School Year: **2021-22**

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	Miller Creek Elementary School District
SPSA Revision Date	School Year 2020-2021
Schoolsite Council (SSC) Approval Date	04/20/2021
Local Board Approval Date	June 9, 2021

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.

Table of Contents

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

Mary Silveira is an elementary school serving the northern San Rafael community of Terra Linda, Marinwood, Lucas Valley and a portion of Contempo Marin. It serves Kindergarten through 5th-grade students. Mary Silveira is a high-performing K-5 school whose mission is to promote academic excellence, nurture learning as a lifelong process, and to support all students as they become an informed, productive, contributing member of society.

Students at Mary Silveira receive a broad academic foundation, develop an appreciation of the arts, will cultivate an understanding of individual and cultural differences. Rigorous coursework is based on the Common Core State Standards (CCSS) and several well-rounded programs including instrumental music, fine arts, physical education, wellness, and garden. The staff is dedicated to the education of all students, value on-going professional growth, and work to foster a love of learning.

School Enrollment
Mary E. Silveira Elementary School Enrollment: 425 (Includes Virtual Academy Enrollment for 2020-21)

Mary Silveira and The Miller Creek School District believe diversity is an asset, values every student, and is committed to building communities where students thrive. Mary Silveira serves the following groups of students:

African American: 0.9%
American Indian: 0%
Asian: 11.3%
Filipino: 1.6%
Hispanic: 31.2%
White: 48.6%
Two or More Races: 4.9%

English Language Learners (total number): 22.1%

Socioeconomically Disadvantaged: 24.2%

Students with Disabilities: 9.6%
Homeless: 3.5%
Foster Youth: 0.5%

Mary Silveira has strong support from parents and the broader community. The Can Do! Educational Foundation contributes funds that support K-8 student wellness, K-5 physical education, K-5 art education, music education, technology, student leadership, and more. Thriving Home and School Clubs work to fundraise and coordinate community events. A community-voted Parcel Tax was passed in 2018 and generates funds that support school libraries, counseling, health services, and more.

Mary Silveira worked to navigate the COVID-19 pandemic which impacted every system within the organization. Students engaged in remote instruction from March 2020 through October 5th commencing the initial phase to return students to in-person instruction. By January, 2021, all students, except those electing to enroll in a virtual academy, returned to a hybrid model of instruction and by May 10th all hybrid students in grades kindergarten through fifth returned for an extended day of instruction.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Mary Silveira School Site Council is a committee of teachers, staff members, and parents who meet regularly throughout the year to provide feedback on the SPSA.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	1.62%	1.82%	1.83%	7	8	8
Asian	6.70%	7.05%	5.49%	29	31	24
Filipino	0.92%	1.14%	0.69%	4	5	3
Hispanic/Latino	24.48%	25.91%	30.21%	106	114	132
Pacific Islander	%	%	0.23%			1
White	52.19%	51.36%	50.11%	226	226	219
Multiple/No Response	%	%	10.76%			3
			Total Enrollment	433	440	437

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	66	85	91
Grade 1	64	66	69
Grade 2	67	66	67
Grade3	88	62	62
Grade 4	77	83	68
Grade 5	71	78	80
Total Enrollment	433	440	437

Conclusions based on this data:

1. Mary Silveira's total enrollment remained steady from 2017 - 2020.

2. Based on the above data, it's evident that Mary Silveira serves a diverse student body, 30% of which by 2020 was comprised of those identifying as Hispanic/Latino.

3. The second largest diverse student group at Mary Silveira are those that identify as Asian.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	17-18	**18-19**	**19-20**	**17-18**	**18-19**	**19-20**
English Learners	68	71	85	15.7%	16.1%	19.5%
Fluent English Proficient (FEP)	45	55	56	10.4%	12.5%	12.8%
Reclassified Fluent English Proficient (RFEP)	14	10	18	23.7%	14.7%	25.4%

Conclusions based on this data:

1. The number of English Language Learners at Mary Silveira has increased each year since 2017.

2. The number of Fluent English Proficient students has increased each year since 2017.

3. The highest number of Reclassified Fluent English Proficient students was seen in 2019-2020 with 25.4%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	85	62	77	85	62	77	85	62	98.7	100	100
Grade 4	66	83	79	65	82	79	65	82	79	98.5	98.8	100
Grade 5	64	71	77	60	70	77	60	70	77	93.8	98.6	100
All Grades	208	239	218	202	237	218	202	237	218	97.1	99.2	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2462.	2466.	2486.	45.45	45.88	54.84	22.08	25.88	24.19	19.48	16.47	14.52	12.99	11.76	6.45
Grade 4	2513.	2503.	2524.	40.00	40.24	54.43	30.77	31.71	20.25	15.38	9.76	8.86	13.85	18.29	16.46
Grade 5	2553.	2559.	2548.	36.67	40.00	37.66	38.33	38.57	40.26	18.33	14.29	9.09	6.67	7.14	12.99
All Grades	N/A	N/A	N/A	41.09	42.19	48.62	29.70	31.65	28.44	17.82	13.50	10.55	11.39	12.66	12.39

