

The School Plan for Student Achievement

School: Theuerkauf Elementary
CDS Code: 43 69591 6049514
District: Mountain View Whisman School District
Principal: Swati Dagar
Revision Date: November 15, 2018

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

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

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The District Governing Board approved this revision of the SPSA on November 15, 2018.

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School Vision and Mission

Theuerkauf Elementary's Vision and Mission Statements

Mission:

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

Vision:

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

Four Core Values that Theuerkauf Elementary fosters are:

Respect, Responsibility, Integrity, and Courage

School Profile

Theuerkauf Elementary School is located in the north-central area of the city of Mountain View, a suburban community of 75,000 in the Silicon Valley, approximately 35 miles south of San Francisco. It is a part of the Mountain View Whisman School District that serves nearly 5,000 students in eight elementary schools and two middle schools. Besides offering a Transitional Kindergarten through fifth grade educational program, Theuerkauf also serves as a site for a state Preschool Program.

2018-19 School Goals:

ACADEMIC ACHIEVEMENT in ELA and MATH:

By June 2019, we will

- reduce the number of students that are not meeting standards in English Language Arts by 10% moving from 55% to 60% meeting standard as measured by the CAASPP
- reduce the number of students that are not meeting standards in Math by 10% moving from 47% to 52% meeting standard by June 2019 as measured by the CAASPP.

Key Strategies -

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

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

In addition, we will be providing Science, Technology, Engineering, and Math (STEM) instruction aligned with the Next Generation Science Standards (NGSS) that focuses on integrating content areas for cross-curricular study.

CLOSING THE ACHIEVEMENT GAP

By June of 2019, we will

- reduce the number of Long Term English Learners (LTELs)/ At-Risk of becoming LTEL students by at least 10% or at least one, student as measured by the ELPAC scores. (LTEL/At-Risk Goal)
- improve the number of English Language (EL) students demonstrating language proficiency by at least 10% as measured by the ELPAC scores (EL Goal)
- reduce by 10% in the number of RFEP students not meeting standard in English Language Arts moving from 73% to 76% meeting or exceeding standard as measured by CAASPP (RFEP)

Key Strategies: Leveled small group focused instruction, objective based focused instruction, digging deeper into academic Depth of Knowledge (DOK) levels along with Sheltered Instruction Observation Protocol (SIOP), focus skill student groupings, targeted designated and integrated ELD, before and after school academic support, purpose driven and need based professional

development for teachers, integrating Science with ELD to provide students opportunities for applying their language learning in academic context and to increase student engagement

INCLUSIVE AND SUPPORTIVE CLUTURE

By June 2019,

- 85% of students will report feeling safe at school as measured by district or site survey.
- the average attendance percentage for the school will increase from 95.5% to 97%.
- suspensions will be reduced from 3 to 2

Key Strategies: Focus on individual family support, school wide conflict resolution training for students, staff, and parents through social emotional support program - Soul Shoppe

HUMAN CAPITAL

By June 2019, we will provide professional development opportunities for teachers within and outside the district in the areas of STEM, NGSS, Writing, and ELD as demonstrated by instructional shifts observed by classroom walkthroughs and number of people attending training or being trained by pilot team.

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

PARENT ENGAGEMENT

By June 2019, 80% of the families will attend four or more events as measured by parent sign in records.

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

Comprehensive Needs Assessment Components

Data Analysis

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

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

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

Data from curriculum-embedded assessments and benchmark assessments is regularly reviewed during weekly teacher collaboration meetings and grade level release days. Based on this data analysis, instruction is modified through strategies such as reteaching, small group instruction, technology integrated learning, and RTI. In addition, the grade level team, the Principal, the Instructional Coach, and the RTI teachers meet every 6-8 weeks to review student progress data (Student Progress Review Meetings) and plan next steps to support student achievement. As a school, we are moving into addressing student needs on skill based groupings rather than just a level based group. Students academic needs are analyzed to form Rti groups and use this as a secondary level of support. Teachers use the continuous cycle of Teach-Assess-Plan (Results Oriented Cycle of Inquiry) to support student achievement.

Staffing and Professional Development

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

At Theuerkauf Elementary School, 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. Teachers are fully credentialed to teach their assigned content areas and they also possess the authorizations required to teach English Language Learners. Theuerkauf currently has three teachers that are participating in the teacher induction program, which is a partnership between the District and the Santa Cruz Silicon Valley New Teacher Project.

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

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

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

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

Opportunity and Equal Educational Access

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

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

Parental Involvement

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

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

8. Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

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

Funding

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

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

Description of Barriers and Related School Goals

Theuerkauf is proud of our diverse student body. Theuerkauf Elementary School serves a student population comprised of 35% English Learners, 74% Socio-Economically Disadvantaged, and 16% Students with Disabilities. We believe that it our moral responsibility to ensure that all students achieve to the best of their potential. Regardless of their ethnicity or socio-economic status, or academic level, every student deserves a high quality education. Strategic support is provided to students who are below grade level and enrichment opportunities (art, music, after school robotics, STEM Club) provided for every student

