AGENDA

REGULAR MEETING
OF THE BOARD OF TRUSTEES
BUCKEYE UNION SCHOOL DISTRICT

DISTRICT VISION STATEMENT
Working together with families, the community, and a highly qualified staff,
the Buckeye Union School District ensures that
each student masters the knowledge and skills needed to maximize his/her
academic and personal success in a global society.

Wednesday, November 15, 2017
Library: Valley View Elementary School

Closed Session – 6:00 p.m.
Open Session – 7:00 p.m.

I. CALL TO ORDER

II. PUBLIC COMMENTS

III. ADJOURN TO CLOSED SESSION

1. Conference with District Negotiators Superintendent Dr. David Roth and Assistant Superintendent Jackie McHaney in reference to negotiations with the Buckeye Teachers' Association (BTA)
2. Conference with District Negotiators Superintendent Dr. David Roth and Assistant Superintendent Jackie McHaney in reference to negotiations with the California School Employees Association (CSEA)

IV. RECONVENE TO OPEN SESSION & FLAG SALUTE

V. CLOSED SESSION ANNOUNCEMENTS

VI. ROLL CALL

VII. APPROVAL OF AGENDA

VIII. PUBLIC COMMENTS

IX. PRESENTATIONS

1. Camerado Springs Middle School Student Representative: Kieran Wicks, President, and Josh Huber, Vice President
2. Employee Recognition: Buckeye Union Elementary School
   - Certificated Employee: Lauren Wascher
   - Classified Employee: Melisa Miller
3. Silva Valley Elementary 2017/2018 Single Plan for Student Achievement
4. William Brooks Elementary 2017/2018 Single Plan for Student Achievement
5. Oak Meadow Elementary 2017/2018 Single Plan for Student Achievement
6. Valley View Charter School 2017/2018 Single Plan for Student Achievement

X. REPORTS

1. Budget Update: Jackie McHaney
2. Association Reports: BTA/CSEA
3. California Montessori Project Charter School Report: Kim Zawilski
4. Rising Sun Montessori Charter School Report: Karl Zierhut
5. Clarksville Charter School: Julie Haycock
6. Reports and Requests by Board Members
7. Enrollment Report: Jackie McHaney
8. Superintendent's Report: Dr. David Roth

XI. CONSENT AGENDA

All matters listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Superintendent and staff recommend approval of all Consent Agenda items.

1. Summary Report of Warrants
2. Minutes of the Regular Meeting November 1, 2017
3. 2017/2018 Single Plans for Student Achievement: Silva Valley Elementary, William Brooks, Oak Meadow, and Valley View Charter School
4. Personnel Update
5. Quarterly Investment Portfolio Report: Quarter Ended September 30, 2017

XII. REVIEW & ACTION ITEMS

1. Consider and Approve Resolution No.17-20 Finding the Buckeye Union School District's Purchase and Construction of the New District Office Tenant Improvements Project DSA Exempt Under California Education Code §17368 and Section 4-310 of the California Administrative Code

(Jackie McHaney, Asst. Superintendent)

2. Establish Date of the Annual Organizational Meeting

(Dr. David Roth, Superintendent)

According to Education Code Section 35143, the governing board of each school district shall hold an annual organizational meeting, and unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to December 1, 2017.

XIII. NEXT MEETING

- **Special Meeting:Tuesday, November 28, 2017 5:30 p.m.**
- **Regular Board Meeting:** Wednesday, December 13, 2017; 7:00 p.m.

XIV. ADJOURNMENT

Any writings or documents that are public records and are provided to a majority of the governing board regarding an open session item on this agenda will be made available for public inspection in the District Office located at 1665 Blackstone Pkwy., El Dorado Hills 95762 during normal business hours. individuals who require special accommodation (American Sign Language interpreter, accessible seating,documentation in accessible formats, etc.) should contact the Superintendent at least two days before the meeting date.

Campus: Shingle Springs
Principal: Kim Zawilski
Report Month: November 2017
Date Range of Report: October 2017

Shingle Springs Campus Update

CLASSROOMS

TEACHER'S NAME	CLASSROOM	GRADE LEVEL	CA CRED.	MONTESSORI CERTIFICATION	CPR CERTS	BUDGETED NUMBERS	CURRENT ENROLLMENT	NUMBER OVER/UNDER BUDGET
Britt Serkanic	Pine	K/1	CTC	3-6	Yes	19	19	0
Molly Kimber	Pine	K/1	CTC	3-6/6-9	Yes	19	19	0
Eileen Perkins	Mimosa	K/1	CTC	3-6/6-9	Yes	17	17	0
Amber Presnall	Mimosa	K/1	CTC	3-6	Yes	16	16	0
Charmaine Scott	Cedar	K/1	CTC	3-6/6-9	Yes	17	17	0
Shari DeVille	Cedar	K/1	CTC	6-9	Yes	16	16	0
Jan Fagan	Aspen	2/3	CTC	6-9	Yes	24	24	0
Shannan Chanda	Wisteria	2/3	CTC	6-9	Yes	24	24	0
Ronda Ritchie	Laurel	2/3	CTC	6-9	Yes	22	22	0
Emily McDaniel	Willow	2/3	CTC	6-9	Yes	22	22	0
Katherine Cox	Olive	2/3	CTC	6-9	Yes	22	23	+1
Gwyne Parker	Cypress	4/5/6	CTC	6-9/9-12	Yes	22	23	+1
Kathy Gerstle	Manzanita	4/5/6	CTC	6-9/9-12	Yes	22	23	+1
Kirsten Sanders	Fig	4/5/6	CTC	6-9/9-12 IP	Yes	22	23	+1
Christina Sherrod	Elm	4/5/6	CTC	6-9/9-12	Yes	22	23	+1
Kelly Barton	Magnolia	4/5/6:	CTC	6-9/9-12	Yes	17	17	0
Kanchana Sriram	Magnolia	4/5/6	CTC	6-9/9-12	Yes	16	16	0
Caleb Peterson	Birch	4/5/6	CTC	6-9/9-12	Yes	17	17	0
Alison Rosen	Birch	4/5/6	CTC	6-9/9-12	Yes	16	16	0
Robert Thomas	Sequoia	7/8	CTC	Secondary (MS)	Yes	20	20	0
Tom Freer	Sequoia	7/8	CTC	6-9 & MS (IP)	Yes	20	20	0
Natasha Raffety	Sequoia	7/8	CTC	Secondary (MS)	Yes	20	20	0
Kim Yeager	Sequoia	7/8	CTC	6-9/9-12 & MS	Yes	20	20	0

ENROLLMENT

BUDGETED ENROLLMENT:	451	ACTUAL ENROLLMENT:	456						
LOTTERY BINDER:	**K**	**1st**	**2nd**	**3rd**	**4th**	**5th**	**6th**	**7th**	**8th**
2017-2018	47	24	10	18	13	15	9	7	1

ENROLLMENTS & DISENROLLMENTS

STUDENT NUMBER	GRADE LEVEL	REASON	EXIT INTERVIEW?	COPY TO ADMIN.
8304785119	K	Returned to neighborhood school in Rescue	Yes	
3669881321	3	Returned to neighborhood school in Rescue	Yes	
Not Available Yet	K	New student	N/A	
Not Available Yet	3	New student	N/A	

DISCIPLINE

SUSPENSIONS:		EXPULSIONS:	
CURRENT: 0	**YTD: 2**	**CURRENT:** 0	**YTD:** 0

CLUB MONTESSORI

CLUB MONTESSORI STAFF	HOURS	CPR CERTS
Leanne Winslow (M-F)	2:00 - 5:00	Yes
Mikayla Ralph (M-F)	7:00 - 8:30	Yes
Karen Haena (M-F)	7:30 - 8:30	Yes
Whitney Lindsay (M-F)	7:30 - 8:30	Yes
Elana Linker (M-F)	2:00 - 6:00	Yes
Mikayla Ralph (M-F)	3:00 - 6:00	Yes
Whitney Lindsay (M-F)	3:00 – 4:00	Yes

CLUB MONTESSORI ENROLLMENT	
BEFORE SCHOOL:	12
AFTER SCHOOL:	7
BEFORE & AFTER SCHOOL:	13
KINDERGARTEN SUPPLEMENT:	22
INTERSESSIONS:	N/A
EARLY RELEASE DAYS:	85
PUNCH CARDS:	27

STUDENT HEALTH AND SAFETY

TOPIC	GRADE	DATE	AGENCY
Hearing Screening	K, 2, 5 & 8	8/24/17	Contract Nurses
Vision Screening	1, 3 & 6	8/24/17	Contract Nurses
Scoliosis	7(F), 8(M)	8/24/17	Contract Nurses
Drug Education	7, 8	Winter	Health Curriculum
Sexual Health	7, 8	Spring	Health Curriculum

EMERGENCY DRILLS	DATE
Fire/Evacuation	10/27/17
Earthquake	9/22/17
Lockdown/Shelter in Place	Scheduled In Nov
Club M – Fire Drill	7/31/17
Club M – Earthquake	8/2/17
Club M – Lockdown/Shelter in Place	Scheduled in Nov

SPECIAL EDUCATION

ROLE	NAME	SCHEDULE
Point of Contact:	Kim Zawilski	M-F 7:30-4:30
Resource Specialist:	Dawn Nordquist	M-Th 8:00-4:30
Resource Specialist:	Mona Lisa Coburn	M-Th 8:00-4:30
Resource Aide:	Sara Eldridge	M-F 8:00-1:00
Speech Therapist/Pathologist:	Leigh Anne Borg	M-F 8:00-4:30
Occupational Therapist:	TES Contract	T 8:00-4:00

TOTALS	
IEP:	58
RSP/SAI:	27
Speech:	42
OT:	13
Behavior/MH:	3
ELL:	0

HUMAN RESOURCES

Employment Needs:
Long-term CTC Substitute Needed to Cover Maternity Leave.

FUNDRAISING EFFORTS

Event	Total Raised	Funds Used For:
Believe Kids Sales	$6,600	Field Trip Programs
Harvest Festival	$7,800	Maker's Tables and Shed for Fundraising Committee

COMMENTS

The school celebrated with our annual Fall Harvest Festival on Saturday, October 7th. Over 700 children, their parents and staff members participated. This was our largest turnout in 17 years! The Fundraising Committee wowed the crowd with activities, games, classroom baskets, and absolutely delicious food offerings.

Our Science Olympiad Teams have grown this year, with the addition of a second team competing in the 3rd through 5th grades, along with our traditional team of 6th through 8th graders. In addition, we recently started two STEM Clubs and are excited to see the student turnout. We even have a couple of 8th graders helping with the program for the younger kids. ☺

Enrollment Update from Head of School

Rising Sun Montessori School 11/13/17

Teacher's Name	Class Grade Levels	CA Credential	Montessori Certification	CPR/1st Aide/BBP/AED	Budgeted Numbers	Current	Variance
Hana Arbuckle	TK/K Leo	CTC	Early Childhood IP	Yes	20	26	6
Jeff Ritchie	1-3 Andromeda	CTC	Lower Elementary	Yes	24	28	4
Dan Olenchuk	4-6 Pegasus	CTC	Lower Elementary	Yes	25	23	-2
Susan Parker	4-6 Phoenix	CTC	Lower and Upper Elementary	Yes	25	22	-3
Karl Zierhut	7-8 Taurus	CTC	Secondary IP	Yes	24	20	-4
				Totals:	118	119	1

	Buckeye Elem.	Blue Oak Elem.	Valley View	William Brooks	Silva Valley	Oak Meadow	Rolling Hills	Camerado	TOTAL
TK	0	22	15	23	16	20			96
K	74	59	79	55	66	83			416
1st	54	72	71	82	79	102			460
2nd	65	71	79	97	90	106			508
3rd	60	77	84	83	53	99			456
4th	60	62	57	77	106	131			493
5th	65	86	77	92	99	160			579
6th			47				325	183	555
7th							345	241	586
8th							352	251	603
TOTAL	**378**	**449**	**509**	**509**	**509**	**701**	**1022**	**675**	**4752**
Ending 16-17	365	447	287	541	553	774	1010	712	
Difference	13	2	222	-32	-44	-73	12	-37	

NPS	8

Demograph Report - October	Variance
80	16
423	-7
430	30
498	10
439	17
495	-2
557	22
529	26
581	5
588	15

ENROLLMENT HISTORY

	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
2016/17		4653	4680	4656	4658	4705	4729	4678	4674	4689	
2017/18	4837	4764	4769	4760							

Buckeye Union School District

2017-2018

AGENDA ITEM # :

Summary Report of Warrants

Warrant Registers for the period of: October 1, 2017 through October 31, 2017

Register #	Date	Fund	Fund #	Amount	Warrants
8081	2-Oct-2017	General Fund	01	$51,573.88	6
8083	3-Oct-2017	General Fund	01	$8,931.04	10
8084	7-Oct-2017	General Fund	01	$57,748.49	41
8085	4-Oct-2017	Cafeteria	13	$30,822.58	3
8086	4-Oct-2017	Developer Fees	25	$1,162.01	2
8087	9-Oct-2017	State Building Fund	35	$2,211.96	2
8088	4-Oct-2017	General Fund	01	$79,011.43	9
8089	9-Oct-2017	General Fund	01	$7,291.57	5
8090	9-Oct-2017	General Fund	01	$25,398.68	48
8091	9-Oct-2017	State Sch Build Purchase	31	$1,875.00	1
8092	9-Oct-2017	Mello Roos	49	$197,741.70	2
8093	10-Oct-2017	General Fund	01	$15,129.05	5
8094	17-Oct-2017	General Fund	01	$15,070.93	1
8095	12-Oct-2017	State Building Fund	35	$997,769.73	3
8096	12-Oct-2017	State Sch Build Purchase	31	$356,693.12	1
8097	12-Oct-2017	General Fund	01	$23,440.18	6
8098	12-Oct-2017	Cafeteria	13	$15,719.02	5
8099	18-Oct-2017	General Fund	01	$74,890.14	35
8100	18-Oct-2017	Cafeteria	13	$11,378.56	6
8101	18-Oct-2017	General Fund	01	$1,406.54	4
8102	18-Oct-2017	State Building Fund	35	$111,981.50	4
8103	20-Oct-2017	General Fund	01	$174,835.76	8
8104	24-Oct-2017	General Fund	01	$267,823.17	20
8105	27-Oct-2017	General Fund	01	$22,490.59	4
8106	25-Oct-2017	State Building Fund	35	$12,509.94	3
8107	25-Oct-2017	Deferred Maintenance	14	$5,599.43	2
8108	25-Oct-2017	General Fund	01	$13,379.57	19
8109	31-Oct-2017	Health and Welfare	01	$515,941.83	10
				$3,099,827.40	265

Buckeye Union School District
Minutes

DISTRICT VISION STATEMENT

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Regular Board of Trustees Meeting,
Closed Session: 6:00 p.m.
Open Session: 7:00 p.m.

Valley View Elementary School- MP Room
1665 Blackstone Parkway
El Dorado Hills, CA 95672

Wednesday, November 1, 2017
Valley View Elementary School; Library

Closed Session – 6:00 p.m.
Open Session – 7:00 p.m.

I. CALL TO ORDER

The meeting was called to order by Gloria Silva at 6:10 p.m.

II. PUBLIC COMMENTS

None

III. ADJOURN TO CLOSED SESSION

1. Conference with District Negotiators Superintendent Dr. David Roth and Assistant Superintendent Jackie McHaney in reference to negotiations with the Buckeye Teachers' Association (BTA)

2. Conference with District Negotiators Superintendent Dr. David Roth and Assistant Superintendent Jackie McHaney in reference to negotiations with the California School Employees Association (CSEA)

IV. RECONVENE IN OPEN SESSION & FLAG SALUTE

The Board reconvened to open session at 7:02 p.m. with a motion from Dr. Brenda Hanson-Smith and seconded by Kirk Seal . The motion carried 4-0. Winston Pingrey led the flag salute.

