

# The School Plan for Student Achievement

**School:** Theuerkauf Elementary  
**CDS Code:** 43 69591 6049514  
**District:** Mountain View Whisman School District  
**Principal:** Swati Dagar  
**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:

**Contact Person:** Swati Dagar  
**Position:** Principal  
**Phone Number:** 650-903-6925  
**Address:** 1625 San Luis Ave.  
Mountain View, CA 94043  
**E-mail Address:** [sdagar@mvwsd.org](mailto:sdagar@mvwsd.org)

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

## School Vision and Mission

### Theuerkauf Elementary's Vision and Mission Statements

#### Mission:

We inspire and develop all students to be lifelong learners and responsible citizens for a changing world.

#### Vision:

Theuerkauf Elementary is a school where all students acquire and demonstrate the knowledge and skills necessary to achieve academic and personal success in an atmosphere defined by respect and collaboration. In partnership with our families and community, we inspire students toward creativity, adaptability, critical thinking, and empathy.

#### Four Core Values that Theuerkauf Elementary fosters are:

Respect, Responsibility, Integrity, and Courage

## School Profile

Theuerkauf Elementary School is a TK-5 school with an enrollment of 355 students . Besides offering a Transitional Kindergarten through fifth grade educational program, Theuerkauf also serves as a site for a state Preschool Program. Our school community consists of a diverse student population with 57.5 % Hispanic or Latino students, 17.2 % white, 9.6% Asian, 8.2% two or more races, 4.8% Filipino, 1.4% African American, 0.8% Pacific Islander, and 0.6% American Indian or Alaskan Native. 35% of our student population speak two or more languages and are English Language Learners. Our teachers put a lot of emphasis on inquiry and project based learning with integrated technology. All classrooms 1st - 5th grade have one-to-one chromebooks and our Kindergarten classrooms share a chromebook cart.

#### 2019-20 School Goals:

##### ACADEMIC ACHIEVEMENT in ELA and MATH:

By June 2020, there will be

- a 4-percent point increase from 65% to 69% in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (3rd- 5th Grade)
- a 4-percent point increase (56% to 60%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3rd-5th Grade)

##### Key Strategies -

ELA - Focus on guided reading, small group focused instruction, objective based focused instruction, digging deeper into academic Depth of Knowledge (DOK) levels, focus skill student groupings, restructured and targeted Response to Instruction (RTi) to address needs of At-, Above- Below- student groups, before and after school academic support, focused professional development for teachers

Math - Focus on developing fluency - math facts and number sense, multiple ways of solving problems, integrating technology support tools, objective focused instruction, targeted Response to Instruction (RTi), deeper into Depth of Knowledge (DOK) levels, and before/ after school academic support

In addition, we will be providing Science, Technology, Engineering, and Math (STEAM) instruction through our STEAM Lab aligned with the Next Generation Science Standards (NGSS) that focuses on integrating content areas for cross-curricular study through our STEAM Lab for all students. Teachers will work on science standards through an integrated curriculum approach in their classrooms. A full-time STEAM teacher will provide scientific and engineering inquiry based labs for all students TK-5.

##### CLOSING THE ACHIEVEMENT GAP

By June of 2020, there will be

- reduction in the number of students At-Risk of becoming LTELs by at least 10% or at least one student as measured by the state criteria.
- By March 2020, 80% of English learners that scored a level 4 on the ELPAC will reclassify or maintain a Level 4 on the

ELPAC (11 students)

- a 3-percentage point increase from 72% to 75% in the number of reclassified fluent english proficient (RFEP) students meeting or exceeding standards in English Language Arts as measured by CASSPP (3rd-5th grade)

Key Strategies: Leveled small group focused instruction, objective based focused instruction, digging deeper into academic Depth of Knowledge (DOK) levels along with Sheltered Instruction Observation Protocol (SIOP)- Academic language focus as well as focused on student interactions, focus skill student groupings, targeted designated and integrated ELD, before and after school academic support, purpose driven and need based professional development for teachers, integrating Science with ELD/ cross-curricular content areas to provide students opportunities for applying their language learning in academic context and to increase student engagement

#### INCLUSIVE AND SUPPORTIVE CLUTURE

By June 2020,

- 85% of students will report feeling safe at school as measured by district or site survey.
- the average attendance percentage for the school will increase from 95.3% to 97%.
- suspensions will be reduced from 4 to 3.

Key Strategies: Focus on individual family support, school wide conflict resolution training for students, staff, and parents through social-emotional- mental health support programs - CHAC, Uplift Services, Counselor on campus, One Yard Recess Development Program for youth, Positive Behavior Support Program development for school wide positive behavior reinforcement

#### HUMAN CAPITAL

By June 2020, we will provide professional development opportunities for teachers within and outside the district in the areas of STEAM, NGSS, Writing, SIOP, and ELD as demonstrated by instructional shifts observed by classroom walkthroughs and number of people attending training or being trained by pilot team.

Key Strategy: Developing internal capacity within the staff by providing opportunities for STEAM training, Best Practices around Writing Professional Development, providing training to staff for vertical alignment of standards progression, NGSS Professional Development, and ELD Trainings. Provide additional support to year 1 and year 2 teachers.

#### PARENT ENGAGEMENT

By June 2020, 80% of the families will attend four or more events as measured by parent sign in records.

Key Strategy: Staff will plan and implement school events to engage parents, encourage family participation, and provide effective communication between parents and school. Principal, School Community Engagement Facilitator (SCEF), outreach through PTA, SSC, and ELAC, volunteer appreciation luncheon, family nights, parent workshops, family picnics, playdates, ice-cream socials, etc.

## 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**

Theuerkauf Elementary School is committed to providing all students with high quality education. Teachers use Common Core State Standards (CCSS) to guide their instruction. In order to monitor students' progress, teachers administer core curriculum assessments, district benchmark assessments (i-Ready), and California Assessment of Student Performance and Progress (CAASPP) to inform their instruction. Teachers meet weekly with their grade level colleagues to plan, design, and structure their instruction to address student needs.

Theuerkauf Elementary School uses the state adapted assessments from Smarter Balanced Assessment Consortium (SBAC) at the end of each school year for grades 3rd-5th. The results from these assessments have been used as a baseline and helped in developing our goals for the Single Plan for Student Achievement.

Teachers continue to use curriculum adopted by the Mountain View Whisman School District (Eureka Math, Benchmark Advance, Scott Foresman Social Studies, FOSS Science). Teachers also administer district benchmark assessments (i-Ready) as well as other local formative assessments and analyze results in order to monitor student progress and inform instruction.

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

Data from curriculum-embedded assessments and benchmark assessments is regularly reviewed during weekly teacher collaboration meetings and grade level release days. Based on this data analysis, instruction is modified through strategies such as reteaching, small group instruction, technology integrated learning, and RTI. In addition, the grade level team, the Principal, the Instructional Coach, and the RTI teachers meet every 6-8 weeks to review student progress data (Student Progress Review Meetings) and plan next steps to support student achievement. As a school, we are moving into addressing student needs on skill based groupings rather than just a level based group. Students academic needs are analyzed to form Rti groups and use this as a secondary level of support. Teachers use the continuous cycle of Teach-Assess-Plan (Results Oriented Cycle of Inquiry) 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). Theuerkauf Elementary school has no misassigned teachers, no out of field teachers, and 1 teacher in their first two years of teaching. All other teachers are considered "highly qualified".

Theuerkauf currently has two teachers that are participating in the new teacher induction program, which is a partnership between the District and the Santa Cruz Silicon Valley New Teacher Project.

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

At the beginning of the year Mountain View-Whisman School District teachers were provided professional development on implementing Sheltered Instruction Observation Protocol (SIOP), Next Generation Science Standards (NGSS), and Academic Language Structures. Ongoing professional learning is provided throughout the school year during staff meetings and additional professional development opportunities. Theuerkauf Elementary also has a half-time instructional coach to support with the implementation of our new curriculum, teacher's professional goals, site plan strategies, classroom management, and with designated and integrated English Language Development. This year we are making an instructional shift towards adopting more hands-on Science learning experiences and providing teachers opportunities to be trained in the Next Generation Science Standards along with STEAM training with the end goal of content integration - integrating science with literacy. A consulting coach from Science is Elementary will work with grade level teams to help support this content integration. Teachers are frequently provided with opportunities to collaborate with their colleagues during staff meetings, common planning days, and collaboration meetings. Principal and site instructional coach regularly meet with teachers to help improve teaching practices, including providing assistance on administering SBE-adopted instructional materials, classroom climate, and English Language Development strategies.

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

Research has shown that effective teacher collaboration leads to a culture of trust, continuous growth and improved student achievement. At Theuerkauf Elementary, teachers have the opportunity to collaborate with colleagues during scheduled weekly collaboration meetings, staff meetings, grade level planning days, and site development days. The Instructional coach and Principal meet regularly with teachers to assist with refining instructional practices, suggestions for classroom climate, and implement adopted curriculum. Our staff embraces life-long learning and the basis of our professional development is rooted in student as well as staff needs to enhance research-based strategies towards advancing student achievement.

Opportunity and Equal Educational Access

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

At Theuerkauf Elementary, every student has the chance to be successful. In all our classrooms, teachers use researched based instructional practices to ensure students attain academic success. Teachers monitor students' progress to identify students that are struggling to attain grade level standards. In order to assist these students, teachers use resources from our district adopted curriculum and other research based supplemental curriculum. Theuerkauf teachers check for understanding during lessons to measure student's progress for the lesson objectives. Small group guided reading groups or math groups are structured very strategically to support student needs. Teachers also use formative assessments and summative assessments to determine if students are meeting state standard expectations. The Response to Instruction (Rti) model is restructured and designed to support students at their skill level for intervention as extension. We have hired additional certificated teachers to support classroom teachers in providing small group instruction for reteaching and extending opportunities for ELA standards.