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

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

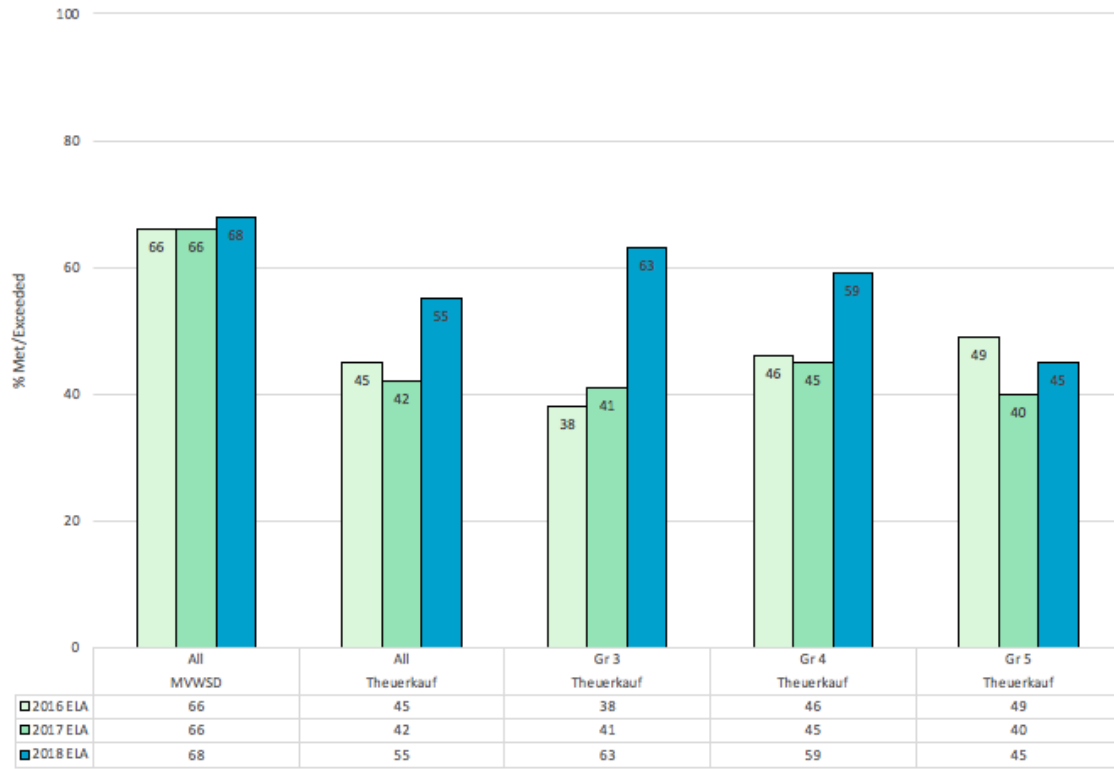
Site Demographics

Theuerkauf	2015-16	2016-17	2017-18
Enrollment	379	368	369
Asian	6%	8%	8%
Hispanic/Latino	65%	64%	60%
White	9%	12%	15%
Students with Disabilities	11%	12%	12%
English Learners	46%	42%	42%
SocioEconomically Disadvantaged	68%	66%	64%

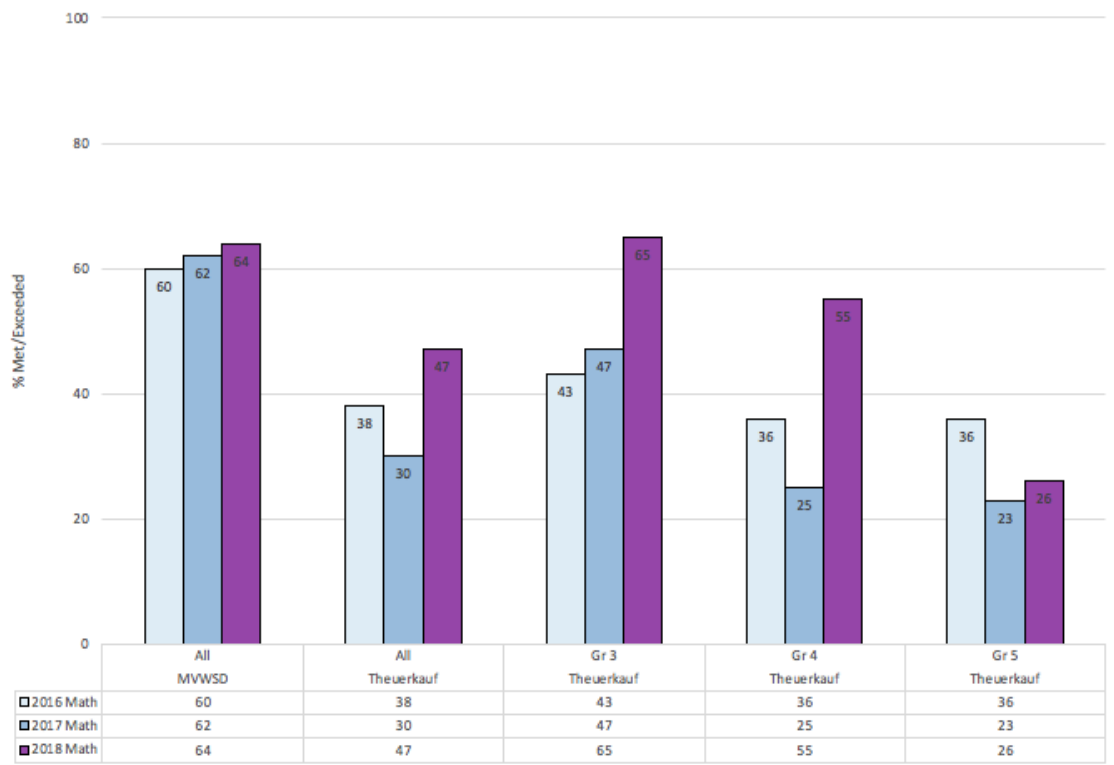
Site Demographics for students in grades 3-5

Theuerkauf	2015-2016	2016-2017	2017-2018
English Learners	41%	39%	35%
Reclassified Fluent English Proficient	23%	26%	33%
SocioEconomically Disadvantaged	73%	72%	74%
Students with Disabilities	14%	19%	16%
Asian	15%	8%	8%
Hispanic/Latino	68%	64%	65%
White	9%	9%	7%
Total Enrollment	166	170	165

