

The Single Plan for Student Achievement

School: Monta Loma Elementary School
CDS Code: 43695916049480
District: Mountain View Whisman
Principal: Gloria Higgins
Revision Date: [REDACTED]

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:

Contact Person: Gloria Higgins
Position: Principal
Phone Number: 650.903.6915
Address: 460 Thompson Avenue, Mountain View, CA
E-mail Address: ghiggins@mvwsd.org

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

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School Vision and Mission

Monta Loma Elementary School's Vision and Mission Statements

Vision: All students at Monta Loma will be academically prepared, socially skilled, and invested members of any community.

Mission: Inspire, prepare, and empower lifelong learners.

School Profile

Monta Loma Elementary School is located in Mountain View, a suburban community of 79,000, approximately 35 miles south of San Francisco. It is part of the Mountain View Whisman School District, which serves more than 5,000 students in eight elementary schools and two middle schools. Monta Loma Elementary School is located adjacent to Monta Loma Park which draws community members during the evening and on weekends.

For the 2017-18 school year, the staff is focused on the following major goals and key strategies:

Academic Achievement Goals

1A: By June 2018, there will be at least a 5 percentage point increase in the number of students meeting or exceeding standards with no increase in the percentage not meeting standards in English Language Arts as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (50% - 55%).

1B: Mathematics: By June 2018, there will be at least a 6 percentage point increase in the number of students meeting or exceeding standards with no increase in the percentage not meeting standards in Mathematics as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (44% - 50%).

Strategies

Response to Instruction

Math Intervention and Extension

Small Group Instruction

Professional Learning Community Practices for Essential Standards and Common Formative Assessment

Closing the Achievement Gap Goal

2: By June 2018 there will be at least a 10 percentage point decrease in the percent of English Learners who are at risk of becoming Long Term English Learners (31%-21%)

Strategies:

Sheltered Instruction Observation Protocol Features for Language Objectives, Vocabulary, Linking Past and New Learning, and Supplementary Material

Language Intervention for Newcomers and Students at Risk of Becoming Long Term English Learners

Human Capital Goal

3: Further cultivate a collaborative, data driven culture through the development of a Professional Learning Community.

Strategies

Professional Learning Community Practices

Inclusive and Supportive Culture Goals

4A: Decrease office referrals by 25% (192 to 144) and suspensions by 25% (8 students to 6 students)

4B: Increase attendance rates from 96.23% to 97%.

4C: Increase parent engagement at school functions (English Learner Advisory Committee, School Site Council, Parent Teacher Association, Back to School Night, Open House)

Strategies:

The Single Plan for Student Achievement

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

Teachers and staff at Monta Loma are committed to challenging all students to reach high levels of academic and social success. Teachers at Monta Loma are in the fourth year of teaching using the California State Standards, which are based on the Common Core State Standards (CCSS), to guide their instruction and monitor student progress. Standards based content and language objectives are designed, displayed, and reviewed with students daily.

Last year was the third year in which students and districts in California received state test results from the California Assessment of Student Performance and Progress (CAASPP). The Monta Loma staff and community analyzed this data to develop site academic goals for the year. In addition, the California English Language Development Test (CELDT) was used to monitor our English Learner population and to target language development instruction. Student progress is monitored each trimester, and adjustments are made in grouping students for literacy and language groups. District benchmarks are given each trimester to assess student progress toward meeting standards in language arts, writing, and math. Grades K-5 use a variety of literacy assessments, including curriculum embedded and district assessments to determine reading levels and literacy progress. Grades 1-5 give trimester benchmark assessments for Math. Kindergarten has a district provided benchmark for math assessment and uses grade level formative assessments to monitor math progress. All grades levels use Eureka Math assessments. Fifth graders also take a field test in science, with no results reported.

As part of our response to instruction and intervention work this year, we have two literacy intervention teachers and a long term English learner / newcomer teacher who each work with small groups of students to build literacy and language skills. They support students in every grade level and collaborate with grade level teams to align practices and student outcomes. A CELDT coordinator monitors progress the progress of our students learning English.

Language Arts and Literacy Instruction:

We offer a multi-disciplinary approach to teaching literacy. Lessons include direct whole group and differentiated small group instruction in reading, writing, speaking and listening. Students are taught strategies for reading, comprehending, analyzing, and writing academic text. Benchmark Advance is our main language arts curriculum. Literacy instruction is supplemented with Write Tools, Leveled Literacy Interventio, Lexia, and Newsela, among other resources.

Language Development:

English language instruction is provided in both designated and integrated lessons at Monta Loma. During designated English Language Development (ELD) time, students are placed in an ELD group based on assessment results. These groups receive a minimum of 150 minutes per week of specific language instruction in the mechanics of English. Additionally, language development is integrated throughout the school day with vocabulary development and language function strategies specific to each discipline.

Mathematics:

Eureka Math is our main mathematics curriculum. It is aligned to the California State Standards. Math instruction provided in both whole group and differentiated small group settings. Individual differentiation is offered through Accelerated Math, ST Math, and other online resources.

Science and Social Studies:

Our science program includes FOSS hands on science kits and the Science Is Elementary program in each classroom once a month. Houghton Mifflin is our adopted social studies curriculum. Teachers enhance science and social studies curriculum with field trips, assemblies, Science is Elementary, and Living Classroom. Additionally, science and social studies content is integrated into our language arts curriculum.

Music, Art, Physical Education, and Technology:

Students receive art, music, physical education, and technology instruction on a weekly basis. Art and music instruction is provided by the Community School of Music and Art and Physical Education instruction is provided once a week for kindergarten by classroom teachers and twice a week for grades 1 through 5 by Rhythm and Moves. Recess coaches led by two teachers support our students with games and recess activities to teach specific outdoor games and respectful sportsmanship.

Homework practices follow our district guidelines.

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

Teachers are responsible for administering district assessments each trimester. Staff has been trained in data analysis techniques and engages in a Professional Learning Community structure to use meeting and collaboration time to review student work and conduct data analysis of district benchmark and common formative assessment results. Our site goal work reflects our commitment to strong learning objectives that are accessible and understood by students and to Response to Instruction strategies that ensure students are getting excellent instruction, intervention and extensions as needed. This year, math intervention is also offered.