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.26	44.71	53.23	42.86	42.35	37.10	16.88	12.94	9.68
Grade 4	36.92	43.90	45.57	55.38	42.68	40.51	7.69	13.41	13.92
Grade 5	41.67	45.71	46.75	48.33	44.29	44.16	10.00	10.00	9.09
All Grades	39.60	44.73	48.17	48.51	43.04	40.83	11.88	12.24	11.01

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.16	37.65	41.94	46.75	49.41	50.00	9.09	12.94	8.06
Grade 4	35.38	32.93	49.37	55.38	52.44	39.24	9.23	14.63	11.39
Grade 5	53.33	60.00	44.16	41.67	32.86	49.35	5.00	7.14	6.49
All Grades	44.06	42.62	45.41	48.02	45.57	45.87	7.92	11.81	8.72

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	32.47	43.53	38.71	55.84	50.59	56.45	11.69	5.88	4.84
Grade 4	20.00	32.93	37.97	72.31	60.98	49.37	7.69	6.10	12.66
Grade 5	41.67	30.00	31.17	53.33	60.00	61.04	5.00	10.00	7.79
All Grades	31.19	35.86	35.78	60.40	56.96	55.50	8.42	7.17	8.72

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	40.26	36.47	41.94	46.75	45.88	48.39	12.99	17.65	9.68
Grade 4	40.00	30.49	46.84	49.23	53.66	35.44	10.77	15.85	17.72
Grade 5	31.67	44.29	32.47	58.33	48.57	55.84	10.00	7.14	11.69
All Grades	37.62	36.71	40.37	50.99	49.37	46.33	11.39	13.92	13.30

Conclusions based on this data:

1. The percentage of students who met or exceeded overall standards in Language Arts increased steadily from 2016 to 2019 from 71% in 2017 to 77% in 2019.

2. The percentage of Mary Silveira students who are "At or Near" or "Above Standard" in Reading has not fallen below 88% since 2017.

3. The percentage of Mary Silveira students who are "Below Standard" in Reading is 11.01% in 2018-2019. This was the lowest percentage for this category in a three year period by a small margin.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	78	85	62	77	85	62	77	85	62	98.7	100	100
Grade 4	66	83	79	65	82	79	65	82	79	98.5	98.8	100
Grade 5	64	71	77	61	70	77	61	70	77	95.3	98.6	100
All Grades	208	239	218	203	237	218	203	237	218	97.6	99.2	100

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2465.	2461.	2466.	29.87	28.24	24.19	36.36	37.65	51.61	24.68	23.53	12.90	9.09	10.59	11.29
Grade 4	2521.	2514.	2533.	30.77	35.37	45.57	41.54	30.49	27.85	23.08	29.27	20.25	4.62	4.88	6.33
Grade 5	2547.	2537.	2539.	36.07	31.43	36.36	24.59	27.14	22.08	24.59	24.29	29.87	14.75	17.14	11.69
All Grades	N/A	N/A	N/A	32.02	31.65	36.24	34.48	32.07	32.57	24.14	25.74	21.56	9.36	10.55	9.63

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	42.86	45.88	37.10	40.26	37.65	45.16	16.88	16.47	17.74
Grade 4	49.23	51.22	58.23	35.38	31.71	31.65	15.38	17.07	10.13
Grade 5	42.62	41.43	42.86	32.79	31.43	27.27	24.59	27.14	29.87
All Grades	44.83	46.41	46.79	36.45	33.76	33.94	18.72	19.83	19.27

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	40.26	42.35	45.16	54.55	47.06	43.55	5.19	10.59	11.29
Grade 4	46.15	39.02	55.70	43.08	50.00	32.91	10.77	10.98	11.39
Grade 5	45.90	35.71	28.57	32.79	44.29	51.95	21.31	20.00	19.48
All Grades	43.84	39.24	43.12	44.33	47.26	42.66	11.82	13.50	14.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	38.96	34.12	40.32	49.35	54.12	53.23	11.69	11.76	6.45
Grade 4	40.00	39.02	48.10	44.62	43.90	40.51	15.38	17.07	11.39
Grade 5	26.23	25.71	32.47	63.93	52.86	54.55	9.84	21.43	12.99
All Grades	35.47	33.33	40.37	52.22	50.21	49.08	12.32	16.46	10.55

Conclusions based on this data:

1. The percentage of students who met or exceeded overall standards in math increased slightly from 2017 to 2019 from 66% in 2017 to 69% in 2019.

2. The percentage of Mary Silveira students who are "At or Near" or "Above Standard" in "Concepts and Procedures" was approximately 81%.

