

The School Plan for Student Achievement

School: MARIANO CASTRO ELEMENTARY SCHOOL
CDS Code: 43 69591 6048003
District: Mountain View Whisman School District
Principal: Theresa Lambert
Revision Date: November 7, 2019

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 November 7, 2019.

School Vision and Mission

MARIANO CASTRO ELEMENTARY SCHOOL's Vision and Mission Statements

School Mission

We inspire, prepare, and empower every student.

School Vision

Mariano Castro provides the support and conditions needed for a child to be college and career ready and empowered to be successful in their personal journey.

We are an inclusive, collaborative, and supportive community that develops technologically proficient, reflective learners and problem solvers. We encourage the positive contributions of all and we celebrate our diversity and achievements.

Staff Collective Commitments

1. We cultivate a culture of celebration for both short and long term goals.
2. We collaborate based on student data.
3. We provide constructive timely feedback to students and families.
4. We will provide support for students' individual academic, emotional, physical, and social needs.
5. We work as a team to generate solutions for student success.
6. We promote a growth mindset in staff and students.
7. We commit to seeking out and researching best practices and implementing them in the classroom.
8. We foster appreciation for cultural diversity.
9. We instill the habits of creativity, collaboration, communication, and critical thinking.

School Core Values

Safety, Respect, Responsibility, Perseverance

School Profile

Mariano Castro Elementary is a K-5 school with an enrollment in September 2019 of 326 students. Our school community consists of 80% Hispanic/Latino students, 86% socio-economically disadvantaged students, and 67% English Learner students. In the 2015-2016 school year, the former Castro school of 700 students split into two new schools with the district-choice Dual Immersion Program becoming a new school, and the traditional neighborhood program remaining as the new Mariano Castro Elementary. At that time, Castro received additional district and federal funding to design and implement a coherent and intensive program to improve student achievement and we are continuing to implement these effective, research-based strategies. Our staff team has 13 regular classroom teachers, 2 intervention resource teachers, two special education teachers, an instructional coach, a principal, and twenty classified support staff. Every classroom has one-to-one Chromebooks and projection TVs. Ipads are used in center-based instruction in Kindergarten and First Grade.

2019-2020 Goals

Goal 1: Improving Student Achievement

- By June 2020, 52% of students (increase from 48% in Spring 2019) will reach Meet Standard or Exceeds Standard in ELA.
- By June 2020, 45% of students (increase from 33% in Spring 2019) will reach Meet Standard or Exceeds Standard in Math.

Key Strategies:

ELA – Response to Instruction (RTI), Maintain and Improve PLC Implementation, Identifying and Pacing of Essential Skills, Student Engagement (Cognitive and Active, Professional Development in Rigor, Project Based Learning (PBL), small group instruction to focus on core instruction and utilize WIN time for even more targeted reteaching, increase intervention and extension opportunities with emphasis on specific skills using iReady.

Math - PLC Practices, small group instruction, spiral review, student engagement, reteaching/extension cycle within core instruction, enrichment/extension opportunities after school, increase use of DOK 3 questioning and tasks, increase intervention and extension opportunities with emphasis on specific skills using iReady, PD through math coaching

Goal 2: Achievement Gap

- By June 2020, the number of students meeting criteria for At-Risk of LTEL status will decrease from 25 to 20.
- By June 2020, the percentage of ELs meeting/exceeding standards will increase from 16% to 22% in ELA and from 12% - 20% in Math
- By June 2020, the percentage of RFEP students meeting/exceeding standard will increase from 80 to 82% in ELA and from 56 to 62% in Math.
- By June 2020, the percentage of low SES students meeting or exceeding standard will increase from 44% to 50% in ELA and from 29 to 35% in Math.
- By March of 2020, 80% of English learners that score a level 4 on the ELPAC will reclassify or maintain a 4 on the ELPAC (16 of 20 students)

Key Strategies:

Sheltered Instruction Observation Protocol (SIOP) during core instruction, RTI, math Intervention using iReady, additional instructional opportunities before or after school, PD through math coaching

Goal 3: Human Capital

By June 2020, 90% of teachers will report feeling competent in their use of common formative assessments and analyzing data from a variety of sources

Key Strategies: Professional Development in the creation and use of Common Formative Assessments (CFAs) and Data Analysis

Goal 4 Inclusive and Supportive School Environment:

By June 2020, 85% of students will report feeling safe at school as measured by district or site survey.

By June 2020, the average attendance percentage for the school will increase from 96.08% to 97%.

By June 2019, suspensions will be reduced from 4 to 3.

Key Strategies: Positive Behavior Interventions and Supports (PBIS) strategies, structured playground schedules and expectations, individual support for students with chronic absences

Goal 5: Parent Engagement:

By June 2020, 80% of all families will have attended five or more school or district events as measured by parent sign in records.

Key Strategies: School Community Engagement Facilitator (SCEF), outreach through PTA, SSC, and ELAC, family recognition dinner

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

All staff use the adopted materials for ELA/ELD (Benchmark Advance) and for Math (Eureka Math). Supplemental materials that are standards-aligned are used as necessary. Students are assessed on the grade level standards at the end of each trimester using district assessment and throughout each unit of instruction using common formative assessments. The Principal, the School Leadership Team, the Grade Level Teams, and the whole staff analyze data make necessary changes in allocation of resources.

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

Each grade level team keeps a data google sheet of all formative and summative data. The data, and student work samples are used to identify strengths and needs at the grade, class, and individual student levels. Teams determine next steps in pacing as well as effective instructional strategies. The data is reviewed and analyzed by the grade level teams at collaboration sessions and planning release days. In addition, the grade level team, the Principal, the Instructional Coach, and the RTI teachers meet every 6-8 weeks to review this grade level student progress data (Student Progress Review Meetings) and plan next steps to support student achievement.

Staffing and Professional Development

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

Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Castro School has no misassigned teachers, no out of field teachers, and no teachers in their first two years of teaching. All teachers are considered "highly qualified".

All staff hired except two have received initial training in Professional Learning Communities. Eighty percent of the staff have received ongoing training. The remaining staff will receive PLC training ongoing throughout this year at the site. There is a part time instructional coach to support teachers in the implementation of common core standards. Grade level team collaboration around student progress takes place a minimum of one time weekly on Thursday minimum days.

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

Castro has a part time instructional coach who assists all teachers in implementing school-wide initiatives, as well as providing support to each teacher on their individual professional growth needs and goals. Teachers who are in their first two years of teaching also receive the support of a new teacher Induction mentor teacher.

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

Each Thursday, students are released early and teacher teams collaborate on effective instructional strategies, targeting essential standards, and implementation of programs. Each teacher team also has 6 release days throughout the year to plan as a team. The release days are paid out of site funds.

Opportunity and Equal Educational Access

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

All students participate in an intervention or enrichment period daily (WIN Time). Tutoring through a partnership with Reading Partners is provided 2x weekly for 65 students. Homework assistance is provided for the 55 students attending the afterschool program (Beyond the Bell). 70% of students were able to attend summer school, focused on literacy and math through STEM-based activities. These intensive enrichment experiences help to build background knowledge for our low-income students who may not be receiving such experiences outside of school.

Parental Involvement

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

Parent support for the school and for the education of their children is very strong. A core group of parents attend monthly principal meetings and ELAC meetings, as well as PTA meetings. At these meetings parents have the opportunity to actively participate and provide input in decisions as to the direction of the school. Parents on School Site Council and ELAC participate in the development and review of school goals and activities. A School Community Engagement Facilitator provides parent support and plans parent involvement activities and trainings.

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)

School Site Council meets monthly and reviews implementation of the goals, strategies, and expenditures identified in this School Plan.

Funding

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

Mariano Castro receives state and federal funding through supplemental funds and Title I funds directed through the District. The major activities funded are a 1.0 FTE Intervention Resource Teacher, summer school, field trips and presentations to build background knowledge and additional tutoring and enrichment opportunities outside of the instructional day. Professional development and planning time for staff are also a significant expense.

Description of Barriers and Related School Goals

A significant barrier to parent engagement is the home and work schedule of many parents. Factors impacting this are children under toddler age, work schedules, and comfort level in participating in school decision making. This often hinders their ability to make it to school to participate in meetings or school activities or PTA activities.

