

The Single Plan for Student Achievement

School: San Lorenzo Valley Elementary School
CDS Code: 44-69807-6049852
District: San Lorenzo Valley Unified School District
Principal: Jennifer Lahey, Principal
Revision Date: October, 2017

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

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

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

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School Vision and Mission

San Lorenzo Valley Elementary School's Vision and Mission Statements

The Mission Statement of San Lorenzo Valley Elementary School:

We are a community of dedicated educators, supporting one another to develop critical thinkers and inspire confident learners. We are committed to making a difference in the lives of children through teaching innovative programs, engaging curriculum, active communication and essential interventions.

The Vision Statement of San Lorenzo Valley Elementary School:

Our vision is to build and sustain innovative programs, engaging curriculum and essential interventions that support continuous improvement in student achievement.

School Profile

San Lorenzo Valley Elementary is one of two elementary schools in the San Lorenzo Valley Unified School District. We are located in the heart of the Santa Cruz Mountains and have been an integral part of the Valley for the past 60 years. We are now in our third generation of students. At the beginning of the 06-07 school year, San Lorenzo Valley Elementary School became a K-5 school. In 2012, we added a TK program. Our school population has declined from 2016-2017 from 582 students to our present population of 562 students, TK- 5th grade. Our TK-3 students participate in class size reduction, with those classrooms averaging 24 students. 4th and 5th grade classes average about 30 students (down from 32 last year). There may be combination classes, depending on the number of students in a grade level. All classrooms are equipped with projectors, document cameras, and computers, and we have a Mac computer lab and Chromebook carts that are used by all classes. 5th grade students are participating in a "Bring Your Own Device--BYOD" program to ensure access to technology and a focus on 21st Century Learning Skills.

Curriculum is focused on preparing students for college and career in all subject areas, and follows the Common Core Standards for each grade level. Our teachers engage in regular collaboration around student achievement on Wednesday afternoons. K-3 students have music enrichment, science enrichment and art added into the curriculum because we value educating all facets of our children's minds. 4th and 5th grade students have separate teachers for PE, Music and Science, in addition to art instruction. In addition, all students have PE instruction.

SLVE students benefit greatly from our location. The school shares a large campus with the district's middle and senior high schools. This proximity allows for many cross-age tutoring opportunities, with MS and HS students acting as tutors and classroom aides for our classes. Students also gain hands on learning in our environment through hands-on lessons using the redwood forest and our local watershed for nature walks, experiments and lessons in conservation.

SLVE parents are encouraged to participate in the school on a regular basis, and are one of the keys to the success of our students. There are multiple ways for parents to be a part of the school including School Site Council, which monitors categorical budgets and approves SPSA, or the Bobcat Club, our parent group, which provides funds to supplement our programs. In addition, parents volunteer in classrooms, drive on field trips, provide our Art Masterpiece program, and assist in a number of other ways.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	118	110	84	114	107	81	114	107	81	96.6	97.3	96.4
Grade 4	109	123	112	105	114	109	104	114	109	96.3	92.7	97.3
Grade 5	123	113	113	119	110	106	119	110	106	96.7	97.3	93.8
All Grades	350	346	309	338	331	296	337	331	296	96.6	95.7	95.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2432.9	2431.3	2443.1	26	29	22.22	25	23	38.27	21	22	25.93	27	25	13.58
Grade 4	2476.7	2487.1	2477.1	25	32	26.61	30	21	29.36	17	28	21.10	28	19	22.94
Grade 5	2525.5	2536.3	2526.0	32	35	31.13	29	32	28.30	19	15	18.87	20	19	21.70
All Grades	N/A	N/A	N/A	28	32	27.03	28	25	31.42	19	22	21.62	25	21	19.93

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	33	30	32.10	37	44	41.98	30	26	25.93
Grade 4	22	26	29.36	55	52	52.29	23	22	18.35
Grade 5	30	38	33.96	48	36	43.40	22	25	22.64
All Grades	29	31	31.76	46	44	46.28	25	24	21.96