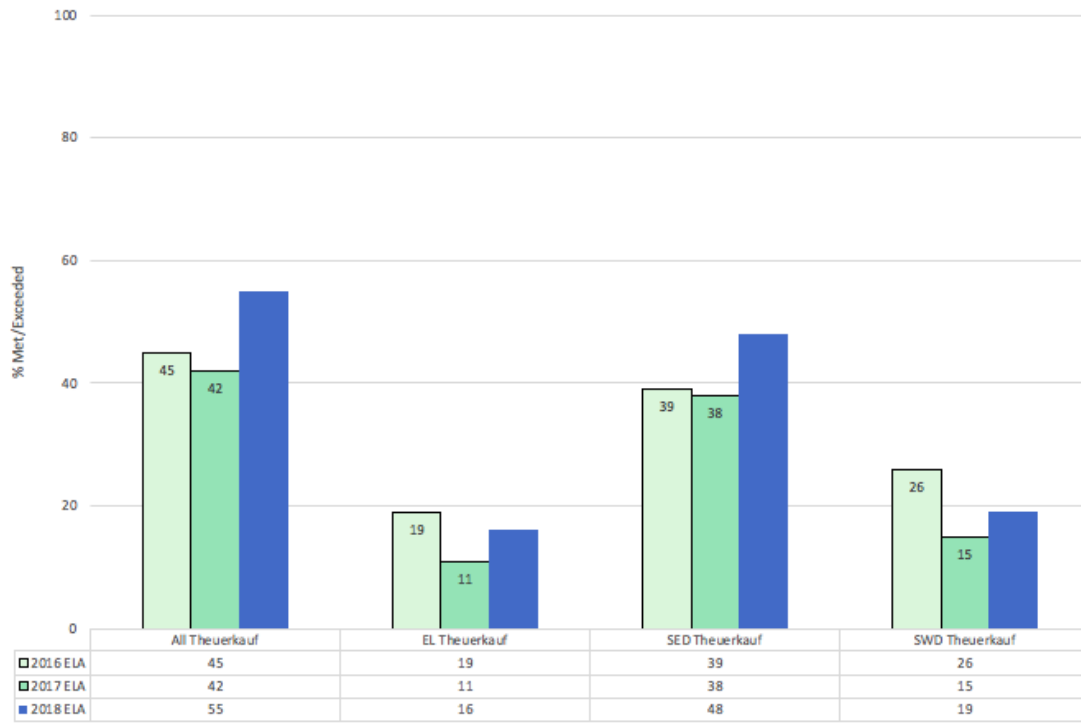
CAASPP - ELA



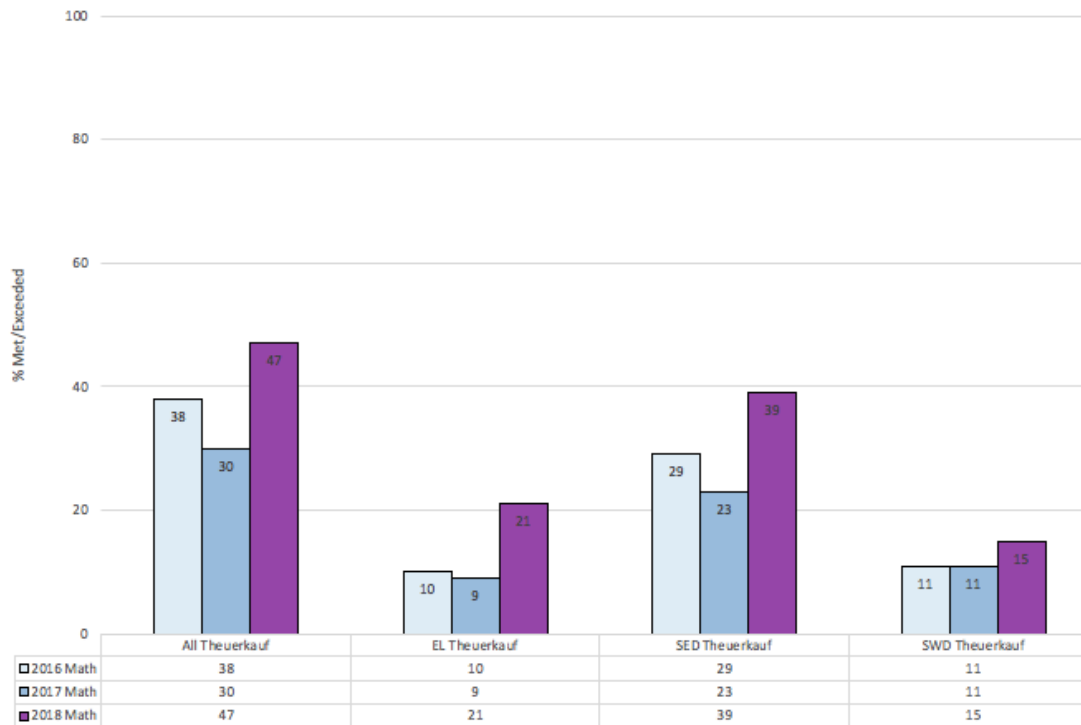
