

# The Single Plan for Student Achievement

**School:** Edith Landels Elementary School  
**CDS Code:** 4369591604796  
**District:** Mountain View Whisman School District  
**Principal:** Steve Chesley  
**Revision Date:**

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 .**

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## School Vision and Mission

### Edith Landels Elementary School's Vision and Mission Statements

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

To inspire, prepare and empower every student

## School Profile

Goals and Strategies:

### English Language Arts (ELA)

2017-2018: Academic Achievement: English Language Arts- 4.2% point increase (from 58%-62.2%) in the number of students meeting or exceeding standards.

Key Strategy: To implement Benchmark Advance curriculum

### Math

2017-2018: Academic Achievement: Math- 4.7% point increase (from 53%-57.7%) in the number of students meeting or exceeding standards.

Key Strategy: Utilize Sheltered Instruction Observation Tool (SIOP) components and features to support student learning and understanding of Eureka Math concepts.

### English Language Learners

2017-2018: Closing the Achievement Gap: English Language Learners- Reduce the number of "At-Risk" English Language Learners from 25 students to 22 students.

Key Strategy: Implementation of SIOP

### Professional Learning Community (PLC)

2017-2018: Human Capital: PLC- Landels teachers will develop and utilize a researched based learning walk protocol.

Key Strategy: Teacher will collaboratively develop norms, feedback forms, and learning walk logs.

### School Climate

2017-2018: Inclusive and Supportive Culture: Maintain an average attendance of 35 parents of English Learners and Socio-economically students at educational and other school events

2017-2018: Inclusive and Supportive Culture: Increase our attendance rate to 97% as measured by school and attendance data

2017-2018: Inclusive and Supportive Culture: Positive sense of community and climate as measured by survey results.

Key Strategies: Community Engagement Facilitator, Increase Attendance Rate, Develop a school wide sense of community, positive climate, and inclusivity.

## Comprehensive Needs Assessment Components

### Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

### **Analysis of Current Instructional Program**

In conjunction with the needs assessments, the categories below may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

### **Standards, Assessment, and Accountability**

1. Use of state and local assessments to modify instruction and improve student achievement

All students take our District Benchmark assessments three times a year at the end of each trimester. Also, students in grades third through fifth take the California Assessment of Student Performance and Progress (CAASPP). All assessments are critical for monitoring student progress and informing future planning and instruction. The results from the CAASPP are compared with the scores from previous years and are instrumental in developing the Single Plan for Student Achievement.

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

At Landels, we use an inquiry based cycle to monitor student progress and modify instruction. The cycle includes a review of data, identification of target areas in need of improvement, selection of strategies, and re-assessment. We utilize staff meeting time and weekly grade level collaboration to complete these cycles.

### **Staffing and Professional Development**

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

At Landels, 100% of our teachers meet the requirements for highly qualified staff for their currently assigned positions. Teachers are fully credentialed to teach their assigned content areas.

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

We have a full time instructional coach at Landels. His role is to support all teachers with the implementation of curriculum, teacher's professional goals, professional learning presentations, and classroom management. This year he is highly focused on our work with Sheltered Instruction Observation Protocol (SIOP). Professional learning opportunities are planned for staff meetings, grade level release days, collaboration time, and District wide Professional Development Days.

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

Each grade level has dedicated collaboration time every Thursday afternoon. Thursdays are minimum days and the student are dismissed at 12:10 to allow for this additional time.

## Opportunity and Equal Educational Access

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

Our teachers use instructional strategies and practices to support effective student learning. Landels teachers check for understanding during lessons to measure students' progress toward the learning objective. Teachers also use formative and summative assessments to determine if students are meeting the learning objective and grade level standards. Students that need additional support will receive re-teaching/ re-engagement or supplemental standards based materials. This is our second year implementing an RtI model at Landels. Every grade level has a Literacy Block built into their schedule. During this time students are grouped based on their reading level. With the addition of two full-time intervention teachers, we are able to be even more flexible with our groupings. We are utilizing Leveled Literacy Intervention to meet the needs of our underperforming students.

## Parental Involvement

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

Landels is an amazing learning community. Every classroom has a room parent. They make sure that teachers have the volunteers needed to support the different learning opportunities in the classroom. We have a full time School and Community Engagement Facilitator. She is vital in providing resources to our students and families. She is able to advertise for events, help individual families in need, and act as a liaison for many of our community support programs.

