

The School Plan for Student Achievement

School: Monta Loma Elementary School
CDS Code: 43695916049480
District: Mountain View Whisman
Principal: Gloria Higgins
Revision Date: October 18, 2018

The School 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 October 18, 2018.

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School Vision and Mission

Monta Loma Elementary School's Vision and Mission Statements

Vision: All students at Monta Loma will be academically prepared, socially skilled, and invested members of any community.

Mission: Inspire, prepare, and empower lifelong learners.

School Profile

Monta Loma Elementary School is located in Mountain View, a suburban community of 80,000 people approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which serves more than 5,000 students in eight elementary schools and two middle schools. Monta Loma Elementary School is located adjacent to Monta Loma Park which draws community members during the evening and on weekends.

For the 2018-19 school year, the staff is focused on the following major goals and key strategies:

Academic Achievement Goals

1A: By June 2019, there will be at least a 4 percentage point increase in the number of students meeting or exceeding standards and no increase in the percentage not meeting standards in English Language Arts as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (62% to 66%).

1B: Mathematics: By June 2018, there will be at least a 6 percentage point increase in the number of students meeting or exceeding standards and no increase in the percentage not meeting standards in Mathematics as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (44% - 50%).

Strategies

Response to Instruction

Math Intervention and Extension

Small Group Instruction

Professional Learning Community Practices for Essential Standards and Common Formative Assessment

Effective Use of Core Curriculum

Instructional Coaching

Closing the Achievement Gap Goal

2A: By June 2019 there will be a decrease in the number of English Learners who are at risk of becoming Long Term English Learners of at least one.

2B: By June 2019, there will be at least a 2 percentage point increase in the percent of reclassified English fluent proficient students meeting or exceeding standards as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (77% - 79%).

Strategies:

Expanded use of the Sheltered Instruction Observation Protocol (SIOP) Features: Language Objectives, Vocabulary, Linking Past and New Learning, and Supplementary Material

Added use of the SIOP features: Scaffolding, Frequent Interactions, Meaningful Activities, and Higher Order Questions and Tasks

Language Intervention for Newcomers and Students at Risk of Becoming Long Term English Learners

Human Capital Goal

3: Increase in the % of Teachers engaged in leadership opportunities from 50% to 60%.

Strategies

Increase opportunities for leadership

Inclusive and Supportive Culture Goals

4A: Decrease the number of students suspended from 5 to 4 or fewer.

4B: Increase attendance rates from 96.34% to 97%.

4C Offer a minimum of 5 parent engagement/education events with a minimum of 10 parents in attendance.

Strategies:

Responsive Classroom Approach

PBIS Practices

Attendance Tracking and Monitoring

Curriculum Information Nights

Project Cornerstone

Comprehensive Needs Assessment Components

Data Analysis

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

Analysis of Current Instructional Program

In conjunction with the needs assessments, the categories below 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

Teachers and staff at Monta Loma are committed to challenging all students to reach high levels of academic and social success. Teachers at Monta Loma are in the fourth year of teaching using the California State Standards, which are based on the Common Core State Standards (CCSS), to guide their instruction and monitor student progress. Standards based content and language objectives are designed, displayed, and reviewed with students daily.

Last year was the fourth year in which students and districts in California received state test results from the California Assessment of Student Performance and Progress (CAASPP). The Monta Loma staff and community analyzed this data to develop site academic goals for the year. In addition, the English Language Proficiency Assessment for California (ELPAC) was used to monitor our English Learner population and to target language development instruction. Student progress is monitored each trimester, and adjustments are made in grouping students for literacy and language groups. District benchmarks are given each trimester to assess student progress toward meeting standards in language arts, writing, and math. Grades K through 5 use a variety of literacy assessments, including curriculum embedded and district assessments to determine reading levels and literacy progress. Grades K through 5 give trimester benchmark assessments for Math and use grade level formative assessments to monitor math progress. All grades levels use Eureka Math assessments. Fifth graders also take a Statewide standardized science test.

As part of our response to instruction and intervention work this year, we have two literacy intervention teachers and a long term English learner / newcomer teacher who each work with small groups of students to build literacy and language skills. They support students in every grade level and collaborate with grade level teams to align practices and student outcomes. A ELPAC coordinator monitors the progress of our students learning English with support from our School and Community Engagement Facilitator.

Language Arts and Literacy Instruction:

We offer a multi-disciplinary approach to teaching literacy. Lessons include direct whole group and differentiated small group instruction in reading, writing, speaking and listening. Students are taught strategies for reading, comprehending, analyzing, and writing academic text. Benchmark Advance is our main language arts curriculum. Literacy instruction is supplemented with Write Tools, Leveled Literacy Interventio, Lexia, and Newsela, among other resources.

Language Development:

English language instruction is provided in both designated and integrated lessons at Monta Loma. During designated English Language Development (ELD) time, students are placed in an ELD group based on assessment results. These groups receive a minimum of 150 minutes per week of specific language instruction in the mechanics of English. Additionally, language development is integrated throughout the school day with vocabulary development and language function strategies specific to each discipline.

Mathematics:

Eureka Math is our main mathematics curriculum. It is aligned to the California State Standards. Math instruction provided in both whole group and differentiated small group settings. Individual differentiation is offered through Zearn, ST Math, and other online resources.

Science and Social Studies:

Our science program includes FOSS hands on science kits and the Science Is Elementary program in each classroom once a month. Houghton Mifflin is our adopted social studies curriculum. Teachers enhance science and social studies curriculum with field trips, assemblies, Science is Elementary, and Living Classroom. Additionally, science and social studies content is integrated into our language arts curriculum.

Music, Art, Physical Education, and Technology:

Students receive art, music, physical education, and technology instruction on a weekly basis. Art and music instruction is provided by the Community School of Music and Art and Physical Education instruction is provided once a week for kindergarten by classroom teachers and twice a week for grades 1 through 5 by Rhythm and Moves. Recess coaches led by two teachers support our students with games and recess activities to teach specific outdoor games and respectful sportsmanship.

Homework practices follow our district guidelines.

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

Teachers are responsible for administering district assessments each trimester. Staff has been trained in data analysis techniques and engages in a Professional Learning Community structure to use meeting and collaboration time to review student work and conduct data analysis of district benchmark and common formative assessment results. Our site goal work reflects our commitment to strong learning objectives that are accessible and understood by students and to Response to Instruction strategies that ensure students are getting excellent instruction, intervention and extensions as needed. This year, math intervention is also offered.

Staffing and Professional Development

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

At Monta Loma Elementary, teachers are fully credentialed to teach their assigned content areas and they possess the authorizations required to teach English Language Learners. 100% of our teaching staff meets the requirements for highly qualified staff for their currently assigned positions. One full time and one part time intervention teacher support all grade levels with literacy and math intervention. Two full-time and four part time special education professionals support students with special needs. Ten instructional assistants are assigned to support designated students with disabilities for 6 hours a day.

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

This year, we have five teachers participating in new teacher induction through the Santa Cruz Silicon Valley New Teacher Program. These teachers work with a mentor who supports them with the clearing their preliminary credential by providing professional development and coaching on best practices, and connecting them with resources and colleagues within and beyond our school and district. Mentors also observe new teachers and provide situational coaching and feedback to improve instruction.

All teachers at our school engage in coaching with an on site instructional coach who supports teaching and learning in all classrooms. This year, teachers will also engage in coaching specific to math content with math instructional coach and related to science with a local science professional development organization.

