

# The Single Plan for Student Achievement

**School:** Dixie Elementary School  
**CDS Code:** 21 65318 6024160  
**District:** Dixie Elementary School District  
**Principal:** Jason Manviller  
**Revision Date:** School Year 2017-2018

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:

**Contact Person:** Jason Manviller  
**Position:** Principal  
**Phone Number:** (415) 492-3730  
**Address:** 1175 Idylberry Dr.  
San Rafael, CA 94903-1131  
**E-mail Address:** [jmanviller@dixieschooldistrict.org](mailto:jmanviller@dixieschooldistrict.org)

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

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## School Vision and Mission

### Dixie Elementary School's Vision and Mission Statements

The Mission of the Dixie School Community is to promote academic excellence, to nurture learning as a lifelong process, and to support all students as they become informed, productive, contributing members of society.

## School Profile

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

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

### Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Administrators conduct frequent classroom observations.

### Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### Standards, Assessment, and Accountability

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

Dixie School District uses state and local assessment to modify instruction and improve student achievement.

2. Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Dixie School District monitors student progress on a six-week basis by using curriculum-embedded assessments as well as local district assessments (SRI, DIBELS and Lexia).

### Staffing and Professional Development

3. Status of meeting requirements for highly qualified staff (ESEA)

Dixie School District meeting the requirements for highly qualified staff.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All Dixie School District credentialed teachers are trained and have access to SBE-adopted instructional materials.

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

All Dixie School District staff development is aligned to content standards and professional needs.

6. Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Dixie School District has planning time embedded into the contract hours on Learning Wednesdays. The district employs an Instructional Coach for Technology and supplies other professional experts to assist in instructional strategies.

7. Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Dixie School District has planning time embedded into the contract hours on Learning Wednesdays. The district employs an Instructional Coach for Technology and supplies other professional experts to assist in instructional strategies.

### Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Dixie School District's curriculum, materials and instruction is aligned with the California State Standards.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Dixie School District is in adherence with the instructional minutes for reading/language art and mathematics.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Dixie School District has lessons that are paced for flexibility for intervention courses.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Dixie School District's standards-based instructional materials in math are aligned to the current California State Standards. The district is moving forward with adopting California State Standards based instructional materials in English language arts and science.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Dixie School District is a K-8 district.

### Opportunity and Equal Educational Access

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

Dixie School District provides services by the regular program that enable underperforming students to meet the standards.

14. Research-based educational practices to raise student achievement

Dixie School District uses research-based educational practices to raise student achievement.

### Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources are available from family, school, district, and community to assist under-achieving students.

16. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

N/A

### Funding

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

The use of the Dixie School District's concentration grant from LCFF provides services to enable underperforming students to meet standards.

18. Fiscal support (EPC)

All funding is managed by the district to meet the needs of all students.

## **Description of Barriers and Related School Goals**

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	67	63	71	65	62	71	65	62	71	97.0	98.4	100
Grade 4	62	67	68	62	67	68	62	67	68	100.0	100	100
Grade 5	73	65	69	70	63	68	70	63	67	95.9	96.9	98.6
All Grades	202	195	208	197	192	207	197	192	206	97.5	98.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2489.8	2496.8	2497.8	48	60	59.15	37	24	25.35	12	13	7.04	3	3	8.45
Grade 4	2509.1	2528.5	2520.7	44	58	41.18	27	18	39.71	16	15	11.76	13	9	7.35
Grade 5	2563.9	2546.8	2568.7	50	33	47.76	27	43	34.33	16	13	5.97	7	11	11.94
All Grades	N/A	N/A	N/A	47	51	49.51	30	28	33.01	15	14	8.25	8	8	9.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	54	53	50.70	40	39	39.44	6	8	9.86
Grade 4	31	40	48.53	55	51	48.53	15	9	2.94
Grade 5	49	37	52.24	39	49	37.31	13	14	10.45
All Grades	45	43	50.49	44	46	41.75	11	10	7.77

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	58	56.34	58	39	32.39	5	3	11.27
Grade 4	42	58	47.06	45	33	48.53	13	9	4.41
Grade 5	63	43	64.18	29	46	25.37	9	11	10.45
All Grades	48	53	55.83	44	39	35.44	9	8	8.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	37	35	46.48	63	61	45.07	0	3	8.45
Grade 4	29	39	29.41	63	55	63.24	8	6	7.35
Grade 5	37	32	40.30	56	60	55.22	7	8	4.48
All Grades	35	35	38.83	60	59	54.37	5	6	6.80