CAASPP - Math

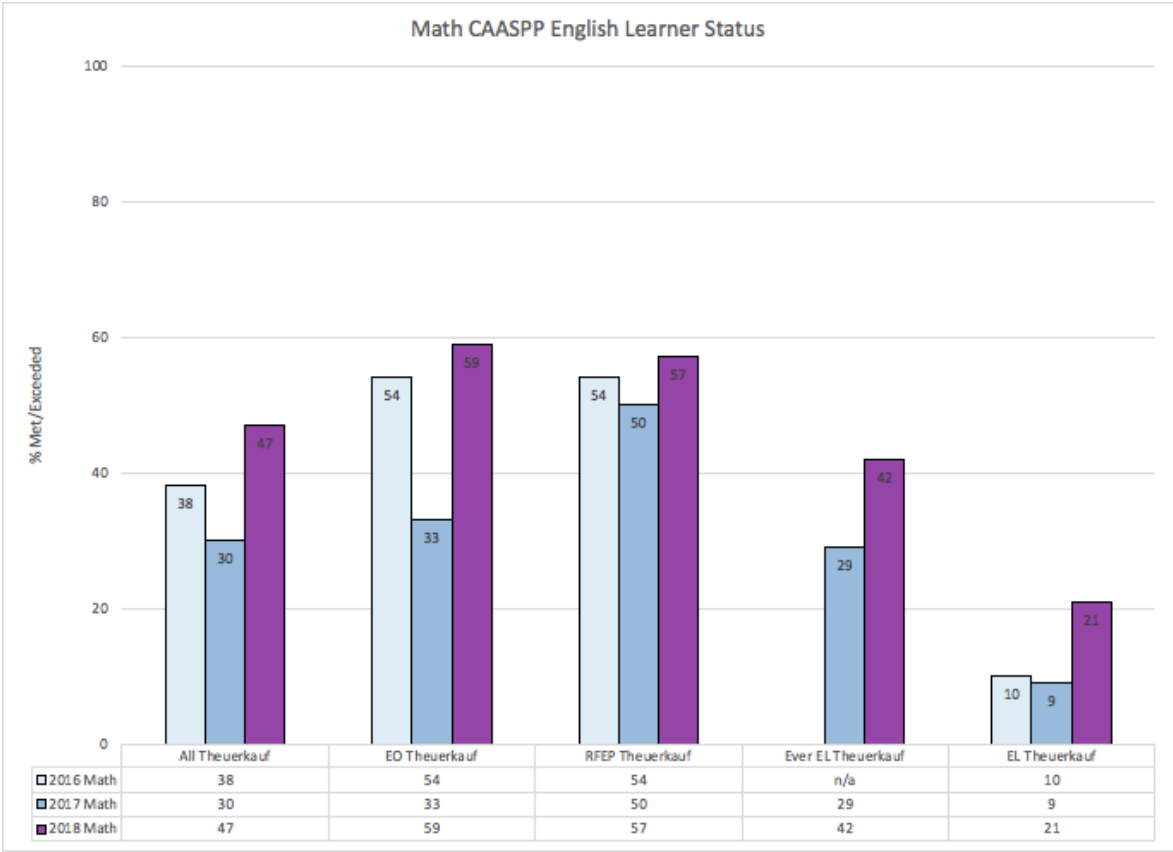
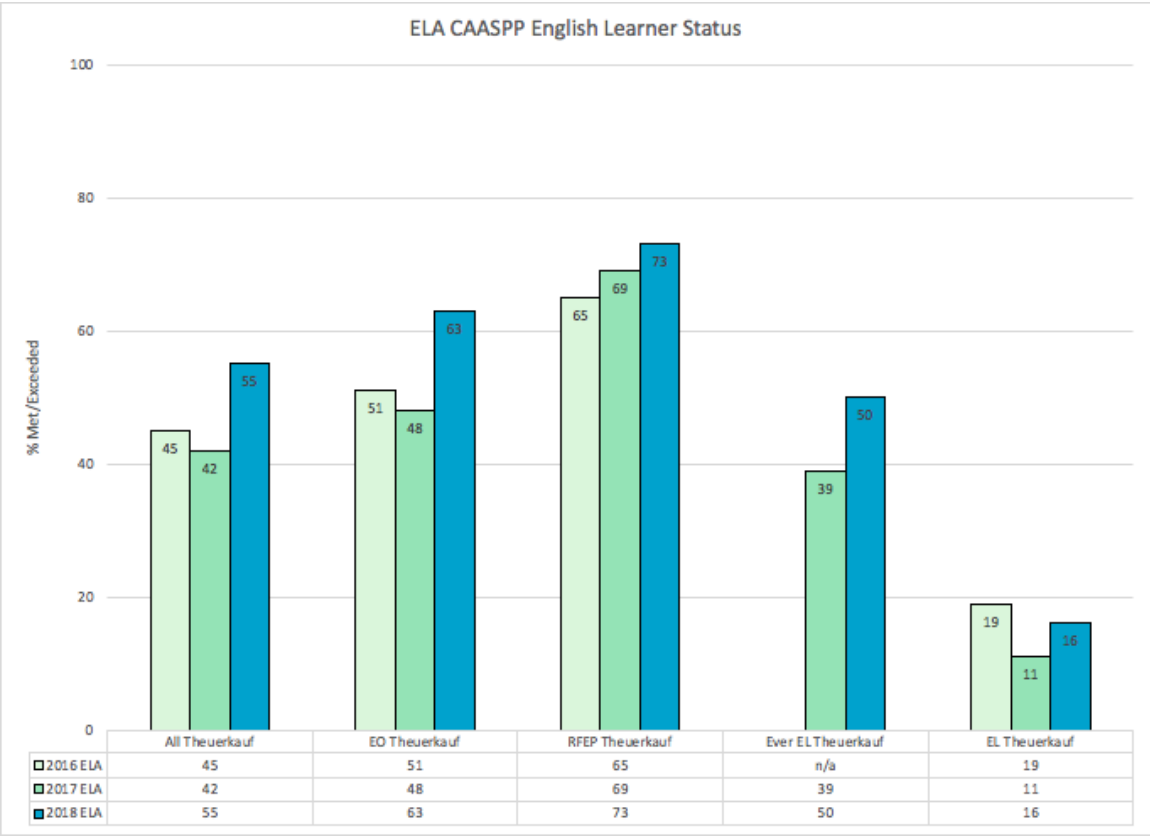