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

Teachers at Monta Loma have engaged in professional learning on Professional Learning Community techniques as well as specific training in adopted curriculum, standards and frameworks, and technology tools to supplement our instructional materials, such as text type training, close reading, text dependent questions, depth of knowledge, Lexia, STMath, and shifts in the standards for Language Arts and Math. Grade levels have weekly collaboration meetings during which they discuss teaching and learning and are provided two full planning days a year to develop long-range plans for the trimester. Teachers also choose to collaborate further during common preparation times and staff meetings.

Opportunity and Equal Educational Access

6. Services provided by the regular program that enable underperforming students to meet standards

Teachers and staff differentiate lessons to support students performing at all levels. An English Language Development block and a Response to Instruction block are built into the school's master schedule three to four times per week. Educational technology, such as ST Math, Lexia, Zearn, and Newsela allow students to progress toward meeting standard through targeted skill practice and instruction. Teachers engage in small group instruction supported by the use of educational technology to provide more personalized attention to students.

In all of our classes, teachers use research-based educational practices to ensure students attain academic success. Teachers regularly monitor students' progress to identify students who are struggling to attain grade level standards. In order to assist these students, teachers collaborate with our instructional coach, community engagement facilitator, and special education, intervention, and English Language Development teachers and provide classroom accommodations based on individual student needs. Students who consistently perform one year below grade level in reading are receive additional instruction on phonemic awareness, decoding strategies, reading fluency, and reading comprehension. Students also have opportunity to engage in extension lessons during the school day and through after school clubs. Field trips, Science is Elementary, Living Classrooms, Art, and Music are provided for all students. All students may elect to participate in activities after school such as chess, robotics, Spanish, and coding.

Parental Involvement

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

Monta Loma has a full-time community engagement facilitator who works with teachers and families to support students with specific needs including students whose families face economic or social challenges, who are new to the country, or who are considered long-term English learners. A California English Language Development Test coordinator works to assess and monitor the progress of our language learners. We also employ an At Risk supervisor who engages students in positive climate activities at recess, lunch, and after school as well as monitors attendance and discipline to support students whose learning is impacted by truancy, chronic absence or behavior.

8. 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)

Monta Loma is not a Title 1 school. Monta Loma is supported by several parent groups. School Site Council, English Learner Advisory Committee and Parent Teacher Association, each play important roles in developing and reviewing the school site plan. They monitor the school's progress toward its goals. School Site Council is made up of five parents and five staff members, including the principal. The English Learner Advisory Committee is made up of parents of language learners and school staff. Monta Loma Parent Teacher Association hosts a variety of family and community events throughout the year, including Campus Clean Up days, Movie Nights, Fall Festival, Used Book Sale, and Walkathon. This year they supported our school climate work by sponsoring twelve staff members to attend Responsive Classroom workshops. Parents reported feeling welcome on campus and appreciate the communication efforts the school provides, such as electronic and hard copy communication, and translation for Spanish-speaking families. Principal Coffees are a regular part of our communication process and are well attended by our families. Additionally, Monta Loma is the beneficiary of volunteerism from many community members and organizations like our local neighborhood association, and Community Emergency Response Team, Community Health Awareness Council, Just Read/Math, and many more.

Funding

9. Services provided by categorical funds that enable underperforming students to meet standards

The primary source of funding for Monta Loma is through the Local Control Funding Formula. The District provides each school with an allocation to support students through the Targeted Student Support Program. We use this funding source to provide our intervention services and most academic supports for students. We have smaller amounts of funding in our site discretionary funds and lottery funds. These are used to purchase professional development items and site materials, such as technology and access to online learning programs. We also receive funding through donations from our Parent Teacher Association or grants from local companies.

Response to Instruction and Intervention teachers and instructional assistants are funded out of our targeted student support program account. Instruction for long term English learners and newcomers is funded through our district's federal programs budget. An ELPAC Coordinator monitors the progress of our language learners.

Description of Barriers and Related School Goals

A barrier for our school is the significant turnover rate for students each year. As the school designated to serve our local military base, many student join our school mid year. We also experience turnover in students whose families struggle economically. This turnover presents both academic and cultural challenges as students join us with different experiences in schooling and exposure to different standards. Our inclusive climate goal addresses this challenge through our Responsive Classroom practices. Students are welcomed into classrooms communities and behavior expectation are modeled for them. We also address the academic needs of students through our Response to Instruction work. Every new student is assessed for literacy upon arrival by our Response to Instruction teachers so they may receive the appropriate instruction for their literacy needs.

Another barrier is the high cost of housing in our community. This contributes to a turnover in staffing. We address this challenge through our human capital goal to foster collaborative teams to support new teachers.

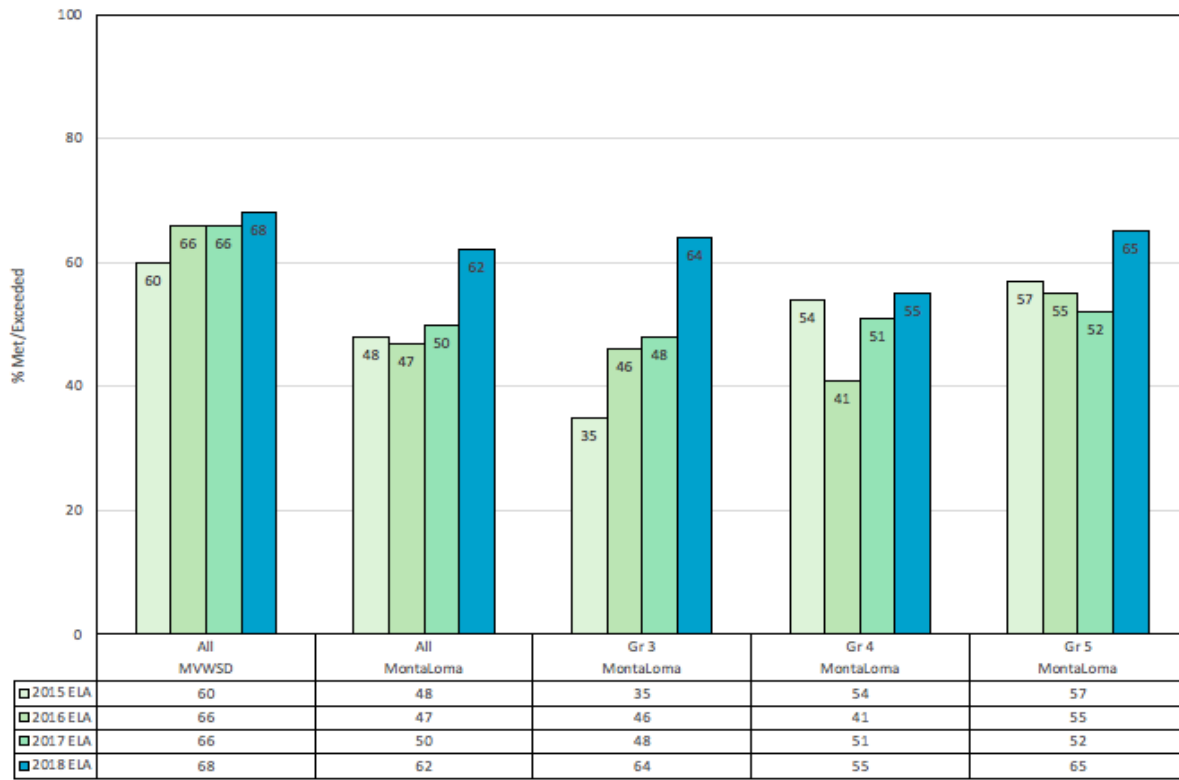
Site Demographics

Monta Loma	2015-16	2016-17	2017-18
Enrollment	482	463	448
Asian	6%	7%	8%
Hispanic/Latino	48%	46%	40%
White	27%	30%	33%
Students with Disabilities	9%	8%	9%
English Learners	33%	32%	27%
SocioEconomically Disadvantaged	46%	48%	41%

