

The Single Plan for Student Achievement

School: Diamond Valley Elementary School

District: Alpine County Unified School District

County-District School (CDS) Code: 02613336002794

Principal: Scott C. Smith, Ph.D.

Date of this revision: February 1, 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 February 14, 2017

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Form A: Planned Improvements in Student Performance

The School Site Council will analyze the academic performance of all student based assessment results from the 2016-17 Smarter Balanced Assessment Consortium (SBAC) assessments and the Measure of Academic Progress (MAP) in English Language Arts and Mathematics. The school will continue to administer the MAP assessments in the K-2 grade levels. Students in grades 3-8 are scheduled to take the Interim and Final SBAC assessments this year. It is the desire of the School Site Council for students to meet standards expectations for their grade level. As a result, the Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students.

LEA Goal:

Goal #2. Pupil Outcomes: Alpine County Office of Education is committed to supporting students (including students with disabilities, ethnically diverse students, and low income students) toward performing at high levels on the state’s adopted standards.

School Goals:

Goal #1 Diamond Valley Elementary School will exit Program Improvement status.

Goal #2: Diamond Valley Elementary School will fully implement a comprehensive and vertically articulated English Language Arts curriculum.

Goal #3: Students will have access to English Language Arts (ELA) Common Core State Standards (CCSS) appropriate instruction, materials, and assessments.

Goal #4: The number of students at Diamond Valley Elementary School identified as meeting all state and federal academic goals in the area of English Language Arts (ELA) will increase by at least ten percent.

LCAP Priority Areas:

Implementation of State Standards (Priority 2), Pupil achievement(Priority 4), Other pupil outcomes (Priority 8)

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Last year, all eligible students took the Interim and Final SBAC assessments. Kindergarten through second grade students also took MAP assessments. Integration of data from the California Alternative Assessment (CAA), and other assessments, will be utilized when they are made available.	The SBAC final assessments, in conjunction with the interim SBAC assessments, were reviewed and student academic growth has been noted. A review of the 2016-17 SBAC final assessment will be analyzed when the information becomes available in the fall of 2016. Diamond Valley Elementary School is still identified as a Program Improvement School (Year 1).	General SBAC data is available and allows schools to compare themselves to other similar schools. The California Department of Education has not yet determined how SBAC scores will be integrated into the formula used to determine Program Improvement (PI) status. Interim and Final SBAC information in conjunction with MAP testing and teacher recommendations will be utilized to help determine the eligibility of students who need additional support in the field of ELA.

STRATEGY #1: During 2016-17, Diamond Valley Elementary School will continue full implementation of an English Language Arts program aligned to the ELA Common Core State Standards.

STRATEGY #2: During 2016-17, Diamond Valley Elementary School will fully implement the Supplemental Materials for the adopted ELA curriculum

STRATEGY #3: During 2016-17, Diamond Valley Elementary School staff will receive professional development as needed to fully implement the instructional materials mentioned above and to take full advantage of instructional technology including Promethean Boards.

STRATEGY #4: During 2016-17, Diamond Valley Elementary School will continue to utilize a local assessment system that will include formative, interim, and summative assessments aligned with the Smarter Balanced Assessment Consortium (SBAC) assessments.

STRATEGY #5: During 2016-17, Diamond Valley Elementary School will continue to utilize instructional aides in the classroom to help target specific educational gaps within our student populations.

STRATEGY #5: During 2016-17, Diamond Valley Elementary School will implement a data analysis protocol for classroom teachers as a guide for identifying standards on which their students need most attention.

STRATEGY #6: During 2016-17, Diamond Valley Elementary School will prepare a systematic method to identify students in need of strategic and intensive interventions as described in the California Department of Education's (CDE's) nine Essential Program Components (EPCs).

STRATEGY #7: During 2016-17, Diamond Valley Elementary School will develop a targeted tutorial program for students identified as needing either strategic and/or intense interventions in English Language Arts.

STRATEGY #9: During 2016-17, Diamond Valley Elementary School will work with a District-School Liaison Team (DSLTL) to review the CDE's nine essential program components with a goal to reach the Substantial level of implementation for each Component.

STRATEGY #10: During 2016-17, the administration will ensure staff is appropriately trained to implement goals and actions.

STRATEGY #11: During 2016-17, Diamond Valley Elementary School will develop, implement and support an Individual Student Plan for students identified as needing additional support.