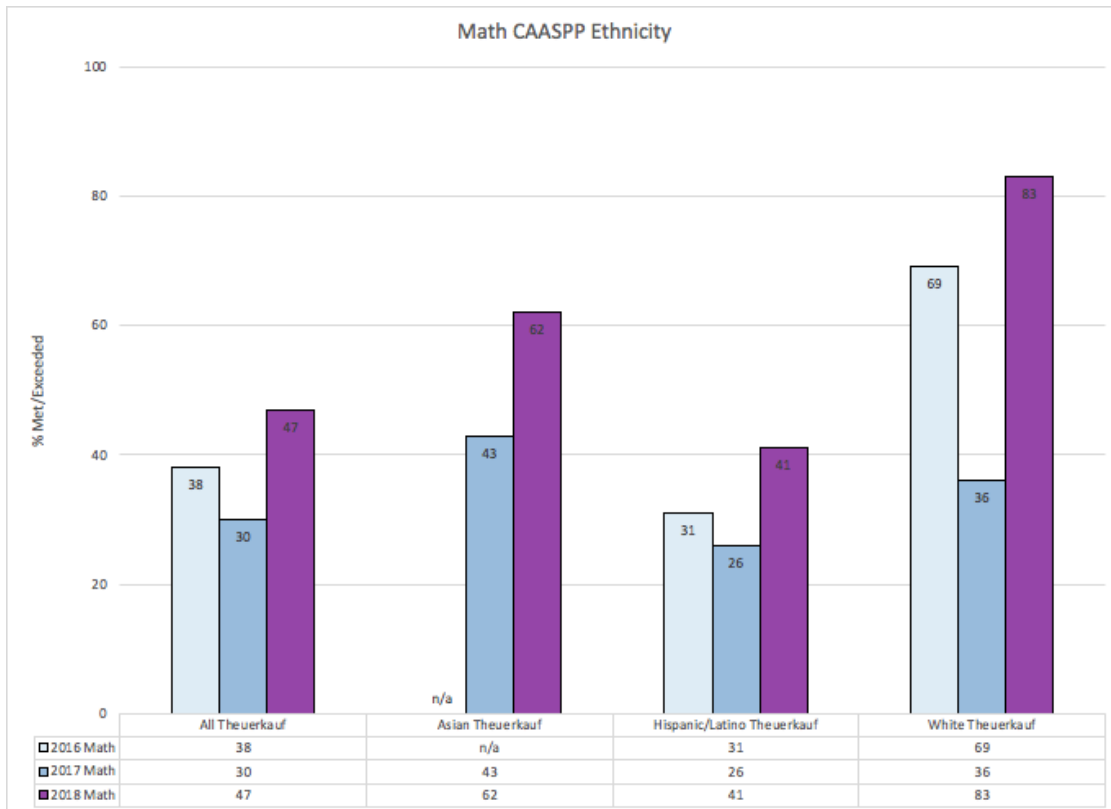
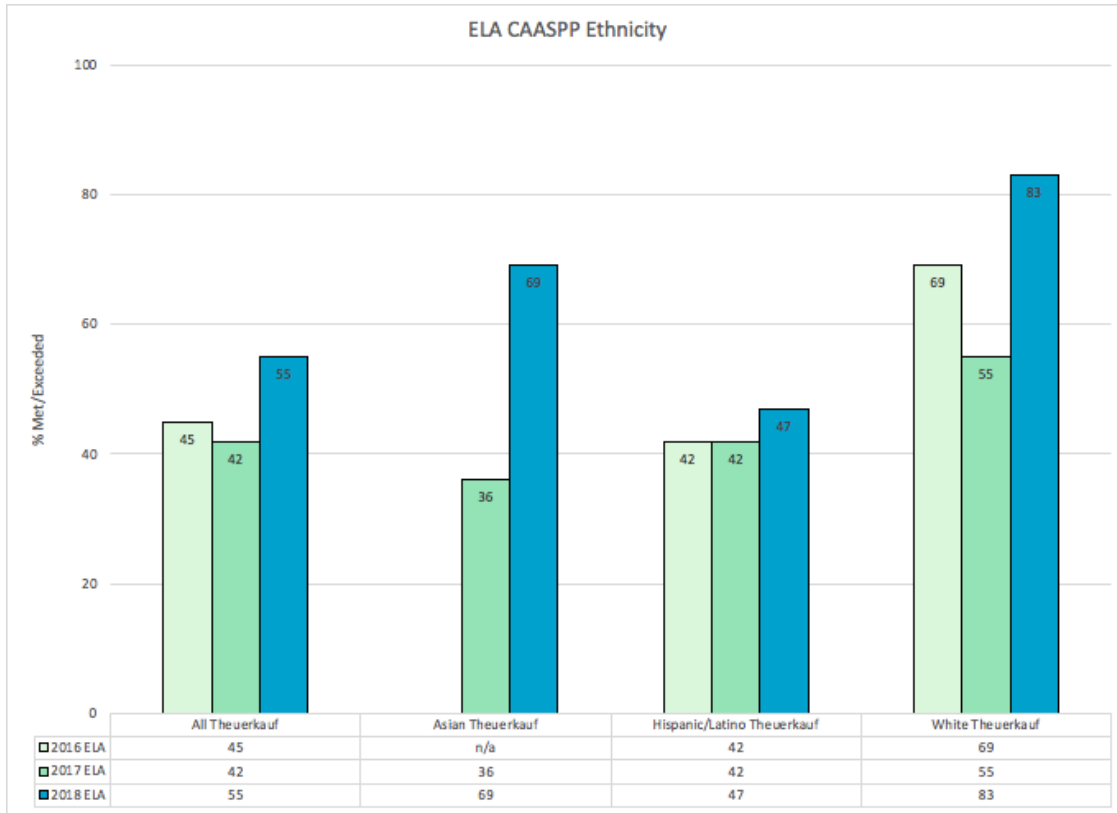
CAASPP ELA by Subgroup



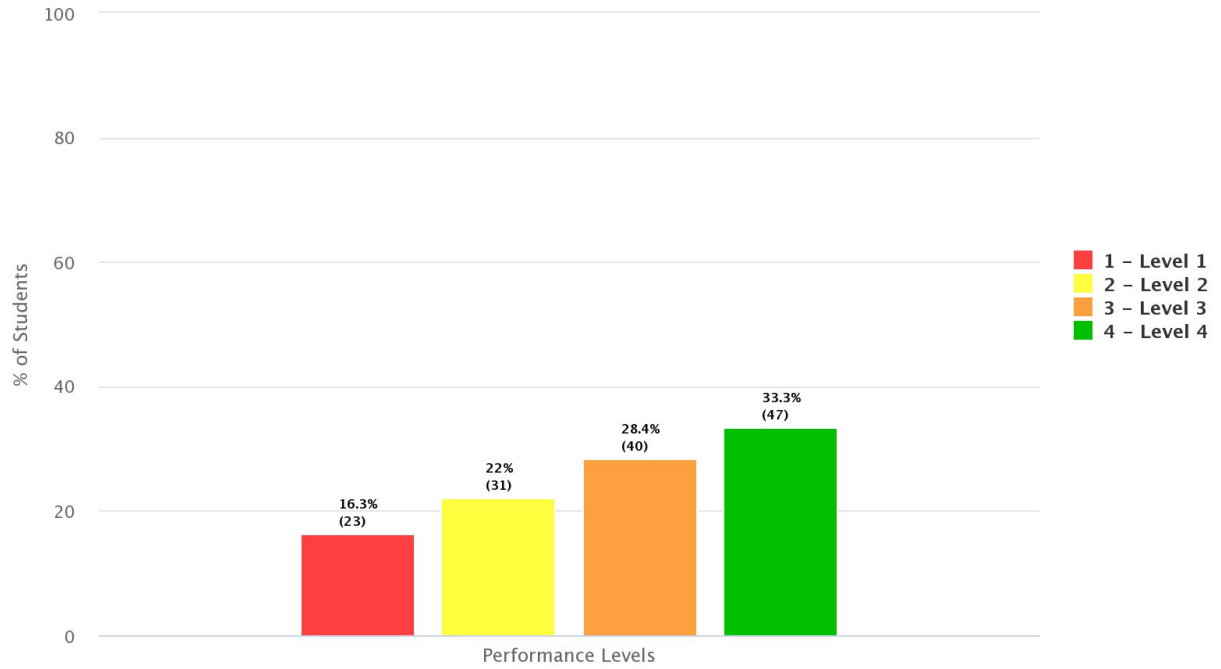
CAASPP Math by Subgroup







Theuerkauf English Language Proficiency Assessments for California (ELPAC) 17-18



	2015-16	2016-17	2017-18
Attendance	96.37%	95.26%	95.5%
Suspension	3	2	3
Reclassification	17%	15%	16.2%