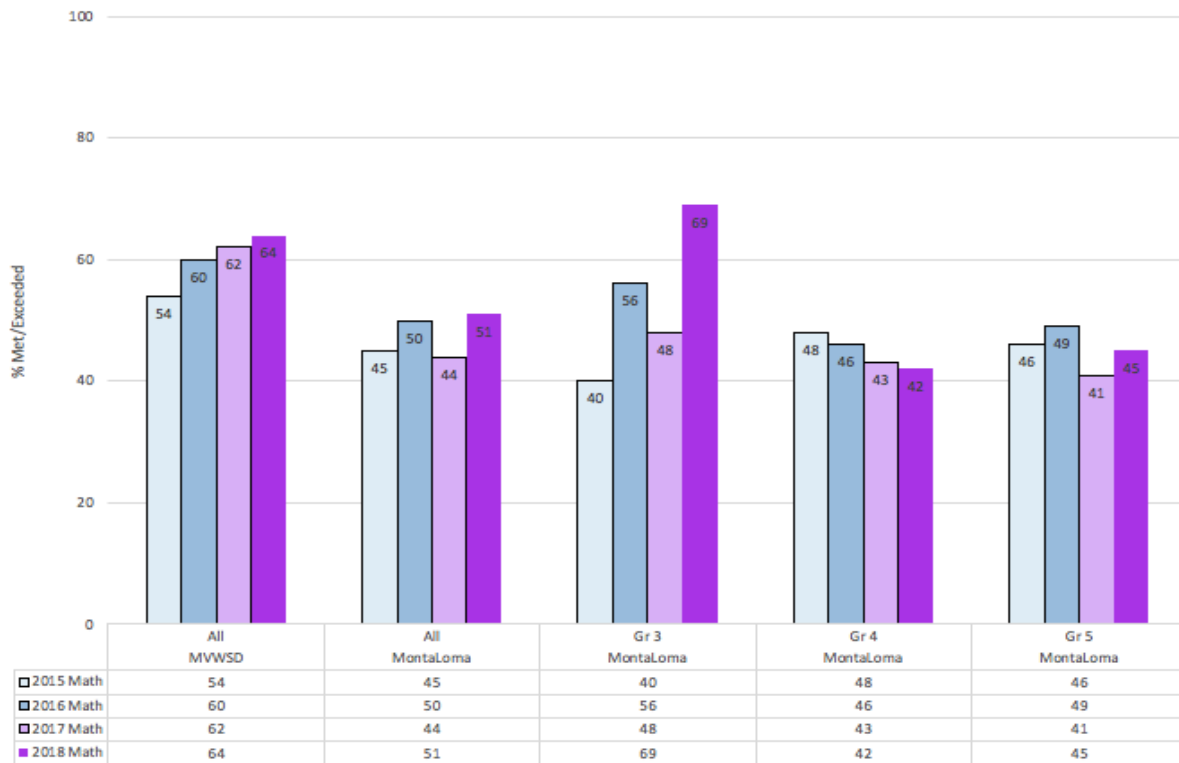
Site Demographics for students in grades 3-5

Monta Loma	2015-2016	2016-2017	2017-2018
English Learners	31%	28%	27%
Reclassified Fluent English Proficient	11%	12%	12%
SocioEconomically Disadvantaged	47%	45%	44%
Students with Disabilities	12%	11%	14%
Asian	9%	5%	6%
Hispanic/Latino	50%	48%	48%
White	28%	28%	28%
Total Enrollment	255	225	228