V. CLOSED SESSION ANNOUNCEMENTS

None

VI. ROLL CALL

Present
Gloria Silva
Brenda Hanson-Smith
Winston Pingrey
Kirk Seal
Not Present
Royce Gough

VII. APPROVAL OF AGENDA

Gloria Silva made a motion to approve the agenda, and Kirk Seal seconded the motion. The motion carried 4-0.

VIII. PUBLIC COMMENTS

Kallie Wells, parent of a student at Buckeye Union Elementary School, presented information/questions to the Board regarding her child and the District's policy and practices regard student assessments.

IX. REPORTS

1. Reports and Requests by Board Members
   None.
2. Superintendent's Report: Dr. David Roth
   Dr. Roth attended Halloween parades put on by students and was pleased to see how creative the students were with their costumes - the costumes were amazing! The parades were well attended by parents as well and enjoyed by everyone. Jackie McHaney, Assistant Superintendent added that she went to the Senior Ball at Camerado. The event was well attended and enjoyed by all and we thank Ms. Fong and her leadership class for putting on this event each year.

X. CONSENT AGENDA

All matters listed on the Consent Agenda are considered by the Board to be routine and will be enacted by the Board in one motion. There will be no discussion on these items prior to the time the Board votes on the motion unless members of the Board, staff, or public request specific items to be discussed and/or removed from the Consent Agenda. If items are pulled for discussion, a separate vote will occur on the item(s). The Superintendent and staff recommend approval of all Consent Agenda items.

Kirk Seal made a motion to approve the following items on the consent agenda as presented.Dr. Brenda Hanson-Smith seconded the motion. The motion carried 4-0.

1. Approval of Minutes from Public Hearing/Regular Meeting Oct 18,2017
2. Overnight Field Trip Request from William Brooks Elementary School, 5th grade to Alliance Redwoods Conference Grounds, February 20-23, 2018.
3. Quarterly Report on Williams Uniform Complaints October 2017
4. Declaration of Surplus Items from Rolling Hills Middle School

XI. ACTION ITEM

1. Consider and Approve Resolution No. 17-18 Finding the Purchase and Construction of Tenant Improvements re: Real Property located at 5049 Robert J. Matthews Parkway, El Dorado Hills, California is exempt from the California

Environmental Quality Act and Approving the Filing and Recordation of a Notice of Exemption.

Director of Facilities Brian McCahon, asked the Board to approve Resolution No.17-18. Finding the Purchase and Construction of Tenant Improvements re: Real Property located at 5049 Robert J. Matthews Parkway, El Dorado Hills, California is exempt from the California Environmental Quality Act and Approving the Filing and Recordation of a Notice.
Dr. Brenda Hanson-Smith motioned to approve Resolution 17-18 and Kirk Seal seconded the motion. The motion passed 4-0.

2. Consider and Approve Resolution No. 17-19 Authorization to Purchase and Close Escrow on Real Property Located at 5049 Robert J. Matthews Parkway, El Dorado Hills, California to provide for permanent housing of the District's administrative offices and staff development center.

   Director of Facilities, Brian McCahon, asked the Board to approve Resolution 17-19, Authorization to Purchase and Close Escrow on Real Property Located at 5049 Robert J. Matthews Parkway, El Dorado Hills, California to provide for permanent housing of the District's administrative offices and staff development center. Dr. Brenda Hanson-Smith motioned to approve Resolution 17-19 and Kirk Seal seconded the motion. The motion passed 4-0.

3. Consider and Approve Architectural Services Agreement between Buckeye Union School District and Kirk S. Brainerd, Architect, for Performance of Architectural Services for the tenant improvements project required to construct the new District Office.

   Director of Facilities, Brian McCahon, asked the Board to approve the Architectural Service Agreement between Buckeye Union School District and Kirk Brainerd to perform the Architectural Services for the tenant improvements project to construct the new District Office.

   Dr. Brenda Hanson-Smith motioned to approve the Architectural Service Agreement between Buckeye Union School District and Kirk Brainerd to perform the Architectural Services for the tenant improvements project to construct the new District Office and Gloria Silva seconded the motion. The motion passed 4-0.

4. Authorization to Post Bidding Documents for the District Office Tenant Improvements Construction project.

   Director of Facilities, Brian McCahon, asked the Board to authorize staff to post bidding documents for the District Office Tenant Improvements Construction Project. Kirk Seal motioned to approved the Authorization to Post Bid Documents for the District Office Tenant improvements Construction Project. Dr. Brenda Hanson-Smith seconded the motion. The motion passed 4-0.

XII. NEXT MEETINGS

Wednesday, November 15, 2017
Valley View Charter School-Library

* Special Meeting: November 28, 2017 @5:30 p.m.
  Valley View Library

XIII. ADJOURNMENT

Kirk Seal motioned to adjourn the meeting and Dr. Brenda Hanson-Smith seconded the motion. The motion passed 4-0.

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Dr. Brenda Hanson-Smith motioned to approve Resolution 17-18 and Kirk Seal seconded the motion. The motion passed 4-0.

2. Consider and Approve Resolution No. 17-19 Authorization to Purchase and Close Escrow on Real Property Located at 5049 Robert J. Matthews Parkway, El Dorado Hills, California to provide for permanent housing of the District's administrative offices and staff development center.

   Director of Facilities, Brian McCahon, asked the Board to approve Resolution 17-19, Authorization to Purchase and Close Escrow on Real Property Located at 5049 Robert J. Matthews Parkway, El Dorado Hills, California to provide for permanent housing of the District's administrative offices and staff development center. Dr. Brenda Hanson-Smith motioned to approve Resolution 17-19 and Kirk Seal seconded the motion. The motion passed 4-0.

3. Consider and Approve Architectural Services Agreement between Buckeye Union School District and Kirk S. Brainerd, Architect, for Performance of Architectural Services for the tenant improvements project required to construct the new District Office.

   Director of Facilities, Brian McCahon, asked the Board to approve the Architectural Service Agreement between Buckeye Union School District and Kirk Brainerd to perform the Architectural Services for the tenant improvements project to construct the new District Office.

   Dr. Brenda Hanson-Smith motioned to approve the Architectural Service Agreement between Buckeye Union School District and Kirk Brainerd to perform the Architectural Services for the tenant improvements project to construct the new District Office and Gloria Silva seconded the motion. The motion passed 4-0.

4. Authorization to Post Bidding Documents for the District Office Tenant Improvements Construction project.

   Director of Facilities, Brian McCahon, asked the Board to authorize staff to post bidding documents for the District Office Tenant Improvements Construction Project. Kirk Seal motioned to approved the Authorization to Post Bid Documents for the District Office Tenant improvements Construction Project. Dr. Brenda Hanson-Smith seconded the motion. The motion passed 4-0.

XII. NEXT MEETINGS

Wednesday, November 15, 2017
Valley View Charter School-Library

* Special Meeting: November 28, 2017 @5:30 p.m.
  Valley View Library

XIII. ADJOURNMENT

Kirk Seal motioned to adjourn the meeting and Dr. Brenda Hanson-Smith seconded the motion. The motion passed 4-0.

Any writings or documents that are public records and are provided to a majority of the governing board regarding a open session item on this agenda will be made available for public inspection in the District Office located at 1665 Blackstone Pkwy., El Dorado Hills, CA 95762 during normal business hours. Individuals who require special accommodation (American Sign Language interpreter, accessible seating, documentation in accessible formats, etc.) should contact the Superintendent at least two days before the meeting date.

The Single Plan for Student Achievement

School:	Oak Meadow Elementary School
CDS Code:	09618380100024
District:	Buckeye Union Elementary School District
Principal:	Tracy Linyard
Revision Date:	10/30/2017

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

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

Contact Person:	Tracy Linyard
Position:	Principal
Phone Number:	(916) 933-9746
Address:	7701 Silva Valley Parkway El Dorado Hills, CA 95762
E-mail Address:	tlinyard@buckeyeusd.org

The District Governing Board approved this revision of the SPSA on 11/15/2017.

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School Vision and Mission

Oak Meadow Elementary School's Vision and Mission Statements
In partnership with students, staff, families and the community, Oak Meadow Elementary School will provide a quality, standards-based curriculum that ensures every child will meet or exceed proficiency. At Oak Meadow we are committed to promoting student success, honoring individual differences and meeting the needs of each individual with compassion, respect for dignity and the highest degree of professionalism within a safe and nurturing environment.

School Profile

At Oak Meadow, cooperation, compassion, and celebration of diversity are encouraged in a safe and secure environment. In partnership with students, staff, families and communities, Oak Meadow's mission is to provide meaningful educational experiences to encourage lifelong learning. We work together to support and develop each child intellectually, physically, socially and emotionally. Our school mascot, the raptor, reflects our desire to soar to new heights in learning each day.

Special programs at Oak Meadow include an after school extended day program, cross-age buddies, technology partnership with Intel, and push in/out intervention programs. Our students are encouraged to become involved and practice responsible habits through participation in school community programs such as T.E.A.M. (Together Everyone Achieves More) Raptors who organize and lead lunch-time games and activities and help students find friends to play with. Students serve as parking lot supervisors to assist children and parents during pick-up and drop-off times. A school-wide philosophy from the program Love and Logic is being implemented to encourage responsible students who make positive choices.

Parent participation and support is critical to the success of our school program. Parents and staff serve on the School Site Council, Budget, Master Plan, Wellness and Technology Committees. The P.T.O. also serves an important role at Oak Meadow, generating and donating funds that greatly enhance the school's existing programs. There is a school-wide art program called Meet the Masters which is taught by parent volunteers.

Curriculum improvement is an ongoing, collaborative process and is actively supported by our well-trained staff. Teachers serve on district committees and regularly review performance-based assessments. Strong educational leaders, with the support of administration, have created a learning environment in which all students are successful.

Oak Meadow School uses the following programs and practices to support our under-performing students:

Leveled Literacy Intervention
Read Live
Math Intervention
Differentiation strategies within the regular instructional day
Small flexible group instruction in core subject areas
Cross-age tutors
Parent/community volunteers
Needs-based ability groups
4th & 5th Grade Science Rotation
English Language Development
Barton (Special Education)
Voyager (Special Education)

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 2017. The results of the survey indicate that, with regards to the instructional program, 95% parents felt that the program met their child's needs in reading, 89% in writing, 89% in mathematics, 90% in science, 93% in social studies, 87% in physical education, 76% in visual and performing arts, and 93% in technology. All of these satisfaction ratings have increased since 2011 when the first on-line survey was given, except for visual and performing arts where 2015 was the first year the data was collected.

Additionally, 98% of parents responding to the survey agreed or strongly agreed that their child feels safe an secure at school, 97% felt their child was socially connected at school, 91% felt the school was free of racial, cultural, or religious bias. 91% of parents felt the school was clean and well maintained. 96% of parents felt that the school was an inviting place and welcoming of parents.

A survey of our 5th grade students showed that 99% of our students agree or strongly agree that they feel safe at school. 100% agree or strongly agree that they have friends at school. And 98% agree or strongly agree that their teacher knows them and helps them learn. Student suggestions for improving Oak Meadow include things like better lunch menu selections, more recess equipment, less homework, replacing aging Chromebooks, and adding a swimming pool. Many students responded that they like Oak Meadow just the way it is.

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 help to determine next steps for professional development, guides our literacy and technology coaches' work, and gives 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 annual administration of the California Smarter Balanced Assessment in Spring 2017. Since the State of California has moved to the new California School Dashboard reporting system, we are reporting out our results based on the California School Dashboard Academic Performance Indicator. We have included 2016 and 2017 data for comparison purposes. This data is an estimate of the actual Dashboard data to be reported, as final numbers have not yet been released by the State. The data is reported as average scale score (2016), average scale score (2017), status above or below Level 3, and change point increase (+) or decrease (-) for each significant subgroup on the Dashboard.

See Attachment - Oak Meadow: California Schools Dashboard Data Report

Another section of the California School Dashboard Reporting System includes Local Indicators including Basic Services and Conditions at Schools, Implementation of State Academic Standards, Parent Engagement, and Local Climate Survey.

Regarding Basic Services and Conditions at School, all students at Oak Meadow have access to all adopted textbooks and materials. There are adequate facilities to meet the needs of our instructional program. All of our teachers are appropriately credentialed and assigned to their teaching responsibilities.

As far as the Implementation of State Academic Standards, a survey of teachers at the end of the 2016 - 2017 school year found that Oak Meadow is fully implementing the California State Academic Standards in English Language Arts, Mathematics, and Social Sciences. We have begun the transition to the new NGSS Science Standards and will be trying out StemScopes lessons in the 17-18 school year.

Parent Engagement is a key component of Oak Meadow's success. Parent input is obtained from various parent groups including our School Site Council, English Language Advisory Committee, PTO, and annual parent surveys. Parents are invited to participate in the school programs through volunteer opportunities, parent education events, and school social events.

Our Annual Local Climate Survey shows that, with regards to the instructional program, 95% parents felt that the program met their child's needs in Reading, 89% in Writing, 89% in Mathematics, 90% in Science, 93% in Social Studies, 87% in Physical Education, 76% in Visual and Performing Arts, and 93% in Technology. All of these satisfaction ratings have increased since 2011 when the first on-line survey was given, except for Visual and Performing Arts where 2015 was the first year the data was collected.

Additionally, 98% of parents responding to the survey agreed or strongly agreed that their child feels safe an secure at school, 97% felt their child was socially connected at school, 91% felt the school was free of racial, cultural, or religious bias. 91% of parents felt the school was clean and well maintained. 96% of parents felt that the school was an inviting place and welcoming of parents.

A survey of our 5th grade students showed that 99% of our students agree or strongly agree that they feel safe at school. 100% agree or strongly agree that they have friends at school. And 98% agree or strongly agree that their teacher knows them and helps them learn. Student suggestions for improving Oak Meadow include things like better lunch menu selections, more recess equipment, less homework, replacing aging Chromebooks, and adding a swimming pool. Many students responded that they like Oak Meadow just the way it is.

Additionally, the site also tracks local assessment data, including the Accelerated Reader Success Index. Last year, 82% of students were achieving a score of 85% or higher on AR quizzes and 91% was the school-wide test average. This is one indicator that assists in verifying students are reading books independently that are at their optimal level for developing comprehension skills.

For elementary sites: K-2 classrooms continue using the Benchmark Assessment System (BAS)and SIPPS assessments in order to appropriately level students for reading instruction. Students who are struggling with reading are referred to reading intervention on the basis of this BAS/SIPPS scores and teacher observation.

We continue to use the MAP assessment program in grades 3rd-8th. The MAP assessments measure reading and math 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 SBAC program, they provide teachers with a good indication as to whether or not a student is making progress, over time, towards meeting standards.

We also added a Math Intervention program for students in grade 3rd - 5th. Results from SBAC, MAP, and Benchmark Assessments are used to determine students in need of this additional intervention program.

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

Teachers also use curriculum embedded assessments 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, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction. Each of our 3rd through 5th grade teachers also 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. The Fall and Winter assessments are given to all students and the Spring assessment is an optional measure teachers may give at the end of the year. Students use the Accelerated Reader program and take the STAR assessment at least three times per year in addition to individual book quizzes to monitor reading progress.

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)

All teachers have appropriate credentials for the subjects they are teaching and have had professional development on all SBE-adopted instructional materials.

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

Teachers continue to receive ongoing professional development through LCF, Early Release Collaborative time, and I-days.

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

For the 2017-18 school year, teachers will be supported by a Literacy Coach who will assist with the 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 number of minutes, daily, in Reading/Language Arts and 60 minutes in Mathematics, daily.

