

The Single Plan for Student Achievement

School: HUFF ELEMENTARY SCHOOL
CDS Code: 43-69591-60479071
District: Mountain View Whisman School District
Principal: Geoffrey Chang
Revision Date: October 30, 2017

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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The District Governing Board approved this revision of the SPSA on _____

Table of Contents

School Vision and Mission	3
School Profile.....	3
Comprehensive Needs Assessment Components	4
Data Analysis	4
Analysis of Current Instructional Program	4
Description of Barriers and Related School Goals	5
School and Student Performance Data	6
CAASPP Results (All Students)	6
CELDT (Annual Assessment) Results.....	10
CELDT (All Assessment) Results.....	11
Planned Improvements in Student Performance	12
School Goal #1.....	12
School Goal #2.....	14
School Goal #3.....	16
School Goal #4.....	18
School Goal #5.....	21
Summary of Expenditures in this Plan.....	22
Total Allocations and Expenditures by Funding Source	22
Total Expenditures by Object Type.....	23
Total Expenditures by Object Type and Funding Source.....	24
Total Expenditures by Goal	25
School Site Council Membership.....	26
ELAC Membership	27
Recommendations and Assurances.....	28

School Vision and Mission

HUFF ELEMENTARY SCHOOL's Vision and Mission Statements

School Vision

A Huff education embeds 21st century skills and opportunities for social and emotional growth into every facet of students' learning experiences. We support the development of global citizens who are college, career, and community-ready.

School Mission

We inspire, prepare, and empower every student.

School Profile

School Core Values

1. We cultivate a Growth Mindset culture for students, parents, and staff.
2. We value timely and appropriate feedback that promotes growth.
3. We support meeting the needs of the whole child: academic, social, physical, and emotional.
4. We use data to inform decisions.
5. We intentionally embed blended learning opportunities in instruction.
6. We reflect on current practices and research best practices to implement in the classroom.
7. We foster an awareness, appreciation, and respect for cultural diversity.
8. We value collaboration and embrace new professional learning opportunities.

Academic Achievement

GOAL:

By May 2018, the percentage of students meeting or exceeding standards

- on the CAASPP ELA exam will increase from 87.6% to 88.8%.
- on the CAASPP Math exam will increase from 87.4% to 88.7%

KEY STRATEGIES

- Ensure alignment and data-driven instruction through coaching and professional development.
- Respond to individual student needs via Project Based Learning and Response to Instruction approaches.

Closing the Achievement Gap

GOAL:

By May 2018

- the number of students designated as "At-Risk of becoming Long Term English Learners" will be reduced from 2 to 0.
- all ELs make at least one year of growth in ELA and Math as measured by CAASPP and district benchmarks.

Key Strategies:

- Apply Sheltered Instruction Observation Protocol techniques in Science and Social Studies.
- Provide targeted, small group tutoring opportunities for at-risk populations.

Human Capital

GOAL:

By May 2018, evidence common planning around district pacing guides and a focus on results/data will be present in all teacher collaboration and release day documentation.

Key Strategy:

- Increase common planning around pacing guides and focus on the results of teaching

Inclusive and Supportive Culture

GOALS:

By May 2018

The number and quality of celebrations of diverse languages and cultures Huff will be increased compared to 2016-17.

The number of suspensions will be reduced by 25% as compared to 2016-17.

Strategies

- Plan and deliver a festival of cultures and languages with the help of the English Learner Advisory Council and the Parent Teacher Association.
- Engage in a book study on how to work with the most behaviorally-challenging students.

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

Writing, math, and ELA benchmark assessments are administered each trimester in alignment with District timelines. The ELA and Math assessments are largely summative and are analyzed each trimester. State data for grades 3-5 are analyzed in September and used to make decisions about school goals and key strategies for site planning. The Common Core Standards are the target for all instruction in ELA and math. Curriculum tools used in instruction are aligned with standards.

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

Data is collected from a variety of sources: in-class checks for understanding, exit slips, curriculum assessments, and common formative assessments created by teacher teams. Teachers analyze their classroom data on an ongoing basis, and results of curriculum assessments and common formative assessments are broken down and discussed during teacher collaboration meetings weekly. These discussions inform next steps for responding to student needs by modifying instruction.