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	20	21	23.46	48	42	56.79	32	37	19.75
Grade 4	33	28	26.61	45	46	47.71	19	25	25.69
Grade 5	41	41	41.51	38	41	37.74	20	18	20.75
All Grades	31	30	31.08	44	43	46.62	24	27	22.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	24	30	20.99	61	59	71.60	16	11	7.41
Grade 4	19	24	21.10	70	66	61.47	11	11	17.43
Grade 5	17	24	31.13	70	65	55.66	13	12	13.21
All Grades	20	26	24.66	67	63	62.16	13	11	13.18

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	27	27	27.16	56	53	59.26	17	20	13.58
Grade 4	22	29	21.10	56	54	59.63	22	17	19.27
Grade 5	39	45	33.96	53	48	40.57	8	7	25.47
All Grades	30	34	27.36	55	52	52.70	15	15	19.93

Conclusions based on this data:

1. Overall year to year comparison at SLVE

SLVE students that met or exceeded standards in ELA in the 2016-17 school year was 58% as compared to the 2015-2016 school year, which was 57%, as compared to 56% in 2014-2015 school year.

The data is showing growth, however 42% of all students tested are not meeting standards in ELA.

Grade 3 showed a 8% increase year over year of students that met or exceeded standard. 60% of 3rd grade students met or exceeded the standard in ELA.

Grade 4 showed a 3% increase year over year of students that met or exceeded standard. 56% of 4th grade students met or exceeded the standards in ELA.

Grade 5 showed a 8% decrease year over year of students that met or exceeded standard, however; it should be noted that the cohort group showed a 6% increase from year to year and an 8% increase over 3 years.

Cohorts

Grade 3 to grade 4 showed an overall increase of 4% of students that were at or above standard

Grade 4 to grade 5 showed an overall increase of 6% of students that were above standard and an 8% increase over three years.

Reading Claim

SLVE students that are above standard in reading increased from 29% in 2014/15 to 31% in 2015/16 to 32% in 2016/17.

78% of students were "at, near, or above" standard and there was an overall decrease across the grade levels of students who scored below standard in reading.

Grade 3 showed an increase of 2% year over year of students that were above standard

Grade 4 showed an increase of 3% year over year of students that were above standard

Grade 5 Showed a decrease of 4% year over year of students that were above standard

Cohorts

Grade 3 to grade 4 showed an decrease of 1% of students that were above standard

Grade 4 to grade 5 showed an increase of 8% of students that were above standard

Writing Claim

SLVE students that are above standard in writing increased from 30% to 31%.

78% of students were "at, near, or above" standard

Grade 3 showed an increase of 2% year over year of students that were above standard

Grade 4 showed a decrease of 1% year over year of students that were above standard

Grade 5 Showed an increase of 1% year over year of students that were above standard

Cohorts

Grade 3 to grade 4 showed an increase of 6% of students that were above standard and a 11% decrease in the number of students that scored below standard

Grade 4 to grade 5 showed an increase of 14% of students that were above standard

Listening Claim

SLVE students that are above standard in listening decreased 26% to 25%.

87% of students were "at, near or above" standard

Grade 3 showed a decrease of 9% year over year of students that were above standard

Grade 4 showed a decrease of 3% year over year of students that were above standard

Grade 5 showed an increase of 7% year over year of students that were above standard

Cohorts

Grade 3 to grade 4 showed a decrease of 9% of students that were above standard

Grade 4 to grade 5 showed an increase of 7% of students that were above standard

Research/Inquiry

SLVE students that are above standard in research/inquiry decreased from 34% to 27%

80% of students were "at, near or above" standard

Grade 3 remained steady year over year of students that were above standard

Grade 4 showed a decrease of 8% year over year of students that were above standard

Grade 5 Showed a decrease of 11% year over year of students that were above standard