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. ELA materials include Schoolwide Fundamentals of Reading K-5, Being A Writer K-5, Snap Close Reading 3-5, SIPPS K-3, Benchmark Education Bookrooms K-5, Fountas and Pinnell Benchmark Assessment System K-3. Mathematics materials include Pearson Envision Math K - 5.

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 to help them meet grade level standards. Students with a 504 Plan are provided additional supports based upon their 504 accommodations. Students in need of additional mental health/social emotional support also have access to our school counselor three days a week.

14. Research-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment 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: close reading strategies, questioning strategies, training on the Standards of Math Practice, and coaching in the areas of math and language arts.

Parental Involvement

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

Oak Meadow School uses the following programs and practices to support our under-performing students: Student Support Activities: Cross Country, STEM Learning Opportunities (Science Technology Engineering Math), P.C. Pals (partnership with Intel), Spelling Bee, Oral Interpretation, P.L.S. (Parking Lot Supervisors), Green Team (Recycling), Student Leadership, TEAM Raptor, Running Club, Oak Meadow Garden, Hands4Hope, Beyond School Walls, Parent Conferences, IEP, 504, and Teacher meetings.

Oak Meadow School is fortunate to have a very supportive parent and community group. The Parent Teacher Organization, Meet the Masters Art Program and School Site Council are very active and provide opportunities for parent involvement. Over 200 volunteers put in over 1,000 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: Docents for Meet the Masters Art Program, School Site Council, P.T.O., LCAP Parent Involvement Committee, Budget Committee, Facilities Master Plan Committee, Technology Committee, Running Clubs, Yearbook, Boxtops, Adopt A Class, Heritage Festival, Art Walk, and the Oak Meadow Garden.

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)

Oak Meadow 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:

The School Parent Involvement Policy is developed in conjunction with the School Site Council that outlines the plan for development and revision, gathers input from meetings during the year, and approves the final draft which is then adopted by the Board and made available to parents in the Parent/Student Handbook.

The Single Plan for Student Achievement is developed in conjunction with the School Site Council. Oak Meadow will involve parents in the process of school improvement and review by staff and parents reviewing school assessment results. The analysis of the results and parent feedback will be shared through our School Site Council and PTO. Together, staff and parents will make recommendations to the school academic program which are deemed necessary in response to the data. This data will serve as the basis for the Single Plan for Student Achievement. Additional data is collected through a parent survey conducted to assess needs of stakeholders. Goals are then set based on identified needs. The single plan is written, reviewed, and approved by the School Site Council. It is submitted to the Buckeye School Board. After approval, it will be posted on the school website.

Oak Meadow will provide parents with a description of curriculum, forms of assessment, and expectations for proficiency at Back to School Night. Parents receive information in regards to grade level standards and report cards along with explanations of assessments used. Progress reports and parent conferences are opportunities for teachers to share student progress with parents. Email and telephone calls are frequent methods used for parent-teacher communication. Report cards are sent out three times per year detailing proficiency levels. Information will be provided to parents at Back to School Night and in parent-teacher conferences in regards to homework, school/teacher websites, and grade level standards, as well as explain expectations and course content. Translators are available for school site needs based on parent or teacher request as are translated forms such as enrollment documents.

Oak Meadow will coordinate parental involvement strategies with feeder programs to address transition by holding individual articulation meetings for parents with middle and elementary school staff when appropriate. This parental involvement includes holding a parent information evening held at the middle school each spring for all parents of incoming students and conducting an annual parent survey in the spring where results are shared with the School Site Council, staff and parents. These results will also be made available in the parent bulletin and posted on the school web site.

Oak Meadow has strong parent involvement. In order to continue building parent capacity for strong parental involvement, to support a partnership among the school, parents and the community and to improve student academic achievement and to keep parents and community informed, we will continue to use multiple media sources such as newspapers, Connect Ed, classroom newsletters, parent bulletins and the district, school, and PTA website. Intel PC Pals and classroom volunteers will be encouraged to become partners with our school to enhance community involvement. School activities such as the class, "Parenting with Love and Logic" will be offered to the parents in our community.

Funding

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

Oak Meadow does not receive Title I or Title III funding.

18. Fiscal support (EPC)

Oak Meadow does receive LCFF Supplemental Grant funding. This funding is being used to support our intervention programs including Mathematics and English Language Arts. District funding is also provided for our Intervention and ELD support teachers, and a Literacy Coach. Two days of substitute time for assessments for 4th & 5th grade as well as substitutes for assessment days for SIPPS and BAS assessments for K - 2nd grade are provided through site funds.

Description of Barriers and Related School Goals

Based on our comprehensive needs assessments we have found that students from socioeconomically disadvantaged households as well as students with disabilities are preforming less well than their non socioeconomically disadvantaged or non-disabled peers in English Language Arts and Mathematics. Additionally we found that our students from Hispanic and Two or more Races sub-groups also under-perform compared to other sub-groups in Mathematics.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	136	145	133	134	143	133	134	142	133	98.5	98.6	100
Grade 4	156	143	159	154	141	157	154	141	157	98.7	98.6	98.7
Grade 5	129	159	155	126	158	152	124	158	152	97.7	99.4	98.1
All Grades	421	447	447	414	442	442	412	441	442	98.3	98.9	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2469.4	2466.9	2477.9	43	37	46.62	28	35	28.57	15	19	17.29	14	9	7.52
Grade 4	2519.6	2531.6	2531.6	45	55	52.23	26	26	29.94	21	11	10.83	7	8	7.01
Grade 5	2550.1	2564.0	2571.9	30	43	51.97	42	35	32.89	18	16	7.24	8	5	7.89
All Grades	N/A	N/A	N/A	40	45	50.45	31	32	30.54	18	16	11.54	10	7	7.47

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	46	41	39.85	37	45	53.38	17	14	6.77
Grade 4	43	50	40.76	44	39	51.59	13	11	7.64
Grade 5	39	42	47.37	51	46	43.42	10	11	9.21
All Grades	43	44	42.76	44	44	49.32	14	12	7.92

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	42	39	45.11	49	49	46.62	10	12	8.27
Grade 4	42	47	46.50	54	46	47.13	5	7	6.37
Grade 5	46	52	61.18	44	42	32.89	10	6	5.92
All Grades	43	46	51.13	49	46	42.08	8	8	6.79

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	27	42.11	62	65	52.63	9	8	5.26
Grade 4	33	37	41.40	64	55	54.14	3	8	4.46
Grade 5	24	38	40.13	67	52	53.29	9	10	6.58
All Grades	29	34	41.18	64	57	53.39	7	9	5.43

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	38	33	35.34	48	56	55.64	14	11	9.02
Grade 4	32	49	52.87	43	44	43.31	6	7	3.82
Grade 5	43	53	58.55	52	44	33.55	6	3	7.89
All Grades	37	45	49.55	47	48	43.67	9	7	6.79

Conclusions based on this data:

1. Based on our comprehensive needs assessments we have found that students from socioeconomically disadvantaged households as well as students with disabilities are preforming less well than their non socioeconomically disadvantaged or non-disabled peers 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	136	145	133	135	143	133	135	143	133	99.3	98.6	100
Grade 4	156	143	159	155	141	158	152	141	158	99.4	98.6	99.4
Grade 5	129	159	155	127	158	152	126	158	152	98.4	99.4	98.1
All Grades	421	447	447	417	442	443	413	442	443	99.0	98.9	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2470.0	2471.2	2479.0	36	32	36.09	36	42	42.86	14	17	18.05	13	8	3.01
Grade 4	2515.0	2530.3	2523.6	30	44	34.18	33	30	37.34	30	21	25.32	5	5	3.16
Grade 5	2540.3	2556.0	2566.3	30	42	51.97	28	26	21.05	30	24	18.42	12	8	8.55
All Grades	N/A	N/A	N/A	32	39	40.86	32	33	33.41	25	21	20.77	10	7	4.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	57	50	58.65	27	38	30.08	16	11	11.28
Grade 4	47	61	51.90	38	30	36.71	14	9	11.39
Grade 5	37	46	58.55	39	37	27.63	25	18	13.82
All Grades	47	52	56.21	35	35	31.60	18	13	12.19

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	40	41	46.62	42	49	45.86	18	10	7.52
Grade 4	32	45	35.44	55	40	51.90	13	16	12.66
Grade 5	35	48	46.05	49	39	46.71	16	13	7.24
All Grades	36	45	42.44	49	43	48.31	15	13	9.26

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	44	38	45.86	44	54	48.87	11	8	5.26
Grade 4	47	53	46.20	41	40	48.10	13	6	5.70
Grade 5	26	39	46.71	56	49	41.45	17	13	11.84
All Grades	40	43	46.28	47	48	46.05	14	9	7.67

Conclusions based on this data:

1. Based on our comprehensive needs assessments we have found that students from socioeconomically disadvantaged households as well as students with disabilities are preforming less well than their non socioeconomically disadvantaged or non-disabled peers in Mathematics. Additionally we found that our students from Hispanic and Two or more Races sub-groups also under-perform compared to other sub-groups in Mathematics.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
5	83	86	N/A	12	12	N/A	3	1	N/A	2	1	N/A

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	***			***		***	***	50			50	***			
1	33	40	30	56	40	70		20					11		
2	25	33	40	58	58	20	8	8	20	8					20
3	63	50	20	25	42	60	13	8	20						
4	50	67	29	38	11	43	13	11	29		11				
5		86	***	***	14	***							***		
Total	37	49	30	47	33	52	9	12	12	2	6	3	5		3

Conclusions based on this data:

1. 82% or our EL students score at the Advanced or Early Advanced level in CELDT.
2. 12% of students scored at the Intermediate Level, 6% at Early Intermediate, and 0% at Beginning.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	8	6		33	22		42	50		8	22		8		
1	45	67		45	22			11					9		
2	27	29		53	50		7	14		7			7	7	
3	55	47		18	41		9	12					18		
4	40	60		30	20		10	10			10		20		
5		86		50	14								50		
Total	32	41		38	31		13	20		3	7		14	1	

Conclusions based on this data:

1. Overall data is not available at this time.

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: Math
LEA GOAL:
GOAL #1: Student Achievement – Maximize the performance of each student in all academic areas.
SCHOOL GOAL #1:
Mathematics: Increase 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:
Data from the 2016-17 SBA assessment (3rd - 5th grade).
Findings from the Analysis of this Data:
Mathematics scores 16/17: All Students +5, English Learners - 13, SED -14, SWD +10, Asian +4, Hispanic +21, Two or More Races +16, White 0
How the School will Evaluate the Progress of this Goal:
Teachers will monitor student progress through embedded curriculum assessments both formative and summative (Classroom Walk-throughs w/ Feedback - Daily, Unit/Chapter/Daily Work Assessment, Sp. Ed. Progress Checks – Weekly Team Meetings, Individual Student Monitoring – On-going), MAP assessments will be given at the beginning of the year and at each trimester, and SBA will be administered in May 2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Examine school-wide and classroom specific data	August - September	Teachers & Principal			None Specified	
Identify students in need of additional support and provide small group instruction	Ongoing	Teachers & Principal	Teacher Release Days for Assessments	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	26,000.00
Monitor student assessments and provide additional learning opportunities to those students not mastering skills and concepts	Ongoing	Teachers & Principal	Data Analysis and Planning Time	1000-1999: Certificated Personnel Salaries	Library Grant	5,600.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: Collaboration Wednesdays, LCF, Individualized as appropriate	See District Calendar	Teachers	Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	
Provide necessary materials and supplies to support instructional program.	Ongoing	Teachers & Principal	Materials & Supplies	4000-4999: Books And Supplies	Library Grant	500.00
Provide technology applications, hardware, and support for instructional program.	Ongoing	Teachers & Principal	Software to support Mathematics Instruction	4000-4999: Books And Supplies	Library Grant	5,000.00

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: English Language Arts
LEA GOAL:
Goal #1: Student Achievement - Maximize the performance of each student in all academic areas.
SCHOOL GOAL #2:
English Language Arts: Increase average scale score by 7 points for all students and all significant subgroups as measured by SBA assessment given in May 2018.
Data Used to Form this Goal:
Data from the 2016-17 SBA
Findings from the Analysis of this Data:
English Language Arts scores 16/17: All Students +7, English Learners -14, SED +2, SWD -2, Asian -1, Hispanic +20, Two or More Races +2, White +7
How the School will Evaluate the Progress of this Goal:
Progress on this goal will be monitored by Classroom Walk-throughs w/ Feedback, Accelerated Reader – Monthly Report Check and Classroom Recognition, MAP – At Trimesters, BAS – At Trimesters & Ongoing as Needed, SIPPS – At Trimesters, Intervention Group Monitoring – 12 week & 20 Week formal assmts / Weekly check ins.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Examine school-wide and classroom specific data	August - September	Teachers & Principal				
Identify students in need of additional support and provide small group instruction	Ongoing	Teachers & Principal	Teacher Release Days for Assessments	1000-1999: Certificated Personnel Salaries	Library Grant	5,600.00
Monitor student assessments and provide additional learning opportunities to those students not mastering skills and concepts	Ongoing	Teachers & Principal	Data Analysis and Planning Time	1000-1999: Certificated Personnel Salaries	Library Grant	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: Professional Development, Collaboration Wednesdays, LCF, Individualized as appropriate.	Ongoing	Teachers & Principal	Professional Development	1000-1999: Certificated Personnel Salaries	District Funded	
			Professional Development	1000-1999: Certificated Personnel Salaries	Library Grant	2,800.00
Provide necessary materials and supplies to support instructional program.	Ongoing	Teachers & Principal	Materials & Supplies	4000-4999: Books And Supplies	Library Grant	10,000.00
Provide technology applications, hardware, and support for instructional program.	Ongoing	Teachers & Principal	Software to support ELA Instruction	4000-4999: Books And Supplies	Library Grant	10,000.00

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: School Climate & Safety
LEA GOAL:
Goal # 2: Promote the development of each student as a "whole" person.
SCHOOL GOAL #3:
In continuing to strive to maintain the renowned positive school climate associated with being a Blue Ribbon School, by June 2018 evidence will show that students demonstrate school, classroom, and personal pride in being an Oak Meadow student. As measured by observation and collected data.
Data Used to Form this Goal:
Staff surveys, parent surveys, student surveys, school discipline records, Healthy Kids survey.
Findings from the Analysis of this Data:
Overall 98% of students, teachers, and families feel positive about Oak Meadow and feel that they are safe, connected to staff, part of the school, and treated fairly. Discipline records show isolated incidences of student misbehavior, but no significant patterns of behavior.
How the School will Evaluate the Progress of this Goal:
School: Results of parent and student surveys given in the Spring of 2018 School-wide support for community organizations and causes (Helping Hands, Toys for Tots, Kids Can Food Drive) Classroom: Teacher observation of students demonstrating collaboration and cooperation in and out of the classroom Student: Evidence of school pride through school-wide clubs (Team Raptors, Leadership, Kindness Crew) Positive Action tickets awarded to students for random acts of kindness given by staff "Give me a 4" self awareness program inside and outside of the classroom

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Formation of student groups (Leadership, Green Team, Clean-up Crew, Team Raptors, Kindness Crew, Polished Pebbles, etc.)	Ongoing	Teachers	Materials, supplies, student rewards	4000-4999: Books And Supplies	Library Grant	1,000.00
Community Service Activities	Ongoing					
Classroom lessons on school pride, character development, conflict management	Ongoing	Staff				

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: Technology
LEA GOAL:
Goal #1: Student Achievement - Maximize the performance of each student in all academic areas.
SCHOOL GOAL #4:
By June 2018, students in grades 1 through 5 will demonstrate progress on the attainment of grade level technology standards as measured by student projects, products, and self assessments.
Data Used to Form this Goal:
Teacher feedback, Technology Assistant input, parent surveys, anecdotal observations.
Findings from the Analysis of this Data:
Oak Meadow has ample technology to support student learning. Students use Chromebooks on a daily basis. Students receive targeted instruction from classroom teachers, Technology Coach, and the Technology Assistant throughout the year based on the District's Technology Standards. To maintain and expand our technology use as a teaching and learning tool we need to continue to provide support to teachers and students; replace, upgrade, and maintain hardware; and purchase, update, and provide software based on student need.
How the School will Evaluate the Progress of this Goal:
Progress on the goal will be measured through student projects and work samples, teacher observation and records.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Maintain, repair, upgrade, replace hardware	As Needed	Staff	Maintain, repair, upgrade, replace hardware	4000-4999: Books And Supplies	Library Grant	3,000.00
Purchase, maintain, and upgrade software	Ongoing	Staff	Maintain, repair, upgrade, replace software	4000-4999: Books And Supplies	Library Grant	5,000.00
Provide Technology Standards based instruction	Ongoing	Technology Assistant	Technology Assistant	2000-2999: Classified Personnel Salaries	Site Formula Funds	15,000.00

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Library Grant	$56,955.00	6,455.00
LCFF - Supplemental	$57,477.00	31,477.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF - Supplemental	26,000.00
Library Grant	50,500.00
Site Formula Funds	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	42,000.00
2000-2999: Classified Personnel Salaries	15,000.00
4000-4999: Books And Supplies	34,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	26,000.00
1000-1999: Certificated Personnel Salaries	Library Grant	16,000.00
4000-4999: Books And Supplies	Library Grant	34,500.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	15,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	37,100.00
Goal 2	30,400.00
Goal 3	1,000.00
Goal 4	23,000.00

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
Amy Amaral		X			
Zohre Lowry				X	
Soher Zaatra				X	
Tracy Linyard	X				
Tracy Stellmacher		X			
Lorilei McCusker			X		
Bill Frame			X		
Numbers of members of each category:	**1**	**2**	**2**	**2**	

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
X	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 10/30/2017.