Staffing and Professional Development

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

All staff meet the requirements for highly qualified staff. There is one 1.0FTE instructional coach to support teachers in all subject areas and with standards based practices. In addition, one tenth of a district technology coach (shared coach between 10 schools) teachers with district programs.

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

An instructional coach offers a wide range of support options for teachers. This can come in the form of observational coaching, modeling teaching techniques, planning lessons, creating assessments, facilitating collaboration, etc. Two RTI-PBL teachers lead planning around Science and Social Studies projects and facilitate lessons twice a week alongside the classroom teacher - this provides dynamic options for responding to student needs. District new teacher coaches support new teachers hone their instructional practice and clear their credential.

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

A professional development-focused all-staff meeting takes place each Wednesday afternoon and official teacher collaboration time takes place each Thursday. Collaboration is organized around grade level teams and is used to discuss and plan items related to the instructional program.

Opportunity and Equal Educational Access

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

Enrichment for all electives support every student during the school day and contribute to building schema, honing critical thinking skills, public speaking ability, and scientific inquiry. Students identified to need intervention are supported during the day through reading intervention pullout for up to two 30-minute sessions per week with a certified teacher. A community engagement facilitator is on campus three days a week.

Parental Involvement

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

Parental involvement at Huff is a strong component of the school. Parents volunteer to support classroom instruction, centers, event coordination, yard supervision, participation and leadership on school site council, PTA and English Learner Advisory Committees. In addition, many parents attend and are involved in District Advisory Committee, District English Learner Advisory Committee, and Board meetings.

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)

Huff Elementary is not a Title 1 school. Huff receives funding allocations from the District through the Local Control Funding Formula.

Funding

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

Huff receives state funding through the Local Control Funding Formula and funds directed through the district to support enrichment programming at schools. In addition, noon duty and Lottery fund supports the school and is allocated by the district. PTA support and funding is a major factor for Huff contributing to school supplies, curriculum support, technology software purchase and subscriptions, enrichment, and field trips.

Description of Barriers and Related School Goals

Barriers: 1. Turnover in 4th grade team over the past two years may have contributed to the slight decrease in scores over time. 2. Low numbers of ELs and SED students lead to wide fluctuations of percentages year to year.

Related Goals/Strategies: 1. Emphasis on common pacing and a renewed, systematic focus on data should reduce the impact of staff changes in 4th grade. 2. RTI and SIOP, as well as a focus on individual student needs in coaching, should lead to improved at-risk student outcomes over time.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	98	99	95	95	92	91	95	92	91	96.9	92.9	95.8
Grade 4	94	95	94	90	88	92	90	88	92	95.7	92.6	97.9
Grade 5	90	90	95	88	87	92	88	87	92	97.8	96.7	96.8
All Grades	282	284	284	273	267	275	273	267	275	96.8	94	96.8

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2507.5	2530.5	2516.6	65	72	72.53	25	16	15.38	6	10	8.79	3	2	3.30
Grade 4	2559.7	2561.6	2566.4	69	70	70.65	22	18	14.13	6	7	10.87	3	5	4.35
Grade 5	2571.9	2600.4	2603.4	51	63	70.65	32	31	19.57	8	2	3.26	9	3	6.52
All Grades	N/A	N/A	N/A	62	69	71.27	26	22	16.36	7	6	7.64	5	3	4.73

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	
Grade 3	46	63	54.95	46	32	41.76	7	5	3.30	
Grade 4	50	59	64.13	47	32	34.78	3	9	1.09	
Grade 5	50	55	63.04	39	36	32.61	11	9	4.35	
All Grades	49	59	60.73	44	33	36.36	7	8	2.91	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	74	70.33	31	22	24.18	5	4	5.49
Grade 4	73	59	68.48	21	36	29.35	6	5	2.17
Grade 5	59	79	71.74	30	18	22.83	11	2	5.43
All Grades	66	71	70.18	27	25	25.45	7	4	4.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	48	58	59.34	48	41	36.26	3	1	4.40
Grade 4	52	57	48.91	46	40	47.83	2	3	3.26
Grade 5	36	39	48.91	56	61	47.83	8	0	3.26
All Grades	46	51	52.36	50	47	44.00	4	1	3.64

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	64	63	59.34	33	34	37.36	3	3	3.30
Grade 4	59	65	61.96	40	28	34.78	1	7	3.26
Grade 5	58	77	69.57	36	21	26.09	6	2	4.35
All Grades	60	68	63.64	36	28	32.73	3	4	3.64

