



Mountain View  
Whisman  
School District

# Update on Single Plans for Student Achievement (SPSA) and Castro SPSA

November 19, 2020





Mountain View  
Whisman  
School District

# Why School Site Plans?

# School Site Plans

- The School Plan for Student Achievement (SPSA) is a comprehensive document providing details about a school's planned actions and expenditures to support student outcomes and overall performance.
- SPSA's must be aligned to the District's Local Control Accountability Plan (LCAP) and in the case of MVWSD the Strategic Plan which lay out goals for the entire District.
- The annual process of developing, reviewing, and updating the Plan is conducted by each school's School Site Council (SSC) with input from school's staff and English Learner Advisory Committee
- School Plans are ultimately approved by the the local governing board

# Who needs to complete a SPSA

A school is required to develop a school plan if

- The School operates any program funded through the consolidated application that requires a plan (e.g. Title I SWP)
- The LEA has determined that its schools must complete a School Plan
  - MVWSD has all schools create a plan in order to document planned actions and expenditures to improve student achievement
  - The plan is a roadmap for each school year and is a living document that should be reviewed and updated regularly
- The school has been identified for CSI, TSI, or ATSI

# Site Plan Process

This year, the District is in the process of creating a new Strategic Plan

A new LCAP will be developed in spring 2021 and will align to the new Strategic Plan

The only MVWSD site required to complete a Site Plan is Castro since they are a School wide Title 1 program

In order for sites to focus on Distance Learning and Reopening plans and in the absence of a Strategic Plan and LCAP, the District has decided to postpone the creation of new 2020-21 site plans for all school except Castro.

- All principals have met with their School Site Councils, English Learner Advisory Committees, and staff to gain support for this 1-year change.

# SSC Meeting Dates

<b>School</b>	<b>SSC Meeting Date</b>	<b>ELAC Meeting Date</b>
Bubb	November 12, 2020	November 12, 2020
Castro	October 28, 2020 Site Plan Approval	October 27, 2020
Crittenden	November 10, 2020	November 18, 2020
Graham	October 22, 2020	November 4, 2020
Huff	November 9, 2020	November 2, 2020
Landels	November 16, 2020	October 26, 2020
Mistral	November 4, 2020	November 4, 2020
Monta Loma	November 12, 2020	November 12, 2020
Stevenson	October 28, 2020	November 12, 2020
Theuerkauf	November 10, 2020	November 4, 2020
Vargas	October 28, 2020	November 13, 2020

# Status Update

- The new Strategic Plan and LCAP will guide Site Plan goals and actions for the 2021-22 school year.
- Sites will have District and state assessment data for the 2020-21 school year to use to develop strategies and actions in site plans for 2021-22 (CAASPP will be administered in Spring 2021)
- Sites will use data from i-Ready, the ELPAC, and District assessments and metrics to evaluate student growth and progress throughout this year and will report out progress to school communities
- Sites will focus on Distance Learning and Reopening planning