Cohorts

Grade 3 to grade 4 showed a decrease of 6% of students that were above standard

Grade 4 to grade 5 showed an increase of 5% of students that were above standa

Conclusions for ELA

Conclusions for ELA

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	118	110	84	114	107	81	114	107	81	96.6	97.3	96.4
Grade 4	109	123	112	104	114	108	104	114	108	95.4	92.7	96.4
Grade 5	123	113	113	119	110	107	119	110	107	96.7	97.3	94.7
All Grades	350	346	309	337	331	296	337	331	296	96.3	95.7	95.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2444.5	2453.6	2472.3	22	27	38.27	35	33	24.69	22	21	29.63	21	19	7.41
Grade 4	2486.6	2488.6	2487.1	16	23	19.44	29	28	37.04	45	34	26.85	10	15	16.67
Grade 5	2529.2	2526.6	2502.0	31	27	20.56	26	24	21.50	24	32	29.91	19	17	28.04
All Grades	N/A	N/A	N/A	23	26	25.00	30	28	28.04	30	29	28.72	17	17	18.24

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	35	38	49.38	36	38	33.33	29	23	17.28
Grade 4	31	31	35.19	42	39	35.19	27	31	29.63
Grade 5	38	36	25.23	39	35	32.71	24	28	42.06
All Grades	35	35	35.47	39	37	33.78	26	27	30.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	28	35	41.98	49	50	48.15	23	16	9.88
Grade 4	20	26	26.85	57	48	52.78	23	25	20.37
Grade 5	29	27	24.30	44	52	38.32	27	21	37.38
All Grades	26	29	30.07	50	50	46.28	24	21	23.65

Communicating Reasoning
Demonstrating ability to support mathematical conclusions

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	31	36	41.98	53	50	46.91	17	14	11.11
Grade 4	24	30	29.63	50	47	48.15	26	23	22.22
Grade 5	32	22	26.17	44	52	43.93	24	26	29.91
All Grades	29	29	31.76	49	50	46.28	22	21	21.96

Conclusions based on this data:

1. Overall year to year comparison at SLVE in Math

SLVE students that met or exceeded standards in Math in the 2016-2017 school year was 53% as compared to 54% in 2015-2016 school year.

47% of all students tested are not meeting standards. 18% of overall students scored in the standard not met category.

Grade 3 showed a 11% increase year over year of the students that exceeded standard

Grade 4 showed a 4% decrease year over year of the students that exceeded standard

Grade 5 showed a 6% decrease year over year of the students that exceeded standard

Concepts and Procedures Claim

SLVE students that are above standard in Concepts & Procedures remained the same year over year.

69% of students were "at, near, or above" standard.

Grade 3 showed an increase of 11% year over year of students that were above standard

Grade 4 showed an increase of 4% year over year of students that were above standard

Grade 5 Showed a decrease of 11% year over year of students that were above standard

Cohorts

Grade 3 to grade 4 showed a decrease of 3% of students that were above standard

Grade 4 to grade 5 showed a decrease of 6% of students that were above standard

Problem Solving & Modeling/Data Analysis Claim

SLVE students that are above standard in problem solving/modeling/Data Analysis increased 29% to 30% from the previous school year.

Grade 3 showed an increase of 7% year over year of students that were above standard

Grade 4 showed an increase of 1% year over year of students that were above standard

Grade 5 showed a decrease of 3% year over year of students that were above standard

76.1% of students were "at, near, or above" standard.

Cohorts

Grade 3 to grade 4 showed a decrease of 8% of students that were above standard

Grade 4 to grade 5 showed a decrease of 2% of students that were above standard

Communicating Reasoning

SLVE students that are above standard in communicating increased from 29% to 32% from year to year.

Grade 3 showed a increase of 6% year over year of the students that were above standard

Grade 4 showed remained the same year over year of the students that were above standard

Grade 5 showed an increase of 4% year over year of the students that were above standard

78% of students were "at, near, or above" standard

Cohorts

Grade 3 to grade 4 showed a decrease of 6% of students that were above standard

Grade 4 to grade 5 showed a decrease of 4% of students that were above standard

Conclusions for Math

Grade 3 made significant growth in moving students into standard exceeded and moving students out of standard not met. Additionally, they moved students out of below standard in all three claims and increased the number of students in above standards in all three claims

Grade 4 increased the number of students scoring above stand in 2 out of the 3 claims and reduced the number of students scoring below stand and in 2 out of three claims. Overall grade 4 increased the number of students meeting standard.