Action/Date	Person(s) Responsible	Task/Date	Estimated Cost or Funding Source	Identified LCAP Actions/Services
<p>1. Analyze SBAC and MAP data, both individually and by grade level, to determine necessity and proper placement within intervention programs. Analysis of the California Alternative Assessment (CAA) and other assessments will be utilized when they are made available.</p>	<p>Teachers, Principal, and Counselor</p>	<p>August 2016- November 2016</p>		<p>2.1 Focus instruction on standards-aligned adopted materials reviewing student performance data to determine how instruction can be adapted to increase individual student performance</p> <p>2.2 Identify students not performing at grade level and develop an intervention program to tailor instruction toward increasing their performance (Priority 4)</p>
<p>2. Provide collaboration time during the school day to allow teachers to review student work/data to plan and implement interventions during the school day.</p>	<p>Principal and Teachers</p>	<p>August 2016-May 2017 Items to consider in collaboration:</p> <ul style="list-style-type: none"> • PBIS • ISP • Intervention • Working with at-risk traumatized youth • Special needs/differentiation 	<p>Title I/EIA: \$2225</p>	<p>2.1 Focus instruction on standards-aligned adopted materials reviewing student performance data to determine how instruction can be adapted to increase individual student performance</p> <p>2.2 Identify students not performing at grade level and develop an intervention program to tailor instruction toward increasing their performance (Priority 4)</p>

<p>3. Develop and Implement Individual Student Plans in alignment with ELA CCSS</p>	<p>Principal and Teachers</p>	<p>Professional development for certificated and classified staff to implement ISPs.</p> <p>Pay for substitutes, if necessary, to allow for release time.</p>	<p>Title I/EIA: \$2,000</p>	<p>2.12 Teachers utilize available information so they are able to create SMART (Strategic Measurable Attainable Results oriented and Time bound) and identify strategies to increase student achievement for individuals and groups of individual students. (Priority 4)</p>
<p>4. Increase effort to involve parents in their student(s) education experiences through solicited participation in the Individualized Student Plan (ISP) process.</p>	<p>Principal and Teachers</p>	<p>August 2016-May 2017.</p> <p>Collaboration time set aside to prepare for the development of ISPs.</p>	<p>LCAP</p>	<p>3.10 Review opportunities for parent involvement. (Priority 3)</p>
<p>5. Contract with reading specialist</p>	<p>Principal</p>	<p>Explore the necessity, and availability, of having a reading specialist at Diamond Valley Elementary School</p>	<p>LCAP</p>	
<p>6. Instructional aides/support staff will work with individuals and in small group settings to support ELA instruction.</p>	<p>Principal, Teachers, Instructional Aides/Support Staff</p>	<p>Utilize two part-time instructional aides in the classroom. Determine number of students in need of extra support. Create a schedule to ensure students receive a structured time for systematic review and/or tutoring in ELA CCSS. August 2016-May 2017</p>	<p>Title I: \$13,505.50</p>	<p>2.13 Employ an instructional support staff to assist teachers and other certificated staff toward meeting student performance objectives. (Priority 4)</p>

<p>7.The After School Education and Safety (ASES) Program will utilize an instructional aide to implement a systematic tutorial program.</p>	<p>Principal, After School Coordinator/Aft er School Staff</p>	<p>Examine the need for additional instructional support in the after school program. Create schedule to ensure students receive a structured time for systematic review and/or tutoring in ELA CCSS. August 2016-May 2017</p>	<p>Title I/EIA: \$1,560</p>	<p>2.16 Maintain an appropriate after school program offering an academically enriching environment as required by the After School Education and Safety grant. (Priority 4)</p>
<p>8.Reading Incentive Program</p>	<p>Principal, Teachers, Selected Staff</p>	<p>Utilize reading incentives for the Pumpkin Read-a-Thon and the Iditaread October 2016-April 2017</p>	<p>Title I/EIA: \$1000</p>	<p>2.12 Teachers utilize available information so they are able to create SMART (Strategic Measurable Attainable Results oriented and Time bound) and identify strategies to increase student achievement for individuals and groups of individual students. (Priority 4)</p>
<p>9.Purchase reading materials further support student literacy and the implementation of the ELA CCSS.</p>	<p>Principal, Selected Staff</p>		<p>Item on Hold Pending Determination of Need</p>	
<p>10. Provide ongoing professional development opportunities, such as workshops and/or conferences, to enhance knowledge base and skills.</p>	<p>District Administration, Principal, Teachers</p>	<p>Provide for additional professional development opportunities to explore specific content area implementation. Provide substitute teachers for educators as they attend offsite professional</p>	<p>Title I: \$3000</p>	<p>2.14 Provide teachers professional development to help them effectively use state resources, such as the digital library, and interpret assessment data to benefit student outcomes. (Priority 4)</p> <p>2.15 District to provide professional development on the District’s adopted core curriculum toward increasing student mastery on the state’s required courses of study. (Priority 4)</p>