Mountain View  
Whisman  
School District

# Site Plan - Castro Elementary

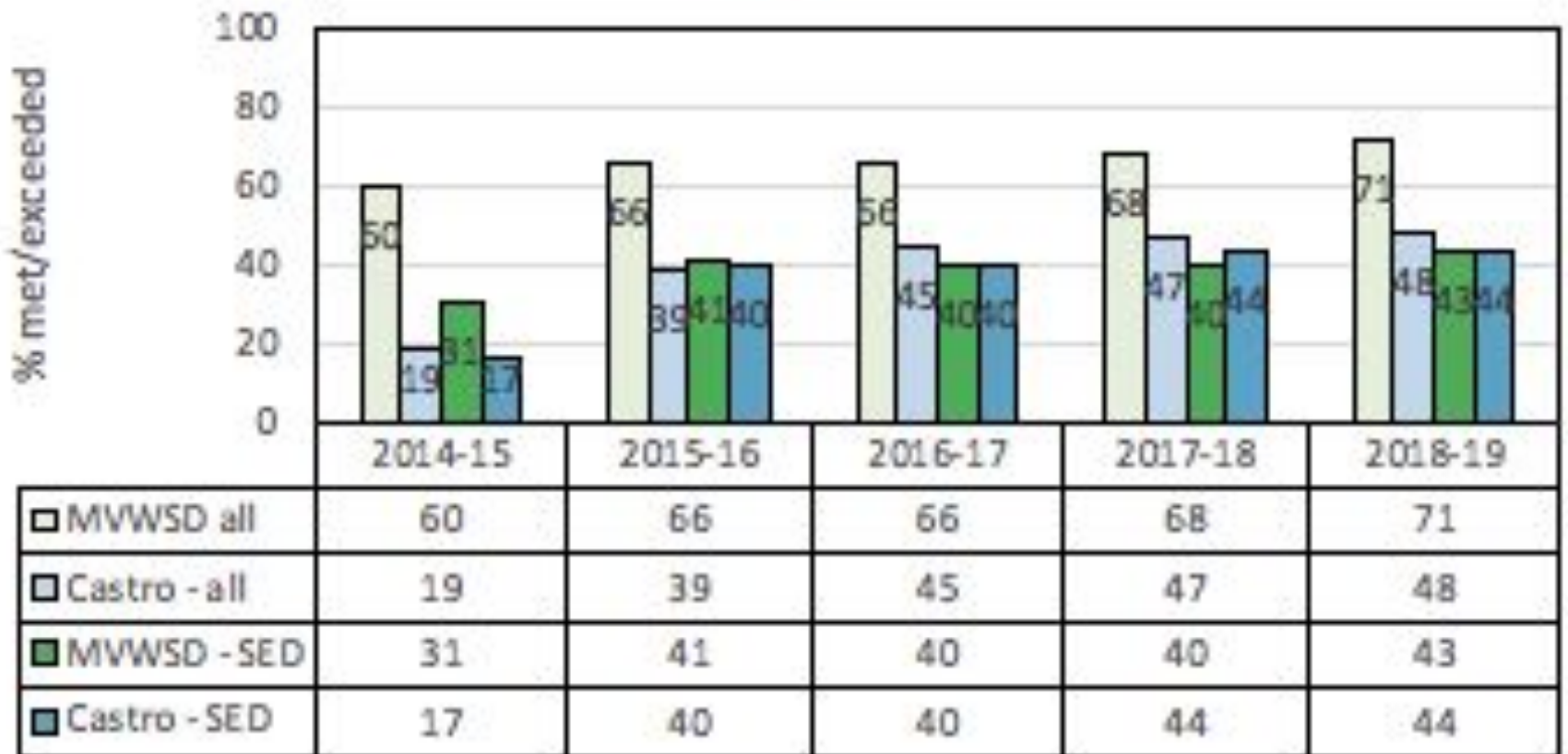


# Castro Demographics

Castro	2017-2018	2018-2019	2019-2020	2020-2021
<b>Enrollment</b>	<b>253</b>	<b>268</b>	<b>327</b>	<b>298</b>
<b>Asian</b>	4%	4%	4%	4%
<b>Hispanic/Latino</b>	85%	83%	86%	87%
<b>White</b>	7%	7%	6%	5%
<b>SWD</b>	12%	16%	16%	12%
<b>English Learner</b>	67%	65%	69%	63%
<b>SED</b>	89%	86%	86%	86%