3. The percentage of Mary Silveira students who are "Below Standard" in "Concepts and Procedures" is 19.27% in 2018-2019. There are about 8% more students in this group than in the "Below Standard" in Reading group.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1435.7	1420.1	1441.1	1446.7	1423.3	1357.6	14	21
Grade 1	1504.4	1456.1	1488.1	1460.6	1519.9	1450.8	17	14
Grade 2	1473.0	1488.5	1468.7	1484.5	1476.8	1491.7	12	11
Grade 3	*	*	*	*	*	*	*	6
Grade 4	*	*	*	*	*	*	*	5
Grade 5	*	*	*	*	*	*	*	*
All Grades							57	58

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	4.76	*	42.86	*	47.62	*	4.76	14	21
1	76.47	0.00	*	50.00		42.86	*	7.14	17	14
2	*	0.00	*	81.82	*	9.09	*	9.09	12	11
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
All Grades	49.12	6.90	29.82	48.28	*	39.66	*	5.17	57	58

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	47.62	*	33.33	*	4.76	14	21
1	64.71	21.43	*	50.00	*	14.29	*	14.29	17	14
2	*	18.18	*	72.73	*	0.00	*	9.09	12	11
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*
All Grades	54.39	20.69	26.32	48.28	*	24.14	*	6.90	57	58

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	0.00	*	76.19	*	23.81	14	21
1	70.59	0.00	*	42.86		50.00	*	7.14	17	14
2	*	9.09	*	54.55	*	18.18	*	18.18	12	11
3		*	*	*	*	*	*	*	*	*
4	*	*		*	*	*	*	*	*	*
All Grades	40.35	1.72	19.30	25.86	26.32	55.17	*	17.24	57	58

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	23.81	*	71.43	*	4.76	14	21
1	82.35	57.14	*	42.86	*	0.00	17	14
2	*	54.55	*	36.36	*	9.09	12	11
3	*	*	*	*	*	*	*	*
All Grades	63.16	37.93	28.07	53.45	*	8.62	57	58

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	14.29	*	76.19	*	9.52	14	21
1	*	7.14	*	78.57	*	14.29	17	14
2	*	18.18	*	72.73	*	9.09	12	11
3	*	*	*	*	*	*	*	*
All Grades	47.37	20.69	43.86	70.69	*	8.62	57	58

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	*	90.48	*	9.52	14	21
1	88.24	14.29	*	64.29	*	21.43	17	14
2	*	0.00	*	81.82	*	18.18	12	11
4	*	*	*	*	*	*	*	*
All Grades	43.86	3.45	40.35	72.41	*	24.14	57	58

	Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	4.76	*	47.62	*	47.62	14	21
1	*	0.00	*	92.86		7.14	17	14
2	*	18.18	*	81.82	*	0.00	12	11
All Grades	35.09	6.90	57.89	74.14	*	18.97	57	58

Conclusions based on this data:

1. Mary Silveira had more students in Level 1, 2, 3 in 2019 than in 2018 while having less students in Level 4 in 2019 than in 2018.

2. 45% of students in "Overall Language" were level 1 or 2 in 2018-2019 vs either 0% or no data collected for 2017-2018.

3. 24% of students were at a "Beginning" level in the "Reading" domain of the ELPAC test in 2018-2019 vs either 0% or no data collected for 2017-2018.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts

Blue

Mathematics

Green

Academic Engagement

Chronic Absenteeism

Orange

Conditions & Climate

Suspension Rate

Orange

Conclusions based on this data:

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

2. Mary E. Silveira Elementary School has a suspension rate in the Orange tier according to the Dashboard Report in 2019. Mary Silveira will consider alternatives to suspension to address this.

3. Mary E. Silveira Elementary School can work to improve chronic absenteeism rates, which are currently in the Orange tier according to the Dashboard Report in 2019.
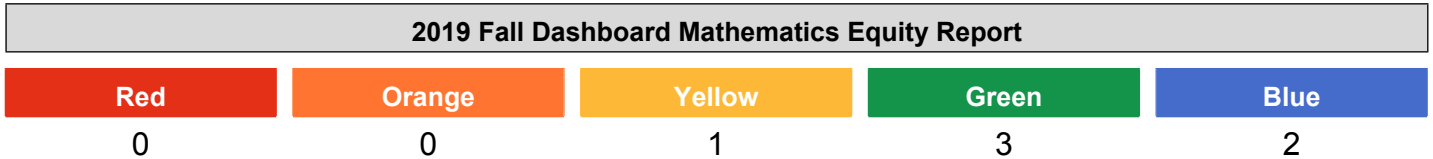
School and Student Performance Data

Academic Performance
English Language Arts

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	2	3

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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
51.7 points above standard	14.4 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.7 points	Increased Significantly ++20 points	1
216	50	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Green
Less than 11 Students - Data Not Displayed for Privacy	8 points below standard	0.5 points below standard
6	Increased Significantly ++15 points	Increased Significantly ++22.6 points
	46	34

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	0 Students	81.7 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4		Increased Significantly ++22.4 points	2
		16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue	No Performance Color	Blue
3.8 points below standard	51.6 points above standard	0 Students	73.1 points above standard
Increased Significantly ++19.2 points	Increased Significantly ++15.4 points		Increased ++8.1 points
51	31		112

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	36 points above standard	62.6 points above standard
10	Increased Significantly ++18.4 points	Increased ++7.2 points
	40	153

Conclusions based on this data:

1. Mary E. Silveira Elementary School is performing very high 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:

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	3	2

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
31.2 points above standard	3 points above standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++7.6 points	Increased ++11.7 points	
216	50	1