Attested:

Typed Name	Signature	Date
Tracy Linyard Typed Name of School Principal	Signature of School Principal	10/30/17 Date
Bill Frame Typed Name of SSC Chairperson	Signature of SSC Chairperson	10/30/17 Date

Oak Meadow: California Schools Dashboard Data Report

State Indicators	Subgroups	# of Students 2015 / 2016 # of Students 2016-2017	15 - 16 % of EL Students who increased 1 or more performance level 2016-2017	16 - 17 % of EL Students who increased 1 or more performance level 2015-2016	Status X points above / below level 3 Change	Change
English Learner Progress	All	53	85.70%	90.60%	-4.90%	

English Language Arts	All	441 / 442	2522 Very High	2529 Very High	59.4 Above Level 3	7 Increased
	English Learner	40 / 46	2517 Very High	2503 High	39.9 Above Level 3	-14 Declined
	Socio Economically Disadvantaged	32 / 37	2474 Medium	2476 Medium	6.5 Above Level 3	2 Maintined
	Students with Disabilites	54 / 47	2474 Medium	2472 Medium	0.3 Above Level 3	-2 Declined
	Asian	71 / 75	2538 Very High	2537 Very High	73 Above Level 3	-1 Declined
	Hispanic	60 / 60	2505 High	2525 Very High	55.7 Above Level 3	20 Increased Significantly
	Two or More Races	37 /42	2521 Very High	2523 Very High	51.4 Above Level 3	2 Maintained
	White	250 / 247	2525 Very High	2532 Very High	60.7 Above Level 3	7 Increased

Mathematics	All	442 / 443	2520 Very High	2525 Very High	40.9 Above Level 3	5 Increased
	English Learner	40 / 46	2534 Very High	2521 Very High	44.3 Above Level 3	-13 Declined Significantly

Oak Meadow: California Schools Dashboard Data Report

State Indicators	Subgroups	# of Students 2015 / 2016	15 - 16	16 - 17	Status X points above / below level 3	Change
Chronic Absenteeism	All	803	N/A	4%	N/A	N/A
	English Learner	43	N/A	2%	N/A	N/A
	Socio Economically Disadvantaged	92	N/A	11%	N/A	N/A
	Students with Disabilites	68	N/A	9%	N/A	N/A
	Asian	161	N/A	4%	N/A	N/A
	Hispanic	115	N/A	3%	N/A	N/A
	Two or More Races	55	N/A	15%	N/A	N/A
	White	452	N/A	4%	N/A	N/A
Suspension Rate	All	803	0% Very Low	0% Very Low	Maintained	0
	English Learner	43	0% Very Low	0% Very Low	Maintained	0
	Socio Economically Disadvantaged	92	0% Very Low	0% Very Low	Maintained	0
	Students with Disabilites	68	0% Very Low	0% Very Low	Maintained	0
	Asian	161	0% Very Low	0% Very Low	Maintained	0
	Hispanic	115	0% Very Low	0% Very Low	Maintained	0
	Two or More Races	55	0% Very Low	0% Very Low	Maintained	0
	White	452	0% Very Low	0% Very Low	Maintained	0

Oak Meadow: California Schools Dashboard Data Report

State Indicators	Subgroups	# of Students 2015 / 2016	15 - 16	16 - 17	Status X points above / below level 3	Change
	Socio Economically Disadvantaged	32 / 37	2485 Medium	2471 Medium	-8.5 Below Level 3	-14 Declined Significantly
	Students with Disabilites	54 / 47	2466 Medium	2476 High	32.3 Above Level 3	10 Increased
	Asian	72 / 76	2548 Very High	2552 Very High	72.5 Above Level 3	4 Maintained
	Hispanic	60 / 60	2495 High	2516 Very High	36.3 Above Level 3	21 Increased Significantly
	Two or More Races	37 / 42	2507 High	2523 Very High	36.6 Above Level 3	16 Increased Significantly
	White	250 / 247	2524 Very High	2524 Very High	37.6 Above Level 3	0 Maintained

Local Indicators:						
Basics	See Narrative	N/A	N/A	N/A	N/A	N/A
Implementation of State Standards	See Narrative	N/A	N/A	N/A	N/A	N/A
Parent Engagement	See Narrative	N/A	N/A	N/A	N/A	N/A
Local Climate Survey	See Narrative	N/A	N/A	N/A	N/A	N/A

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: November 13, 2017

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

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

Contact Person: Kathy Holliman

Position: Principal

Phone Number: 9169333767

Address: 3001 Golden Eagle Lane
El Dorado Hills, CA 95762

E-mail Address: kholliman@buckeyeusd.org

The District Governing Board approved this revision of the SPSA on November 15, 2017.

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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 25 years ago with 450 students. Today we have 515 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) has an updated website and sends bimonthly e-mail blasts out to help communicate upcoming events with the community.

Technology has also been a school-wide focus. Each classroom has an interactive whiteboard and laptop. Every student in grades 2 – 5 has a Chromebook that is utilized to enhance their instruction. In addition, K – 1 has 8 Chromebooks per class 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 continues to work on Google Docs, implementation of District adopted Balanced Literacy curriculum, NGSS, and continued implementation of the California State Standards. The staff is receiving Professional Development and Literacy Coaching to support the various Balanced Literacy components and continue to receive District professional development for the NGSS, balanced literacy and math. 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 2017, along with a 5th grade student survey (104 responses) conducted in October 2017.

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 114 parents that responded, the Parent Survey indicated that 97% of those surveyed indicated they felt safe and secure at school and 96% felt socially connected. Our 5th grade survey indicated that 99% of our students felt safe and secure at school and 100% of 5th grade students felt that they had friends at school. 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 presenting anti-bullying presentations to individual classrooms, holding a school-wide assembly on bullying, holding classroom discussions regarding bullying, and constant monitoring of students reporting harassment. We are also in year 1 of a 3-year implementation of PBIS (Positive Behavior Interventions and Supports) to support a positive climate and culture at Silva Valley. Of those surveyed in 2017, 90% indicated the school is free of racial, cultural, or religious bias.

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%. In the area of Math, we have maintained our percentage of parents reporting teachers are knowledgeable and prepared, moving from 86% in 2016 to 92% in 2017. We have shown a decrease in parents feeling their child's technology needs were being met: 2015 - 94%; 2016 - 87%, 2017 - 86%. Our 5th grade survey indicated that 97% of our students felt that their teacher knows them and helps them learn.

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 (93%). 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 96% of parents responding that they agree or strongly agree.

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 literacy 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 2017. The results of the assessment indicate the percent of students meeting and exceeding standards in English Language Arts and Mathematics were 76% & 74% (in 2016 72% and 71%), 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. Last year, 89% of students were achieving a score of 85% or higher on AR quizzes. 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 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, 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 2017-2018 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.

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 CELDT 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, in it's second year of implementation.

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 3 - 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, District Wellness 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, Cartridge Recycle Program, Box Tops for Education, and Corporate Sponsors

Other Fun Activities: Back-to-School Night, Open House, Ice Cream Social, Harvest Festival, Family Reading Night, 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, PTA website and school marquee.

10. Upon request, the school will provide the following documents translated for parents:
California English Development Test (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 Literacy 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 have increased significantly in ELA and Math, but still need considerable support. Our English Language Learners and students with disabilities are under-performing when compared to their English speaking or non-disabled peers in ELA and Mathematics. Additionally, we found that our students from the Hispanic subgroup 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	101	88	97	101	88	96	101	88	96	100.0	98.9	99
Grade 4	112	108	98	111	106	96	111	106	96	99.1	98.1	98
Grade 5	128	115	113	126	115	112	126	115	112	98.4	100	99.1
All Grades	341	311	308	338	309	304	338	309	304	99.1	99	98.7

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2456.7	2483.3	2492.1	26	57	59.38	49	20	16.67	19	15	18.75	7	8	5.21
Grade 4	2489.4	2505.3	2514.7	32	32	45.83	26	41	30.21	23	19	14.58	19	8	9.38
Grade 5	2516.7	2545.3	2551.8	23	36	38.39	40	34	39.29	17	19	14.29	20	11	8.04
All Grades	N/A	N/A	N/A	27	40	47.37	38	32	29.28	20	18	15.79	16	9	7.57

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	30	43	53.13	61	48	35.42	9	9	11.46
Grade 4	28	35	36.46	50	54	55.21	22	11	8.33
Grade 5	25	31	42.86	49	52	47.32	25	17	9.82
All Grades	28	36	44.08	53	51	46.05	19	13	9.87

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	55	54.17	63	35	36.46	9	10	9.38
Grade 4	28	28	45.83	61	64	46.88	11	8	7.29
Grade 5	32	48	49.11	48	40	39.29	20	12	11.61
All Grades	29	43	49.67	57	47	40.79	14	10	9.54

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	38	39.58	70	57	56.25	6	6	4.17
Grade 4	33	27	28.13	54	67	62.50	13	6	9.38
Grade 5	21	31	33.93	69	59	58.04	10	10	8.04
All Grades	26	32	33.88	64	61	58.88	10	7	7.24

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	26	42	50.00	63	50	43.75	11	8	6.25
Grade 4	19	36	33.33	45	54	57.29	17	10	9.38
Grade 5	33	42	49.11	56	54	42.86	10	4	8.04
All Grades	26	40	44.41	55	53	47.70	13	7	7.89

Conclusions based on this data:

1. In 2016-2017, 76% of students met or exceeded standard in English Language Arts. In 2015-2016, 72% of our students met or exceeded the standard in English Language Arts, as compared to 65% of students who met or exceeded standard in 2014-2015. We have a 4% increase in students meeting or exceeding standard from 2016 to 2017.
2. In looking at our students' scaled score in the area of ELA, we improved by 7 points overall form 2016 - 2017. Our SED subgroup improved by 25 scaled score points and our Hispanic subgroup improved by 27 scaled score points. An area of needed growth is with our EL and Special Education population as our EL students improved by 4 scaled score points and our Special Education students decreased by 2 scaled score points.
3. In 2016-17, 49.67% of our students were above standard in the Writing Claim. The Listening Claim was our weakest area with 33.88% of student above standard.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	101	88	97	100	87	97	100	87	97	99.0	97.8	100
Grade 4	112	108	98	111	106	97	111	106	97	99.1	98.1	99
Grade 5	128	115	113	125	115	113	125	115	113	97.7	100	100
All Grades	341	311	308	336	308	307	336	308	307	98.5	98.7	99.7

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2474.5	2479.9	2486.0	31	41	39.18	50	38	44.33	15	15	13.40	4	6	3.09
Grade 4	2496.6	2512.4	2512.0	23	29	29.90	36	43	36.08	32	22	27.84	8	6	6.19
Grade 5	2542.0	2553.0	2564.3	41	41	42.48	22	23	31.86	25	23	18.58	13	12	7.08
All Grades	N/A	N/A	N/A	32	37	37.46	35	34	37.13	24	20	19.87	9	8	5.54

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	52	67	64.95	41	22	26.80	7	11	8.25
Grade 4	35	39	50.52	46	50	37.11	19	11	12.37
Grade 5	46	51	55.75	34	30	33.63	20	19	10.62
All Grades	44	51	57.00	40	34	32.57	16	14	10.42

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43	46	44.33	49	45	50.52	8	9	5.15
Grade 4	23	38	29.90	58	49	57.73	20	13	12.37
Grade 5	42	38	45.13	37	44	46.02	22	17	8.85
All Grades	36	40	40.07	47	46	51.14	17	14	8.79

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	43	40	47.42	53	55	46.39	4	5	6.19
Grade 4	34	40	36.08	50	52	51.55	16	8	12.37
Grade 5	35	32	29.20	48	50	61.06	17	18	9.73
All Grades	37	37	37.13	50	52	53.42	13	11	9.45

Conclusions based on this data:

1. In 2016-2017, 74% of students met or exceeded standard in Math. In 2015-2016, 71% of students met or exceeded standard in Math compared to 67% of our students who met or exceeded the standards in Math in 2014-2015.We had a 3% increase in students meeting or exceeding standard from 2016 - 2017.
2. In looking at our students' scaled score in the area of Math, we improved by 5 points overall form 2016 - 2017. Our SED subgroup improved by 21 scaled score points and our Hispanic subgroup improved by 2 scaled score points. An area of needed growth is with our EL and Special Education population as our EL students decreased by 5 scaled score points and our Special Education students decreased by 2 scaled score points.
3. Concepts and Procedures continues to be a strength with 57% of our students above standard. Communicating Reasoning is our relative weakness with 37.13% of students at standard.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
5	89	85		11	12		0	1		0	3	

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K					***										
1		***		40	***	80	40			20				***	20
2			***	***	60	***	***	40							***
3	50	***		38	***	75	13	***	25						
4	17	43	***	83	43	***					14				***
5			***	***	***	***	***					***			
Total	21	25	17	54	50	56	21	15	6	4	5	6		5	17

Conclusions based on this data:

1. Silva Valley had 11 students classified as ELD students in 2016, and currently has 13 students in 2017.
2. The percent of students who increased (+1 performance level or more) plus RFEP in 2016/total number of annuals CELDT tested (including those RFEP'd) was at 88.2%.
3. ELD students declined by 3.8% putting us in the Green, Very High Student Group five-by-five placement (on the California Department of Education Dashboard).