Conclusions based on this data:

1. Overall, there was a slight decline in ELA results, but the vast majority of students are nearly at, at, or above standards in ELA.
2. There was a slight increase in the percentage of students who are above standards, while the percent of students below standards remained constant or increased slightly.
3. We need to continue refining efforts to differentiate instruction based on need, especially for our students who struggle the most.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	98	99	95	95	93	91	95	93	91	96.9	93.9	95.8
Grade 4	94	95	94	92	89	93	92	89	93	97.9	93.7	98.9
Grade 5	90	90	95	90	87	93	90	87	93	100.0	96.7	97.9
All Grades	282	284	284	277	269	277	277	269	277	98.2	94.7	97.5

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	2510.2	2529.0	2531.4	61	68	69.23	27	23	21.98	5	8	6.59	6	2	2.20
Grade 4	2556.2	2561.3	2574.1	55	54	62.37	34	35	23.66	9	8	12.90	2	3	1.08
Grade 5	2584.7	2597.0	2596.5	59	67	63.44	19	17	21.51	13	13	9.68	9	3	5.38
All Grades	N/A	N/A	N/A	58	63	64.98	27	25	22.38	9	9	9.75	6	3	2.89

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	75	78	86.81	17	18	8.79	8	3	4.40
Grade 4	67	70	78.49	27	25	18.28	5	6	3.23
Grade 5	67	64	72.04	18	26	21.51	16	9	6.45
All Grades	70	71	79.06	21	23	16.25	10	6	4.69

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	61	69	73.63	31	30	24.18	8	1	2.20
Grade 4	58	63	58.06	37	29	36.56	5	8	5.38
Grade 5	53	70	63.44	34	26	31.18	12	3	5.38
All Grades	57	67	64.98	34	29	30.69	9	4	4.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3	66	73	74.73	31	26	21.98	3	1	3.30
Grade 4	62	67	64.52	34	30	32.26	4	2	3.23
Grade 5	53	67	58.06	37	26	34.41	10	7	7.53
All Grades	61	69	65.70	34	28	29.60	6	3	4.69

Conclusions based on this data:

1. Overall, math results remained consistent with last year's results.
2. There were encouraging improvements in the area of problem solving, while results remained stagnant or decreased slightly in the area of communicating reasoning.
3. Efforts to improve our math program should focus on differentiation and support for the students who struggle the most, especially in the area of communicating reasoning.

Demographics

These are the students we serve:

	2014-2015	2015-2016	2016-2017
English Learners*	19.2%	18.2%	16.3%
Reclassified Fluent English Proficient*	10.1%	10.0%	10.7%
SocioEconomically Disadvantaged	8.7%	7.0%	7.0%
Students with Disabilities	4.5%	4.7%	4.4%
White	39.8%	39.2%	40.0%
Asian	29.8%	31.5%	33.6%
Hispanic/Latino	11.8%	10.7%	10.0%
Total Enrollment	583	572	572

Mountain View Whisman School District

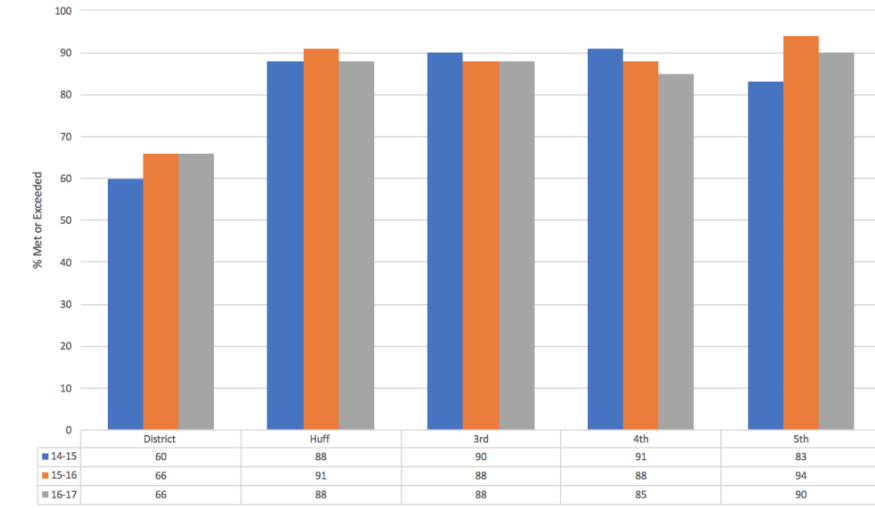
Huff Demographics (Grades 3-5)