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Yellow
Less than 11 Students - Data Not Displayed for Privacy	19.3 points below standard	15.6 points below standard
	Increased ++10.1 points	Maintained ++2.1 points
6	46	34

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color		No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy		60.6 points above standard	Less than 11 Students - Data Not Displayed for Privacy
4		Increased ++6 points	2
		16	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	Blue		Blue
3.2 points below standard	33.9 points above standard		41.7 points above standard
Increased Significantly ++20.7 points	Increased Significantly ++15.8 points		Increased ++3.1 points
51	31		112

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
Less than 11 Students - Data Not Displayed for Privacy	12.1 points above standard	39.1 points above standard
10	Increased ++12.4 points	Increased ++6.4 points
	40	153

**Conclusions based on this data:**

1. Mary E. Silveira is doing well in math overall with "All Students" performing 31.2 points above standard.

2. Mary E. Silveira has a visible achievement gap between white students and EL, SD, Hispanic, and students with disabilities.

3. Mary E. Silveira can improve the math performance of EL, SD, Hispanic, and students with disabilities.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
28.1 making progress towards English language proficiency
Number of EL Students: 32
Performance Level: VeryLow
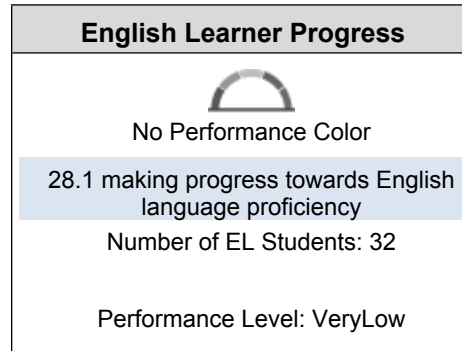
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level

Conclusions based on this data:

1. 28.1% of Mary E. Silveira ELL (grades 3-5) students are making progress toward English language proficiency based on CAASPP results from 2019.

2. Conclusion 1 suggests that around 70% of Mary E. Silveira ELL (Grades 3-5) students are performing at a language level that requires further intervention.

3. Mary E. Silveira could benefit from targeting academic support for ELL students based on this data.
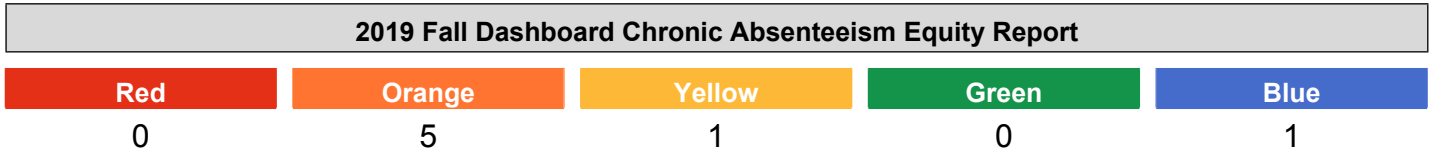
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	5	1	0	1

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
6.5	8.6	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.2	Increased +4.4	2
459	81	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Orange
22.2	14.3	12.7
Declined -5.6	Maintained -0.1	Increased +3.1
18	119	63

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Blue	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
8	0	Declined -3.1	5
		33	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Orange	No Performance Color	Orange
8.9	8.5	Less than 11 Students - Data Not Displayed for Privacy	5.2
Maintained -0.1	Increased +3.6	0	Increased +2.2
123	59		231

Conclusions based on this data:

1. Mary E. Silveira can improve in this area overall. As a school we are in the orange with 6.5% 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

Conditions & Climate
Suspension 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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	0	3
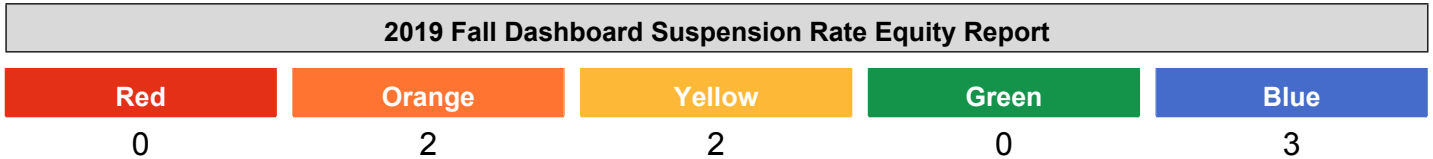
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
1.1	1.2	Less than 11 Students - Data Not
		2
Increased +0.4	Increased +1.2	
464	83	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Blue
0	2.5	0
Maintained 0	Increased +0.7	Maintained 0
18	121	64

