Year	Teachers Grades TK - 5	SNAP, Schoolwide, Leveled Book room and ongoing professional development	4000-4999: Books And Supplies	District Funded	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading Intervention Program - Leveled Literacy Intervention (LLI)	2018-2019 School Year	Reading Intervention Teachers	Leveled Literacy Intervention grades 1 - 5 pull-out services	1000-1999: Certificated Personnel Salaries	District Funded	
			Overage of what the District does not fund for LLI	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	3100.00
			Purchase of additional teaching curriculum/books	4000-4999: Books And Supplies	LCFF - Supplemental	1000.00
BAS (Benchmark Assessment System) utilized in grades K - 5 to guide reading instruction	2018-2019 School Year	General Education Teacher K-5, sub release time required	Reading Assessment	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	4500.00
Supplemental Supplies, Curriculum, to support differentiation	2017-18 School Year	Administration	Student books, paper, manipulatives for word work, etc.	4000-4999: Books And Supplies	LCFF - Supplemental	3000.00
Barton Reading Program for Identified students	2018-2019 School Year	Reading Teacher	Hiring of Aide to support implementation	None Specified	None Specified	10,660.00
Books & Beyond Reading Program	2018-2019 School Year	Sierra Foothills Assistance League	Coordinating volunteer efforts to provided one adult to read with 3 identified students in each class (2 - 5)	None Specified	None Specified	
Examine school-wide and classroom specific data	August - September	Teachers & Principal				

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance 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: Math
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREAS
SCHOOL GOAL #2:
Increase Math average scale score by 5 points for all students and all significant subgroups as measured by SBA assessment given in May 2018.
Data Used to Form this Goal:
Math average scaled score in 2018 was 2529.34 Math average scaled score in 2017 was 2523, a 5 point increase (2518 in 2016). SED average scaled score in 2017 was 2492, a 21 point increase (SS 2471 in 2016). EL average scaled score in 2017 was 2503, a 5 point decrease (SS 2508 in 2016). SpEd average scaled score in 2017 was 2453, a 2 point decrease (SS 2455 in 2016). Hispanic sub group average scaled score in 2017 was 2514, a 2 point increase (SS 2512 in 2016).
Findings from the Analysis of this Data:
Baselines indicate this is an area of relative weakness, with our EL and Special Education populations of greatest need.
How the School will Evaluate the Progress of this Goal:
Scaled Scores from the 2019 SBA will be reviewed to determine if goal was met.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Intervention Pull-Out Program Grades 1 - 5 focusing on EL, Foster Youth & SED students	2018-19 School Year	Certificated Staff	Pull-out small group instruction based on student need grades 1 - 5	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Overage for Math Intervention Teacher	None Specified	None Specified	1550.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
MAP (grades 3 - 5) Assessment utilized to guide differentiation	2018-19 School Year	General Education Teacher	Collaboration around results of MAP Assessments to guide instruction/differentiation	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2000.00
Computer Applications to enhance instruction and differentiate learning (LearnZillion, Ten Marks, etc.)	2018-19 School Year	General Education Teacher	Assignments tailored to student needs	None Specified	None Specified	
Supplemental Supplies/Curriculum to support differentiation	2018-19 School Year	Administration	Paper, manipulatives, etc.	4000-4999: Books And Supplies	LCFF - Supplemental	1000.00
Grade Level Collaboration	2018-19 School Year	District and Teachers Collaborating on Math Instruction, Data Analysis	Teacher release time to collaborate with administration, to plan/prepare for differentiation, to assess students for progress monitoring	None Specified	LCFF - Supplemental	1000.00
Examine school-wide and classroom specific data	August - September	Teachers & Principal		None Specified		
Professional Development, Collaboration Wednesdays, LCF	Ongoing	Teachers & Principal	Professional Development		District Funded	