		development opportunities. Funding for on-site professional development outside of contract hours. August 2016-May 2017		
11. Collaborate with staff regarding curriculum and instruction alignment with ELA CCSS.	Teachers, Principal, District Administration.	August 2016-May 2017		
12. Develop and implement inclusive approach in involving parental partnership in the areas of ELA CCSS and their assessments.	Principal, Teachers, and Select Staff	August 2016-May 2017 Parent University at the Hung-A-Lel-Ti Woodfords Indian Education Center Parent in School Nights at Diamond Valley Elementary School	Adult Education Block Grant	2.1 Focus instruction on standards-aligned adopted materials reviewing student performance data to determine how instruction can be adapted to increase individual student performance. Provide parent/ guardian education after school 4 times per year at Woodfords Indian Education Center and at Diamond Valley Elementary at “Parents In School Nights,” respectively, to support the academic achievement of DVE and CDS students. Parental partnerships are also included in the SPSA. (Priority 4)
13. Create incentives or rewards/awards to recognize students for academic performance and improvement	Principal, Teachers	August 2016-May 2017	MHSA	2.12 Teachers utilize available information so they are able to create SMART (Strategic Measurable Attainable Results oriented and Time bound) and identify strategies to increase student achievement for individuals and groups of individual students. (Priority 4)

<p>14. Utilize the SBAC Digital Library to support teachers in their application of the formative assessment process during their daily instruction.</p>	<p>Teachers, Principal, Counselor</p>	<p>October 2016-April 2017</p>		<p>2.10 Teachers use a variety of formative and summative assessment tools, independent of state standardized tests, to meet the educational needs of their students. (Priority 4)</p> <p>2.14 Provide teachers professional development to help them effectively use state resources, such as the digital library, and interpret assessment data to benefit student outcomes. (Priority 4)</p>
<p>15. Purchase and utilization of supplemental CCSS materials</p>	<p>Teachers, Principal, Librarian, Counselor</p>	<p>October 2016-April 2017</p>	<p>Title I/EIA: \$800</p>	<p>1.8 Fully implement English Language Arts (ELA) and math adopted Common Core State Standard (CCSS) curriculum. Consider implementation of supplementary CCSS ELA materials (Standards Plus) and determine if still needed. Provide parent/guardian education to support the academic achievement of DVE and CDS students through training provided after school 4 times per year, respectively, at Woodfords Indian Education Center and at Diamond Valley Elementary at “Parents Go Back to School Nights” on assisting their students with the adopted ELA and Math materials (Priority 1)</p>
<p>16. Purchase Flocabulary software program to help supplement current ELA CCSS presentation materials</p>	<p>Principal and Teachers</p>	<p>November 2016-May 2017</p>	<p>Lottery Funds</p>	

Please duplicate this form as necessary for additional goals, activities, or strategies the school may have.

Form A: Planned Improvements in Student Performance

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LEA Goal:

Goal #2. Pupil Outcomes: Alpine County Office of Education is committed to supporting students (including students with disabilities, ethnically diverse students, and low income students) toward performing at high levels on the state’s adopted standards.

School Goals:

Goal #1 Diamond Valley Elementary School will exit Program Improvement status.

Goal #2: Diamond Valley Elementary School will fully implement a comprehensive and vertically articulated English Language Arts curriculum.

Goal #3: Students will have access to Math Common Core State Standards (CCSS) appropriate instruction, materials, and assessments.

Goal #4: The number of students at Diamond Valley Elementary School identified as meeting all state and federal academic goals in the area of Mathematics will increase by at least ten percent.

