

The School Plan for Student Achievement

School: CRITTENDEN SCHOOL
CDS Code: 43-69591-6049472
District: Mountain View Whisman School District
Principal: Sonia Gomez
Revision Date: 9/29/19

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:

Contact Person: Sonia Gomez
Position: Principal
Phone Number: 650-903-6945
Address: 1701 Rock St
Mountain View, CA 94043
E-mail Address: sgomez@mvwsd.org

The District Governing Board approved this revision of the SPSA on November 7, 2019.

School Vision and Mission

CRITTENDEN SCHOOL's Vision and Mission Statements

Vision

Every student, family, staff, and community member is engaged and committed to learning in a collaborative, diverse, and innovative partnership.

Mission

We inspire, prepare, and empower every student.

School Core Values

Crittenden Panthers are positive people, actively engaged, working together, striving for excellence to foster resilience, self-advocacy, growth mindset.

School Profile

Crittenden Middle School is located in Mountain View, a suburban community of 78,000, 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 nine elementary schools and two middle schools. The school receives students from all elementary schools in the district and the main feeder schools are Monta Loma and Theuerkauf elementary schools. Crittenden Middle School represents the diverse community of Mountain View and works to prepare students to be lifelong learners with success at high school, higher education, and beyond.

Goal 1:

ELA

By June 2020, there will be a 4-percentage points increase (from 65% to 69%) in the number of students meeting or exceeding standards in ELA as measured by CAASPP.

Key Strategies: Continue the work on priority literacy standards, explicit instruction, and common formative assessments across content areas.

Goal 2:

Mathematics:

By June 2020, there will be a 4-percentage points increase (from 56% to 60%) in the number of students meeting or exceeding standards in Math as measured by CAASPP.

Key Strategies: Analyze data to group students and provide differentiated instruction, Provide professional development on the use of Eureka math.

Goal 3: Closing the Achievement Gap

By June 2020, there will be a reduction in the number of students meeting state criteria for At-Risk of LTEL by at least 1 student and a reduction in the number of LTELs from 23 to 20 .

By June 2020, there will be a 2 percentage point increase (from 62% to 64%) in the number of RFEP students meeting and exceeding standards in English Language Arts as measured by CAASPP.

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 (11 of 14 students).

Key Strategies: Implement English Learner and Long Term English Learner student data chats. Continue the implementation of SIOP strategies in all classes.

Goal 4: Human Capital

100% of teachers will engage regularly in PLC teams using a new structure and protocol.

Key Strategy: Implement revised structure and protocol for PLC teams.

Goal 5: Inclusive and Supportive Culture

Reduce the number of school suspensions from 19 to 17

Increase average daily attendance from 96.54% to 97%

Provide opportunities for parent engagement

Key Strategies: Implement community circles to support student behavior. Implement the SART process to support positive attendance rates. Implement PiQE, focused parent activities with the principal, and increase communication about student progress.

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

Crittenden Middle School is committed to providing students with a high quality education aligned to the California State Standards which guide their instruction. In order to monitor students' progress, teachers administer curriculum-embedded assessments and modify their instruction to meet students' needs. Teachers regularly meet with department, grade level, and Professional Learning Community colleagues to analyze student achievement data and identify strengths and weaknesses. Based on this information, teachers adjust their instruction and work with their colleagues and administrators to monitor students' attainment of these goals.

Students, parents, and staff members received scores from Smarter Balanced Assessment Consortium (SBAC) tests, which are a part of the California Assessment of Student Progress and Performance (CAASPP). The results of this assessment are used to identify areas of need and served as a starting point for this year's Single Plan for Student Achievement. Crittenden saw growth in 6th grade ELA by six-percentage points, 7th grade ELA by four-percentage points, & 8th grade ELA by three percentage points. Mathematics results increased in 8th grade by eleven percentage points.

Last school year we implemented a new cascading schedule. This new schedule allowed all students to take at least one elective throughout the school year. We also added Respond to Instruction (RTI) classes for students in 6th to 8th grade to fill in the gap in skills in Mathematics and English Language Arts. In addition, we implemented co-taught classes in mathematics and English Language Arts classes to better support students with disabilities. These implementations helped align our school with the district strategic plan.

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

Crittenden teachers work in Professional Learning Communities to develop common formative assessments. These assessments are designed to assess learning of key standards and help teachers adjust instruction to better meet student needs. Teachers also collaborate with staff from the District's other middle school to develop common assessments. This data is used to measure student growth, analyze instructional programs, and create continuous improvement goals. For the 2019-20 school year, each ELA grade level team will implement a common pacing guide for each trimester that focuses on providing explicit instruction on reading and language standards. This will help teachers monitor progress and adjust instruction to ensure mastery of standards. Additionally, math course teams from both middle schools will be provided additional professional development and time to revise pacing guides and align instruction. The District has moved to using i-Ready diagnostic assessments 3 times a year. Administrators and teachers will use data from these assessments to monitor growth and made instructional decisions.

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). Crittenden school has no misassigned teachers, no out of field teachers, and 7 teachers in their first two years of teaching. All other teachers are considered "highly qualified".

Crittenden school has eight teachers currently participating in the new teacher induction program, which is a partnership between the Santa Cruz Silicon Valley New Teacher Project and the Mountain View Whisman School District. This two-year program provides teachers with support and training in their new profession and allows them to obtain a clear teaching credential. In addition to new teacher induction coaching, new teachers receive guidance and assistance from the administration, office staff, colleagues, and instructional coaches.

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

District Instructional Coaches regularly meet with Crittenden teachers, departments, and PLCs to help improve teaching practices including providing assistance with implementing instructional materials, classroom management, English Language Development strategies, data analysis, and the implementation of Sheltered Instruction Observation Protocol (SIOP). The instructional coaches have been particularly critical in helping implement literacy support across the curriculum. Furthermore, for the 2019-20 school year instructional coaches are creating opportunities for alignment with our local high school District in Math, ELA, and Science.

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

Teachers in the Mountain View Whisman School District have been provided with ongoing professional learning on implementing district adopted instructional materials, Sheltered Instruction Observation Protocol (SIOP), and Professional Learning Communities. At Crittenden, teachers are provided with regular opportunities to collaborate during staff meetings, department meetings, grade level meetings, department release days, professional development days, and during their common preparation period. Furthermore, Crittenden teachers share release days with colleagues from the District's other middle school to align instructional practices. In addition, teachers have two prep periods that allows for frequent collaboration with job-alikes, departments, coaches, and administration.

Opportunity and Equal Educational Access

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

Every student at Crittenden has the opportunity to be successful. In every classroom, teachers use research-based educational practices to ensure that students attain academic success. Teachers regularly monitor students' progress to identify those who are struggling. During release time, teachers review assessment data to determine if re-teaching of specific standards is needed. Students who are struggling in any subject are offered the opportunity to attend extended day interventions and tutoring. Students in need of extra support in English Language Arts or math are provided with targeted intervention in the Response to Instruction class. Our assistant principal and parent engagement facilitator monitor students' academic progress to determine who needs additional support in and out of the classroom. In addition, our school counselor monitors student academic and emotional needs in order to support them in reaching their potential.

Parental Involvement

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

Crittenden Middle School is a district-funded school. While approximately 40% of families qualify for free or reduced lunch, Crittenden does not receive Title I funding. The majority of the site budget comes from the Local Control Funding Formula and site discretionary categories. Each year our Site Council evaluates the progress of our students and works to allocate the funds to help under-performing students meet state standards. At Crittenden, funding has been used to pay for after school homework assistance, intervention, tutoring, and purchasing materials to support English Language Learners, Socioeconomically Disadvantaged students, and Foster Youth. In addition, the school counselor, At-risk supervisor, and School Community Engagement Facilitator work closely with students and families to provide resources and support.

