

School Year: **2021-22**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Silva Valley Elementary School	09618386110456	October 7, 2021	November 3, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

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.

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# 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).

The latest 5th grade student survey was conducted in the spring of 2021 (102 responses).

I feel safe at school.

Strongly Agree = 51%

Agree = 49%

Disagree = 0%

Strongly Disagree = 0%

I enjoy coming to school to see my friends.

Strongly Agree = 52%

Agree = 47%

Disagree = 1%

Strongly Disagree = 0%

I have positive relationships with teachers and other adults at school.

Strongly Agree = 31%

Agree = 66%

Disagree = 3%

Strongly Disagree = 0%

## 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 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

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

2020 - 2021 School Year

Due to the impacts of COVID-19, the State allowed Districts to administer a District-wide local assessment for the 2020-2021 school year. The Buckeye Union School District administered the FastBridge assessments in reading and mathematics in the spring of 2021.

79 % of students were proficient or above proficient in reading and 86% of students were proficient or above proficient in mathematics. The average percentile performance in reading was 61% and the average percentile performance in mathematics was 67%. The following is the average percentile performance for each at-risk student subgroup.

Math

All Students = 67%

Socio-Economically Disadvantaged = 61%

Students with Disabilities = 44%

English Learners = 55%

Foster Youth = not numerically significant

Homeless = not numerically significant

Asian = 70%

Hispanic (Latin X) = 56%

Two or More Races = 72%

White = 68%

Language Arts

All Students = 62%

Socio-Economically Disadvantaged = 50%

Students with Disabilities = 32%

English Learners = 29%

Foster Youth = not numerically significant

Homeless = not numerically significant

Asian = 72%

Hispanic (Latin X) = 48%

Two or More Races = 67%

White = 62%

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

The FASTBridge universal screener assessment program is used in grades 2 - 8. The FASTBridge 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.

#### 2019 - 2020 School Year

The site did not participate in the California Smarter Balanced Assessment in the spring of 2020 due to COVID 19 restrictions.

#### 2018 - 2019 School Year

The site participated in the administration of the California Smarter Balanced Assessment in the spring of 2019. The results of the assessment indicate the percent of students meeting and exceeding standards in

English Language Arts were as follows:

Grade 3 - 76%

Grade 4 - 66%

Grade 5 - 79%

Mathematics were as follows:

Grade 3 - 80%

Grade 4 - 69%

Grade 5 - 77%

#### ELA Results:

For the 2018 - 2019 school year, the percentage of students who scored above the level 3 proficiency threshold was 75%.

For the 2017 - 2018 school year, the percentage of students who scored above the level 3 proficiency threshold was 76%.

This is a decrease of (1)%.

For the 2018 - 2019 school year, the average distance from level 3 proficiency was 54.0.

For the 2017 - 2018 school year, the average distance from level 3 proficiency was 55.0.

This is a decrease of (1) point.

On the California Accountability Dashboard the performance level was maintained at blue for ELA.

Average distance of students from level 3 for all subgroups are as followed:

White = decrease of 6.0 from 61 to 55

Latinx = decrease of 2 from 45 to 43

Asian = N/A

Two or more races = increase of 30 from 36 to 66

Students with Disabilities (SWD) = increase of 13 from -51 to -38

Socio-Economically Disadvantaged (SED) = increase of 15 from 8 to 23

Foster/ Youth Homeless = N/A

English Learners (EL) = N/A

American Indian/ Alaskan = N/A

African- American = N/A

#### Math Results:

For the 2018 - 2019 school year, the percentage of students who scored above the level 3 proficiency threshold was 77%.

For the 2017 - 2018 school year, the percentage of students who scored above the level 3 proficiency threshold was 78%.

This is a decrease of (1)%.

For the 2018 -2019 school year, the average distance from level 3 proficiency was 47.0 points.

For the 2017 - 2018 school year, the average distance from level 3 proficiency was 45.0 points.

This is an increase of 2 points.

On the California Accountability Dashboard the performance level was maintained at blue.

Average distance of students from level 3 for all subgroups are as followed:

White = increase of 1.0 from 50 to 51

Latinx = increase of 4 from 30 to 34

Asian = N/A

Two or more races = increase of 11 from 43 to 54

Students with Disabilities (SWD) = increase of 27 from -64 to -37

Socio-Economically Disadvantaged (SED) = increase of 25 from 4 to 29

Foster/ Youth Homeless = N/A

English Learners (EL) = N/A

American Indian/ Alaskan = N/A

African- American = N/A

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The FASTBridge universal screener assessment program is used in grades 2 - 8. The FASTBridge 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.

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 2 - 5 administer the FASTBridge assessment program as a universal screener. This assessment will be given at the start of the year as a baseline and then given mid second trimester. Teachers administer the English Language Arts and Math assessments.

Teachers also use curriculum-embedded assessments in all subject areas to monitor student progress on a daily, weekly, or 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

Status of meeting requirements for highly qualified staff (ESEA)

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

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 participated in NGSS professional development and grades 3 -5 received literacy coaching on small leveled reading groups to support our Balanced Literacy Curriculum. In the 2018-2019 school year, teachers received training in the Amplify Science program.