LCAP Priority Areas:

Implementation of State Standards (Priority 2), Pupil achievement(Priority 4), Other pupil outcomes (Priority 8)

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
<p>Last year, all eligible students took the Interim and Final SBAC assessments. Kindergarten through second grade students also took MAP assessments. Integration of data from the California Alternative Assessment (CAA), and other assessments, will be utilized when they are made available.</p>	<p>The SBAC final assessments, in conjunction with the interim SBAC assessments, were reviewed and student academic growth has been noted. A review of the 2016-17 SBAC final assessment will be analyzed when the information becomes available in the fall of 2016.</p> <p>Diamond Valley Elementary School is still identified as a Program Improvement School (Year 1).</p>	<p>General SBAC data is available and allows schools to compare themselves to other similar schools. The California Department of Education has not yet determined how SBAC scores will be integrated into the formula used to determine Program Improvement (PI) status. Interim and Final SBAC information in conjunction with MAP testing and teacher recommendations will be utilized to help determine the eligibility of students who need additional support in the field of Mathematics.</p>

STRATEGY #1: During 2016-17, Diamond Valley Elementary School will continue full implementation of a Mathematics program aligned to the Math Common Core State Standards

STRATEGY #2: During 2016-17, Diamond Valley Elementary School will fully implement the Supplemental Materials for the adopted Math curriculum

STRATEGY #3: During 2016-17, Diamond Valley Elementary School staff will receive professional development as needed to fully implement the instructional materials mentioned above and to take full advantage of instructional technology including Promethean Boards.

STRATEGY #4: During 2016-17, Diamond Valley Elementary School will continue to utilize instructional aides in both the classroom and afterschool program to help target specific educational gaps within our student populations.

STRATEGY #5: During 2016-17, Diamond Valley Elementary School will continue to utilize a local assessment system that will include formative, interim, and summative assessments aligned with the Smarter Balanced Assessment Consortium (SBAC) assessments.

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Action/Date	Person(s) Responsible	Task/Date	Estimated Cost or Funding Source	Identified LCAP Actions/Services
1. Analyze SBAC and MAP data, both individually and by grade level, to determine necessity and proper placement within intervention programs. Analysis of the California Alternative Assessment (CAA) and other assessments will be utilized when they are made available.	Teachers, Principal, and Counselor	August 2016- November 2017		2.1 Focus instruction on standards-aligned adopted materials reviewing student performance data to determine how instruction can be adapted to increase individual student performance 2.2 Identify students not performing at grade level and develop an intervention program to tailor instruction toward increasing their performance (Priority 4)
2. Provide collaboration time during the school day to allow teachers to review student work/data to plan and implement interventions during the school day.	Principal and Teachers	August 2016-May 2017 Items to consider in collaboration: <ul style="list-style-type: none"> • PBIS • ISP • Intervention • Working with at-risk traumatized youth • Special needs/differentiation 	Title I/EIA: \$2225	2.1 Focus instruction on standards-aligned adopted materials reviewing student performance data to determine how instruction can be adapted to increase individual student performance 2.2 Identify students not performing at grade level and develop an intervention program to tailor instruction toward increasing their performance (Priority 4)
3. Develop and Implement Individual Student Plans in alignment with Math CCSS	Principal and Teachers	Professional development for certificated and classified staff to implement ISPs.	Title I/EIA: \$2,000	2.12 Teachers utilize available information so they are able to create SMART (Strategic Measurable Attainable Results oriented and Time bound) and identify strategies to increase

		Pay for substitutes, if necessary, to allow for release time.		student achievement for individuals and groups of individual students. (Priority 4)
4. Increase effort to involve parents in their student(s) education experiences through solicited participation in the Individualized Student Plan (ISP) process.	Principal and Teachers	August 2016-May 2017. Collaboration time set aside to prepare for the development of ISPs.	LCAP	3.10 Review opportunities for parent involvement. (Priority 3)
5. Instructional aides/support staff will work with individuals and in small group settings to support math instruction.	Principal, Teachers, Instructional Aides/Support Staff	Utilize two part-time instructional aides in the classroom. Determine the number of students in need of extra support. Create a schedule to ensure students receive a structured time for systematic review and/or tutoring in Math CCSS. August 2016-May 2017	Title I: \$13,505.50	2.13 Employ an instructional support staff to assist teachers and other certificated staff toward meeting student performance objectives. (Priority 4)
6. The After School Education and Safety (ASES) Program will utilize an instructional aide to implement a systematic tutorial program.	Principal, After School Coordinator/After School Staff	Examine the need for additional instructional support in the after school program. Create a schedule to ensure students receive a structured time for systematic review and/or tutoring in Math CCSS. August 2016-May 2017	Title I/EIA : \$1,560	2.16 Maintain an appropriate after school program offering an academically enriching environment as required by the After School Education and Safety grant. (Priority 4)

