

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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).

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.

School Name	Mary E. Silveira Elementary School
Address	375 Blackstone Drive San Rafael, CA 94903
County-District-School (CDS) Code	21-65318-6024194
Principal	Bjorn Remmers
District Name	Dixie Elementary School District
SPSA Revision Date	School Year 2018-2019
Schoolsite Council (SSC) Approval Date	02/25/19
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

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

School Profile

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
American Indian	%	%	%			
African American	1.8%	1.7%	1.62%	8	7	7
Asian	6.9%	7.4%	6.70%	30	31	29
Filipino	1.2%	1.2%	0.92%	5	5	4
Hispanic/Latino	18.8%	19.9%	24.48%	82	84	106
Pacific Islander	%	%	%			
White	58.5%	55.7%	52.19%	255	235	226
Multiple/No Response	12.8%	%	%	56		
Total Enrollment				436	422	433

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	2015-16	2016-17	2017-18
Kindergarten		65	66
Grade 1		65	64
Grade 2		86	67
Grade3		78	88
Grade 4		67	77
Grade 5		61	71
Total Enrollment		422	433

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
English Learners	71	59	68	16.3%	14.0%	15.7%
Fluent English Proficient (FEP)	16	33	45	3.7%	7.8%	10.4%
Reclassified Fluent English Proficient (RFEP)	20	22	14	22.7%	31.0%	23.7%

Conclusions based on this data:

1.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	78	85	72	77	85	72	77	85	96	98.7	100
Grade 4	64	66	83	63	65	82	63	65	82	98.4	98.5	98.8
Grade 5	70	64	71	67	60	70	67	60	70	95.7	93.8	98.6
All Grades	209	208	239	202	202	237	202	202	237	96.7	97.1	99.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2466.	2462.	2466.	43	45.45	45.88	25	22.08	25.88	22	19.48	16.47	10	12.99	11.76
Grade 4	2510.	2513.	2503.	43	40.00	40.24	27	30.77	31.71	19	15.38	9.76	11	13.85	18.29
Grade 5	2563.	2553.	2559.	43	36.67	40.00	37	38.33	38.57	13	18.33	14.29	6	6.67	7.14
All Grades	N/A	N/A	N/A	43	41.09	42.19	30	29.70	31.65	18	17.82	13.50	9	11.39	12.66

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	39	40.26	44.71	50	42.86	42.35	11	16.88	12.94	
Grade 4	37	36.92	43.90	48	55.38	42.68	16	7.69	13.41	
Grade 5	45	41.67	45.71	48	48.33	44.29	7	10.00	10.00	
All Grades	40	39.60	44.73	49	48.51	43.04	11	11.88	12.24	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	31	44.16	37.65	60	46.75	49.41	10	9.09	12.94
Grade 4	44	35.38	32.93	46	55.38	52.44	10	9.23	14.63
Grade 5	57	53.33	60.00	36	41.67	32.86	7	5.00	7.14
All Grades	44	44.06	42.62	48	48.02	45.57	9	7.92	11.81

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	32.47	43.53	61	55.84	50.59	6	11.69	5.88
Grade 4	35	20.00	32.93	60	72.31	60.98	5	7.69	6.10
Grade 5	24	41.67	30.00	72	53.33	60.00	4	5.00	10.00
All Grades	31	31.19	35.86	64	60.40	56.96	5	8.42	7.17

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	40.26	36.47	50	46.75	45.88	17	12.99	17.65
Grade 4	29	40.00	30.49	57	49.23	53.66	14	10.77	15.85
Grade 5	51	31.67	44.29	43	58.33	48.57	6	10.00	7.14
All Grades	38	37.62	36.71	50	50.99	49.37	12	11.39	13.92

Conclusions based on this data:

1.

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 Scores			% of Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	75	78	85	72	77	85	72	77	85	96	98.7	100
Grade 4	64	66	83	64	65	82	64	65	82	100	98.5	98.8
Grade 5	70	64	71	68	61	70	68	61	70	97.1	95.3	98.6
All Grades	209	208	239	204	203	237	204	203	237	97.6	97.6	99.2

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2464.	2465.	2461.	26	29.87	28.24	40	36.36	37.65	26	24.68	23.53	7	9.09	10.59
Grade 4	2510.	2521.	2514.	25	30.77	35.37	44	41.54	30.49	23	23.08	29.27	8	4.62	4.88
Grade 5	2561.	2547.	2537.	38	36.07	31.43	40	24.59	27.14	15	24.59	24.29	7	14.75	17.14
All Grades	N/A	N/A	N/A	30	32.02	31.65	41	34.48	32.07	22	24.14	25.74	7	9.36	10.55

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	42.86	45.88	40	40.26	37.65	17	16.88	16.47
Grade 4	45	49.23	51.22	36	35.38	31.71	19	15.38	17.07
Grade 5	49	42.62	41.43	43	32.79	31.43	9	24.59	27.14
All Grades	46	44.83	46.41	40	36.45	33.76	15	18.72	19.83

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	43	40.26	42.35	49	54.55	47.06	8	5.19	10.59
Grade 4	42	46.15	39.02	50	43.08	50.00	8	10.77	10.98
Grade 5	34	45.90	35.71	60	32.79	44.29	6	21.31	20.00
All Grades	40	43.84	39.24	53	44.33	47.26	7	11.82	13.50

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	38.96	34.12	56	49.35	54.12	8	11.69	11.76
Grade 4	41	40.00	39.02	45	44.62	43.90	14	15.38	17.07
Grade 5	37	26.23	25.71	56	63.93	52.86	7	9.84	21.43
All Grades	38	35.47	33.33	52	52.22	50.21	10	12.32	16.46

Conclusions based on this data:

1.