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

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

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. The District continues to employ a Director of Curriculum and Instruction.

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, monitor pacing, analyze assessments, and monitor student progress.

## Teaching and Learning

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.

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.

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.

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.

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

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

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

are afforded the opportunity to meet with our part-time school counselor either one-on-one or in group sessions. Students with more specific social /emotional needs and who are on an IEP or 504 may be recommended for further mental health services.

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

Silva Valley Elementary School uses the following Tier 1 Supports for all students:  
SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words)  
BAS (Benchmark Assessment System) for reading  
Math Benchmark Assessments  
Differentiated Instruction  
Rewards (multisyllabic word work grades 4/5)  
RAZ Kids (K-2)  
Learning Ally  
Leveled Book room with text sets  
Partnership with Sierra Assistance League for Literacy Development  
GLAD (Guided Language Acquisition Development)  
Small flexible group instruction in core subject areas such as reading or math  
Cross-age tutors  
Parent/community volunteers

Silva Valley Elementary School uses the following Tier 2 Supports for all students:  
Reading Intervention -LLI (Leveled Literacy Intervention)  
Math Intervention Program (MIP)

### Evidence-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 Engagement

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 which may vary due to COVID 19 Guidelines:

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

**Student Support Activities:** Cross Country volunteers, field trip chaperones, classroom volunteers, and Intel PC Pals

**Fundraising Activities:** Fun Run, Harvest Festival, Green & Gold Gala, and Corporate Sponsors

**Other Fun Activities:** Back-to-School Night, Open House, Back to School Ice Cream Social, Spirit Days, Harvest Festival, classroom plays, and the Halloween Parade

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

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:

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 and the community of the school website.

**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. 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. Conferences for all students are held during the first trimester for 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.

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.

Silva Valley will conduct a 5th Grade Student Survey at the end 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. School expectations and course content will be provided to parents at 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,

and posting information on parent involvement opportunities on the school website and school marquee.

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

## Funding

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

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

## Fiscal support (EPC)

Silva Valley Elementary 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. Site Funds are allocated for substitutes on Assessment days for SIPPS, BAS assessments, and District required assessments.

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

The SPSA is developed by the Silva Valley Site Council which consists of classified staff, certificated staff, parents, and school administration. Regularly scheduled meetings are held throughout the school year to analyze data, develop goals, and monitor progress. For the 2020 - 2021 school year site council meetings will be scheduled for:

Thursday August 26, 2021

Thursday September 9, 2021

Thursday October 7, 2021

Tuesday November 4, 2021

Tuesday December 2, 2021

Tuesday January 13, 2022

Tuesday February 10, 2022

Thursday March 3, 2022

Meetings will start at 2:30 PM and be held virtually through Zoom.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

No resource inequities have been identified.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	%		0	
African American	1.16%	1.69%	0.7%	6	8	3
Asian	5.79%	5.08%	6.2%	30	24	27
Filipino	0.77%	0.64%	0.9%	4	3	4
Hispanic/Latino	14.29%	13.56%	11.3%	74	64	49
Pacific Islander	%	0%	%		0	
White	68.73%	71.4%	72.8%	356	337	316
Multiple/No Response	9.27%	7.63%	8.1%	48	36	35
	<b>Total Enrollment</b>			518	472	434

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	88	73	47
Grade 1	63	72	66
Grade 2	85	67	67
Grade3	108	90	59
Grade 4	60	109	91
Grade 5	114	61	104
<b>Total Enrollment</b>	518	472	434

### Conclusions based on this data:

1. Overall, student enrollment is declining.
2. Overall, student enrollment by subgroup continues to stay relatively consistent.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	13	10	11	2.5%	2.1%	2.5%
Fluent English Proficient (FEP)	21	10	10	4.1%	2.1%	2.3%
Reclassified Fluent English Proficient (RFEP)	4	0	1	30.8%	0.0%	10.0%

### Conclusions based on this data:

1. EL students remain a small percentage of the students at Silva Valley.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	97	53	104	96	53	103	96	53	103	99	100	99
Grade 4	98	108	64	96	107	64	96	107	64	98	99.1	100
Grade 5	113	103	112	112	102	112	112	102	112	99.1	99	100
All	308	264	280	304	262	279	304	262	279	98.7	99.2	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2492.	2491.	2484.	59.38	58.49	51.46	16.67	16.98	25.24	18.75	18.87	15.53	5.21	5.66	7.77
Grade 4	2514.	2526.	2505.	45.83	48.60	32.81	30.21	24.30	32.81	14.58	18.69	23.44	9.38	8.41	10.94
Grade 5	2551.	2551.	2567.	38.39	31.37	42.86	39.29	46.08	35.71	14.29	13.73	16.07	8.04	8.82	5.36
All Grades	N/A	N/A	N/A	47.37	43.89	43.73	29.28	31.30	31.18	15.79	16.79	17.56	7.57	8.02	7.53