<p>7. Provide ongoing professional development opportunities, such as workshops and/or conferences, to enhance knowledge base and skills.</p>	<p>District Administration, Principal, Teachers</p>	<p>Examine the need for additional professional development opportunities to explore specific content area implementation and STEM programmatic elements. Provide substitute teachers for educators as they attend offsite professional development opportunities. August 2016-May 2017</p>	<p>Title I: \$3000</p>	<p>2.14 Provide teachers professional development to help them effectively use state resources, such as the digital library, and interpret assessment data to benefit student outcomes. (Priority 4)</p> <p>2.15 District to provide professional development on the District's adopted core curriculum toward increasing student mastery on the state's required courses of study. (Priority 4)</p>
<p>8. Collaborate with staff regarding curriculum and instruction alignment with Math CCSS.</p>	<p>Teachers, Principal, District Administration.</p>	<p>August 2016-May 2017</p>		
<p>9. Develop and implement inclusive approach in involving parental partnership in the areas of Math CCSS and their assessments.</p>	<p>Principal, Teachers, and Select Staff</p>	<p>August 2016-May 2016</p>	<p>Adult Education Block Grant</p>	<p>2.1 Focus instruction on standards-aligned adopted materials reviewing student performance data to determine how instruction can be adapted to increase individual student performance. Provide parent/guardian education after school 4 times per year at Woodfords Indian Education Center and at Diamond Valley Elementary at "Parents In School Nights," respectively, to support the academic achievement of DVE and CDS students. Parental partnerships are also included in the SPSA. (Priority 4)</p>

<p>10. Create incentives or rewards/awards to recognize students for academic performance and improvement</p>	<p>Principal, Teachers</p>	<p>August 2015-May 2016</p>	<p>MHSA</p>	<p>2.12 Teachers utilize available information so they are able to create SMART (Strategic Measurable Attainable Results oriented and Time bound) and identify strategies to increase student achievement for individuals and groups of individual students. (Priority 4)</p>
<p>11. Utilize the SBAC Digital Library to support teachers in their application of the formative assessment process during their daily instruction.</p>	<p>Teachers, Principal, Counselor</p>	<p>October 2015-April 2016</p>		<p>2.10 Teachers use a variety of formative and summative assessment tools, independent of state standardized tests, to meet the educational needs of their students. (Priority 4)</p> <p>2.14 Provide teachers professional development to help them effectively use state resources, such as the digital library, and interpret assessment data to benefit student outcomes. (Priority 4)</p>

Please duplicate this form as necessary for additional goals, activities, or strategies the school may have.

Form A: Planned Improvements in Student Performance

The School Site Council will analyze the academic performance of all student based assessment results from the 2016-17 Smarter Balanced Assessment Consortium (SBAC) assessments and the Measure of Academic Progress (MAP) in English Language Arts and Mathematics. The school will continue to administer the MAP assessments in the K-2 grade levels. Students in grades 3-8 are scheduled to take the Interim and Final SBAC assessments this year. It is the desire of the School Site Council for students to meet standards expectations for their grade level. As a result, the Council has adopted the following school goals, related actions, and expenditures to raise the academic performance of students.

LEA Goal:

Goal #1. Conditions of Learning: Alpine County Unified School District is committed to ensuring all students (including expelled youth, foster youth, students with exceptional needs and low income students) have complete access to a broad course of study in all standards-aligned core academic courses, physical education instruction, and Visual and Performing Arts (VAPA) with highly qualified teachers and within a healthy school environment.

Goal #3. Engagement: Alpine County Unified School District is committed to providing a collaborative culture for all students (including expelled youth, students with exceptional needs, and low income students), parents, teachers, staff, and the community that promotes parental involvement and the social, emotional, and academic growth of all students.

School Goals:

Goal #1 Diamond Valley Elementary School will continue to disseminate important information to parents via the Diamond Digest, emails, letters home, and when possible, the Diamond Valley School website.

Goal #2: Diamond Valley Elementary School will analyze the information gathered from student, staff, and parental surveys to aid in the gathering of stakeholder input.

Goal #3: Diamond Valley Elementary School will utilize various committees and groups, such as the: Safety Committee, School Site Council, and Alpine Parent’s Group, to gather stakeholder input.

Goal #4: Diamond Valley Elementary School will continue to utilize the PBIS framework to foster a positive schoolwide atmosphere.

Goal #5: Diamond Valley Elementary School will maintain, and if possible expand, the various course offerings available at Diamond Valley Elementary School.

Goal #6: Diamond Valley Elementary School will promote a learning environment that respects and includes students of all cultures.