There is a need for continued professional development/support in math. All teachers should receive support from the site math coach.

Continued investigation into the specific areas of deficit and growth should be implemented this year with all teachers and staff and will be an area of focus throughout the school year.

Teachers will utilize restructured days to analyze these data points, create, revise and address common grade level pacing guides, benchmark tests, and interim formative assessments to support student learning and achievement.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	100%			***											
1	***	50				***		50	***						
2			40	***	***	20	***		40				***		
3						***	***		***		***				
4			***	***	***	***			***						
5	14			29		***	57	***							
Total	13	22	19	38	33	50	44	33	31		11		6		

Conclusions based on this data:

1. SLVE has a relatively small EL population. Students are identified, supported by their classroom teacher and the reading specialist, and receive ELD instruction to work on acquiring English language skills.
2. The English Learner Coordinators have developed a new EL master plan and a resource binder for teachers. This will be shared in the fall of 2017, and will act as another layer of support for our English Learner students.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K	17%			80		50	20		25	17%	***	25		***	
1	***	50				***		50	***						
2			40	***	***	20	***		40				***	***	
3						50	***		25		***				25
4	2		***	***	***	***			***					***	
5	14	50		29	25	75	57	25							25
Total	10	25	14	45	25	45	40	19	27	5%	13	5	5	19	9

Conclusions based on this data:

1. The focus this year for SLVE for English Learners is around professional development for teachers on the new ELD standards. The EL coordinators are focusing on supporting teachers to support their students in English Language acquisition.
2. A new EL assessment, the ELPAC, will be administered in the spring of 2018. This assessment will give us new information and data about our EL students, so that we can target our instruction and intervention more specifically.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Core Content Areas/Standards Based Curriculum/Broad Course of Study
LEA GOAL:
Common Core: All students will achieve proficiency in Common Core standards (literacy, mathematics, critical thinking and technology).
SCHOOL GOAL #1:
80% percent of the pupils will score advanced/proficient on local benchmark assessments. 45% of the students taking the CELDT will increase a level and 15% of the EL students will be reclassified. Growth target of 63% in ELA - a 5% increase in state proficiency levels from 2016-17 baseline data of 58%. Growth target of 58% in Math - a 5% increase in state proficiency levels from 2016-17 baseline data of 53%. 82% of the students will pass 5 out of the 6 categories on the annual Physical Fitness Test-an increase from 2016-17 baseline data of 75% 100% of students will have access to all instructional materials, including any differentiated support materials for English Learners (ELD Standards) and/or students with exceptional needs. 100% of the students are enrolled in a broad course of study as defined by Ed code 51210 and 51220.
Data Used to Form this Goal:
Report card data, local benchmark summative assessments, and CAASP testing. Evaluation of local, District and state assessments to ensure all students are meeting goals. Inventory of supplies, and curriculum scope and sequence.
Findings from the Analysis of this Data:
The data at SLVE shows that our overall benchmark reading proficiency was at 75% proficient/advanced, as measured by the F&P assessments. Reading intervention will need to be provided at all levels through reading specialist support, and Reading Recovery will continue to be used as a first grade intervention. Writing benchmark scores that were inputted into our tracking system indicated 58% proficiency. More work will need to be done in the area of writing, as the benchmark data is not yet meeting the mark of 80%. Math benchmark scores inputted indicated 67% proficiency. Math scores also indicate that we need to offer more systematic intervention for students who do not meet proficiency. SLVE had 56% of our students increase by at least one level on the CELDT. We are in the process of reclassifying 18% of our ELs. An analysis of 16-17 CAASPP and benchmark data will help us determine future interventions and professional development needs. Current reported data indicated 58% overall proficiency in ELA. 60% of 3rd and 5th grade students were proficient / advanced and 56% of the 4th grade students scored proficient / advanced. Current reported data indicated 53% overall proficiency in Math. Although we did not meet the projected 5% overall goal increase of 59%, 63% of 3rd graders were

proficient/advanced overall in math.