Parental Involvement

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

Theuerkauf Elementary offers multiple resources to our students and families to support under-achieving students and other students that qualify for services. We provide before school intervention for At-Risk/Long Term English Language Students, an after school academic and recreation program for students underperforming, before and after school enrichment programs, and counseling support for students as well as families. Theuerkauf also partners with community organizations for tutoring in both ELA and Mathematics as well as during school reading with students. Many parents/ grandparents volunteer to read in the classrooms as well as help with classroom projects. The Teachers, Principal, and the School and Community Engagement Facilitator (SCEF) reach out to parents of students who are struggling to provide them with additional resources. Several school personnel are bilingual and help interpret to enable our Spanish-speaking parents to participate in school activities and to communicate with school staff.

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)

Theuerkauf Elementary believes that parents are an essential component of the school community and success of our students. Parents regularly participate on committees and help organize or participate in events like School Site Council, English Language Advisory Committee, PTA, Principal's Coffees, Back to School Night, Open House, Scholastic Book Fairs, Project Cornerstone, assemblies, Walk-a-Thon, other community events, and parent teacher conferences. Our staff communicates with parents on student progress and areas of need/ focus. Teachers offer strategies and resources to support their learning. Theuerkauf has a School Community Engagement Facilitator who helps connect families with community agencies and provides information to parents of the many opportunities that parents can be involved in their child's education.

### Funding

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

Theuerkauf Elementary School is a school-wide Title I school. As a result, all of our students benefit from the additional federal funding provided by Title I. Each year, our School Site Council and ELAC, along with staff, teacher leadership, develop and oversee the Single Plan for Student Achievement. The School Site Council evaluates the progress of our plan and helps allocate the funds to support our underperforming students that are not meeting grade level standards. Theuerkauf Elementary uses funds to provide reading intervention, support English Language Development instruction, purchase additional supplemental educational programs/curriculum materials, enhance instructional practices, purchase additional materials and supplies, acquire additional technology equipment and programs, and help improve parental engagement.

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

Theuerkauf is proud of our diverse student body. Theuerkauf Elementary School serves a student population comprised of 35% English Learners, 56% Socio-Economically Disadvantaged, and 14% Students with Disabilities. We believe that it is our moral responsibility to ensure that all students achieve to the best of their potential. Regardless of their ethnicity or socio-economic status, or academic level, every student deserves a high quality education. Strategic support is provided to students who are below grade level and enrichment opportunities (art, music, after school robotics, after-school sports clubs, STEAM Club) are provided for students.

A significant barrier to parent engagement is the home and work schedule of many of our families. Some families have younger children, while some others juggle the comfort level in participating in school decision making. This may hinder their ability to participate in meetings or school/ PTA activities. Another barrier to consider is nested under the goal of School Climate. We have a significant number of families and students that need counseling support. Students may experience stress due to home conditions, political unrest, or disturbed family dynamics. This impacts the students' ability to positively focus and be engaged in school.

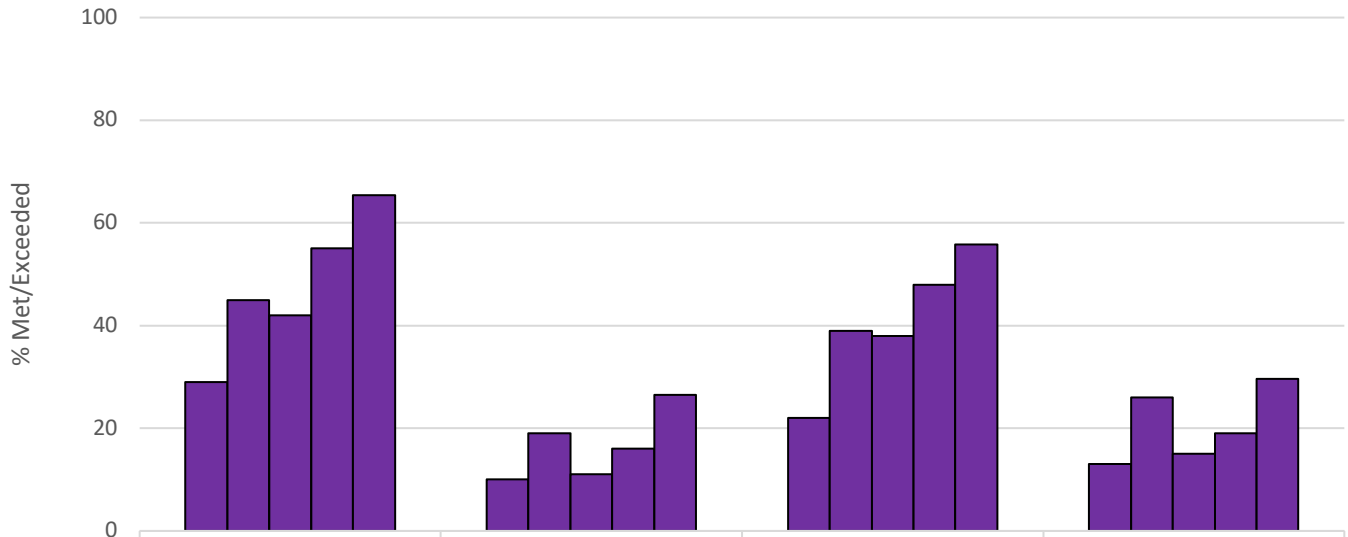
Goals are designed around these areas of need and funding is allocated to support our teachers' professional development, to hire additional personnel to support students' needs, English language acquisition, and to promote student academic and social emotional learning.

| <b>Theuerkauf Demographics K5</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> | <b>2018-19</b> |
|-----------------------------------|----------------|----------------|----------------|----------------|
| Enrollment                        | 379            | 368            | 369            | 355            |
| Asian                             | 6%             | 8%             | 8%             | 10%            |
| Hispanic/Latino                   | 65%            | 64%            | 60%            | 57%            |
| White                             | 9%             | 12%            | 15%            | 17%            |
| Students with Disabilities        | 11%            | 12%            | 12%            | 14%            |
| English Learners                  | 46%            | 42%            | 42%            | 35%            |
| SocioEconomically Disadvantaged   | 68%            | 66%            | 64%            | 56%            |

| <b>Theuerkauf Demographics for students in grades 3-5</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> | <b>2018-19</b> |
|---|----------------|----------------|----------------|----------------|
| English Learners  | 41%            | 39%            | 35%            | 29%            |
| Reclassified Fluent English Proficient                    | 23%            | 26%            | 33%            | 35%            |
| SocioEconomically Disadvantaged                           | 73%            | 72%            | 74%            | 70%            |
| Students with Disabilities                                | 14%            | 19%            | 16%            | 17%            |
| Asian   | 15%            | 8%             | 8%             | 5%             |
| Hispanic/Latino   | 68%            | 64%            | 65%            | 69%            |
| White   | 9%             | 9%             | 7%             | 9%             |
| Total Enrollment  | 166            | 170            | 165            | 138            |

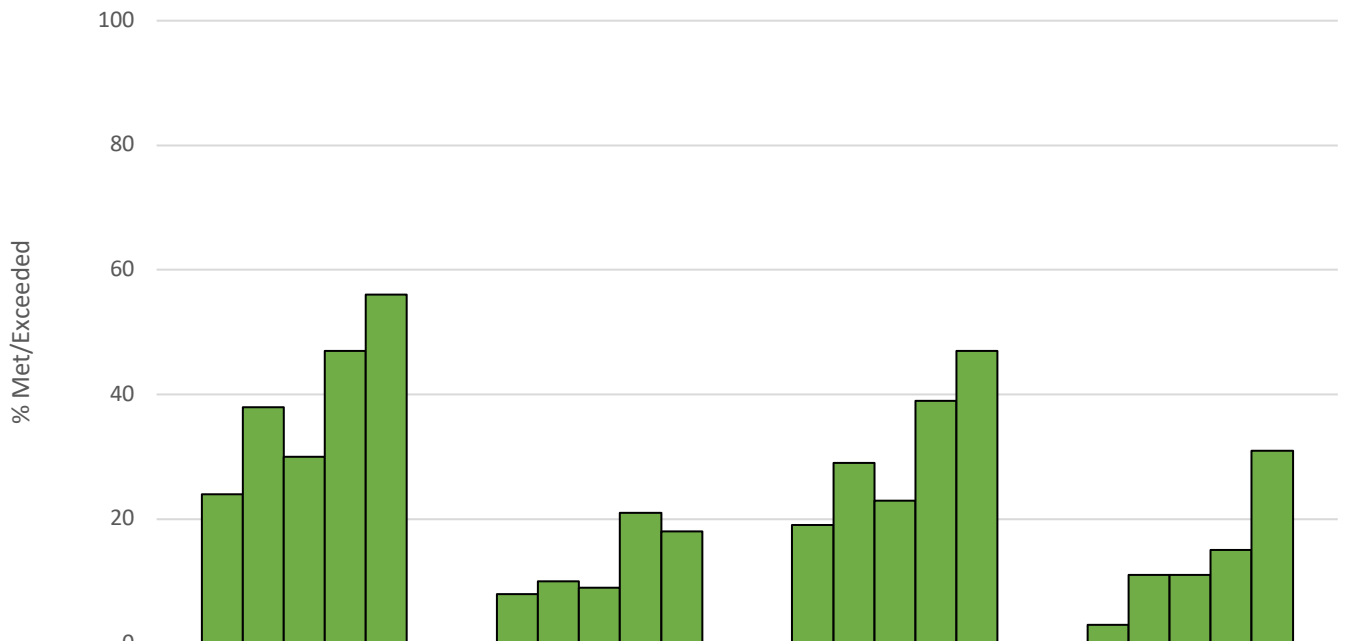
| <b>Theuerkauf</b> | <b>2015-16</b> | <b>2016-17</b> | <b>2017-18</b> | <b>2018-19</b> |
|-------------------|----------------|----------------|----------------|----------------|
| Attendance        | 96.37%         | 95.26%         | 95.5%          | 95.32          |
| Suspension        | 3              | 2              | 3              | 4              |
| Reclassification  | 17%            | 15%            | 16.2%          | 10.88%         |