LCAP Priority Areas:

Parental Involvement (Priority 3), Pupil engagement (Priority 5), School climate (Priority 6)

What data did you use to form this goal?	What were the findings from the analysis of this data?	How will the school evaluate the progress of this goal?
Comprehensive School Safety Plan Emergency Response Plan Discipline records/data SWIS Data Attendance Data	There is an ongoing need to adjust the Comprehensive School Safety Plan to modernize the school facilities.	Review of Diamond Valley Elementary School discipline, SWIS data, Safety Committee meeting minutes/agendas, and attendance data

	Implementation of the HAWK PBIS system should continue with an expansion into a systematic application of an anti-bullying program.	
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STRATEGY #1: During 2016-17, Diamond Valley Elementary School will continue implementing its PBIS (Positive Behavior Intervention and Support) program.

STRATEGY #2: During 2016-17, Diamond Valley Elementary School will ensure appropriate staff are trained in the PBIS model and other pertinent programs.

STRATEGY #3: During 2016-17, Diamond Valley Elementary School will develop a process to increase community and parental engagement in the academic growth of their students.

STRATEGY #4: During 2016-17, Diamond Valley Elementary School will continue to utilize a variety of formats to communicate with students, parents, staff, and community stakeholders

STRATEGY #5: During 2016-17, Diamond Valley Elementary School will continue to utilize, and further develop, a comprehensive counseling program to help student engagement.

STRATEGY #6: During 2016-17, Diamond Valley Elementary School will analyze student, staff, and parental surveys regarding school climate and develop a plan to both continue identified areas of strength and improve areas for growth.

Action/Date	Person(s) Responsible	Task/Date	Estimated Cost or Funding Source	Identified LCAP Actions/Services
1. Update the Comprehensive School Safety Plan	Principal, Safety Committee members, School Board	January 2016		
2. Support the continued implementation of the Positive Behavioral Intervention and Supports program.	Principal, Teachers, Support Staff	August 2016-May 2017	MHSA	3.8 Positive Behavioral Interventions and Supports (PBIS) framework is implemented toward increasing behaviors consistent with learning. Educate parents/guardians on the PBIS framework. Continue staff development and support of PBIS framework. (Priority 6)
3. Invite/host assemblies to promote a positive and safe learning environment.	Principal, Teachers, Support Staff	August 2016-May 2017	LCAP	3.8 Positive Behavioral Interventions and Supports (PBIS) framework is implemented toward increasing behaviors consistent with learning. (Priority 6)
4. Continue to develop, and implement, an athletic program with the express purpose to help encourage the emotional and physical well-being of our students.	District Administration, Principal, Support Staff	August 2016-May 2017	LCAP	2.19 Ensure sports program to include cross country, basketball, volleyball, and track and field. (Priority 8)
5. Continue to develop and implement a musical program that allows interested students to feel connected to Diamond Valley Elementary School and format a method to express themselves non-academically.	Principal, Teachers, and Select Staff	October 2016-April 2017	LCAP	2.17 Maintain VAPA program with certificated and classified staff. (Priority 8)

6. Support the production of the Diamond Digest as a means to effectively communicate with parents regarding school and community events.	District Administration, Principal, Support Staff, Community Members	August 2016-May 2017	LCAP	
7. Collaborate with external agencies to facilitate additional support for students within both the school setting and the community at large	District Administration, Principal, Support Staff, Community Members	August 2016-May 2017		
8. Recognize and celebrate national holidays, heritage months/days, and awareness months/days.	Principal, Teachers, Support Staff	August 2016-May 2017		
9. Develop and implement inclusive approach in involving parental partnership in academic areas and their assessments.	Principal, Teachers, and Select Staff	August 2016-May 2016	Adult Education Block Grant	2.1 Focus instruction on standards-aligned adopted materials reviewing student performance data to determine how instruction can be adapted to increase individual student performance. Provide parent/guardian education after school 4 times per year at Woodfords Indian Education Center and at Diamond Valley Elementary at "Parents In School Nights," respectively, to support the academic achievement of DVE and CDS students. Parental partnerships are also included in the SPSA. (Priority 4)
10. Invite the parents of students who struggle academically or behaviorally to participate in parent/teacher/admin conferences to collaborate on support plans to increase student achievement.	Principal, Teachers, and Select Staff	August 2016-May 2017	Adult Education Block Grant	2.1 Focus instruction on standards-aligned adopted materials reviewing student performance data to determine how instruction can be adapted to increase individual student