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 and Mathematics
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:
By June 2019, we will reduce the number of students that are not meeting standards in English Language Arts by 10% moving from 55% to 60% meeting standard by June 2019 as measured by the CAASPP
By June 2019, we will reduce the number of students that are not meeting standards in Math by 10% moving from 47% to 52% meeting standard by June 2019 as measured by the CAASPP
Data Used to Form this Goal:
CAASPP, District Assessments, ELPAC

Findings from the Analysis of this Data:

2017-18 ELA Goal - Increase the percentage of students meeting or exceeding standards from 42% to 48%

Met? Yes - Increased 13%

2017-18 Mathematics Goal - Increase the percentage of students meeting or exceeding standards from 30% to 37%

Met? Yes - Increased 17%

ELA:

School 13% increase in student % met or exceeded in ELA

Grade 3 has demonstrated a 22% increase in % met or exceed (41% - 63%), Grade 4 has demonstrated a 14% increase (45% to 59%), and Grade 5 has shown a 5% increase (from 40% - 45%)

Growth trend school wide for a 3 year period shows a 10% increase in student% met or exceeded standards

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

Math:

Overall, there was a 17% increase in student% met or exceeded grade level standards.

Grade 3 demonstrated an 18% increase from previous year (47% - 65%), Grade 4 data reflects a 30% increase (25% - 55%), and Grade 5 made a 3% gain (23% - 26%)

3-year trend analysis:

- 11% increase school wide.
- Grade 3 and Grade 4 increased by about 20% or more
- Grade 5 decreased by 10%

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

How the School will Evaluate the Progress of this Goal:

CAASPP, District Benchmarks, AR - Star Assessments, DRAs, Student Progress Monitoring, Embedded Curriculum Assessments, Grade Level Common Formative Assessments, Classroom Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire certificated teachers for response to instruction support	August 2018-June 2019	Principal, Teachers	Post Positions, Interview, and Hire	1000-1999: Certificated Personnel Salaries	Title I	50,000
				1000-1999: Certificated Personnel Salaries	Academic Turnaround Program	34,500
Hire hourly certificated teachers for response to instruction.	August 2018-June 2019	Principal, Teachers	Post Positions, Interview, and Hire	1000-1999: Certificated Personnel Salaries	TSSP	10,000
				1000-1999: Certificated Personnel Salaries	Academic Turnaround Program	10,000
				1000-1999: Certificated Personnel Salaries	Title I	16,000
Resources and materials for Response to Instruction	August 2018-June 2019	Principal, Teachers	Teacher and Student resources for reading intervention	4000-4999: Books And Supplies	Academic Turnaround Program	1,000
				5000-5999: Services And Other Operating Expenditures	Title I	1,000
Purchase of online learning programs to support Tier I and Tier II instruction: Lexia Core 5, Newsela, Renaissance Learning, and Reading A-Z, Writing Program (TBD), Mystery Science, other supplemental materials or programs	August 2018-June 2019	Principal	Newsela PRO	5000-5999: Services And Other Operating Expenditures	TSSP	1,000
			Lexia Core 5	5000-5999: Services And Other Operating Expenditures	Title I	8,000
			Renaissance Learning (AR/STAR) Reading A-Z	5000-5999: Services And Other Operating Expenditures	TSSP	5000
			Writing Program (TBD)	5000-5999: Services And Other Operating Expenditures	School Allocation	4000
			Mystery Science	5000-5999: Services And Other Operating Expenditures	Title I	750

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement and ensure effective Response to Instruction for literacy. Students are placed and regrouped throughout the year based on common formative assessment data.	August 2018-June 2019	Principal, Teacher, Instructional Coach, Intervention Teachers	Additional hours. Extended duty pay	5000-5999: Services And Other Operating Expenditures	Title I	1000
Additional Student Progress Review Meetings for ELA and Math	Multiple times throughout the year	Principal, Teacher, Instructional Coach, Intervention teachers, Classroom teachers	Provide substitutes for teachers to collaborate	1000-1999: Certificated Personnel Salaries	TSSP	2,000
Additional Planning Days for essential standards and common formative assessments for ELA and Math	Multiple times throughout the year	Principal, Teacher, Instructional Coach, Intervention teachers	Provide substitutes for teachers to collaborate	1000-1999: Certificated Personnel Salaries	Title I	2,000
Offer after School Enrichment and tutoring for ELA, Math and STEM/ STEAM activities	Throughout the year	Principal	After school enrichment/tutoring	5000-5999: Services And Other Operating Expenditures	Title I	8,000
			After school enrichment/tutoring	5000-5999: Services And Other Operating Expenditures	Academic Turnaround Program	2,000
			After school enrichment/tutoring	5000-5999: Services And Other Operating Expenditures	After School Enrichment	3,560
			After School enrichment	5000-5999: Services And Other Operating Expenditures	After School Extended Learning	14,420
Teacher Feedback - From Principal and Teacher Instructional Rounds for ELA and Math	Throughout the school year	Principal, Teachers, Instructional Coach	Provide substitutes for teachers	5000-5999: Services And Other Operating Expenditures	TSSP	1,000
Sheltered Instruction Observation Protocol (SIOP) - DOK implementation focused in ELA and Math instruction	Throughout the school year	Principal, Teachers, 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
Provide whole group and small group instruction for ELA and Math supported by personalized blended learning opportunities	Throughout the school year	Principal, Teachers, Instructional coaches	No expenditures. Part of regular staff responsibilities.			
Conduct progress monitoring and student support planning using district benchmark data, common formative assessment results, and feedback from walkthroughs	August 2018 - June 2019	Principal, Teachers, Instructional coach	Provide substitutes for teachers, extended duty	5000-5999: Services And Other Operating Expenditures	School Allocation	2,000
Provide professional development for site and staff members based in school initiatives and goals.	Throughout the school year	Principal, Teachers, District	Professional Development	5800: Professional/Consulting Services And Operating Expenditures	Academic Turnaround Program	3,000
				5800: Professional/Consulting Services And Operating Expenditures	School Allocation	3,000
Implement new or revised action steps based on the review of data throughout the year.	Throughout the School year	Principal, SSC, Teachers	No expenditures. Part of regular staff responsibilities.			
Ensure students have access to school materials and supplies for classroom instruction and professional development for teachers.	Throughout the school year	Principal	Materials and resources	4000-4999: Books And Supplies	School Allocation	15,000