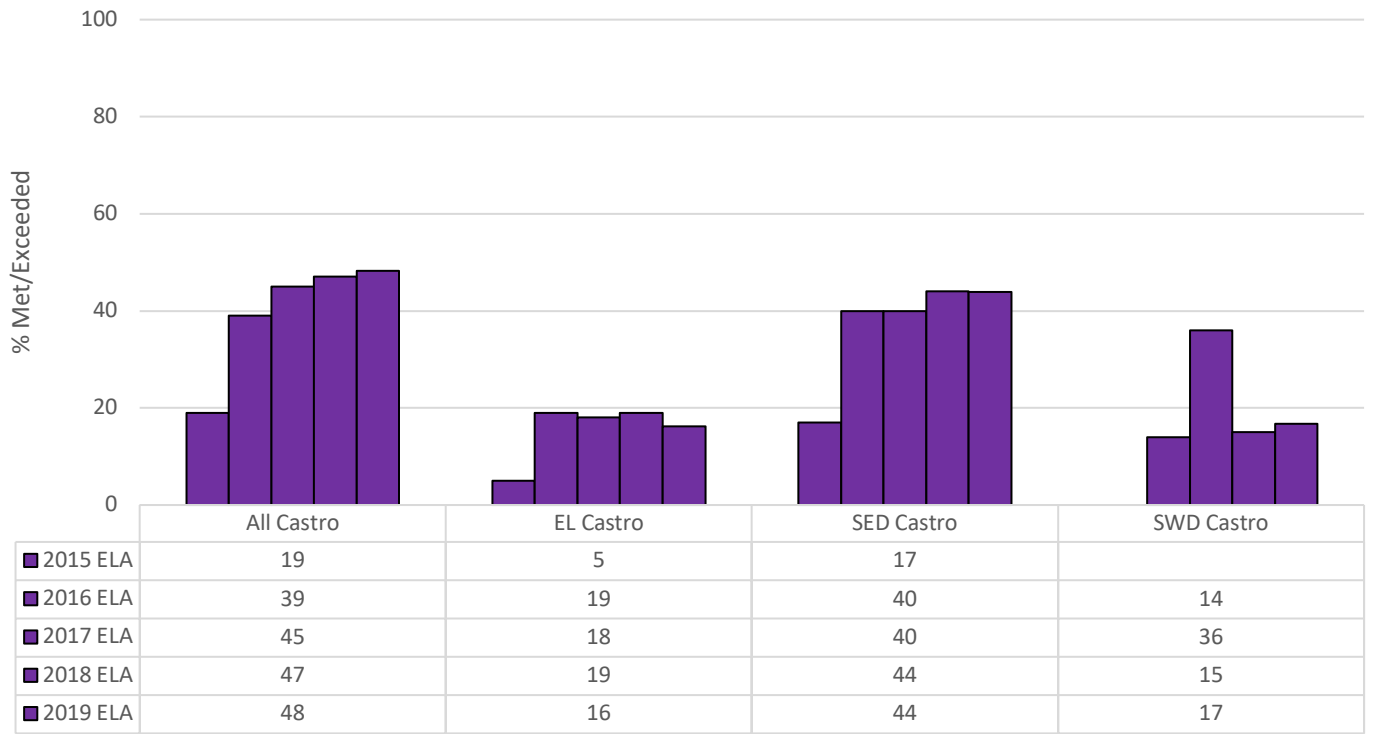
A significant barrier to school climate is the amount of counseling and support needed by our children and families. Children are often experiencing a significant amount of stress due to home conditions, political unrest, and dysfunctional family dynamics. This stress impacts their ability to learn and focus positively on peer relations as well as relations with adults.

Castro Site Demographics K8	2015-16	2016-17	2017-18	2018-19
Enrollment	305 (included TK)	274	253	268
Asian	4%	6%	4%	3%
Hispanic/Latino	83%	82%	85%	86%
White	7%	6%	7%	7%
Students with Disabilities	11%	12%	12%	15%
English Learners	76%	70%	67%	66%
SocioEconomically Disadvantaged	83%	83%	89%	88%

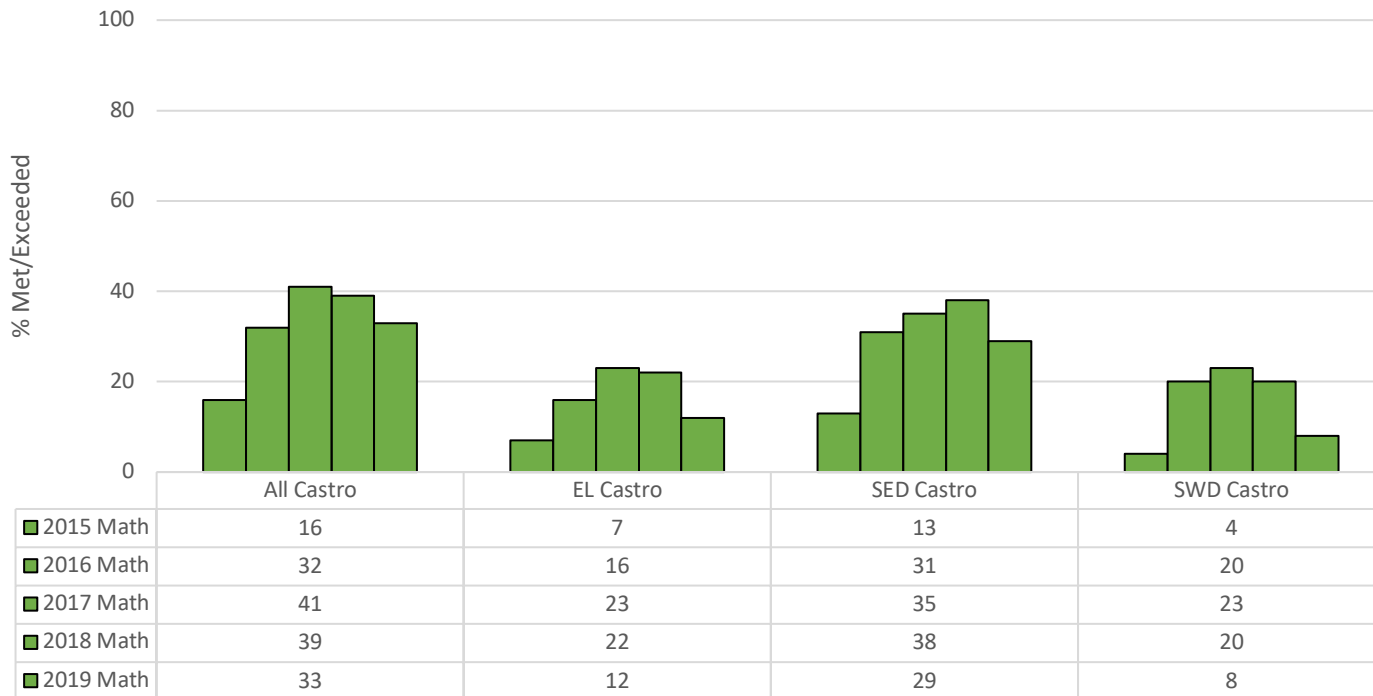
Castro Site Demographics for students in grades 3-5	2015-16	2016-17	2017-18	2018-19
English Learners	72%	58%	55%	56%
Reclassified Fluent English Proficient	18%	26%	31%	31%
SocioEconomically Disadvantaged	90%	84%	86%	88%
Students with Disabilities	16%	14%	15%	15%
Asian	1%	1%	1%	4%
Hispanic/Latino	94%	86%	87%	86%
White	2%	7%	7%	5%
Total Enrollment	141	145	149	140

Castro	2015-16	2016-17	2017-18	2018-19
Attendance	96.65%	96.12%	96.23%	96.08
Suspension	3	6	4	4
Reclassification	11.1%	18.4%	12.6%	7.98%