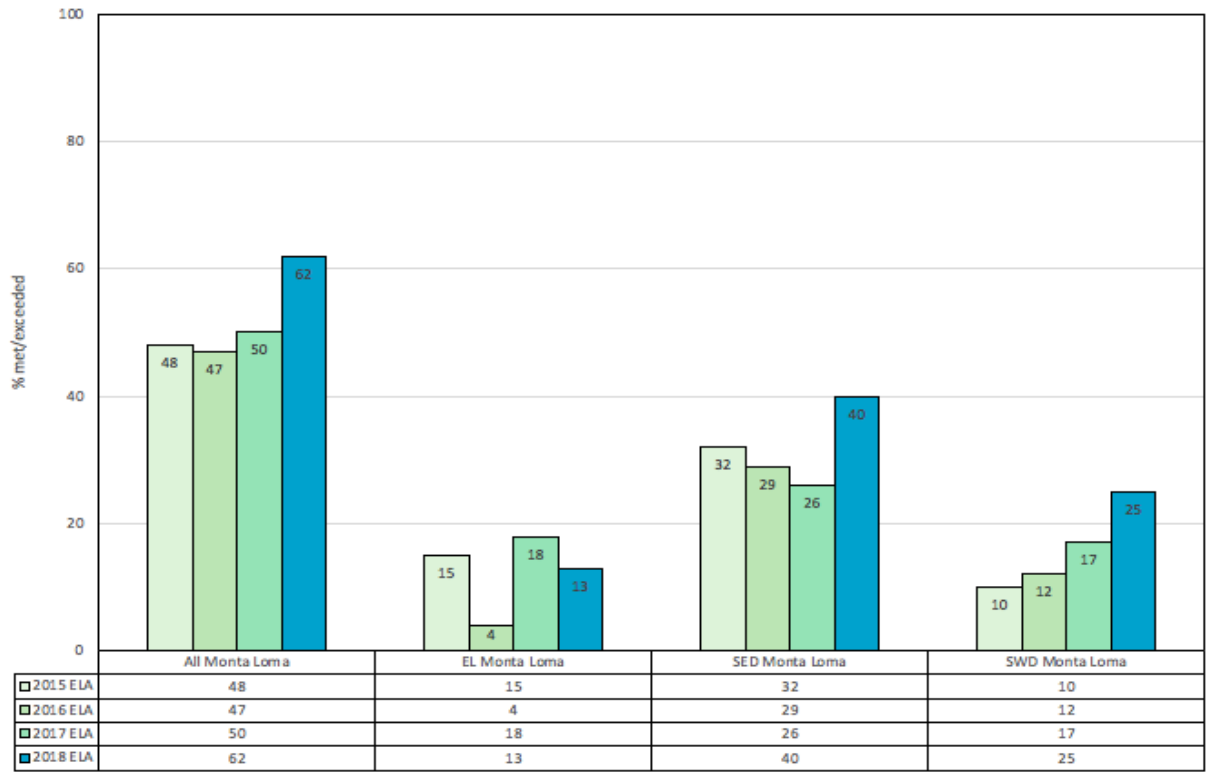
ELA CAASPP



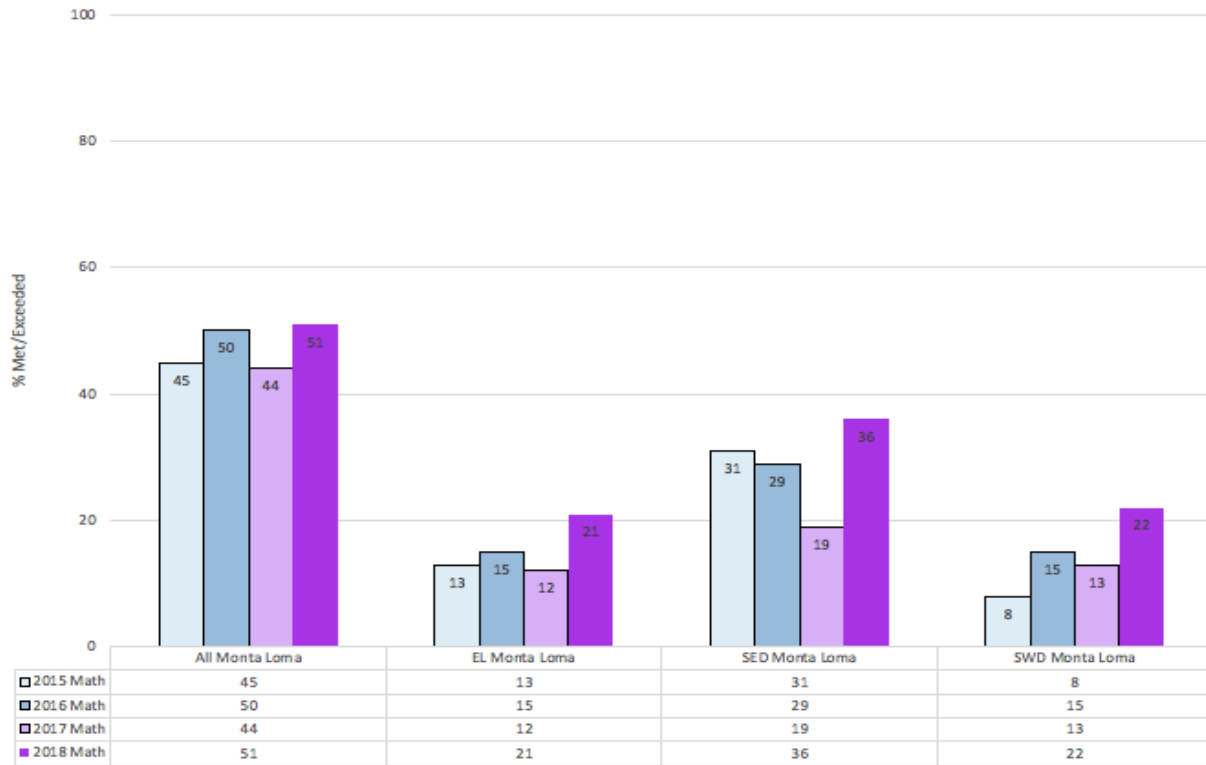
Math CAASPP



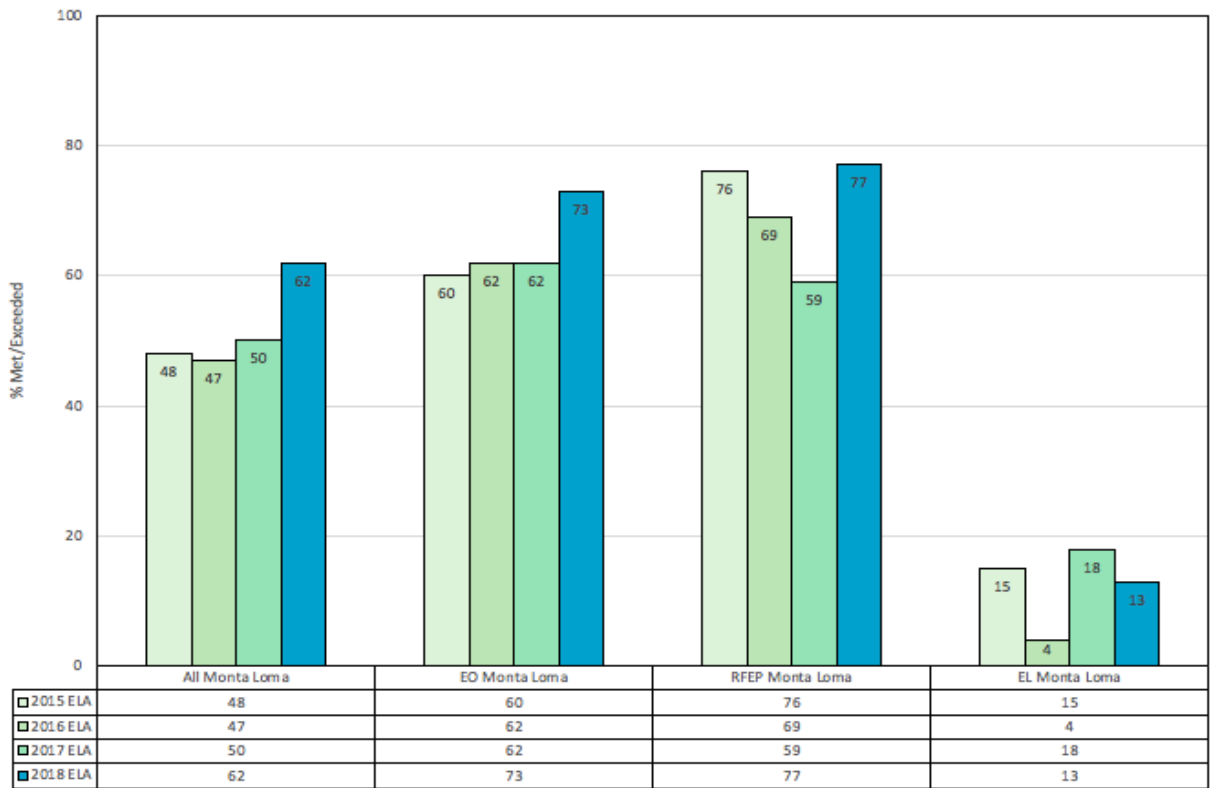
ELA CAASPP Subgroups



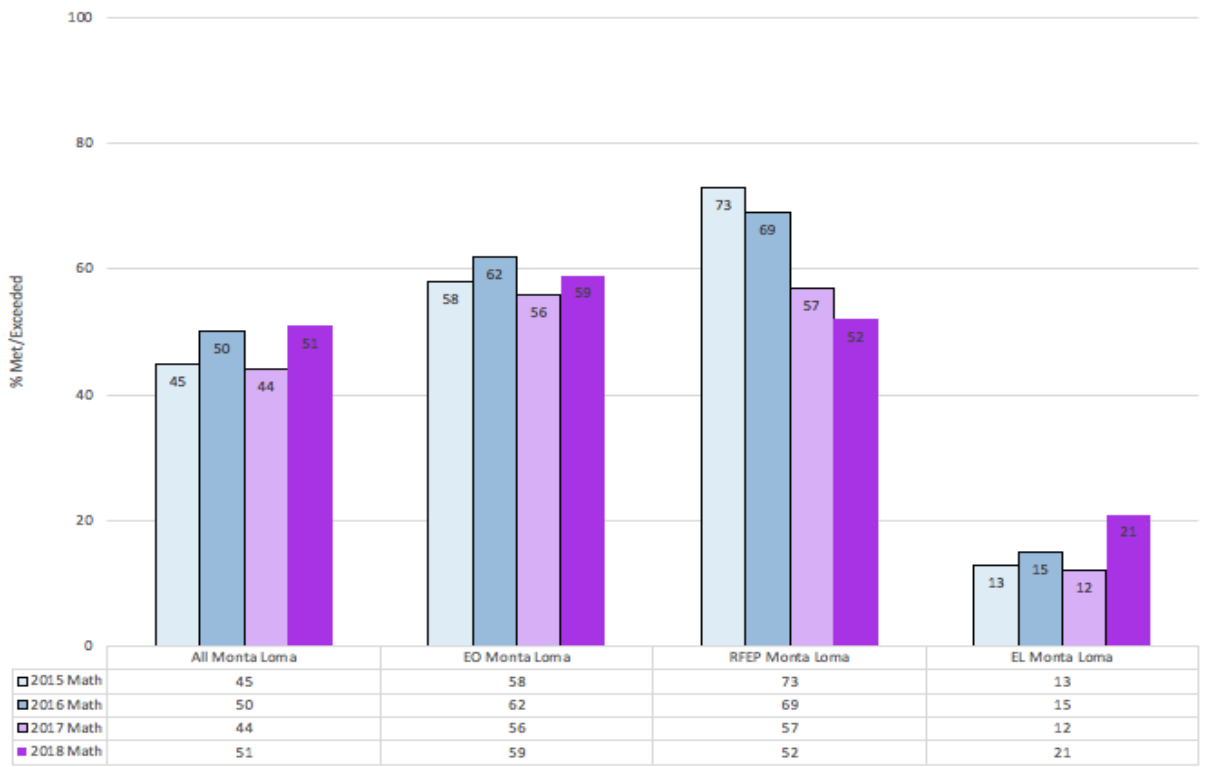
Math CAASPP Subgroups



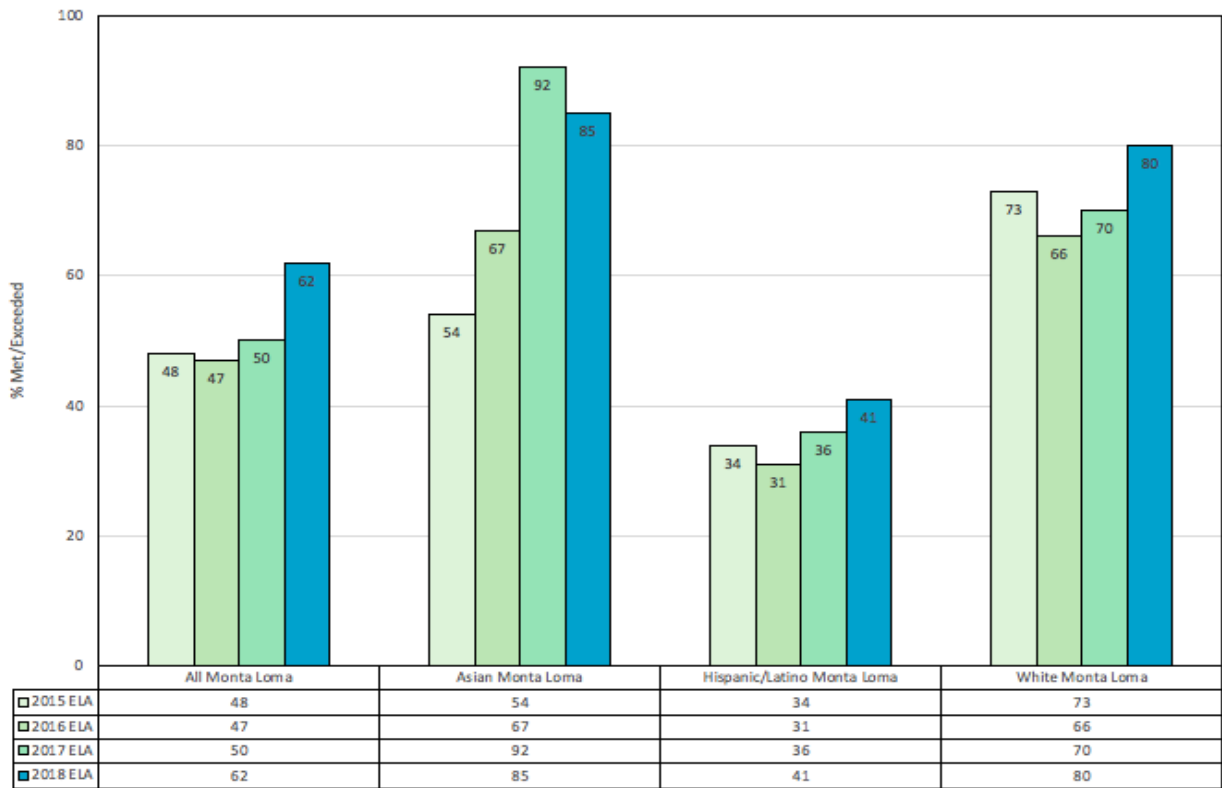
ELA CAASPP English Learner Status



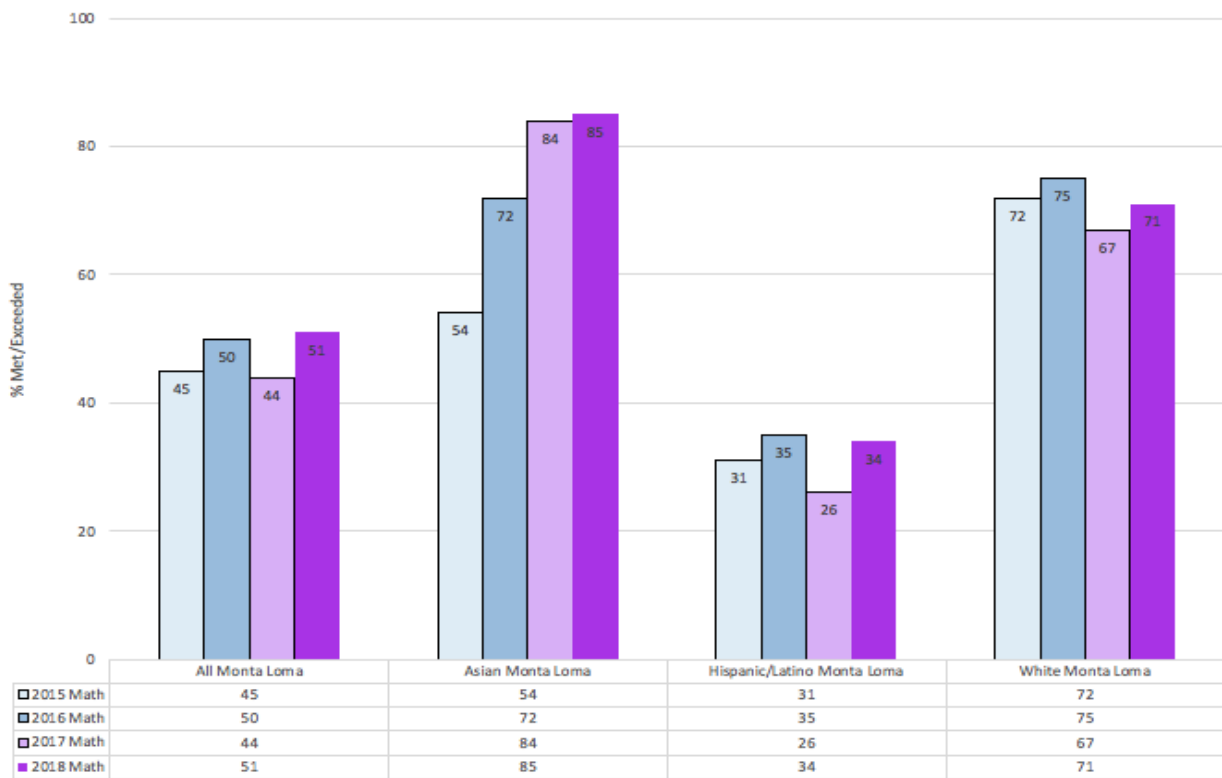
Math CAASPP English Learner Status



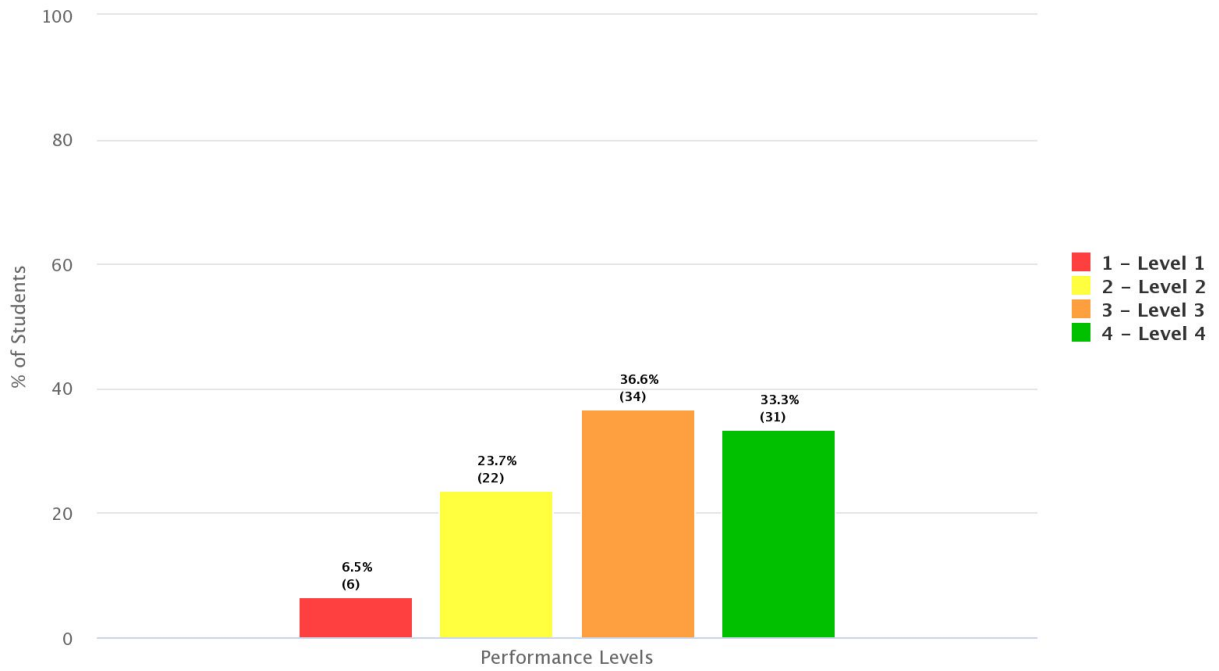
ELA CAASPP Ethnicity



Math CAASPP Ethnicity



Monta Loma English Language Proficiency Assessments for California (ELPAC) 17-18



	2015-16	2016-17	2017-18
Attendance	96.48%	96.23%	96.34%
Suspension	6	15	8
Reclassification	14.5%	11.3%	10.9%

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Academic Achievement-English Language Arts and Math
LEA/LCAP GOAL:
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
Strategic Plan
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
SCHOOL GOAL #1:
1A: By June 2019, there will be at least a 4 percentage point increase in the percent of students meeting or exceeding standards with no increase in the percentage not meeting standards in English Language Arts as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (62% - 66%).
1B: Mathematics: By June 2019, there will be at least a 5 percentage point increase in the percent of students meeting or exceeding standards with no increase in the percentage not meeting standards in Mathematics as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (51% - 56%).
Data Used to Form this Goal:
CAASPP, District assessments
Findings from the Analysis of this Data:
ELA: Overall, more than half of our students (50.5%) met standards on CAASPP. This represents a 11 percentage point increase from the previous year. Our goal last year was to increase from 50% to 55% met/exceeded. We exceeded this goal.
Math. Overall, half of our students (51%) met standards on CAASPP. This represents a 7 percentage point increase from the previous year. Our goal last year was to increase from 44% to 50% met/exceeded. We meet this goal.

How the School will Evaluate the Progress of this Goal:

We will use English Language Arts and Math assessments to measure progress toward this goal including:

- District Benchmark Assessments for ELA and Math
- HFW and Letter Sounds for Grades K-1
- Writing Assessments
- Grade Level Common Formative Assessments for ELA and Math