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1435.7	1441.1	1423.3	14
Grade 1	1504.4	1488.1	1519.9	17
Grade 2	1473.0	1468.7	1476.8	12
Grade 3	*	*	*	*
Grade 4	*	*	*	*
Grade 5	*	*	*	*
All Grades				57

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	14
Grade 1	13	76.47	*	*			*	*	17
Grade 2	*	*	*	*	*	*	*	*	12
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*							*
All Grades	28	49.12	17	29.82	*	*	*	*	57

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	14
Grade 1	11	64.71	*	*	*	*	*	*	17
Grade 2	*	*	*	*	*	*	*	*	12
Grade 3	*	*	*	*	*	*	*	*	*
Grade 4	*	*	*	*	*	*			*
Grade 5	*	*							*
All Grades	31	54.39	15	26.32	*	*	*	*	57

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	*	*	*	*	*	*	*	*	14
Grade 1	12	70.59	*	*			*	*	17
Grade 2	*	*	*	*	*	*	*	*	12
Grade 3			*	*	*	*	*	*	*
Grade 4	*	*			*	*	*	*	*
Grade 5	*	*							*
All Grades	23	40.35	11	19.30	15	26.32	*	*	57

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	14
Grade 1	14	82.35	*	*	*	*	17
Grade 2	*	*	*	*	*	*	12
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*	*	*			*
All Grades	36	63.16	16	28.07	*	*	57

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	14
Grade 1	*	*	*	*	*	*	17
Grade 2	*	*	*	*	*	*	12
Grade 3	*	*	*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	27	47.37	25	43.86	*	*	57

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	14
Grade 1	15	88.24	*	*	*	*	17
Grade 2	*	*	*	*	*	*	12
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*	*	*	*
Grade 5	*	*					*
All Grades	25	43.86	23	40.35	*	*	57

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	*	*	*	*	*	*	14
Grade 1	*	*	*	*			17
Grade 2	*	*	*	*	*	*	12
Grade 3			*	*	*	*	*
Grade 4	*	*	*	*			*
Grade 5	*	*					*
All Grades	20	35.09	33	57.89	*	*	57

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
433	21.5%	15.7%	0.2%
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.

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	68	15.7%
Foster Youth	1	0.2%
Homeless	15	3.5%
Socioeconomically Disadvantaged	93	21.5%
Students with Disabilities	40	9.2%






Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.6%
Asian	29	6.7%
Filipino	4	0.9%
Hispanic	106	24.5%
Two or More Races	61	14.1%
White	226	52.2%

Conclusions based on this data:

1. Mary E. Silveira now has the highest percentage of Socioeconomically Disadvantaged (SD), EL, and student diversity in the district.
2. Mary E. Silveira can consider strategies to positively target EL and SD students in order to ensure their academic success.
3. Mary E. Silveira can consider methods of providing "windows and mirrors" for students in order to provide culturally appropriate learning for all students.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Green</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Blue</div>
<div>Mathematics</div> <div></div> <div>Green</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1.

Mary E. Silveira Elementary School has overall high math and language arts scores.
2.

Mary E. Silveira Elementary School has an excellent suspension rate.
3.

Mary E. Silveira Elementary School can work to improve chronic absenteeism rates.

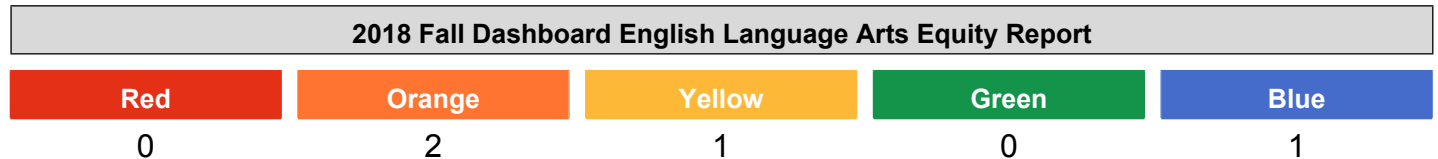
School and Student Performance Data

Academic Performance English Language Arts







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.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 42.2 points above standard Maintained 1.6 points 227 students	English Learners  Yellow 5.7 points below standard Increased 15.9 points 50 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Socioeconomically Disadvantaged  Orange 23.5 points below standard Maintained 1.9 points 43 students	Students with Disabilities  No Performance Color 19.8 points below standard Declined -3.9 points 36 students

2018 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 4 students	 No Performance Color 0 Students	 No Performance Color 59.3 points above standard 15 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 23.5 points below standard Declined -4 points 47 students	 No Performance Color 36.2 points above standard Declined -11.1 points 32 students	 No Performance Color 0 Students	 Blue 65.1 points above standard Increased 10.1 points 127 students

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.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
79.8 points below standard Declined -10 points 12 students	17.6 points above standard Maintained 0.8 points 38 students	55.4 points above standard Maintained 0.6 points 176 students

Conclusions based on this data:

1. Mary E. Silveira Elementary School is doing well overall in language arts.
2. Mary E. Silveira Elementary School has an achievement gap that is visible between white students and EL, SD, and Hispanic students.
3. Mary E. Silveira Elementary School can improve the language arts performance of EL, SD, and Hispanic students.