### 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)

There are many opportunities to be a part of the Landels experience. Some of these opportunities are Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Conferences, Back to School Night, Open House, Informational Meetings, Little Lions Parent Group, Annual International Festival, and our Walk-a-Thon.

## Funding

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

Every year, our School Site Council, English Language Advisory Committee, and teachers/staff develop a plan to determine the best use of this year's funding for this year's students. Everyone plays a role in the evaluation of our plan's goals and funding allocations. As we move through the school year we will continually analyze and revise our plan to make sure that we continue to meet the needs of every student.

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

**Academic Achievement: Math-** Eureka Math is a language rich curriculum with multiple step word problems and multiple step directions. By having our Key Strategy be focused on implementation of Sheltered Instruction Observation Protocol (SIOP), we will support our second language learners and all students in their mathematical success.

**Inclusive and Supportive Culture: School Climate-** Many students have a fixed mindset towards a certain subject or even learning in general. Our action step around a growth mindset "mantra of the month" will help students to see that they can learn anything and that struggle is a part of learning.

## 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	100	93	72	92	83	69	91	83	69	92.0	89.2	95.8
Grade 4	82	91	88	79	86	85	78	86	85	96.3	94.5	96.6
Grade 5	93	73	87	87	69	83	87	69	83	93.5	94.5	95.4
All Grades	275	257	247	258	238	237	256	238	237	93.8	92.6	96

\* 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	2441.2	2443.1	2480.0	34	35	47.83	20	19	15.94	21	22	26.09	26	24	10.14
Grade 4	2474.1	2494.1	2474.3	33	36	30.59	23	30	24.71	15	8	12.94	28	26	31.76
Grade 5	2521.7	2555.3	2518.8	23	42	32.53	34	35	24.10	23	12	15.66	20	12	27.71
All Grades	N/A	N/A	N/A	30	37	36.29	26	28	21.94	20	14	17.72	24	21	24.05

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	30	39	53.62	42	37	27.54	29	24	18.84	
Grade 4	28	29	32.94	49	48	42.35	22	23	24.71	
Grade 5	26	39	36.14	45	48	34.94	29	13	28.92	
All Grades	28	35	40.08	45	44	35.44	27	21	24.47	

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	34	27	43.48	38	43	46.38	25	30	10.14
Grade 4	21	36	31.76	50	40	38.82	28	24	29.41
Grade 5	30	52	40.96	54	36	36.14	16	12	22.89
All Grades	29	37	38.40	47	40	40.08	23	23	21.52

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	24	37	42.03	63	48	50.72	13	14	7.25
Grade 4	19	27	22.35	65	62	60.00	14	12	17.65
Grade 5	26	32	26.51	57	61	56.63	16	7	16.87
All Grades	23	32	29.54	62	57	56.12	14	11	14.35

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	34	31	39.13	40	43	52.17	26	25	8.70
Grade 4	37	38	25.88	33	42	47.06	28	20	27.06
Grade 5	36	54	34.94	55	38	36.14	9	9	28.92
All Grades	36	40	32.91	43	41	44.73	21	18	22.36

**Conclusions based on this data:**

1. Overall gains from last year are gone
2. 3rd Grade up 10 percentage points
3. 5th Grade down 20 percentage points

## 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	100	93	72	98	87	72	97	87	72	98.0	93.5	100
Grade 4	82	91	88	80	89	87	80	89	87	97.6	97.8	98.9
Grade 5	93	73	87	89	71	86	89	71	86	95.7	97.3	98.9
All Grades	275	257	247	267	247	245	266	247	245	97.1	96.1	99.2

\* 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	2439.8	2442.9	2479.1	24	28	43.06	33	22	22.22	15	31	25.00	27	20	9.72
Grade 4	2476.2	2491.6	2480.9	21	31	26.44	26	19	20.69	33	29	28.74	20	20	24.14
Grade 5	2533.3	2551.6	2528.4	31	41	39.53	21	18	9.30	28	23	20.93	19	18	30.23
All Grades	N/A	N/A	N/A	26	33	35.92	27	20	17.14	25	28	24.90	22	19	22.04