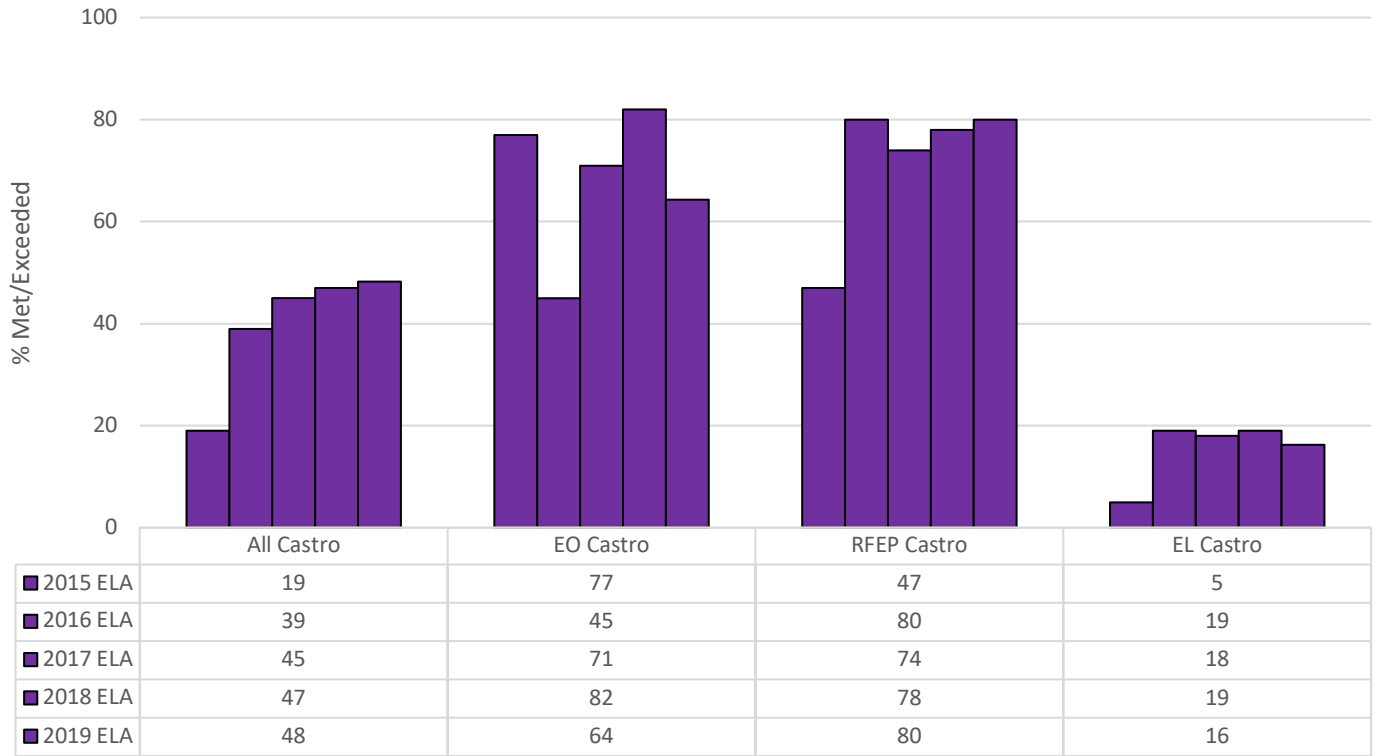
ELA CAASPP Subgroups



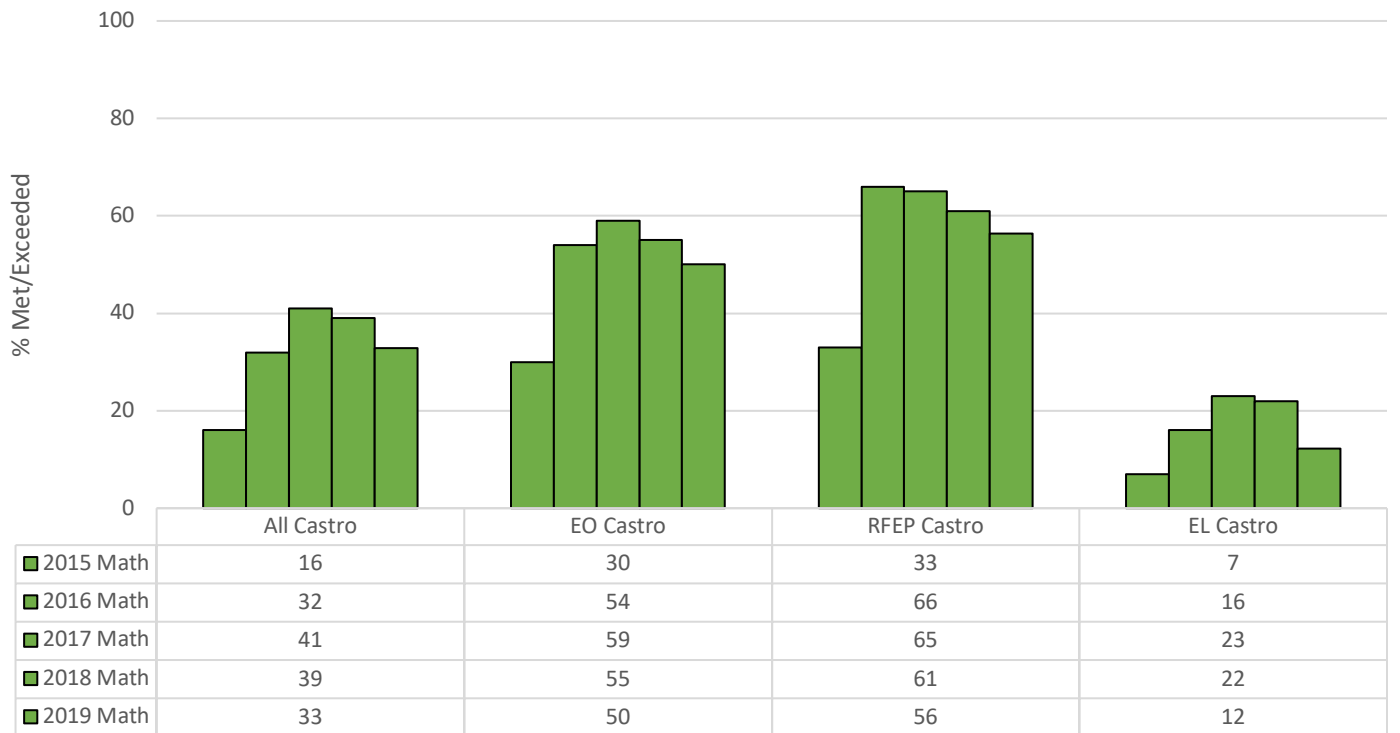
Math CAASPP Subgroups



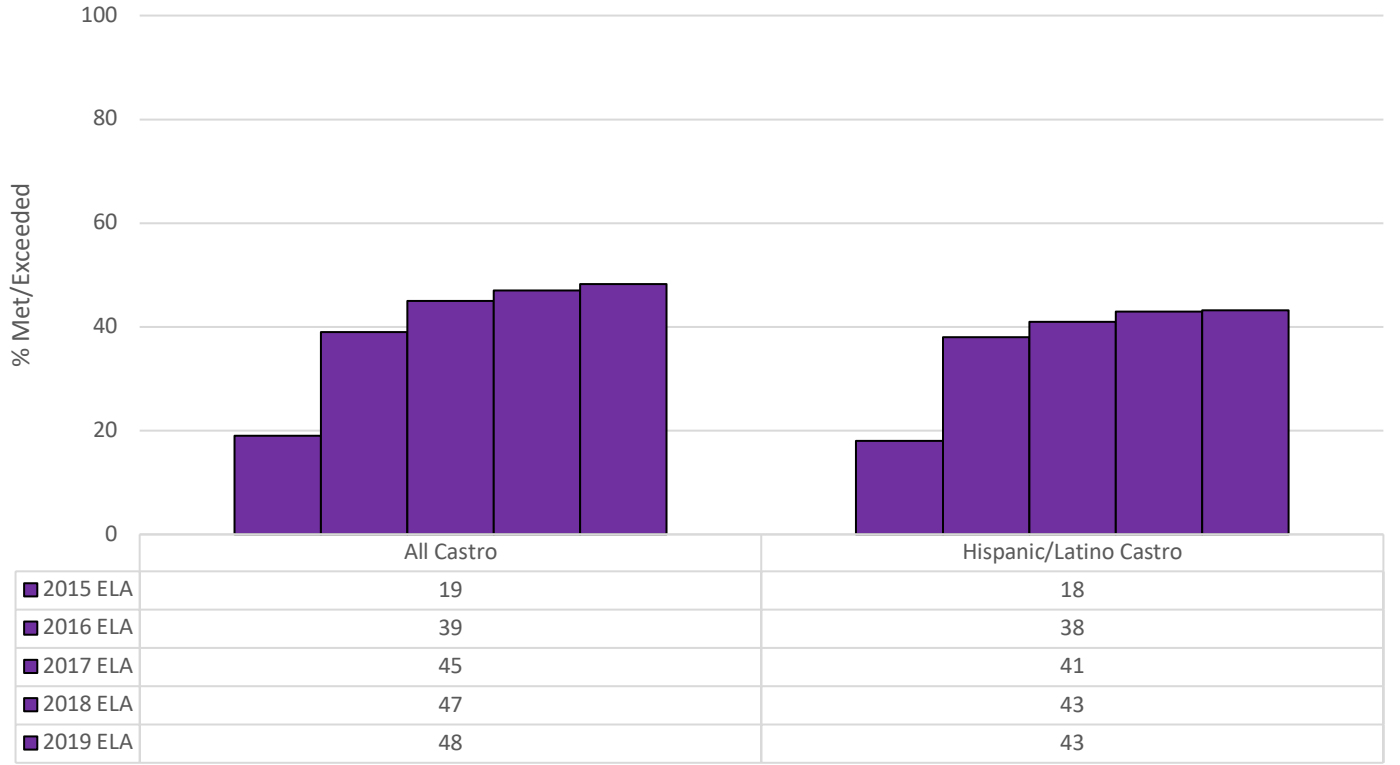
ELA CAASPP English Learner Status



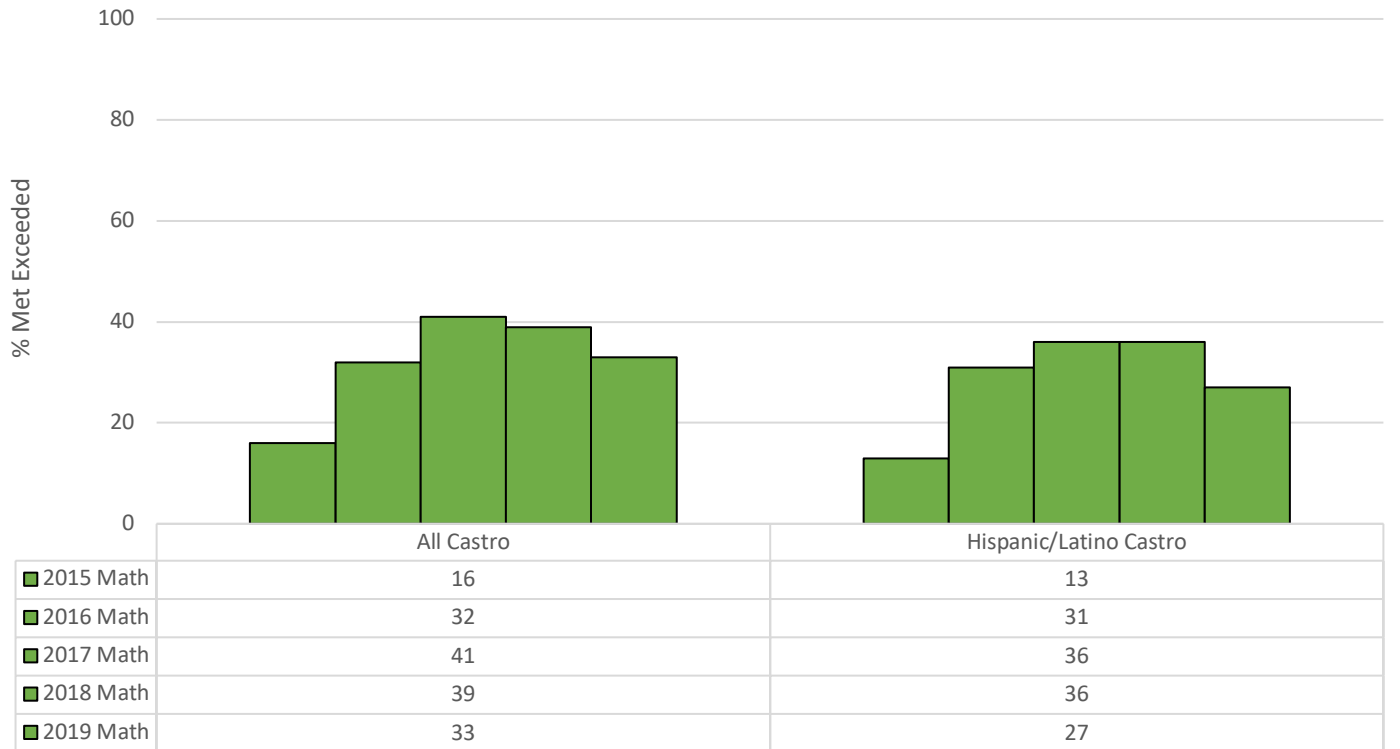