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 8		Blue 0 Maintained 0 35	No Performance Color Less than 11 Students - Data 5
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 0.8 Increased +0.8 125	Blue 0 Declined -1.6 59		Yellow 0.9 Increased +0.4 232
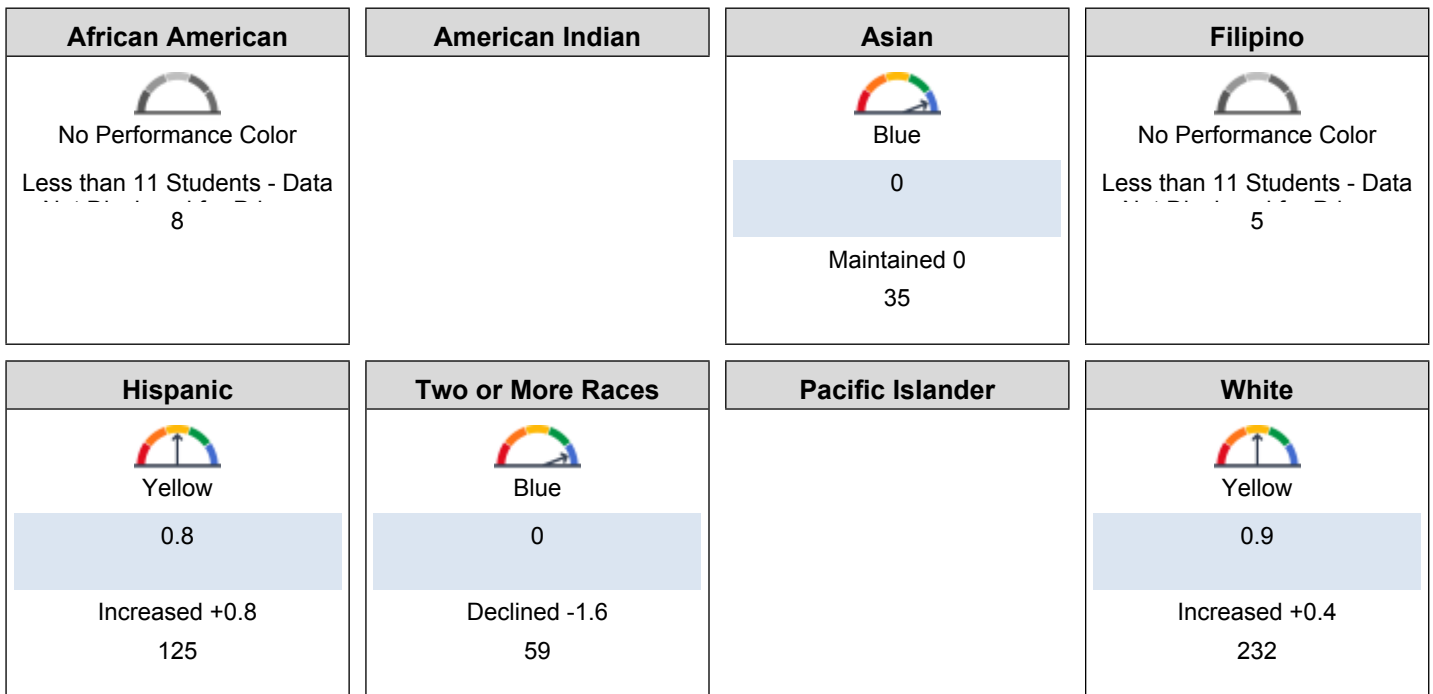
This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.7	1.1

Conclusions based on this data:

1. Mary E. Silveira is in the Orange overall with 1.1% of students having been suspended in 2018-2019. This is up from 0.7% in 2017-2018.

2. Mary E. Silveira has created a supportive community centered around SEL, life skills, and kindness.

3. Mary E. Silveira can explore alternatives to suspension to improve our score on the California Dashboard Report.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Conditions of Learning

Goal Statement

To build the necessary infrastructure that supports access to programs for all students, especially our most vulnerable students.

LCAP Goal

- To build the necessary infrastructure that supports access to programs for all students, especially our most vulnerable students.

Basis for this Goal

Board Focus Areas:
- Attract, retain, and support an outstanding diverse staff
- Sustain fiscal solvency and essential infrastructure
- Rigorous student learning

State Priorities:
- Basic services
- State standards
- Course access
- Expelled youth
- Foster youth

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
- Facilities Inspection Tool - Multi-year Curricular Plan - Master schedule - Williams report - SARC - Budget Reports	Positive Facilities Inspection Tool No Multi-year Curricular Plan Implemented Master Schedule Satisfactory Williams Report Completed SARC Annual Budget Report	Positive Facilities Inspection Tool Multi-year Curricular Plan Implemented Master Schedule Satisfactory Williams Report Completed SARC Annual Budget Reports

Planned Strategies/Activities

Strategy/Activity 1

1. Hire, retain, and support highly qualified certificated and classified staff, including special education staff, to support the needs of regular and special education students, including EL students, foster youth, and students requiring academic intervention.
This will be done through high-quality professional development including
- Learning Wednesday Site Professional Development Opportunities
- August Professional Development Days
- Ongoing Professional Development Days

2. Integrate library services in the instructional program for all students.
- Weekly library visits for all students
- Open at recess
- Support teachers with a broad range of literary resources
- Provide windows and mirror opportunities through a diverse, curated book selection.