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	53.13	54.72	57.28	35.42	39.62	31.07	11.46	5.66	11.65	
Grade 4	36.46	36.45	45.31	55.21	50.47	40.63	8.33	13.08	14.06	
Grade 5	42.86	42.16	47.32	47.32	47.06	45.54	9.82	10.78	7.14	
All Grades	44.08	42.37	50.54	46.05	46.95	39.07	9.87	10.69	10.39	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	54.17	43.40	37.86	36.46	49.06	49.51	9.38	7.55	12.62
Grade 4	45.83	46.73	23.44	46.88	43.93	59.38	7.29	9.35	17.19
Grade 5	49.11	48.04	44.64	39.29	42.16	42.86	11.61	9.80	12.50
All Grades	49.67	46.56	37.28	40.79	44.27	49.10	9.54	9.16	13.62

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	39.58	37.74	42.72	56.25	56.60	50.49	4.17	5.66	6.80
Grade 4	28.13	35.51	25.00	62.50	60.75	68.75	9.38	3.74	6.25
Grade 5	33.93	35.29	40.18	58.04	61.76	55.36	8.04	2.94	4.46
All Grades	33.88	35.88	37.63	58.88	60.31	56.63	7.24	3.82	5.73

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	45.28	37.86	43.75	43.40	51.46	6.25	11.32	10.68
Grade 4	33.33	48.60	26.56	57.29	43.93	62.50	9.38	7.48	10.94
Grade 5	49.11	39.22	46.43	42.86	50.98	45.54	8.04	9.80	8.04
All Grades	44.41	44.27	38.71	47.70	46.56	51.61	7.89	9.16	9.68

**Conclusions based on this data:**

1. In spring of 2021, the District administered the FastBridge assessments in reading and mathematics. Results are attached.
2. Based on the Fastbridge results, socio-economically disadvantaged students scored the highest while English Learner students scored the lowest.
3. Based on the Fastbridge results, Asian identified students scored the highest while Hispanic identified students scored the lowest.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	97	53	104	97	53	104	97	53	104	100	100	100
Grade 4	98	108	64	97	108	64	97	108	64	99	100	100
Grade 5	113	103	112	113	102	112	113	102	112	100	99	100
All	308	264	280	307	263	280	307	263	280	99.7	99.6	100

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2486.	2491.	2488.	39.18	52.83	42.31	44.33	32.08	38.46	13.40	9.43	12.50	3.09	5.66	6.73
Grade 4	2512.	2530.	2510.	29.90	41.67	31.25	36.08	34.26	37.50	27.84	20.37	25.00	6.19	3.70	6.25
Grade 5	2564.	2564.	2582.	42.48	48.04	54.46	31.86	26.47	23.21	18.58	18.63	17.86	7.08	6.86	4.46
All Grades	N/A	N/A	N/A	37.46	46.39	44.64	37.13	30.80	32.14	19.87	17.49	17.50	5.54	5.32	5.71

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	64.95	71.70	61.54	26.80	20.75	28.85	8.25	7.55	9.62
Grade 4	50.52	56.48	48.44	37.11	33.33	32.81	12.37	10.19	18.75
Grade 5	55.75	58.82	62.50	33.63	32.35	28.57	10.62	8.82	8.93
All Grades	57.00	60.46	58.93	32.57	30.42	29.64	10.42	9.13	11.43

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.33	49.06	47.12	50.52	39.62	48.08	5.15	11.32	4.81
Grade 4	29.90	47.22	40.63	57.73	39.81	48.44	12.37	12.96	10.94
Grade 5	45.13	43.14	51.79	46.02	48.04	41.07	8.85	8.82	7.14
All Grades	40.07	46.01	47.50	51.14	42.97	45.36	8.79	11.03	7.14

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	47.42	60.38	52.88	46.39	32.08	41.35	6.19	7.55	5.77
<b>Grade 4</b>	36.08	48.15	39.06	51.55	44.44	50.00	12.37	7.41	10.94
<b>Grade 5</b>	29.20	36.27	49.11	61.06	53.92	45.54	9.73	9.80	5.36
<b>All Grades</b>	37.13	46.01	48.21	53.42	45.63	45.00	9.45	8.37	6.79

**Conclusions based on this data:**

1. In spring of 2021, the District administered the FastBridge assessments in reading and mathematics. Results are attached.
2. Based on the Fastbridge results, Socio-Economically Disadvantaged students scored the highest while Students with Disabilities scored the lowest.
3. Based on the Fastbridge results, Asian identified students scored the highest while Hispanic identified students scored the lowest.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	*	*	*	*	*	*	*	*
Grade 1	*	*	*	*	*	*	*	*
Grade 2	*	*	*	*	*	*	*	*
Grade 3	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*	*	*
Grade 5		*		*		*		*
All Grades							*	12

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*
All Grades	*	16.67	*	25.00	*	25.00	*	33.33	*	12

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	*	*		*	*	*	*	*
2	*	*		*	*	*		*	*	*
4	*	*	*	*		*		*	*	*
All Grades	*	8.33	*	33.33	*	33.33	*	25.00	*	12

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		*	*	*	*	*		*	*	*
2	*	*	*	*		*	*	*	*	*
4		*	*	*	*	*		*	*	*
All Grades	*	8.33	*	25.00	*	33.33	*	33.33	*	12

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	8.33	*	58.33	*	33.33	*	12

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	25.00	*	33.33	*	41.67	*	12

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
2	*	*	*	*	*	*	*	*
All Grades	*	8.33	*	58.33	*	33.33	*	12

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
All Grades	*	25.00	*	50.00	*	25.00	*	12

**Conclusions based on this data:**

1. Silva Valley Elementary has a small number of students who took the ELPAC during the 2018-2019 school year.
2. Due to COVID-19, there is no ELPAC data for the 2019-2020 school year.