	2014-2015	2015-2016	2016-2017
English Learners*	15%	9%	7%
Reclassified Fluent English Proficient*	18%	18%	18%
SocioEconomically Disadvantaged	8%	5%	8%
Students with Disabilities	5%	6%	6%
White	42%	44%	41%
Asian	32%	30%	30%
Hispanic/Latino	11%	9%	11%
Total Enrollment	284	280	281

Mountain View Whisman School District

CAASPP - ELA by grade level

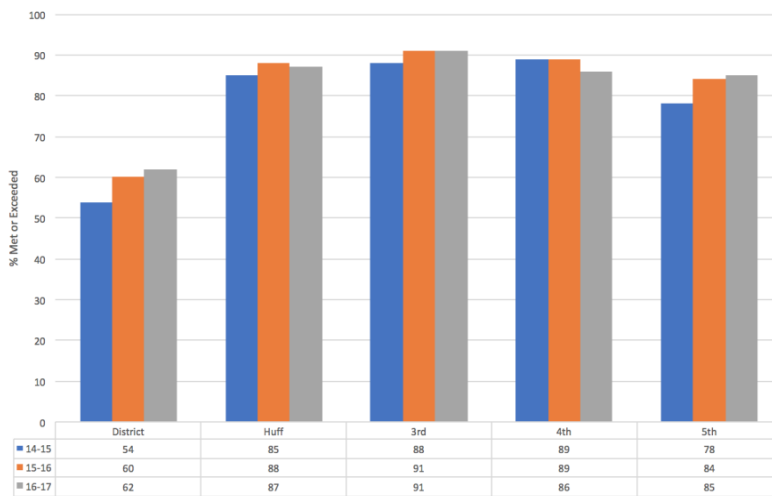
CAASPP ELA by Grade



Mountain View Whisman School District

CAASPP - Math by grade level

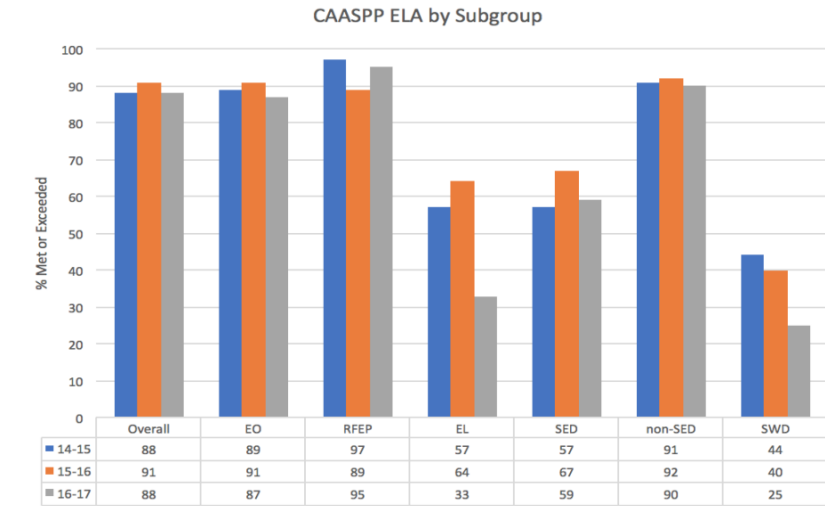
CAASPP Math by Grade



Mountain View Whisman School District

CAASPP - ELA by Subgroup