- Curriculum Embedded Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued/Expanded Implementation of RtI for ELA	Spring 2018-Hire intervention teachers for K-2 and 3-5	Principal, Teachers, Response to Instruction Teachers, Instructional Coach	1 FTE and .5 FTE teachers hired funded from district budget.			
	Spring 2018- Develop master schedule		.1 FTE teacher funded by site.	1000-1999: Certificated Personnel Salaries	TSSP	9987
	August 20- September, 2018 Assessment / re-assessment for grouping.		Supplies		School Allocation	1000
	September 4, 2018 Rotations begin for WIN time literacy intervention and extension.					
	Every 3-6 weeks- assess and regroup using Running Record, DRA and/or Common Formative assessment cycles. October 3, 2018.					
	Monthly training/coaching on instructional strategies for literacy, small group instruction, common formative assessment, data analysis beginning August 16, 2018,					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued/Expanded Implementation of Professional Learning Community Practices	<p>During Grade Level Release Days identify essential standards for ELA</p> <p>During Weekly Collaboration review essential standards identified last year for Math</p> <p>During Weekly Collaboration, develop or select common formative assessments, analyze results to determine grouping configurations and standards for reteaching.</p> <p>At least once per math module conduct reteaching or extension lesson on essential math standards in tier 1.</p> <p>Once a trimester, develop grade level SMART goals for student achievement in Math and ELA based on benchmark assessment.</p>	Principal, Instructional Coach, Teachers, Math Coach	Supplies		School Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued/Expanded Implementation of Small Group Instruction supported by supplemental educational software (Zearn, IXL, STMath)	<p>August, 2018 Initial observation and feedback from Math Instructional coach on blended learning structure.</p> <p>Ongoing observation and feedback on blended learning structures, data used to determine grouping configurations, and scaffolds for instruction.</p>	Principal, Instructional Coach, Math Coach, Teachers	<p>Site Licenses for Zearn, IXL, and STMath funded by district or from last year.