Math CAASPP English Learner Status



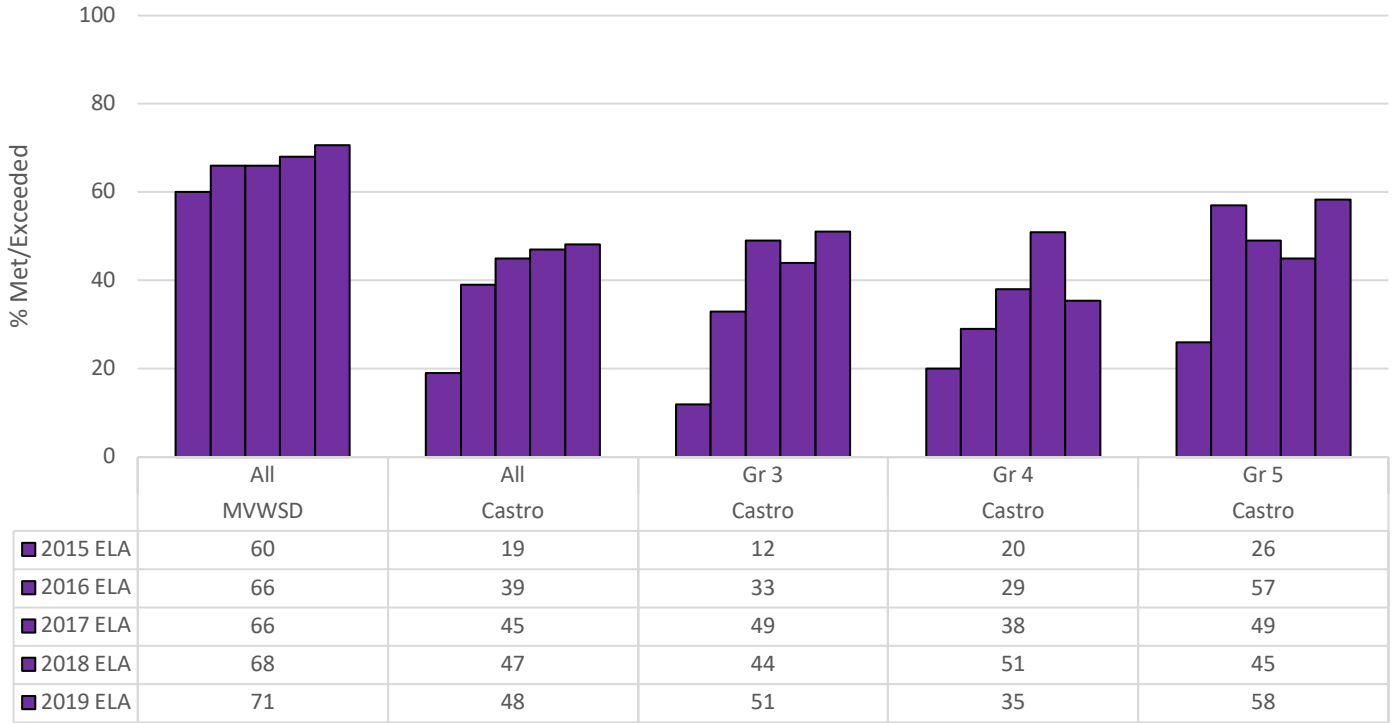
ELA CAASPP Ethnicity



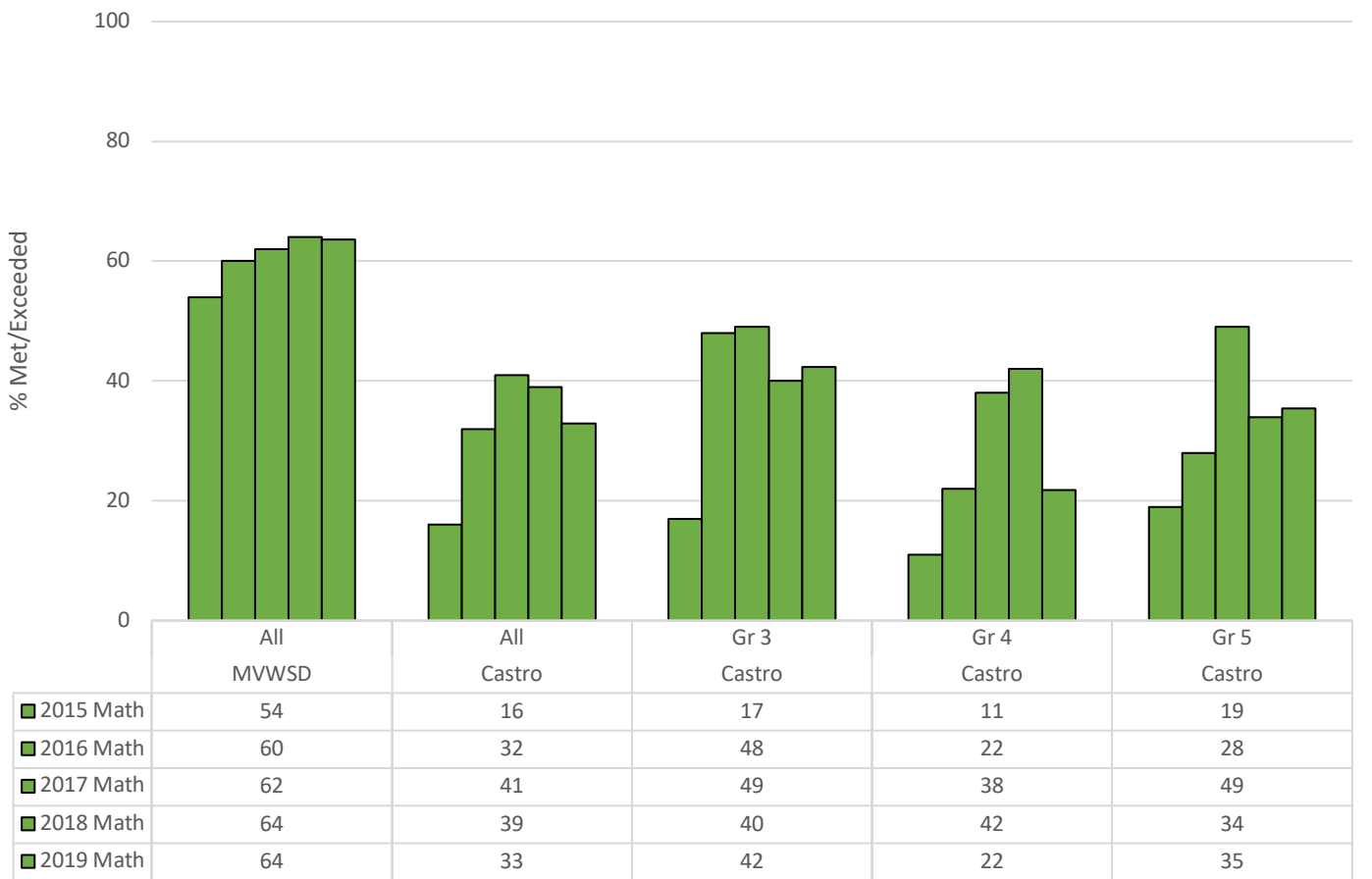
Math CAASPP Ethnicity



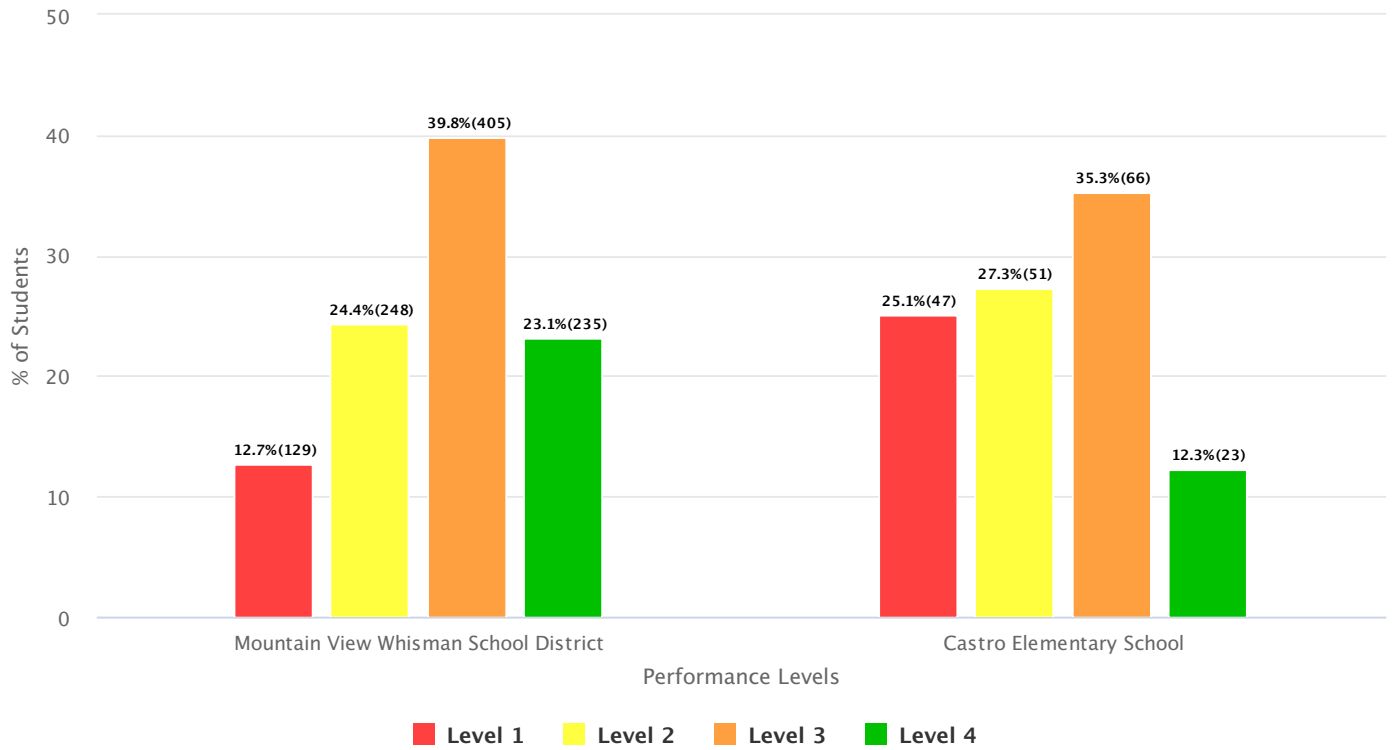
ELA CAASPP