3. Work with the tech department to ensure all students have access to well-functioning technology
Utilize Tech support tickets in a timely manner

4. Provide support for beginning teachers
Coaching support
Observations/ Feedback
Grade Level Meetings

5. Support facilities maintenance
Regular custodial team meetings
Prompt input of work orders
Monitor job progress on Maintenance Direct platform

6. Monitor site budget in collaboration with district Chief Business Officer
Scheduled meetings with CBO
Align site spending with site priorities as outlined in SPSA.

Students to be Served by this Strategy/Activity

All K-5 Students

Timeline

August 2021-June 2022

Person(s) Responsible

All staff

Proposed Expenditures for this Strategy/Activity

Source

None Specified

Description

Identified in LCAP

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Outcomes

Goal Statement

Increase academic achievement in mathematics and English language arts for all students with a focus on narrowing the achievement gap for English learners, students receiving special education, Hispanic/Latinx, and socioeconomically disadvantaged through best-practices in personalized learning and a multi-tiered system of support.

LCAP Goal

Increase academic achievement in mathematics and English language arts for all students with a focus on narrowing the achievement gap for English learners, students receiving special education, Hispanic/Latinx, and socioeconomically disadvantaged through best-practices in personalized learning and a multi-tiered system of support.

Basis for this Goal

Board Focus Areas:
Rigorous student learning,

State Priorities:
Student Achievement

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
- Performance of standardized tests including CAASPP & ELPAC - Performance on local assessments (STAR, F&P, Unit Assessments) - Rate of meeting IEP goals - Percent of English Learners that become English proficient	1. ELPAC: Baseline unknown. Summative ELPAC administered spring 2021 2. CAASPP: Baseline unknown: No CAASPP administered in 2020 or 2021 3. F&P Benchmark Assessment: Baseline unknown. F&P administered in the late spring of 2021. 4. Unit Assessments: Individual Teacher-maintained. Learning Wednesdays utilized to examine data 5. Rate of Meeting IEP goals: Unknown 6. Percent of English Learners that become English proficient: Unknown. Summative ELPAC administered Spring 2021 7. STAR: At or above benchmark: Math = 80%; Reading = 75%	- Students will make one year's worth of growth (CAASPP, ELPAC, F&P, STAR) - Work with SPED to develop a system for identifying rate of meeting IEP goals. - Unit Assessments: Individual Teacher-maintained. Learning Wednesdays utilized to examine data from unit assessments.

Planned Strategies/Activities

Strategy/Activity 1

1. Provide ongoing professional development for credentialed and classified staff on curriculum adoptions and initiatives as defined in the Curricular Multi-Year Plan
Writer's Workshop/ Lab Coaching Days
Leveled Literacy Intervention
F&P Benchmark Assessment (3-5)
ELPAC Training
Mathematics Practice Standards/ Content Knowledge
Anti-Racist Training

2. Work with the district instructional coach to support professional development, curricular adoptions, and initiatives.
Meet regularly with district instructional coach to determine site coaching plan

3. Support the rollout of curricular resources, including new curricular adoptions that are aligned with the California standards and are culturally responsive, as defined in the Curricular Multi-Year Plan.
Secure materials promptly and develop a system for sharing materials, when needed
Professional development for teachers/ staff

4. Provide materials and time to administer standards-based assessments as defined in the Multi-Year Curricular Plan.
Schedule release days for K-2 teachers to conduct the F&P benchmark assessment twice a year.
Provide training for 3-5 teachers to conduct the F&P benchmark assessment twice a year on students below grade level

5. Implement a leveled guided reading program in K-2 classes based on F & P assessments
Provide professional development in best practices in differentiated guided reading

6. Develop and implement a systematic, K-5 intervention program.
Hire a credentialed intervention specialist to collaborate with our current classified intervention specialist to provide Leveled Literacy Intervention, math intervention, and facilitate implementation of Multi Tiered Systems of Support (MTSS)

7. Use Data Matters to review common assessments and determine students in need of intervention.
Principal and intervention specialist will hold Safety Net meetings with grade level teams every 8 weeks to monitor student progress and adjust intervention.

8. Regularly review student assessment data to monitor progress and adjust instruction across grade-level teams.
Disaggregate data by EL, foster youth, homeless, Title 1 students.
Differentiate instruction based on student data
Staff meetings, grade level meetings, Safety Net Meetings, District Learning Wednesdays

9. Implement a reading intervention program, including support for English Learners.
Leveled Literacy Intervention program
Imagine Language & Literacy

10. Implement systematic math intervention through Multi-Tiered Systems of Support (MTSS), including support for English Learners.
RSP teacher will pilot and provide training to Intervention Teachers

11. Provide a tutorial homework club determined by student need, to support low-income pupils, English language learners, and foster/homeless youth and includes transportation.
Teachers will create shared criteria to determine student need and enrollment

12. Implement Momentum in Writing with rubrics and assessments
Provide professional development in K-5 Writing rubrics and assessments

13. Implement benchmark assessments in math
Need an additional data point other than just 2-5 STAR Math

Provide professional development

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	None Specified
Description	Identified in LCAP

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject
Engagement & Wellness

Goal Statement
To increase connectedness for students through social emotional learning, campus inclusion, and wellness.

LCAP Goal
To increase connectedness for students through social-emotional learning, campus inclusion, and wellness.