Staffing and Professional Development

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

At Monta Loma Elementary, teachers are fully credentialed to teach their assigned content areas and they possess the authorizations required to teach English Language Learners. 100% of our teaching staff meets the requirements for highly qualified staff for their currently assigned positions. One full time and one part time intervention teachers support all grade levels with literacy and math intervention. Two full-time and four part time special education professionals support students with special needs. Nine instructional assistants are assigned to support designated students with disabilities for 6 hours a day.

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

This year, we have seven teachers participating in new teacher induction through the Santa Cruz Silicon Valley New Teacher Program. These teachers work with a mentor who supports them with the clearing their preliminary credential by providing professional development and coaching on best practices, and connecting them with resources and colleagues within and beyond our school and district. Mentors also observe new teachers and provide situational coaching and feedback to improve instruction.

All teachers in our district engage in coaching with an on site instructional coach who supports teaching and learning in all classrooms. This year, teachers will also engage in coaching specific to science content with a local science professional development organization.

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

Teachers at Monta Loma have engaged in professional learning on Professional Learning Community techniques as well as specific training in adopted curriculum, standards and frameworks, and technology tools to supplement our instructional materials, such as text type training, close reading, text dependent questions, depth of knowledge, Lexia, STMath, and shifts in the standards for Language Arts and Math. Grade levels have weekly collaboration meetings during which they discuss teaching and learning and are provided two full planning days a year to develop long-range plans for the trimester. Teachers also choose to collaborate further during common preparation times and staff meetings.

Opportunity and Equal Educational Access

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

Teachers and staff differentiate lessons to support students performing at all levels. An English Language Development block and a Response to Instruction block are built into the school's master schedule three to four times per week. Educational technology, such as ST Math, Lexia, Zearn, and Newsela allow students to progress toward meeting standard through targeted skill practice and instruction. Teachers engage in small group instruction supported by the use of educational technology to provide more personalized attention to students.

In all of our classes, teachers use research-based educational practices to ensure students attain academic success. Teachers regularly monitor students' progress to identify students who are struggling to attain grade level standards. In order to assist these students, teachers collaborate with our instructional coach, community engagement facilitator, and special education, intervention, and English Language Development teachers and provide classroom accommodations based on individual student needs. Students who consistently perform one year below grade level in reading are receive additional instruction on phonemic awareness, decoding strategies, reading fluency, and reading comprehension. Students also have opportunity to engage in extension lessons during the school day and through after school clubs. Field trips, Science is Elementary, Living Classrooms, Art, and Music are provided for all students. All students may elect to participate in activities after school such as chess, robotics, Spanish, and coding.

Parental Involvement

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

Monta Loma has a full-time community engagement facilitator who works with teachers and families to support students with specific needs including students whose families face economic or social challenges, who are new to the country, or who are considered long-term English learners. A California English Language Development Test coordinator works to assess and monitor the progress of our language learners.

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)

Monta Loma is supported by several parent groups. School Site Council, English Learner Advisory Committee and Parent Teacher Association, each play important roles in developing and reviewing the school site plan. They monitor the school's progress toward its goals. School Site Council is made up of five parents and five staff members, including the principal. The English Learner Advisory Committee is made up of parents of language learners and school staff. Monta Loma Parent Teacher Association hosts a variety of family and community events throughout the year, including Campus Clean Up days, Movie Nights, Fall Festival, Used Book Sale, and Walkathon. This year they supported our school climate work by sponsoring nine staff members to attend Responsive Classroom workshops. They intend to send up to then more staff next summer. Parents reported feeling welcome on campus and appreciate the communication efforts the school provides, such as electronic and hard copy communication, and translation for Spanish-speaking families. Principal Coffees are a regular part of our communication process and are well attended by our families. Additionally, Monta Loma is the beneficiary of volunteerism from many community members and organizations like our local neighborhood association, and Community Emergency Response Team, Community Health Awareness Council, Just Read/Math, and many more.

Funding

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

The primary source of funding for Monta Loma is through the Local Control Funding Formula. The District provides each school with an allocation to support students through the Targeted Student Support Program. We use this funding source to provide our intervention services and most academic supports for students. We have smaller amounts of funding in our site discretionary funds and lottery funds. These are used to purchase professional development items and site materials, such as technology and access to online learning programs. We also receive funding through donations from our Parent Teacher Association or grants from local companies.

Response to Instruction and Intervention teachers and instructional assistants are funded out of our targeted student support program account. Instruction for long term English learners and newcomers is funded through our district's federal programs budget. A California English Language Development Coordinator monitors the progress of our language learners.

Description of Barriers and Related School Goals

A barrier for our school is the significant turnover rate for students each year. As the school designated to serve our local military base, many students join our school mid year. We also experience turnover in students whose families struggle economically. This turnover presents both academic and cultural challenges as students join us with different experiences in schooling and exposure to different standards. Our inclusive climate goal addresses this challenge through our Responsive Classroom practices. Students are welcomed into classrooms communities and behavior expectations are modeled for them. We also address the academic needs of students through our Response to Instruction work. Every new student is assessed for literacy upon arrival by our Response to Instruction teachers so they may receive the appropriate instruction for their literacy needs.

Another barrier is the high cost of housing in our community. This contributes to a turnover in staffing. We address this challenge through our human capital goal to foster collaborative teams to support new teachers.

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	93	92	74	89	89	71	89	89	71	95.7	96.7	95.9
Grade 4	87	89	81	84	80	79	84	80	79	96.6	89.9	97.5
Grade 5	75	85	73	73	82	73	72	82	73	97.3	96.5	100
All Grades	255	266	228	246	251	223	245	251	223	96.5	94.4	97.8

* 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	2397.7	2422.4	2432.5	20	24	28.17	15	22	19.72	28	25	29.58	37	29	22.54
Grade 4	2485.3	2452.2	2465.6	35	25	21.52	19	16	29.11	24	21	17.72	23	38	31.65
Grade 5	2516.8	2518.9	2510.2	26	28	21.92	30	27	30.14	22	22	23.29	21	23	24.66
All Grades	N/A	N/A	N/A	27	25	23.77	21	22	26.46	25	23	23.32	27	30	26.46

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	20	28	25.35	29	40	49.30	51	31	25.35	
Grade 4	27	23	30.38	39	41	44.30	33	36	25.32	
Grade 5	24	35	21.92	43	40	54.79	33	24	23.29	
All Grades	24	29	26.01	37	41	49.33	40	31	24.66	