### ELA CAASPP Subgroups



|          | All Theuerkauf | EL Theuerkauf | SED Theuerkauf | SWD Theuerkauf |
|----------|----------------|---------------|----------------|----------------|
| 2015 ELA | 29             | 10            | 22             | 13             |
| 2016 ELA | 45             | 19            | 39             | 26             |
| 2017 ELA | 42             | 11            | 38             | 15             |
| 2018 ELA | 55             | 16            | 48             | 19             |
| 2019 ELA | 65             | 26            | 56             | 30             |

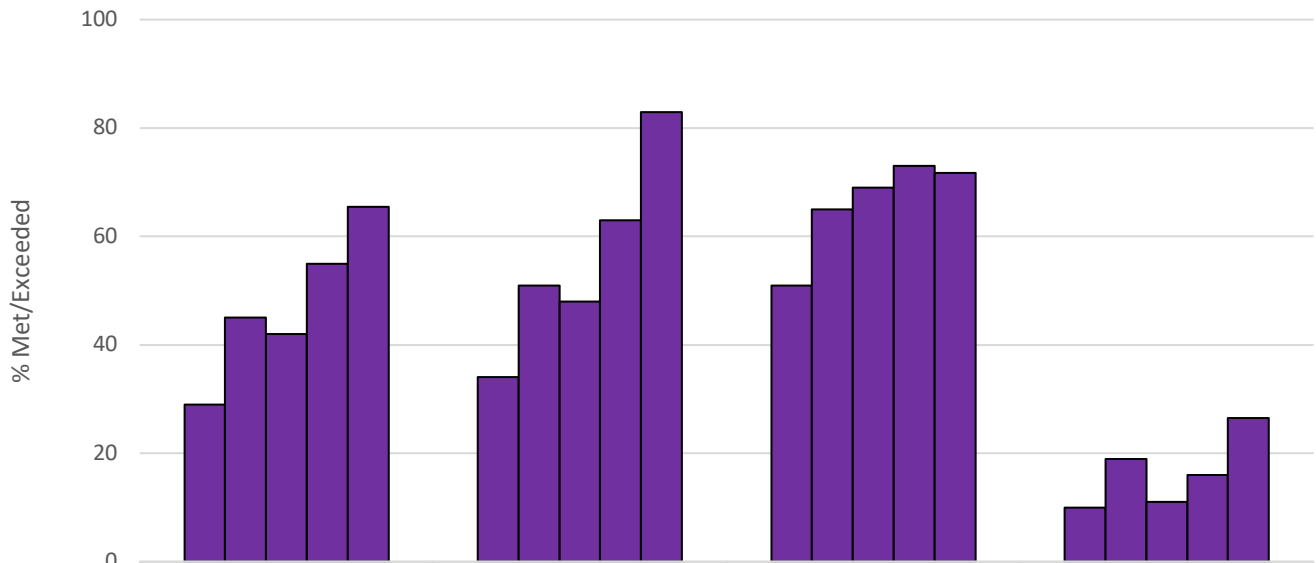
### Math CAASPP Subgroups



|           | All Theuerkauf | EL Theuerkauf | SED Theuerkauf | SWD Theuerkauf |
|-----------|----------------|---------------|----------------|----------------|
| 2015 Math | 24             | 8             | 19             | 3              |
| 2016 Math | 38             | 10            | 29             | 11             |
| 2017 Math | 30             | 9             | 23             | 11             |
| 2018 Math | 47             | 21            | 39             | 15             |
| 2019 Math | 56             | 18            | 47             | 31             |

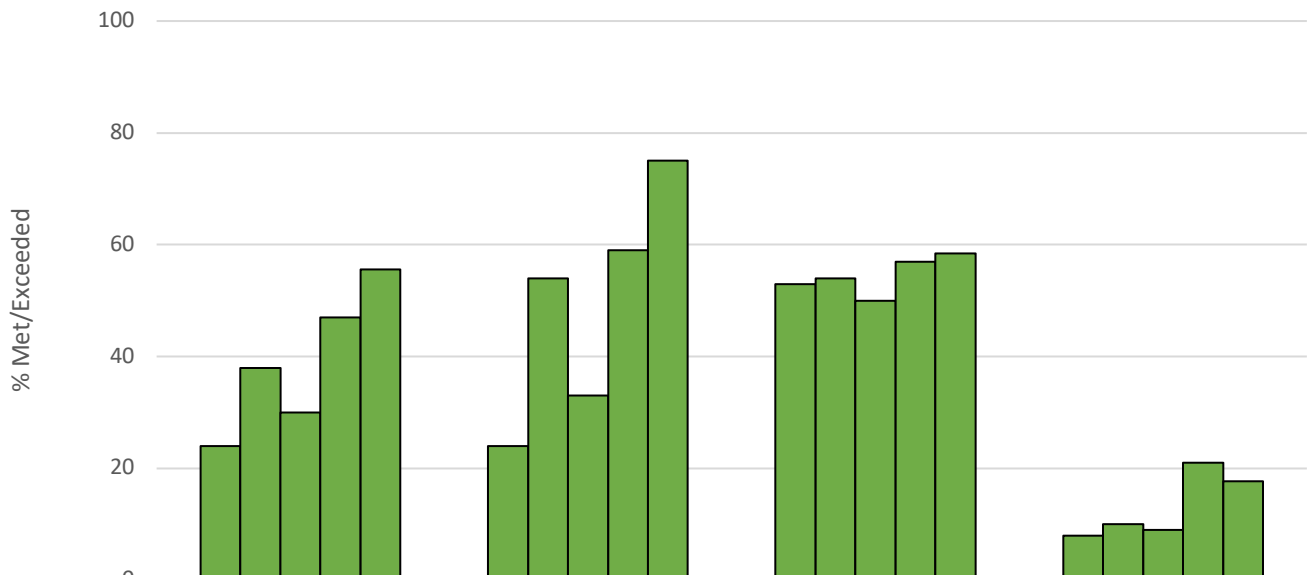


### ELA CAASPP English Learner Status



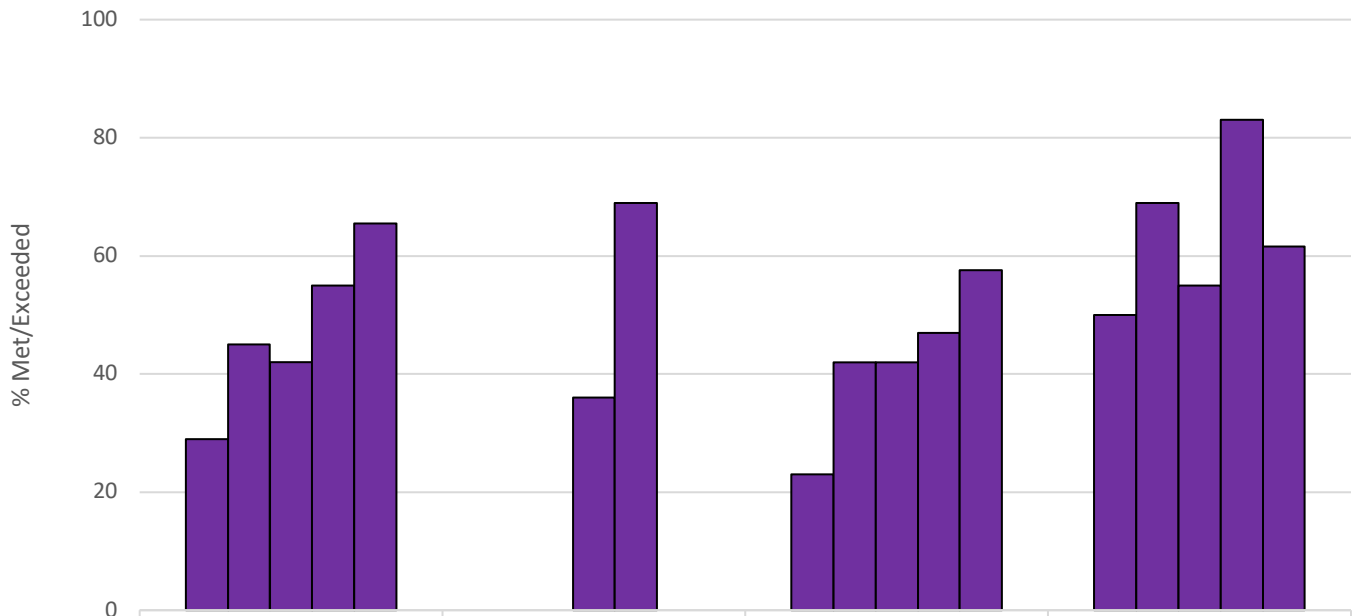
|          | All Theuerkauf | EO Theuerkauf | RFEP Theuerkauf | EL Theuerkauf |
|----------|----------------|---------------|-----------------|---------------|
| 2015 ELA | 29             | 34            | 51              | 10            |
| 2016 ELA | 45             | 51            | 65              | 19            |
| 2017 ELA | 42             | 48            | 69              | 11            |
| 2018 ELA | 55             | 63            | 73              | 16            |
| 2019 ELA | 65             | 83            | 72              | 26            |