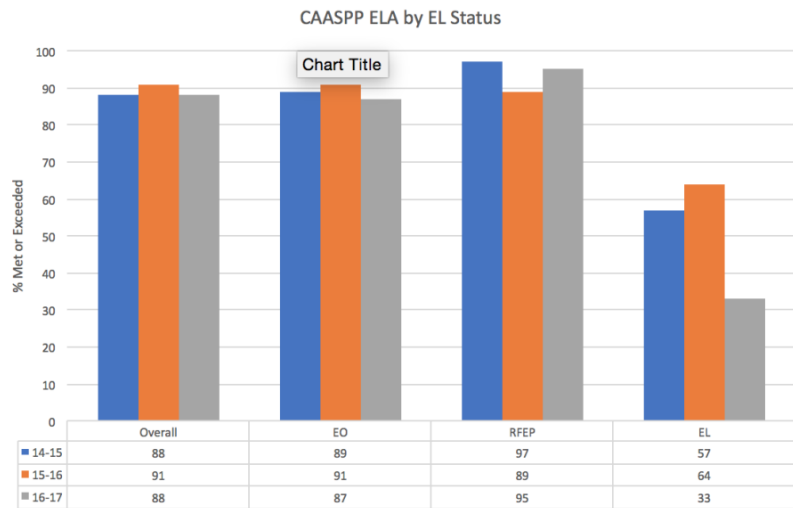
(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



Mountain View Whisman School District

CAASPP - ELA by English Learner Status

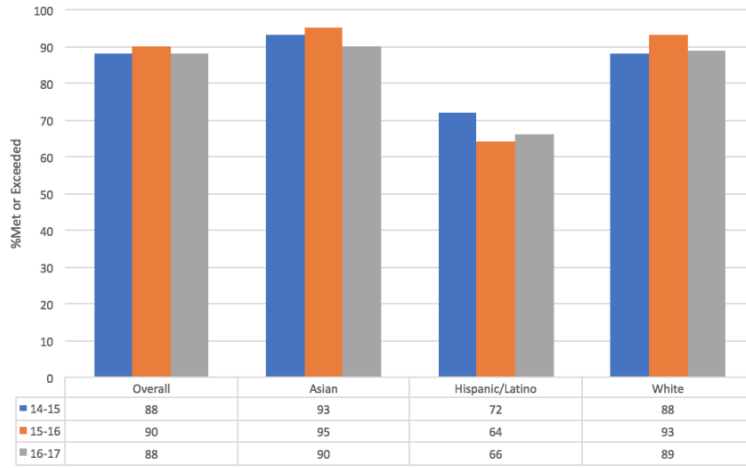
(EO, RFEP, EL, LTEL)



Mountain View Whisman School District

CAASPP - ELA by Ethnicity (Asian, Hispanic/Latino, White)

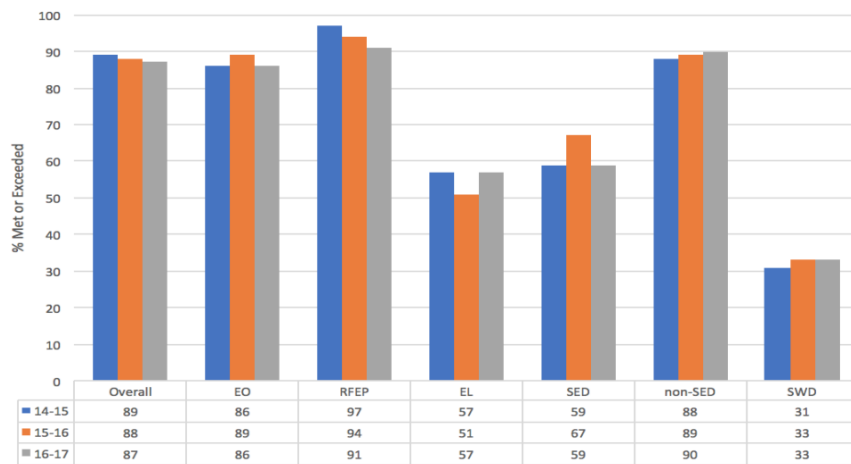
CAASPP ELA by Ethnicity



Mountain View Whisman School District

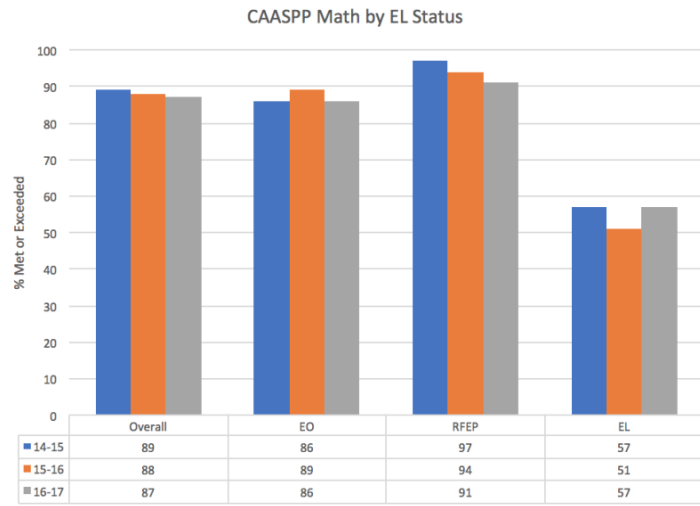
CAASPP - Math by Subgroup (English Learners, SocioEconomically Disadvantaged, Students with Disabilities)