Math CAASPP

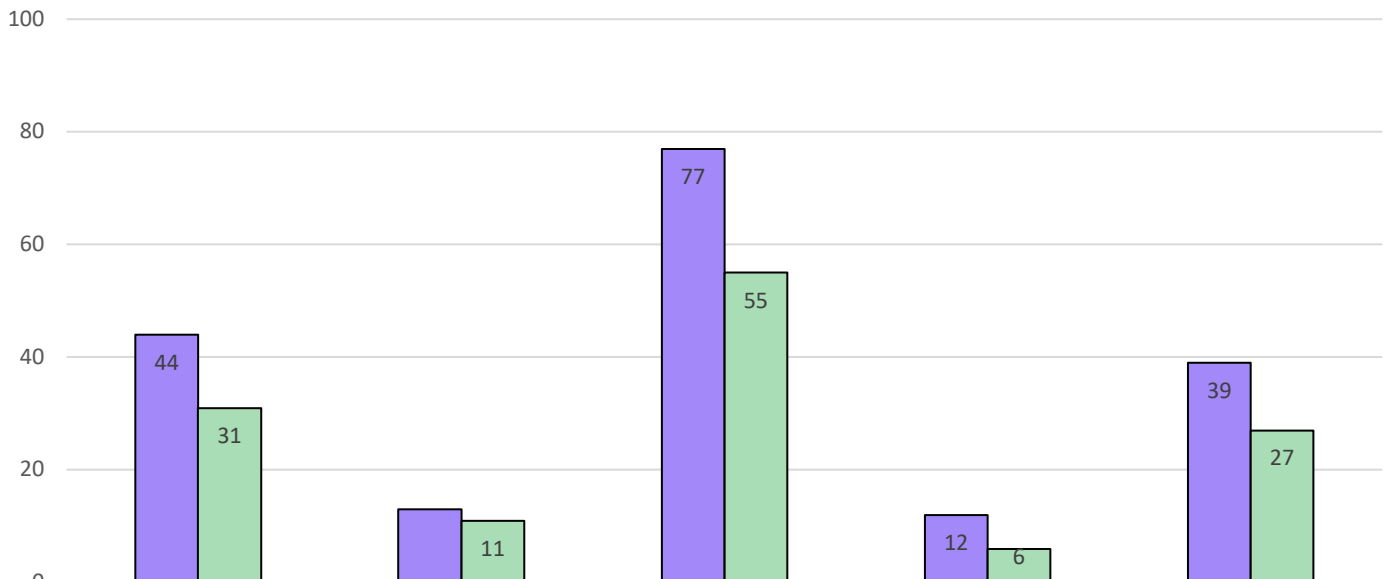


English Language Proficiency Assessments for California (ELPAC) 2018-19



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Castro CAASPP Data Based on 2019-20 enrollment