</p> <p>Supplies</p>		School Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Math Intervention/Extension	Twice per trimester to identify target students and standards. Schedule and provide weekly math intervention for target students with Rtl teachers. Implement weekly Math Olympiad for students exceeding standards in 4th and 5th grade. Purchase supplementary math resources for conceptual/hands on exploration (TERC Investigations) Biweekly Just Math Tutoring for 4th grade.	Principal, Teachers, Instructional Coach, Rtl Teachers	Just Math		TSSP	5000
			Math Olympiad		School Allocation	100
			Investigations Curriculum		TSSP	4500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued Consistent Implementation of Core Curriculum (Benchmark Advance and Eureka Math).	Weekly Observation and Feedback on Instruction, Pacing, and Formative Assessments Periodic Instructional rounds during Grade Level Release Days, Principal PLCs, and scheduled/unscheduled walk throughs.	Principal, Principal, PLC, Teachers, Instructional Coach, Math Coach, District Administrators.	No expenditure. Part of regular staff responsibility.			
Progress Monitoring	November 7, 2018, February 27, 2019, and August 2019 professional learning and progress monitoring with data from Trimester benchmarks at staff meetings. Set SMART goals and revise actions based on benchmark assessments.	Principal, Instructional Coach, Math Coach, Staff	Substitutes or additional hours for staff outside of work day for meeting.	1000-1999: Certificated Personnel Salaries	School Allocation	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review Single Plan for Student Achievement and revise as necessary	Twice per year. Analyze data from benchmarks, observations, formative assessments, and SIOP rubrics to revise plan as needed. Implement new or revised strategies based on revision of the plan.	Principal, Site Council				

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Closing the Gap
LEA/LCAP GOAL:
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
Strategic Plan
Goal 2: Achievement gaps will be eliminated for all student groups in all areas.
SCHOOL GOAL #2:
2A LTEL: By June 2019 there will be a decrease in the number of students at risk of becoming Long Term English Learners by at least one. 2B RFEP: By June 2019, there will be at least a 2 percentage point increase in the percent of reclassified English fluent proficient students meeting or exceeding standards as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (77% - 79%).
Data Used to Form this Goal:
CAASPP District assessments ELPAC Years of Schooling in US.