CAASPP Math by Subgroup



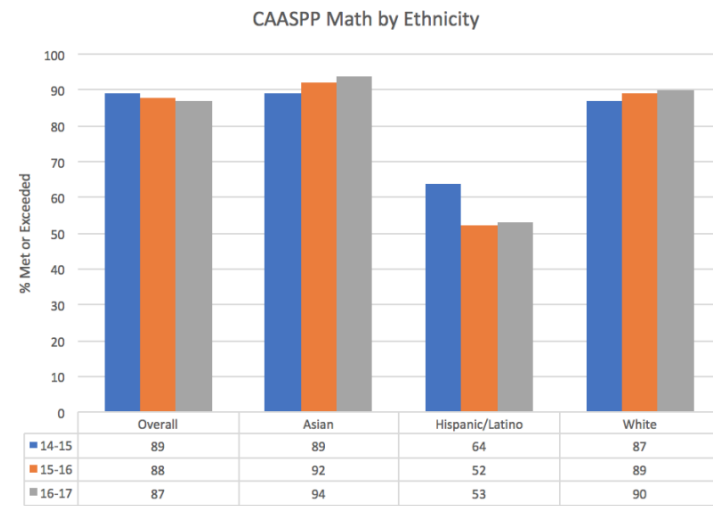
Mountain View Whisman School District

CAASPP - Math by English Learner Status (EO, RFEP, EL)



Mountain View Whisman School District

CAASPP - Math by Ethnicity (Asian, Hispanic/Latino, White)



Mountain View Whisman School District

Reclassification

2014-15: 22%

2015-16: 22%

2016-17: 27%

Source: DataQuest

At-risk LTELs 2017-18: 2

Mountain View Whisman School District

Attendance and Suspension

Attendance Rates

2015-16: 97.14

2016-17: 96.57

2016-17 Suspensions: 13

Disproportionality: SpED: 4/13

Mountain View Whisman School District

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 Goal(s):
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 1: Every student will be prepared for high school and 21st Century citizenship.
SCHOOL GOAL #1:
Every student will be prepared for high school and 21st century citizenship By May 2018, the percentage of students meeting or exceeding standards <ul style="list-style-type: none">• on the CAASPP ELA exam will increase from 87.6% to 88.8%.• on the CAASPP Math exam will increase from 87.4% to 88.7%
Data Used to Form this Goal:
CAASPP District assessments
Findings from the Analysis of this Data:
2016-17 Goals ELA Increase from 90.2% to 91.2% Math Increase from 87.7% to 88.9% 2016-17 Results ELA - Not met: decreased to 87.6% Math - Not met: decreased to 87.4% Analysis Overall scores fell slightly last year, and opportunities remain to meet the needs of more Hispanic/Latino students and English Learners.

How the School will Evaluate the Progress of this Goal:

Ongoing monitoring by administrator and teacher teams during staff meetings, release days, coaching discussions, feedback sessions.

Mid year staff check in.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Adhere closely to new district-wide pacing guides for ELA and Math.	August - May	Teachers	No expenditures, part of regular staff responsibilities.	0000: Unrestricted	School Allocation	0
Engage in ongoing professional development on Project Based Learning (PBL).	August – April	Principal, coach, teacher-leaders	Professional development course on PBL offered by Santa Clara County Office of Education	0000: Unrestricted	School Allocation	5,200
Design and implement Response to Instruction (RTI) process within the context of PBL.	September - May	Teachers	Substitute teachers to release teachers for additional planning time for RTI-PBL units.	0000: Unrestricted	School Allocation	4,500
Conduct data-driven Kid Talk meetings.	December - February	Instructional Coach, Principal, intervention teacher	Substitute teachers to release teachers for Kid Talks.	0000: Unrestricted	School Allocation	2,000
Provide intensive small group instruction to support foundational skills for at-risk groups.	November - April	Intervention teacher	Hire intervention teacher.	0000: Unrestricted	TSSP	10,000
Provide after school tutoring for key students	October – April	Principal, teachers	Teacher overtime	0000: Unrestricted	School Allocation	5,000
Conduct regular classroom walkthroughs	August - May	Principal, Instructional Coach	No expenditures, part of regular staff responsibilities.	0000: Unrestricted	School Allocation	0
Participate regularly in instructional coaching	October – November	Instructional Coach, Teachers	No expenditures, part of regular staff responsibilities.	0000: Unrestricted	School Allocation	0