# School and Student Performance Data

## Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides information about the school's student population.

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
472	6.4	2.1	0.4
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	10	2.1
Foster Youth	2	0.4
Socioeconomically Disadvantaged	30	6.4
Students with Disabilities	42	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.7
Asian	24	5.1
Filipino	3	0.6
Hispanic	64	13.6
Two or More Races	36	7.6
White	337	71.4

### Conclusions based on this data:

- Overall, the percentage of identified subgroups (SED, EL and Foster Youth) are a relatively small percentage.
- At Silva Valley, White is the largest student group by enrollment by race/ethnicity.

# School and Student Performance Data

## Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 577 479 609"><b>English Language Arts</b></p>  <p data-bbox="305 659 360 684">Blue</p>	<p data-bbox="673 577 950 609"><b>Chronic Absenteeism</b></p>  <p data-bbox="764 659 852 684">Orange</p>	<p data-bbox="1177 577 1404 609"><b>Suspension Rate</b></p>  <p data-bbox="1252 659 1328 684">Green</p>
<p data-bbox="251 777 414 808"><b>Mathematics</b></p>  <p data-bbox="305 858 360 884">Blue</p>		

#### Conclusions based on this data:

1. Overall, academic performance is very good; however, the site council would like to get all indicators to the blue area.

# School and Student Performance Data

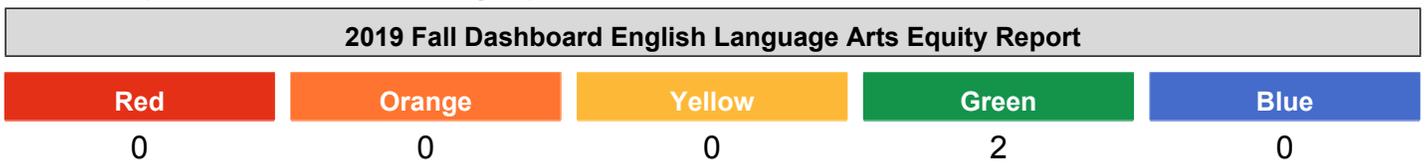
## Academic Performance English Language Arts

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>53.5 points above standard</p> <p>Maintained -1.5 points</p> <p>276</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>10.8 points above standard</p> <p>Declined -5.7 points</p> <p>15</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>24.5 points above standard</p> <p>Increased Significantly ++16.1 points</p> <p>28</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>36.4 points below standard</p> <p>Increased ++13 points</p> <p>36</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 No Performance Color 40 points above standard Declined Significantly -15.7 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 43.2 points above standard Maintained -2.3 points 35	 No Performance Color 65.6 points above standard Increased Significantly ++29.7 points 32	 No Performance Color 0 Students	 Green 54.9 points above standard Declined -5.6 points 183

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 8	53.5 points above standard Maintained ++0.8 points 251

**Conclusions based on this data:**

- Overall, Silva Valley Elementary scored in the blue area for English/Language Arts, the highest performance area; however, there was a slight decline in the overall score.
- In the performance areas of All Students/Student Group, students with disabilities and socioeconomically disadvantaged students scores improved, while English Learners and All Students declined.
- In the performance areas of performance of Race/Ethnicity, students of two or more races improved, while Hispanic, White, and Asian students declined.

# School and Student Performance Data

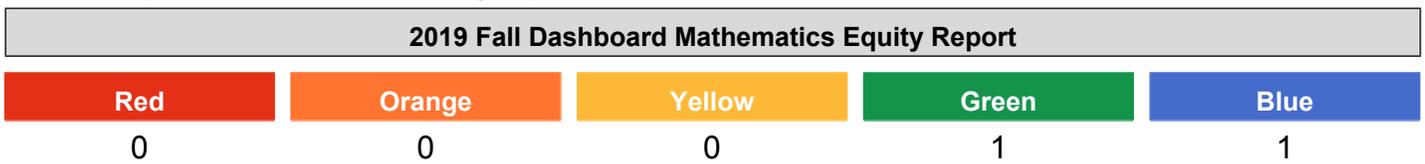
## Academic Performance Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>46.6 points above standard</p> <p>Maintained ++2.2 points</p> <p>277</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>30.2 points above standard</p> <p>Increased Significantly ++32.7 points 15</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>No Performance Color</p> <p>28.4 points above standard</p> <p>Increased Significantly ++24 points 28</p>	<p><b>Students with Disabilities</b></p> <p>No Performance Color</p> <p>37 points below standard</p> <p>Increased Significantly ++31.3 points 37</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5		 No Performance Color 31.2 points above standard Declined -10.9 points 17	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Green 33.7 points above standard Increased ++3.8 points 35	 No Performance Color 54 points above standard Increased ++11.2 points 32		 Blue 51 points above standard Maintained ++1.2 points 184

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 7	Less than 11 Students - Data Not Displayed for Privacy 8	45.3 points above standard Maintained ++1.3 points 252

#### Conclusions based on this data:

- Overall, Silva Valley Elementary School scored in the blue area in mathematics, the highest performance area and there was a slight increase in the overall score.
- In the performance area of All Students/Student Group, students with disabilities, socioeconomically disadvantaged students, English Learners, and All students improved.
- In the performance area of performance of Race/Ethnicity, students of two or more races, Hispanic, White improved, while Asian students declined.