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	16	20	23.94	42	48	43.66	43	31	32.39
Grade 4	37	24	24.05	43	44	49.37	20	33	26.58
Grade 5	33	37	36.99	49	37	39.73	18	27	23.29
All Grades	28	27	28.25	44	43	44.39	28	30	27.35

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	16	27	32.39	57	53	54.93	27	20	12.68
Grade 4	23	19	18.99	57	61	67.09	20	20	13.92
Grade 5	25	16	17.81	57	65	68.49	18	20	13.70
All Grades	21	21	22.87	57	59	63.68	22	20	13.45

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	18	21	22.54	52	54	59.15	30	25	18.31
Grade 4	31	23	21.52	55	49	55.70	14	29	22.78
Grade 5	43	33	26.03	42	52	46.58	15	15	27.40
All Grades	30	25	23.32	50	52	53.81	20	23	22.87

Conclusions based on this data:

1. 3rd and 4th grade showed growth with 4th showing a 10 percentage point gain. 5th grade declined slightly by 2 percentage points. They had highest percentage of students meeting/exceeding standard at 53% Cohort data shows a three year trend of growth with a gain of 12 percentage points for 3rd graders in 14/15 and 5th graders in 16/17.
2. Though we did not meet our goal, last year's pilot for Response to Instruction yielded some success.
3. Contributing factors could include implementation of new curriculum and programs and turnover of students and instructional staff

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	93	92	74	92	89	71	92	89	71	98.9	96.7	95.9
Grade 4	87	89	81	86	82	79	86	82	79	98.9	92.1	97.5
Grade 5	75	85	73	73	82	73	73	82	73	97.3	96.5	100
All Grades	255	266	228	251	253	223	251	253	223	98.4	95.1	97.8

* 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	2414.9	2444.4	2437.7	17	19	21.13	23	37	26.76	23	22	22.54	37	21	29.58
Grade 4	2482.4	2468.0	2480.2	22	18	22.78	26	28	20.25	36	24	36.71	16	29	20.25
Grade 5	2503.8	2518.8	2501.0	23	29	23.29	23	20	17.81	19	27	26.03	34	24	32.88
All Grades	N/A	N/A	N/A	21	22	22.42	24	28	21.52	26	25	28.70	29	25	27.35

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	24	37	30.99	35	31	33.80	41	31	35.21
Grade 4	31	24	31.65	41	33	35.44	28	43	32.91
Grade 5	27	34	30.14	34	33	27.40	38	33	42.47
All Grades	27	32	30.94	37	32	32.29	36	36	36.77

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	22	28	22.54	41	47	50.70	37	25	26.76
Grade 4	28	23	29.11	47	38	44.30	26	39	26.58
Grade 5	21	32	21.92	41	38	36.99	38	30	41.10
All Grades	24	28	24.66	43	41	43.95	33	31	31.39

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	23	29	25.35	42	53	54.93	35	18	19.72
Grade 4	29	24	29.11	49	43	41.77	22	33	29.11
Grade 5	22	34	28.77	42	39	35.62	36	27	35.62
All Grades	25	29	27.80	45	45	43.95	31	26	28.25

Conclusions based on this data:

1. 3rd, 4th, and 5th grade all showed declines between 4 and 8 percentage points. 4th grade declined for the second year in a row. 3rd grade had the highest percentage of students meeting or exceeding standard at 48%
2. Though we did not meet our goal, cohort data shows a three year trend of slight growth with a gain of 2 percentage points for students in 3rd grade in 14/15 and 5th grade in 16/17.
3. Contributing factors could include or primary focus on English Language Arts last year.

Demographics

School Year	2013-14	2014-15	2015-16	2016-17
Enrollment	485	472	482	463
Asian	5.2%	5.5%	5.6%	7.1%
African American	3.3%	3.4%	1.9%	1.3%
Filipino	3.9%	4.0%	4.4%	6.3%
Hispanic/Latino	51.3%	48.9%	48.3%	45.6%
White	27.4%	29.2%	27.4%	29.8%
SWD	12%	11.8%	9%	8%
ELL	40.4%	35.2%	33%	32%
RFEP	-	8%	6%	6%
ELLs who speak Spanish	82.1%	80.2%	77%	75%
SED	53%	48.7%	45.6%	43%

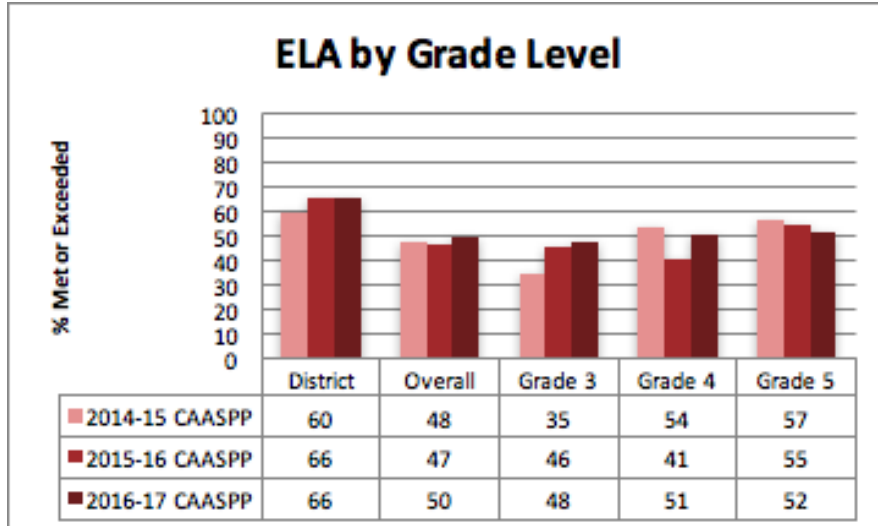
Mountain View Whisman School District

Monta Loma Demographics (Grades 3-5)

	2014-2015	2015-2016	2016-2017
English Learners*	37%	31%	28%
Reclassified Fluent English Proficient*	14%	11%	12%
SocioEconomically Disadvantaged	53%	47%	45%
Students with Disabilities	17%	12%	11%
White	28%	28%	28%
Asian	9%	9%	5%
Hispanic/Latino	54%	50%	48%
Total Enrollment	245	255	225