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K		14			29		***	43		***			***	14	
1		***		40	***		40			20				***	
2		14		***	43		***	43							
3	44	25		44	50		11	25							
4	14	43		86	43						14				
5				***	***		***								
Total	17	23		52	43		21	23		7	3		3	7	

Conclusions based on this data:

1. Reading and Writing Proficiency Levels are the weakest areas for our EL students, based on CELDT results
2. Listening and Speaking Proficiency Levels are the relative strengths of the students, based on CELDT results
3. 3 students have been redesignated during the 2016-2017 school year as RFEP

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 5 points for all students and all significant subgroups as measured by SBA assessment given in May 2018.
Data Used to Form this Goal:
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 EL and Special Education populations of greatest need.
How the School will Evaluate the Progress of this Goal:
Scaled Scores from the 2018 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 2017-18 school year	2017-2018 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)	2017-2018 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 - 3 & grade 5 to guide reading instruction	2017-2018 School Year	General Education Teacher K-3 & 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	2017-2018 School Year	Reading Teacher	Hiring of Aide to support implementation	None Specified	None Specified	10,660.00
Books & Beyond Reading Program	2017-2018 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	

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 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 2018 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 3 - 5 focusing on EL, Foster Youth & SED students	2017-18 School Year	Certificated Staff	Pull-out small group instruction based on student need grades 3 - 5	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	
			Overage for Math Intervention Teacher	None Specified	None Specified	1550.00
MAP (grades 3 - 5) Assessment utilized to guide differentiation	2017-18 School Year	General Education Teacher	Collaboration around results of MAP Assessments to guide instruction/differentiation	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Computer Applications to enhance instruction and differentiate learning (LearnZillion, Ten Marks, etc.)	2017-18 School Year	General Education Teacher	Assignments tailored to student needs	None Specified	None Specified	
Supplemental Supplies/Curriculum to support differentiation	2017-18 School Year	Administration	Paper, manipulatives, etc.	4000-4999: Books And Supplies	LCFF - Supplemental	1000.00
Grade Level Collaboration	2017-18 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

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 2017-18 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:
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 2017 - 18 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	2017-18 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
Teachers will identify students that have moderate behaviors and create a plan moving forward (individual class behavior contract, meetings with parents, SST, etc.)	2017-18 School Year	General Education Teachers	Monitor student behaviors throughout the school year	None Specified	None Specified	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SST to be held if behaviors increase with Tier 1 support. Implement Tier II support if needed	2017-18 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	

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 begin 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 not systematic and are not being consistently implemented. A clearly defined system with staff development is needed to support student social and academic success.
How the School will Evaluate the Progress of this Goal:
Tier 1 PBIS will be implemented throughout the 2017-18 school year. Implementation will include adopting school/classroom rules, creating/implementing Behavioral Expectations in all school areas, creating/implementing positive reward system, for positive behaviors.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Administration to attend National PBIS Conference	2017-18 School Year	Administration	PBIS Conference	None Specified	None Specified	
Teachers will collaborate to determine 3 School & Class Rules, create Behavioral Expectations Grid, create rewards system	2017-18 School Year	TK-5 Teachers/ Administration	Collaboration Wednesdays	None Specified	None Specified	
Yard Duty Supervisors, Counselor, School Psychologist input on student behavior	2017-18 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	2017-18 School Year	District Behavorist	Ongoing collaboration	None Specified	None Specified	
Special Education Staff to support students when on the Playground and in classrooms as needed - teaching the "tools" for Problem Solving	2017-18 School Year	Special Education Teachers and Teacher Associates	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

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	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
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
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	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				
Lynn Taylor		X			
Melissa Menard		X			
Victoria Repstad		X			
Jamie Anderson				X	
Ryan Mccracken				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 November 13, 2017.

Attested:

Kathy Holliman		
Typed Name of School Principal	Signature of School Principal	Date
Jamie Anderson		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Subgroups	# of Students tested 2017	2015-2016	2016-2017	Status	Change
				x points above/below level 3	maintianed/increased + number
Chronic Absenteeism					
All	**559**	N/A	4%	N/A	N/A
English Learner			0%	N/A	N/A
Economically Disadv.			0%	N/A	N/A
Students with Disab.			4%	N/A	N/A
Hispanic			4%	N/A	N/A
Two or more Races			0%	N/A	N/A
White			4%	N/A	N/A
Suspension Rate					
All	**572**	1%	0.50%	Declined	-0.50%
English Learner	**23**	0%	0%	Maintained	0%
Economically Disadv.	**54**	11.00%	1.90%	Declined Significantly	-9.10%
Students with Disab.	**68**	4%	1.20%	Declined Significantly	-2.80%
Hispanic	**80**	3%	1.30%	Declined Significantly	-1.70%
Two or more Races	**50**	3%	2%	Declined	-1%
White	**433**	1%	0.20%	Declined	-0.80%
English Language Arts					
All	**304**	2514 High	2521 High	50.1 above level 3	7 Increased
English Learner	**20**	2501 High	2508 High	56.9 above level 3	7 Increased
Economically Disadv.	**26**	2463 Medium	2488 High	59.6 above level 3	25 Increased Significanty
Students with Disab.	**39**	2440 Low	2438 Low	27.9 below level 3	2 Decreased
Hispanic	**35**	2491 High	2518 High	61.6 above level 3	27 Increased Significantly
White	**219**	2516 High	2526 High	54.3 above level 3	10 Increased
Mathematics					

		2015-2016	2016-2017	Status	Change
Subgroups	**# of Students tested 2017**			**x points above/below level 3**	**maintianed/increased + number**
All	**303**	2518 High	2523 High	37.1 above level 3	5 Increased
English Learner	**20**	2508 High	2503 High	29.3 above level 3	5 Decreased
Economically Disadv.	**22**	2471 Medium	2492 Medium	5.6 above level 3	21 Increased
Students with Disab.	**38**	2455 Low	2453 Low	32.7 below level 3	2 Decreased
Hispanic	**35**	2512 Very High	2514 Very High	38.5 points above level 3	2 Increased
White	**218**	2519 High	2528 High	41.2 above level 3	9 Increased

Local Indicators			
	Basics	**See Narrative, Pages 3 -5**	
	Implementation of State Standards	**See Narrative, Page 20 - 27**	
	Parent Engagement	**See Narrative, Page 3**	
	Local Climate Survey	**See Narrative, Page 12**	

The Single Plan for Student Achievement

School: Valley View Charter Montessori

CDS Code: 09618380107227

District: Charter Montessori Valley View Campus (Formerly Blue Oak Campus)

Principal: Paul Stewart

Revision Date: 11/9/17

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

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

Contact Person: Paul Stewart

Position: Principal

Phone Number: 9169369550

Address: 1665 Blackstone Parkway
El Dorado Hills, CA 95762

E-mail Address: pstewart@buckeyeusd.org

The District Governing Board approved this revision of the SPSA on 11/9/17.

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School Vision and Mission

Valley View Charter Montessori's Vision and Mission Statements
Valley View Charter Montessori
Vision Statement
Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society.

Valley View Charter Montessori
MISSION STATEMENT

For each of us, learning is a personal adventure. We respect the right of each child to discover…to create…to take risks and to succeed…to enjoy being where he/she is, and be eager to move on.
We believe in the dynamic process of students, staff, parents, and community working together to celebrate the achievement of their potential.
We are all pioneers on the educational frontier.
Together We Will Build Our Future

School Profile

Valley View Charter Montessori is a transitional kindergarten through sixth grade elementary school located in El Dorado Hills, 18 miles east of Sacramento in the Sierra foothills. Our beautiful campus creates a positive learning environment for children with its buildings situated among open green spaces. Built to completion in 2013, Valley View Charter Montessori opened its doors to students in 2017-18. In 2017-18, Valley View had an enrollment of 520+ students and had a waiting list in most grade levels.
"The Buckeye Union School District values, encourages, and provides opportunities for the involvement of staff, parents, and the community in school and District decision-making activities." As such, the District moved forward in preparing the Montessori Charter petition to respond to identified, expressed needs from parents and students within the District. The program began in the 2004-2005 school year by serving Kindergarten students on the Blue Oak Campus. Grade levels were added the following 10 years and in 2017 the school moved to Valley View. Now, we currently serve students through 6th grade. Next year (2018) we will add 7th and in 2019, we will add 8th. The Charter Montessori School follows the instructional methodologies, standards, and educational direction established within the Buckeye Union elementary District respecting the Montessori philosophy and utilizing Montessori materials and learning strategies. In addition, the Charter Montessori School/Program, in utilizing the Montessori methodology, will incorporate core sections in Practical Life, Sensorial Materials, Language, Mathematics and Cultural Subjects. Valley View Charter Montessori also hosts a Montessori pre-school operated by the El Dorado Country Office of Education
Inclusion of all students is a high priority for us. Special Education students are mainstreamed to receive a balanced curriculum in the least restrictive environment. Both staff and parents pay close attention to subtle changes in our students that may indicate a need for additional support and assistance. Our community is generous and caring in an atmosphere where cooperation and respect is highly valued. We have taken specific action to implement the Common Core State Standards along with the 4 C's (Creativity, Communication, Critical Thinking and Collaboration) for each grade level through the development of a comprehensive standards based report card that holds both students and teachers accountable for specific academic achievements.

At Valley View Charter Montessori we have high expectations for student achievement. We are committed to providing students with a solid academic background in a safe and supportive environment. We challenge students with academic curriculum that requires them to apply skills and knowledge to meet district standards. Our intent is to build an academic foundation that will allow students to be successful in middle school, high school, and beyond.
The newly renovated and updated campus and library has one of the finest literature collections in El Dorado County. Students in all classes meet with the library assistant weekly to choose age-appropriate books and hear quality literature read out-loud. Along with 3rd-6th grade 1:1 Chromebooks, Kindergarten through 2nd grade has 14 Chromebooks and at least two iPads in each room. . This year, our PTO helped our school district in purchasing Chromebooks for more classrooms to continue piloting and utilizing this new technology. Teachers are provided monthly training to use the technology in their rooms with the most effective and best practices.

The staff of Valley View Charter Montessori strives to work together in a collaborative manner to provide an education that will nurture and build the academic strengths of each child. Our dedicated and innovative teaching staff shares in leadership

responsibilities, knowing that solid, research-based planning is the key to a quality academic program. The staff continues to work to develop a program that is aligned with the state content and Common Core standards in all subject areas. Included in the program is a comprehensive assessment and accountability component. The results of all assessments are used to identify areas of need and to refine instruction. We have implemented reading intervention programs during the school day to support underperforming students, extra support for our English learners, and a targeted, needs-based math and reading intervention for students in grades first through sixth, along with differentiated instruction within the classroom. Valley View Charter Montessori is fortunate to have a Literacy, Math and EL Certificated Teacher to assist students and teachers in their areas of need. Also, we have a Foothill Indian Education tutor and cross-age tutors from upper grade to help us strive toward our vision, “Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society.”

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 2017. Charter Montessori always has safety and instruction as a goal, as well as our vision of: " Valley View Charter Montessori is a community of learners where children can reach their full potential and contribute positively to society." Last year, there was a heavy focus on school climate and culture, along with academics and safety. As a result, two years ago Charter Montessori walked away with the State's Gold Ribbon Award in Climate and Culture. A few comments that stood out from parents that exemplify this are: "Charter Montessori is a wonderful place to be!" We LOVE Charter Montessori and am looking forward to starting my child at Valley View! I love the posting the school vision of this school."

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 next steps for professional development, guides our literacy and technology coaches' work, and gives 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)

Charter Montessori participated in the first administration of the California Smarter Balanced Assessment in spring 2017. The results of the assessment indicate the percent of students meeting and exceeding standards, in English Language Arts and Mathematics were 39% and 38%, In addition, the percent of each numerically significant subgroup (i.e. any subgroup of 100 or more students with valid test scores or 50 or more students with valid test scores who make up at least 15 percent of the total of all students with valid test scores.) meeting or exceeding standard was as follows:

Additionally, the site also tracks local assessment data, including the Accelerated Reader Success Index.

This year, K-2 classrooms are using the Benchmark Assessment System and SIPPS assessments in order to appropriately level students for reading instruction. In 1st and 2nd grade, students who are struggling with reading are referred to reading intervention on the basis of this data point and teacher observation.)

This year, the District has introduced the MAP assessment program in grades 3rd-5th. 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 SBAC 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)

Charter Montessori participated in the first administration of the California Smarter Balanced Assessment in spring 2015. The results of the assessment indicate the percent of students meeting and exceeding standards, in English Language Arts and Mathematics were 58% and 57%. In addition, the percent of each numerically significant subgroup meeting or exceeding standard was as follows:

Sub Group	ELA	Math
Students with Disabilities	28%	29%
Economically Disadvantaged	40%	34%
English Language Learners	75%	75%

In conjunction with the Buckeye School District, each of our math and language arts classes 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 it informs teachers how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year (survey version) as a baseline and then given twice more at the trimesters. The language arts portion tests language usage and reading.

Valley View Charter Montessori 3rd-6th grade teachers will be using portions of the CAASPP interim assessments in conjunction with MAPS to better assess and prepare students for their education and deliver their curriculum.

All teachers also use curriculum embedded assessments 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, 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 in (writing and/or mathematics). Training on these materials is continuing into 2016-2017 In addition, the District has introduced new (reading materials in grades K-3 and social studies/history materials in grades 6-8). Professional development for these materials will occur in the current year.

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

   Teacher professional development on the implementation of new State Standards and assessments occurred in the 2014-2015 school year. This will occur throughout the 2016-2017 school year as well. Additionally, teachers have received professional development for the implementation of digital technology (i.e. Chromebooks) in the classroom. This professional development will continue through the 2017-2018 school year.

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 .Charter Montessori has a Literacy Coach in '14-'15. For the 2017-2018 school year, the teachers will continued to be supported by a Literacy Coach who will assist with the 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 60 receive 120 number of minutes, daily, in reading/language arts and students in grades 60 receive 120 number of minutes in mathematics, daily.

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 who are struggling to meet the educational standards at Charter Montessori are offered a variety of support based on individual need. Students with social and emotional needs are afforded the opportunity to meet with our 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.

Charter Montessori provides special education classes to support our special education students and we call it The Learning Center. In the Learning Center, we offer a RSP and SDC. The Learning Center is also a place for the General Education teacher to use as a Tier 1 Response To Intervention. Class sizes are kept small in the Learning Center to help provide for more individual support.

Charter Montessori offers two Tier 2 Response to Interventions, in regards to Reading and Math Intervention. We are using Fontas and Pinnell's intervention reading program for grades 1-6th. In regard to Math Intervention, graders 1-5 are served 5 days a week and we are using Person Math Intervention program. We have a total of three intervention teachers. One for math, one for EL and one for Reading.

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. EL students receive extra support as needed through the classroom and with our EL Intervention Push-in Teacher.

Valley View Charter Montessori have qualified for three years in a row to have a Native American (Foothill Indian Education Alliance, Inc.) push-in and pull-out Math and ELA in school tutoring program. This runs five days a week and is taught be the former principal of Pinewood, Jeanie Harper.

14. Research-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment that raise student achievement. Teachers use a wide range of instructional strategies and summative and formative assessment 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: Balanced Literacy, close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, professional coaching in the areas of math, language arts, and PE, Being a writing, and literacy across the disciplines.

Parental Involvement

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

Valley View Charter Montessori is fortunate to have a very supportive parent and community group. VVCM's PTO and School Site Council are very active and provide opportunities for parent involvement. Parent volunteers give many hours of support each year to our school and classrooms through a variety of activities. The following is a partial list of well-supported ongoing volunteer activities.

