



Mountain View Whisman School District

Board of Trustees - Regular Meeting

1175 Castro Street (Graham MUR)
November 2, 2017
6:00 PM

(Live streaming available at www.mvwsd.org)

As a courtesy to others, please turn off your cell phone upon entering.

Under Approval of Agenda, item order may be changed. All times are approximate.

I. CALL TO ORDER (6:00 p.m)

- A. Pledge
- B. Roll Call
- C. Approval of Agenda

II. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS ON THE CLOSED SESSION AGENDA

III. CLOSED SESSION

- A. Negotiations
 - 1. Conference with Labor Negotiators (CSEA)
Agency designated representatives: Dr. Ayindé Rudolph, Carmen Ghysels
Employee organization: California School Employees Association, Chapter 812
- B. Public Employment: Addendum to Superintendent's Contract
- C. Public Employee Discipline/Dismissal/Release

IV. RECONVENE OPEN SESSION (6:30 p.m.)

- A. Closed Session Report

V. CONSENT AGENDA

The following items will be handled with one action; however, any item may be removed from consideration by individual Board Members or the Superintendent.

- A. Personnel Report
 - 1. Personnel Report to the Board of Trustees
- B. Minutes
 - 1. Minutes for October 8, 2017

2. Minutes for October 19, 2017
- C. Contracts
 1. Contract(s) for Ratification or Review
- D. State Preschool Contract 2017-2018 Amendment 01
- E. Approval of Monta Loma Elementary School Multi-Purpose Room Addition Project (Phase 1), Classroom Modernization Project (Phase 2) and Portables Installation Project – Beals Martin, Inc.
- F. Approval of Stevenson Elementary School Modular Building Project, Phase 2 Increment 2 Change Order No. 1 – American Modular Systems
- G. Board Bylaw No. 9270, Conflict of Interest
- H. Measure G Bond Oversight Committee Membership Roster 2017-2018

VI. COMMUNICATIONS

- A. Employee Organizations
- B. District Committees
- C. Superintendent

VII. COMMUNITY COMMENTS

This is the time reserved for community members to address the Board on items that are not on the agenda. The Board and Administration welcome this opportunity to listen; however, in compliance with the Brown Act, the Board is not permitted to take action on non-agenda items.

Speakers are requested to complete a speaker card and state their name for the record.

If there are additional comments after 10 minutes have elapsed, this item may be continued after all the action and discussion items are completed.

Notes on Community Comments on Agendized Items

The staff presentation to the Board will occur first for each item. The Board will then ask clarifying questions. Afterwards, the community will be invited to comment. Any person wishing to speak will be granted up to three (3) minutes at the time the item appears on the agenda. Comments will be taken for up to 10 minutes, with extra time allowed for translation, as needed. Prior to addressing the Board, each speaker is requested to complete a speaker card (located on the counter near the door), give it to the Superintendent's Executive Assistant, and state his/her name for the record. We ask that you speak from the podium so that we may better hear you. At the conclusion of remarks or after 10 minutes has elapsed, the public comment portion is closed for that item and the Board will return to their own deliberations and comments. Please see the Board's "Welcome" brochure for more specifics on how Board meetings are run. The Board is grateful to have district personnel in the audience. These personnel may be consulted during the Board's discussion on any item.

VIII. REVIEW AND ACTION

- A. Single Plans for Student Achievement (50 minutes)
- B. Board Policy No. 5116.1, Intradistrict Open Enrollment, First Reading (5 minutes)
- C. Approval of Addendum to Contract for Employment for Superintendent with Ayindé Rudolph (5 minutes)

IX. REVIEW AND DISCUSSION

- A. Landed Program to Assist Staff in Buying a Home (5 minutes)
- B. Special Education Update (35 minutes)
- C. Updates on Task Forces (50 minutes)
- D. Update on North Bayshore Development (10 minutes)
- E. Dual Immersion Program at Middle Schools (10 minutes)
- F. Listos Mountain View (10 minutes)
- G. Tours at Mistral School (10 minutes)

X. BOARD UPDATES

XI. ITEMS FOR FUTURE AGENDAS

XII. FUTURE BOARD MEETING DATES

- A. Future Board Meeting Dates
 - November 16, 2017: School Site Plans, PTA Goals
 - December 7, 2017: Annual Organizational Meeting, First Interim Budget
 - January 4, 2018: Annual Audit Report, CSBA Conference Sharing, Bond Audit Report
 - January 18, 2018: Governor's Proposed Budget Review, Approval of SARCs

XIII. ADJOURNMENT

NOTICES FOR AUDIENCE MEMBERS

1. **RECORDING OF MEETINGS:**
The open session will be video recorded and live streamed on the District's website (www.mwvsd.org).
2. **CELL PHONES:**
As a courtesy to others, please turn off your cell phone upon entering.
3. **FRAGRANCE SENSITIVITY:**
Persons attending Board meetings are requested to refrain from using perfumes, colognes or any other products that might produce a scent or chemical emission.
4. **SPECIAL ASSISTANCE FOR ENGLISH TRANSLATION/INTERPRETATION:**
The Mountain View Whisman School District is dedicated to providing access and communication for all those who desire to attend Board meetings. Anyone planning to attend a Board meeting who requires special assistance or English translation or interpretation is asked to call the Superintendent's Office at (650) 526-3552 at least 48 hours in advance of the time and date of the

meeting.