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)

Crittenden does not receive Title 1 funds.

Funding

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

The primary source of funding for Crittenden 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. The Mountain View Education Foundation provides a budget of \$50,000 to support electives and extra curricular activities. We also receive funding through donations from our Parent Teacher Association or grants from local companies.

Description of Barriers and Related School Goals

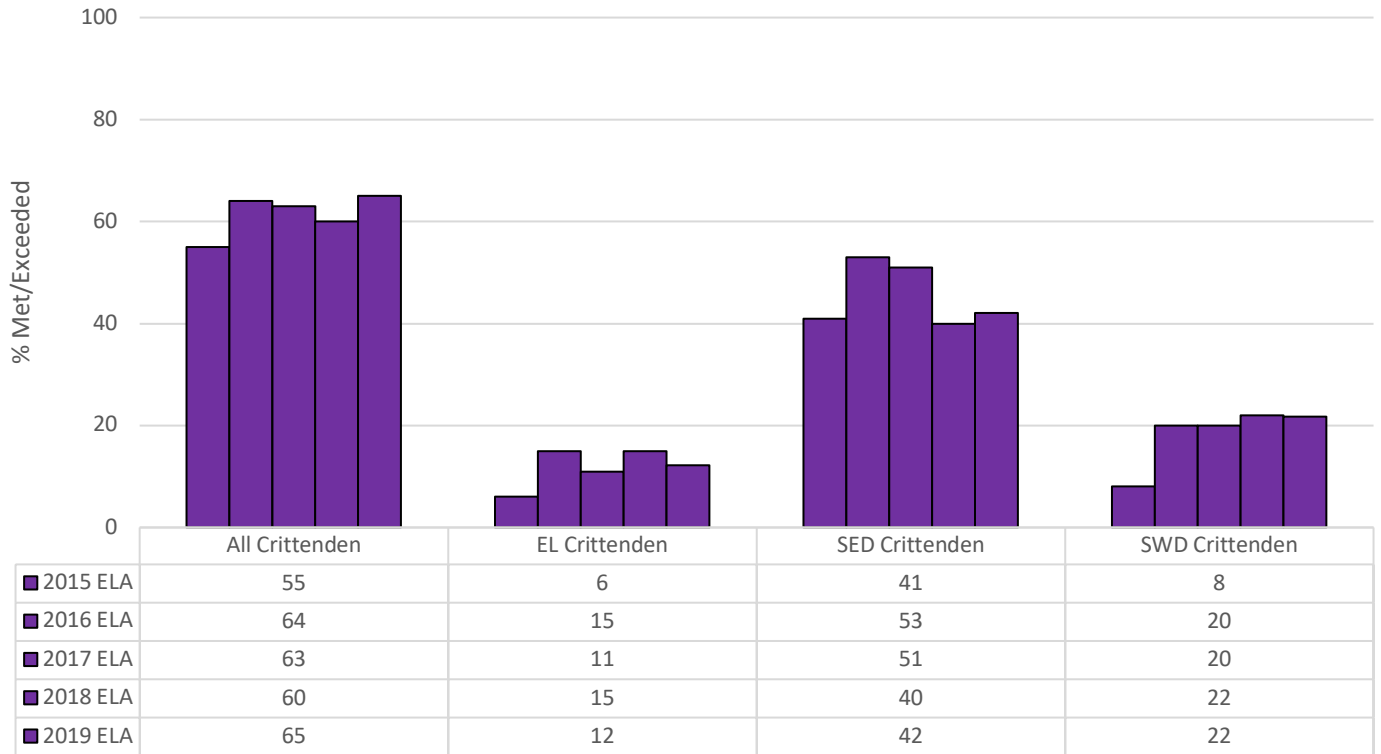
Crittenden Middle school saw a significant drop in test scores in 6th & 7th grade math. Inconsistent pacing of curriculum, use of benchmark data to drive instruction, and fidelity to the curriculum was a challenge. These inconsistencies required additional support to fill in the gaps that were created. After school intervention had been a key strategy to support students with gaps in instruction. After school intervention was voluntary for students, costly for the site, and conflicted with other activities.

Crittenden

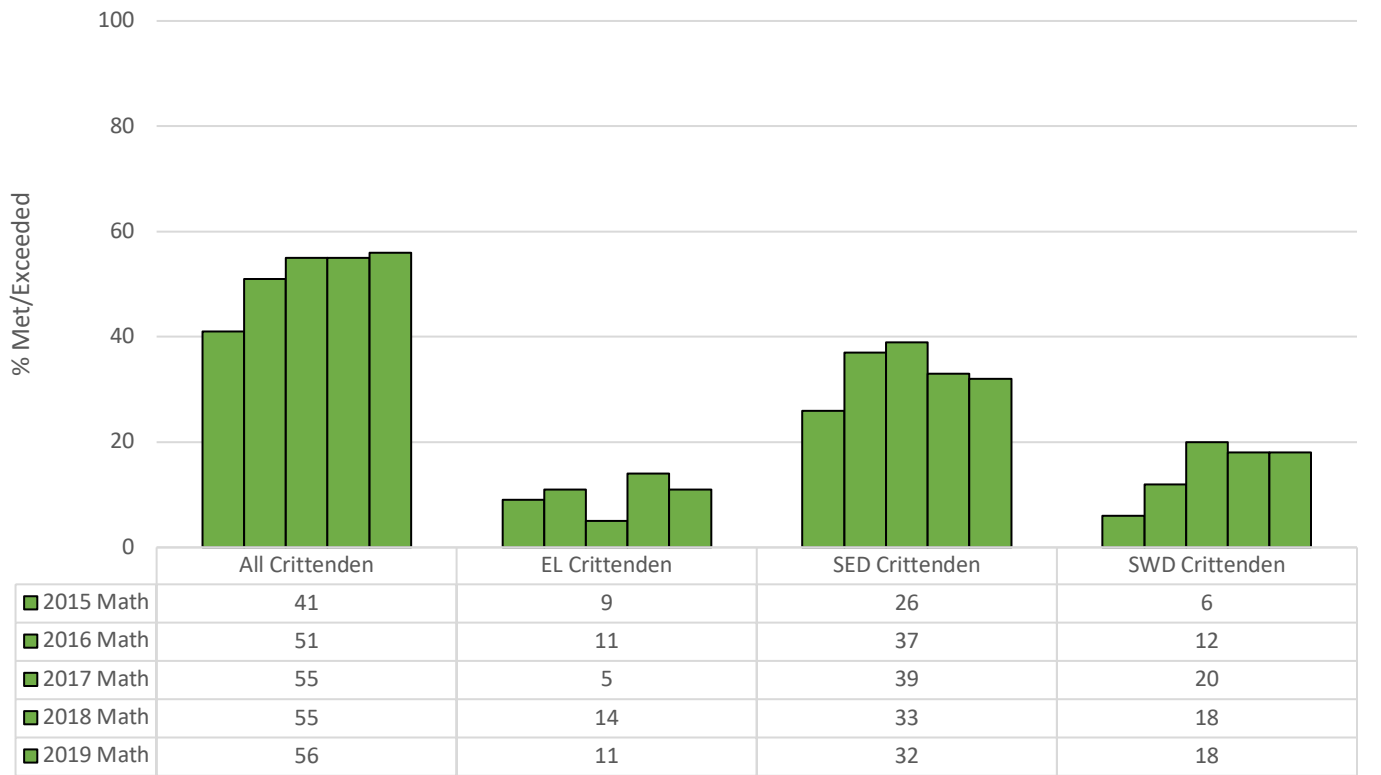
Crittenden Site Demographics	2015-16	2016-17	2017-18	2018-19
Enrollment	630	663	678	707
Asian	5%	7%	9%	9%
Hispanic/Latino	56%	52%	52%	48%
White	20%	23%	23%	25%
Students with Disabilities	13%	14%	14%	13%
English Learners	20%	15%	16%	13%
SocioEconomically Disadvantaged	56%	51%	50%	43%