### Math CAASPP English Learner Status



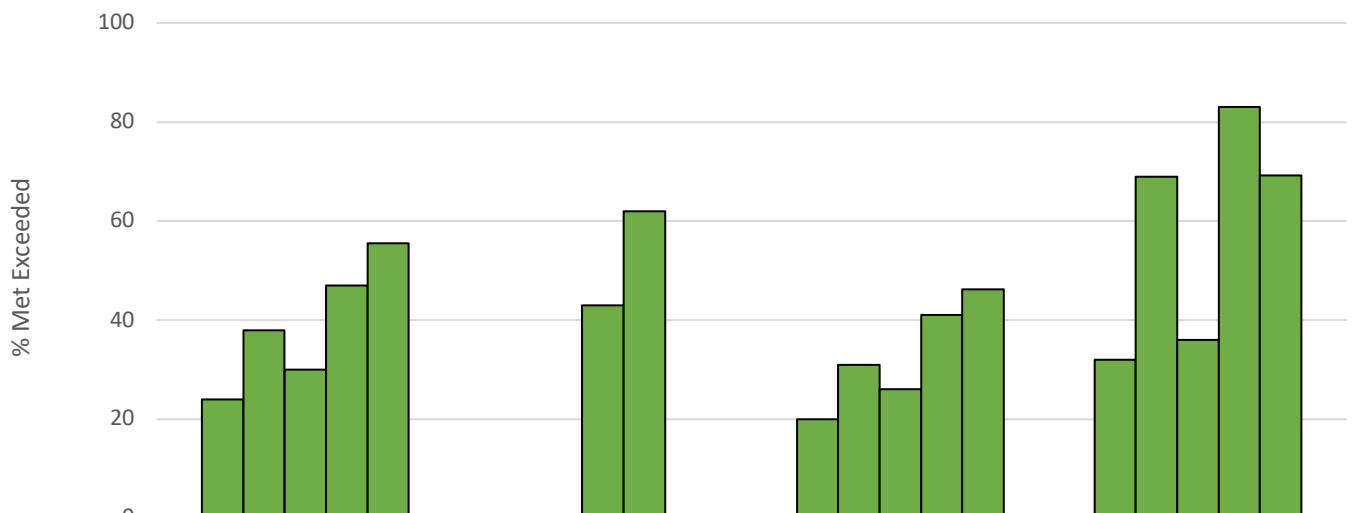
|           | All Theuerkauf | EO Theuerkauf | RFEP Theuerkauf | EL Theuerkauf |
|-----------|----------------|---------------|-----------------|---------------|
| 2015 Math | 24             | 24            | 53              | 8             |
| 2016 Math | 38             | 54            | 54              | 10            |
| 2017 Math | 30             | 33            | 50              | 9             |
| 2018 Math | 47             | 59            | 57              | 21            |
| 2019 Math | 56             | 75            | 58              | 18            |

### ELA CAASPP Ethnicity



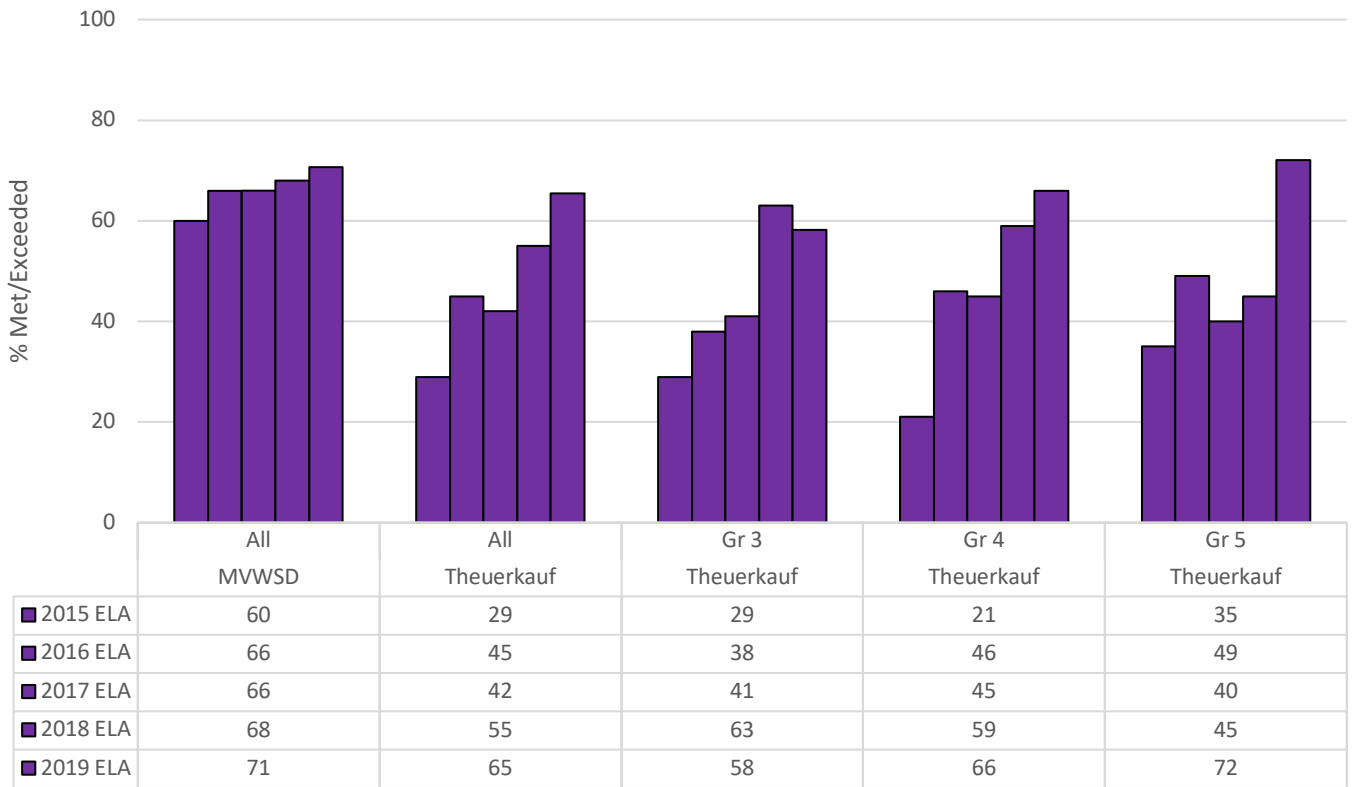
|          | All Theuerkauf | Asian Theuerkauf | Hispanic/Latino Theuerkauf | White Theuerkauf |
|----------|----------------|------------------|----------------------------|------------------|
| 2015 ELA | 29             | n/a              | 23                         | 50               |
| 2016 ELA | 45             | n/a              | 42                         | 69               |
| 2017 ELA | 42             | 36               | 42                         | 55               |
| 2018 ELA | 55             | 69               | 47                         | 83               |
| 2019 ELA | 65             | n/a              | 58                         | 62               |

### Math CAASPP Ethnicity

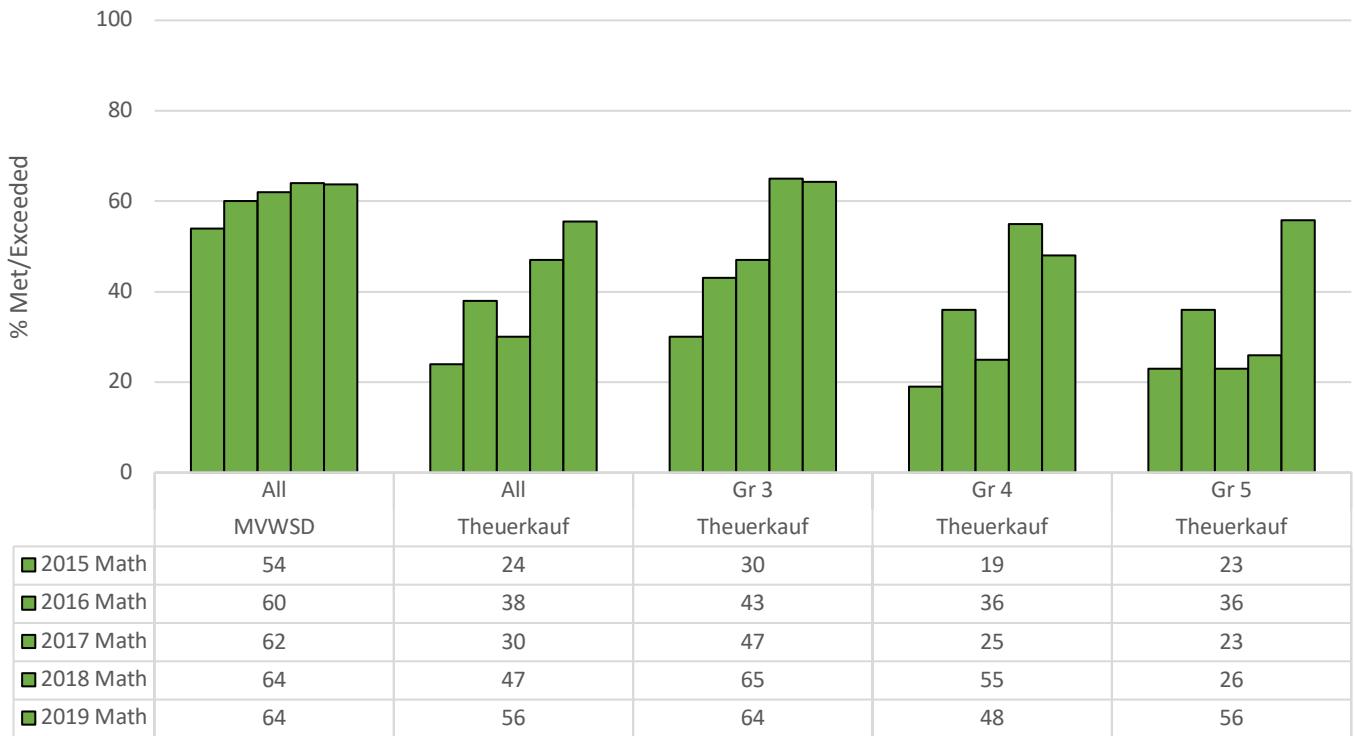


|           | All Theuerkauf | Asian Theuerkauf | Hispanic/Latino Theuerkauf | White Theuerkauf |
|-----------|----------------|------------------|----------------------------|------------------|
| 2015 Math | 24             |                  | 20                         | 32               |
| 2016 Math | 38             |                  | 31                         | 69               |
| 2017 Math | 30             | 43               | 26                         | 36               |
| 2018 Math | 47             | 62               | 41                         | 83               |
| 2019 Math | 56             |                  | 46                         | 69               |