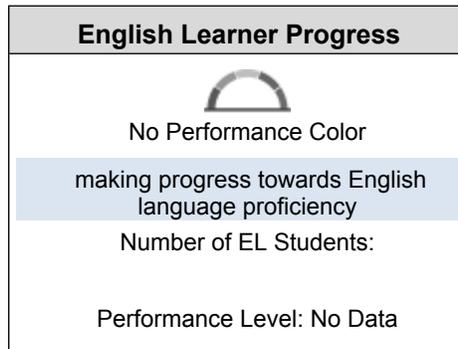
# School and Student Performance Data

## Academic Performance English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results



#### Conclusions based on this data:

1. No data to report.

# School and Student Performance Data

## Academic Performance College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

### Conclusions based on this data:

- No data to report.

# School and Student Performance Data

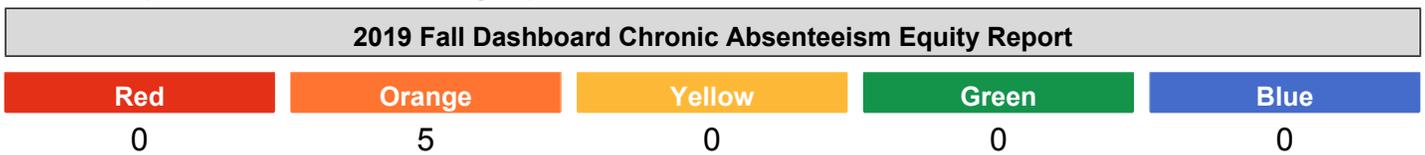
## Academic Engagement Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>5.9</p> <p>Increased +1.2</p> <p>528</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>13</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>9.5</p> <p>Increased +1.5</p> <p>42</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>12.1</p> <p>Increased +4.9</p> <p>58</p>

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 3.3 Declined -7 30	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.3 Increased +1.3 75	 Orange 6.1 Increased +1.8 49	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 5.5 Increased +1.8 364

**Conclusions based on this data:**

- Overall, Silva Valley Elementary School scored in the orange area, the second lowest performance area; however, there was a slight improvement in the overall score.
- In the performance area of All Student group, students with disabilities, socioeconomically disadvantaged students, and All students improved.
- In the performance area of Race/Ethnicity, two or more races, White, and Hispanic students improved.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

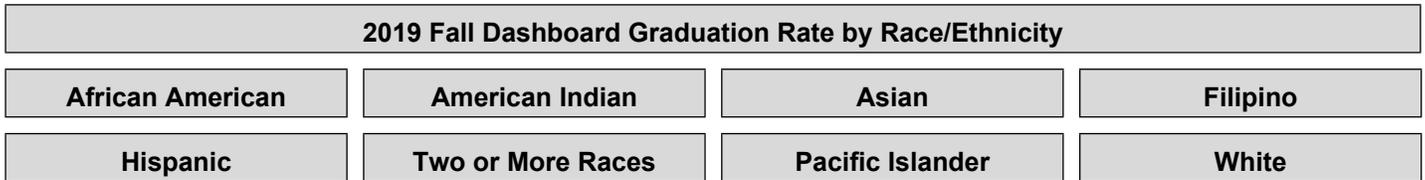
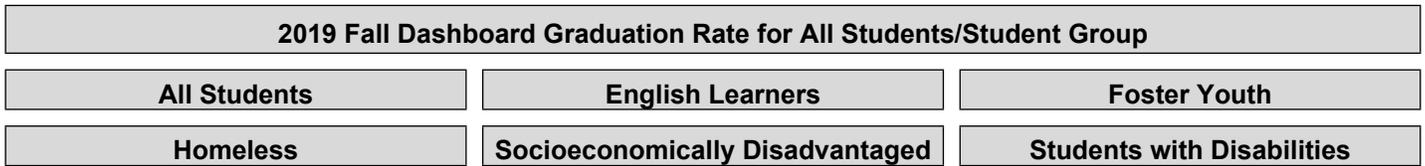
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

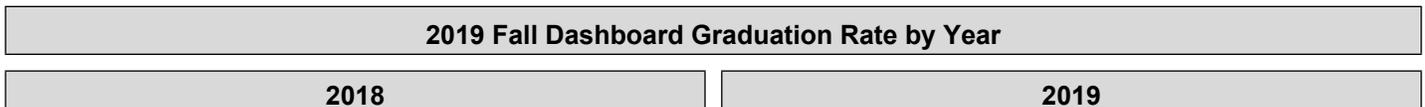
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