Basis for this Goal
Board Focus Area:
- Strengthen student connectedness,
- Cultivate community engagement to advance and enrich student learning

State Priorities:
- School climate
- Student engagement
- Parent involvement

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
- Local surveys (DELAC, DEI, staff, parent, student) - California Healthy Kids Survey - Attendance rates - Suspension rates - Expulsion rates - Go Guardian Beacon	- Regularly review data from surveys with stakeholders. - California Healthy Kids Survey: data unknown. Administered spring 2021 - Attendance rates: 6.5% chronic absenteeism (2019 California Dashboard Report) - Suspension rates: 1.1% (2019 California Dashboard Report) - Expulsion rates: 0% - Go Guardian Beacon: Data Unknown	- Continue to regularly review data from surveys with stakeholders in order to improve programs. - California Healthy Kids Survey data will be reviewed with stakeholders and input gathered in order to improve programs and target services. - Attendance rates: Reduce Chronic Absenteeism to 0%. - Suspension rates: Reduce to 0% - Expulsion rates: Maintain 0% - Go Guardian Beacon: Implement Go Guardian Beacon to monitor student safety.

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

1. Provide a viable & guaranteed counseling program at all schools, increasing mental health support K-8.
Hire a shared district counselor for K-5 to coordinate mental health programs, facilitate Social Emotional Learning Team, participate on MTSS, provide monthly SEL lessons for regular education staff, and support monthly life skill curriculum.
Continue partnership with BACR.

2. Establish a diverse and representative SEL team that will foster a commitment to Social-Emotional Learning. The team will create a shared vision, develop a communication strategy, assess needs/ resources, and design a multi-year SEL implementation plan
Hire a Site based counselor who will establish a structured, ongoing process to collect, reflect on, and use implementation and outcome data to inform school-level decisions and drive improvements to SEL implementation.

3. Support existing onsite health staff.

4. Implement a self-harm prevention tool for grades 3-5 that provides alerts in response to web searches using students' district accounts.
Go Guardian Beacon

5. Strengthen the use of Restorative Practices as an alternative to suspension.
Provide training for staff and increase the use of restorative practices to empower students to learn from unacceptable choices, to understand their impact, and to grow personally in their ability to make more sound decisions and resolve problems.
Increase time during our Wednesday staff meetings to specifically discuss our students' instructional, behavioral, and social learning needs. This includes incorporating a Multi-Tiered System of Support (MTSS) approach to identify struggling students early and intervene quickly. By focusing on the "whole child." we are better able to support academic growth, as well as behavior, social and emotional needs. This, in turn, preventing the use of suspension as a means for correcting behavior.

6. Utilize communication systems that are easy to access and have translation features.
School Loop
School Messenger

7. Provide classroom-based lessons on self-regulation and conflict resolution in grades K-5.
K-5 District Counselor will design SEL programming.

8. Provide parent education opportunities responsive to parent needs.
Collaborate with District committees as well as HSC, SELAC, and Diversity, Equity & Inclusion Committees to determine needs (i.e. surveys)

9. Collaborate with Home and School Club and Can Do to host community-building events.
Ice Cream Social, Fall Festival, DEI events, Winter Dance, etc.

10. Provide lunch-time activities and clubs. (i.e. Community Heroes, Service Council, Book Club, Green Team, Library)

11. Provide translation services at parent events and student meetings.
Coordinate through bilingual front office staff

12. Provide anti-racist education to staff, students, and parents to promote student leadership, use of culturally responsive pedagogy, and belonging.

Representatives from the DEI Committee and site admin will work in partnership with Brian Fong, Facing History, to develop a multi-year DEI site plan

13. Establish a School Attendance Review Team to monitor attendance and provide support to students and families.

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	None Specified
Description	Identified in LCAP

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 1

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.

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
Staff in K-2 to begin implementation of Miller Creek School District common assessment plan. 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 explore which students would benefit from 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.	Actual strategies matched planned strategies.	LCFF - Base	LCFF - Base

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

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

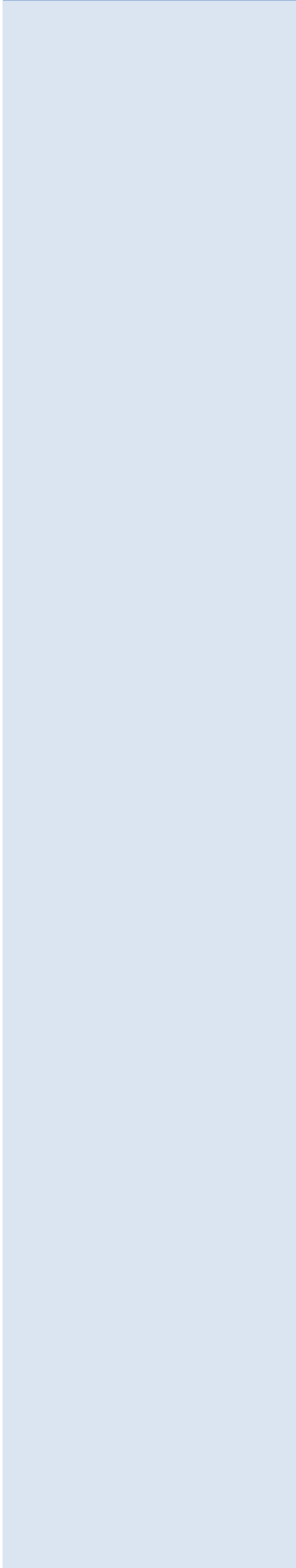| Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
the area of Language Arts including opportunities for staff to provide feedback around the effectiveness of new learnings. Provide certificated instructional teaching teams time to plan, discuss, 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			

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

Analysis

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

The overall implementation to achieve the articulated Goal #1 was accomplished through the planned activities and strategies listed above.