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Closing the Achievement Gap
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 2019, we will decrease the number of at-risk Long Term English Language Learners by 10% or at least one student based on English Language Arts CAASPP results and state English Language Development assessments
By June 2019, we will improve the number of English Language (EL) students demonstrating language proficiency by at least 10% as measured by the ELPAC scores (EL Goal)
By June 2019, we will reduce by 10% the number of RFEP students not meeting standard in English Language Arts moving from 73% to 76% meeting or exceeding standard as measured by CAASPP (RFEP Goal)
Data Used to Form this Goal:
CAASPP, District Benchmarks, Reclassification Rates, Long Term English Learner Percentage Rates, ELPAC Scores
Findings from the Analysis of this Data:
2017-18 Goal - decrease the number of At-Risk/ Long Term English Learners from 19 to 15 students
Met? - Yes. The number of At-Risk/LTEs was reduced by 5 students
5 students meet the criteria of at-risk Long Term English Language Learners 16% of EL students met or exceeded standards on ELA CAASPP 21% of EL students met or exceeded standards on Mathematics CAASPP 16.20% of EL students reclassified last year (4% decrease from prior year)
How the School will Evaluate the Progress of this Goal:
CAASPP, District Benchmarks, EL Progress Monitoring, Curriculum Embedded Assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development in Sheltered Instruction Observation Protocol (SIOP) for all teachers. Continued Professional Learning throughout the year during staff meetings and site development days.	August 2018-June 2019	District, Principal, Teachers	District Funded			
Implementation of district and school adopted SIOP features along with deeper DOK Level implementation	August 2018-June 2019	Principal, Teachers, Instructional Coach	No expenditures. Part of regular staff responsibilities.			
ELD Support materials and resources	August 2018-June 2019	Principal, Instructional Coach	Materials and Resources	4000-4999: Books And Supplies	TSSP	2,000
Hire instructional aide staff to support English Language Learners during designated ELD and targeted morning intervention group	August 2018	Principal	Post, Interview, Hire	2000-2999: Classified Personnel Salaries	TSSP	15,000
Purchase English Language Program for At-Risk/ LTEL students for intervention groups	August 2018 - June 2019	Principal, Instructional Coach	Imagine Learning, Lexia other online programs to support language acquisition	5000-5999: Services And Other Operating Expenditures	Title I	2,000
Ensure effective implementation of designated and integrated ELD instruction with Benchmark Advanced curriculum.	August 2018 - June 2019	Principal, Teachers, Instructional Coach	No expenditures. Part of regular staff responsibilities.			
Conduct EL progress monitoring and planning meetings using district benchmarks, common formative assessments and feedback from walkthrough	August 2018 - June 2019	Principal, Teachers, Instructional Coach ELD Support Staff	Substitute coverage provided for teachers	5000-5999: Services And Other Operating Expenditures	Title I	2,000
				5000-5999: Services And Other Operating Expenditures	Academic Turnaround Program	1,000
Summer School	Summer 2018 Summer 2019	Principal	Funds for summer school program District Funded	5000-5999: Services And Other Operating Expenditures	Title I	80,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Building Background Knowledge: Increased field trips	August 2018 - June 2019	Principal Teachers	Transportation and Fees	5000-5999: Services And Other Operating Expenditures	Title I	8,000
Building Background Knowledge: Inventory and determine needs to increase reading resources in school library and in classrooms	August 2018 - June 2019	Principal Library Technician Teachers	Analyze needs and acquire materials	4000-4999: Books And Supplies	TSSP	4,000
Building Background Knowledge: Increased Assemblies/Classroom presentations	August 2018 - June 2019	Principal, Teachers	Assemblies	5000-5999: Services And Other Operating Expenditures	TSSP	1,000
Implement new or revised strategies based on review and revision of plan	November 2017- June 2018	Principal and Staff	No expenditures. Part of regular staff responsibilities.			
Provide staff with professional development opportunities on ELD strategies. Conducted by District Staff	August 2018 - June 2019	Principal	No expenditure. District Staff			

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:
By June 2019, 100% of the teaching staff will engage in at least one professional development opportunity in the areas of STEM, NGSS, Writing, and ELD as demonstrated by attendance at the PD sessions By June 2019, 80% of the walkthrough data collected during science instruction will reflect teachers engaging students in hands-on Science classroom activities
Data Used to Form this Goal:
CAASPP, District Assessments, Science Curriculum Assessments, Classroom hands-on activities/ labs, Administrative walkthrough data
Findings from the Analysis of this Data:
2016-17 Goal: By June 2018, each grade level will operate as a Professional Learning Community by completing at least 4 common formative assessment cycles aligned to the four essential questions. Met? - Partial Contributing Factors Formative Assessments completed, Not all staff trained on PLC functions Majority of the certificated staff is new to school site. 13 teachers new teachers in 2017-18 school year.
How the School will Evaluate the Progress of this Goal:
CAASPP, District Benchmarks, Collaboration notes, Classroom Walkthroughs, PD Sign-ins and Sign-ups

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional learning of common formative assessments, RTI, and essential standards during staff meetings and site development days.	August 2018 - June 2019	Principal, Teachers, Instructional Coach	No expenditure. Part of regular staff responsibilities			
Alignment of professional development with district and school goals, initiatives, instructional focus, and teacher needs	August 2018 - June 2019	Principal Coach	No expenditures. Part of regular staff responsibilities.			
Provide professional development opportunities to teachers in STEM/STEAM, NGSS, Writing, and ELD strategies	August 2018 - June 2019	Principal	Substitute coverage costs, conference registration costs, travel related expenses	5000-5999: Services And Other Operating Expenditures	TSSP	2,000
					Title I	3,000
					Academic Turnaround Program	8,443
					School Allocation	920
Implement new or revised strategies based on revision of plan.	August 2018 - June 2019	Principal, Teachers Instructional Leadership Team	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:

SUBJECT: Inclusive, 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:
By June 2019, 85% of students will report feeling safe at school as measured by district or site survey. By June 2019, the average attendance percentage for the school will increase from 95.5% to 97%. By June 2019, suspensions will be reduced from 3 to 2
Data Used to Form this Goal:
Soul Shoppe staff and student survey Playground observations Attendance, behavior records
Findings from the Analysis of this Data:
By June of 2018, 95% of students will report that Theuerkauf Elementary teaches students to care about each other and treat each other with respect based on school climate survey and 85% of students will report that Theuerkauf Elementary helps students solve conflicts with one another based on school climate survey. <ul style="list-style-type: none">• Increase student attendance rate Met: Attendance rates increased by 0.3%
How the School will Evaluate the Progress of this Goal:
Student Surveys mid and end of year