Findings from the Analysis of this Data:

ELA:

13% of English learners met standards on the CAASPP compared to 73% of English speakers. This represents an decrease of 5 percentage points from the previous year compared to an increase of 11 percentage points for English speakers.

MATH:

21% of English learners met standards on the CAASPP compared to 59% of English speakers. This represents an increase from the previous year of 9 percentage points compared to an increase 3 percentage points for English speakers.

ELPAC:

33% of our ELs score at a level 4 on 2018 administration of the ELPAC. 37% scored at level 3. 24% scored at level 2. 7% scored at level 1.

Reclassification:

Last year's reclassification rate was 11% Our 3 year average reclassification rate is 12%.

LTEs:

Last year of 19 of 123 students learning English were at risk of becoming LTEs. By the end of the year, we reduced that number by 4 to 15. Our goal last year was to decrease the percent of ELs who were at risk of becoming LTEs by 10 percentage points. We did not meet that goal but we did decrease the percentage by 3 percentage points from 15% to 12%

How the School will Evaluate the Progress of this Goal:

Long term English learner progress monitoring
CAASPP
ELPAC
English Learner Benchmark Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continued / Expanded Implementation of Sheltered Instruction Observation Protocols (SIOP) Features to all four core content areas:</p> <ul style="list-style-type: none"> • Content and Language Objectives • High Leverage Vocabulary • Supplementary Material • Linking Past and New Learning 	<p>August 14-16, 2018 SIOP professional development</p> <p>Daily site expectations for posted Language Objectives for four core content areas beginning 8/20/18</p> <p>Periodic Instructional rounds during Grade Level Release Days, Principal PLCs, and scheduled/unscheduled walk throughs using SIOP rubric.</p> <p>October 22-26, 2018 Pre-assess tier 2 and 3 vocabulary for Math.</p> <p>Beginning November 1, 2018 Implement word of the week at assemblies and in newsletter.</p> <p>Weekly Observation and Feedback on SIOP features</p>	<p>Principal, Instructional Coach, Teachers, English Development Teacher, English Learner Department Staff.</p>	<p>Professional Development funded by District</p> <p>No expenditure for other items. Part of regular staff responsibility.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)		
			Description	Type	Funding Source
Implementation of New SIOP Features: <ul style="list-style-type: none"> • Scaffolding Techniques • Frequent Interactions • Meaningful Activities • Higher Order Questions and Tasks 	August 14-16, 2018 SIOP professional development September 4th through 10th, 2018 Collect baseline data on using Instructional Rounds tool Professional learning at staff meeting on new features. August 14 and 15, 2018 -Scaffolding and Interactions October 17- Interactions November 28- Higher Order Tasks Periodic Instructional rounds during Grade Level Release Days, Principal PLCs, and scheduled/unscheduled walk throughs using SIOP rubric. Weekly Observation and Feedback on SIOP features	Principal, Instructional Coach, Teachers, English Learner Department staff	Professional learning	School Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued Implementation of Designated ELD with Core Curriculum (Benchmark Advance and English 3D).	Beginning September 10, 2018 Designated ELD instruction begins for 1st through 5th Grade October 4, 2018 ELD begins for Kindergarten.	Principal, Teachers, English Language Development specialist, Instructional Coach, School and Community Engagement Facilitator, English 3D Coach	ELD hourly intervention teacher up to 10 hours per week.		TSSP	18000
	Targeted support for students at risk of becoming Long Term English Learners and RFEPs not making progress with a ELD specialist using English 3D curriculum 2 hours per week. By September 4, students grouped by Speaking level on ELPAC and other formative assessment. Identify students at risk of becoming LTELs in 4th and 5th grade for grouping during Designated ELD. September 2018-May 2019 Every Trimester English 3-D coaching 1 session per trimester		ELD hourly intervention teacher up to 6 hours per week funded by district. Curriculum purchase of English 3D materials from district funding source. Supplies		School Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Extended Day Lexia / Imagine Learning Lab	Identify target students (ELs, at risk of LTEL, RFEPs not making progress) by September 30, 2018	Principal, Teachers, At Risk Supervisor, SCEF, ELPAC Coordinator	Staffing for up to 2 staff members twice a week for 20 weeks of Lexia Lab		After School Extended Learning	3600
	Identify staff members to support Lexia Before School Lab by September 30, 2018		Staffing for up to 3 staff members once a week for 20 weeks of Learning Leopards		After School Extended Learning	2700
	Obtain parent permissions week of October 8, during parent teacher conferences.		Supplies		School Allocation	100
	Monitor attendance and progress of students weekly.					
	Identify staff members to support after School Learning Leopards support group by October 30, 2018					
	Recognize students making progress through levels.					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
EL Parent Engagement	Review Reclassification and LTEL Criteria and Student Progress for all students and students eligible for reclassification or at risk of becoming LTELs Week of October 8 and at ELAC meetings.		Food		School Allocation	1000
			Child Care		School Allocation	500
Specific Learner Supports	By October 30, 2018 review goals for language learners with IEPs. Revise goals during annual IEPs or sooner to include language learning needs. Instructional coaching for RSP and SLP teachers on strategies.	Resource teacher, Speech Language Pathologist. Principal, Special Education Coordinator. EL Coordinator	No expenditure. Part of regular staff responsibility.		TSSP	250

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Progress Monitoring	<p>Student Success Plans created for students at risk of becoming LTELs, and RFEF students not meeting standards for Parent Teacher Conferences Week of October 8, 2018</p> <p>November 7, 2018, February 27, 2019, and August 2019 professional learning and progress monitoring with data from Trimester benchmarks at staff meetings.</p> <p>Trimester meetings with parents whose students are not progressing in success plans.</p>	Principal, Teachers, ELPAC coordinator, School and Community Engagement Facilitator, At Risk Supervisor, SST Team	Staffing for SST meetings.		School Allocation	2000
			Translation and staffing for mid year parent conferences.	1000-1999: Certificated Personnel Salaries	School Allocation	2000
			Substitutes or additional hours for staff outside their work day.		School Allocation	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review Single Plan for Student Achievement and revise as necessary	Twice per year analyze data from benchmarks, observations, formative assessments, and SIOP rubrics to revise plan as needed. Implement new or revised strategies based on revision of the plan.	Principal, Site Council	No expenditure. Part of regular staff responsibility.			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Human Capital
LEA/LCAP GOAL:
Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.
Strategic Plan
Goal 4: Mountain View Whisman School District will invest in teachers, leaders and staff to ensure we are the place talented educators choose to work.
SCHOOL GOAL #3:
Goal 3: By June 2019, there will be at least a 10% point increase the percentage of teachers responding they are quite or extremely confident in their ability to help our school's most challenging students to learn.
Data Used to Form this Goal:
Panorama Climate Survey
Findings from the Analysis of this Data:
On the November 2018 climate survey only 45% of teachers responded they were quite or extremely confident in their ability to help our school's most challenging students to learn.
How the School will Evaluate the Progress of this Goal:
Post survey on teacher confidence.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Pre-Assess confidence levels of staff.	Create pre-survey by September 30, 2018 Administer survey by October 3, 2018. Collect and analyze data by October 15, 2018.	Principal	No expenditure. Part of regular staff responsibility.			
Offer and promote professional learning opportunities related to target populations based on pre-assessment survey feedback.	Newcomers, September 25, 2018 Staff meeting- October 3, 2018 English 3D coaching, Trimesterly Progress monitoring, Trimesterly	Principal, Instructional Coach, English Language Coordinator, Special Education Coordinator, SCEF, Teachers	Professional Learning		School Allocation	1000
Post-Asses confidence level of staff	Administer survey by May 15, 2019.	Principal	No expenditure. Part of regular staff responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review Single Plan for Student Achievement and revise as necessary	Twice per year analyze data from benchmarks, observations, formative assessments, and SIOP rubrics to revise plan as needed. Implement new or revised strategies based on revision of the plan.	Principal and Site Council				