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	34	33	50.00	35	41	38.89	31	25	11.11	
Grade 4	34	37	32.18	30	25	31.03	35	38	36.78	
Grade 5	40	52	45.35	31	25	18.60	28	23	36.05	
All Grades	36	40	42.04	32	31	28.98	31	29	28.98	

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	33	32	51.39	41	43	34.72	26	25	13.89
Grade 4	25	35	31.03	48	44	36.78	26	21	32.18
Grade 5	35	35	37.21	34	42	27.91	31	23	34.88
All Grades	31	34	39.18	41	43	33.06	28	23	27.76



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	33	37	44.44	42	45	43.06	25	18	12.50
Grade 4	29	38	34.48	41	35	35.63	29	27	29.89
Grade 5	26	32	31.40	52	49	38.37	22	18	30.23
All Grades	29	36	36.33	45	43	38.78	25	21	24.90

**Conclusions based on this data:**

1. Overall data is flat at 53%
2. 3rd Grade went down in 14-15 and now has a 16% point increase
3. 5th Grade is down 10% points

## Demographics

School Year	2014/2015	2015/2016	2016-2017
Enrollment	538	541	567
Asian	13.2% (71)	15.2% (82)	15.8% (90)
Hispanic/Latino	41.4% (223)	36% (195)	34% (193)
White	28.8% (155)	31.8% (172)	32.2% (186)
Students with Disabilities	11.5% (62)	11.3% (61)	11.6% (66)
English Language Learners	40.5% (218)	32.5% (176)	31.2% (177)
Socio-Economically Disadvantaged	35.3% (190)	29.6% (160)	27.5% (156)

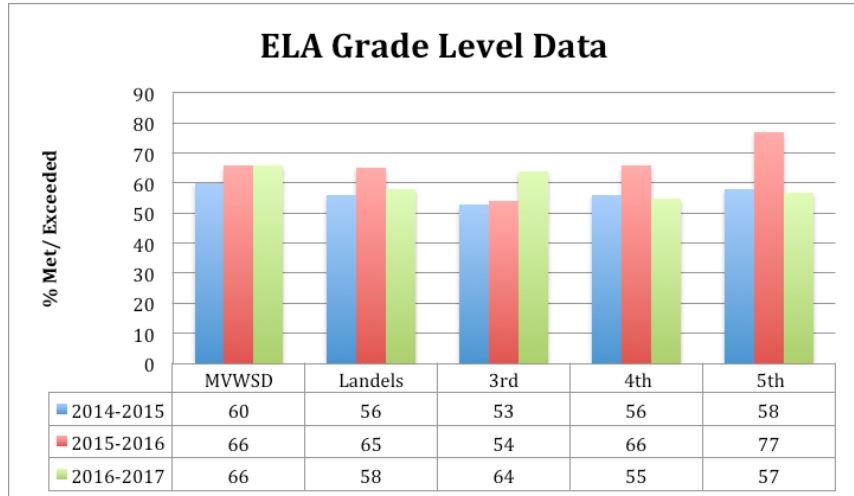
Mountain View Whisman School District

## Landels Demographics (Grades 3-5)

	2014-2015	2015-2016	2016-2017
English Learners*	39%	34%	30%
Reclassified Fluent English Proficient*	13%	14%	16%
SocioEconomically Disadvantaged	42%	41%	39%
Students with Disabilities	11%	15%	16%
White	24%	25%	29%
Asian	17%	17%	13%
Hispanic/Latino	46%	44%	44%
Total Enrollment	270	254	255

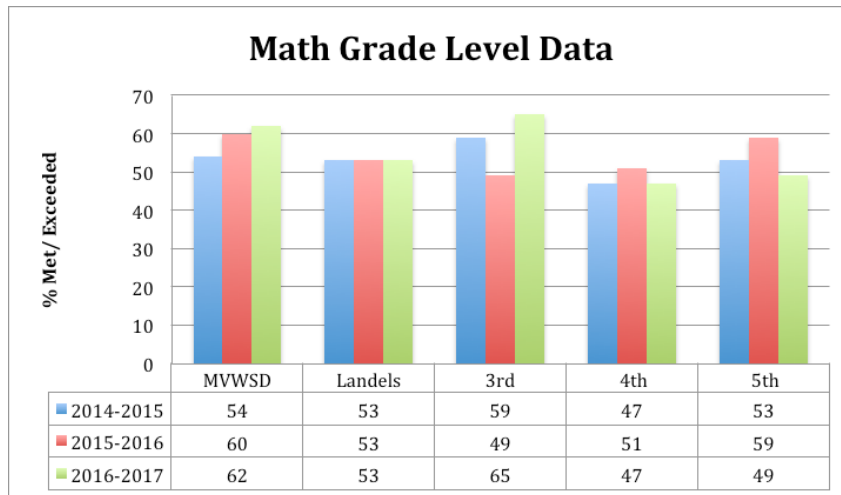
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## CAASPP - ELA by grade level