Leadership Activities:

- PTO, Garden of Learning Committee, Traffic Committee, Safety Committee
- School Site Council, Charter Montessori Parent Group
- Representation on district committees and Site Level Committees(Steering, Master Plan, Technology, Budget, Wellness, Valley View Grant Writing Committees, Montessori LCAP, ELAC and Heritage Festival Committee)

Student Support Activities:

- Big Brothers and Big Sisters
- Garden of Learning Volunteer
- Classroom support
- Cross AgeTutoring
- Valley View CM News
- Yearbook Club
- Classroom Assistance
- Field Trips
- Picture Day
- Read-a-thons
- I Can Read Program
- PC Pals (partnership with Intel)
- Cross Country
- Peace Patrol
- Rattler Leadership Team
- Grand Greeters
- Safety Day
- Assemblies
- Core Values
- S.I.P.P.S. reading intervention
- 1st-6th grade math intervention
- G.A.T.E.
- Anti Bullying Assemblys

Fund Raising Activities:

- Fall Festival
- Popcornoplulus
- Pennies for Patients
- Jog-a-Thon/Walk-a-thon
- Dinner and Auction

Other Fun Activities:

- Core Value Learning Assembly
- Back to School Night
- Open House
- Safety Day
- Cross Country

- Community service projects
- Friday Night Out
- Room Parties
- Teacher Appreciation Breakfast
- Fall Festival
- Spring Fling
- Movie Nights
- Talent Show

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. Charter Montessori 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 reviewed by the School Advisory committee and Board adopted.

o 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 shared.
2. The Parent Involvement Policy will be distributed in the following way:
- In the Parent/Student Handbook which is made available to every student and signed by every student and parent.
- At School Site Council.
- At a Charter Montessori and PTO Meeting.
- Posted on the school website.
- Posted on the Facebook

3. Charter Montessori 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 PTO.
- Together staff and parents will make adjustments to the school academic program which are deemed necessary in response to the data.
- This data will serve as the basis for our Single Plan for Student Achievement.
- The principal will speak, along with a monthly rotating grade level, at each PTO meeting regarding the 4 C's and updates on technology in education

4. Charter Montessori 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 or ways to view 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.
- Report cards are sent out three times per year detailing proficiency levels.
- PTO, MPG and Site Council Meetings

5. Charter Montessori 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 assessment results with middle school.

6. Charter Montessori will conduct a Parent Survey yearly, with the involvement of parents.
- An annual parent survey will be conducted in the spring of each year.
- Results will be shared with School Site Council, staff and parents. The feedback which results from the meetings will be considered as part of the annual review of the parent involvement policy.
- Results will be put in the parent bulletin and posted on the school web site.

7. Charter Montessori has strong parent involvement. In order to continue to build parent 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 assessment results.
- Multiple media sources such as newspapers, Connect Ed, classroom newsletters, parent bulletins, social media, the district/school/teacher websites, 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, parent-teacher conferences, school and teacher newsletters, student agendas, and grade level standards.
- Helping preschool students and their parents through the First Five program by providing information and education on kindergarten readiness.
- Offering multiple sessions of "Love & Logic" parenting classes.

9. Charter Montessori 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, websites and social media..
- 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 Facebook, Valley View's website, PTO website and school marquee.

10. Upon request, the school will provide the following documents translated for parents:

- California English Development Test (Spanish).
- Enrollment documents (Spanish).
- Translators are available for school site needs, whenever possible.

Funding

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

Title one and Title III are only categorical funds that apply.

18. Fiscal support (EPC)

Charter Montessori does not receive any LCFF Supplemental Grant funding. District funding is provided for our Intervention and ELD support teachers, Literacy Coach, Substitutes for Assessment days for SIPPS and BAS assessments, and substitutes for Math and Writing Sustainability days.

Description of Barriers and Related School Goals

Based on our comprehensive needs assessments we have found that students from socioeconomically disadvantaged households as well as students with disabilities are performing less well than their non socioeconomically disadvantaged or non-disabled peers in English Language Arts and Mathematics.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	54	42	36	53	41	36	53	41	97.3	98.1	97.6
Grade 4	51	39	50	51	38	49	50	38	49	100.0	97.4	98
Grade 5	39	49	40	39	49	39	39	49	39	100.0	100	97.5
All Grades	127	142	132	126	140	129	125	140	129	99.2	98.6	97.7

* 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2415.1	2465.4	2449.5	22	40	31.71	19	30	26.83	31	23	21.95	28	8	19.51
Grade 4	2438.6	2474.6	2486.0	12	29	32.65	24	24	24.49	25	21	24.49	37	26	18.37
Grade 5	2480.3	2504.5	2521.3	18	16	23.08	21	33	38.46	13	35	20.51	49	16	17.95
All Grades	N/A	N/A	N/A	17	29	29.46	21	29	29.46	23	26	22.48	38	16	18.60

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	30	24.39	47	51	48.78	39	19	26.83
Grade 4	16	26	30.61	50	45	44.90	34	29	24.49
Grade 5	15	14	33.33	36	59	51.28	49	27	15.38
All Grades	15	24	29.46	45	52	48.06	40	24	22.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	34	30.00	39	55	60.00	33	11	10.00
Grade 4	14	29	27.08	56	50	56.25	30	21	16.67
Grade 5	23	29	35.90	33	55	43.59	44	16	20.51
All Grades	21	31	30.71	44	54	53.54	35	16	15.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	36	26.83	78	55	63.41	8	9	9.76
Grade 4	8	13	24.49	72	76	59.18	20	11	16.33
Grade 5	10	8	17.95	72	71	76.92	18	20	5.13
All Grades	10	20	23.26	74	66	65.89	16	14	10.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	14	43	34.15	53	49	43.90	33	8	21.95
Grade 4	10	24	36.73	52	68	46.94	20	8	16.33
Grade 5	21	27	23.08	67	59	69.23	13	14	7.69
All Grades	14	32	31.78	57	58	52.71	22	10	15.50

Conclusions based on this data:

1. Charter Montessori remained even in ELA and Math overall In grades 3rd through 5th in comparison to the last two school years in Met and Exceeded.
2. We focussed on Listening, that was an area of weakness in 2015 and we saw a rise in Exceeded and Met. This will still be an area of focus for upcoming years.
3. For 2017-18 we are focussing on Research and Inquiry, beyond the other claims and assessments the SBA.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	54	42	36	54	41	36	54	41	97.3	100	97.6
Grade 4	51	39	50	51	38	50	51	38	50	100.0	97.4	100
Grade 5	39	49	40	39	49	39	38	49	39	100.0	100	97.5
All Grades	127	142	132	126	141	130	125	141	130	99.2	99.3	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2438.3	2486.3	2457.6	17	46	24.39	33	37	39.02	31	13	21.95	19	4	14.63
Grade 4	2457.6	2493.4	2497.6	6	18	24.00	27	29	34.00	47	42	34.00	20	11	8.00
Grade 5	2493.5	2507.8	2530.9	26	12	30.77	8	24	17.95	28	43	38.46	36	20	12.82
All Grades	N/A	N/A	N/A	15	27	26.15	23	30	30.77	37	31	31.54	25	11	11.54

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	25	67	43.90	44	30	31.71	31	4	24.39
Grade 4	12	29	36.00	43	45	36.00	45	26	28.00
Grade 5	32	18	28.21	24	45	43.59	45	37	28.21
All Grades	22	40	36.15	38	39	36.92	41	21	26.92

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	22	50	43.90	47	37	51.22	31	13	4.88
Grade 4	16	29	34.00	53	55	52.00	31	16	14.00
Grade 5	24	16	25.64	45	51	56.41	32	33	17.95
All Grades	20	33	34.62	49	47	53.08	31	21	12.31

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	17	52	41.46	69	43	43.90	14	6	14.63
Grade 4	14	29	32.00	55	45	48.00	31	26	20.00
Grade 5	16	14	23.08	45	61	56.41	39	24	20.51
All Grades	15	33	32.31	56	50	49.23	29	18	18.46

Conclusions based on this data:

1. Like ELA, Montessori remained even overall in grades 3rd-5th.
2. Our school put a heavy focus on Problem Solving and saw a big improvement. We saw a 10% growth in At or Above Standards and a 9% decrease of the students in Below Standard

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
5	72	77	NA	22	17	NA	6	6	NA	0	0	NA

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
2	***														
3		***					***								
4		***		***			***	***							
5		***				***		***							
Total	20	60		20		100	60	40							

Conclusions based on this data:

1.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K								***							
2	***														
3		***					***							***	
4		***		***			***	***							
5		***						***							
Total	20	43		20			60	43						14	

Conclusions based on this data:

1. no data available at this time.

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: Mathmatics
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #1:
The District's average student scaled score on the State's Smarter Balanced Assessment for mathematics will increase by 5 points as measured on the California State Dashboard.
Data Used to Form this Goal:
MAP (Measure of Academic Progress), Chapter Topic tests, Benchmark Assessments, 2016-17 SBAC results, 1:1 teacher goal setting meetings and grade level goal setting meetings
Findings from the Analysis of this Data:
Montessori made gains in their goal of Problem Solving, but it is clear they are still below the District average.
How the School will Evaluate the Progress of this Goal:
MAP (Measure of Academic Progress), Chapter Topic Tests, Benchmark Assessments, 1:1 meetings, grade level collaboration meeting with administrator

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level collaboration release time (3 half days)	October 2017- May 2018	Administration	Substitutes for Teacher	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	900
Sustainability Meetings and training with District Math Coach in grade level	September 2017- May 2018	Administration	Substitutes for Teacher	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	900

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: English Language Arts
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #2:
The District's average student scaled score on the State's Smarter Balanced Assessment for ELA will increase by 7 points as measured on the California State Dashboard.
Data Used to Form this Goal:
MAP (Measure of Academic Progress), Benchmark Assessments, 2016-17 SBAC results, BAS Assessments,1:1 teacher goal setting meetings and grade level goal setting meetings, Accelerated Reader Reports
Findings from the Analysis of this Data:
Charter Montessori remained the same in at standard and above standard two years in a row. Charter Montessori improved on the claim of Listening, which was their focus.
How the School will Evaluate the Progress of this Goal:
MAP (Measure of Academic Progress), BAS Assessments, SIPPS Reports, Benchmark Assessments, 1:1 meetings, grade level collaboration meeting with administrator, Accelerated Reader Reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Sustainability Meetings and training with District Literacy Coach in grade level	October 2017-May 2018	Administrator	Substitutes for teachers	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	900

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: Technology-Digital Citizenship
LEA GOAL:
GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON- 3. Continue to create, provide and strengthen activities for personal growth, self-esteem, responsible behavior, youth development and citizenship.
SCHOOL GOAL #3:
90% of VVCM 1st-5th grade student will be proficient with their grade level expectancy of Google Apps For Education and Digital Citizenship of technology at VVCM and in the world of technology.
Data Used to Form this Goal:
Hapara, reports from District Office and Computer Techs, and student Google surveys
Findings from the Analysis of this Data:
From Parent Survey, daily district report, teacher feedback, administration sees a need to increase the awareness of digital citizenship at VVCM
How the School will Evaluate the Progress of this Goal:
Hapara reports, student survey, parent survey, and less referrals to office on abuse of technology from students

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hapara Training for 3rd-5th grade teachers form District Technology Coach	September 2016- May 2017	Admininistrator	Substitute for teachers if neccassary	0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	500
Administration will lead classes on Digital Citizenship	August 2016- May 2017	Administration				
Intel Assembly on Digital Citizenship and PC Pals	September 2016- May 2017	Administration				

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: Next Generation Science Standards
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #4:
All teachers and administrators will receive initial training for transitioning to the Next Generation Science Standards (NGSS) and maintain follow up trainings /support throughout the year.
Data Used to Form this Goal:
Grade Level Meetings and Support Team Meetings for check in's with staff. NGSS assessments and surveys of STEMSCOPES. Admin online use dashboard
Findings from the Analysis of this Data:
NA
How the School will Evaluate the Progress of this Goal:
Surveys from teachers based off of STEMSCOPE use, ADMIN Dashboard use and SBA Science 5th grade scores.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff Training and Support on NGSS	September17- May 2018	Administration	Observation of other staff, if needed.	0000: Unrestricted	General Fund	1,000

Planned Improvements in Student Performance

School Goal #5

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: Valley View Charter Montessori Climate and Culture
LEA GOAL:
GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #5:
100% of VVCM's students feel connected at school. This connection can consist of a peer, teacher, staff member, counselor, psychologist, Principal, district office staff, or parent volunteer.
Data Used to Form this Goal:
Parents, Teachers, District Office Staff and Students from August 2017 to present
Findings from the Analysis of this Data:
Parents, Teachers, District Office Staff and Students shared that they were coming from other schools looking for a better fit to meet their child's needs. To meet this variety of needs, parents, admin, staff and students are coming together as a team.
How the School will Evaluate the Progress of this Goal:
Through the 2017-18 Parent Survey, Teacher Survey, Student Google Survey and follow up meetings with the families and students.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Educate parents, students and staff on the meaning and purpose of VVCM's Core Value for a Education Night	August 2017-May 2018	Administration	Ed Night	0000: Unrestricted	Donations	100.00

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
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
None Specified		

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
Donations	100.00
General Fund	1,000.00
LCFF - Supplemental	3,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	1,100.00
0001-0999: Unrestricted: Locally Defined	3,200.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	Donations	100.00
0000: Unrestricted	General Fund	1,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	3,200.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,800.00
Goal 2	900.00
Goal 3	500.00
Goal 4	1,000.00
Goal 5	100.00

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
Paul Stewart	X				
Anandi Raman Creath				X	
Sachin Patel				X	
Janelle Harris				X	
Misty Doherty				X	
Tavis Danz		X		X	
Cari Elmasian		X			
Kellee Sellwood			X	X	
Numbers of members of each category:	**1**	**2**	**1**	**5**	

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 .

Attested:

Paul Stewart		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

Valley View CM Single Plan			15-16	16-17	Status	Change
State Indicators	**Subgroups**	**16-17# of students tested**	**Scale Score**	**Scale Score**	**X points above /below level 3**	**Increase/decrease**
Chronic Absenteeism						
	All	95.74		95.74		
	Economically Disadv.	94.67		94.67		
	EL	93.01		93.01		
	Students w/ Dis.	94.86		94.86		
	White	95.86		95.86		
	Hispanic	95.07		95.07		
Suspension Rate						
	All	1%				
	Economically Disadv.	2%				
	EL	0%				
	Students w/ Dis.	3%				
	White	1%				
	Hispanic	2%				
English Learner Progress						
	All					
	Economically Disadv.					
	EL					
	Students w/ Dis.					

Valley View CM Single Plan			15-16	16-17	Status	Change
State Indicators	Subgroups	16-17# of students tested	Scale Score	Scale Score	X points above /below level 3	Increase/decrease
	White					
	Hispanic					
English Language Arts					high /maintained	3 points above level 3
	All	129	2482	2485		3
	Economically Disadv.	24	2455	2440		-15
	EL	**5**	2447	2442		-5
	Students w/ Dis.	21	2412	2425		13
	White	93	2485	2493		8
	Hispanic	20	2445	2445		0
Mathematics					high /maintained	decreased by 1
	All	129	2496	2495		-1
	Economically Disadv.	24	2464	2455		-9
	EL	5	2517	2467		-50
	Students w/ Dis.	21	2446	2453		7
	White	93	2499	2501		2
	Hispanic	20	2458	2451		-7
Local Indicators						

Valley View CM Single Plan			15-16	16-17	Status	Change
State Indicators	Subgroups	16-17# of students tested	Scale Score	Scale Score	X points above /below level 3	Increase/decrease
Basics	See Narrative	N/A	N/A	N/A		N/A
Implementation of State Standards	See Narrative	N/A	N/A	N/A		N/A
Parent Engagement	See Narrative	N/A	N/A	N/A		N/A
Local Climate Survey	See Narrative	N/A	N/A	N/A		N/A

The Single Plan for Student Achievement

School: William Brooks Elementary School

CDS Code: 09618386005474

District: Buckeye Union Elementary School District

Principal: Kevin Cadden

Revision Date: October 10, 2017

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

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

Contact Person: Kevin Cadden

Position: Principal

Phone Number: (916)933-6618 x-2410

Address: 3610 Park Dr.
El Dorado Hills, CA 95762

E-mail Address: kcadden@buckeyeusd.org

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

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School Vision and Mission

William Brooks Elementary School's Vision and Mission Statements

The vision of William Brooks Elementary School is for every person in our learning community to feel safe, cared for and respected. We promote, model, and create lifelong learners who will become successful, productive, and contributing citizens. We want a school environment where respect for racial, language, physical, and ethnic differences is commonplace and that everyone's manner and actions support that respect. We want all students, staff, parents, and community members to see that their input and talents are valued contributions to our school success.