Crittenden	2014-15	2015-16	2016-17	2017-18	2018-19
Attendance	96.46%	96.99%	96.48%	96.69%	96.54
Suspension	61	66	33	25	19
Reclassification	28%	28.8%	38.7%	31.4%	17.48%

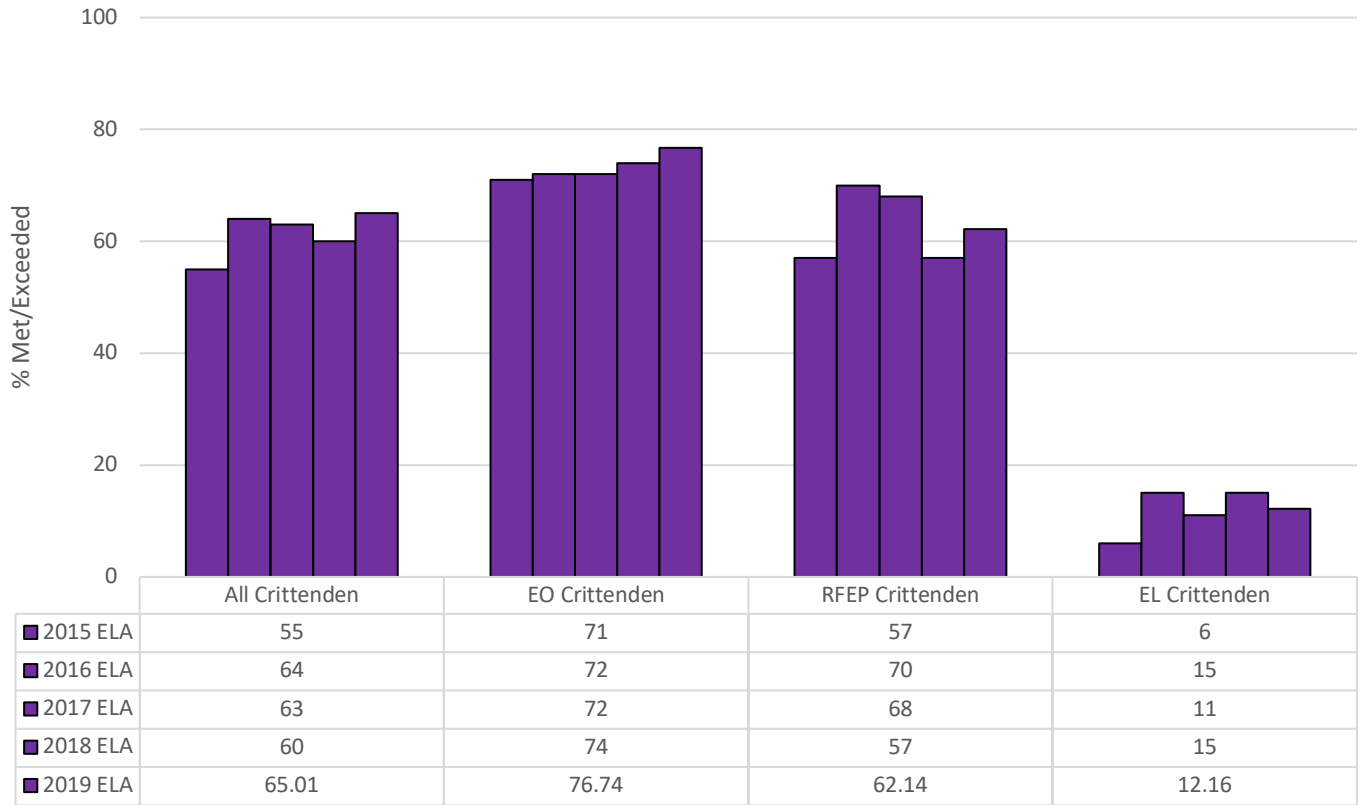
ELA CAASPP Subgroups



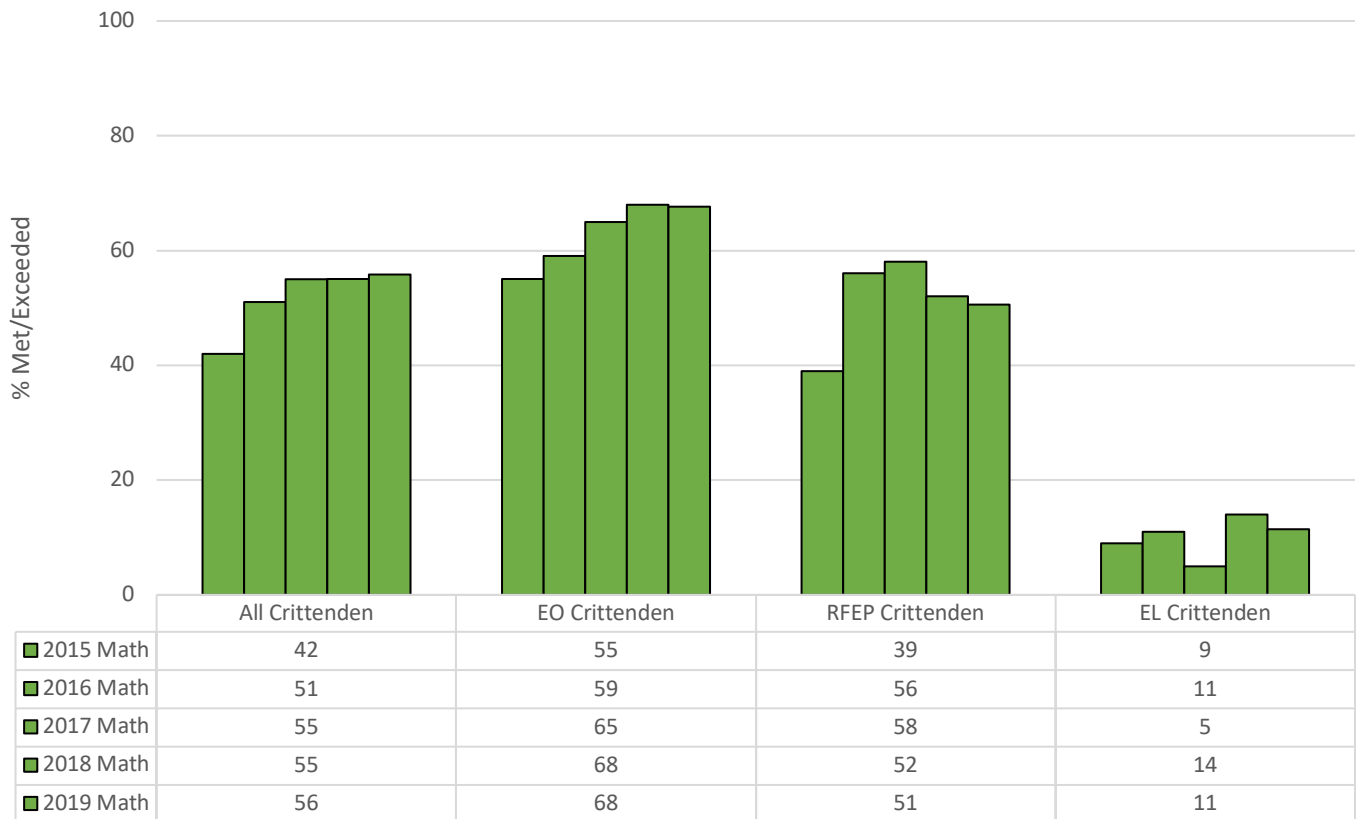
Math CAASPP Subgroups



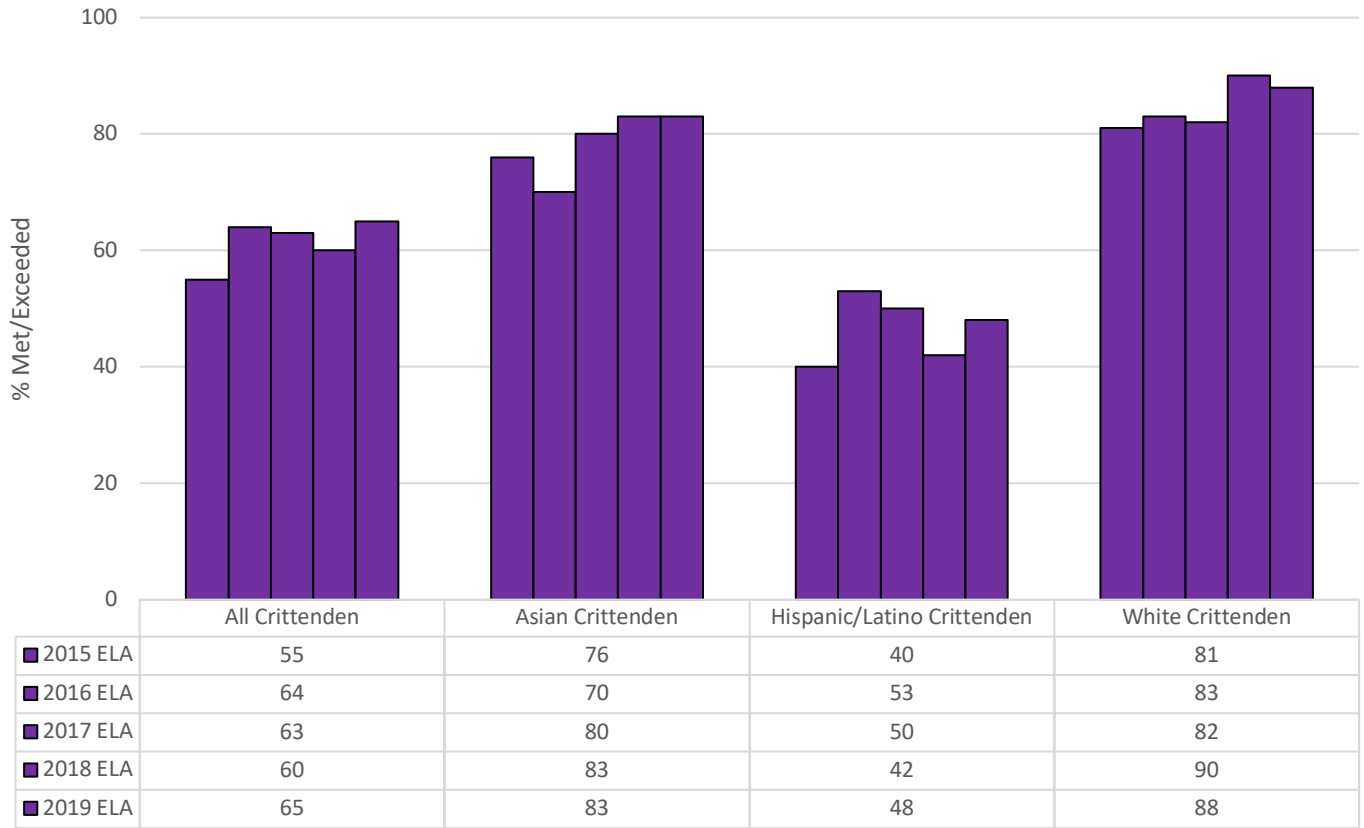
ELA CAASPP English Learner Status



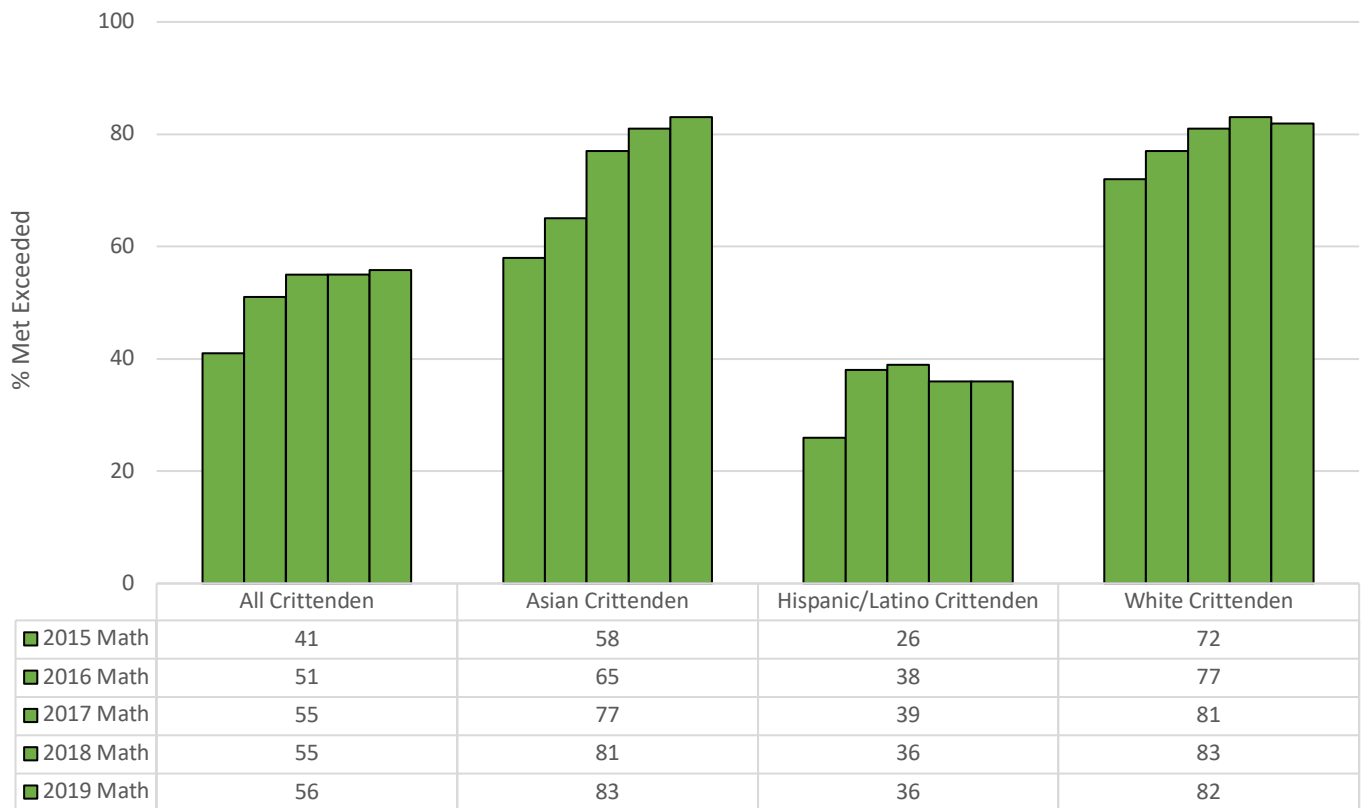
Math CAASPP English Learner Status



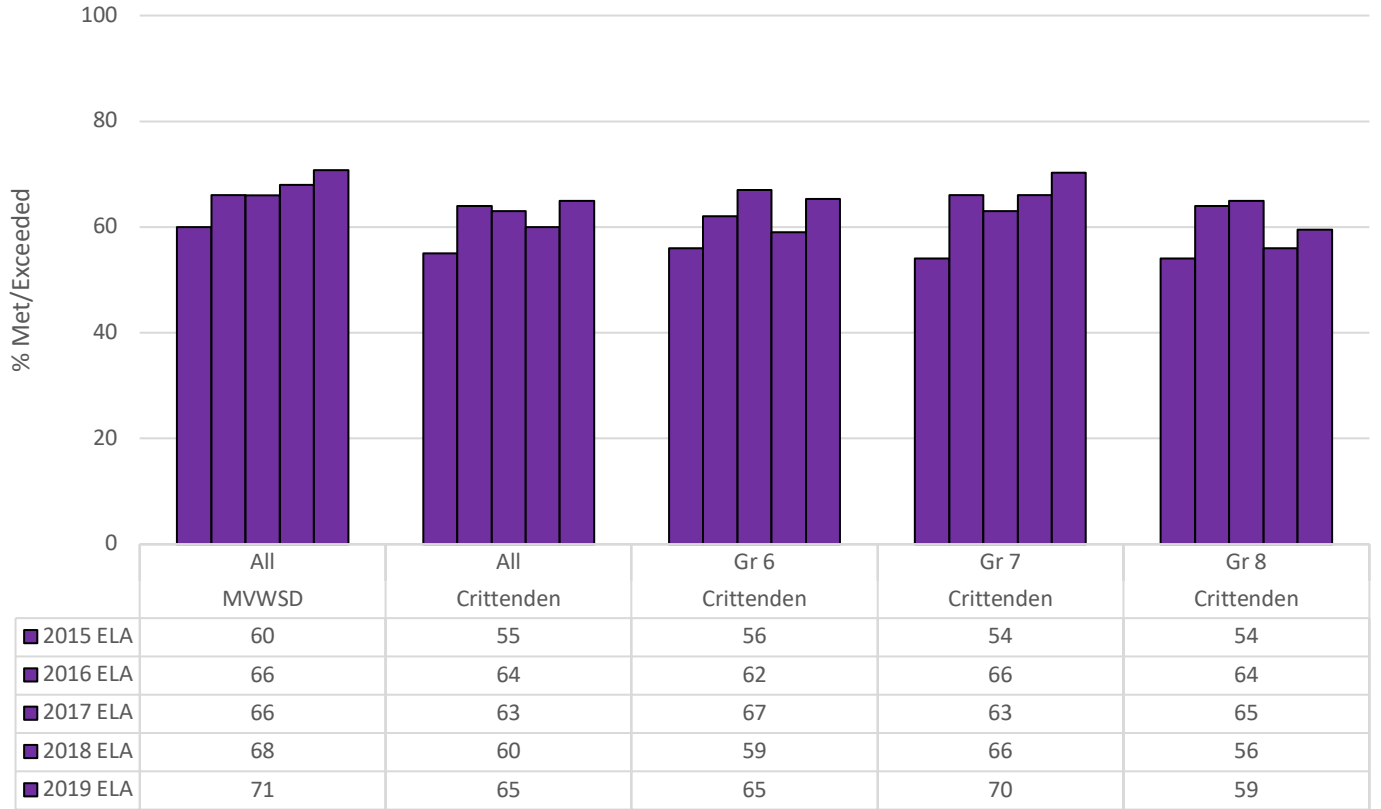
ELA CAASPP Ethnicity



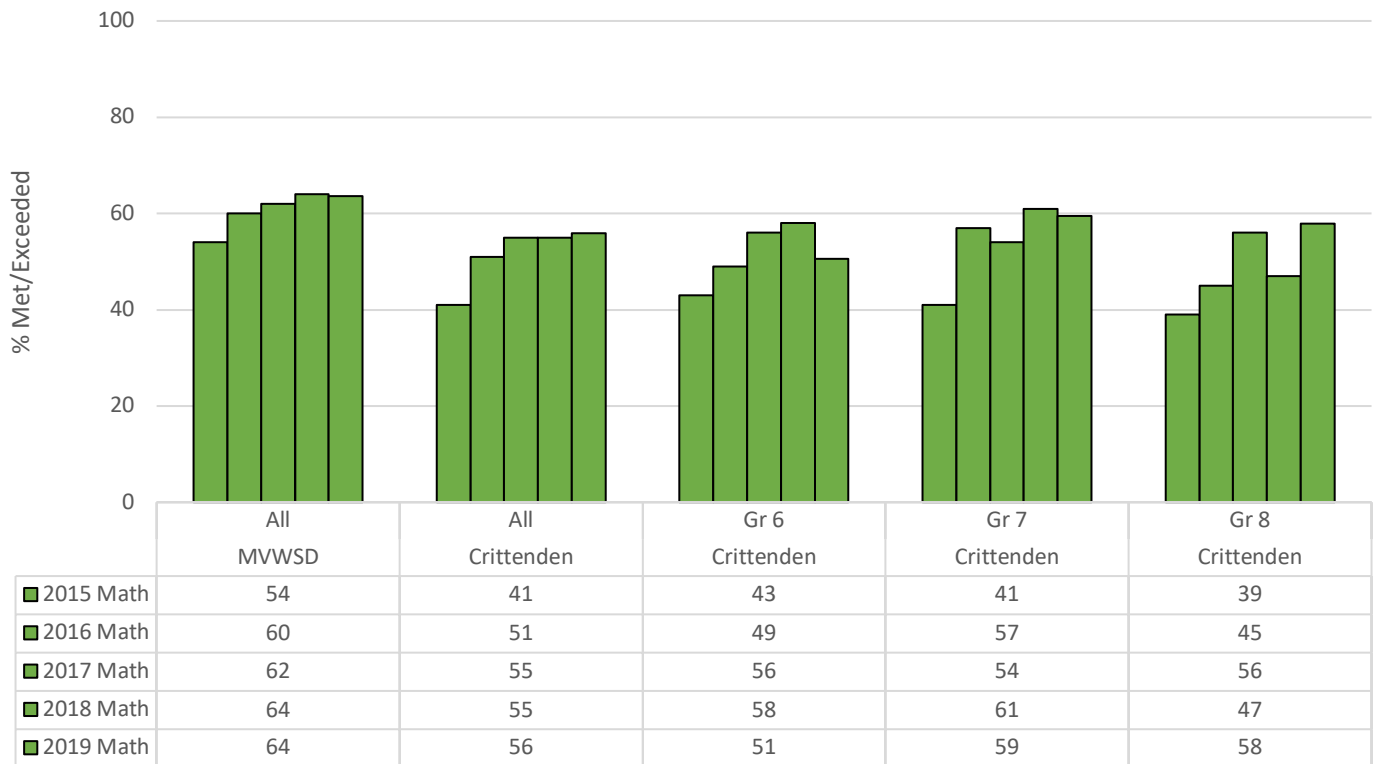
Math CAASPP Ethnicity



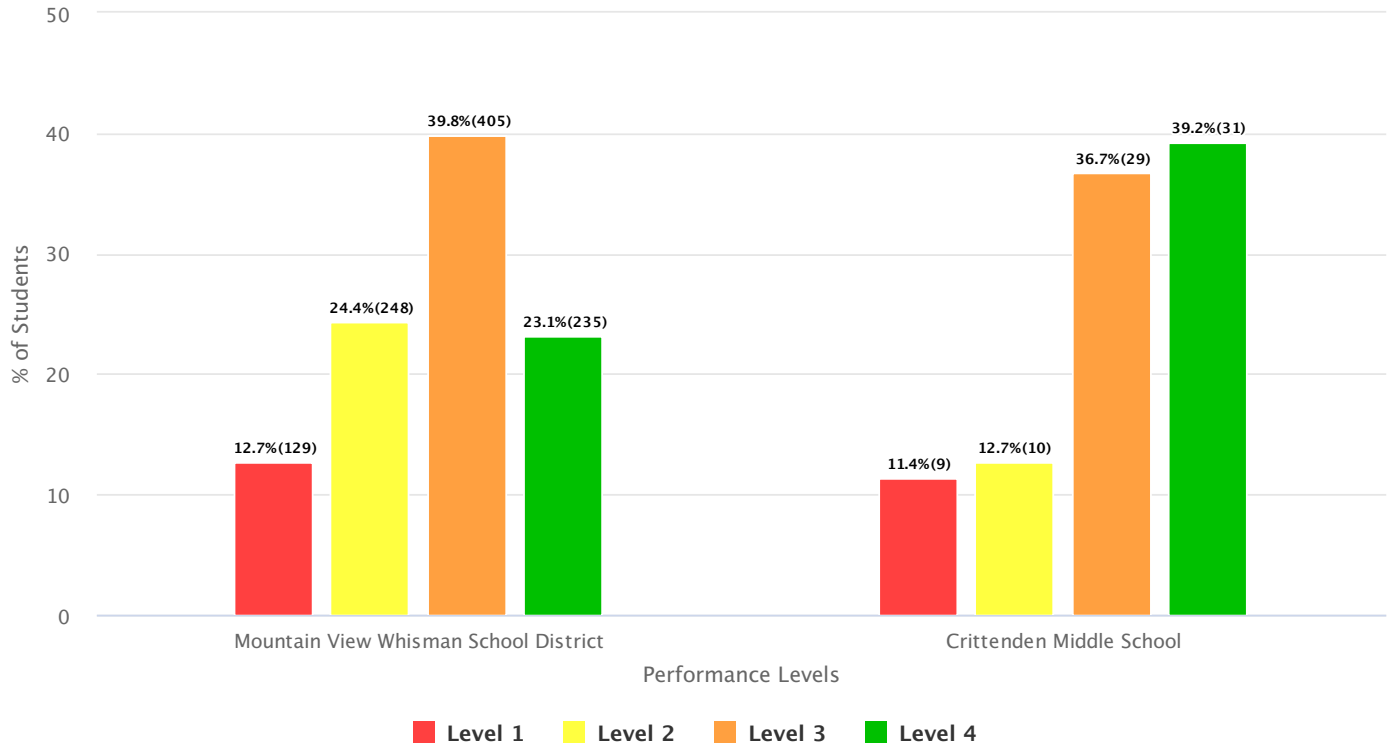
ELA CAASPP



Math CAASPP



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



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 ELA
LEA/LCAP GOAL:
Goal 3: Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.
Strategic Plan
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
SCHOOL GOAL #1:
Academic Achievement Goal(s): ELA By June 2020, there will be an increase (from 65% to 69%) in the number of students meeting or exceeding standards in ELA as measured by CAASPP STRATEGY: Implement the common pacing guides for each trimester, progress monitoring of mastery of standards, and continued use of common literacy strategies across content areas.
Data Used to Form this Goal:
California Assessment of Student Performance and Progress District benchmarks and writing assessments English Learner Proficiency Assessment for California (ELPAC) Reclassification rates Long Term English Learner percentage rates