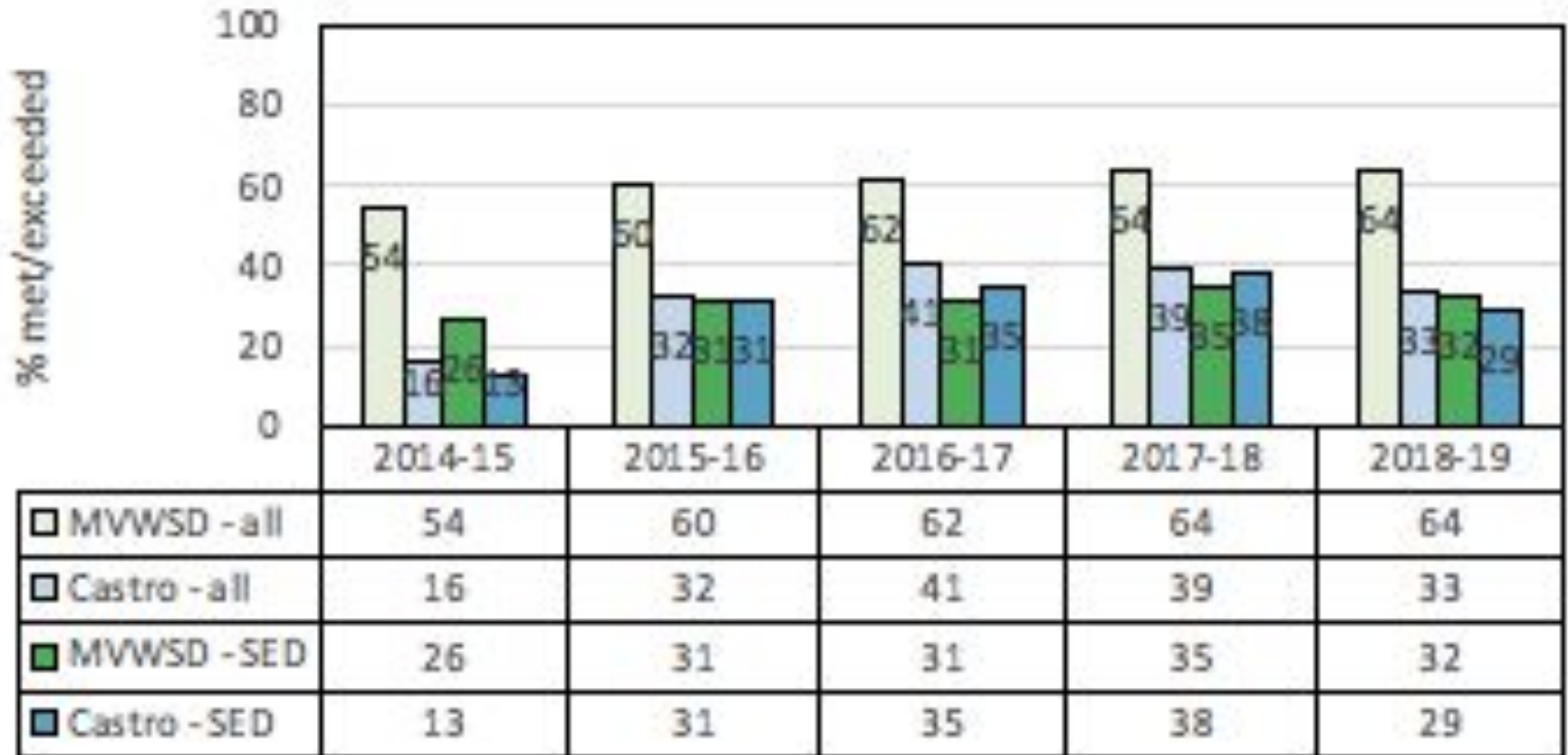
# Performance Data

CAASPP - English Language Arts  
Castro



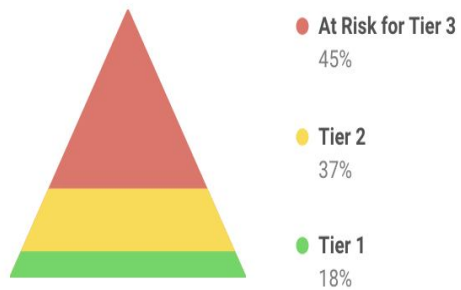
# Performance Data

CAASPP - Math  
Castro

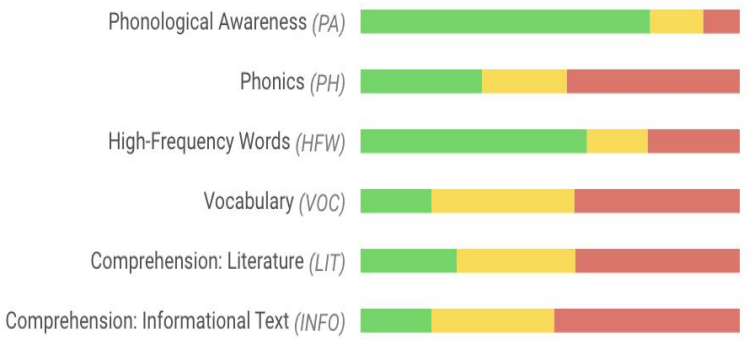


# Castro Elementary - iReady By Grade Level - Reading

Overall Placement



Placement By Domain

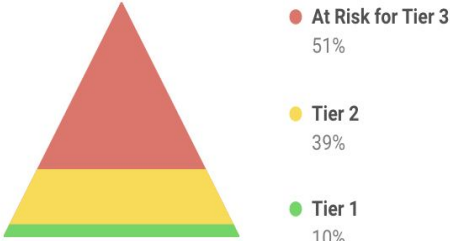


Grade	Tier 1 (%)	Tier 2 (%)	At Risk for Tier 3 (%)	Total Score
Grade K	47%	53%		43/43
Grade 1	9%	56%	36%	45/46
Grade 2	16%	33%	51%	45/48
Grade 3	16%	26%	58%	50/50
Grade 4	18%	29%	54%	56/56
Grade 5	9%	31%	59%	64/64