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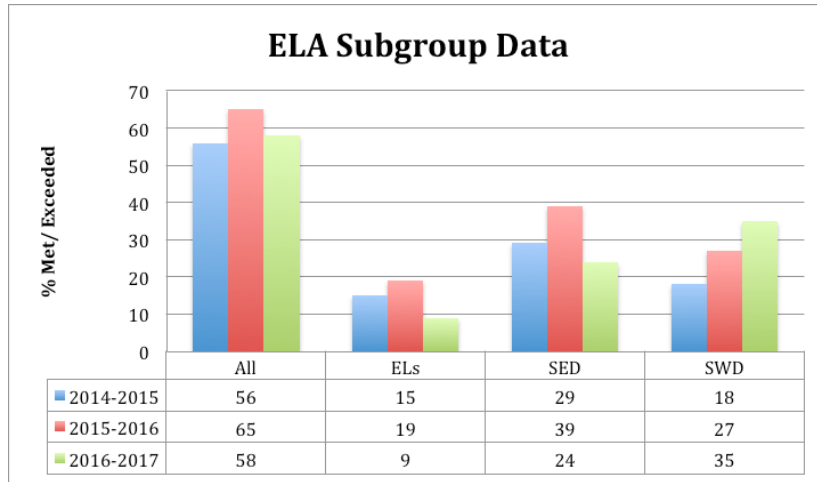
## CAASPP - Math by grade level



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## CAASPP - ELA by Subgroup

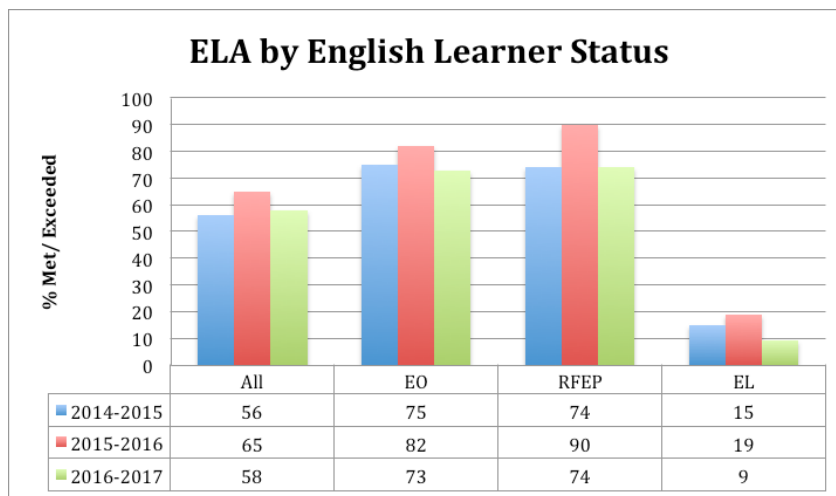
(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



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## CAASPP - ELA by English Learner Status

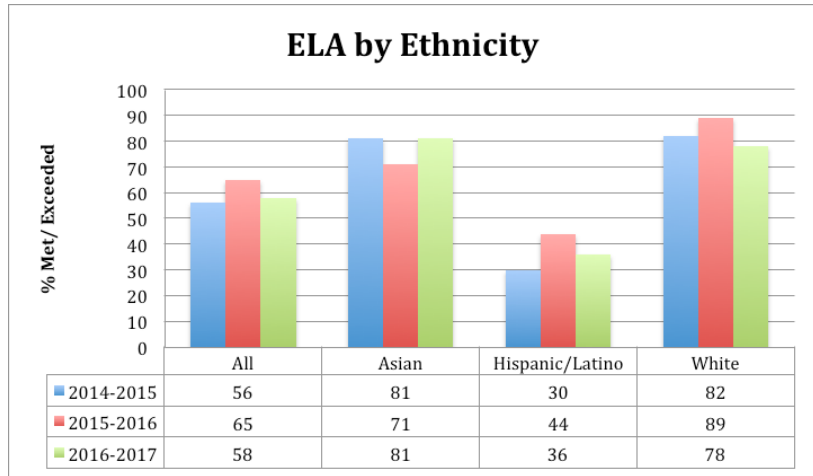
(EO, RFEP, EL, LTEL)