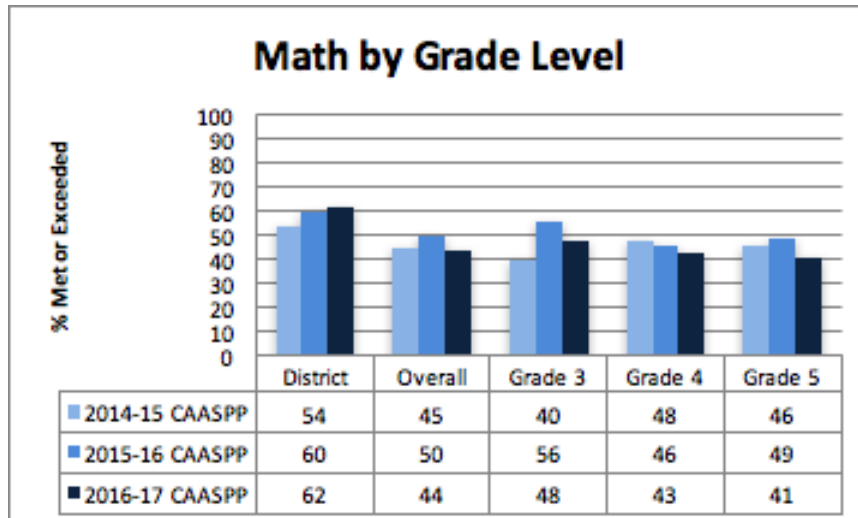
Mountain View Whisman School District

CAASPP - ELA by grade level



Mountain View Whisman School District

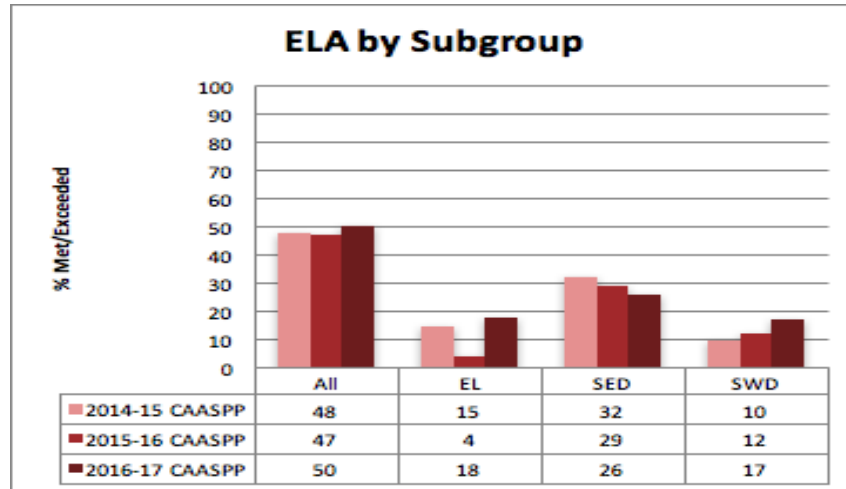
CAASPP - Math by grade level



Mountain View Whisman School District

CAASPP - ELA by Subgroup

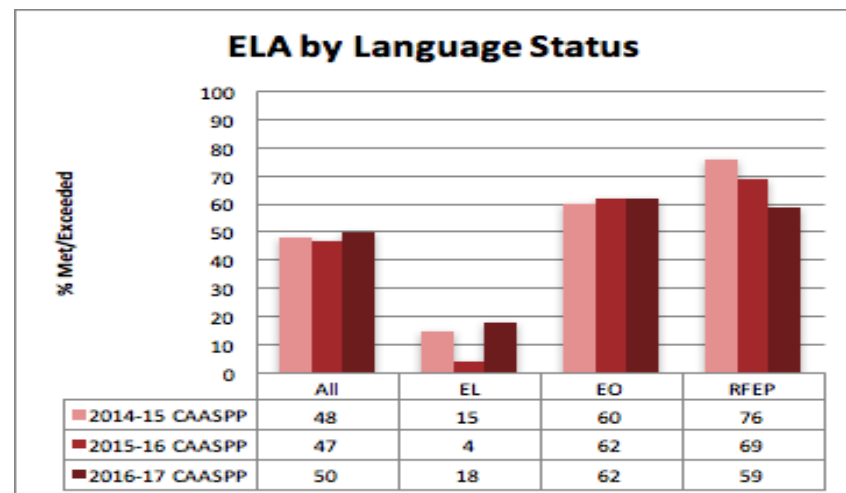
(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



Mountain View Whisman School District

CAASPP - ELA by English Learner Status

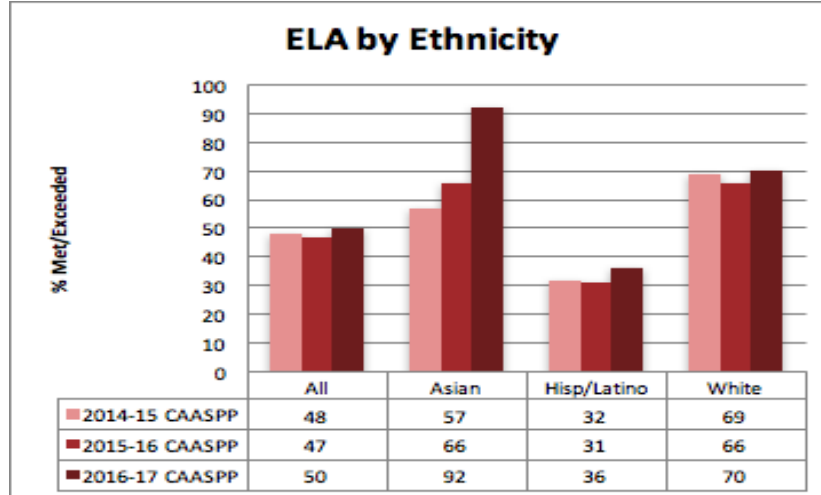
(EO, RFEP, EL, LTEL)