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Closing the Achievement Gap Goal(s):
LEA/LCAP GOAL:
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
Strategic Plan
Goal 2: Achievement gaps will be eliminated for all student groups in all areas.
SCHOOL GOAL #2:
By May 2018 Reduce the number of "At-Risk of becoming a Long Term English Learner" from 2 to 0. All ELs make at least one year's growth on the CAASPP.
Data Used to Form this Goal:
CAASPP District assessments CELDT/ELPAC
Findings from the Analysis of this Data:
2016-17 Goals ELs meeting/exceeding standard on CAASPP ELA increase from 64% to 71% ELs meeting/exceeding standard CAASPP Math increase from 51% to 60% 2016-17 Results ELs ELA - Not met: decreased to 33% ELs Math - Not met: increased to 57% Analysis While most Huff English Learners reclassify as Fluent English Proficient by 5th grade, two students are at risk of becoming Long Term English Learners. Both students also have IEPs. There is much work to be done in terms of meeting the specific needs of ELs who struggle to reclassify, as well as the specific needs of students with disabilities.

How the School will Evaluate the Progress of this Goal:

Ongoing monitoring by administrator and teacher teams during staff meetings, release days, coaching discussions, feedback sessions.

Mid year staff check in.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Apply four key Sheltered Instruction Observation Protocol (SIOP) strategies with a focus on Science and Social Studies	August - May	Teachers	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Conduct SIOP implementation walkthroughs.	September, December, February, April	Instructional Coach, Principal	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Create, collect, and analyze portfolio artifacts from Project Based Learning to demonstrate growth, especially among at-risk populations.	September - May	Teachers, Principal	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Provide ELD pull out intervention for newcomers and grades 3-5	September - April	Intervention teacher	Intervention teacher hours	1000-1999: Certificated Personnel Salaries	TSSP	19,000
Provide Saturday school for struggling, soon-to-be Long Term ELs	November - April	Intervention teacher	Intervention teacher hours	1000-1999: Certificated Personnel Salaries	TSSP	3,000
Participate in instructional rounds for SIOP professional learning	December - March	Teachers, Instructional Coach, Principal	Substitute hours to release teachers to visit classrooms	0000: Unrestricted	TSSP	5,000

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Human Capital Goal
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 4: Mountain View Whisman School District will invest in teachers, leaders and staff to ensure we are the place talented educators choose to work.
SCHOOL GOAL #3:
MVWSD will invest in teachers, leaders, and staff to ensure we are the place talented educators choose to work. By May 2017, evidence of common planning around district pacing guides and a focus on results/data will be present in all teacher collaboration and release day documentation.
Data Used to Form this Goal:
Observations by administrator during staff meetings and collaboration times.
Findings from the Analysis of this Data:
2016-17 Goal: By May 2017, staff will show evidence of growth as measured by the difference between a pre- and post-assessment of the "Focus on Results" and "Collaborative Team" elements of a Professional Learning Community. 2016-17 Results: Based on a comparison of pre- and post-survey of teachers, this goal was met. Analysis: With the advent of pacing guides, time spent in the past on "forward planning" can be exchanged for a greater focus on analyzing learning results to determine next instructional steps.
How the School will Evaluate the Progress of this Goal:
Ongoing monitoring by administrator and teacher teams. Mid year staff check in.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Focus on pacing guide as regular part of planning and collaboration	August - May	Teachers	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Identify specific target students in class and know how to analyze their needs and respond to them.	October - May	Teachers	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Monitor collaboration notes for focus on results and provide feedback/training when needed.	September - May	Principal	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Provide ongoing data-driven coaching in math, including data meetings during release days	November, March	Principal, Instructional Coach	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Inclusive, Supportive Culture Goal(s)
LEA/LCAP GOAL:
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
Strategic Plan
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational process.
SCHOOL GOAL #4:
Every student, staff, family and community member will feel valued and supported while working, learning, and partnering with MVWSD. By May 2018 The number and quality of celebrations of diverse languages and cultures Huff will be increased compared to 2016-17. The number of suspensions will be reduced by 25% as compared to 2016-17.
Data Used to Form this Goal:
Parent feedback on inclusivity at Huff. Discipline data from 2015-16 and 2016-17