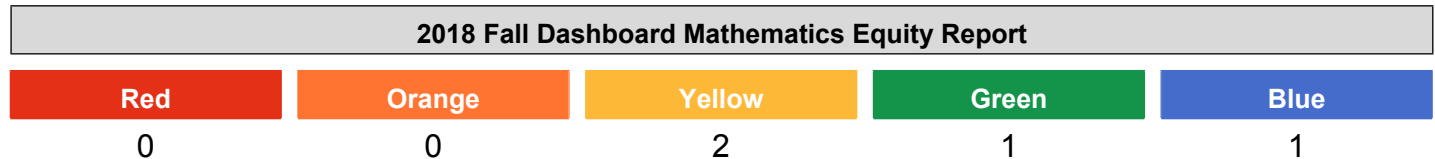
School and Student Performance Data

Academic Performance Mathematics







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.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 23.9 points above standard Declined -5.6 points 227 students	English Learners  Green 7.8 points below standard Increased 5.9 points 50 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Socioeconomically Disadvantaged  Yellow 28.7 points below standard Increased 5.3 points 43 students	Students with Disabilities  No Performance Color 16.2 points below standard Declined -8.2 points 36 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	American Indian  No Performance Color 0 Students	Asian  No Performance Color 54.6 points above standard 15 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students
Hispanic  Yellow 23.2 points below standard Declined -3.7 points 47 students	Two or More Races  No Performance Color 18.1 points above standard Declined -18.2 points 32 students	Pacific Islander  No Performance Color 0 Students	White  Blue 38.7 points above standard Maintained -0.6 points 127 students

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.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner 31.3 points below standard Increased 27.2 points 12 students	Reclassified English Learners 0.3 points below standard Declined -22.6 points 38 students	English Only 32.7 points above standard Declined -6.5 points 176 students
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Conclusions based on this data:

1. Mary E. Silveira is doing well in math overall.
2. Mary E. Silveira has a visible achievement gap between white students and EL, SD, and Hispanic students.
3. Mary E. Silveira can improve the math performance of EL, SD, and Hispanic students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
57	49.1%	29.8%	12.3%	8.8%

Conclusions based on this data:

1. The majority (nearly 80%) of Mary E. Silveira EL students are at a level 3 or 4, suggesting interventions are working.
2. Just over 20% of Mary E. Silveira students are performing at a language level that requires further intervention.
3. Mary E. Silveira could benefit from re-evaluating their approach to reach 1's and 2's considering the increase in the EL population.

School and Student Performance Data

Academic Performance College/Career

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.

2018 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.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 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.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

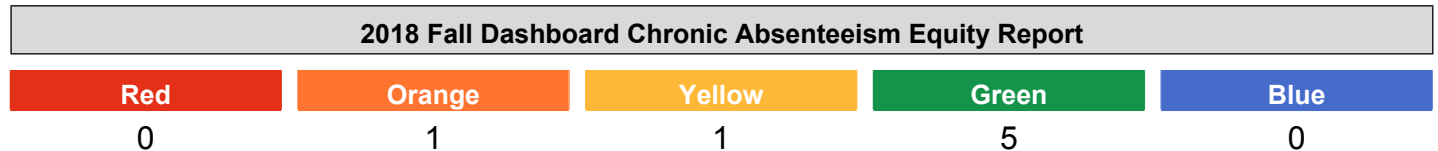
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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.

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 5.3% chronically absent Maintained 0.4% 450 students	English Learners  Green 4.3% chronically absent Declined 7.1% 70 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Homeless  No Performance Color 27.8% chronically absent Increased 17.3% 18 students	Socioeconomically Disadvantaged  Orange 14.4% chronically absent Increased 0.5% 111 students	Students with Disabilities  Green 9.6% chronically absent Declined 4% 52 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Asian  Green 3.1% chronically absent Declined 3.1% 32 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students
Hispanic  Yellow 9% chronically absent Maintained 0.3% 111 students	Two or More Races  Green 4.8% chronically absent Declined 1.7% 62 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Green 3% chronically absent Declined 1.2% 232 students

Conclusions based on this data:

1. Mary E. Silveira can improve in this area overall. As a school we are in the yellow with 5.3% of the student population chronically absent.
2. Mary E. Silveira can work to improve messaging to Socioeconomically Disadvantaged students on the importance of attendance. 14.4% of SD students are chronically absent.
3. Mary E. Silveira can work to improve messaging to all students and parents on the importance of attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

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.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

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.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1.