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## CAASPP - ELA by Ethnicity

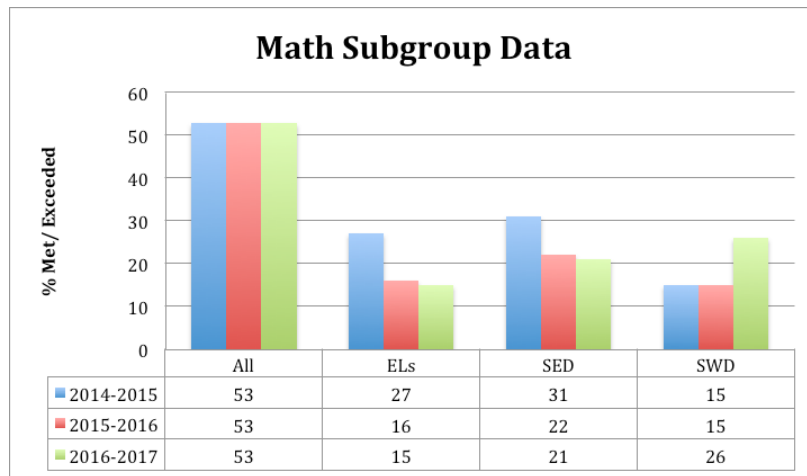
(Asian, Hispanic/Latino, White)