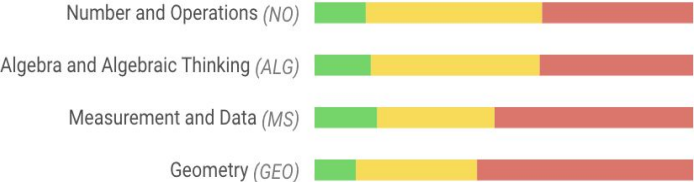
# Castro Elementary - iReady By Grade Level - Math

Students Assessed/Total: 303/307

## Overall Placement



## Placement By Domain



Grade	Tier 1	Tier 2	At Risk for Tier 3	Students Assessed/Total
Grade K	41%	59%		39/43
Grade 1	9%	46%	46%	46/46
Grade 2	2%	50%	48%	48/48
Grade 3	4%	28%	68%	50/50
Grade 4	5%	34%	61%	56/56
Grade 5	8%	27%	66%	64/64

# Title 1 funding

- In 2012-13 the District opted to accept Title 1 funding to support our neediest students at our lowest performing schools, Castro and Theuerkauf
- Castro and Theuerkauf also received turnaround funds for three years
- The combination of Title 1 and turnaround monies provided an additional \$250,000 per year to each site
- In the Spring of 2020, due to changes in demographics and the need for more robust programs to support students at Castro, the District with input from the Board of Trustees opted to designate Castro as the District's only Title 1 school



Mountain View  
Whisman  
School District

# Castro Site Plan Overview

# Academic Achievement - ELA

## Goal 1: Improving Student Achievement

By June 2021, there will be a 4-percentage point increase from 48% to 52% in the number of students Meeting or Exceeding Standards in ELA as measured by CAASPP (3rd-5th)

Key Strategies: Response to Instruction (RTI), Identifying and pacing of essential standards and skills, Professional development in rigor, Differentiation of instruction to meet the needs of advanced learners, Small group targeted instruction.

Key Actions	Expenditures
Additional Instructional Coach- teachers will receive coaching minimum of 1x weekly in effective instructional strategies for differentiation, as well as assistance with planning of priority standards and skills	\$114,000
Teacher PD in increased differentiation to meet the needs of students below and above grade level.	\$0, admin/coach PD
Student Data Review Meetings- review common formative assessment data and iReady diagnostic and instructional progress for designing instructional support	\$1500 Substitute costs/or payment for extra hours



# Academic Achievement - Math

## Goal 1: Improving Student Achievement

By June 2021, there will be a 7-percentage point increase from 33% to 40% in the number of students Meeting or Exceeding Standards in Math as measured by CAASPP (3rd-5th)

Key Strategies: Schoolwide math focus, Consistent schoolwide math block design, Math discourse emphasis, Targeted small group instruction to include enrichment and extension opportunities, Teacher coaching

Key Actions	Expenditures
Focus on targeted small group instruction and effective practices in fluency, math discourse, and concept development during the math block	Part of regular staff responsibilities
Schoolwide emphasis on using a variety of DOK (Depth of Knowledge) levels - tasks and questions - for all identified Math priority standards and skills at each grade level	PD materials
Teachers will receive coaching minimum of 1x weekly in effective instructional strategies for differentiation, as well as assistance with planning of priority standards and skills	\$114,000
Instructional Leadership Team- group of teacher representatives to work with the principal to develop and monitor core school-wide instructional strategies	\$3000 Extended Duty

# Academic Achievement - Additional Progress Monitoring

By June 2021, there will be a 9-percentage point increase (from 11% to 20%) in the number of students at or above grade level (Tier 1) in Math as measured by the i-Ready diagnostic assessments.

By June 2021, there will be a 8-percentage point increase (from 18% to 26%) in the number of students at or above grade level (Tier 1) in Reading as measured by the i-Ready diagnostic assessments

By June 2021, there will be a 5 percentage point decrease (from 50% to 45%) in the number of students not meeting standards (Tier 3) in Math as measured by the iReady diagnostic assessments.