The mission at William Brooks Elementary School is to insure that students, staff, parents, and the community are committed to learning. We all work together to develop each student's full intellectual, emotional, and physical potential to optimize learning in our school community.

We believe that…

- Learning is a life long journey.
- All students can learn.
- A sense of family and community is a fundamental force in the development of an individual.
- Children and adults need to be treated with respect.
- All people have the right to a safe environment.
- Each individual is responsible for his/her own choices.
- Learning is risk-taking and involves mistakes. Mistakes are not failures but are learning experiences.
- Honesty, respect, and kindness build bridges among people.
- High expectations promote greater achievement and growth.
- Communication in every aspect of education is essential and ongoing.

The vision and mission statements were developed through the collaboration of staff, site council parents, and community through meetings and activities.

Our vision and mission is supported by our beliefs. Partnerships with students, staff, parents, and community provide all our students with a safe and nurturing environment. We want to deliver high quality learning experiences which address students' intellectual, emotional, physical, and psychological needs. We believe that students' success can only be achieved by "caring" about the whole child, especially their well being. It is important to all of us at William Brooks Elementary School that we model and provide programs that encourage and teach respect for others, self control, responsibility, accountability, and effective communication and conflict resolution that facilitate lifelong learning and skills. This vision drives our educational program for all students and stakeholders at William Brooks Elementary School.

School Profile

William Brooks School was the second elementary school built in the Buckeye Union School District. Brooks opened its doors in 1964 with approximately 100 students. Currently, William Brooks School is one of five elementary schools in the Buckeye Union School District and has an enrollment of approximately 513 students. The entire teaching staff is fully credentialed and includes a principal, 23 classroom teachers, three Resource/Special Day teachers, one Physical Education specialist, one .8 library associate, one .2 Instrumental Music Teacher, one .5 School Counselor, one .8 School Psychologist, and one part time county Speech Therapist. In addition, Brooks has 23 classified staff, 5 of these being part time instructional assistants. Instruction is delivered in 180 days on a single track schedule.

Brooks School has 25 classrooms connected to the Internet, a multi-purpose room, a fully automated library, an administrative office, a 35-station computer lab, Chromebook carts (each with 35 computers) in all 3rd through 5th grade classrooms, 6-8 Chromebooks to be used in stations in all the K-2 grade classrooms, and an outdoor nature/garden lab. Brooks also houses a county pre-school and a day care program that shares our playground before, after, and during school.

William Brooks provides the following programs and services: Gifted and Talented Education (GATE), Special Education services (RSP) & (SDC), English Language Learners (EL). Our students are provided part time services by a psychologist, a nurse, a health clerk, a speech therapist, a physical education specialist, an elementary counselor, and an instrumental music teacher. A library-media center and computer lab enrich and enhance the regular instructional program. We also offer exciting school-wide programs that include an Art Docent Program, Meet the Masters, a Garden Program, Cross Country Team, After School Running Club, STEM Club, Minecraft Club, Student Leadership, and a Talent and Art Show.

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 2017. The results of the survey indicate the following:
This section is summary of results across BUSD

- 84% of our families feel that their child is safe and secure from harassment.
- 87% of our families feel that the school is free of racial, cultural, or religious bias.
- 95% of our families feel the school is clean and well maintained.
- 91% of our families feel the educational program meets their child's needs at it pertains to reading.
- 90% of our families feel the educational program meets their child's needs at it pertains to writing.
- 89% of our families feel the educational program meets their child's needs at it pertains to math.
- 89% of our families feel the educational program meets their child's needs at it pertains to science.
- 89% of our families feel the educational program meets their child's needs at it pertains to social studies.
- 87% of our families feel the educational program meets their child's needs at it pertains to physical education.
- 65% of our families feel the educational program meets their child's needs at it pertains to visual and performing arts.
- 86% of our families feel the educational program meets their child's needs at it pertains to technology.

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 the evaluation cycle as outlined in the BUSD teacher contract. The findings from these observations help to determine next steps for professional development guides our literacy and technology coaches work and gives the school a snapshot of how teaching and learning occurs 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 spring 2017. The results of the assessment indicate the percent of students meeting and exceeding standards, in English Language Arts and Mathematics were 78% and 79%, respectively. In addition, the percent of each numerically significant subgroup meeting or exceeding standard was as follows:

	English Language Arts:	Mathematics
Students with Disabilities:	41%	47%
Economically Disadvantaged:	55%	55%
English Language Learner:	Not Numerically Significant	
Black/African American:	Not Numerically Significant	
American Indian or Alaskan:	Not Numerically Significant	
Asian:	79%	85%
Filipino:	Not Numerically Significant	
Hispanic:	56%	69%
Native Hawaiian or Pacific Islander:	Not Numerically Significant	
White:	82%	81%
2 or More Races:	Not Numerically Significant	

This year, K-2 classrooms are using the Benchmark Assessment System and SIPPS assessments in order to appropriately level students for reading instruction. In grades 1st-5th, students who are struggling with reading are referred to reading intervention on the basis of this data point and teacher observation.

Also, math intervention is provided to students in grades 3rd-5th four days a week for thirty minutes. Students are placed into math intervention based on previous data, teacher input, and results of the diagnostic assessment.

We are also using the MAP assessment program in grades 3rd-5th. 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 SBAC 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)

Teachers also use curriculum embedded assessments 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, provide data to be used for grouping students for instruction, reteaching, and differentiating instruction. In addition, each of our 3rd through 5th grade classes 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 it informs teachers how to differentiate their instruction and plan their curriculum. This assessment will be given at the start of the year (survey version) as a baseline and then given twice more at the trimesters. .

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 in (writing and/or mathematics). Training on these materials is ongoing. In addition, the District has introduced new (reading materials in grades K-3 and social studies/history materials in grades 6-8). Professional development for these materials will occur in the current year and we have ongoing instructional support provided by our district literacy coach throughout the school year.

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

   Teacher professional development on the implementation of new State Standards and assessments occurred in the 2014-2015 school year. This will occur throughout the 2017-2018 school year as well. Additionally, teachers have received professional development for the implementation of digital technology (i.e. Chromebooks) in the classroom. This professional development will continue through the 2017-2018 school year.

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 Instruct. For the 2017-2018 school year, teachers will 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 number of minutes, daily, in reading/language arts and students in grades K-5 receive 60 minutes in mathematics, daily.

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, Specially Designed Academic Instruction for English (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 are also able to receive counseling services as needed based on teacher and.or parent recommendation.

14. Research-based educational practices to raise student achievement

Teachers use a wide range of instructional strategies and summative and formative assessment 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: close reading strategies, questioning strategies, depth of knowledge training, training on the Standards of Math Practice, coaching in the areas of math and language arts.

Parental Involvement

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

William Brooks 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 two hundred volunteers put in thousands 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:

- PTA
- School Site Council
- Wellness Committee
- Budget Committee
- LCAP Committee

Student Support Activities:

- Classroom Assistance
- Art Docents
- Garden Lab Volunteers
- Yearbook
- Field Trip Chaperones
- Spelling Bee
- Room Parent

Fund Raising Activities:

- Harvest Carnival

- Jog-a-Thon
- Book Fair
- Brooks Gala

Other Fun Activities:
- Family Movie Night
- Family Breakfasts
- Family Dances
- Talent Show

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)

Parents/guardians are their children's first and most influential teachers. Continued parental involvement in the education of children contributes greatly to student achievement and a positive school environment.

We believe that when families, students, and the school staff work in partnership to help each student reach his/her potential, children are inclined to succeed not just in school, but throughout life.

To ensure effective involvement of parents, and to support a partnership between the school and parents, William Brooks shall:

1. Take the following actions to involve parents in the joint development and joint agreement of its Single Plan for Student Achievement:
a. Input gathered from meetings and surveys (CA Healthy Kids Survey, district parent survey, school survey, Site Council, etc.)
b. Meetings throughout the year to discuss and build consensus (Parent Advisory Committee and Brooks PTA)
c. Once final draft is adopted it will be posted on the school website.
d. Assess and share data from various surveys and assessments
e. Set goals based on data
2. Take the following actions to involve parents in the process of school review and improvement:
a. Analyze our school academic performance data with Site Council
b. Conduct parent conferences a minimum of once per year to inform parents of student progress
3. Provide to parents a description and explanation of the curriculum in use at the school and the proficiency levels students are expected to meet
a. At Back to School Night parents will receive copies of standards along with explanations of the assessments used
b. A link to the California Department of Education website may be accessed through our school's website
c. At parent conferences parents will have the opportunity to review and discuss their student work with the teachers and to hear about progress towards standards.
d. Parents will receive progress reports each trimester, and report cards three times a year
4. Conduct an annual survey with questions that assess the effectiveness of our parent involvement policy
a. The annual parent survey will continue to be administered
b. Results from the survey will be shared with site council, staff, and parents.
5. Involve the parent community to improve student academic achievement through the following activities:
a. All parents will receive a letter mailed to their home informing them of their child's assessment results on the annual SBA state achievement tests.
b. Parents will receive their child's assessment results and be invited to speak with school personnel regarding the state SBA results.
c. Results of CAASPP assessments will be shared with Site Council and Brooks PTA.
6. Provide materials and training to help parents work with their children to improve their children's academic achievement to foster parent involvement by offering:
a. Parent education training regarding how to support key grade level standards at home
b. Information about how to help students at home with homework and other curriculum-related activities will be shared at Back to School Night and in the school newsletter, as well as in parent-teacher conferences
c. School expectations and course content will be provided to parents at annual Back to School Night
7. Educate its teachers and staff in effective means of communication through in-services on the following topics:

a. Updating our website
b. Effective use of e-mail
c. Including information in parent and student bulletins, and posting those bulletins on our school website.
d. Parent bulletins are e-mailed home to allow communication to be done in a more timely manner.

Adoption

The Parent Involvement Policy was reviewed and adopted by the Parent Advisory Committee on 11/2/17.

Funding

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

William Brooks does not receive funds from Title 1 or Title III.

18. Fiscal support (EPC)

William Brooks does receive LCFF Supplemental Grant funding. This funding was used to provide math intervention targeting our at risk students in grades 3rd-5th. The funds were also used to purchase an online reading program called Lexia Core 5. District funding is provided for our Reading Intervention and ELD support teachers as well as our Literacy Coach which is shared between Brooks. Silva Valley, and Oak Meadow.

Description of Barriers and Related School Goals

Based on our comprehensive needs assessments we have found that students from socioeconomically disadvantaged households as well as students with disabilities are performing less well than their non socioeconomically disadvantaged or non-disabled peers in English Language Arts and Mathematics. Additionally we found that our students from Hispanic background also under-perform compared to other ethnic subgroups in both 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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	67	90	73	66	88	72	66	88	72	98.5	97.8	98.6
Grade 4	84	74	96	80	73	95	80	73	95	95.2	98.6	99
Grade 5	93	85	80	91	83	78	91	82	78	97.8	97.6	97.5
All Grades	244	249	249	237	244	245	237	243	245	97.1	98	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2478.0	2479.3	2487.0	44	49	47.22	35	27	31.94	14	10	16.67	8	14	4.17
Grade 4	2503.1	2503.5	2533.5	38	37	52.63	34	27	25.26	13	21	15.79	16	15	6.32
Grade 5	2543.0	2542.1	2553.3	34	28	41.03	40	43	35.90	15	21	14.10	11	9	8.97
All Grades	N/A	N/A	N/A	38	38	47.35	36	33	30.61	14	17	15.51	12	12	6.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	36	36	40.28	55	52	51.39	9	11	8.33
Grade 4	38	34	53.68	50	52	40.00	13	14	6.32
Grade 5	36	34	43.59	49	49	43.59	14	17	12.82
All Grades	37	35	46.53	51	51	44.49	12	14	8.98

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	50	57	47.22	39	30	51.39	11	14	1.39
Grade 4	26	40	46.32	56	45	49.47	18	15	4.21
Grade 5	40	40	51.28	48	50	37.18	12	10	11.54
All Grades	38	46	48.16	49	41	46.12	14	13	5.71

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	29	34	30.56	67	57	65.28	5	9	4.17
Grade 4	33	22	37.89	65	66	55.79	3	12	6.32
Grade 5	22	29	38.46	71	65	57.69	7	6	3.85
All Grades	27	29	35.92	68	62	59.18	5	9	4.90

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	44	42	44.44	45	49	48.61	11	9	6.94
Grade 4	29	25	49.47	44	67	48.42	9	8	2.11
Grade 5	43	41	29.49	46	50	57.69	11	9	12.82
All Grades	38	37	41.63	45	55	51.43	10	9	6.94

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	67	90	73	66	88	72	66	88	72	98.5	97.8	98.6
Grade 4	84	74	96	80	73	95	80	73	95	95.2	98.6	99
Grade 5	93	85	80	91	82	78	91	82	78	97.8	96.5	97.5
All Grades	244	249	249	237	243	245	237	243	245	97.1	97.6	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2484.6	2480.6	2488.0	42	47	34.72	36	30	52.78	11	10	11.11	11	14	1.39
Grade 4	2519.1	2515.3	2537.2	35	34	44.21	38	38	37.89	23	16	13.68	5	11	4.21
Grade 5	2549.8	2547.1	2552.7	37	32	33.33	27	39	34.62	25	17	21.79	10	12	10.26
All Grades	N/A	N/A	N/A	38	38	37.96	33	35	41.22	20	14	15.51	8	12	5.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	61	63	61.11	20	23	36.11	20	15	2.78
Grade 4	51	48	62.11	33	34	26.32	16	18	11.58
Grade 5	45	55	39.74	38	28	42.31	16	17	17.95
All Grades	51	56	54.69	31	28	34.29	17	16	11.02

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	50	48	50.00	38	36	43.06	12	16	6.94
Grade 4	34	36	53.68	55	47	36.84	11	18	9.47
Grade 5	41	28	34.62	40	55	51.28	20	17	14.10
All Grades	41	37	46.53	44	46	43.27	15	17	10.20

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	14-15	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**	**14-15**	**15-16**	**16-17**
Grade 3	52	56	44.44	44	32	51.39	5	13	4.17
Grade 4	50	45	57.89	35	47	37.89	15	8	4.21
Grade 5	32	27	32.05	56	60	55.13	12	13	12.82
All Grades	43	43	45.71	46	46	47.35	11	12	6.94

Conclusions based on this data:

1.

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		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
5	92	86		8	13		0	0		0	1	

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K			***						***						
1			17	***	60	67	***	40				17			
2			25	***	***	25	***	***	25				***		25
3		17		***	33			17	***		33				
4		***			***		***		***			***			
5	25	***		50	***		25	***							
Total	8	21	19	54	42	31	31	26	31		11	13	8		6

Conclusions based on this data:

1. As students progress in grade level their English language proficiency as measured by the CELDT has increased.

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		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				29	20			50		43	20		29	10	
1				***	60		***	40							
2				40	***		40	***					20		
3		17		***	33			17			33				
4		***		***	***		***			***					
5	40	***		40	***		20	***							
Total	8	13		44	37		20	33		16	13		12	3	

Conclusions based on this data:

1. We have higher percentages of EL students in the lower grades compared to years past.
2. Lower levels of English proficiency are noted in primary grades and proficiency increases in the upper grades.