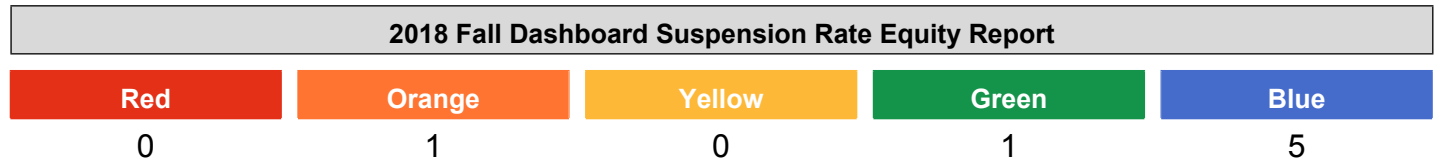
School and Student Performance Data

Conditions & Climate Suspension Rate







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.

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.7% suspended at least once Declined -1.4% 456 students	English Learners  Blue 0% suspended at least once Declined -6.8% 73 students	Foster Youth  No Performance Color Less than 11 Students - Data Not 4 students
Homeless  No Performance Color 0% suspended at least once Declined -5% 19 students	Socioeconomically Disadvantaged  Green 1.8% suspended at least once Declined -3.1% 114 students	Students with Disabilities  Blue 0% suspended at least once Declined -9% 53 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data 9 students	American Indian  No Performance Color 0 Students	Asian  Blue 0% suspended at least once Maintained 0% 32 students	Filipino  No Performance Color Less than 11 Students - Data 4 students
Hispanic  Blue 0% suspended at least once Declined -5.3% 114 students	Two or More Races  Orange 1.6% suspended at least once Increased 1.6% 63 students	Pacific Islander  No Performance Color 0 Students	White  Blue 0.4% suspended at least once Declined -1.3% 234 students

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

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
3.3% suspended at least once	2% suspended at least once	0.7% suspended at least once

Conclusions based on this data:

1. Mary E. Silveira has an excellent track record of keeping a low suspension rate. The school is in the blue overall.
2. Mary E. Silveira has created a supportive community centered around SEL, life skills, and kindness.
3. Mary E. Silveira can continue to build on the community it has created in order to keep the low suspension rate.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

English Language Arts

Goal Statement

Goal Statement:
High academic achievement for all students, including closing any language arts achievement gaps, through the teaching and learning of the Ca. state standards in English language arts and social studies using collaborative lesson planning, standard-aligned materials and varied instructional strategies.

LCAP Goal

Goal Statement: Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills.
State Priorities: 1, 2, 4 and 6.

Basis for this Goal

Scores from classroom based assessments, teacher observation, BPST, Read Live, SIPPS, STAR/AR, LEXIA, Sonday, and Wonders will be used to guide instruction. We will also use technology based intervention programs. Data from these programs will help us monitor the progress of all students.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Planned Strategies/Activities

Strategy/Activity 1

Staff to engage in "Inquiry Team Cycles" throughout the school year in order to create action plans to raise student achievement based on available data.

Staff to fully implement AR and STAR in grades 2-5.

Staff to partially implement AR and STAR in 1st grade.

Staff to fully implement independent reading at all grade levels.

Staff to experiment with and begin implementing small group language arts instruction, including conferring, literacy centers, strategy groups, and guided reading.

3rd-grade staff to explore a "Writer's Workshop Light" model to increase independent writing.

TK-5 continue to incorporate our recently adopted "Wonders" Language Arts Program

Staff to use the Beyond SST process to engage with interventions for students struggling with language arts.

Grade levels across the district to meet once a month to ensure district alignment at "District Learning Wednesdays."

Meet regularly with Certificated School Site Leadership Team and School Site Council to discuss site instructional programs to enhance learning opportunities for all students.

Engage all students including high achieving and typical and low performing students through differentiated materials and instructional strategies to meet their individual needs.

Provide opportunities in the classroom for fluid grouping and deepening the level of critical thinking with extensions and alternative projects to meet the needs of all students.

Utilize local and district assessments, both Formative and Summative, to determine skill levels and progress of students and share results with parent community.

Implement Common Core Standards when planning instruction and assessing for mastery. Report cards and assessments have been realigned to match Common Core Standards for instruction.

Incorporate technology appropriately in the classroom to support, enhance, and engage students with learning.

Continue supporting instructional learning through 1:1 device model in grades 1-5.

Explore an increase in the number of tech devices in Kindergarten in the 2019-2020 school year to support reading and writing skills.

Continue building technology citizenship through Common Sense Media and Cyber Safety lessons.

Utilize collaborative time to share best practices and teaching strategies, exploring varied resources and materials, researching new teaching programs, and utilizing 21st-century learning skills (Creativity, Collaboration, Communication, and Critical Thinking), to engage learners.

Continue to provide professional development for all staff members in the area of Language Arts including opportunities for staff to provide feedback around the effectiveness of new learnings.

Provide certificated instructional teaching teams time to plan, discuss, and review programs and practices through District Learning Wednesday and Site Meeting times.

Use pre and post assessment data to evaluate progress of selected students participating in six to eight week intervention opportunities facilitated by our intervention instructional specialist team.

Provide instructional support for our identified 2nd language learners through our intervention instructional specialist team.

Design Special Education support strategies to ensure all students with exceptional needs are appropriately identified, assessed, and provided free and appropriate public education programs and services designed to meet their unique needs.