By June 2021, there will be a 5-percentage point decrease (from 44% to 39%) in the number of students not meeting standards (Tier 3) in Reading as measured by the iReady diagnostic assessments.

# Closing the Achievement Gap

**Goal 2: Closing the Achievement Gap:** By June '21, the number of students meeting criteria for At-Risk of LTEL status will decrease by 10%.

-By June 2021, the percentage of RFEP students meeting/exceeding standard will increase 2 percentage points from 80 to 82% in ELA and 6 percentage points from 56 to 62% in Math.

-By June 2021, the percentage of low SES students meeting or exceeding standard will increase 6 percentage points from 44% to 50% in ELA and from 29% to 35% in Math.

-By June 2020, the percentage of ELs meeting/exceeding standards will increase 6 percentage points from 16% to 22% in ELA and 8 percentage points from 12% - 20% in Math

Key Strategies: RTI, Additional Teacher Coaching, Additional Instructional Opportunities, Newcomer support

Key Actions	Expenditures
Before and After School Tutoring opportunities by teachers and by outside organizations, Targeted tutoring for students who are Level 3 on ELPAC to support reclassification.	\$6350
Newcomer support through socio-emotional support group with counselor and additional opportunity for ESL instruction.	\$2,000
Professional development in differentiation and additional planning time to support the needs of students with an IEP, 504 or SST plan, advanced learners, and for the needs of students of low SES	\$1000
Common Formative Assessments data analysis- Teacher grade level teams will disaggregate by EL, low SES, and SWD to ensure needs of these groups are included in analysis and action planning and to plan RTI groups.	Part of regular staff responsibilities

# Human Capital

**Goal 3:** All teachers will receive instructional coaching and Professional Development in effective strategies and technology for distance learning

Key Strategies: Instructional coaching 3-4 times per month, Teacher PD in effective practices in virtual instructional delivery and technology platforms, observations of and collaboration with other sites

Key Actions	Expenditures
One-on-one Teacher Coaching	\$114,000
Additional grade level team collaboration and planning time	\$2000
PD in effective distance learning practices and technology platforms, including virtual peer and school visitations	\$6,000

# Inclusive and Supportive Culture

**Goal 4:** By June 2021, the average student participation and engagement rate for the school will be at or above 95% during distance learning or hybrid learning models.

By June 2021, suspensions will be fewer than 3.

By June 2021, there will be a 19 percentage point increase (from 71% - 90%) of 4th and 5th grade students who agree or strongly agree that the adults in the school care about their success, as measured by the annual LCAP survey.

**Key Strategies:** Individual support for students with attendance and engagement challenges, Direct instruction in social-emotional learning strategies using ToolBox , Additional At-Risk Supervisor, SCEF parent support and education

Key Actions	Expenditures
Targeted and systematic support for students experiencing attendance and engagement challenges due to technology, socio-emotional reasons, living situation, etc.	Part of regular staff responsibilities
Teachers work with the school counselor to develop individual support plans in response to chronic absences and/or lack of participation. counselor provides emotional and social skills support to students individually and in small groups, coordinates services with community agencies	\$96,000
Schoolwide implementation of Toolbox Curriculum, emphasis on cultural awareness and competence for both students and staff	training, materials, presentations \$700

# Parent Engagement

**Goal 5:** In 2020-21 an average of 20 parents will attend each meeting (ELAC, Principal's Coffee)

At least 80% of each classroom will attend Back to School Night, Parent/Teacher conferences, Open House

Key Strategies: School Community Engagement Facilitator (SCEF), outreach through PTA, SSC, and ELAC, At-Risk Supervisor target contacts, family recognition, increase parent communication regarding student progress

Key Actions	Expenditures
Parent Training in the Toolbox Curriculum (SEL) and how to apply the tools at home, Reclassification criteria and strategies for home support, parent trainings in ESL, motivation of children, discipline, etc.	\$28,261
Family Recognition for attendance at school meetings, trainings, activities	\$1000
Increase communication with families re: student progress - accessing the feedback provided to their child through Google Classroom and SeeSaw.	Part of regular staff responsibilities
Provide option for virtual meetings to increase parent convenience	Part of regular staff responsibilities



Mountain View  
Whisman  
School District

# Next Steps

# Next Steps

- Sites continue focus on supporting distance learning, creating a playbook for reopening and using the assessments and metrics developed by the district to monitor student progress
- Castro will also implement its site plan, monitor progress, and revise as necessary based on Diagnostic 2 data