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: Academic Achievement (ELA)
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREAS
SCHOOL GOAL #1:
Increase average scale score by 7 points for all students and all significant subgroups as measured by SBA assessment given in May 2018.
Data Used to Form this Goal:
We will use the summative data from the 2017 SBA assessment to measure progress towards this goal. Examination of each of the claims as well as grade level, class, and individual student scores will be used to identify areas of strength as well as areas for growth.
Findings from the Analysis of this Data:
The 2017 school year provided us with our baseline data for the SBA. The average scaled score on the ELA portion of the SBA for students in grades 3rd-5th was 2526 (56 points above level 3).
How the School will Evaluate the Progress of this Goal:
Progress of this goal will be evaluated based upon results of the 2018 SBA.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will work with district literacy coach around balanced literacy concepts.	August 2017-June 2018	Admin, teachers, literacy coach.	Supplies	4000-4999: Books And Supplies	LCFF - Base	2,000
Reading intervention for at risk students in grades 1st-5th.	Sept. 2017-May 2018	Admin, teachers, literacy coach, intervention teachers	Materials	4000-4999: Books And Supplies	LCFF - Base	1,000
Purchased online reading tools K-3 to provide students with additional differentiated reading materials.	Aug. 2017-May 2018	Principal and teachers	Reading A-Z	4000-4999: Books And Supplies	LCFF - Base	1,200
			Newsela	4000-4999: Books And Supplies	LCFF - Base	4,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Release time for teachers to complete assessments.	Sept. 2017- June 2018	Principal and Teachers	Substitute Teacher Costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	6,562
Staff Development/Training	August 2017-May 2018	Principal and Staff	Staff Professional Development	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,000
Flexible Seating	August 2017-May 2018	Principal, librarian, teachers	Materials to support flexible seating options	4000-4999: Books And Supplies	LCFF - Base	5,000
Summer Bridge Workbooks	June 2018	Principal, teachers	Materials to support learning over the summer months	4000-4999: Books And Supplies	LCFF - Base	2400
A teacher's aide will be brought on to provide additional support in the afternoon for some of our identified students..	September. 2017-June 2018	Principal, Teachers, TA	Teacher's Aide in RSP	2000-2999: Classified Personnel Salaries	LCFF - Base	3,500
30 minutes of time was added to intervention teachers schedule.	Sept. 2017- May 2018	Principal, Intervention Teachers	Increase Intervention Time	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,625

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: Academic Achievement (Math)
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #2:
Increase 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:
We will use the summative data from the 2018 SBA assessment to measure progress towards this goal. Examination of each of the claims as well as grade level, class, and individual student scores will be used to identify areas of strength as well as areas for growth.
Findings from the Analysis of this Data:
The 2017 school year provided us with our baseline data for the SBA. The average scaled score on the Math portion of the SBA for students in grades 3rd-5th was 2528 (46 points above level 3).
How the School will Evaluate the Progress of this Goal:
Progress of this goal will be evaluated based upon results of the 2018 SBAC.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers will be given release time to complete assessments and examine results.	Sept. 2017- May 2018	Principal and Teachers	Substitute Costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	6,562
Grade level release time will be used to examine students' needs and plan future units.	Sept. 2017-May 2018	Principal and Teachers	Substitute Costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,380
Math Intervention Materials	Aug. 2017-May 2018	Principal and Teachers	Material Costs	4000-4999: Books And Supplies	LCFF - Base	1,000
Moby Max Online Math Program	August 2017-May 2018	Principal and Teachers	Online Program	4000-4999: Books And Supplies	LCFF - Base	1,200

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: School Climate
LEA GOAL:
GOAL #5: PROMOTE THE DEVELOPMENT OF EACH STUDENT AS A "WHOLE" PERSON
SCHOOL GOAL #3:
By the end of the 2017-2018 school year, Brooks will establish a solid foundation around the PBIS framework. Students will know and understand the positive expectations around the campus.
Data Used to Form this Goal:
Data from past parent surveys and teacher input was examined to determine need for a positive behavior program that will be implemented school-wide.
Findings from the Analysis of this Data:
Parents are generally pleased and their feel their children are safe at school. There was currently no school-wide positive behavior program in place.
How the School will Evaluate the Progress of this Goal:
Parent and student surveys will be used to determine if students are aware of PBIS and if they feel it's beneficial.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS signage	August 2017	Principal and Staff	PBIS signs placed around the school	4000-4999: Books And Supplies	LCFF - Base	1200
Read aloud materials will be purchased for the principal to read books that reinforce the identified social emotional goals to all classes.	Aug. 2017-June 2018	Librarian/Principal	Books and materials to reinforce concepts in the classroom.	4000-4999: Books And Supplies	LCFF - Base	500
			Books for teachers to use in their classrooms will be purchased for checkout in the library	4000-4999: Books And Supplies	LCFF - Base	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Caught Ya Cards and Office Referral Forms	August 2017-May 2018	Principal and Teachers	Forms to reinforce positive behaviors. Forms to notify parents of office referrals.	4000-4999: Books And Supplies	LCFF - Base	1000

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: Suspension Rate
LEA GOAL:
GOAL #1: STUDENT ACHIEVEMENT – MAXIMIZE THE PERFORMANCE OF EACH STUDENT IN ALL ACADEMIC AREA
SCHOOL GOAL #4:
All staff will work with students to explicitly teach behavior expectations in an effort to prevent situations that could lead to student being suspended.
Data Used to Form this Goal:
Data from the CA Dashboard and LEA was used to establish this goal
Findings from the Analysis of this Data:
According to the CA Dashboard the status of the suspension rate at Brooks is Low and was maintained from last year at less than 1%.
How the School will Evaluate the Progress of this Goal:
Status on the goal will be evaluated based on suspensions and referral data that is entered into Eschool. Suspension rates will maintain or be reduced according to the CA Dashboard in 2018.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Proactive behaviors will taught using PBIS.	Aug. 2017- June 2018	Principal and Staff	Positive behaviors will be taught to all students using the PBIS framework.			

Planned Improvements in Student Performance

School Goal #5

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:
LEA GOAL:
SCHOOL GOAL #5:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

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
SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #2

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #3

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #4

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Centralized Services for Planned Improvements in Student Performance

Centralized Service Goal #5

SUBJECT: Centralized Services for Planned Improvements in Student Performance in
SCHOOL GOAL #5:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
LCFF - Base	42,189	60.00

Total Expenditures by Funding Source	
Funding Source	**Total Expenditures**
LCFF - Base	42,129.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	1,625.00
2000-2999: Classified Personnel Salaries	3,500.00
4000-4999: Books And Supplies	21,500.00
5000-5999: Services And Other Operating Expenditures	15,504.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,625.00
2000-2999: Classified Personnel Salaries	LCFF - Base	3,500.00
4000-4999: Books And Supplies	LCFF - Base	21,500.00
5000-5999: Services And Other Operating	LCFF - Base	15,504.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	28,287.00
Goal 2	10,142.00
Goal 3	3,700.00

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
Kevin Cadden	X				
Pam Graves			X		
Britni Miller		X			
Laura Haislip				X	
Elizabeth Davies				X	
Mary Young				X	
Numbers of members of each category:	**1**	**1**	**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 .

Attested:

Kevin Cadden		
Typed Name of School Principal	Signature of School Principal	Date
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

BUCKEYE UNION SCHOOL DISTRICT

PERSONNEL UPDATE
November 15, 2017

I. NEW CERTIFICATED/ADMINISTRATIVE STAFF

None

II. NEW CLASSIFIED/CLASSIFIED MGMT/CONFIDENTIAL STAFF

Elvira Absin	-Playground Monitor at 2.25 hours per day at Valley View Charter Montessori School -Effective November 6, 2017
Emily Carey	-Playground Monitor at 2.5 hours per day at Buckeye Elementary School -Effective October 31, 2017
David Carlson	-Teacher Associate (OH) at 6 hours per day at Rising Sun Montessori -Effective November 15, 2017
Theresa Juba-Van Rosendale	-Teacher Associate (OH) at 6 hours per day (5 on early release Wednesday) at Rolling Hills Middle School -Effective October 26, 2017
Kristy Scott	-Teacher Associate (OH) at 4 hours per day at Valley View Charter Montessori School -Effective November 1, 2017
Susan Slattery	-Playground Monitor at 2.5 hours per day at Camerado Springs Middle School -Effective October 23, 2017
Angela Thuesen	-Teacher Associate (OH) at 6 hours per day (5 on early release Wednesday) at Camerado Springs Middle School -Effective November 6, 2017

III. CHANGE OF STATUS

A. Certificated/Administrative

None

B. Classified

Veronica Coppa	-Teacher Associate at 1.5 hours at Silva Valley Elementary School -Now Teacher Associate at 1.5 hours at Blue Oak Elementary School -Effective October 17, 2017
Charles Hays	-Courier at 2.25 hours per day in the Transportation Department and Custodian (Central Kitchen) at 1.5 hours per day at Buckeye Elementary School -Now Courier at 2.25 hours per day in the Transportation Department -Effective October 31, 2017

Sheila Istvanick	-Playground Monitor at 2 hours per day at Blue Oak Elementary School -Now Playground Monitor at 2 hours per day and Crossing Guard at .5 hours per day at Blue Oak Elementary School
Valerie Raphael	-Crossing Guard at 1.0 per day at Blue Oak Elementary School -Now Crossing Guard at .5 per day at Blue Oak Elementary -Effective November 3, 2017
Graciela Schmaeling	-Cafeteria Assistant at 3.5 hours at Rolling Hills Middle School and .5 hour Crossing Guard at Silva Valley Elementary School -Now Cafeteria Assistant at 4 hours at Rolling Hills Middle School and .5 hour Crossing Guard at Silva Valley Elementary School -Effective November 1, 2017

IV. LEAVE OF ABSENCE REQUEST

A. Certificated
None

B. Classified
None

V. RESIGNATION

A. Certificated
None

B. Classified

Alex Wilde	-Computer Technician at Silva Valley, Buckeye and William Brooks Elementary Schools -Effective November 17, 2017

VI. RETIREMENT

A. Certificated
None

B. Classified/Confidential

Rebecca Korin-Darby	-Teacher Associate (OH) at Blue Oak Elementary School -Effective January 31, 2018
Terri Simon	-Cafeteria Assistant and Playground Monitor at Silva Valley, William Brooks and Buckeye -Effective December 29, 2017

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: XII.1

ACTION: Resolution No. 17-20 Finding the Buckeye Union School District's Purchase and Construction of the New District Office Tenant Improvements Project DSA Exempt Under California Education Code §17368 and Section 4-310 of the California Administrative Code

SITUATION:

On November 1, 2017, the Board approved the purchase of the new District Office and authorized staff to proceed with the construction of the New District Office Tenant Improvements Project. The building is located in a commercial business park and will be used by the District for districtwide administrative office purposes. Per Section 4-310 of the California Administrative Code and Education Code § 17368, the Governing Board is required to adopt a resolution stating that the District will not permit teachers and students to use or enter the building for instructional purposes.

These new District Office building itself and the pending new District Office Tenant Improvements Project have been designed and will be constructed and inspected per the California Building Code requirements. The design and construction oversight is being provided by CA licensed Architects and Engineers and meet the requirements of California Administrative Code 4-310.

PLAN:

The plan is to have the Board adopt Resolution No.17-20 finding that the District's purchase of the real property located at 5049 Robert J. Matthews Parkway, El Dorado Hills, California and the construction of the New District Office Tenant Improvements Project is DSA exempt under California Education Code §17368 and Section 4-310 of the California Administrative Code.

FISCAL IMPACT:

None.

SUPERINTENDENT'S RECOMMENDATION:

The Superintendent recommends that the Board approve Resolution No.17-20 finding the Buckeye Union School District's purchase and construction of the New District Office Tenant Improvements Project DSA Exempt Under California Education Code §17368 and Section 4-310 of the California Administrative Code.

BEFORE THE
GOVERNING BOARD
OF THE
BUCKEYE UNION SCHOOL DISTRICT

RESOLUTION FINDNG THE PURCHASE AND CONSTRUCTION OF THE NEW DISTRICT OFFICE TENANT IMPROVEMENTS PROJECT DSA EXEMPT UNDER CALIFORNA EDUCATION CODE §17368 AND SECTION 4-310 OF THE CALIFORNIA ADMINISTRATIVE CODE

RESOLUTION NO. 17-20

WHEREAS, on November 1, 2017 the Buckeye Union School District authorized staff to close escrow on the following real property:

> Property: 5049 Robert J. Matthews Pkwy (Assessor's Parcel No. 117-250-10-100), which consists of approximately .26 acres of land, together with a building consisting of approximately 11,520 gross square feet.

and authorized the Superintendent and/or designee to proceed with the construction of the tenant improvements for the new District Office; and

WHEREAS, pursuant to California Education Code §17368, any building that is used exclusively for District-wide administrative office purposes and is not located on a school site or is a building in which pupils are not required to enter, is not considered a "School Building" and as such is exempt from DSA structural or fire/life safety review and approval provided the school board adopts a resolution to such affect; and

WHEREAS, the new District Office is located in a commercial business park and shall not be used for instructional purposes nor is any pupil required to enter such building for such purposes; and

WHEREAS, notwithstanding the DSA exemption, the new District Office tenant improvements project has been designed and will be constructed and inspected per California Building Code requirements and approved by DSA for access compliance; and

NOW, THEREFORE, THE GOVERNING BOARD OF THE BUCKEYE UNION SCHOOL DISTRICT DOES HEREBY RESOLVE, DETERMINE AND ORDER AS FOLLOWS:

Section 1. That the above recitals are all true and correct.

Section 2. That the new District Office is declared a "non-school" building pursuant to Education Code §17368 and Section 4-310 of the California Administrative Code and that the structure shall not be used for school instruction purposes and that no pupils or teachers, as such, will be permitted to use the building for such purposes or be

subjected to a hazard resulting from its collapse. A copy of this Resolution shall be submitted to DSA.

Section 3. That the District Superintendent or designee shall ensure that the new District Office tenant improvements project will be designed, constructed and inspected per the California Building Code requirements.

Section 4. That the District Superintendent or designee shall post a sign on the building stating that such building does not meet the earthquake safety requirements of the California State Building Code and shall not be entered by pupils or teachers for instructional purposes as provided in Education Code §17368 and Title 24, Section 4-310.

Section 5. That the District Superintendent or designee shall send a copy of the adopted and signed resolution to the Division of State Architects.

Section 6. In the event any section or portion of this Resolution shall be determined invalid or unconstitutional, such section or portion shall be deemed severable and all other sections or portions hereof shall remain in full force and effect. The Board hereby declares that it would have passed this Resolution and each section, subsection, sentence, clause or phrase irrespective of the fact that any one or more sections, subsections, sentences, clauses or phrases be declared to be unconstitutional.

Passed and Adopted by roll call vote this November 15, 2017 by the following vote:

AYES: 4
NOES: 0
ABSENT: 1
ABSTAIN: 0

Winston E Pingrey

ROYCE GOUGH
President, Governing Board

I, Winston Pingrey, Clerk of the Governing Board of the Buckeye Union School District, do hereby certify that the foregoing resolution was regularly introduced, passed and adopted by the Governing Board at its meeting held on November 1, 2017.

WINSTON PINGREY
Clerk, Governing Board

BUCKEYE UNION SCHOOL DISTRICT

AGENDA ITEM #: XII. 2.

ACTION: Establish the Date of the Annual Organizational Meeting

SITUATION:
According to Education Code Section 35143, the governing board of each school district shall hold an annual organizational meeting.

The Education Code also provides that, unless otherwise provided by rule of the governing board, the day and time of the annual meeting shall be selected by the board at its regular meeting held immediately prior to December 1, and the board shall notify the County Superintendent of Schools of the day and time selected.

The El Dorado County Office of Education has notified the District that an annual meeting shall be held within a fifteen-day period that commences on December 1, 2017. (December 1-16, 2017)

PLAN:
Buckeye Union School District's regular December board meeting is scheduled for December 13, 2017, which is within the fifteen-day time requirement. The plan is to identify and establish the regular meeting of the board on December 13, 2017, as the annual organizational meeting.

FISCAL IMPACT:
N/A

SUPERINTENDENT'S RECOMMENDATION:
The Superintendent recommends that the Board identify and establish December 3, 2017, as the annual organizational meeting.