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	49	44	53.52	45	53	36.62	6	3	9.86
Grade 4	44	43	36.76	47	45	55.88	10	12	7.35
Grade 5	44	44	56.72	49	49	32.84	7	6	10.45
All Grades	46	44	49.03	47	49	41.75	8	7	9.22

Conclusions based on this data:

1.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	67	63	71	65	62	71	65	62	71	97.0	98.4	100
Grade 4	62	67	68	62	67	68	62	67	68	100.0	100	100
Grade 5	73	65	69	70	63	68	70	63	68	95.9	96.9	98.6
All Grades	202	195	208	197	192	207	197	192	207	97.5	98.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2500.2	2497.5	2476.7	52	56	42.25	32	21	32.39	14	16	15.49	2	6	9.86
Grade 4	2522.3	2532.3	2529.7	35	49	41.18	34	27	27.94	24	18	26.47	6	6	4.41
Grade 5	2565.9	2557.4	2567.2	53	41	55.88	21	33	22.06	16	16	10.29	10	10	11.76
All Grades	N/A	N/A	N/A	47	49	46.38	29	27	27.54	18	17	17.39	6	7	8.70

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	68	68	57.75	26	24	30.99	5	8	11.27	
Grade 4	55	57	54.41	34	30	33.82	11	13	11.76	
Grade 5	50	52	58.82	36	30	26.47	14	17	14.71	
All Grades	57	59	57.00	32	28	30.43	10	13	12.56	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	65	60	47.89	31	31	45.07	3	10	7.04
Grade 4	45	54	52.94	39	39	33.82	16	7	13.24
Grade 5	54	37	50.00	34	51	36.76	11	13	13.24
All Grades	55	50	50.24	35	40	38.65	10	10	11.11



Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	63	63	49.30	35	32	42.25	0	5	8.45
Grade 4	44	55	50.00	44	34	33.82	13	10	16.18
Grade 5	49	41	38.24	44	41	48.53	7	17	13.24
All Grades	52	53	45.89	41	36	41.55	7	11	12.56

**Conclusions based on this data:**

1.

## School and Student Performance Data

### CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
K				***	***										
1	25		33	75	100	67									
2	20			80	***	***						***			
3	25	***		25	***		50					***			***
4					40	***	***	20			20			20	
5						50	***	***							50
<b>Total</b>	18	6	17	53	69	61	29	13			6	9		6	13

#### Conclusions based on this data:

1. CELDT result data is used to inform classroom instruction.

## School and Student Performance Data

### CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
<b>K</b>	12	7	14	24	47	14	53	33	43	6	13	14	6		14
<b>1</b>	50		38	50	100	62									
<b>2</b>	20			80	***	50						50			
<b>3</b>	33	***	***	17	***		33					***	17		***
<b>4</b>					40	***	***	20			20		***	20	
<b>5</b>	***				***	40	***	***				20			40
<b>Total</b>	23	6	20	31	58	39	36	23	15	3	10	15	8	3	12