	All	EL	RFEP	SWD	SED
■ ELA	44	13	77	12	39
■ Math	31	11	55	6	27

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: Student Achievement
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:
Goal 1: Improving Student Achievement <ul style="list-style-type: none">• By June 2019, 53% of students (increase from 48% in Spring 2019) will reach Meet Standard or Exceeds Standard in ELA.• By June 2019, 40% of students (increase from 33% in Spring 2019) will reach Meet Standard or Exceeds Standard in Math. Key Strategies: ELA – Response to Instruction (RTI), Maintain and Improve PLC Implementation, Identifying and Pacing of Essential Skills, Student Engagement (Cognitive and Active, Professional Development in Rigor, Project Based Learning (PBL), small group instruction to focus on core instruction and utilize WIN time for even more targeted reteaching, increase intervention and extension opportunities with emphasis on specific skills using iReady Math - PLC Practices, small group instruction, spiral review, student engagement, reteaching/extension cycle within core instruction, enrichment/extension opportunities after school, increase use of DOK 3 questioning and tasks, increase intervention and extension opportunities with emphasis on specific skills using iReady
Data Used to Form this Goal:
CAASPP District assessments ELPAC Reclassification rates Grade Level Formative Assessments

Findings from the Analysis of this Data:

2018-19 Goal 1 - Increase from 47% to 52% met/exceeded (ELA)
 Met? - No
 2018-19 Goal - Increase from 39 to 45% met/exceeded (Math)
 Met? - No
 Proficiency rate on CAASPP rose 1% in ELA and declined 6% in Math.

How the School will Evaluate the Progress of this Goal:

CAASPP results, District Trimester Benchmark Assessments, Common formative assessment data

Assessments results throughout the year will show an increasing number of students reaching proficiency.
 Proficiency on team common formative assessments and Unit or Module assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development in Depths of Knowledge/Webbs Cognitive Rigor Matrix	Provide ongoing PD through on-site trainings and outside workshops, conferences, etc. 1x monthly Sept. - June	Principal, Coach	materials, training, consultants	4000-4999: Books And Supplies	Title I	5,000
				5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000
Continue Common Core Planning Days	6-8 days throughout the year	Principal, Coach	substitute pay	1000-1999: Certificated Personnel Salaries	Title I	20,000
				3000-3999: Employee Benefits	Title I	1,000
Focus on instruction of the California State Standards (CSS) in ELA/ELD and Math using a variety of DOK levels of tasks and questioning.	Plan and deliver instruction of the essential standards from the CSS for the grade.	Principal, Coach, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Response to Instruction - WIN Time. Intervention and enrichment of targeted skills taught in core literacy instruction the previous month. Win groups cycle 8 to 12 months a year depending on the specific grade level. Groupings are determined by analysis of common formative assessments in the grade level. Two RTI teachers (one site-funded and one district-funded) join the two grade level teachers to provide instruction during this 45 minute period.	Use of Fountas and Pinell leveled reading curriculum for some WIN groups, and other supplemental materials *pending funding	Intervention Teachers, Principal	Supplies for tutoring and enrichment	4000-4999: Books And Supplies	TSSP	2,000
			.3 RTI Teacher	1000-1999: Certificated Personnel Salaries	TSSP	31,200
			.6 RTI Teacher	1000-1999: Certificated Personnel Salaries	Title I	70,000
	Hire full time intervention teacher	Principal	RTI Teacher Benefits	3000-3999: Employee Benefits	Title I	20,000
			wages for tutoring	1000-1999: Certificated Personnel Salaries	Title I	4,000
			supplies for tutoring	4000-4999: Books And Supplies	Title I	2,640
After School Programming	Offer before and after school enrichment and tutoring – Ongoing Oct. 2019 – June 2020					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student goal setting – all year, weekly sessions	Ongoing - Aug '18 - June '20	Principal, Coach, and Teachers	Materials	4000-4999: Books And Supplies	TSSP	2,000
Student Progress Review Meetings	Conduct quarterly sessions with grade level teams	Principal and grade level teams	Substitute costs - TSSP	1000-1999: Certificated Personnel Salaries	Title I	8,000
Instructional Rounds School Leadership Team increase review of data Implement	Conduct schoolwide Instructional Rounds every 4-6 weeks and present to all staff at the staff meeting	Resource Intervention Teachers and grade level teams	Professional Development costs	5000-5999: Services And Other Operating Expenditures	Title I	5,000
Common Formative Assessments frequently and consistently and record results on team google doc for analysis	Create team google doc to record all assessments, including CFA's Aug 2019-June 2020 Attend training on common formative assessment development Materials *pending funding	Principal, Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Partnership with Living Classroom Variety of assemblies and classroom presentations One-to-one devices at all grades Classroom equipment and software licenses fees and transportation for after school enrichment activities	Monthly lessons – ongoing Schedule throughout the year Purchase replacement devices as necessary Headphones, licenses, tablets	Principal Principal, Teachers Principal, Teachers Principal Principal	Services	5800: Professional/Consulting Services And Operating Expenditures 5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures None Specified	Donations - General After School Enrichment After School Enrichment	3270
Ongoing coaching in using a variety of components from Benchmark Advance and Eureka	Aug. '19-June '20	Instructional Coach	District Funded			0
Implement Project Based Learning (PBL) in grades 4 and 5 full time, 3rd grade third trimester	Aug '19 - June '20	4th and 5th grade teachers, instructional coach	Consultation and Training	5800: Professional/Consulting Services And Operating Expenditures	TSSP	5,000
Implement Cafe Literacy (Daily 5 ELA) and Daily 3 for Math in grades K and 1	Aug 2019 - June 2020	Teachers K and 1, Instructional Coach, RTI Teachers	Training Software License Materials	5800: Professional/Consulting Services And Operating Expenditures 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Title I Title I TSSP	2,000 2,000 500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Targeted reteaching cycle during core Math instruction, grades 2 and 3	Aug 2019 - June 2020	2nd and 3rd grade teachers				
Implement new or revised strategies based on review and revision of plan and resources	Oct 2019 – June 2020	Principal, Coach, Teachers				
Implement IReady Reading and iReady Math to provide instruction for all levels of achievement.	Sept. 2019-June 2020	Principal, Coach, Teachers	District Funded			
Increase inquiry based instruction in enrichment group of each Win cycle	Sept. 2019- June 2020	Grade Level Teams and RTI teachers				
Encourage attendance of higher achieving students at after school and morning classes using iReady	Oct. 2019 - May 2020	All Teachers				
Equipment and materials for science instruction K-5	Aug. 2019 to June 2019	Science RTITeachers	equipment and materials	4000-4999: Books And Supplies	Science Equipment Elementary	1500

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 Achievement 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:
<p>CASTRO Goal 2: Closing the Achievement Gap: 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.</p> <ul style="list-style-type: none"> • By June 2020, the number of students meeting criteria for At-Risk of LTEL status will decrease from 25 to 20. • By June 2020, the percentage of ELs meeting/exceeding standards will increase from 16% to 22% in ELA and from 12% - 20% in Math • By June 2020, the percentage of RFEP students meeting/exceeding standard will increase from 80 to 82% in ELA and from 56 to 62% in Math. • By June 2020, the percentage of low SES students meeting or exceeding standard will increase from 44% to 50% in ELA and from 29 to 35% in Math. • By March of 2020, 80% of English learners that score a level 4 on the ELPAC will reclassify or maintain a 4 on the ELPAC (16 of 20 students). <p>Key Strategies:</p> <p>Sheltered Instruction Observation Protocol (SIOP) during core instruction, RTI, math Intervention using iReady, additional instructional opportunities before or after school, PD through math coaching</p>
Data Used to Form this Goal:
<p>CAASPP results Spring 2019 District assessments ELPAC Reclassification rates At-Risk of LTEL data</p>

Findings from the Analysis of this Data:

2017-18 Goal - Increase the percentage of English learners meeting and exceeding standard to 26% in ELA and to 30% in math.
Met? - ELA - No. The percentage of English Learners meeting/exceeding standard in ELA increased by 1%.
Math - No. The percentage of English Learners meeting/exceeding standard in Math decreased by 1%
Proficiency rate for Hispanic and SED rose for ELA from 2017-2018
Reclassification rate increased slightly.
RFEP student subgroup percentage Meets or Exceeds increased from 74% to 78% in ELA and decreased from 65% to 61% in Math.