Mountain View Whisman School District

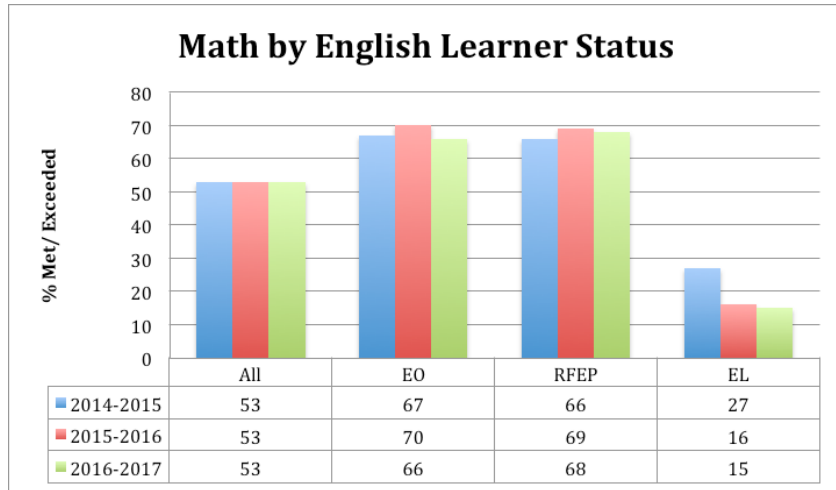
## CAASPP - Math by Subgroup

(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



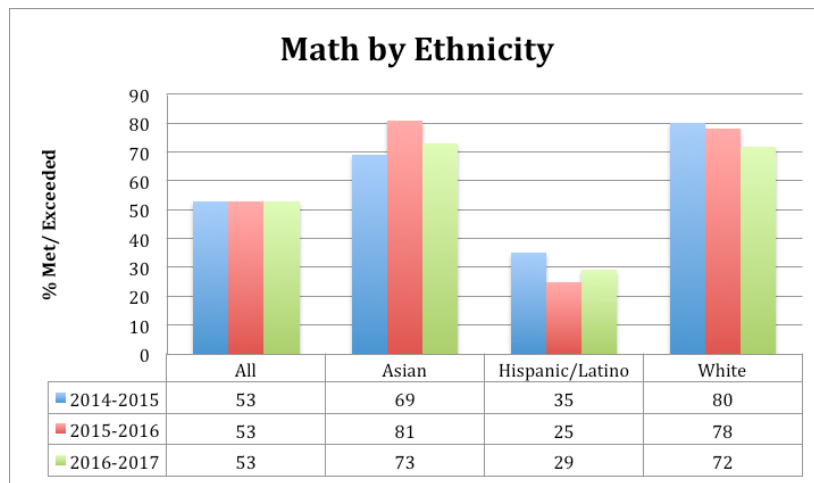
Mountain View Whisman School District

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



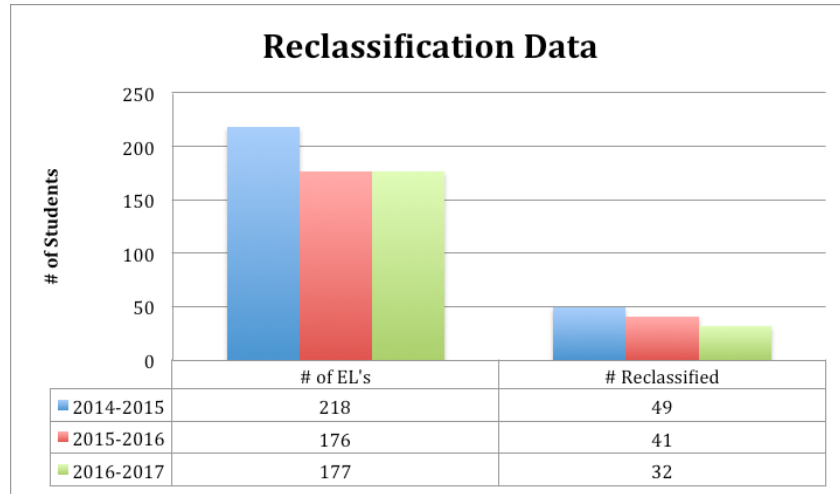
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## CAASPP - Math by Ethnicity (Asian, Hispanic/Latino, White)



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## Reclassification



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## Attendance and Suspension

### Attendance '16-'17

- 95.83%

### Attendance '15-'16

- 96.34%

### Suspensions '16-'17:

- 5 total
- 4- EO and 1 RFEP
- 4- SWD
- 3- SED

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:

<b>SUBJECT: Academic Achievement Goal: English Language Arts</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 2018, there will be a 4.2% percentage point increase (from 58%-62.2%) in the number of students meeting or exceeding standards in ELA as measured by District Assessments (K-2) and CAASPP (3-5).
<b>Data Used to Form this Goal:</b>
CAASPP (ELA)
<b>Findings from the Analysis of this Data:</b>
Overall gains from last year are gone 3rd Grade up 11 percentage points 4th grade gains from last year are gone 5th grade down 20 percentage points Decrease in DF3  2016-2017: Academic Achievement: English Language Arts- 3.5% point increase (from 65%-68.5%) Not Met= 58%
<b>How the School will Evaluate the Progress of this Goal:</b>
CAASPP District Benchmarks Progress Monitoring of Action Steps Walkthrough Data



Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Use our District pacing guides to support successful implementation of Benchmark Advance.</p> <p>Teachers will update their collaboration notes with current pacing. Principal to send reminders.</p>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Use Formative Assessments to create Inquiry Cycles</p> <p>Assessment Data- Identify Target Skills- Supports and Resources- Assessments</p>	Twice a trimester	Teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Use the embedded "practice and support" from Benchmark Advance to address student needs.</p> <p>Teachers will learn to access these supports and link them to student needs.</p>	All school year	All teachers, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Instructional Coaching support for Professional Learning and Resources</p> <p>This includes demo lessons/ team teaching, planning/ presenting at staff meetings, facilitating teacher release days, and learning walks with Principal.</p>	All school year	Instructional Coach and Principal	No expenditures, part of regular staff responsibilities			