Students currently have access to a broad course of study and standards-aligned materials. The school wishes to continue this support of students by providing them with music, science and art opportunities, and support in all areas of learning.

How the School will Evaluate the Progress of this Goal:

Pupil Achievement as Measured by Statewide Assessments (CAASPP data and API/AYP results)

Pupil Achievement as Measured by Percentage of EL Pupils Who Make Progress Towards Proficiency on the CELDT, including EL Reclassification Rate

CELDT Report Scores

Benchmark and Local Assessment Reports

Physical Fitness Testing (PFT Report) 82% of the students passed 5/6 categories

Each trimester, all students will be evaluated in reading, math and writing through local benchmarks.

Sufficient Materials for Implementation of Standards, Textbook and Instructional Materials Compliance, Curriculum Documents, Williams Report, Access to and enrollment in a "Broad Course of Study" and CTE Sequences or Courses, "Course of Study" Document Grades 1-5 Enrollment Data

Grade level leadership will monitor implementation of pacing guide to ensure that all staff are following the prescribed curriculum. Assessment data will be evaluated to ensure student proficiency, and to reteach students as necessary.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Utilize the district's data system, Illuminate, to create benchmarks, track data, and analyze data.	2017-18 school year	Grade level teams and administrator	Illuminate data management system costs	5000-5999: Services And Other Operating Expenditures	LCFF - Base	3500
Maintain a class-size reduction in all TK-3 SLVE classrooms.	2017-18 school year	Administrator	Class sizes should stay below the current state guidelines for class size reduction program.	1000-1999: Certificated Personnel Salaries	District Funded	147,000
Teachers will participate in a technology cadre for professional development in learning to integrate technology in the classroom. Better use of technology will help students to be more successful on testing as well as real world tasks.	2017-2018 school year	Teachers	Release time for tech cadre teachers	5800: Professional/Consulting Services And Operating Expenditures	Title II Part A: Improving Teacher Quality	5,000
F&P reading assessments will be given 3 times per year to identify students' proficiency levels. Reading assessment data will be used to create intervention groups that target specific skills students need to build in order to advance in	2017-18 school year (three assessment windows)	Grade level teams Instructional aide staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
proficiency.						
Technology lead teachers will provide coaching and professional development to all staff during release time and during early out days. Focus will be integration of technology into existing curriculum and project based learning.	2017-18 school year	Tech lead teachers	Stipend for 2 tech lead teachers	1000-1999: Certificated Personnel Salaries	LCFF - Base	2,000
Math lead teacher/coach will provide coaching and professional development to all staff during release time and during early out days, as well as working directly with teachers in the classroom. Focus will be with continuing CGI Math best practices as a means of improving student achievement.	2017-18 school year	CCSS math lead teacher	Stipend for 1 CCSS math lead teacher	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000
Student Engagement lead teacher will provide coaching and professional development to all staff during release time and during early out days. The lead teacher will work with all teachers, students and families to support student engagement strategies.	2017-18 school year	Student Engagement lead teacher	Stipend for student engagement lead teacher	1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000
Positive Behavior Coach will provide coaching, support and professional development to all staff during release time and during early out days, The coach will work with all teachers, students and families to support PBIS strategies.	2017-18 School year	Administrator, coach	Cost for PB coach	1000-1999: Certificated Personnel Salaries	General Fund	40,000
Staff will participate in continuing CGI training and follow-up coaching provided by math lead teachers. Use of S4C funding for County wide teacher collaboration.	2017-18 school year	Classroom teachers Math lead teachers	Stipends listed in items above			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff will continue to use collaborative time to share best teaching practices and strategies from Writer's & Reader's Workshop. District Data coach will assist teachers in analyzing data and informing instruction.						