Encourage cross-curricular unit creation to incorporate social studies, cultural inclusion, science standards, with literacy learning.

Continue incorporating our school library as a tool to support literacy instruction. Each class will visit the school library weekly to inspire students to read for pleasure and meaning.

Share tips and best literacy practices with parents through Friday folders, teacher websites, e-mail, and conferences.

Continue to implement our newly adopted Language Arts program, Wonders.

Explore new Social Studies framework.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Base
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Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Mathematics

Goal Statement

Goal Statement:
High academic achievement for all students, including closing the achievement gap, through the teaching and learning of the California State standards in Math and Science using innovative lesson planning, standard-aligned materials and varied instructional strategies.

LCAP Goal

Goal Statement: Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills.
State Priorities: 1, 2, 4 and 6.

Basis for this Goal

Learning walks, classroom observations, data reviews, progress monitoring, formative assessments and summative assessments will be used to guide instruction. Data from the above programs will help us monitor the progress of students receiving Tier II intervention.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Planned Strategies/Activities

Strategy/Activity 1

Staff to engage in "Inquiry Team Cycles" in order to raise student achievement by creating action plans based off available data.

Grade levels to work together in order to align the elementary schools across the district at "District Learning Wednesdays."

Share differentiated instructional strategies to ensure continuous achievement for all students.

Utilize instructional practices such as differentiation, application, evaluation, revision, questioning, strategy sharing and discussion to support student mastery of math concepts.

Implement the State Standards when planning instruction and assessing for mastery. Report cards and assessments are aligned to match State Standards for instruction.

Continue implementing Math Expressions curriculum in addition to supplemental materials.

Support math exploration and practice through 21st Century Learning skills (Creativity, Collaboration, Communication, and Critical Thinking).

Incorporate technology in the classroom to support student learning through the use of in-class Chromebooks and iPads. Math Expressions provides online student activities, instruction, and assessments. Continue supporting instructional learning through 1:1 device model in grades 2-5.

All grades collaborate with site and district teams to discuss math Best practices and programs.

Meet regularly with Certificated School Site Leadership Team and School Site Council to discuss site instructional programs to enhance learning opportunities for all students.

Engage all students including high achieving and typical and low performing students through differentiated materials and instructional strategies to meet their individual needs.

Provide opportunities in the classroom for fluid grouping and deepening the level of critical thinking with extensions and alternative projects to meet the needs of all students.

Utilize local and district assessments, both Formative and Summative, to determine skill levels and progress of students and share results with parent community.

Continue to use instructional practices such as differentiation, application, evaluation, revision, questioning, strategy sharing and discussion to support student mastery of math and science concepts.

Implement common core standards when planning instruction and assessing for mastery. Report cards and assessments realigned to match Common Core Standards for instruction.

Support student engagement through technology tools like chromebooks (1:1 model in grades 1-5), Desktops, kindles, and iPads. Math Expressions provides online student activities, games, and appropriate assessments.

Continue supporting instructional learning through 1:1 device model in grades 1-5.

Continue to implement Math Expression and supplemental materials to support student understanding of math concepts.

Provide certificated instructional teaching teams time to plan, discuss, and review programs and practices through District Learning Wednesday and Site Meeting times.

Utilize STEAM activities to support math and science exploration and practice with 21st Century Learning tools.

Design Special Education support strategies to ensure all students with exceptional needs are appropriately identified, assessed and provided free and appropriate public education programs and services designed to meet their unique needs.

Share tips and best literacy practices with parents through Friday folders, teacher websites, e-mail, and conferences.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Source	LCFF - Base
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Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

School Climate

Goal Statement

Create and maintain a positive, safe, and healthy school climate for students to learn.

LCAP Goal

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

Basis for this Goal

Mindfulness program implemented schoolwide
10 Life Skills taught with a focus on 1 per month.
Starbuck certificates
Schoolwide Buddy Program
Reviewing School Community events
Safe Routes to School annual surveys
Bay Area Community Resources social skills friendship groups
Healthy Kids Survey (5th grade)
Parent Survey
Schoolwide job check meetings
Citation tracking

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Continue to use our Code of Conduct norms: Be Safe, Be Respectful, Be Responsible, and Be an Ally.

Implement mindfulness in all classrooms as introduced by Quin Cowmey.

Continue using our monthly district-wide Life Skills program taught and reinforced at assemblies, shared through morning announcements, and practiced in classrooms.

Continue to provide students with regular reviews of rules and procedures at assemblies and in classrooms.

Continue to utilize positive reinforcement strategies and incentives in classrooms such as Stars of the Week, Starbucks, and classroom (individual, team, whole class) awards to promote positive behavior.

Continue to monitor all citations in a software database with periodic reviews.

Continue to support students with managing emotions to improve peer interactions through the implementation of social support programs like Zones of Regulation, No Bully, Mindfulness, Counseling services, and Schoolwide Buddies.

Continue to implement the activities and pedagogy from the Center for Childhood Creativity that promotes children participating in play and opportunities to increase creativity.

Explore professional development in the area of Inclusivity and Equity.

Continue to provide students with 1:1 support as well as friendship groups through our on-site counseling program, BACR (Bay Area Counseling Resources).