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Staff, students, and parents will be trained on the implementation of a social emotional education program.	August 2018 - June 2019	Principal, Teachers, Staff	Social Emotional Program	5800: Professional/Consulting Services And Operating Expenditures	Academic Turnaround Program	18,000
School wide implementation of Project Cornerstone	August 2018 - June 2019	Principal, Teachers, Parents	Books and Materials, Incentives	4000-4999: Books And Supplies	Academic Turnaround Program Donations - General	1,000 2,000
Increase positive recognition of Core Values and attendance throughout the school year	August 2018 - June 2019	Principal, Teachers, Staff	Incentives	4000-4999: Books And Supplies	TSSP	1000
Playworks	August 2018-June 2019	Principal	Playworks Coach, Build student leadership	5800: Professional/Consulting Services And Operating Expenditures	Title I	12,000
Yard Supervision for recess, lunch, before and after school	August 2018-June 2019	Principal	Noon Duty Supervisors	2000-2999: Classified Personnel Salaries	Yard Supervision	44,803

Planned Improvements in Student Performance

School Goal #5

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

SUBJECT: Parent Involvement
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:
By June 2019, 75% of the families will attend four or more events as measured by parent sign in records.
Data Used to Form this Goal:
Parent Sign-in Sheets
Findings from the Analysis of this Data:
Our data from previous year shows the opportunity to increase parent engagement for school events and activities. Our greatest attended events are the traditional school events of Back To School Night, Open House, and Parent Teacher Conferences.
Met? (include actual) No Actual: Increased parent participation as reflected by attendance at school events 68% of the families attended 3 or more events
How the School will Evaluate the Progress of this Goal:
Parent-sign in forms at all meetings and activities

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide interpreters, food, and childcare for school meetings and workshops	August 2018-June 2019	Principal, SCEF	Interpreters	5000-5999: Services And Other Operating Expenditures	Title I	3,616
				5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	4,159
Translation of letters and communication to parents	August 2018-June 2019	Principal, SCEF, Office Staff	Translator	2000-2999: Classified Personnel Salaries	Title I	1,000
Continue School Parent Engagement Series Volunteer Appreciation Events Family Nights	August 2018-June 2019	Principal, Instructional Coach, SCEF, Teachers	Staff to prepare and present workshops. Resources and materials	1000-1999: Certificated Personnel Salaries	Title I	1,000
				5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	3,000
Record parent attendance for school events	August 2018-June 2019	Teachers, Staff, SCEF	No expenditures. Part of regular staff responsibilities.			
Provide survey at the end of the school year regarding parent attendance and quality of events and workshops	Spring 2019	Principal, SCEF, Instructional Coach	No expenditures. Part of regular staff responsibilities.			
Collaborate with parent advisory/leadership groups - School Site Council, ELAC, PTA, etc. on parent engagement/involvement policy to review and revise for annual adoption	Ongoing 2018-19	Principal, SSC, ELAC, PTA Parents	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	24,920	0.00
Yard Supervision	44,803	0.00
Academic Turnaround Program	78,943	0.00
TSSP	44,000	0.00
After School Extended Learning	14,420	0.00
After School Enrichment	3,560	0.00
Title I	199,366	0.00
Parent Engagement (PIQE/FEI/PU)	7,159	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Academic Turnaround Program	78,943.00
After School Enrichment	3,560.00
After School Extended Learning	14,420.00
Donations - General	2,000.00
Parent Engagement (PIQE/FEI/PU)	7,159.00
School Allocation	24,920.00
Title I	199,366.00
TSSP	44,000.00
Yard Supervision	44,803.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	125,500.00
2000-2999: Classified Personnel Salaries	60,803.00
4000-4999: Books And Supplies	24,000.00
5000-5999: Services And Other Operating Expenditures	158,505.00
5800: Professional/Consulting Services And Operating	36,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Academic Turnaround Program	8,443.00
1000-1999: Certificated Personnel Salaries	Academic Turnaround Program	44,500.00
4000-4999: Books And Supplies	Academic Turnaround Program	2,000.00
5000-5999: Services And Other Operating	Academic Turnaround Program	3,000.00
5800: Professional/Consulting Services And	Academic Turnaround Program	21,000.00
5000-5999: Services And Other Operating	After School Enrichment	3,560.00
5000-5999: Services And Other Operating	After School Extended Learning	14,420.00
	Donations - General	2,000.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	7,159.00
	School Allocation	920.00
4000-4999: Books And Supplies	School Allocation	15,000.00
5000-5999: Services And Other Operating	School Allocation	6,000.00
5800: Professional/Consulting Services And	School Allocation	3,000.00
	Title I	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	69,000.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
5000-5999: Services And Other Operating	Title I	114,366.00
5800: Professional/Consulting Services And	Title I	12,000.00
1000-1999: Certificated Personnel Salaries	TSSP	12,000.00
2000-2999: Classified Personnel Salaries	TSSP	15,000.00
4000-4999: Books And Supplies	TSSP	7,000.00
5000-5999: Services And Other Operating	TSSP	10,000.00
2000-2999: Classified Personnel Salaries	Yard Supervision	44,803.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	198,230.00
Goal 2	115,000.00
Goal 3	14,363.00
Goal 4	78,803.00
Goal 5	12,775.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Swati Dagar	X				
Casey Kuhlow		X			
Sarah Johnston		X			
Sarah Denton (Non-voting member)		X			
Holly Leonard			X		
Daniel Rivers				X	
Jane Corpos				X	
Anna Yong				X	
Summer Marshall				X	
Numbers of members of each category:	1	3	1	4	

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
Swati Dagar	X				
Dolores Lopez		X			
Kristen Calderon			X		
Maria Elena Chavez				X	
Angeles Anducho				X	
Martha Barajas				X	
Agustina Yepez				X	
Elisenda Bolanos				X	
Norena DeLeon				X	
Yanira Rivas				X	
Numbers of ELAC Members of each category:	1	1	1	13	

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 School 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
- Mr. Glenn Chavez
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 October 18, 2017.

Attested:

Swati Dagar

Typed Name of School Principal

Swati Dagar
Signature of School Principal

11/7/18
Date

Daniel Rivers

Typed Name of SSC Chairperson

Daniel Rivers
Signature of SSC Chairperson

11/7/2018
Date