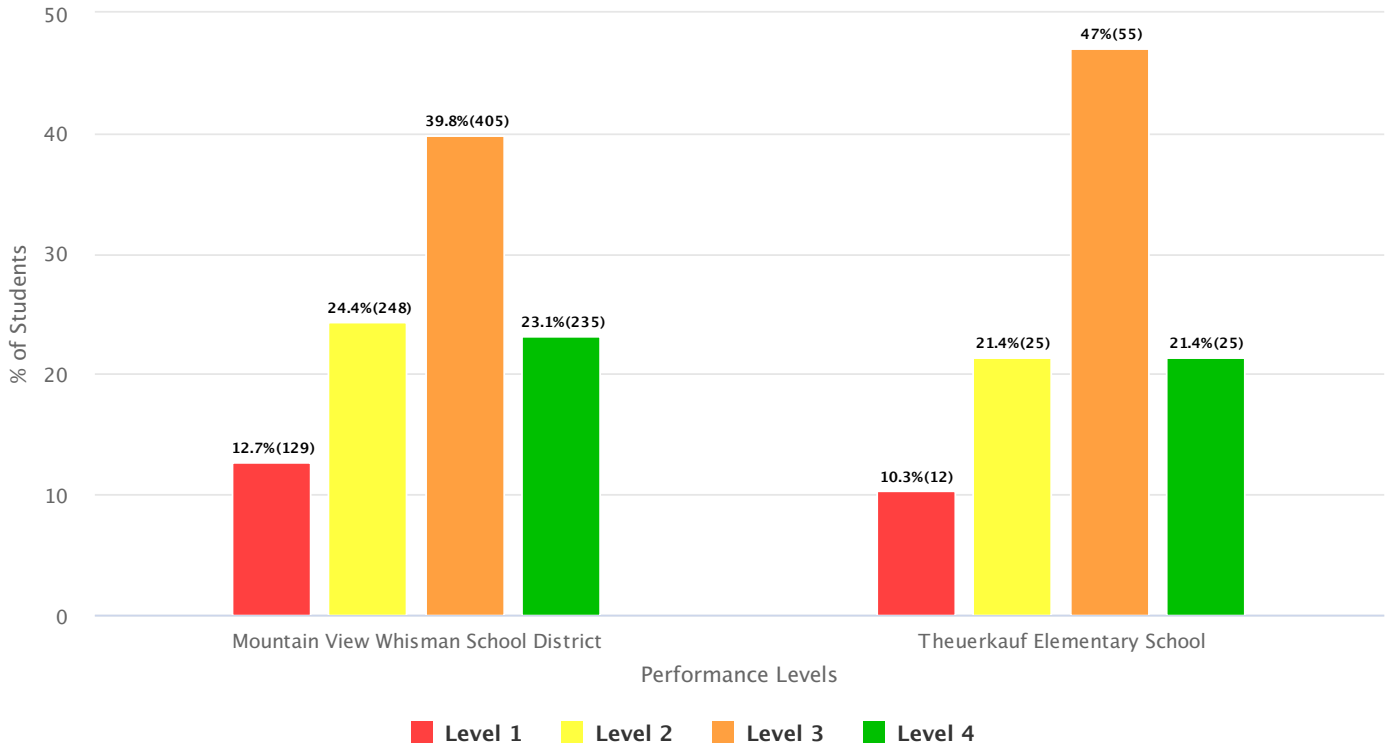
### ELA CAASPP



### Math CAASPP

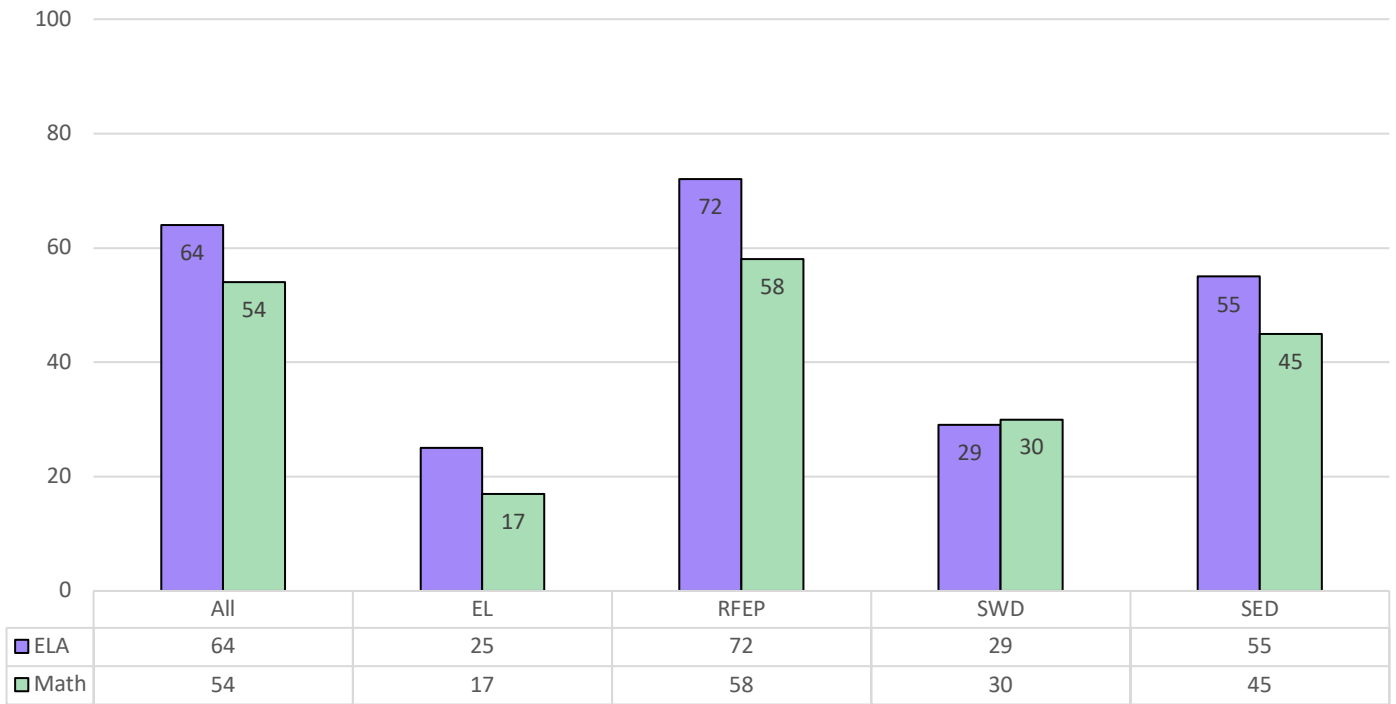


## English Language Proficiency Assessments for California (ELPAC) 2018-19



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### Theuerkauf CAASPP Data Based on 2019-20 enrollment



## Planned Improvements in Student Performance

### School Goal #1

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

|   |
|---|
| <b>SUBJECT: Academic Achievement - English Language Arts and Mathematics</b>  |
| <b>LEA/LCAP GOAL:</b>   |
| 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.  |
| <b>Strategic Plan</b>   |
| Goal 1: Every student will be prepared for high school and 21st Century citizenship.  |
| <b>SCHOOL GOAL #1:</b>  |
| By June 2020, there will be a 4-percent point increase from 65% to 69% in the number of students meeting or exceeding standards in English Language Arts as measured by the CAASPP (3rd-5th Grade)<br><br>By June 2020, there will be 4-percent point increase from 56% to 60% in the number of students meeting or exceeding standards in Math as measured by the CAASPP (3rd-5th Grade) |
| <b>Data Used to Form this Goal:</b>   |
| CAASPP, District Assessments, ELPAC   |

**Findings from the Analysis of this Data:**

2018-19 ELA Goal - Increase the percentage of students meeting or exceeding standards from 55% to 60%

Met? Yes - Increased 10%

2018-19 Mathematics Goal - Increase the percentage of students meeting or exceeding standards from 47% to 52%

Met? Yes - Increased 9%

ELA:

School 10% increase in student % met or exceeded in ELA

Grade 3 showed a decline of 5% in % met or exceed ( 63% - 58%), Grade 4 has demonstrated a 7% increase ( 59% to 66%), and Grade 5 has shown a 27% increase (from 45% - 72%)

Growth trend school wide for a 3 year period shows a 24% increase in student% met or exceeded standards

Deeper analysis of content area descriptors shows that we should have a continued focus on non-fictional text and literary elements along with writing

Hispanic/ Latino student subgroup showed an increase of 11% in students meeting or exceeding standards

EL students increased 10% in students meeting or exceeding standards while the RFEP student numbers went down by 1%

SED subgroup showed an increase of 8% in students meeting or exceeding standards

SWD subgroup data reflected a growth of 11% in proficiency on grade level standards

Math:

Overall, there was a 9% increase in student% met or exceeded grade level standards.

Grade 3 demonstrated an 1% decline from previous year (65% - 64%), Grade 4 data reflects a 7% decline (55% - 48%), and Grade 5 made an significant increase of 30% gain (26% - 56%)

3-year trend analysis:

- 26% increase in proficiency school wide.
- Grade 3 and Grade 4 declined slightly
- Grade 5 increased student proficiency by 30%

Problem solving, using tools to solve real world problems, and communicating reasoning continue to be an area of focus

Hispanic/latino student subgroup proficiency increased by 5%

EL student scores declined by 3% in students meeting or exceeding standards while the RFEP student numbers improved by 1%