Continue furnishing staff with radios, Starbucks, and clipboards to carry at recess and lunch to support supervision of students.

Continue to provide alternative opportunities for students to engage in positive activities on campus at recess through programs such as Community Heroes, Library visits, game room, and MPR Dance Time.

Continue placing staff in the front of the school during morning and afternoon drop-offs to provide safe crossings for children and welcoming all to school.

Continue incorporating Walk and Roll Wednesdays into our program, encouraging students to walk, bike, or commute to school.

Encourage students in grades 3-5 to apply for schoolwide jobs at the start of the year. This program is critical in developing student self worth, responsibility, leadership, collaborative skills, and self esteem.

Administer Starbuck tickets to students when they are found to be engaging in positive and productive activities related to our district life skills.

Recognize students at assemblies for positive choices made at school. We provide certificates for students as well as opportunities for students to speak about experiences at school.

Continue to provide our families with meaningful Parent Surveys to solicit feedback related to school instructional programs and activities.

Continue providing students with a schoolwide Buddy to support an inclusive environment. Buddies meet twice a month and sit together at assemblies.

Continue implementing Level 1 and Level 2 citations for those not following rules and partner with families to determine causes of specific behaviors as well as developing strategies to correct them.

Continue to foster a caring partnership with our parent community through a variety of school-wide events and activities led by our Mary Silveira Home and School Association (MESHSA).

Continue providing school wide and family education opportunities that promote, celebrate, and support our diverse population.

Continue to create opportunities for families to become involved within our school. Mary Silveira has a lovely reputation for its dedicated and creative parents who actively take on leadership roles with the goal of supporting children and staff.

Continue utilizing our School Site Council as a vehicle to support creative ideas, discuss new programs, review and establish goals for the Comprehensive Safety Plan, and review and edit our Single Plan for Student Achievement.

Continue to maintain our school pond and garden to support environmental education. Our outdoor classroom, vegetable containers, and fruit tree orchard all provide a unique place for our students to visit.

Continue partnering with volunteers to support community programs such as Marin Food Bank, Adopt a Family, One Warm Coat, UNICEF, Pennies for Patients, Mission Atletica, and One Warm Sock.

Continue to encourage volunteers to provide support in our classrooms.

Continue our School/Family partnership through effective communication such as weekly emails and/or newsletters, Friday Folders, and Principal Weekly newsletters that foster connectivity between all stakeholders.

Continue partnering with the Terra Linda Rotary Club and Lions Club to support school programs. Their work in our garden, play areas, and the dictionaries they provide for our students are very supportive.

Continue utilizing middle school students as cross age tutors on a daily basis as mentors to support primary students in the classroom.

Continue partnering with Miller Creek Middle school with periodic visits to our site to bridge the two learning communities.

Continue maintaining a close partnership with our local sheriff's, CHP, and fire departments.

Continue to provide onsite after-school child care programs for our children.

Continue to partner with San Rafael Recreation Department to provide rich after-school programs.

Meet with instructional aides monthly to discuss safety practices, concerns, and children.

Utilize Student Study Teams to develop partnerships with families with the goal of supporting students in need of extra support.

Continue to practice Earthquake, Fire, and Intruder Drills/Protocol with the goal of establishing a safe learning environment for all students. Our team will continue to partner with our local sheriff and fire departments.

Continue to provide annual mandatory reporting protocol at the start of the year. All staff members will be provided training at the start of the year with the goal of keeping our students safe.

Continue to enforce protocols for admittance on campus by adults as well as the "No Dog" policy.

Continue to provide clear protocol for transitions between recess and class to support student safety.

Students to be Served by this Strategy/Activity

All Students

Timeline

8/2019 - 6/2020

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF - Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Mindfulness Program for TK-5

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
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Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 1

Goal Statement:

High academic achievement for all students through the teaching and learning of the Ca. state standards in English language arts and social studies using collaborative lesson planning, standard-aligned materials and varied instructional strategies.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 1

**Planned
Strategy/Activity**

**Actual
Strategy/Activity**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Meet regularly with Certificated School Site Leadership Team and School Site Council to discuss site instructional programs to enhance learning opportunities for all students.

Engage all students including high achieving and typical and low performing students through differentiated materials and instructional strategies to meet their individual needs.

Provide opportunities in the classroom for fluid grouping and deepening the level of critical thinking with extensions and alternative projects to meet the needs of all students.

Utilize local and district assessments, both Formative and Summative, to determine skill levels and progress of students and share