Findings from the Analysis of this Data:

There is an achievement gap between English-Only and general education students and English Learners and Special Education students.

ELA
 May 2019, the percent of students proficient on the CAASPP ELA Summative assessment will increase from 60 to 64%.

Goal Met: Yes, 65%

STRATEGY: Development of common pacing guides for each trimester, progress monitoring of mastery of standards, and continued use of common literacy strategies across content areas.

How the School will Evaluate the Progress of this Goal:

Throughout the year district benchmark assessments will be used to monitor progress toward proficiency. Struggling readers, many of whom are English Language learners and students with IEPs, will work to improve lexile scores to show progress to reading at grade level.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide grade level release days to continue the work on priority literacy standards, explicit instruction, and common formative assessments across content areas.	Nov-May	Site administrators, coaches, all teachers (particularly English Language Arts/English Language Development, Social Studies, and Science); and instructional coaches	pay for subs	1000-1999: Certificated Personnel Salaries	Donations - General	1,680

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading and Writing: In English Language Arts classes, teachers distribute and use a common Literacy Packet to support and reinforce reading and writing strategies across the curriculum. Student packet includes rubrics for reading, writing, and discussion, as well as guides to support success in those areas. Literacy packet will be used primarily in English Language Arts, Social Studies, and Science courses.	