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

According to the California Dashboard Report for 2019, the "All Students" group and those that identified as "White" increased scores from the previous year and achieved "very high" levels of achievement in ELA. The scores for the "Two or More Races" group increased significantly while achieving "very high" levels of achievement in ELA. "English Learners" increased performance significantly while achieving "High" level of academic achievement. The "Students with Disabilities" and "Hispanic" groups increased significantly while performing in the "Medium" tier. Finally, socioeconomically disadvantaged students increased scores significantly while performing in the "Low" tier of academic achievement.

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

The SPSA from 2018-19 did not reflect site based expenditures other than LCFF base. Please see LCAP annual update for more specific information.

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.

Please see 2021 SPSA Planned Improvement Goal #2 and notice the emphasis on providing supports to increase academic achievement of all student groups.

Annual Review and Update

SPSA Year Reviewed: 2020-21

Goal 2

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.

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
3rd-5th Grade Teachers to utilize interim CAASPP assessments to target mathematical areas challenging to their particular students. 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	Actual strategies matched planned strategies.	LCFF - Base	LCFF - Base

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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). In grades 3-5, 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. Meet regularly with Certificated School Site Leadership Team and School Site Council to discuss site instructional programs to enhance learning opportunities for all students. 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			

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
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. 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 math practices with parents through Friday folders, teacher websites, e-mail, and conferences.			

Analysis

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

The overall implementation to achieve the articulated Goal #2 was accomplished through the planned activities and strategies listed above.

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

According to the California Dashboard Report for 2019, the "All Students" and "English Learners" groups increased performance while achieving a "High" level of academic achievement in math. The scores for the "Two or More Races" group increased significantly while achieving "High" levels of achievement in math. Those that identified as "White" increased scores from the previous year and achieved "Very High" levels of achievement in math. Those that identified as "Hispanic" increased performance significantly while achieving at the "Medium" level. Socioeconomically disadvantaged students increased scores while performing in the "Medium" tier of academic achievement. The "Students with Disabilities" group maintained current levels while performing in the "Medium" tier for math.

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

The SPSA from 2018-19 did not reflect site based expenditures other than LCFF base. Please see LCAP annual update for more specific information.

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.

Please see 2021 SPSA Planned Improvement Goal #2 and notice the emphasis on providing supports to increase academic achievement of all student groups.

Annual Review and Update

SPSA Year Reviewed: 2020-21

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, 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.	Actual strategies matched planned strategies.	Mindfulness Program for TK-5 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 5000	Mindfulness Program for TK-5 5800: Professional/Consulting Services And Operating Expenditures LCFF - Base 5000

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

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

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

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

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

Planned Strategy/Activity	Actual Strategy/Activity	Proposed Expenditures	Estimated Actual Expenditures
well as the "No Dog" policy. Continue to provide clear protocol for transitions between recess and class to support student safety.			

Analysis

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

The overall implementation to achieve the articulated Goal #3 was accomplished through the planned activities and strategies listed above.

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

While much was done to "Create and maintain a positive, safe, and healthy school climate for students to learn" and while this was largely achieved, Mary Silveira can continue to work on suspension rates. Mary Silveira suspended five students in the 2018-2019 school year. According to the California Dashboard Report for 2019, this puts Mary Silveira in the "Orange" tier under the category "Suspension" and represents 1.1% of our student body for that year. Mary Silveira had zero students expelled in 2018-2019.

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

The SPSA from 2018-19 did not reflect site based expenditures other than LCFF base. Please see LCAP annual update for more specific information.

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.

Please see 2021 SPSA Planned Improvement Goal #3 and notice the emphasis on providing supports to increase connectedness and well being for all student groups.

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	Funds were managed and distributed at the district level.
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	

Allocations by Funding Source

Funding Source	Amount	Balance

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
Bjorn Remmers	Principal
Rebekah Stout (SSC Chair)	Parent or Community Member
Dianne Rhodes (Secretary)	Parent or Community Member
Brian Dettor (Vice Chair)	Parent or Community Member
Alison Hutchens	Classroom Teacher
Lisa Hooper	Classroom Teacher
Cristina Rossini	Classroom Teacher
Eric Dreikosen	Parent or Community Member

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

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Departmental Advisory Committee

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 April 20th, 2021.

Attested:

	Principal, Bjorn Remmers on 5/13/21
	SSC Chairperson, Rebekah Stout on 5/14/21