				performance. Provide parent/guardian education after school 4 times per year at Woodfords Indian Education Center and at Diamond Valley Elementary at “Parents In School Nights,” respectively, to support the academic achievement of DVE and CDS students. Parental partnerships are also included in the SPSA. (Priority 4)
11. Parents will have opportunities to provide input through School Site Council, Safety Committee, and Alpine County Unified School District LCAP PAC meetings	Principal, Teachers, and Staff	August 2016-May 2017		3.10 Review opportunities for parent involvement. (Priority 3)
12. Continue to develop and implement a comprehensive counseling program.	Principal, Teachers, Support Staff	August 2016-May 2017	Title I/EIA: \$200	3.14 Full time counselor employed to ensure the successful engagement of all students in the District's programs.
13. Analyze student, staff, and parental surveys regarding school climate.	Principal, Teachers, and Staff	Fall 2016		3.13 Administer the California School Climate Survey (CSCS) to all staff. (Priority 6)
14. Develop a school climate plan that both continues the items listed as areas of strength and improves the items listed in the areas for growth.	Principal, Teachers, and Staff	August 2016-May 2017		
15. Develop and implement an extracurricular middle school educational experience	Principal, Teachers, and Staff	August 2016-May 2017	Title I/EIA: \$694.72	

Please duplicate this form as necessary for additional goals, activities, or strategies the school may have.

Form B: Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support this site program goal and will be performed as a centralized service. Note: the total amount for each categorical program in Form B must be aligned with the Consolidated Application.

School Goal #: All

Actions to be Taken to Reach This Goal¹ Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date² Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
Indirect Costs to Alpine County for Program implementation	August 2016-May 2017	Increased Classified Time to provide oversight of proper use of funds	\$3,430	Title I/EIA
NCLB Training for Teachers; Determine appropriate professional development either by own staff or outside consultant or firm. Use existing staff contract time, hire substitutes, or use staff development days or a combination of these.	August 2016-May 2017	Increase quality of teaching staff to meet Highly Qualified criteria per NCLB	\$4,778	Title I

¹ See Appendix A: Chart of Legal Specifics for the Single Plan for Student Achievement for content required by each program or funding source supporting this goal.

² List the date an action will be taken, or will begin, and the date it will be completed.

Note: Centralized services may include the following direct services:

- Research-based instructional strategies, curriculum development, developing positive school climate, and data disaggregation for instructional staff
- District-wide staff providing specific services to schools, e.g., English Language Development Coordinator, Teachers on Special Assignment, Instructional Coaches
- After-School and Summer School programs funded by categorical programs
- Data analysis services, software, and training for assessment of student progress

Centralized services do not include administrative costs.

Please duplicate this form as necessary.

Form C: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. The totals on these pages should match the cost estimates in Form A and the school’s allocation from the ConApp.

Note: for many of the funding sources listed below, school districts may be exercising Categorical Program Provisions options (flexibility), which are described at:
<http://www.cde.ca.gov/fg/aa/co/ca12sguiappcatprog.asp>

State Programs	Allocation
<input type="checkbox"/> California School Age Families Education Purpose: Assist expectant and parenting students to succeed in school	\$
<input checked="" type="checkbox"/> Economic Impact Aid/State Compensatory Education (EIA-SCE) Purpose: Help educationally disadvantaged students succeed in the regular program	\$7,699.72
<input type="checkbox"/> Economic Impact Aid/Limited English Proficient (EIA-LEP) Purpose: Develop fluency in English and academic proficiency of English learners	\$
<input type="checkbox"/> Peer Assistance and Review Purpose: Assist teachers through coaching and mentoring	\$
<input type="checkbox"/> Quality Education Investment Act (QEIA) Purpose: Funds are available for use in performing various specified measures to improve academic instruction and pupil academic achievement	\$
<input type="checkbox"/> School Safety and Violence Prevention Act Purpose: Increase school safety	\$
<input type="checkbox"/> Tobacco-Use Prevention Education Purpose: Eliminate tobacco use among students	\$
<input type="checkbox"/> List and Describe Other State or Local Funds (e.g., Career and Technical Education [CTE], Gifted and Talented Education [GATE])	\$
Total amount of state categorical funds allocated to this school	\$ 7,699.72