Ongoing – department meetings, release days	Site administration, all teachers (particularly English Language Arts/English Language Development, Social Studies, and Science); and instructional coaches				
Read 180: Provide resources and coaching to support the Read 180 teacher and program.	Ongoing	Read 180 teachers, Literacy Coach, site administration	materials and supplies for listening center	0001-0999: Unrestricted: Locally Defined	TSSP	1000
After school: An after school homework center will be available two times per week to support students with homework and writing strategies. Tutoring and Enrichment: Teachers & Mentoring Tutor Connection support target students during the school day as well as in the after school homework center.	October - May	Teachers, librarian, Site administration, Guidance Counselor, family engagement facilitator, At-Risk supervisor	Hourly pay for tutors, materials/supplies	1000-1999: Certificated Personnel Salaries	After School Extended Learning	8,000
Observations and walkthroughs: Coaches and administration support teachers by providing feedback from weekly walkthroughs focused on student learning outcomes.	Ongoing	Instructional coaches, administration	No site expense			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement data chats with students around benchmark data.	Ongoing					
Study Skills: Include five periods of study skills classes for students at risk. Teacher will create explicit curriculum that will provide lessons on study skills. In addition, students will receive help with homework (from tutor connection tutor and peer tutors). They will learn skills important at middle school and beyond. Purchase supplemental material to provide consistency throughout the six study skills classes.	Ongoing	Teachers, counselors, administration, School Community Engagement Facilitator	supplemental resources		TSSP	2,000
Use PLCs, release days, and common planning time to collaboratively implement the co-teaching, RTI, ELD, and enrichment for high achieving students, curriculum with fidelity, to develop common formative assessments track progress toward learning goals and adjusting lesson/unit approach, order, and pacing as necessary.	Ongoing	Teachers, instructional coaches, administration	No site expense - part of regular teacher duty			
RTI: Response to Instruction - intervention period for students that have gaps in English Language Arts skills. Implement RTI in 6th, 7th, and 8th grade.	Ongoing	Teachers & administration	No site expense-part of regular teacher duty			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support the implementation of co-teaching by providing feedback, coaching, and release time for planning.	Ongoing	Co-teachers, Administrators, Special Education Administrators, Instructional Coaches	No site expense- part of regular teacher day			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Administrators Teachers School Site Council	No site expense.			