Provide professional development and collaboration time in working with math materials and plan CGI lessons based on assessment results. Math materials are common core aligned, and will help to increase student proficiency in math.	Monthly	Grade level teams	No cost--during Wed early out time			
K-5 Literacy Specialist and Reading Recovery teachers will work with students who have proficiency gaps in reading.	2017-18 school year	Reading recovery teachers K-5 Literacy Specialist	Literacy Specialist salary	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	93,000
Develop systematic math intervention program for all students that will identify areas where students are deficient, and provide extra instruction to bring them up to proficiency.	2017-18 school year	Administrator School staff				
PE Aide administers PFT and works towards fitness goals for all students throughout the year. Focus needs to be on increasing aerobic capacity, as that is the lowest score area.	2017-18	PE Aide with assistance from administrator				
Each spring, library media specialists place orders for instructional materials according to enrollment projections. Each fall, the site reports to the DO the status of materials, and if any additional orders need to be made.	Yearly	Administrator, media specialists, grade level leads	Purchasing instructional materials	4000-4999: Books And Supplies	Lottery: Instructional Materials	15,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Data and Assessment coach will work with teachers to use data to better support instructional practices in the classroom.	2017-18	Data and Assessment Coach Administrator Teachers	Data and Assessment Coach	1000-1999: Certificated Personnel Salaries	General Fund	25,000
Lead teachers in technology, engagement and math will work with all staff to ensure all students have equitable access to materials and curriculum.	2017-18 school year	1-2 teachers per content area working with all staff	Stipend for lead teachers (included in goal 1)			
Intervention teacher will be provide support to students as needed.	2017-18 school year	Administrator, teachers, lead teachers	Tutor stipend or hourly salary	1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	4,000
K-3 music enrichment teacher, K-3 science enrichment teacher, Life Lab teacher, 4/5 science teacher, and 4/5 music teacher work with students to support the broad course of study.	2017-18 school year	Music and science teachers	K-3 music salary hourly	1000-1999: Certificated Personnel Salaries	Donations	11,500
			K-3 science salary hourly	1000-1999: Certificated Personnel Salaries	Donations	12,000
			4-5 science teacher salary 60%	1000-1999: Certificated Personnel Salaries	LCFF - Base	43,000
			4-5 music teacher 20%	1000-1999: Certificated Personnel Salaries	LCFF - Base	15,000
			Life Lab teacher salary	2000-2999: Classified Personnel Salaries	Donations	19,000
Art masterpiece art instruction and other VAPA opportunities are provided to students.	2017-18 school year	Teachers	VAPA supplies	4000-4999: Books And Supplies	LCFF - Base	3,000
EL coordinator will monitor progress of EL students, work with teachers to provide support for students and strategies for working with students, as well as work with EL students as necessary to ensure access to the core curriculum.	2017-18 school year	EL coordinator	Stipend for EL coordinator	1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
GATE coordinator will identify GATE students, and will provide extra learning opportunities to support their learning.	2017-18 school year	GATE coordinator	Stipend for GATE coordinator	1000-1999: Certificated Personnel Salaries	General Fund	1,000
Family Art Night, Family Science Night and other family nights will be held to involve families and students	2017-2018 school year	Science teachers, Parent club, principal	No cost associated. Paid for from private grants			
Provide subscription to audiobook service to better support lower readers in accessing the curriculum. Provide subscription to reading assessment software as necessary to better support intervention for reading.	2017-18 school year	Administrator	Subscriptions service for e-books	4000-4999: Books And Supplies	Lottery: Instructional Materials	3,000