### Conclusions based on this data:

1. No data to report.

# School and Student Performance Data

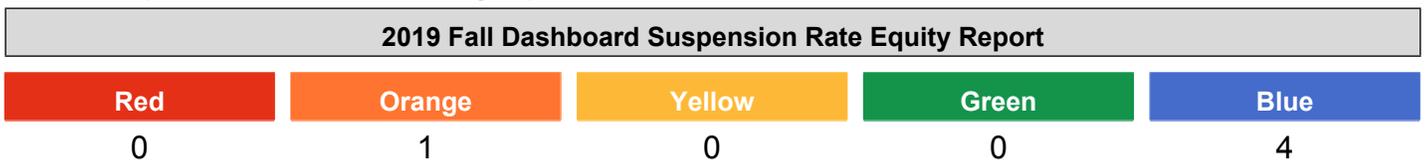
## Conditions & Climate Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#).

The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>0.8</p> <p>Maintained +0.2</p> <p>532</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>13</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Reported</p> <p>2</p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Blue</p> <p>0</p> <p>Declined -1.9</p> <p>44</p>	<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>58</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 6		 No Performance Color 0 Maintained 0 30	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 75	 Blue 0 Maintained 0 50		 Orange 1.1 Increased +0.3 367

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.6	0.8

**Conclusions based on this data:**

1. Overall, Silva Valley Elementary School scored in the green area, the second highest performance area and there was a slight improvement in the overall score.
2. Overall, the suspension rate at Silva Valley remains very low.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

English Language Arts

## LEA/LCAP Goal

To improve student academic performance in the area of English Language Arts

## Goal 1

Increase the average distance from meeting standards in English Language Arts by a score of 3 points for all students and all significant subgroups as measured by SBA assessment.

## Identified Need

2020 - 2021 School Year

The site did not participate in the California Smarter Balanced Assessment in the spring of 2021 due to COVID 19 restrictions. In lieu of administering the Smarter Balanced Assessment the District administered the FastBridge Assessment through Illuminate in the spring of 2021. These assessments were given three times during the school year: fall, winter, and spring. The results of these assessments are given as a percentage of the students who were proficient:

Language Arts

Grade 2

Grade 3

Fall = 79 %

Winter = 89 %

Spring = 92%

Grade 4

Fall = 83 %

Winter = 87 %

Spring = 84%

Grade 5

Fall = 89 %

Winter = 88 %

Spring = 94%

2019-2020 School Year

There is no SBA data for the 2019 - 2020 school year due to cancelation of SBA tests in the spring of 2020 due to COVID-19. However, below are the FASTBridge Data for aReading.

Grade 3 Fall = 81% proficient

Grade 4 Fall = 87% proficient

Grade 5 Fall = 89% proficient

For the 2018 - 2019 school year, the percentage of students who scored above the level 3 proficiency threshold was 75%.

For the 2017 - 2018 school year, the percentage of students who scored above the level 3 proficiency threshold was 76%.

This is a decrease of (1)%.

For the 2018 - 2019 school year, the average distance from level 3 proficiency was 53.5.

For the 2017 - 2018 school year, the average distance from level 3 proficiency was 55.0.

This is a decrease of (1.5) point.

On the California Accountability Dashboard the performance level was maintained at blue.

Average distance of students from level 3 for all subgroups are as followed:

White = decrease of 5.6 from 60.5 to 54.9

Latinx = decrease of 2.3 from 45.5 to 43.2

Asian = decrease of 15.7 from 65.7 to 40.0

Two or more races = increase of 29.7 from 35.9 to 65.6

Students with Disabilities (SWD) = increase of 13 from -51 to -38

Socio-Economically Disadvantaged (SED) = increase of 15 from 8 to 23

Foster/ Youth Homeless = N/A

English Learners (EL) = decrease of 5.7 from 16.5 to 10.8

American Indian/ Alaskan = N/A

African- American = N/A

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBA Assessment from spring of 2019	Average distance from level 3 = 53.5 in level blue	Improvement to 56.5 to maintain level blue

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Ongoing support will be provided to increase student exposure to reading texts(classroom libraries, AR nonfiction reading, SNAP nonfiction curriculum grades 3 - 5 and School-wide curriculum grades K - 5).

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	District Funded 4000-4999: Books And Supplies Reading supplies and materials.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Reading Intervention Program - Leveled Literacy Intervention (LLI)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
38,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Leveled Literacy Intervention(LLI) for grades 1 - 3 services
1,000.00	Site Formula Funds 4000-4999: Books And Supplies

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Use of supplemental supplies and curriculum to support reading

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF - Supplemental 4000-4999: Books And Supplies

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities (SED)

### Strategy/Activity

Sunday Reading Program for Identified students

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

3,000

#### Source(s)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Temporary hiring of Aide to support implementation. Expenditures will end on October 21, 2020.

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Grade Level Collaboration

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

1,000.00

#### Source(s)

Site Formula Funds  
1000-1999: Certificated Personnel Salaries  
Teacher release time to collaborate with administration, to plan/prepare for differentiation, to assess students for progress monitoring

# Annual Review

## SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

# ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the data showed students maintained their level of proficiency as measured by SBA testing.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Math

## LEA/LCAP Goal

To improve the academic performance of all students in the area of math.