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: Academic Achievement Math
LEA/LCAP GOAL:
Goal 3: Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.
Strategic Plan
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
SCHOOL GOAL #2:
By June 2020, there will be a percentage point increase (from 56% to 60%) in the number of students meeting or exceeding standards in MATH as measured by CAASPP, Strategy:
Data Used to Form this Goal:
California Assessment of Student Performance and Progress (CAASPP) District assessments
Findings from the Analysis of this Data:
There are achievement gaps among different student groups. By May 2019, the percentage of students meeting/exceeding standard in Math on the CAASPP summative assessment will increase from 56% to 60% 2018-19 Goal: Not met (56%) Strategy: Crittenden will focus on the use of data to drive instruction and differentiation through Response to Instruction, co-teaching, and blended learning models.
How the School will Evaluate the Progress of this Goal:
Increased scores among all student groups with reduced gaps between student groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Use Professional Learning Communities, release days, and common planning time to collaboratively implement the Eureka curriculum and pacing guides with fidelity, to develop common formative assessments track progress toward learning goals and adjusting lesson/unit approach, order, and pacing as necessary.	Ongoing	Math teachers, instructional coaches, site and district administration	No site expense - part of regular teacher duty and district funded substitute teachers for release days			
After school: An after school homework center will be available two times per week to support students with homework and math skills.	October - May	Teachers	Teachers, materials/supplies See goal 1 Action 4 for budget			8,000
Observations and walkthroughs: Coaches and administration support teachers by providing feedback from weekly walkthroughs focused on student learning outcomes.	Ongoing	Site and district administration, instructional coaches	No site expense			
RTI: Response to Instruction - intervention period for students that have gaps in math skills. Implement RTI in 6th, 7th, and 8th grade.	August-June: Through out: Analyze data, identify students and focus areas	Administrators, Math teachers, instructional coaches,	No site expense			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Study Skills: Include five periods of study skills classes for students at risk. Teacher will create explicit curriculum that will provide lessons on study skills. In addition, students will receive help with homework (from tutor connection tutor and peer tutors). They will learn skills important at middle school and beyond. Purchase supplemental material to provide consistency throughout the six study skills classes.	Ongoing- see goal 1	Teachers, counselors, administration, School Community Engagement Facilitator, At-Risk coordinator	No site expense - part of regular teacher duty			
Support the implementation of co-teaching by providing feedback, coaching, and release time for planning.	Ongoing	Co-teachers, Administrators, Special Education Administrators, Instructional Coaches	No site expense - part of regular teacher duty			
Implement blended learning models in math to incorporate supplemental materials and activities to the Eureka Math curriculum. Small group instruction will allow differentiation for target students including students who need intervention and students that need enrichment.	Ongoing	Teachers, Math Coach, Site Administrators	No site expense - part of regular teacher duty			
Implement data chats with students around benchmark data.	Ongoing					
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Administrators Teachers School Site Council	No site expenditures			

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: 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 #3:
By June 2020, there will be a reduction in the number of students meeting state criteria for At-Risk of LTEL by at least 1 student and a reduction in the number of LTEL from 23 to 20.
By June 2020, there will be a 2 percentage point increase (from 62% to 65%) in the number of RFEP (re-classified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by CAASPP (6-8).
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 (11 of 14 students).
Strategies: Implement English Learner, Long Term English Learner, and RFEP monitoring systems. Implement SIOP strategies in all classes.
Data Used to Form this Goal:
California Assessment of Student Performance and Progress (CAASPP) District assessments California English Language Development Test (CELDT) English Language Proficiency Assessment California (ELPAC) Reclassification rates Long Term English Learner percentage rates

Findings from the Analysis of this Data:

By May, 2019 the number of Long Term English Language Learners will be reduced by ten percent from 20 to 18 students.

2018-19 Goal: Met (No) 20-19

By May 2019, there will be a ten percentage point increase in the percentage of RFEF students meeting or exceeding standards in ELA from 57% to 61%

2018-19 Goal: Met (Yes) 62%

Our data shows that there is a wide gap in learning in both English Language Arts and in Math by our English Language Learners as evidenced in particular by the CAASPP scores and a large number of Long Term English Language Learners.

How the School will Evaluate the Progress of this Goal:

The reclassification rates, English Language Proficiency Assessment California (ELPAC) scores, and California Assessment of Student Performance and Progress (CAASPP) scores when compared from year to year will help us determine the success of our actions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the English 3D program with fidelity in general education and SDC classes. Provide coaching and feedback. Continue the use of an instructional aide to support students in ELD.	Ongoing	Teacher, instructional coaches, ELPAC coordinator, site and district administration, coaching from publisher	Bilingual aide	2000-2999: Classified Personnel Salaries	TSSP	30000
EL Goals and Progress Monitoring: Reclassification goal setting meetings and check ins will be organized by the School Community Engagement Facilitator (SCEF), counselor, and (ELPAC) coordinator. EL/LTEL students will have regular progress monitoring checks to help them understand the reclassification process and to assess progress toward reclassification	Ongoing	Teacher, instructional coaches, ELPAC coordinator, guidance counselor, SCEF, site and district administration	No expenditures per regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Newcomer Success Plan Develop a success plan for newcomers. The success plan includes academic goals and specific supports to help students achieve.	Ongoing	SCEF, ELD and ELA teacher, site administrator, parents	No expenditures per regular staff responsibilities			
SCEF will focus on 10-15 RFEP students by grade level to track and monitor academic progress throughout the year and provide parent information meetings regarding CAASPP.	Ongoing	Teachers, instructional coaches, ELPAC coordinator, school SCEF, administration	No expenditures per regular staff responsibilities			
Teachers will continue implementing Sheltered Instruction Observation Protocol (SIOP) year 1 strategies and will add the following in year 2. Year 1: Key vocabulary, content and language objectives, supplemental materials, meaningful activities Year 2: Interactions, scaffolding, key vocabulary, wait time Year 3: Interactions, Content objectives clearly supported by lesson delivery, Language objectives clearly supported by lesson delivery Implementation will be assessed through frequent walkthroughs and feedback using the SIOP walkthrough form that has been tailored for each content area.	August - whole staff training January - follow-up session with trainer Ongoing walkthroughs, observations and feedback throughout the year	Teachers, instructional coaches, site and district administration	No expenditures per regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Observations and walkthroughs: Coaches and administration support teachers by providing feedback from weekly Sheltered Instruction Observation Protocol (SIOP), co-teaching, and RTI walkthroughs, focused on student learning outcomes.	Ongoing	Teachers, instructional coaches, site and district administration,	No expenditures per regular staff responsibilities			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Administrators Teachers School Site Council	No site expenditures			

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: 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 #4:
100% of teachers will engage regularly in PLC teams using a new structure and protocol. Strategy: Implement revised structure and protocol for PLC teams.
Data Used to Form this Goal:
2018-19 Professional Development Goal Teachers will work in Professional Learning Communities to develop common assessments and data-driven instruction. Teachers will present to the staff their Professional Learning Community cycle findings and share best practices twice a year. Teachers will attend six professional development trainings on Sheltered Instruction Observation Protocol and implement 4 key areas during the 2018-19 school year. - STRATEGY: Teachers will present to the staff their Professional Learning Community cycle findings and share best practices twice a year. Teachers will attend six professional development trainings on Sheltered Instruction Observation Protocol and implement 4 key areas during the 2017-18 school year. Goal Met: Yes, Professional Learning Community teams met regularly throughout the year to create common assessment and start to analyze data to inform instructional decisions.
Findings from the Analysis of this Data:
Teachers requested additional support in implementing Sheltered Instruction Observation Protocol (SIOP) and Professional Learning Community (PLC) expectations and deliverables needed to clarified.