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: School Culture/Climate/Parent Involvement
LEA GOAL:
Engagement: Students and families will be engaged and connected to school.
SCHOOL GOAL #2:
By P-Annual, district attendance will reach 96.5% overall, with a 1% growth from each site until a minimum of 96.5% site attendance rate is maintained. Elementary schools will have a 1% or less suspension ratio. Qualitative and quantitative data will be dis-aggregated to show that 90% of the students are connected to school socially and report instructionally engaging environment Increase ADA at SLVE to 97%. Individual sites will meet the needs of their targeted populations by coordinating student services that include creating an engaging and supportive environment in which students feel safe, feel connected to school, and are engaged in their learning. In Spring, 2018, 95% of the parents will agree or strongly agree that there are opportunities to give input to the school regarding decision making.
Data Used to Form this Goal:
ADA in 2013-14 was 96.04%. ADA in 2014-15 was approximately 95%. ADA in 2015-16 was approximately 95%. ADA in 2016-17 was 97.36%. Results of the spring family survey, see below.
Findings from the Analysis of this Data:
SLVE ended the 2016-17 school year with and ADA rate of 97.36%, increasing from the previous year ADA rate of about 95%. The data shows that higher number of absences showed some correlation to lower standardized test scores and local assessment scores for students. Therefore, an increase in attendance should help to improve students' achievement on assessments. Efforts need to continue to address absenteeism. The suspension rate for 16-17 school year was 1.44%. Results from the 2016-17 Family Survey revealed the following: *95% of the families agree or strongly agree that their child is emotionally safe at school. *98% of the families agree or strongly agree that their child is supported to have positive relationships at school. *95% of the families agree or strongly agree that their child is emotionally safe at school. *100% of the families agree or strongly agree that their child knows their Bobcat Be's *100% of the families surveyed agree or strongly agree that there is a staff member at school who cares about their child. *90% of the families agree or strongly agree that their child is an important part of the school community. *95% of the families agree or strongly agree that their child receives quality instruction in math. *94% of the families agree or strongly agree that their child receives quality instruction in writing. *94% of the families agree or strongly agree that their child receives quality instruction in reading.

*92% of the families agree or strongly agree that their child's needs and strengths are addressed and supported by the classroom teacher.
 *90% of the families surveyed (92) reported that they had opportunities to give input to the school regarding decision making.

How the School will Evaluate the Progress of this Goal:

Student Attendance and Chronic Absenteeism: Monthly Report, P2 ADA, Pupil suspension and Expulsion Rates, CalPads, CHKS, Student Surveys, Classroom Observations
 Each attendance reporting month, the principal will review the prior month's attendance data with staff, and will watch for an increase in attendance over prior months.
 Parental Involvement in Decision Making and Participation in School Programs: Surveys, Sign-In Sheets, Agendas, Minutes.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Educate school families to the type of absences that are acceptable. Use parent meetings, newsletter items, and classroom handouts to get information to families.	Monthly	Principal				
Office assistants and registrar will monitor student attendance weekly and communicate with parents regarding student absences.	Weekly	Office assistant, Registrar Principal	Classified salary	2000-2999: Classified Personnel Salaries	LCFF - Base	81,000
Consistently use district guidelines to send truancy letters and make referrals to SARB.	As needed throughout year.	Principal and Registrar				
Create a monthly reward system for recognizing perfect attendance, and improvement in tardies and attendance.	Monthly, throughout school year.	Principal, PB team, Registrar	Incentives	4000-4999: Books And Supplies	LCFF - Base	100
Require local school attendance review meetings between principal and parents to address chronic absence issues.	Monthly, throughout school year	Principal				
Refer students to SARB if attendance does not improve after local meetings.	As needed	Principal, Registrar				
Letters will be sent to families after five incidents of any missed instructional time (absences, tardies, leaving early).	Throughout the school year	Registrar, Office Assistant, Principal				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS team will continue to help with implementation of the school-wide program to build positive culture, and implement a social skills curriculum to improve student behavior.	2017-18 school year	PBIS team Principal PB Coach	Social skills curriculum	4000-4999: Books And Supplies	General Fund	3,000
			Release time for planning	1000-1999: Certificated Personnel Salaries	General Fund	1,000
			Assemblies for students	5800: Professional/Consulting Services And Operating Expenditures	Donations	1,500
			Supplies for student store	4000-4999: Books And Supplies	Donations	1,500
Provide social emotional support for the students through school-based counseling.	2017-18 school year	Mental Health Counselor	Mental Health Counselor 50%	2000-2999: Classified Personnel Salaries	LCFF - Supplemental	51,000
School Resource Officer (SRO)	2017-2018 school year	Principal, SRO	SRO salary	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Base	6,000
Refer to District Attendance Review Team (DART) if attendance does not improve after local meetings.	2017-18 school year	Principal, office assistant				
Weekly electronic newsletters, district and school websites will disseminate information to families.	2017-18 school year	Principal				
Parents will participate in SSC, DELAC, Bobcat Club meetings, and other parent groups to have information and opportunity to give input to principal.	2017-18 school year	School principal, Parents				
Principal is available to meet with any parent at their request to discuss issues and get input.	2017-18 school year	Principal, parents				
Parents are surveyed one time per year to solicit input.	2017-18	Principal				