## 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: Academic Achievement Goal: Math</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 #2:</b>
By June 2018, there will be a 4.7 percentage point increase (from 53%- 57.7%) in the number of students meeting or exceeding standards in Math as measured by District Assessments (K-2) and CAASPP (3-5).
<b>Data Used to Form this Goal:</b>
CAASPP (Math)
<b>Findings from the Analysis of this Data:</b>
Overall data is flat at 53% 3rd grade drop in 14-15 and now a 16 percentage point increase 4th grade made small gains in 15-16 and now is back to the score from 14-15 5th grade is down 10 percentage points Slight decrease DF3  2016-2017: Academic Achievement: Math- 4.7% point increase (from 53%-57.7%) Not Met=53%
<b>How the School will Evaluate the Progress of this Goal:</b>
CAASPP District Benchmarks Progress Monitoring of Action Steps Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Use our District pacing guides to support successful implementation of Eureka Math.</p> <p>Teachers will update their collaboration notes with current pacing. Principal to send reminders.</p>	All school year	Teacher, Instructional Coach, Principal,	No expenditures, part of regular staff responsibilities			
<p>SIOP Content and Language Objectives/ Meaningful Activities/ Links Explicitly Made/ Key Vocabulary</p> <p>Grade level teams will use a template for all SIOP planning. This will include all four features.</p>	All school year	Teacher, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Use debriefs to have students discuss and explain if they met the Content and Language Objectives</p> <p>Debriefs are built into the Eureka Math lesson delivery. We will utilize this time to focus on Objectives.</p>	All school year	Teachers, Instructional Coach, Principal	No expenditures, part of regular staff responsibilities			
<p>Instructional Coach support for Professional Learning and Resources</p> <p>This includes demo lessons/ team teaching, planning/ presenting at staff meetings, facilitating teacher release days, and learning walks with Principal. Also, this includes two SIOP coaching cycles.</p>	All school year	Instructional Coach and Principal	No expenditures, part of regular staff 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: Closing the Achievement Gap Goal: English Language Learners</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 #3:</b>
By June 2018, we will reduce the number of "At-Risk" English Language Learners from 25 students to 22 students as measured by California "At-Risk" criteria.
<b>Data Used to Form this Goal:</b>
CAASPP (ELA and Math)
<b>Findings from the Analysis of this Data:</b>
ELA EL students are lowest performing subgroup EL students are 49% lower than All students SWD students went down 17% SED students went down 18% RFEP students are outperforming EO students Asian students are outperforming White students  Math EL students are 39% lower than All students EL and SWD students are only at 14% met/ exceeded SED students stayed flat RFEP students are outperforming EO students Asian students are outperforming White students  2016-2017: Closing the Achievement Gap: English Language Learners (ELA)- 8.1% point increase (from 19%-27%) Not Met 2016-2017: Closing the Achievement Gap: English Language Learners (Math)- 8.4% point increase (from 16%-24.4%) Not Met

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

CAASPP  
 District Benchmarks  
 Progress Monitoring of Action Steps Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SIOP Implementation Plan (Components and Features)</p> <p>The plan includes a gradual release of the four features that Landels has selected. Also, this includes the evidence of implementation- Learning Walk Data, Grade Level SIOP template, and two coaching cycles.</p>	All school year.	Principal, Instructional Coach, and Teachers.	No expenditures, part of regular staff responsibilities			
<p>Identify and target our "At-Risk" English Language Learners with continuous progress monitoring</p> <p>Continually track data and ensure that students are placed appropriately for ELD and RtI.</p>	All school year	Principal, Teacher, ELD Intervention Teacher	No expenditures, part of regular staff responsibilities			
<p>Instructional Coach to support all aspects of SIOP implementation</p> <p>This includes staff professional learning, learning walks, and two coaching cycles with each teacher.</p>	All school year	Instructional Coach	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
<p>Intervention Teacher(s)- initial groupings, professional learning, Grade Level collaboration planning, small group instructions</p> <p>Our ELD Intervention Teachers are instrumental in the success of our ELD program and students.</p>	All school year			1000-1999: Certificated Personnel Salaries	TSSP	77,148.06
<p>Newcomer Class</p> <p>These classes span all grade levels and are meant to support students that are new to US schools and do not speak English.</p>	All school year	ELD Intervention Teacher	No expenditures, part of regular staff responsibilities			