Findings from the Analysis of this Data:**2016-17 Goals:**

By May 2017, all staff and students will show evidence of positive Growth Mindset changes as reflected by a comparison of a pre- and post-assessment.

By May 2017, attendance and participation at ELAC meetings will be maintained at the same levels as the September meeting as measured by sign-in sheets and participant feedback.

2016-17 Results:

Growth Mindset: Met, based on a comparison of pre- and post-assessment for students.

ELAC Attendance: Met for ELAC meeting #2 and #3, but not #4, based on sign in sheets.

Analysis:

Huff is an extremely diverse place culturally and linguistically. However, there is room for improvement in the ways we acknowledge and celebrate our diversity.

English Learners and students with disabilities are suspended at a slightly disproportionate rate compared to all other subgroups, hence the goal about suspension rate.

How the School will Evaluate the Progress of this Goal:

Ongoing monitoring by administrator.

Close monitoring of suspension rates.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Weekly morning announcements include greeting in a language spoken at Huff and related "Did you know?" facts.	August - May	Principal	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0
Host cultural inclusion event co-sponsored by English Learner Advisory Council and Parent Teacher Association.	Spring TBD	Principal, ELAC, PTA	Miscellaneous event costs such as food and materials.	0000: Unrestricted	TSSP	500
Engage in Book Study of "Lost at School"	December - March	Principal, Teachers, School Site Council	Books	4000-4999: Books And Supplies	TSSP	214

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Collect end of year data on referrals and suspensions, compare to data from previous year, reflect, and plan for 18-19	April - May	Principal	No expenditures, part of regular staff responsibilities.	None Specified	School Allocation	0

Planned Improvements in Student Performance

School Goal #5

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

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

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

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School Allocation	36,300	19,600.00
Yard Supervision	50,417	50,417.00
Donations - General	244	244.00
Donations - PTA	3,682	3,682.00
TSSP	54,800	17,086.00
After School Enrichment	6050	6,050.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
School Allocation	16,700.00
TSSP	37,714.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	32,200.00
1000-1999: Certificated Personnel Salaries	22,000.00
4000-4999: Books And Supplies	214.00
None Specified	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	School Allocation	16,700.00
None Specified	School Allocation	0.00
0000: Unrestricted	TSSP	15,500.00
1000-1999: Certificated Personnel Salaries	TSSP	22,000.00
4000-4999: Books And Supplies	TSSP	214.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	26,700.00
Goal 2	27,000.00
Goal 3	0.00
Goal 4	714.00

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
Dorothy Lin				X	
Naemi Strobel				X	
Philip Lee				X	
Gina Rybolt				X	
Marily Hernandez Martinez			X		
Susana Morales			X		
Heather Pardini		X			
Shelley Hsieh		X			
Geoffrey Chang	X				
Maria Lara				X	
Numbers of members of each category:	1	2	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 ELAC_MEMBERS	Principal	Classroom Teacher	Other School Staff	Parent or Community ELAC_MEMBER	Secondary Students
Amitabh Saikia				X	
Nanhyoung Kang				X	
Maria Lara				X	
Geoffrey Chang	X				
Susana Morales			X		
Helen Wong		X			
Annette Luongo		X			
Numbers of ELAC_MEMBERS of each category:	1	2	1	3	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

X English Learner Advisory Committee



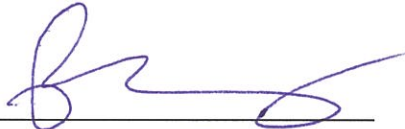
Signature

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

Attested:

Geoffrey Chang

Typed Name of School Principal



Signature of School Principal

11/2/17

Date

Naemi Strobel

Typed Name of SSC Chairperson



Signature of SSC Chairperson

11/3/17

Date