**How the School will Evaluate the Progress of this Goal:**

CAASPP, District Benchmarks (i-Ready assessments), AR - Star Assessments, DRAs, F&P, Student Progress Monitoring, Embedded Curriculum Assessments, Grade Level Common Formative Assessments, Classroom Walkthrough Data

| Actions to be Taken to Reach This Goal   | Timeline              | Person(s) Responsible                            | Proposed Expenditure(s)   |  |                |        |
|--|-----------------------|--|---|--|----------------|--------|
|  |                       |  | Description   | Type   | Funding Source | Amount |
| Restructure hourly aide support as grade level needs change - RTI/ELD Support  | August 2019-June 2020 | Principal, Teachers, Instructional Coach         | Use student data to design RTI small group support  |  |                |        |
| Resources and materials for Response to Instruction  | August 2019-June 2020 | Principal, Teachers, Instructional Coach         | Teacher and Student resources for reading intervention (RTI, small group guided groups, focus students) | 4000-4999: Books And Supplies                        | TSSP           | 1,000  |
|  |                       |  |   | 4000-4999: Books And Supplies                        | Title I        | 2,000  |
| Purchase of online learning programs to support Tier I and Tier II instruction: Lexia Core 5, Newsela, Renaissance Learning, and Reading A-Z, Writing Program (TBD), Mystery Science, i-Ready Math/ELA, DRA Kits, other supplemental materials or programs | August 2019-June 2020 | Principal, Instructional Coach                   | Newsela PRO   | 5000-5999: Services And Other Operating Expenditures | TSSP           | 1,000  |
|  |                       |  | Lexia Core 5  | 5000-5999: Services And Other Operating Expenditures | Title I        | 5,000  |
|  |                       |  | Renaissance Learning (AR/STAR) Reading A-Z  | 5000-5999: Services And Other Operating Expenditures | TSSP           | 4,800  |
|  |                       |  | i-Ready Math/ELA (District Expense) Mystery Science   | 5000-5999: Services And Other Operating Expenditures | Title I        | 1000   |
| Implement and ensure effective Response to Instruction for literacy. Students are placed and regrouped throughout the year based on common formative assessment data   | August 2019-June 2020 | Principal, Teacher, Instructional Coach meetings | Additional hours. Extended duty pay   | 5000-5999: Services And Other Operating Expenditures | Title I        | 2,244  |



| Actions to be Taken to Reach This Goal   | Timeline                           | Person(s) Responsible  | Proposed Expenditure(s)                                  |  |                         |        |
|--|------------------------------------|--|--|--|-------------------------|--------|
|  |                                    |  | Description  | Type   | Funding Source          | Amount |
| Additional Student Progress Review Meetings for ELA and Math   | Multiple times throughout the year | Principal, Instructional Coach, Classroom teachers             | Provide substitutes for teachers to collaborate          | 1000-1999: Certificated Personnel Salaries           | TSSP                    | 2,000  |
| Additional Planning Days for data analysis, plan for essential standards and common formative assessments for ELA and Math (Number of days dependent on 100% budget availability)  | Multiple times throughout the year | Principal, Teacher, Instructional Coach, Intervention teachers | Provide substitutes for teachers to collaborate          | 1000-1999: Certificated Personnel Salaries           | Title I                 | 8,000  |
| Offer before/ after school enrichment and tutoring for ELA, Math and STEAM activities  | Throughout the year                | Principal, Teachers  | After school enrichment/tutoring                         | 5000-5999: Services And Other Operating Expenditures | Title I                 | 5,000  |
|  |                                    |  | After school enrichment/tutoring                         | 5000-5999: Services And Other Operating Expenditures | After School Enrichment | 3,330  |
| Teacher Feedback - From Principal and Teacher Instructional Rounds for ELA and Math  | Throughout the school year         | Principal, Teachers, Instructional Coach                       | Provide substitutes for teachers                         | 5000-5999: Services And Other Operating Expenditures | TSSP                    | 1,000  |
| Square Panda online phonics program  | Throughout the school year         | Principal, TK/K teachers                                       | District led initiative. Cost of substitute for planning | 5000-5999: Services And Other Operating Expenditures | Title I                 | 500    |
| Sheltered Instruction Observation Protocol (SIOP) - higher Depth of knowledge questioning to increase rigor in classroom , academic language implementation focused in ELA and Math instruction. Focus on higher DOK in all content areas and academic interactions - Student to student & teacher-student | Throughout the school year         | Principal, Teachers, Instructional coach                       | No expenditures. Part of regular staff responsibilities. |  |                         |        |
| Provide whole group and small group instruction for ELA and Math supported by personalized blended learning opportunities  | Throughout the school year         | Principal, Teachers, Instructional coaches                     | No expenditures. Part of regular staff responsibilities. |  |                         |        |

| Actions to be Taken to Reach This Goal   | Timeline                   | Person(s) Responsible                    | Proposed Expenditure(s)  |   |                              |        |
|--|----------------------------|--|--|---|------------------------------|--------|
|  |                            |  | Description  | Type  | Funding Source               | Amount |
| Conduct progress monitoring and student support planning using district benchmark data, common formative assessment results, and feedback from walkthroughs - Data Review Meetings | August 2019 - June 2020    | Principal, Teachers, Instructional coach | Provide substitutes for teachers, extended duty (SSTs, Kid Talk) | 5000-5999: Services And Other Operating Expenditures              | School Allocation            | 1,510  |
|  |                            |  |  | 5000-5999: Services And Other Operating Expenditures              | Title I                      | 3,000  |
| Provide professional development for site and staff members based in school initiatives and goals.   | Throughout the school year | Principal, Teachers, District            | Professional Development   | 5800: Professional/Consulting Services And Operating Expenditures | Title I                      | 10,000 |
|  |                            |  |  | 5800: Professional/Consulting Services And Operating Expenditures | School Allocation            | 1,000  |
| Implement new or revised action steps based on the review of data throughout the year.   | Throughout the School year | Principal, SSC, Teachers                 | No expenditures. Part of regular staff responsibilities.         |   |                              |        |
| Ensure students have access to school materials and supplies for classroom instruction and professional development for teachers.  | Throughout the school year | Principal                                | Materials and resources  | 4000-4999: Books And Supplies                                     | School Allocation            | 9,000  |
|  |                            |  |  | 4000-4999: Books And Supplies                                     | Title I                      | 30,000 |
| After school or during school tutoring by external Reading/ Math tutors  | Throughout the school year | Principal SCEF                           | Tutoring support contract  | 5000-5999: Services And Other Operating Expenditures              | Title I                      | 7,000  |
| STAM Lab Set-up, Up keep, and supplies   | Throughout the school year | Principal STEAM teacher                  | Materials and Resources  | 4000-4999: Books And Supplies                                     | Science Equipment Elementary | 1,500  |

## Planned Improvements in Student Performance

### School Goal #2

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

|   |
|---|
| <b>SUBJECT: Closing the Achievement Gap</b>   |
| <b>LEA/LCAP GOAL:</b>   |
| 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.  |
| <b>Strategic Plan</b>   |
| Goal 2: Achievement gaps will be eliminated for all student groups in all areas.  |
| <b>SCHOOL GOAL #2:</b>  |
| By June of 2020, there will be reduction in the number of students At-Risk of becoming LTELs by at least one student as measured by the state criteria.<br><br>By March 2020, 80% of the English Learners that scored a level 4 on the ELPAC will reclassify or maintain a Level 4 on the ELPAC (11 students)<br><br>By June 2020, there will be a 3-percent point increase in the number of reclassified fluent english proficient (RFEP) students from 72% to 75% meeting or exceeding standards in English Language Arts as measured by CAASPP |
| <b>Data Used to Form this Goal:</b>   |
| CAASPP, District Benchmarks, Reclassification Rates, Long Term English Learner Percentage Rates, ELPAC Scores   |
| <b>Findings from the Analysis of this Data:</b>   |
| 2018-19 Goal - Our RFEP students will increase proficiency on ELA from 73% to 76% as measured by CAASPP.<br><br>Met? - No, we reduced by 1% (73% - 72%)<br><br>5 students met the criteria of Long Term English Language Learners (LTELs)<br>11% of EL students were RFEPed (15 students school wide)<br>26% of EL students met or exceeded standards on ELA CAASPP (16% to 26%)<br>18% of EL students met or exceeded standards on Mathematics CAASPP (21% to 18%)   |
| <b>How the School will Evaluate the Progress of this Goal:</b>  |
| CAASPP, District Benchmarks, EL Progress Monitoring, Curriculum Embedded Assessments  |

| Actions to be Taken to Reach This Goal  | Timeline                | Person(s) Responsible                                      | Proposed Expenditure(s)   |  |                   |        |
|---|-------------------------|--|---|--|-------------------|--------|
|   |                         |  | Description   | Type   | Funding Source    | Amount |
| Professional Development in Sheltered Instruction Observation Protocol (SIOP) and ELD strategies for all teachers. Continued Professional Learning throughout the year during staff meetings and site development days. | August 2019-June 2020   | District, Principal, Teachers, Instructional Coach         | District Funded   |  |                   |        |
| Implementation of district and school adopted SIOP features along with deeper DOK Level, academic language implementation   | August 2019-June 2020   | Principal, Teachers, Instructional Coach                   | No expenditures. Part of regular staff responsibilities.                      |  |                   |        |
| ELD Support materials and resources   | August 2019-June 2020   | Principal, Instructional Coach                             | Materials and Resources   | 4000-4999: Books And Supplies                        | TSSP              | 2,000  |
| Hire instructional aide staff to support English Language Learners during designated ELD and targeted morning intervention group  | August 2019             | Principal  | Post, Interview, Hire   | 2000-2999: Classified Personnel Salaries             | TSSP              | 4,000  |
|   |                         |  |   | 2000-2999: Classified Personnel Salaries             | Title I           | 3000   |
|   |                         |  |   |  | School Allocation | 9800   |
| Purchase English Language Program for At-Risk/ LTEL students for intervention groups  | August 2019 - June 2020 | Principal, Instructional Coach                             | Imagine Learning, Lexia other online programs to support language acquisition | 5000-5999: Services And Other Operating Expenditures | Title I           | 4,000  |
| Ensure effective implementation of designated and integrated ELD instruction with Benchmark Advanced curriculum.  | August 2019 - June 2020 | Principal, Teachers, Instructional Coach                   | No expenditures. Part of regular staff responsibilities.                      |  |                   |        |
| Conduct EL progress monitoring and planning meetings using district benchmarks, common formative assessments and feedback from walkthrough  | August 2019 - June 2020 | Principal, Teachers, Instructional Coach ELD Support Staff | Substitute coverage provided for teachers                                     | 5000-5999: Services And Other Operating Expenditures | Title I           | 2,000  |
|   |                         |  |   | 5000-5999: Services And Other Operating Expenditures | TSSP              | 2,000  |
| Summer School   | Summer 2020             | Principal  | Supplies for summer school program<br>District Funded                         | 4000-4999: Books And Supplies                        | Title I           | 3,000  |