Federal Programs		Allocation
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$ 47,784
<input type="checkbox"/>	Title I, Part A: Parental Involvement (if applicable under Section 1118[a][3][c] of the Elementary and Secondary Education Act) Purpose: Ensure that parents have information they need to make well-informed choices for their children, more effectively share responsibility with their children's schools, and help schools develop effective and successful academic programs (this is a reservation from the total Title I, Part A allocation).	
<input checked="" type="checkbox"/>	For Program Improvement Schools only: Title I, Part A Program Improvement (PI) Professional Development (10 percent minimum reservation from the Title I, Part A reservation for schools in PI Year 1 and 2)	4,778.40
<input type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$
<input type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$
<input type="checkbox"/>	Title VI, Part B: Rural Education Achievement Program Purpose: Provide flexibility in the use of ESEA funds to eligible LEAs	\$
<input type="checkbox"/>	For School Improvement Schools only: School Improvement Grant (SIG) Purpose: to address the needs of schools in improvement, corrective action, and restructuring to improve student achievement	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
<input type="checkbox"/>	Other federal funds (list and describe)	\$
Total amount of federal categorical funds allocated to this school		\$ 47,784
Total amount of state and federal categorical funds allocated to this school		\$ 55,483.72

Note: Other Title I-supported activities that are not shown on this page may be included in the SPSA Action Plan.

Form D: 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.³ The current make-up of the SSC is as follows:

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Scott Smith	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Annie Atkinson	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kathy Curry	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eleanor Moore	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carol Lawlor	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>	<input type="checkbox"/>
Lisa Allen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Amber Bill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Amy Broadhurst	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Erin Dobyms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
Rachael Brothers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5	

³ EC Section 52852

Form E: 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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 - State Compensatory Education Advisory Committee _____ Signature
 - English Learner Advisory Committee _____ Signature
 - Special Education Advisory Committee _____ Signature
 - Gifted and Talented Education Advisory Committee _____ Signature
 - District/School Liaison Team for schools in Program Improvement _____ Signature
 - Compensatory Education Advisory Committee _____ Signature
 - Departmental Advisory Committee (secondary) _____ Signature
 - Other committees established by the school or district (list) _____ Signature
4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on: May 2, 2016.

Attested:

Scott Smith, Ph.D. _____

Typed name of School Principal

Signature of School Principal

Date

Amber Bill _____

Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Form G: Single Plan for Student Achievement Annual Evaluation

Evaluation Introduction

Pursuant to California *Education Code* Section 64001(g), the School Site Council (SSC) must evaluate at least annually the effectiveness of planned activities. In the cycle of continuous improvement of student performance, evaluation of the results of goals will provide data to inform and guide subsequent plans.

Annual evaluation by the SSC and local educational agency (LEA) is a critical part of the continuous cycle of improvement for a school. Furthermore, it is an integral component of the Compensatory Education (CE) Federal Program Monitoring (FPM) review process for Single Plan for Student Achievements (SPSAs). During an FPM review, the SSC and LEA must be able to provide evidence of the evaluation process to determine if the needs of students are being met by the strategies described in the SPSA.

The SPSA annual evaluation may be a summary description of the school's progress toward implementation of the strategies and actions in the SPSA. The report may also include a data analysis of the school's progress towards its student achievement goals based on local, state, or national assessment data.

During the evaluation process, it is important for the SSC and LEA to exercise caution about jumping to conclusions about the effectiveness or non-effectiveness of specific activities and programs without examining the underlying causes. The SSC and LEA should consider all relevant factors when evaluating the plan, such as the degree of implementation, student enrollment changes, and health and safety issues.

Evaluation of 2015-16 SPSA

With respect to the strategies created in the 2016-17 plan, the site council has made the following observations and evaluations.

The local assessment system was implemented through a variety of examinations. Diamond Valley Elementary School utilized the Smarter Balanced Assessment Consortium (SBAC) interim assessments during Fall 2015 and Winter 2016, along with final assessments at the end of Spring 2015. In addition to SBAC examinations, Measures of Academic Progress (MAP) assessments were utilized throughout the school year to help identify the educational gaps of Diamond Valley Elementary School students. A review of the data indicates that, when compared with the same information from the 2014-15, student academic achievement has improved.

In addition, Diamond Valley Elementary School has a three year average daily attendance of 95.65%. This year, Diamond Valley Elementary School has experienced an average daily attendance of 95.93%. This represents a 0.28% increase this year over the three year average. In addition to increased implementation of the Alpine County Unified School District Attendance Policy, it is believed that the expansion of the Visual and Performing Arts program has helped some students feel connected to Diamond Valley Elementary School.