#### Conclusions based on this data:

1. CELDT result data is used to inform classroom instruction.

## Planned Improvements in Student Performance

### School Goal #1

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

<b>SUBJECT: English Language Arts</b>
<b>LEA/LCAP GOAL:</b>
Goal Statement: Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills. State Priorities: 1, 2, 4 and 6.
<b>SCHOOL GOAL #1:</b>
Goal Statement: High academic achievement for all students through the teaching and learning of the California state standards in ELA and Social Studies using innovative lesson planning, standard aligned materials, and varied instructional strategies.
<b>Data Used to Form this Goal:</b>
Scores from classroom based assessments, teacher observation, DIBELS, BPST, Read Live, Scholastic Reading Inventory, core phonics, SIPPS, and Sonday System. We will also use technology based intervention programs. Data from these programs will help us monitor the progress of students receiving Tier II intervention.
<b>Findings from the Analysis of this Data:</b>
This goal will continue into the current single school plan until 90% of our students are scoring proficient or above on the state assessment.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teachers will use classroom based assessments, formal/informal observation, DIBELS, BPST, Scholastic Reading Inventory, Lexia school reports, core phonics, SIPPS, Read Live, and Sonday System. Regular communication with parents regarding student academic progress, in addition to November parent conferences, progress reports and trimester report cards will be used. Intervention sessions will be six to eight week blocks and we will have pre and post assessments to determine if students who need additional time and support are making adequate progress with the methods we are implementing.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Engage high achieving students with differentiated materials and instruction.</p> <p>Provide opportunities in the classroom for fluid grouping and deepening the level of critical thinking, with extensions and alternative projects for students who are meeting or above grade level benchmarks.</p> <p>Utilize regular practice of pre-assessments to determine which students already know a skill or content and they are ready for extensions or alternative project learning within the grade level curriculum.</p> <p>Incorporate technology appropriately in the classroom to support, enhance, and engage students with learning.</p> <p>Continue supporting instructional learning through 1:1 device model in grades 3-5.</p> <p>Implement Common Sense Media and Cyber Safety lessons on an annual basis in all grades.</p> <p>Utilize collaborative time to share best practices and teaching strategies, exploring varied resources and materials, researching new teaching programs and strategies, and utilizing 21st century learning tools (Creativity, Collaboration, communication, and Critical Thinking), to engage learners.</p>	8/2018-6/2019	All Staff			LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Educational Services Department will continue to provide professional development that is aligned with best practices and an opportunity for teachers to give feedback about support needed and effectiveness of programs during grade-level meetings and District Learning Wednesdays.</p> <p>Use pre and post assessment data to evaluate the success and progress of targeted students who participate in six to eight week intervention opportunities with a trained intervention instructional specialist.</p>						
<p>Support English Language Learners with an instructional aide based on assessed need.</p> <p>Staff designs Special Education supports to ensure that all students with exceptional needs are appropriately identified, assessed, and provided free, appropriate public education programs and services designed to meet their unique needs.</p> <p>Utilize GLAD strategies to provide success for all learners.</p> <p>Encourage cross-curricular unit creation to incorporate social studies, cultural inclusion and science standards with literacy learning.</p>	8/2018-6/2019	All Staff			LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>We will use our school library as an integral piece of Social Studies and literacy curriculum and instruction. Each class will visit the school library weekly.</p> <p>Through Friday folders, teacher websites, e-mail, and conferences, teachers will share tips and best practices with parents for supporting reading and writing in ELA and Social Studies at home.</p> <p>Our School Leadership Team and School Site Council will meet regularly to discuss site reading and writing curricular programs to enhance learning opportunities for all students.</p> <p>Continue to implement Language Arts curriculum.</p> <p>Investigate a new Social Studies curriculum to adopt for our district. This will include exploration, pilot, purchase, and professional development process.</p> <p>Field trips align to language arts and Social Studies curriculum as students use their language.</p>						

## Planned Improvements in Student Performance

### School Goal #2

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

<b>SUBJECT: Mathematics</b>
<b>LEA/LCAP GOAL:</b>
Goal Statement: Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills. State Priorities: 1, 2, 4 and 6.
<b>SCHOOL GOAL #2:</b>
High academic achievement for all students through the teaching and learning of the California state standards in Math and Science using innovative lesson planning, standard aligned materials, and varied instructional strategies.
<b>Data Used to Form this Goal:</b>
Grade-level meetings and District Learning Wednesdays, classroom observations, data reviews, progress monitoring, formative assessments and summative assessments will be used to guide instruction. Data from the above programs will help us monitor the progress of students receiving Tier II intervention.
<b>Findings from the Analysis of this Data:</b>
This goal will continue into the current single school plan until 90% of our students are scoring proficient or above on the state assessment.
<b>How the School will Evaluate the Progress of this Goal:</b>
Teachers will collaborate on Learning Wednesdays to share student work/assessments and discuss promising instructional strategies and best practices for the 21st Century learning skills. Teachers will review and refine grade level pacing plans and will revisit them throughout the school year for necessary and appropriate adjustments through the State Standards. Classroom-based open ended assessments and observations will show student engagement and understanding of mathematical and science concepts. Teachers will analyze assessment results and design intervention groups to provide further support in math.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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	8/2018-6/2019	All Staff	Math Expressions, Supplemental Materials		LCFF - Base	