How the School will Evaluate the Progress of this Goal:

Administration will attend Professional Learning Community (PLC) meetings and work with instructional coaches to support teachers in creating common formative assessments. Administration will clearly monitor deliverables from PLC groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Learning Communities: Professional Learning Community (PLC) groups meet regularly and follow established norms. PLCs will develop SMART goals, develop and administer common formative assessments and use the data to drive instruction.</p> <p>Each Professional Learning Community (PLC) will present results from a common formative assessment and the instructional plans developed as a result of the data once a year to the staff. Presentations will include strategies used to differentiate for students who need intervention and enrichment.</p> <p>Teachers will administer mid and end of year surveys to assess student perceptions of the effectiveness of instructional strategies. PLC team will analyze survey data, assessment data, and other data collected throughout the year to revise instructional plans for 2020-21.</p>	<p>September - all Professional Learning Community (PLC) groups will share minutes, norms, and SMART goals.</p> <p>By January, all staff members will have presented their Professional Learning Community (PLC) cycle findings</p> <p>In May, PLC teams will share their instructional plans for the upcoming year based on surveys and data.</p>	<p>Department/Grade chairs, all teachers, site administration</p>	<p>No expenditures - part of regular staff responsibilities</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: <ul style="list-style-type: none"> Teachers will receive release days for planning and professional development. Instructional coaches will provide training sessions on Sheltered Instruction Observation Protocol (SIOP) Instructional Coaches will assist in the implementation of adopted curriculum and support materials to help teachers improve practices and support student learning. Coaches and administration will participate in learning walks to help share best practices among the staff Administration will seek professional development opportunities for areas of need and growth on an ongoing basis 	Ongoing	Teachers, coaches, site administration,	Included in Goal 1			
Analyze data from benchmarks, observations, and feedback and revise plan as needed	Ongoing	Administrators, Teachers, and 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: 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 #5:
2019-20 Goal 5: Inclusive and Supportive Culture Reduce the number of school suspensions from 19 to 17 Increase average daily attendance from 96.54% to 97% Provide opportunities for parent engagement Key Strategies: Implement community circles to support student behavior. Implement the SART process to support positive attendance rates . Implement PiQE, focused parent activities with the principal, and increase communication about student progress.
Data Used to Form this Goal:
Attendance rates California Dashboard

Findings from the Analysis of this Data:

2019-20

Reduce the number of school suspensions from 25 to 22
 Increase average daily attendance from 96.69% to 97%

Goal Met: Yes, (19)

STRATEGY: Begin training of Positive Behavior Intervention Support (PBIS) through restorative circles. Continue to offer high quality co and extra curricular activities.

How the School will Evaluate the Progress of this Goal:

climate surveys, California Dashboard, attendance rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue to offer high-quality co and extra-curricular activities that provide strong connections to school and helps students develop self-esteem, team building, friendship, and social skills.</p> <p>Maintain high-quality programs including WEB, Leadership, athletics, Band, Orchestra, the musical, and clubs. Crittenden will also build community partnerships that serve students like the MVPD PAL, Beyond the Bell, and the Living Classroom.</p>	<p>August - September: students can form clubs and have sign ups at Club Fair</p> <p>September - May: Clubs meet and organize activities throughout the year</p> <p>September - November: Musical auditions and performances</p> <p>Ongoing - athletics, WEB, Leadership, performing arts</p>	<p>Teachers, administration, counselor, at-risk supervisor, facilitator</p>	<p>Stipends, equipment, services for extracurricular activities</p>	<p>0000: Unrestricted</p>	<p>After School Enrichment</p>	<p>50000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Guidance Counseling Program Guidance counselor will continue to implement, revise, and refine a multi-tiered system of support and intervention for academic and emotional well-being	Ongoing	Counselor, administration, facilitator, at-risk supervisor, teachers	Staffing supported by district			
8th grade WEB mentors will meet with 6th graders throughout the year to support school connectedness	Ongoing	Teachers, administration	Supplies for activities and teacher training	1000-1999: Certificated Personnel Salaries	TSSP	1000
Develop community service projects fostering relationships and building connections in lieu of traditional disciplinary consequences	Ongoing	Community service projects fostering relationships and building connections in lieu of traditional disciplinary consequences	No expenditures			
Implement PIQE program for parents				5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	7,500
PIQE- provide tutoring for students while parents are in PIQE				1000-1999: Certificated Personnel Salaries	TSSP	1,215
Supplies				5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	2,000
Increase number parent opportunities for engagement (coffee with the principal, coding with the principal, etc.) to increase communication and involvement.				4000-4999: Books And Supplies	Donations - General	300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase communication with teachers and families regarding instruction and student achievement-weekly bulletin and monthly newsletter, all teachers having a structures website and increase in ways of communication with parents and students						

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	45,290	45,290.00
TSSP	58,600	23,385.00
Science Equipment: Middle School	5,000	5,000.00
After School Sports - Middle School	50,000	50,000.00
Musical Instruments & Repair - Middle	5,000	5,000.00
Parent Engagement (PIQE/FEI/PU)	10,804	1,304.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	8,000.00
After School Enrichment	50,000.00
After School Extended Learning	8,000.00
Donations - General	1,980.00
Parent Engagement (PIQE/FEI/PU)	9,500.00
TSSP	35,215.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	8,000.00
0000: Unrestricted	50,000.00
0001-0999: Unrestricted: Locally Defined	1,000.00
1000-1999: Certificated Personnel Salaries	11,895.00
2000-2999: Classified Personnel Salaries	30,000.00
4000-4999: Books And Supplies	300.00
5000-5999: Services And Other Operating Expenditures	9,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		8,000.00
0000: Unrestricted	After School Enrichment	50,000.00
1000-1999: Certificated Personnel Salaries	After School Extended Learning	8,000.00
1000-1999: Certificated Personnel Salaries	Donations - General	1,680.00
4000-4999: Books And Supplies	Donations - General	300.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	9,500.00
	TSSP	2,000.00
0001-0999: Unrestricted: Locally Defined	TSSP	1,000.00
1000-1999: Certificated Personnel Salaries	TSSP	2,215.00
2000-2999: Classified Personnel Salaries	TSSP	30,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	12,680.00
Goal 2	8,000.00
Goal 3	30,000.00
Goal 5	62,015.00

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
Sonia Gomez	X				
Angela Weller				X	
Maria Carvajal				X	
Lourdes Arenas-Meza				X	
DuJuan Green				X	
Susana Morales			X		
Michael Newman		X			
Alicia Carter (non - voting)			X		
Shanna Bengston				X	
Jacob Quijas		X			
Sarah Gehan		X			
Numbers of members of each category:	1	3	2	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

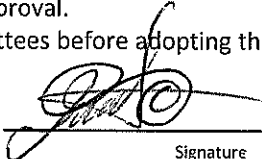
Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Anthony Barajas	X				
Valeria Johns			X		
Susana Morales			X		
Patricia Oliveres				X	
Dulce Perez				X	
Marisol Fernandez				X	
Iracema Gurbiel				X	
Guadalupe Ruiz Hernandez				X	
Imelda Moreno				X	
Juan Gurbiel				X	
Numbers of ELAC Members of each category:	1	0	2	7	

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**):

English Learner Advisory Committee

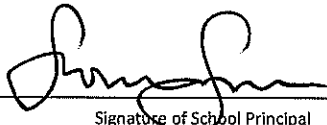
X 
Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Sonia Gomez

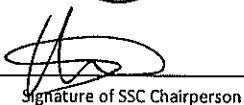
Typed Name of School Principal


Signature of School Principal

10/23/19
Date

Angela Weller

Typed Name of SSC Chairperson


Signature of SSC Chairperson

10/23/19
Date