LCFF - Base

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>results with parent community.</p> <p>Implement Common Core Standards when planning instruction and assessing for mastery. Report cards and assessments have been realigned to match Common Core Standards for instruction.</p> <p>Incorporate technology appropriately in the classroom to support, enhance, and engage students with learning.</p> <p>Continue supporting instructional learning through 1:1 device model in grades 3-5.</p> <p>Explore an increase in the number of tech devices in grades K-2 in the 2018-2019 to support reading and writing skills.</p> <p>Continue building technology citizenship through Common Sense Media and Cyber Safety lessons.</p> <p>Utilize collaborative time to share best practices and teaching strategies, exploring varied resources and materials, researching new teaching programs, and utilizing 21st century learning skills (Creativity, Collaboration, Communication, and Critical Thinking), to engage learners.</p> <p>Continue to provide professional development for all staff members in the area of Language Arts including opportunities for</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>staff to provide feedback around effectiveness of new learnings.</p> <p>Provide certificated instructional teaching teams time to plan, discuss, and review programs and practices through District Learning Wednesday and Site Meeting times.</p> <p>Use pre and post assessment data to evaluate progress of selected students participating in six to eight week intervention opportunities facilitated by our intervention instructional specialist team.</p> <p>Provide instructional support for our identified 2nd language learners through our intervention instructional specialist team.</p> <p>Design Special Education support strategies to ensure all students with exceptional needs are appropriately identified, assessed, and provided free and appropriate public education programs and services designed to meet their unique needs.</p> <p>Encourage cross-curricular unit creation to incorporate social studies, cultural inclusion, science standards, with literacy learning.</p> <p>Continue incorporating our school library as a tool to support literacy instruction. Each class will</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>visit the school library weekly to inspire students to read for pleasure and meaning.</p> <p>Share tips and best literacy practices with parents through Friday folders, teacher websites, e-mail, and conferences.</p> <p>Continue to implement our newly adopted Language Arts program, Wonders.</p> <p>Explore new Social Studies framework.</p>			

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 2

Goal Statement:

High academic achievement for all students through the teaching and learning of the California State standards in Math and Science using innovative lesson planning, standard aligned materials and varied instructional strategies.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 2

Planned
Strategy/Activity

Actual
Strategy/Activity

Proposed
Expenditures

Estimated Actual
Expenditures

Meet regularly with Certificated School Site Leadership Team and School Site Council to discuss site instructional programs to enhance learning opportunities for all students.

Engage all students including high achieving and typical and low performing students through differentiated materials and instructional strategies to meet their individual needs.

Provide opportunities in the classroom for fluid grouping and deepening the level of critical thinking with extensions and alternative projects to meet the needs of all students.

Utilize local and district assessments, both Formative and Summative, to determine skill levels and progress of students and share results with parent community.

Math Expressions,
Supplemental Materials
LCFF - Base

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue to use instructional practices such as differentiation, application, evaluation, revision, questioning, strategy sharing and discussion to support student mastery of math and science concepts.			
Implement common core standards when planning instruction and assessing for mastery. Report cards and assessments realigned to match Common Core Standards for instruction.			
Support student engagement through technology tools like chromebooks (1:1 model in grades 3-5), Desktops, kindles, and iPads. Math Expressions provides online student activities, games, and appropriate assessments.			
Continue supporting instructional learning through 1:1 device model in grades 3-5.			
Continue to implement Math Expression and supplemental materials to support student understanding of math concepts.			
Provide certificated instructional teaching teams time to plan, discuss, and review programs and practices through District Learning Wednesday and Site Meeting times.			
Utilize STEAM activities to support math and science			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>exploration and practice with 21st Century Learning tools.</p> <p>Design Special Education support strategies to ensure all students with exceptional needs are appropriately identified, assessed, and provided free and appropriate public education programs and services designed to meet their unique needs.</p> <p>Share tips and best literacy practices with parents through Friday folders, teacher websites, e-mail, and conferences.</p>			

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 3

Create and maintain a positive, safe, and healthy school climate for students to learn.