Mountain View Whisman School District

CAASPP - ELA by Ethnicity

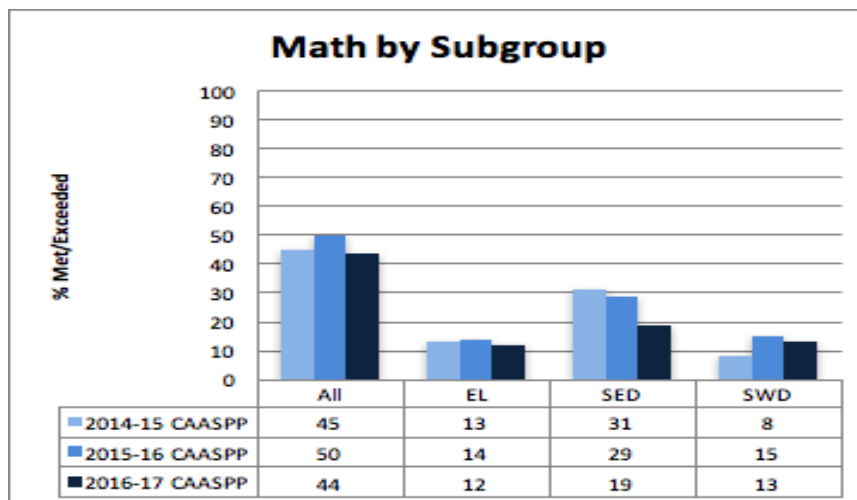
(Asian, Hispanic/Latino, White)



Mountain View Whisman School District

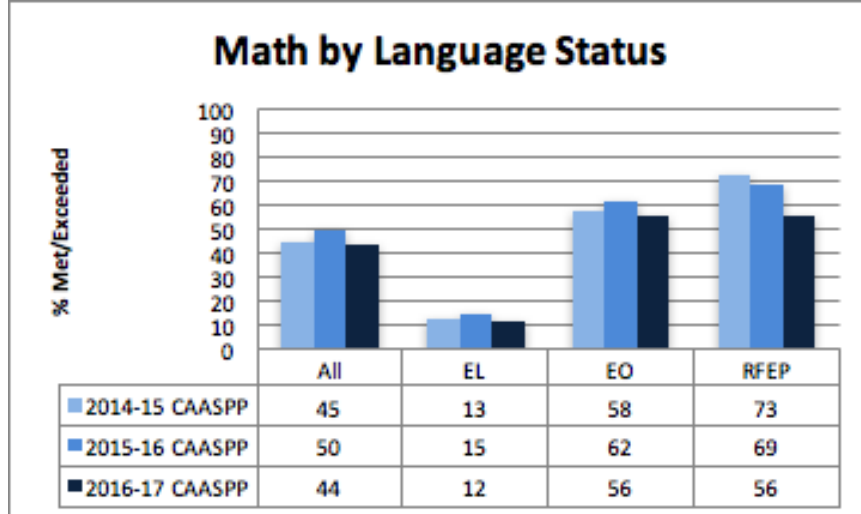
CAASPP - Math by Subgroup

(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



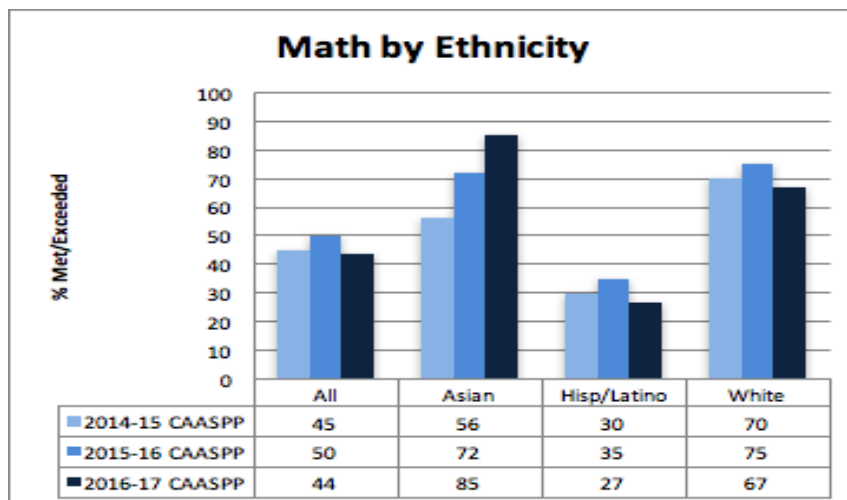
Mountain View Whisman School District

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



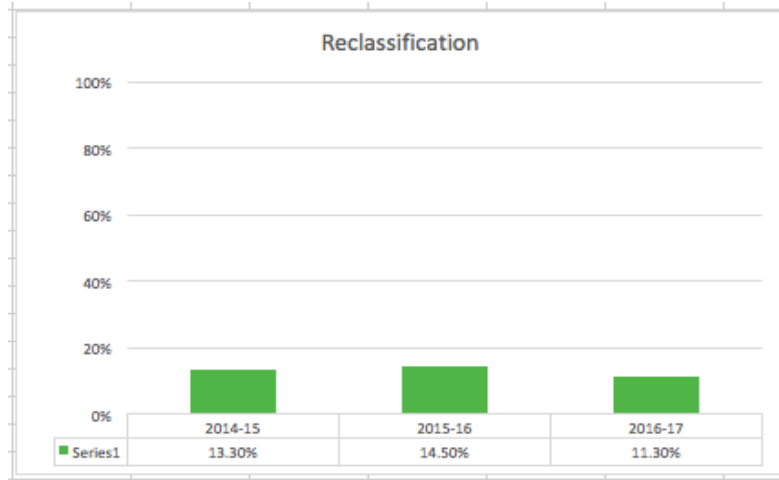
Mountain View Whisman School District

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



Mountain View Whisman School District

Reclassification



Mountain View Whisman School District

Attendance and Suspension

Attendance Rate:

- 2016-17: 96.4%
- 2015-16: 96.75%
- 2014-15: 95.95%

Suspensions

- 2016-17: 10
- 2015-16: 2

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-English Language Arts
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 1: Every student will be prepared for high school and 21st Century citizenship.
SCHOOL GOAL #1:
1A: By June 2018, there will be at least a 5 percentage point increase in the number of students meeting or exceeding standards with no increase in the percentage not meeting standards in English Language Arts as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (50% - 55%).
1B: Mathematics: By June 2018, there will be at least a 6 percentage point increase in the number of students meeting or exceeding standards with no increase in the percentage not meeting standards in Mathematics as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (44% - 50%).
Data Used to Form this Goal:
CAASPP, District assessments
Findings from the Analysis of this Data:
ELA: Overall, half of our students (50.5%) met standards on CAASPP. This represents a 3 percentage point increase from the previous year. Our goal last year was to increase from 47.6% to 53% met/exceeded. While more students met or exceeded standards, we did not meet this goal.
Math. Overall, less than half of our students (44.1%) met standards on CAASPP. This represents a 6 percentage point decrease from the previous year. Our goal last year was to increase from 51% to 56% met/exceeded. We did not meet this goal.