| Actions to be Taken to Reach This Goal   | Timeline                 | Person(s) Responsible                  | Proposed Expenditure(s)  |   |                |        |
|--|--------------------------|--|--|---|----------------|--------|
|  |                          |  | Description  | Type  | Funding Source | Amount |
| Building Background Knowledge: Educational field trips   | August 2019 - June 2020  | Principal Teachers                     | Transportation and Fees<br><br>Transportation and Fees - PTA Funded    | 5000-5999: Services<br>And Other Operating Expenditures | Title I        | 8,000  |
| Building Background Knowledge: Inventory and determine needs to increase reading resources in school library and in classrooms   | August 2019 - June 2020  | Principal Library Technician Teachers  | Analyze needs and acquire materials<br>PTA Fundraiser                  | 4000-4999: Books<br>And Supplies                        | TSSP           | 4,000  |
| Building Background Knowledge: Increased Assemblies/Classroom presentations  | August 2019 - June 2020  | Principal, Teachers                    | Assemblies   | 5000-5999: Services<br>And Other Operating Expenditures | TSSP           | 1,000  |
|  |                          |  |  | 5000-5999: Services<br>And Other Operating Expenditures | Title I        | 3,000  |
| Implement new or revised strategies based on review and revision of plan   | November 2019- June 2020 | Principal and Staff                    | No expenditures. Part of regular staff responsibilities.               |   |                |        |
| Provide staff with professional development opportunities on ELD strategies, Professional Development - ELD, RTI, Designated ELD strategies outside of district and within district, conducted by principal, Instructional Coach, Staff. | August 2019 - June 2020  | Principal Instructional Coach Teachers | ELD conferences  | 5000-5999: Services<br>And Other Operating Expenditures | Title I        | 4,000  |
|  |                          |  | Staff PD resources   | 4000-4999: Books<br>And Supplies                        | TSSP           | 2,000  |
|  |                          |  | District led PD  |   |                |        |
| Purposeful, structured Designated and Integrated ELD lesson structures   | August 2019- June 2020   | Principal Instructional Coach Teachers | No expenditure. Internal restructure. Part of teacher responsibilities |   |                |        |

## Planned Improvements in Student Performance

### School Goal #3

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

|  |
|--|
| <b>SUBJECT: Human Capital</b>  |
| <b>LEA/LCAP GOAL:</b>  |
| 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.  |
| <b>Strategic Plan</b>  |
| 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.   |
| <b>SCHOOL GOAL #3:</b>   |
| By June 2020, 100% of the teaching staff will engage in atleast one professional development opportunity in the areas of STEAM, NGSS, Writing, RTI restructuring, Vertical Alignment and ELD as demonstrated by attendance at the PD sessions<br>By June 2020, 70% of the walkthrough data collected during instructional day will reflect teachers using district/ site SIOP initiatives and small group guided instruction |
| <b>Data Used to Form this Goal:</b>  |
| CAASPP, District Assessments, Classroom hands-on activities/ labs, Administrative walkthrough data   |
| <b>Findings from the Analysis of this Data:</b>  |
| 2018-19 Goal: By June 2018, 100% of the teachers will engage in at least one PD opportunity<br><br>Meet - Yes - STEAM Symposium (9 teachers), SIOP, Vertical Alignment PD for all teachers conducted on site by Principal, Instructional Coach, NGSS training sessions conducted by external consultant  |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| CAASPP, District Benchmarks, Collaboration notes, Classroom Walkthroughs, PD Sign-ins and Sign-ups   |

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible                    | Proposed Expenditure(s)                                |      |                |        |
|--|-------------------------|--|--|------|----------------|--------|
|  |                         |  | Description  | Type | Funding Source | Amount |
| Professional learning of common formative assessments, RTI, and essential standards during staff meetings and site development days. | August 2019 - June 2020 | Principal, Teachers, Instructional Coach | No expenditure. Part of regular staff responsibilities |      |                |        |

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible  | Proposed Expenditure(s)   |  |                   |        |
|--|-------------------------|--|---|--|-------------------|--------|
|  |                         |  | Description   | Type   | Funding Source    | Amount |
| PD webinars for Zearn, I-Ready, Reflex Math  | August 2019-June 2020   | Principal<br>Instructional Coach<br>Teachers   | Registration costs<br>Program costs   | 4000-4999: Books<br>And Supplies                           | Title I           | 2,000  |
|  |                         |  |   | 5000-5999: Services<br>And Other Operating<br>Expenditures | TSSP              | 1,000  |
| Alignment of professional development with district and school goals, initiatives, instructional focus, and teacher needs - SIOP, ELD, RTI                                     | August 2019 - June 2020 | Principal<br>Instructional Coach   | No expenditures. Part of regular staff responsibilities.                          |  |                   |        |
| Provide professional development opportunities to teachers in STEAM, NGSS, Writing, and ELD strategies, CUE (Computers Using Educators Conference), TK/Kindergarten Conference | August 2019 - June 2020 | Principal  | Substitute coverage costs, conference registration costs, travel related expenses | 5000-5999: Services<br>And Other Operating<br>Expenditures | TSSP              | 4,000  |
|  |                         |  |   | 5000-5999: Services<br>And Other Operating<br>Expenditures | Title I           | 16,414 |
|  |                         |  |   | 5000-5999: Services<br>And Other Operating<br>Expenditures | School Allocation | 1,000  |
| Implement new or revised strategies based on revision of plan.   | August 2019 - June 2020 | Principal,<br>Teachers<br>Instructional<br>Leadership Team                                   | No expenditures. Part of regular staff responsibilities.                          |  |                   |        |
| Provide teacher training for Social Emotional Learning/ addressing special needs   | August 2019- June 2020  | Principal<br>Teachers<br>Guest Speakers,<br>Consultants<br>Special Education<br>Support team | Contract for services for external speakers                                       | 5000-5999: Services<br>And Other Operating<br>Expenditures | TSSP              | 2,000  |
|  |                         |  |   | 5000-5999: Services<br>And Other Operating<br>Expenditures | Title I           | 2,000  |

| Actions to be Taken to Reach This Goal  | Timeline               | Person(s) Responsible   | Proposed Expenditure(s)                 |  |                |        |
|---|------------------------|---|---|--|----------------|--------|
|   |                        |   | Description                             | Type   | Funding Source | Amount |
| Provide classified staff, yard duty personnel training - Project Cornerstone, Expect Respect training, positive behavior support strategies, etc. | August 2019- June 2020 | Principal<br>Project Cornerstone Lead<br>Expect Respect Coordinator | Expenditure for copies, food, logistics | 5000-5999: Services And Other Operating Expenditures | Title I        | 2,000  |



## 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:

|  |
|--|
| <b>SUBJECT: Inclusive, Supportive Culture</b>  |
| <b>LEA/LCAP GOAL:</b>  |
| 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.   |
| <b>Strategic Plan</b>  |
| 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.   |
| <b>SCHOOL GOAL #4:</b>   |
| By June 2020, 85% of students will report feeling safe at school as measured by district or site survey.<br>By June 2020, the average attendance percentage for the school will increase from 95.32% to 97%.<br>By June 2020, suspensions will be reduced from 4 to 3.   |
| <b>Data Used to Form this Goal:</b>  |
| Parent, staff and student LCAP survey<br>Playground observations<br>Attendance, behavior records   |
| <b>Findings from the Analysis of this Data:</b>  |
| By June of 2019, 85% of students will report feeling safe at school.<br><br>Result - Met - Yes. 85% of the students reported feeling safe at school. <ul style="list-style-type: none"><li>• Increase student attendance rate</li></ul><br>Result: Did not meet the attendance goal of 97%. Attendance rates decreased by 0.18%<br><br>89% of the students surveyed agree that adults at school care about their success<br><br>85% of the students surveyed reported feeling safe at school |

**How the School will Evaluate the Progress of this Goal:**

Student Surveys mid and end of year

| Actions to be Taken to Reach This Goal   | Timeline                | Person(s) Responsible        | Proposed Expenditure(s)                  |  |                  |        |
|--|-------------------------|------------------------------|--|--|------------------|--------|
|  |                         |                              | Description                              | Type   | Funding Source   | Amount |
| Staff, students, and parents will continue to use the strategies from the social emotional education program - Soul Shoppe or another program - PBS Team | August 2019 - June 2020 | Principal, Teachers, Staff   | Social Emotional Program                 | 5800: Professional/Consulting Services And Operating Expenditures  | Title I          | 4,000  |
| School wide implementation of positive behavior support program - Posters, Gratitude board   | August 2019 - June 2020 | Principal, Teachers, Parents | Books and Materials, Incentives          | 4000-4999: Books And Supplies  | Title I          | 7,000  |
| Increase positive recognition of Core Values and attendance throughout the school year. Monthly attendance incentives                                    | August 2019 - June 2020 | Principal, Teachers, Staff   | Incentives                               | 4000-4999: Books And Supplies<br>5000-5999: Services And Other Operating Expenditures                        | Title I          | 3,000  |
| Extended duty time or substitute costs for teachers, staff for planning school wide behavior program   | August 2019- June 2020  | Principal                    | Substitute Costs                         | 5000-5999: Services And Other Operating Expenditures<br>5000-5999: Services And Other Operating Expenditures | Title I          | 6,000  |
| One Yard Inc. Recess Development Program   | August 2019-June 2020   | Principal                    | One Yard Coach, Build student leadership | 5800: Professional/Consulting Services And Operating Expenditures  | Title I          | 15,000 |
| Yard Supervision for recess, lunch, before and after school  | August 2019-June 2020   | Principal                    | Noon Duty Supervisors                    | 2000-2999: Classified Personnel Salaries   | Yard Supervision | 43,948 |

| Actions to be Taken to Reach This Goal  | Timeline               | Person(s) Responsible  | Proposed Expenditure(s)       |  |                   |        |
|---|------------------------|--|-------------------------------|--|-------------------|--------|
|   |                        |  | Description                   | Type   | Funding Source    | Amount |
| School wide implementation of Project Cornerstone, Expect Respect, Principal Recognition, Buddy Bench | August 2019- June 2020 | Principal<br>Project Cornerstone Lead<br>Expect Respect Teacher Lead<br>Positive Behavior Support (PBS) Team | Supplies, Posters, Incentives | 4000-4999: Books And Supplies                        | Title I           | 2,000  |
|   |                        |  |                               | 5000-5999: Services And Other Operating Expenditures | TSSP              | 2,000  |
|   |                        |  |                               | 5000-5999: Services And Other Operating Expenditures | School Allocation | 1,000  |
| Parent education for improving attendance, vacation planning  | Throughout the year    | Principal<br>PBS Team  | Supplies                      | 4000-4999: Books And Supplies                        | Title I           | 1,000  |
| Student Safety Patrol leadership group  | Throughout the year    | Principal<br>Teachers<br>PBS Team  | No expenditure                |  |                   |        |
| Implement new or revised strategies based on revision of plan.  | August 2019- June 2020 | Principal<br>Teachers  | No expenditure                |  |                   |        |