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: College and Career Readiness
LEA GOAL:
All students will graduate from SLVUSD prepared for college and career opportunities.
SCHOOL GOAL #3:
Students and families will be aware of the value and benefits of finishing high school and a higher education.
Data Used to Form this Goal:
Number of former SLVUSD elementary school students who graduate from SLVHS and go on to advanced learning.
Findings from the Analysis of this Data:
While many of our students go on to pursue higher learning, we can continue to increase this percentage.
How the School will Evaluate the Progress of this Goal:
Increased percentage of high school graduates who attend college.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Through newsletters and class activities such as Career Days, staff will work to inform parents and students the value and benefits of post secondary education.	2017-18 School Year	Teachers and School Administrator				
College and Career Field trip. All 4th grade students will have the opportunity to attend a Spring field trip to visit a community college.	Spring 2018	Principal	Field trips	5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1000
Institute college gear wear days for staff to raise awareness and interest in students	2017-18 school year	All site staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
5th grade will implement virtual college field trips in their career study and opinion writing units.	2017-18	5th grade teachers				
5th grade teachers are taking students to San Jose State University for a field trip in October.	October, 2017	5th grade teachers				

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

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

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
District Funded	147,000.00
Donations	45,500.00
General Fund	70,000.00
LCFF - Base	155,600.00
LCFF - Supplemental	147,500.00
Lottery: Instructional Materials	18,000.00
Title II Part A: Improving Teacher Quality	9,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	399,000.00
2000-2999: Classified Personnel Salaries	151,000.00
4000-4999: Books And Supplies	25,600.00
5000-5999: Services And Other Operating Expenditures	3,500.00
5800: Professional/Consulting Services And Operating	13,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	District Funded	147,000.00
1000-1999: Certificated Personnel Salaries	Donations	23,500.00
2000-2999: Classified Personnel Salaries	Donations	19,000.00
4000-4999: Books And Supplies	Donations	1,500.00
5800: Professional/Consulting Services And	Donations	1,500.00
1000-1999: Certificated Personnel Salaries	General Fund	67,000.00
4000-4999: Books And Supplies	General Fund	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	62,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	81,000.00
4000-4999: Books And Supplies	LCFF - Base	3,100.00
5000-5999: Services And Other Operating	LCFF - Base	3,500.00
5800: Professional/Consulting Services And	LCFF - Base	6,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	95,500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	51,000.00
5800: Professional/Consulting Services And	LCFF - Supplemental	1,000.00
4000-4999: Books And Supplies	Lottery: Instructional Materials	18,000.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	4,000.00
5800: Professional/Consulting Services And	Title II Part A: Improving Teacher Quality	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	446,500.00
Goal 2	145,100.00
Goal 3	1,000.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jennifer Lahey	X				
Laura Quinn		X			
Eric Brown				X	
Louanne Myers		X			
Sue Barnes			X		
Christina Alvarez				X	
Juan Hernandez				X	
Kara Kasteen				X	
Numbers of members of each category:	1	2	1	4	

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

Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC 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.
4. 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.
5. This SPSA was adopted by the SSC at a public meeting on 10/4/2016.

Attested:

Jennifer Lahey, Principal

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date