How the School will Evaluate the Progress of this Goal:

We will use English Language Arts and Math assessments to measure progress toward this goal including:

- District Benchmark Assessments for ELA and Math
- HFW and Letter Sounds for Grades K-1
- Writing Assessments
- Grade Level Common Formative Assessments for ELA and Math
- Curriculum Embedded Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued Implementation of Rtl for Literacy and implementation of Math Intervention/Extension-Staffing	Spring 2017-Hire intervention teachers for K-2 and 3-5	Principal	1 FTE and .5 FTE teachers hired funded from district budget.			
	Summer 2017- Intervention Aides hired		.25 FTE teacher funded by site.	1000-1999: Certificated Personnel Salaries	TSSP	17,914
			Intervention Instructional assistants hired by site	2000-2999: Classified Personnel Salaries	TSSP	74,000
Continued Implementation of Rtl for Literacy-Scheduling	Spring 2017- Develop master schedule	Principal, Response to Instruction Teachers,	No expenditure. Part of regular staff responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued Implementation of Rtl for Literacy-Assessment and Data Analysis Grouping and Progress Monitoring.	<p>August 14-28, 2017 Assessment / re-assessment for grouping.</p> <p>August 28, 2017 Rotations begin for WIN time literacy intervention and extension.</p> <p>September 27, 2017 Provide professional learning in creating common formative assessments.</p> <p>Every 3-6 weeks- assess and regroup using Running Record, DRA and/or Common Formative assessment cycles.</p>	Principal, Teachers, Response to Instruction Teachers, Instructional Coach	No expenditure. Part of regular staff responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued Implementation of RtI-Effective Instruction	<p>Monthly observation and feedback on instruction.</p> <p>Monthly training/coaching on instructional strategies for literacy, small group instruction, common formative assessment, data analysis.</p>	Principal, Instructional Coach	No expenditure. Part of regular staff responsibility.			
Implementation of Professional Learning Community Practices to identify essential standards in Math and ELA and engage in cycles of instruction, common formative assessment and response.	<p>September 9, 2017 Identify Essential Standards</p> <p>Every 3-6 weeks assess, analyze data, and revise instructional plans based on student outcomes as needed.</p>	Principal, Instructional Coach, Teachers	PLC training provided to 14 staff members in summer of 2017 funded from last year.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Small Group Instruction supported by supplemental educational software (Zearn, IXL, STMath)	<p>Monthly observation and feedback on instruction.</p> <p>Monthly training/coaching on small group instruction, blended learning structures and strategies (8/31 Zearn)</p>	Principal, Instructional Coach	Site Licenses for Zearn, IXL, and STMath funded by district or from last year.			
Implementation of Math Intervention/Extension-Assessment and Data Analysis Grouping and Progress Monitoring.	Periodic assessment to identify target students and standards.	Principal, Teachers, Response to Instruction Teachers, Instructional Coach	No expenditure. Part of regular staff responsibility.			
Implementation of Math Intervention/Extension-Scheduling-Effective Instruction	Monthly observation feedback and coaching on instructional strategies.	Principal, Response to Instruction Teachers	No expenditure. Part of regular staff responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development/Coaching in Math Content Knowledge	<p>October 23, 2018 Survey Staff about math confidence.</p> <p>December 14, 2018 Professional development in math content from SCCOE</p> <p>January 17-30, 2018 Math release days for grade levels supported by math content experts from SCCOE</p>	Principal, Santa Clara County Office of Education staff.	District funded			
Continued Consistent Implementation of Core Curriculum (Benchmark Advance and Eureka Math).	Monthly observation feedback and coaching on use of core curriculum.	Principal, Instructional Coach, Teachers	No expenditures. Part of regular staff responsibility.			
Analyze data from benchmarks, observations, formative assessments, and SIOP rubrics to revise plan as needed.	November 2017-June 2018	Principal, Instructional Coach, Site Council	No expenditure. Part of regular staff responsibility.			
Implement new or revised strategies based on revision of the plan.	November 2017-June 2018	Principal, Instructional Coach, Teachers	No expenditure. Part of regular staff responsibility.			

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 Gap
LEA/LCAP GOAL:
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
Strategic Plan
Goal 2: Achievement gaps will be eliminated for all student groups in all areas.
SCHOOL GOAL #2:
By June 2018 there will be at least a 10 percentage point decrease in the percent of English Learners who are at risk of becoming Long Term English Learners (31%-21%)
Data Used to Form this Goal:
CAASPP District assessments CELDT Years of Schooling in US.

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

18.2% of English learners met standards on the CAASPP compared to 63.4% of English speakers. This represents an increase of 13.9 percentage points from the previous year of 4.3% compared to an increase of 1.4 percentage points for English speakers. Last year our goal was to increase the percentage of English learners meeting and exceeding standard from 4% to 14% in ELA. We met this goal.

MATH:

9.1% of English learners met standards on the CAASPP compared to 56% of English speakers. This represents a decrease from the previous year of 5 percentage points compared to an decrease of 6.7 percentage points for English speakers. Last year our goal was to increase the percentage of English learners meeting and exceeding standard from from 14% to 23% in math. We did not meet this goal.

CELDT:

12.6% of our ELs score in the advanced level on the October 2016 administration of the CELDT. 23.2% scored in the early advanced level, 30.5 % in the intermediate level, 21.9% in the early intermediate, and 11.9% int the beginning.

Meet AMAO 1 and 2 for last 3 years

AMAO 1: 2014-15 Yes, 2015-16 Yes, 2016-17 No

AMAO 2: 2014-15 Yes, 2015-16 Yes, 2016-17 No

Reclassification:

Our 3 year average reclassification rate is 13.3%.

LTEs:

Our current LTEL rate is 30.9% of our language learners and 7.6% of our total enrollment per CDE.