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Inclusive and Supportive Culture
LEA/LCAP GOAL:
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
Strategic Plan
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational process.
SCHOOL GOAL #4:
Goal 1: By June 2019, there will be an increase in the attendance rate from 96.34% to 97%.
Goal 2: By June 2019, there will be a decrease in the number of students who are suspended from 6 to 5 or fewer.
Goal 3: By June 2019, we will offer or promote at least 5 parent education/information opportunities with a minimum of 15 attendees.
Data Used to Form this Goal:
Office referrals and suspensions, Attendance rates Number of parent events Parent attendance at events
Findings from the Analysis of this Data:
Last year, 6 student were suspended a total of 8 times. Our attendance rate was 96.23%. Parent engagement was anecdotally high on site council and at Parent Teacher Association events. More than 75% of our parents attended Back to School Night and Open House. Attendance and engagement in English Language Advisory Committee was limited to fewer than 5 parents at most meetings.

How the School will Evaluate the Progress of this Goal:

Office referrals
 Suspensions
 Attendance rates
 Parent attendance at events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Responsive Classroom and PBIS Practices	Summer 2018 Responsive Classroom Workshop for 12 teachers	Principal, Teachers, At risk Supervisor, Noon Duty Supervisors.	Responsive Classroom Funded by PTA			
	By October 1, open student store with use of Leopard Spots as currency.		Purchases for Student Store		School Allocation	500
	During the first 6 weeks of school interactively model expectations in the Leopard Way.		Yard Supervision Staff	1000-1999: Certificated Personnel Salaries	Yard Supervision	26000
	Ongoing purchase or procurement of donated items to sell in student store.					
Ongoing maintenance and training of effective yard supervision who support positive reinforcement and PBIS/RC practices.						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued Implementation of Schoolwide referral protocol and alternatives to suspension	<p>August 13, 2018 Train staff on referral protocol for required referrals.</p> <p>Train staff on problem solving conferences with students as alternative discipline by November 30, 2018.</p>	Principal	<p>No expenditure. Part of regular staff responsibility.</p> <p>Yard supervision staff</p>			
Engagement of Student Leaders at Recess.	<p>October, 2018 Applications accepted for recess leaders</p> <p>By October 15, 2018 Selection of recess leaders</p> <p>Weekly after school meeting with recess leaders to train on games and conflict resolution.</p>	Principal, Teachers, At Risk Supervisor.	Teacher leaders for recess coaches.		After School Enrichment	2700

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitoring and Recognition of Student Attendance	<p>Trimester attendance awards</p> <p>Every 6 weeks Attendance communication to parents when students have 3 unexcused absences and any unexcused absence thereafter or when students are absent 10% of the year regardless of excusal.</p>	Principal, School and Community Engagement Facilitator, Secretary/Clerk, At Risk Supervisor	Certificates and reinforcers		School Allocation	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Description	Type	Funding Source	Amount	
Parent Engagment in parent groups (Site Council, ELAC, PTA, etc.) and education events.	Monthly meetings for Site Council, ELAC, and PTA.	Principal, School and Community Engagement Facilitator, Secretary, Clerk, CHAC counselors	Food and child care for meetings		Donations - General	600	
	August 16, 2018 New Parent Orientation and Lemonade Social.		Staffing for education/information nights		Parent Engagement (PIQE/FEI/PU)	1000	
	Send calendar updates and autodialer message one week in advance of meetings.						
	October through December 2018. Project Cornerstone Take It Personally Workshop						
	Fall, 2018, CHAC parent support group						
	October: Math Curriculum Night						
	December: ELA Curriculum Night						
	February: Science Curriculum Night						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Social Emotional Learning Instruction	<p>August 2018, Recruit Project Cornerstone leads and volunteers.</p> <p>Monthly Project Cornerstone training.</p> <p>Weekly through January 2019, Implement Kimochi Social Emotional Stories in Kinder and 1st grade.</p> <p>December 2018 through May 2019 Implement Project Resilience in 4th and 5th grade with 45 minute bi monthly lessons. Pending funding.</p>	Principal, Parent Volunteers, CHAC Counselors, Acknowledge Alliance Counselors	Kimochi Curriculum		Donations - General	800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review Single Plan for Student Achievement and revise as necessary	Twice per year analyze data from benchmarks, observations, formative assessments, and SIOP rubrics to revise plan as needed. Implement new or revised strategies based on revision of the plan.	Principal and School Site Council	No expenditure. Part of regular staff responsibility.			

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT:
LEA/LCAP GOAL:
Strategic Plan
SCHOOL GOAL #4:
Data Used to Form this Goal:
Findings from the Analysis of this Data:
How the School will Evaluate the Progress of this Goal:

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School Allocation	29,330	9,030.00
Yard Supervision	35,000	9,000.00
TSSP	41,200	3,463.00
After School Extended Learning	16,760	10,460.00
After School Enrichment	4,190	1,490.00
Parent Engagement (PIQE/FEI/PU)	2,987	1,987.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	2,700.00
After School Extended Learning	6,300.00
Donations - General	1,400.00
Parent Engagement (PIQE/FEI/PU)	1,000.00
School Allocation	20,300.00
TSSP	37,737.00
Yard Supervision	26,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,000.00
1000-1999: Certificated Personnel Salaries	41,987.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	After School Enrichment	2,700.00
	After School Extended Learning	6,300.00
	Donations - General	1,400.00
	Parent Engagement (PIQE/FEI/PU)	1,000.00
	School Allocation	13,300.00
	School Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	School Allocation	6,000.00
	TSSP	27,750.00
1000-1999: Certificated Personnel Salaries	TSSP	9,987.00
1000-1999: Certificated Personnel Salaries	Yard Supervision	26,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,587.00
Goal 2	36,150.00
Goal 3	1,000.00
Goal 4	31,700.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gloria Higgins	X				
Glenn Bates, Chairperson				X	
Sarah Dodson				X	
Brad Dux				X	
Kerri Neschleba				X	
Sarah Wu				X	
Rachel Fetroe		X			
Jessica Rodriguez		X			
Lisset Tellez			X		
Christina Valentine		X			
Numbers of members of each category:	1	3	1	5	

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.

ELAC Membership

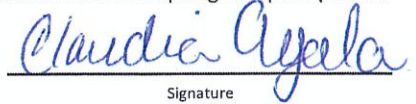
Name of ELAC_MEMBER ELAC_MEMBERS	Principal	Classroom Teacher	Other School Staff	Parent or Community ELAC_MEMBER	Secondary Students
Gloria Higgins	X				
Claudia Ayala				X	
Anai Juarez				X	
Blanca Landaverde				X	
Jen Manson				X	
Jessica Rodriguez		X			
Lisset Tellez			X		
Numbers of ELAC Members of each category:	1	1	1	4	

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**):

X English Learner Advisory Committee


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 September 25, 2018.

Attested:


Gloria Higgins

Typed Name of School Principal

 9/25/18
Signature of School Principal Date

Glenn Bates

Typed Name of SSC Chairperson

 9/25/18
Signature of SSC Chairperson Date