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>support student mastery of math and science concepts.</p> <p>Implement the State Standards when planning instruction and assessing for mastery. Report cards and assessments are aligned to match State Standards for instruction.</p> <p>Implement Math Expressions curriculum in addition to supplemental materials. Exploring Next Generation Science Standards (NGSS) Curriculum, i.e. Mystery Science.</p> <p>Share best practices as we progress through the NGSS transition to gain more familiarity with the program during grade-level meetings and district learning Wednesdays.</p> <p>STEAM activities will also support math and science exploration and practice with the 21st Century Learning skills (Creativity, Collaboration, Communication, and Critical Thinking).</p>						
<p>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.</p> <p>Continue supporting instructional learning through 1:1 device model in grades 3-5.</p>	8/2018-6/2019	All Staff			LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Our School Leadership Team and School Site Council will meet regularly to discuss site curricular programs to enhance learning opportunities for all students.						

## Planned Improvements in Student Performance

### School Goal #3

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

<b>SUBJECT: School Climate, Culture and Connection</b>
<b>LEA/LCAP GOAL:</b>
Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills.
<b>SCHOOL GOAL #3:</b>
Create and maintain a positive, safe, and healthy school climate for students to learn.
<b>Data Used to Form this Goal:</b>
Student attendance data and statistics. Citation data for student behavior in Aeries. Frequency of principal and teacher involvement in conflict mediation with students. New Perspectives data around both group and individual services. Annual school climate survey (conducted by site council or districtwide) of various stakeholders.
<b>Findings from the Analysis of this Data:</b>
2015-2016 California Healthy Kids Survey Report; 2015-2016 Dixie Elementary School Suspension Report
<b>How the School will Evaluate the Progress of this Goal:</b>
Staff observation of student behavior and use of conflict mediation strategies on the playground. Teachers reviewing the mediation protocol with students in the classroom and structuring role playing opportunities for students to practice with the language and format. Direct anti-bullying lessons in the classroom, using BrainPop web-based learning opportunities with teacher direction and active follow-up discussion with students. Teacher's knowledge and awareness of legal obligations AB537 and SB71 in California public schools as well as Dixie Board Policies on Bullying and Harassment (5130 and 5131.2). Developing strategies and increasing level of comfort in discussion of LGBT students and families. Review of school calendar to determine the number of community building events/activities throughout the school year. Evidence of LifeSkills taught and practiced in all classes, including specialist classes, throughout the school day. Presence of volunteers using appropriate strategies in the classrooms and on the playground.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Our staff are reviewing and	8/2018-6/2019	All Staff			LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>implementing new Social Emotional Learning programs.</p> <p>Continued use of the No Bully/Solution Team response to support positive group dynamics and student empathy is in its fourth year at Dixie. All staff has been oriented to the No Bully/Solution Team concept. In addition, all staff receives professional inservice training around the legal and moral issues related to providing a bully and harassment-free environment on an annual basis. The SolutionTeam trained staff will monitor and provide support for all Solution Team sessions and work. Staff, students and parents will understand how to access the Solution Team process through the website.</p> <p>Our district technology coach helps to facilitate Common Sense Media curriculum through the Techie Time website (<a href="https://sites.google.com/a/dixieschooldistrict.org/techie-time/">https://sites.google.com/a/dixieschooldistrict.org/techie-time/</a>). This will be used to support student learning as it relates to online behavior and ethics. Students will learn, via age appropriate lessons, how to safely navigate the internet and how to be a good online citizen.</p> <p>Using Cooperative Adventure concepts funded by CanDo!, all classes will practice cooperative learning strategies that will increase student learning and promote positive behaviors. All classrooms will</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>have sessions both in the fall and spring. Teachers have access to a blog and common language. Posters from the program (examples include Mistakes = Information, Challenges Ahead, Solve or Complain), and activities provide students (and teachers) with a context to be kinder, smarter and more socially aware. It is our intention to create a site survey of teachers before renewing Cooperative Adventures contract next year.</p> <p>Kimochi (KEY.MO.CHEE) means Feeling in Japanese. Using Kimochis....