## 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:

|  |
|--|
| <b>SUBJECT: Parent Involvement</b>   |
| <b>LEA/LCAP GOAL:</b>  |
| 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.   |
| <b>Strategic Plan</b>  |
| 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.   |
| <b>SCHOOL GOAL #5:</b>   |
| By June 2020, 75% of the families will attend four or more events as measured by parent sign in records.   |
| <b>Data Used to Form this Goal:</b>  |
| Parent Sign-in Sheets  |
| <b>Findings from the Analysis of this Data:</b>  |
| Our data from previous year shows the opportunity to increase parent engagement for school events and activities. Our greatest attended events are the traditional school events of Back To School Night, Open House, Parent Teacher Conferences, Family Picnics, Family Literacy Nights such as STEAM Nights<br><br>Met goal? Yes |
| <b>How the School will Evaluate the Progress of this Goal:</b>   |
| Parent-sign in forms at all meetings and activities  |

| Actions to be Taken to Reach This Goal   | Timeline              | Person(s) Responsible                          | Proposed Expenditure(s)  |  |  |                   |
|--|-----------------------|--|--|--|--|-------------------|
|  |                       |  | Description  | Type   | Funding Source                                 | Amount            |
| Provide interpreters, food, and childcare for school meetings and workshops  | August 2019-June 2020 | Principal, SCEF                                | Interpreters   | 5000-5999: Services And Other Operating Expenditures   | Title I  | 2,000             |
|  |                       |  |  | 5000-5999: Services And Other Operating Expenditures   | Parent Engagement (PIQE/FEI/PU)                | 1,000             |
| Translation of letters and communication to parents  | August 2019-June 2020 | Principal, SCEF, Office Staff                  | Translator   | 2000-2999: Classified Personnel Salaries   | Title I  | 3,000             |
| Continue School Parent Engagement Series<br>Provide parents with platforms for communicating academic progress - SSC, ELAC, Coffees, Newsletters, School Data Updates<br>Volunteer Appreciation Events<br>Family Nights<br>School Festivals, Walk-a-Thon<br>Principal Coffees, SSC, ELAC, PTA events, Ice Cream Social<br>(To use 75% of the budget till 100% of the budget available) | August 2019-June 2020 | Principal, Instructional Coach, SCEF, Teachers | Staff to prepare and present workshops.<br><br>Resources and materials | 1000-1999: Certificated Personnel Salaries<br><br>5000-5999: Services And Other Operating Expenditures | Title I<br><br>Parent Engagement (PIQE/FEI/PU) | 2,000<br><br>4000 |
| Record parent attendance for school events (Parent Sign-In Sheets)   | August 2019-June 2020 | Teachers, Staff, SCEF                          | No expenditures. Part of regular staff responsibilities.               |  |  |                   |
| Provide survey at the end of the school year regarding parent attendance and quality of events and workshops - Feedback  | Ongoing 2019-20       | Principal, SCEF, District Personnel            | No expenditures. Part of regular staff responsibilities.               |  |  |                   |
| Collaborate with parent advisory/leadership groups - School Site Council, ELAC, PTA, etc. on parent engagement/involvement policy to review and revise for annual adoption   | Ongoing 2019-20       | Principal, SSC, ELAC, PTA Parents              | No expenditures. Part of regular staff responsibilities.               |  |  |                   |

| Actions to be Taken to Reach This Goal  | Timeline        | Person(s) Responsible                              | Proposed Expenditure(s)                   |  |                                 |        |
|---|-----------------|--|---|--|---------------------------------|--------|
|   |                 |  | Description                               | Type   | Funding Source                  | Amount |
| Improved parent outreach and communication about upcoming events through multiple sources - facebook, website, flyers, personal communication, PTA resource, etc. Student generated interest - Incentive for parents to attend events<br>(Can be implemented fully dependent on 100% budget availability, else 75% allocation will be used) | Ongoing 2019-20 | Teachers, Staff, SCEF<br>SSC, ELAC, PTA<br>Parents | Supplies for flyers, paper, posters, etc. | 4000-4999: Books And Supplies                        | Title I                         | 4,000  |
|   |                 |  |   | 5000-5999: Services And Other Operating Expenditures | Parent Engagement (PIQE/FEI/PU) | 1,232  |
| Staff/ Parent Liaison (besides Principal) between SSC, ELAC, PTA to align school initiatives  | Ongoing 2019-20 | Teachers, Staff, SCEF<br>SSC, ELAC, PTA<br>Parents | 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                   | 23,310     | 0.00                               |
| TSSP                                | 33,800     | 0.00                               |
| After School Enrichment             | 3,330      | 0.00                               |
| Title I                             | 172,158    | 0.00                               |
| Parent Engagement (PIQE/FEI/PU)     | 6,232      | 0.00                               |
| Science Equipment Elementary        | 1,500      | 0.00                               |

| Total Expenditures by Funding Source |                    |
|--------------------------------------|--------------------|
| Funding Source                       | Total Expenditures |
| After School Enrichment              | 3,330.00           |
| Parent Engagement (PIQE/FEI/PU)      | 6,232.00           |
| School Allocation                    | 23,310.00          |
| Science Equipment Elementary         | 1,500.00           |
| Title I                              | 172,158.00         |
| TSSP                                 | 33,800.00          |
| Yard Supervision                     | 43,948.00          |

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

| <b>Object Type</b>                                   | <b>Total Expenditures</b> |
|--|---------------------------|
| 1000-1999: Certificated Personnel Salaries           | 12,000.00                 |
| 2000-2999: Classified Personnel Salaries             | 53,948.00                 |
| 4000-4999: Books And Supplies                        | 70,500.00                 |
| 5000-5999: Services And Other Operating Expenditures | 108,030.00                |
| 5800: Professional/Consulting Services And Operating | 30,000.00                 |



## 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         | 3,330.00           |
| 5000-5999: Services And Other Operating    | Parent Engagement (PIQE/FEI/PU) | 6,232.00           |
|  | School Allocation               | 9,800.00           |
| 4000-4999: Books And Supplies              | School Allocation               | 9,000.00           |
| 5000-5999: Services And Other Operating    | School Allocation               | 3,510.00           |
| 5800: Professional/Consulting Services And | School Allocation               | 1,000.00           |
| 4000-4999: Books And Supplies              | Science Equipment Elementary    | 1,500.00           |
| 1000-1999: Certificated Personnel Salaries | Title I                         | 10,000.00          |
| 2000-2999: Classified Personnel Salaries   | Title I                         | 6,000.00           |
| 4000-4999: Books And Supplies              | Title I                         | 51,000.00          |
| 5000-5999: Services And Other Operating    | Title I                         | 76,158.00          |
| 5800: Professional/Consulting Services And | Title I                         | 29,000.00          |
| 1000-1999: Certificated Personnel Salaries | TSSP                            | 2,000.00           |
| 2000-2999: Classified Personnel Salaries   | TSSP                            | 4,000.00           |
| 4000-4999: Books And Supplies              | TSSP                            | 9,000.00           |
| 5000-5999: Services And Other Operating    | TSSP                            | 18,800.00          |
| 2000-2999: Classified Personnel Salaries   | Yard Supervision                | 43,948.00          |

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

| <b>Goal Number</b> | <b>Total Expenditures</b> |
|--------------------|---------------------------|
| <b>Goal 1</b>      | 99,884.00                 |
| <b>Goal 2</b>      | 51,800.00                 |
| <b>Goal 3</b>      | 30,414.00                 |
| <b>Goal 4</b>      | 84,948.00                 |
| <b>Goal 5</b>      | 17,232.00                 |

## 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 |
|---|-----------|-------------------|--------------------|----------------------------|--------------------|
| Swati Dagar                                 | X         |                   |                    |                            |                    |
| Casey Kuhlow (Non-voting Member)            |           | X                 |                    |                            |                    |
| Susan Barber                                |           | X                 |                    |                            |                    |
| Holly Leonard                               |           |                   | X                  |                            |                    |
| Summer Marshall                             |           |                   |                    | X                          |                    |
| Anna Yong                                   |           |                   |                    | X                          |                    |
| Christina Woo                               |           |                   |                    | X                          |                    |
| Natalie Gallagher                           |           |                   |                    | X                          |                    |
| <b>Numbers of members of each category:</b> | <b>1</b>  | <b>2</b>          | <b>1</b>           | <b>4</b>                   |                    |

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

## ELAC Membership

| Name of ELAC Member                              | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Students |
|--|-----------|-------------------|--------------------|----------------------------|--------------------|
| Swati Dagar                                      | X         |                   |                    |                            |                    |
| Lynne Leiser                                     |           | X                 |                    |                            |                    |
| Vanesa Licon                                     |           |                   | X                  |                            |                    |
| Maria Elena Chavez                               |           |                   |                    | X                          |                    |
| Karen Codrero                                    |           |                   |                    | X                          |                    |
| Martha Barajas                                   |           |                   |                    | X                          |                    |
| Agustina Yepez                                   |           |                   |                    | X                          |                    |
| Elisenda Bolanos                                 |           |                   |                    | X                          |                    |
| Norena DeLeon                                    |           |                   |                    | X                          |                    |
| Yanira Rivas                                     |           |                   |                    | X                          |                    |
| <b>Numbers of ELAC Members of each category:</b> | <b>1</b>  | <b>1</b>          | <b>1</b>           | <b>13</b>                  |                    |