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 3

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue to use our Code of Conduct norms: Be Safe, Be Respectful and Be Responsible.		LCFF - Base	
Continue using our monthly district-wide Life Skills program taught and reinforced at assemblies, shared through morning announcements, and practiced in classrooms.			
Continue to provide students with regular reviews of rules and procedures at assemblies and in classrooms.			
Continue to utilize positive reinforcement strategies and incentives in classrooms such as Stars of the Week, Starbucks, and classroom (individual, team, whole class) awards to promote positive behavior.			
Continue to monitor all citations in a software database with periodic reviews.			
Continue to support students with managing			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>emotions to improve peer interactions through the implementation of social support programs like Zones of Regulation, No Bully, Mindfulness, Mindfulness, Counseling services, and Schoolwide Buddies.</p> <p>Continue to implement the activities and pedagogy from the Center for Childhood Creativity that promotes children participating in play and opportunities to increase creativity.</p> <p>Explore professional development in the area of Inclusivity and Equity.</p> <p>Continue to provide students with 1:1 support as well as friendship groups through our on-site counseling program, BACR (Bay Area Counseling Resources).</p> <p>Continue furnishing staff with radios, Starbucks, and clipboards to carry at recess and lunch to support supervision of students.</p> <p>Continue to provide alternative opportunities for students to engage in positive activities on campus at recess through programs such as Community Heroes, Library visits, game room, MPR Dance Time, and Star Striders.</p> <p>Continue placing staff in the front of the school during morning and afternoon drop offs to provide safe crossings for</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>children and welcoming all to school.</p> <p>Work with Site Council to creatively explore how to best support the Gallinas/Blackstone crosswalk if we lose our crossing guard in 2018-2019.</p> <p>Continue incorporating Walking Wednesday and Silveira Cycle Days into our program, encouraging students to walk, bike, or commute to school.</p> <p>Encourage students in grades 3-5 to apply for school wide jobs at the start of the year. This program is critical in developing student self worth, responsibility, leadership, collaborative skills, and self esteem.</p> <p>Continue to utilize No Bully Solution Teams protocol to support students with navigating social conflicts. Students have the option of participating in Solution Teams consisting of teachers and students to mediate conflicts.</p> <p>Administer Starbuck tickets to students when they are found to be engaging in positive and productive activities related to our district life skills.</p> <p>Recognize students at assemblies for positive choices made at school. We provide certificates for students as well as opportunities for students</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>to speak about experiences at school.</p> <p>Continue to provide our families with meaningful Parent Surveys to solicit feedback related to school instructional programs and activities.</p> <p>Continue providing students with a schoolwide Buddy to support an inclusive environment. Buddies meet twice a month and sit together at assemblies.</p> <p>Continue implementing Level 1 and Level 2 citations for those not following rules and partner with families to determine causes of specific behaviors as well as developing strategies to correct them.</p> <p>Continue to foster a caring partnership with our parent community through a variety of school-wide events and activities led by our Mary Silveira Home and School Association (MESHSA).</p> <p>Continue providing school wide and family education opportunities that promote, celebrate, and support our diverse population.</p> <p>Continue to create opportunities for families to become involved within our school. Mary Silveira has a lovely reputation for its dedicated and creative parents who actively take on leadership roles with the goal of supporting children and staff.</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
Continue utilizing our School Site Council as a vehicle to support creative ideas, discuss new programs, review and establish goals for the Comprehensive Safety Plan, and review and edit our Single Plan for Student Achievement.			
Continue to maintain our school pond and garden to support environmental education. Our outdoor classroom, vegetable containers, and fruit tree orchard all provide a unique place for our students to visit.			
Continue partnering with volunteers to support community programs such as Marin Food Bank, Adopt a Family, One Warm Coat, UNICEF, Pennies for Patients, Mission Atletica, and One Warm Sock.			
Continue to encourage volunteers to provide support in our classrooms.			
Continue our School/Family partnership through effective communication such as weekly emails and/or newsletters, Friday Folders, and Principal Weekly newsletters that foster connectivity between all stakeholders.			
Continue partnering with the Terra Linda Rotary Club and Lions Club to support school programs. Their work in our garden, play areas, and the			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>dictionaries they provide for our students are very supportive.</p> <p>Continue utilizing middle school students as cross age tutors on a daily basis as mentors to support primary students in the classroom.</p> <p>Continue partnering with Miller Creek Middle school with periodic visits to our site to bridge the two learning communities.</p> <p>Continue maintaining a close partnership with our local sheriff's, CHP, and fire departments.</p> <p>Continue to provide an onsite after school child care program for our children. For the 2018-2019 school year we are exploring ways to provide additional opportunities for aftercare for our children.</p> <p>Continue to partner with San Rafael Recreation Department to provide rich after school programs.</p> <p>Continue encouraging students to participate in the Odyssey of the Mind, a local, state and international problem solving competition.</p> <p>Meet with instructional aides monthly to discuss safety practices, concerns, and children.</p> <p>Utilize Student Study Teams to develop partnerships with families with the goal of supporting</p>			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
<p>students in need of extra support.</p> <p>Continue to practice Earthquake, Fire, and Intruder Drills/Protocol with the goal of establishing a safe learning environment for all students. Our team will continue to partner with our local sheriff and fire departments.</p> <p>Continue to provide annual mandatory reporting protocol at the start of the year. All staff members will be provided training at the start of the year with the goal of keeping our students safe.</p> <p>Continue to enforce protocols for admittance on campus by adults as well as the "No Dog" policy.</p> <p>Continue to provide clear protocol for transitions between recess and class to support student safety.</p>			

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
------------------	-------------------	-----------------

Strategies/Activities for Goal 4

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2018-19

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
------------------	-------------------	-----------------

Strategies/Activities for Goal 5

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
---------------------------	--------------------------	-----------------------	-------------------------------

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	5,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	5,000.00

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
- 0 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Liz McCarthy (Chair Woman)	Parent or Community Member
Evan McKay (Vice Chair)	Parent or Community Member
Dianne Rhodes (Secretary)	Parent or Community Member
Phil Marsh	Parent or Community Member
Bjorn Remmers	Principal
Lisa Hooper	Classroom Teacher
Susan Ritscher	Classroom Teacher
Cristina Rossini	Classroom Teacher

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 March 11th, 2019.

Attested:

Principal, Bjorn Remmers on 3/11/19
SSC Chairperson, Liz McCarthy on 3/11/19

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed Expenditures

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? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

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

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

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.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

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 may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

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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

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

[Clear](#)

☐ State Compensatory Education Advisory Committee

☒ English Learner Advisory Committee

☐ Special Education Advisory Committee

☐ Gifted and Talented Education Program Advisory Committee

☐ District/School Liaison Team for schools in Program Improvement

☐ Compensatory Education Advisory Committee

☐ Departmental Advisory Committee


☐ Other:

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.

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Attested:

[Clear](#)[Clear](#)

Principal, Bjorn Remmers on 3/11/19

SSC Chairperson, Liz McCarthy on 3/11/19

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