## Goal 2

Increase the average distance from meeting standards in math by a score of 3 points for all students and all significant subgroups as measured by SBA assessment.

## Identified Need

2020 - 2021 School Year

The site did not participate in the California Smarter Balanced Assessment in the spring of 2021 due to COVID 19 restrictions. In lieu of administering the Smarter Balanced Assessment the District administered the FastBridge Assessment through Illuminate in the spring of 2021. These assessments were given three times during the school year: fall, winter, and spring. The results of these assessments are given as a percentage of the students who were proficient:

Math

Grade 3

Fall = 86 %

Winter = 87%

Spring = 73%

Grade 4

Fall = 93 %

Winter = 93 %

Spring = 95%

Grade 5

Fall = 90 %

Winter = 90 %

Spring = 98%

2019 - 2020 School Year

There is no SBA data for the 2019 - 2020 school year due to cancelation of SBA tests in the spring of 2020 due to COVID-19. Instead, the FASTBridge Assessments were administered in the spring.

FASTBridge Data for aMath

Grade 3 Fall = 86% proficient

Grade 4 Fall = 90% proficient

Grade 5 Fall = 91% proficient

For the 2018 - 2019 school year, the percentage of students who scored above the level 3 proficiency threshold was 77%.

For the 2017 - 2018 school year, the percentage of students who scored above the level 3 proficiency threshold was 78%.

This is a decrease of (1)%.

For the 2018 -2019 school year, the average distance from level 3 proficiency was 46.6 points.

For the 2017 - 2018 school year, the average distance from level 3 proficiency was 45.0 points.

This is an increase of 2 points.

On the California Accountability Dashboard the performance level was maintained at blue.

Average distance of students from level 3 for all subgroups are as followed:

White = increase of 1.2 from 49.8 to 51

Latinx = increase of 3.8 from 29.9 to 33.7

Asian = decline of 10.9 from 42.1 to 31.2

Two or more races = increase of 11.2 from 42.8 to 54

Students with Disabilities (SWD) = increase of 31.3 from -68.3 to -37

Socio-Economically Disadvantaged (SED) = increase of 24 from 4.4 to 28.4

Foster/ Youth Homeless = N/A

English Learners (EL) = increase 32.7 from -2.5 to 30.2

American Indian/ Alaskan = N/A

African- American = N/A

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBA Assessment from spring of 2019	average distance from level 3 proficiency standard = 46.6 in level blue	average distance from level 3 proficiency standard of 49.6 to maintain level blue

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Math Intervention Pull-Out Program focusing on EL, Foster Youth & SED students

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12,000.00	LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Pull-out small group instruction based on student need
1,000.00	Site Formula Funds 4000-4999: Books And Supplies Supplies and materials

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Supplemental Supplies/Curriculum to support differentiation for math

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Site Formula Funds 4000-4999: Books And Supplies Supplemental Supplies/Curriculum to support differentiation for math

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Grade Level Collaboration

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher release time to collaborate with administration, to plan/prepare for

differentiation, to assess students for progress monitoring

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, the data showed students maintained their level of proficiency as measured by SBA testing.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Chronic Absenteeism

## LEA/LCAP Goal

To provide a safe, nurturing, and challenging educational environment in which all students are eager learners, realize their full potential, exhibit positive self-esteem, and are successful, productive citizens now, and in the future.

## Goal 3

By the end of the 2021 - 2022 school year, the chronic absenteeism rate will decline by 1.0% to 4.9 % or lower, moving Silva Valley from the color orange to green on the CA Dashboard.

## Identified Need

Due to the COVID-19 pandemic, the California Dashboard which tracks the chronic absenteeism rate has been suspended. As a result, there is no chronic absenteeism data for the 2020 - 2021 school year. However, anecdotal data suggests parents, in general, are more attentive the absenteeism of students. Specifically in the 2020 - 2021 school year, Silva Valley Elementary is seeing more parents request independent study contracts when needed and parents are more diligent reporting reporting student absences in a timely manner.

There is no chronic absenteeism data for the 2019 - 2020 school year due to closure of schools in the spring of 2020 due to COVID-19.

For the 2018 - 2019 school year, the chronic absenteeism rate was 5.9%.

For the 2017 - 2018 school year, the chronic absenteeism rate was 4.7%.

This was an increase by 1.2 % from the previous school year.

On the California Accountability Dashboard for the 2018-2019 school year the chronic absenteeism level declined from level green to level orange.