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 student performance 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: Suspension Rate
LEA GOAL:
PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #3:
By the end of the 2018-19 school year, Suspension Change will maintain or decline according to the State Accountability Rubric.
Data Used to Form this Goal:
Data from the California School Dashboard indicates we are in the Blue (Highest) level of student performance as a school. However, not all of our subgroups are in this category.
Findings from the Analysis of this Data:
For the 2017-2018 school year, our suspension rate was 0.55%. This was a slight increase (.05%) from 2017. The historical data for suspension rates is below. All students performed in the Very Low states in 2015. In 2016, our suspension rate declined by 0.5% for all students, however our SED, Students with Disabilities, and Hispanic subgroups had higher suspension rates than the overall student body (.5%) (SED 1.9%, Students with Disabilities 1.2%, Hispanic 1.3%).
How the School will Evaluate the Progress of this Goal:
At the end of the 2018 - 19 school year data will be gathered from the California School Dashboard to determine if this goal was met.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Students in Grades TK-5 will explicitly be taught the school and classroom rules, with ongoing discussions throughout the school year	2018-19 School Year	General Education Teachers	Posters with the school and classroom rules will be provided to each classroom	4000-4999: Books And Supplies	Donations	400.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will identify students that have moderate behaviors and create a plan moving forward (individual class behavior contract, meetings with parents, SST, etc.)	2018-19 School Year	General Education Teachers	Monitor student behaviors throughout the school year	None Specified	None Specified	
SST to be held if behaviors increase with Tier 1 support. Implement Tier II support if needed	2018-19 School Year	General Education Teachers, Administration, Education Specialist, parents	Team meeting (SST) to develop more comprehensive plan to support student behaviors	None Specified	None Specified	
PBIS (Positive Behavioral Interventions & Supports) Team to continue developing Tier 1 systems to support student behaviors	2018-2=19 School Year	PBIS Team, Principal,	Academic & Behavior Flowcharts created, minor incident reports grade level specific to be created, continue and improve rewards system	0000: Unrestricted	Donations	1,000.00

Planned Improvements in Student Performance

School Goal #4

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance 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: Whole Child: Positive Behavioral Interventions and Supports (PBIS)
LEA GOAL:
PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #4:
PBIS Year 1: Silva Valley staff and students will continue the implementation of PBIS (Positive Behavioral Interventions and Supports) to improve the social, emotional, and academic outcomes for all students.
Data Used to Form this Goal:
Research indicates that there must be a systems approach to establishing the social, cultural, and behavioral supports needed for all children in a school to achieve both social and academic success.
Findings from the Analysis of this Data:
Systems currently in place are becoming systematic and are starting to be consistently implemented. A clearly defined system with staff development is being developed and is needed to support student social and academic success.
How the School will Evaluate the Progress of this Goal:
Tier 1 PBIS will continue throughout the 2018-19 school year. Implementation will include creating and utilizing Academic, Behavioral, and Social/Emotional Flowcharts, creating Academic and Behavior data collection sheets, creating grade level minor incident reports, continue refining positive reward system.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS Team to meet monthly supporting above goals.	2018-19 School Year	Administration	Monthly meetings scheduled at beginning of year	None Specified	None Specified	
Teachers will collaborate to determine next steps after PBIS Team reports out during Collaboration	2018-19 School Year	TK-5 Teachers/ Administration	Collaboration Wednesdays	None Specified	None Specified	
Yard Duty Supervisors, Counselor, School Psychologist input on student behavior	2018-19 School Year	Yard Duty Supervisors, Administration, Counselor	Ongoing collaboration	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Behaviorist to provide guidance to admin throughout PBIS implementation	2018-19 School Year	District Behavorist	Ongoing collaboration	None Specified	None Specified	
Special Education Staff & School Counselor to support students when on the Playground and in classrooms as needed - teaching the "tools" for Problem Solving	2018-19 School Year	Special Education Teachers, Teacher Associates, Counselor	Monitoring students at recess, working with classroom teacher to provide tools as needed, release time provided for collaboration of needs/solutions	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	1000.00
Collect Data using Excel Spreadsheet to determine areas of need	2018-2019 School Year	Administration	Utilize playground and classroom referral documents to document	None Specified		

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Donations	1,400.00
LCFF - Supplemental	16,600.00
None Specified	12,210.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	10,600.00
4000-4999: Books And Supplies	5,400.00
None Specified	13,210.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	Donations	1,000.00
4000-4999: Books And Supplies	Donations	400.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,600.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,000.00
None Specified	LCFF - Supplemental	1,000.00
None Specified	None Specified	12,210.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	22,260.00
Goal 2	5,550.00
Goal 3	1,400.00
Goal 4	1,000.00

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
Kathy Holliman	X				
Lisa Boeker		X			
Melissa Menard		X			
Kari Bunce		X			
Andrew McLain				X	
Jackie Kruezer				X	
Gina McDuff				X	
Emma Wise			X		
Numbers of members of each category:	**1**	**3**	**1**	**3**	

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

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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 October 22, 2018.

Attested:

Typed Name	Signature	Date
Kathy Holliman		
Typed Name of School Principal	Signature of School Principal	Date
Lisa Boeker		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date