## 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: Human Capital Goal: Professional Learning Community (PLC)</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 #4:</b>
By June 2018, staff will collaboratively develop and implement learning walks as evidenced by norms, feedback forms, and learning walk logs.
<b>Data Used to Form this Goal:</b>
CAASPP Documented Success of Professional Learning Communities
<b>Findings from the Analysis of this Data:</b>
2016-2017: Human Capital: Professional Learning Community (PLC)- Staff will show evidence of growth as measured by the difference between a pre- and post- assessment of the characteristics of a PLC. (Not Met)
<b>How the School will Evaluate the Progress of this Goal:</b>
CAASPP District Benchmarks Progress Monitoring of Action Steps Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Learning Walks- Book Study  We will use the book, Engaging Teachers in Classroom Walkthroughs.	December- June	Principal, Instructional Coach, Teachers	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
<p>Continue Response to Instruction (Rtl)</p> <p>We will continue our Rtl rotations with a focus on reading.</p>	All school year	Principal, Rtl Intervention Teachers	No expenditures, part of regular staff responsibilities			
<p>Collaboration meetings utilizes Response to Instruction data (Literably, iReady, and SBAC)</p> <p>Assessment data will be used to monitor student progress and regroup students. Re-new contract with iReady (for math and reading) allowing for lessons at the students level and assessing what they know.</p>	Every Thursday	Teachers and Rtl Intervention Teachers		5000-5999: Services And Other Operating Expenditures	TSSP	20,400



## 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: Inclusive and Supportive Culture Goal: School Climate</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 2018, we will maintain the Average Attendance of 35 parents of English Learner's (EL's) and Socially Economically Disadvantaged (SED) students at educational and other school events at. By June 2018, we will increase our attendance rate to 97% as measured by school and attendance data. By June 2018, we will have a positive sense of community and climate as measured by survey results.
<b>Data Used to Form this Goal:</b>
Parent participation data Attendance data
<b>Findings from the Analysis of this Data:</b>
2016-2017: Inclusive and Supportive Culture: Increase the average attendance from 23 to 33 at educational and other school events (Met= 35) 2016-2017: Inclusive and Supportive Culture: Maintain a minimum attendance rate of 97% (Not Met= 95.83%) 2016-2017: Inclusive and Supportive Culture: Positive sense of community and climate as measured by survey results. (Not Met= No survey)
<b>How the School will Evaluate the Progress of this Goal:</b>
CAASPP District Benchmarks Progress Monitoring of Action Steps Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Growth Mindset- Book Study with "Mantra of the Month" and lesson plans</p> <p>Develop a growth mindset within all students and staff.</p>	All School Year	Students, Teachers, Principal and Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Continue Project Cornerstone, Roars, Landels Enrichment Activities Program (LEAP), Little Lions, Community Health Awareness Council (CHAC)</p> <p>Events, Book Program, Bulletin Boards, Common Language. ROAR names will be announced at the Monday Morning Assembly. Names will be included in the Newsletter. LEAP has a variety of enrichment activities for students after school.</p>	All School Year	Parents, Students, Teachers, Office Staff, Community	None Specified	After School Enrichment	5,630	
<p>Implement "giving back" strategies to reduce the number of suspensions</p> <p>Develop alternative consequences to address student behavior concerns.</p>	All school year	Principal, Engagement Facilitator, and teachers	No expenditures, part of regular staff responsibilities			

## 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	32,640	32,640.00
Yard Supervision	30,827	30,827.00
Donations - General	48,335	48,335.00
Donations - PTA	0	0.00
TSSP	66,000	-31,548.06
After School Enrichment	5,440	-190.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	5,630.00
TSSP	97,548.06

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	77,148.06
5000-5999: Services And Other Operating Expenditures	20,400.00
None Specified	5,630.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
None Specified	After School Enrichment	5,630.00
1000-1999: Certificated Personnel Salaries	TSSP	77,148.06
5000-5999: Services And Other Operating	TSSP	20,400.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 3</b>	77,148.06
<b>Goal 4</b>	20,400.00
<b>Goal 5</b>	5,630.00

## 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
Steve Chesley	X				
Jamie Saxon (Chairperson)				X	
Beate Klein				X	
April Flor				X	
Miranda Hasselman				X	
Liz Parry		X			
Emily Carpenter		X			
Barbara Dolan			X		
Klancy Haley (Secretary)	X	X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</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 ELAC_MEMBERS	Principal	Classroom Teacher	Other School Staff	Parent or Community ELAC_MEMBER	Secondary Students
Steve Chesley	X				
Laura Montiel (President)				X	
Karina Kessel (Vice-President)				X	
Monica Cadena (Secretary)				X	
Margaret Poor		X			
M. Bea Claas			X		
<b>Numbers of ELAC_MEMBERS of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	



## 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

LAURA E. MONTIEL M.  
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 10/26/17.

Attested:

Steve Chesley

Typed Name of School Principal

Signature of School Principal

Date

10/26/17

Jamie Saxena

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

10/26/17