How the School will Evaluate the Progress of this Goal:

Newcomer progress monitoring

Long term English learner progress monitoring

CAASPP

CELDT

English Learner Benchmark Data

DRA / Literably Scores

HFW and Letter Sounds for Grades K-1

Writing Assessments

KidTalk

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of SIOP-Language Objectives	<p>August 8 - 10, 2017 SIOP professional development</p> <p>Daily site expectations for posted Language Objectives for Math beginning 8/21/17</p> <p>September 1, 2017 and trimesterly Collect baseline and interim data on defining, displaying, and reviewing language objectives.</p> <p>Monthly observation feedback, and coaching on objectives using SIOP rubric to define, display, and review language objectives.</p>	Principal, Instructional Coach, Teachers, English Development Teacher, English Learner Department staff.	<p>Professional Development funded by District</p> <p>No expenditure for other items. Part of regular staff responsibility.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of SIOP- Supplementary materials	<p>September 1, 2017 and trimesterly Collect baseline and interim data on using supplementary materials to make lesson clear and meaningful.</p> <p>Professional learning at staff meeting (1/2/18) on using supplementary material to make lessons clear and meaningful using SIOP materials and rubrics.</p> <p>Set staff commitment for use of supplementary materials.</p> <p>Ongoing observation feedback, and coaching on blended learning structures and strategic use of supplementary materials using SIOP rubric (realia, anchor charts, manipulatives, number talks, models, online</p>	Principal, Instructional Coach, Teachers, English Learner Department staff.	Site licenses funded for educational software funded last year. No expenditure for other items. Part of regular staff responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of SIOP-Vocabulary Instruction	<p>September 1, 2017 and trimesterly Collect baseline and interim data on vocabulary instruction.</p> <p>October 18, 2017 Identify key vocabulary to teach using Words to Go from English 3D, Eureka Math Vocabulary, and Common words from Math Standards.</p> <p>October 18, 2017 Professional learning at staff meeting on vocabulary instruction practices using SIOP materials and rubrics. Set staff commitment for vocabulary instruction.</p> <p>October 30, 2017 Tier 2 vocabulary instruction school wide through weekly assemblies and contests beginning</p> <p>Ongoing</p>	Principal, Instructional Coach, Teachers, English Language Development Specialist, Response to Instruction Teachers	No expenditure. Part of regular staff responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of SIOP-Linking Past Learning to New Concepts	<p>September 1, 2017 and trimesterly Collect baseline and interim data on linking past and new learning concepts.</p> <p>January 2, 2018 Professional Learning on instructional practices for linking past learning to new concepts (Activating Prior Knowledge, Systematic Preview Review Strategies, Number Talks)</p> <p>Set staff commitment for use of identified strategies beginning February 2018.</p> <p>Ongoing observation feedback, and coaching on instructional practices for linking past and new learning.</p>	Principal, Instructional Coach, Teachers, English Development Teacher, Response to Instruction Teachers	No expenditure. Part of regular staff responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued Implementation of Designated ELD with Core Curriculum (Benchmark Advance and English 3D).	<p>Targeted support for students at risk of becoming Long Term English Learners with a ELD specialist using English 3D curriculum</p> <p>By August 28,, 2017 Students grouped by Speaking level on CELDT and other formative assessment.</p> <p>By August 28, 2017 Identify students at risk of becoming LTELs in 4th and 5th grade for grouping during Designated ELD.</p> <p>August 28, 2017 Designated ELD instruction begins</p> <p>September 2017- May 2018 Trimesterly English 3-D coaching 1 session per trimester</p> <p>By October 1, 2017 Identify students who are newcomers upon enrollment and implement</p>	Principal, Teachers, English Language Development specialist, Instructional Coach, School and Community Engagement Facilitator, English 3D Coach	LTEL teacher and curriculum funded by Federal, State and Strategic Programs Department			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Ongoing monitoring of student progress including ELs and students at risk of becoming LTELs for flexible grouping purposes and instructional planning.	October 13, 2017 Student Success Plans created for students at risk of becoming LTELs for Parent Teacher Conferences November 16, 2017 and March, 2018 Kid Talk meetings held to monitor and plan interventions.	Principal, Teachers, CELDT coordinator, School and Community Engagement Facilitator, KidTalk Team	Kid Talk Roving Sub		TSSP	250
Analyze data from benchmarks, observations, formative assessments, and SIOB rubrics.	November 2017- March 2018	Principal Teachers/Coach School Site Council	No expenditure. Part of regular staff responsibility.			
Implement new or revised strategies based on revision of the plan.	.November 2017- June 2018	Principal, Instructional Coach, Teachers, English Language Development Specialist, Response to Instruction Teachers	No expenditure. Part of regular staff responsibility.			

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
LEA/LCAP GOAL:
Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.
Strategic Plan
Goal 4: Mountain View Whisman School District will invest in teachers, leaders and staff to ensure we are the place talented educators choose to work.
SCHOOL GOAL #3:
Goal 1: Further cultivate a collaborative, data driven culture through the development of a Professional Learning Community.
Data Used to Form this Goal:
SQR data Staff retention rates Staff Surveys Infinity Systems Alignment Survey Collaboration notes
Findings from the Analysis of this Data:
<p>The School Quality Review conducted in 2105 found that a factor limiting effective learning is the use of protocols in planning meetings is inconsistent across grade levels and/or throughout the year.</p> <p>Of the 25 certificated staff members at Monta Loma, 8 are in their 1st or 2nd year of teaching, 4 are new to Monta Loma, and 4 are in new positions or new grade levels.</p> <p>On the Infinity Systems survey, only 32.5% of staff members felt their groups worked well within and across teams. Only 18.8% felt they received the development necessary to perform well and advance in their careers.</p> <p>Last year our goal was to cultivate a collaborative culture through the development of Professional Learning Community as measured by self assessment on a collaboration rubric. We met that goal.</p>
How the School will Evaluate the Progress of this Goal:
PLC Rubric ratings of individuals, teams, and the whole staff. Alignment Survey. Work product (essential standards, collaboration notes, team norms, common formative assessments, feedback tools)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Professional Learning Communities Key Features (Vision, Norms, Essential Standards)	<p>June 7-9, 2017 Two thirds of teaching staff trained in PLC overview</p> <p>August 7, 2017 Key learning from PLC overview shared with whole staff.</p> <p>August 7, 2017 School PLC norms developed</p> <p>October 24, 2017 School Vision and Mission revised</p> <p>Ongoing staff meeting professional learning and application of PLC practices (essential standards, common formative assessments (during grade level PLCs release days)</p>	Principal, Instructional Coach, Teachers, School and Community Engagement Facilitator, Leadership team.	<p>PLC summer training funded from last year.</p> <p>Leadership Team Meetings</p>		Donations - General	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analysis of data from staff rating on PLC rubric, collaboration notes, feedback and revise plan as needed	March 2017-June 2017	Principal, Instructional Coach, Teachers, Site Council, English Learner Advisory Council	No expenditure. Part of regular staff responsibility.			
Implement new or revised strategies based on revision of the plan.	March 2017-June 2017	Principal, Instructional Coach, Teachers, Site Council, English Learner Advisory Council	No expenditure. Part of regular staff responsibility.			