How the School will Evaluate the Progress of this Goal:

Subgroup data for common formative assessments, benchmark assessments and state assessments.

By Oct 2018 all teachers will consistently be implementing small group instructional strategies in ELA and Math and implementing iReady ELA and iReady Math. By June 2020 all grades will have completed 8 WIN cycles for RTI.

WIN groups formed and implemented Aug. 2019.

CFA Results google docs

Opportunities for AT-Risk of LTEL students to attend tutoring completed before December.

Students at all levels of achievement will experience instruction at all 4 DOK levels.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lexia software licence Lexia (ELA) and Zearn (Math) before or afterschool for 3-5th	Purchase site license - Sept. 2019 Develop a before school support class using Lexia	Principal, Coach	Lexia site license	5000-5999: Services And Other Operating Expenditures	Title I	8,000
WIN (RTI) Time - additional teacher to provide intervention and enrichment (.5 district funded)	Aug 2019 - May 2020	Intervention teachers, teachers, principal		1000-1999: Certificated Personnel Salaries	After School Extended Learning	
Summer School (district funded)	Provide 4 week summer school, for 75% of students	Principal		5800: Professional/Consulting Services And Operating Expenditures	Title I	
Before and After School Tutoring opportunities by teachers and by outside organizations.	Oct. 2019 - June 2020	Principal, Staff	Learning A-Z software license	5000-5999: Services And Other Operating Expenditures	Title I	1049
Use Learning A-Z for RTI and small groups during core instruction	Oct. 2019-June 2020	All Teachers	Teacher Hourly rate for afterschool tutoring	1000-1999: Certificated Personnel Salaries	Title I	4,292
Implement new or revised strategies based on review and revision of plan	Oct. 2019-June 2020	Principal				
	November 2018-May 2019					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increase use of a variety of SIOP features throughout the day.</p> <p>SIOP Component 1 Feature 2: Language Objectives Clearly Defined, Explained, and Reviewed with students. Consistent design and instruction of language objectives throughout the day</p> <p>Feature 4: Supplementary Materials Used to a High Degree, Making the Lesson Clear and Meaningful</p> <p>Implement new or revised strategies based on review and revision of plan and resources</p>	<p>PD in SIOP – Nov, Jan, Feb, Mar, Apr, May – 1x monthly during staff meetings Purchase necessary materials - ongoing</p> <p>PD All Day January 2018 SIOP PD in Language Objectives - Nov, Jan, Feb, Mar, Apr, May – 1x monthly during staff meetings</p> <p>Ongoing feedback through admin walkthroughs, coaching, instructional rounds</p> <p>November 2019 - June 2020</p>	Teachers	PD costs	5000-5999: Services And Other Operating Expenditures	Title I	2,000
			Materials	4000-4999: Books And Supplies	Title I	1,000
		Teachers, Coach	Training Materials	4000-4999: Books And Supplies	Title I	900
		Principal, Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Implement skills and concepts from SIOP:</p> <p>Component 2: Building Background Feature 8: Links Explicitly Made Between Past Learning and New Concepts including systematic spiral review in ELA and Math</p> <p>*Features 9: Key Vocabulary Emphasized (Introduced, Written, Repeated, and Highlighted for Students to See)</p>	<p>PD at staff meetings monthly</p> <p>Jan PD Day</p> <p>Ongoing feedback through admin walkthroughs, coaching, instructional rounds</p>	Principal, Coach, Staff	Training materials	4000-4999: Books And Supplies	TSSP	500
<p>Implement skills and concepts from SIOP:</p> <p>Component 3: Comprehensible Input Feature 12: A Variety of Techniques Used to Make Content Clear: Intensive use of visual supports and graphic organizers</p>	Ongoing feedback through admin walkthroughs, coaching, instructional rounds	Principal, Coach, Staff	PD	0000: Unrestricted		
<p>Implement skills and concepts from SIOP:</p> <p>Component 4: Strategies Feature 14: Scaffolding Techniques</p> <p>Feature 15: Questions or Tasks That Promote Higher Order Thinking Skills</p>	<p>PD at staff meetings monthly</p> <p>August 2018 PD Days</p>	Principal, Coach, Staff	PD	None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Implement skills and concepts from SIOP:</p> <p>Component 5: Interaction Feature 16: Frequent Opportunities for Interaction and Discussion Between Teacher/Student and Among Students</p> <p>Feature 17: Grouping Configurations Support Language and Content Objectives of the Lesson</p> <p>Feature 18: Wait Time for Student Responses Consistently Provided</p>	<p>PD at staff meetings monthly</p> <p>August 2018 PD Days</p> <p>Throughout the year, implement Daily 5 (ELA) and Daily 3 (Math), and center based instruction in Grades 2-5.</p> <p>Ongoing feedback through admin walkthroughs, coaching, instructional rounds</p>	Principal, Coach, Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Development in stages of language acquisition and in identifying language-specific errors vs concept errors</p> <p>Consistent and effective use of Benchmark Advance ELD materials during designated ELD period.</p> <p>Fluid ELD groupings throughout the year</p> <p>Implement new or revised strategies based on review and revision of plan</p>	<p>PD during staff meetings</p> <p>Student progress in language acquisition is reviewed each trimester to determine if placement change is warranted.</p> <p>Nov. 2018-June 2019</p>	<p>Principal, EL Dept.</p> <p>Principal, Coach, Teachers</p> <p>Teachers, Principal</p> <p>Principal, Staff</p>				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased field trips *pending funding	Grade level leaders will schedule 6 per year	Principal, Grade Level leaders	Transportation and fees	5000-5999: Services And Other Operating Expenditures	TSSP	13,200
Increased assemblies and classroom based presentations *pending funding	3 -4 per year	Principal	Transportation and fees	4000-4999: Books And Supplies	Donations - General	3000
Professional Development in effects of poverty on student achievement and effective strategies for increasing student achievement	book study during staff meetings	Principal	Presentations and Assemblies	5000-5999: Services And Other Operating Expenditures	TSSP	2000
			Materials	4000-4999: Books And Supplies	Title I	1000
Additional teacher to provide Rigorous NGSS Science Instruction - .5 district funded	Aug. 2019 - June 2020	Principal, Staff	Transportation and fees	5000-5999: Services And Other Operating Expenditures	Title I	5000
PD in NGSS instruction through SIE and Discovery Education						
Implement new or revised strategies based on review and revision of plan	Oct. 2018 - June 2019	Principal				

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: 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:
CASTRO Goal 3: Human Capital: 90% of teachers will report feeling competent in their use of common formative assessments and analyzing data from a variety of sources Key Strategies: Professional Development in the creation and use of Common Formative Assessments (CFAs) and Implementing instruction planned from targeted data analysis.
Data Used to Form this Goal:
Review of student achievement data and 18-19 data on frequency of formative assessments, review of formative assessment questions, grade level collaboration notes.
Findings from the Analysis of this Data:
2018-19 Goal: 90% of teachers will report feeling confident in their use of common formative assessment data. Met? - No - 80%
How the School will Evaluate the Progress of this Goal:
Review weekly collaboration notes. Records of PD attended. Review of formative assessment documents Review of team google sheet of student data on formative and summative assessments Regrouping of students for WIN intervention period.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PD in foundation principles/core tenets, including new staff Additional Collaboration time for each grade level team	PD in Common formative assessment, RTI, using data, guaranteed and viable curriculum – 1x monthly at staff meetings, spring CFA and RTI 2-day workshops through Solution-Tree Additional 1 hour weekly or bi-monthly	Principal, Coach Principal, SLT	Conference and workshop attendance Teacher hourly rate-non student	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I Title I	9,000 8,000
Peer Visitations School Visitations Instructional Rounds Coaching Implement new or revised strategies based on review and revision of plan	Schedule Peer visitations monthly Schedule school visitations quarterly for various teams Schedule every six weeks Each teacher will participate in real-time coaching 1x each month Oct. 2017 – June 2018	Principal, Coach Principal Principal Principal, Coach Principal, Staff	Substitute costs for peer visitations and school visitations	1000-1999: Certificated Personnel Salaries	Title I	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PD in Depths of Knowledge (DOK) in effective questioning and task development and developing rigorous assessments.	PD in applying DOK to questioning, lesson activities, and assessments	Principal, Coach	professional development materials	4000-4999: Books And Supplies	Title I	2,000
PD in Integrated ELD (including SIOP)	PD in Integrated ELD and effective instructional strategies	Principal, Coach	Substitute costs	1000-1999: Certificated Personnel Salaries	Title I	2,000
Implement new or revised strategies based on review and revision of plan	Nov. 2017 – June 2018	Principal, Staff				

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 Environment
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:
CASTRO Goal 4 Inclusive and Supportive School Environment: By June 2020, 85% of students will report feeling safe at school as measured by district or site survey. By June 2020, the average attendance percentage for the school will increase from 96.08% to 97%. By June 2019, suspensions will be reduced from 4 to 3. Key Strategies: Positive Behavior Interventions and Supports (PBIS) strategies, structured playground schedules and expectations, individual support for students with chronic absences
Data Used to Form this Goal:
Survey of students Attendance rates from 2018-2019 Discipline data from 2019-2019
Findings from the Analysis of this Data:
2018-19 Goal - By June 2019, 85% of all students will report feeling safe and respected as measured by a school-created survey Met? Yes - 90% of students reported feeling safe on the LCAP survey. Attendance: By June 2019 the average attendance for the school was 96.08%.