(Toys with Feelings Inside® and the Kimochis® Feel Guide) teachers will bring social-emotional learning (SEL) and Character Education into selected classrooms. This program will help create an optimistic, caring environment where students feel connected, included and valued - a place where significant learning can occur and everyone can communicate with respect and kindness. This program has been used in grades TK-2.</p> <p>BACR-New Perspectives will also be providing weekly counseling opportunities for individual students, small student-themed groups and whole grade levels. Group sessions often work around issues involving developing/maintaining friendships, transition to middle school, dealing with separation/divorce, or loss. Our counselors and their interns also</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>provide limited services for parents here on-site.</p> <p>Additional supports for this action include our whole school assemblies, Dixie School "Lion's Roars" (Used by all staff to recognize students who display and practice our monthly Dixie District LifeSkills and Code of Conduct) Lion's Roars Cards also recognize when a student gets "caught" doing the right thing when no one is looking.</p> <p>Our Buddy Class program fosters appropriate student behaviors and a positive school climate. Buddy Classes, which consist of student partners from lower and upper elementary classes meeting weekly to play and learn.</p>						
<p>The Dixie Staff, Home and School Club and Site Council will seek out ways to promote an inclusive school community including parent education. We believe that when all families feel welcomed and valued, learning can best be achieved. The DHSC will continue outreach through the Ambassador program. This way information conveyed at school can be reinforced at home. Parents will be reminded about the availability of resources at Back-to-School Night and through periodic communication from the principal.</p> <p>The Dixie staff communicates with parents through weekly emails,</p>	8/2018-6/2019	All Staff			LCFF - Base	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>websites, scheduled meetings, conferences and report cards. Parents communicate with staff through email, scheduled meetings, and formal conference. Parents communicate with principal through email, Dixie Home and School Club, and Site Council. The principal also sends out a weekly Dixie-Newsletter, manages the Dixie website and Twitter feed. The staff and principal communicate at Wednesday staff meetings and share parent feedback. The school website has been redesigned and continues to be updated weekly. All pertinent forms, information, and social media are available online.</p> <p>We will seek to provide school wide opportunities and family education that promote, celebrate and support our diverse population and unique differences in our school community. Our certificated staff is familiar with and has access to lessons from the Welcoming Schools (A project of the Human Rights Campaign Foundation) program which is a comprehensive, LGBT-inclusive guide to improving school climate with tools and resources that help school communities:</p> <ul style="list-style-type: none"> <li>• embrace family diversity</li> <li>• create gender-inclusive environments</li> <li>• prevent bias-based bullying and name-calling</li> </ul> <p>It is an inclusive approach to addressing family diversity, gender</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>stereotyping and name-calling in K-5 learning environments.</p> <p>Finally, we would like to revisit the annual process of surveying stakeholders by conducting an online survey of staff, students or parents about school climate or related issue.</p>						
<p>We will continue to provide lunchtime opportunities for all students to participate and feel connected to school. Lunchtime clubs include (but are not limited to) Garden, Green Team, Community Heroes, Library, and Legos.</p> <p>We will continue to support the efforts of our Dixie School Student Council. Their efforts often involve school spirit and local community service activities. Student council officers and reps are elected by their peers in the fall. The council currently has two teacher advisors who meet weekly with all elected students. Student Council plays an important role in our school assembly.</p>	8/2018-6/2019	All Staff	LCFF - Base			



## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Jackie Berringer			X		
John Peregoy		X			
Megan Hutchinson				X	
Jason Manviller	X				
Jessica Hamman				X	
Deb Sullivan		X			
Nicole Cunha		X			
Lisa Webb				X	
Tim Bacon				X	
Julie Auslander				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

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

## Recommendations and Assurances

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

State Compensatory Education Advisory Committee

X English Learner Advisory Committee

Special Education Advisory Committee


Gifted and Talented Education Program Advisory Committee

District/School Liaison Team for schools in Program Improvement

Compensatory Education Advisory Committee

Departmental Advisory Committee (secondary)

Other committees established by the school or district (list):


		Signature
		
		Signature
		Signature
		Signature
		Signature
		Signature
		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 .

Attested:

Jason Manviller

Typed Name of School Principal

  
Signature of School Principal

3/22/18

Date

Jackie Berringer

Typed Name of SSC Chairperson

  
Signature of SSC Chairperson

3/23/18

Date