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 and Supportive Culture
LEA/LCAP GOAL:
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
Strategic Plan
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational process.
SCHOOL GOAL #4:
Goal 1: Decrease office referrals by 25% (192 to 144) and suspensions by 25% (8 students to 6 students)
Goal 2: Increase attendance rates from 96.23% to 97%.
Goal 3: Increase parent engagement at school functions (English Learner Advisory Council, School Site Council, Parent Teacher Association, Back to School Night., Open House).
Data Used to Form this Goal:
Office referrals and suspensions, Attendance rates Number of parent events Parent attendance at events
Findings from the Analysis of this Data:
Last year, there were 192 instances of students referred to the office and 8 students who were suspended either in or out of school. Our attendance rate was 96.23%. Parent engagement was anecdotally high on site council and at Parent Teacher Association events. More than 75% of our parents attended Back to School Night and Open House. Attendance and engagement in English Language Advisory Committee was limited to fewer than 5 parents at most meetings. Last year our goal was to use Core Values and the Responsive School Model to re-establish school-wide, classroom, and individual behavioral supports need for all students to succeed. We met this goal as evidenced by the new referral process and establishment of school wide expectations.

How the School will Evaluate the Progress of this Goal:

Office referrals
 Suspensions
 Attendance rates
 Parent attendance at events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Responsive Classroom Practices (Morning Meeting, Interactive Modeling, Teacher Language, The Leopard Way, Logical Consequences)	<p>Summer 2017 9 teachers trained at four day Responsive Classroom Workshop.</p> <p>Summer 2018-10 up to 10 teachers to be trained at four day Responsive classroom Workshop.</p>	Principal	Responsive Classroom Funded by PTA			
Continued Implementation of Schoolwide referral protocol (alternatives to Suspension Disciplinary Practices (Owed Time, Restorative Practices. Parental Involvement)	August 7, 2017 Train staff on referral protocol for required referrals	Principal	No expenditure. Part of regular staff responsibility.			2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Engagement of Student Leaders at Recess.	<p>September 10, 2017 Applications accepted for recess leaders</p> <p>September 15, 2017 Selection of recess leaders</p> <p>Weekly after school meeting with recess leaders to train on games and conflict resolution.</p>	Principal, Teachers	Teacher leaders for recess coaches.		After School Enrichment	2400
Monitoring and Recognition of Student Attendance	<p>Trimester attendance awards</p> <p>September 29, 2017 and every 6 weeks after Attendance communication to parents when students have 3 unexcused absences and any unexcused absence thereafter or when students are absent 10% of the year regardless of excusal.</p>	Principal, School and Community Engagement Facilitator, Secretary/Clerk,	Certificates and prizes		School Allocation	100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Communicate and recruit parents for School groups (Site Council, ELAC, PTA, etc.) and special events.	<p>Monthly meetings for Site Council, ELAC, and PTA.</p> <p>August 23, 2017 New Parent Orientation and Back to School Night.</p> <p>Send calendar updates and autodialers in advance of meetings.</p> <p>Provide dinner and child care for ELAC meetings.</p>	Principal, School and Community Engagement Facilitator, Secretary, Clerk,	Food and Child care for meetings		School Allocation	500
Analysis of attendance and referral data.	November 2017-June 2018	Principal, School and Community Engagement Facilitator, Secretary, Clerk,	No expenditure. Part of regular staff responsibility.			
Implement new or revised strategies based on revision of the plan.	November 2017-June 2018	Principal, School and Community Engagement Facilitator, Secretary, Clerk,	No expenditure. Part of regular staff responsibility.			

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	27,420	26,820.00
Yard Supervision	25,897	25,897.00
Donations - General	6,175	3,675.00
Donations - PTA	8,673	8,673.00
TSSP	98,000	5,836.00
After School Enrichment	4,570	2,170.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	2,400.00
Donations - General	2,500.00
School Allocation	600.00
TSSP	92,164.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	17,914.00
2000-2999: Classified Personnel Salaries	74,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	After School Enrichment	2,400.00
	Donations - General	2,500.00
	School Allocation	600.00
	TSSP	250.00
1000-1999: Certificated Personnel Salaries	TSSP	17,914.00
2000-2999: Classified Personnel Salaries	TSSP	74,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,914.00
Goal 2	250.00
Goal 3	2,500.00
Goal 4	3,000.00

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
Gloria Higgins	X				
Glenn Bates, Chairperson				X	
Jennifer Coogan				X	
Sarah Dodson				X	
Brad Dux				X	
Sarah Wu			X	X	
Rachel Fetroe		X			
Yanet Flores			X		
Elizabeth Gomes		X			
Christina Valentine		X			
Numbers of members of each category:	1	3	1	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

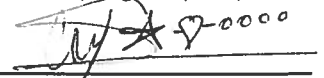
Name of ELAC_MEMBER ELAC_MEMBERS	Principal	Classroom Teacher	Other School Staff	Parent or Community ELAC_MEMBER	Secondary Students
Gloria Higgins	X				
Lucero Nascaro Sr				X	
Pedro Garcia Andres				X	
Jen Manson				X	
Yanet Flores			X		
Jessica Rodriguez		X			
Numbers of ELAC_MEMBERS of each category:	1	1	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**):

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:

Gloria Higgins

Typed Name of School Principal



Signature of School Principal

10/3/17

Date

Glenn Bates

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/3/17

Date