How the School will Evaluate the Progress of this Goal:

Student surveys – January 2020
Attendance rates monthly

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School-wide Incentive system - "caught being good" system of Dolphin Tickets to be used by yard duty and office personnel	Align with the 4 school values,	Principal, SLT	Materials	4000-4999: Books And Supplies	Title I	2,000
Partnership with Project Cornerstone	Incorporate Project Cornerstone monthly theme into school behavior theme – Ongoing	Principal, Parent Lead				
Monthly Personal Success Assemblies	Oct. - June 2018	Principal				
Home visits and/or individual meetings with families of students who are "chronically absent" (more than 10% of school days)	as needed	Principal, Staff				
Incentive for Academic Achievement	SBAC Awards Assembly	Principal, Coach				
Pupil Supervisor Training - schoolwide expectations, project cornerstone themes, prevention strategies, schoolwide incentive system	At monthly pupil supervisor meetings	Principal	Materials	4000-4999: Books And Supplies	Title I	500
			wages	2000-2999: Classified Personnel Salaries	Title I	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Playworks contract for structured playground activities and teaching of games and sportsmanship	Sept. 2019 - June 2020	Principal	Contract costs	5800: Professional/Consulting Services And Operating Expenditures	Donations - General	15,000
Consistent system of communication between classrooms for ELD, WIN Literacy, Science, P.E.	Aug. 2019-June 2020	All teachers				
Class Meetings at least 1x weekly to create a positive classroom climate	Aug 2019-June 2020	Classroom teachers				
At-Risk Supervisor connect daily with target students to provide support and maintain positive behavior (District funded)	August 2019-2020	At-Risk Supervisor				
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Aug 2019-June 2020	Principal, Teachers, School Site Council	No expenditures			

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: Parent Engagement
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 #5:
CASTRO Goal 5: Parent Engagement: By June 2020, 80% of all families will have attended five or more school or district events as measured by parent sign in records. Key Strategies: School Community Engagement Facilitator (SCEF), outreach through PTA, SSC, and ELAC, family recognition dinner
Data Used to Form this Goal:
Parent sign in sheets from meetings and activities (individual meetings as well as school meetings)
Findings from the Analysis of this Data:
2018-19 Goal: By June 2019, 80% of all families will have attended five or more school events as measured by parent sign in records. Met? Yes 80% of families attended five or more events.
How the School will Evaluate the Progress of this Goal:
Mid-year review of cumulative data (ongoing google doc maintained)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)					
			Description	Type	Funding Source	Amount		
Inclusive ELAC and School Site Council meetings, monthly Recognition event for parent participation - Five Star Families Parent Trainings scheduled through partnerships with community agencies and organizations. Mandatory Parent Conferences for all students in Spring *pending funding Collaborate with School Site Council on parent engagement/involvement policy review and revisions for annual adoption	Monthly meetings, interpreted Personal outreach to families of all languages May 2019, parent dinner Sept. 2018-June 2019 February 2019 Sept. 2019-May 2020	Principal, SCEF	materials and supplies	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	4,174		
			trainings	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	23,000		
			Substitute Costs	1000-1999: Certificated Personnel Salaries	Title I	3,000		
				Principal, SLS Coordinator, SCEF	Certificated Hourly rate	1000-1999: Certificated Personnel Salaries	TSSP	2,000
				Principal, Staff				
		All Teachers, Principal						
		Principal						
Family Math Nights	once each trimester	Grade Level Teachers	wages	1000-1999: Certificated Personnel Salaries	Title I	4000		
Community Building events - ie Family Movie Nights, Holiday celebrations	once each trimester	All Staff	Supplies	4000-4999: Books And Supplies	Donations - PTA	1,000		
			Wages	1000-1999: Certificated Personnel Salaries	Donations - General	2000		
Maintain current and engaging website and Facebook pages	ongoing	Principal						
Principal Coffees to support parent understanding of iReady reports	6 x per year	Principal, SCEF, At-Risk Supervisor						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase communication re student progress through weekly take home folder (consistently include classwork with teacher feedback), mandatory spring conferences for all students, iReady parent reports, Class Dojo in grades 3-5, paper costs	Ongoing	All teachers	materials		Title I	899
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Principal, Teachers, School Site Council	no expenditures			

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	22,890	22,890.00
TSSP	58,400	0.00
After School Enrichment	3,270	0.00
Title I	203,280	0.00
Parent Engagement (PIQE/FEI/PU)	27,174	0.00
Science Equipment Elementary	1,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	3,270.00
Donations - General	20,000.00
Donations - PTA	1,000.00
Parent Engagement (PIQE/FEI/PU)	27,174.00
Science Equipment Elementary	1,500.00
Title I	203,280.00
TSSP	58,400.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	164,492.00
2000-2999: Classified Personnel Salaries	2,000.00
3000-3999: Employee Benefits	21,000.00
4000-4999: Books And Supplies	31,714.00
5000-5999: Services And Other Operating Expenditures	71,519.00
5800: Professional/Consulting Services And Operating	23,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
5000-5999: Services And Other Operating	After School Enrichment	3,270.00
1000-1999: Certificated Personnel Salaries	Donations - General	2,000.00
4000-4999: Books And Supplies	Donations - General	3,000.00
5800: Professional/Consulting Services And	Donations - General	15,000.00
4000-4999: Books And Supplies	Donations - PTA	1,000.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	4,174.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	23,000.00
4000-4999: Books And Supplies	Science Equipment Elementary	1,500.00
	Title I	899.00
1000-1999: Certificated Personnel Salaries	Title I	129,292.00
2000-2999: Classified Personnel Salaries	Title I	2,000.00
3000-3999: Employee Benefits	Title I	21,000.00
4000-4999: Books And Supplies	Title I	17,040.00
5000-5999: Services And Other Operating	Title I	30,049.00
5800: Professional/Consulting Services And	Title I	3,000.00
1000-1999: Certificated Personnel Salaries	TSSP	33,200.00
4000-4999: Books And Supplies	TSSP	5,000.00
5000-5999: Services And Other Operating	TSSP	15,200.00
5800: Professional/Consulting Services And	TSSP	5,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	186,110.00
Goal 2	41,941.00
Goal 3	27,000.00
Goal 4	19,500.00
Goal 5	40,073.00

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
Theresa Lambert	X				
Nicole Data		X			
Kaitlin Chernikoff		X			
Beth Smith		X			
Manny Velasco			X		
Venancio Mejia				X	
Rosalie Garcia				X	
Madahi Cruz				X	
Lizbeth Velasco				X	
Fidelia Tahuiton				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	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Audocia Ruiz, President				X	
Jenny Sanchez, Vice President				X	
Ernesto Nassau			X		
Theresa Lambert	X				
Luz Aragon		X			
Numbers of ELAC Members of each category:	1	1	1	2	

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 School 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

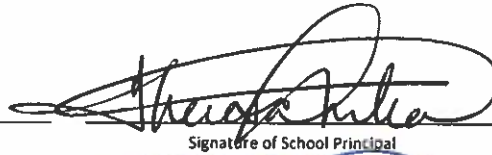
AUDOCIA RUIZ
Signature

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 Oct. 16, 2019.

Attested:

Theresa Lambert

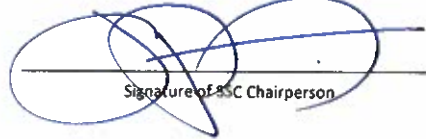
Typed Name of School Principal


Signature of School Principal

Oct 16, 2019
Date

Jonathan Pettey

Typed Name of SSC Chairperson


Signature of SSC Chairperson

16 OCT 2019
Date