Performance of all subgroups are as followed:

White = increase of 1.8% from 3.7% to 5.5%

Latinx = increase of 1.3% from 8.0% to 9.3%

Asian = decrease of (7) % from 10.3% to 3.3 %

Two or more races = increase of 1.8% from 4.3% to 6.1%

Students with Disabilities (SWD) = increase of 4.9 % from 7.2% to 12.1%

Socio-Economically Disadvantaged (SED) = increase of 1.5% from 8.0% to 9.5%

Foster/ Youth Homeless = N/A

English Learners (EL) = no change 0% to 0%

American Indian/ Alaskan = N/A

African- American = N/A

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism data from the CA Dashboard.	There is no data for the 2019 - 2020 and 2020 - 2021 school year. For the 2018 - 2019 school year, the chronic absenteeism rate was 5.9% which is level orange.	By the end of the 2021 - 2022 school year, the chronic absenteeism rate will decline by 1.0% to 4.9 % or lower. This will move Silva Valley from color orange to green on the CA Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parents of students who had an excessive number of absences the previous school year.

### Strategy/Activity

Parents of students who were identified during the 2020 - 2021 school year as having an excessive number of absences will be monitored by office staff and absenteeism monitored through the school year.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

0

#### Source(s)

None Specified  
None Specified  
Office staff will monitor the absences of students during the school year.

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Parents will be contacted by the principal if they have an excessive number of absences and, if needed, a Student Study Team meeting will be scheduled for students who are having attendance concerns.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified  
None Specified  
Meetings will be scheduled throughout the school year for students who are having attendance concerns.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent meetings will be scheduled for students with attendance concerns, chronic absenteeism, and SARB data will be monitored.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Suspension Rate

## LEA/LCAP Goal

To provide a safe, nurturing, and challenging educational environment in which all students are eager learners, realize their full potential, exhibit positive self-esteem, and are successful, productive citizens now, and in the future.

## Goal 4

The suspension rate will decline or stay the same.

## Identified Need

For the 2020 - 2021 school year, one student was suspended.  
 For the 2019 - 2020 school year, no students were suspended.  
 For the 2018-2019 school year, the suspension rate was 0.6%  
 For the 2017-2018 school year, the suspension rate was 0.2%

For the 2018- 2019 school year, the California Accountability Dashboard the suspension rate level declined from level green to level yellow.

For the 2018 - 2019 school year, performance levels of all subgroups are as followed:

White = increase of 0.3% from 0.8% to 1.1%

Latinx = no change of 0% to 0%

Asian = no change of 0% to 0%

Two or more races = no change of 0% to 0%

Students with Disabilities (SWD) = decrease of 1.9% from 1.9% to 0%

Socio-Economically Disadvantaged (SED) = decrease of 1.9% from 1.9% to 0%

Foster/ Youth Homeless = N/A

English Learners (EL) = N/A

American Indian/ Alaskan = N/A

African- American = N/A

## Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

Suspension data will be obtained from the CA Dashboard.

For the 2018-2019 school year, the suspension rate was 0.6% which is level green on the CA Dashboard.

For the 2021-2022 school year, the suspension rate will decline or stay the same and will improve to level blue on the CA Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Implementation of the the PBIS program

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

1,000

#### Source(s)

Donations  
0000: Unrestricted  
Needs for development of positive acknowledge system and negative acknowledge system.

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

PBIS Tier 1 team will meet monthly and will report out to all staff during collaboration meetings

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

#### Amount(s)

0

#### Source(s)

None Specified  
None Specified

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

All Silva Valley staff will continue to support students when on the playground, throughout the site, and in classrooms as needed to teach and reinforce being safe, responsible, and respectful.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified  
None Specified  
Staff will monitor student behavior.

## Annual Review

### SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Silva Valley Elementary is currently in year 6 of implementation of PBIS. Overall, the suspension rate continues to remain very low; however, the suspension rate increased slightly for the 2018-2019 school year. One student was suspended during the 2020 - 2021 school year. The Silva Valley Staff continues to effectively address minor discipline issues on site using alternative means of corrections.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

N/A

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

N/A

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$62,000.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$1,000.00
Donations	\$1,000.00
LCFF - Supplemental	\$52,000.00
None Specified	\$0.00
Site Formula Funds	\$8,000.00

Subtotal of state or local funds included for this school: \$62,000.00

Total of federal, state, and/or local funds for this school: \$62,000.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
District Funded	1,000.00
Donations	1,000.00
LCFF - Supplemental	52,000.00
None Specified	0.00
Site Formula Funds	8,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	55,000.00
4000-4999: Books And Supplies	6,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	District Funded	1,000.00
0000: Unrestricted	Donations	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	50,000.00
4000-4999: Books And Supplies	LCFF - Supplemental	2,000.00
None Specified	None Specified	0.00

1000-1999: Certificated Personnel Salaries

Site Formula Funds

5,000.00

4000-4999: Books And Supplies

Site Formula Funds

3,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,000.00
Goal 2	15,000.00
Goal 3	0.00
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:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Brandon Beadle	Principal
Lisa Boeker	Classroom Teacher
Melissa Menard	Classroom Teacher
Lynn Taylor	Classroom Teacher
Gwendolyn Rogers	Other School Staff
Elisa Smith	Parent or Community Member
Jarrod Weaver	Parent or Community Member
Piper York	Parent or Community Member
Sarah Lester	Parent or Community Member

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

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.

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.

This SPSA was adopted by the SSC at a public meeting on November 10, 2020.

Attested:



Principal, Brandon Beadle on 11/10/2020



SSC Chairperson, Lisa Boeker on 11/10/2020

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019