El Distrito Escolar de Mountain View Whisman esta dedicado a proveer acceso y comunicacion a todas las personas que deseen asistir a las reuniones de la Junta. Se pide que aquellas personas que planean asistir a esta reunion y requieren de asistencia especial llamen a la Oficina del Superintendente al (650) 526-3552 con por lo menos 48 horas de anticipacion del horario y fecha de esta reunion, para asi poder coordinar los arreglos especiales.

5. **DOCUMENT AVAILABILITY:**

Documents provided to a majority of the Governing Board regarding an open session item on this agenda will be made available for public inspection in the District Office, located at 750-A San Pierre Way during normal business hours.

Los documentos que se les proveen a la mayoria de los miembros de la Mesa Directiva sobre los temas en la sesion abierta de este orden del dia estaran disponibles para la inspeccion publica en la Oficina del Distrito, localizada en el 750-A San Pierre Way durante las horas de oficinas regulares.

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: Negotiations

Agenda Item Title: Conference with Labor Negotiators (CSEA)

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

Agency designated representatives: Dr. Ayindé Rudolph, Carmen Ghysels

Employee organization: California School Employees Association, Chapter 812

Fiscal Implication:

Recommended Action:

Personnel Report to the Board
2017-2018

First Name	Last Name	Position	Status	Site	FTE	Action	Details of Action	From	To	Admin. Rec.	Effective Date of Action	Date of Board Meeting
Christie	Schwoob	Teacher	Temporary	District Office	1.0000	New Hire	New Teacher Advisor				11/6/2017	11/2/2017
Catherine	Fielding	Teacher		Bubb	0.2000	Rehire	Job-Share with David Franklin				10/2/2017	11/2/2017
Yolanda	Lamberty	IA RTI		Monta Loma	0.5000	Correction to Assignment	Originally reported as hired in an FTE position beginning 8/30/17 but worked hourly until 10/9/17. Is working her FTE position effective 10/10/17.				10/10/2017	11/2/2017

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: Minutes

Agenda Item Title: Minutes for October 8, 2017

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

Fiscal Implication:

Recommended Action:

ATTACHMENTS:

Description	Type	Upload Date
Minutes for October 8, 2017	Backup Material	10/19/2017



Mountain View Whisman School District

Board of Trustees - Special Meeting Minutes

1701 Rock Street (Crittenden Middle School Innovation Center)

October 8, 2017

11:00 AM

(Live streaming available at www.mvwsd.org)

As a courtesy to others, please turn off your cell phone upon entering.

Under Approval of Agenda, item order may be changed. All times are approximate.

I. CALL TO ORDER (11:00 a.m.)

The meeting was called to order at 11:03 p.m.

A. Pledge

The Pledge of Allegiance was dispensed with as there was not flag in the room.

B. Roll Call

Present: Blakely, Coladonato, Gutiérrez, Wilson, Wheeler

Absent:

C. Approval of Agenda

A motion was made by Ellen Wheeler and seconded by Laura Blakely to Motion.

Ayes: Blakely, Coladonato, Gutierrez, Wheeler, Wilson

II. REVIEW AND DISCUSSION

A. Welcome and Discuss Goals

The Board discussed goals for the meeting.

B. Communications Protocols

The Board discussed communication protocols.

C. Standards of Practice

The Board discussed standards of practice.

D. Review of Results, Responsibilities and SP 2021

Dr. Rudolph provided a review of the Strategic Plan and progress toward goals in that plan.

E. Board Priorities

The Board reviewed goals for 2017-18 that were set in January.

III. ADJOURNMENT (2:00 p.m.)

The meeting was adjourned at 2:00 p.m.

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Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: Minutes

Agenda Item Title: Minutes for October 19, 2017

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

Fiscal Implication:

Recommended Action:

ATTACHMENTS:

Description	Type	Upload Date
Minutes for October 19, 2017	Backup Material	10/24/2017



Mountain View Whisman School District

Board of Trustees - Regular Meeting

1175 Castro Street (Graham MUR)
October 19, 2017
7:00 PM

(Live streaming available at www.mvwsd.org)

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I. CALL TO ORDER

The meeting was called to order at 7:00 p.m.

A. Pledge

The Pledge of Allegiance was led by Mr. Gutiérrez.

B. Roll Call

Present: Blakely, Coladonato, Gutiérrez, Wilson, Wheeler

Absent:

C. Approval of Agenda

A motion was made by Ellen Wheeler and seconded by Laura Blakely to approve the agenda as presented.

Ayes: Blakely, Coladonato, Gutierrez, Wheeler, Wilson

II. OPPORTUNITY FOR MEMBERS OF THE PUBLIC TO ADDRESS THE BOARD CONCERNING ITEMS ON THE CLOSED SESSION AGENDA

No member of the public wished to address the Board concerning the items on the Closed Session agenda.

III. CLOSED SESSION

The meeting was adjourned to Closed Session at 7:02 p.m.

A. Negotiations

1. Conference with Labor Negotiators (CSEA)

Agency designated representatives: Dr. Ayindé Rudolph, Carmen Ghysels
Employee organization: California School Employees Association, Chapter 812

B. Public Employment: Superintendent's Contract

IV. RECONVENE OPEN SESSION

The meeting was reconvened at 7:35 p.m.

A. Closed Session Report

Mr. Gutiérrez reported that no action was taken in Closed Session.

V. CONSENT AGENDA

The following items will be handled with one action; however, any item may be removed from consideration by individual Board Members or the Superintendent.

A motion was made by Ellen Wheeler and seconded by Greg Coladonato to approve all items on the Consent Agenda, as presented.

Ayes: Blakely, Coladonato, Gutierrez, Wheeler, Wilson

A. Minutes

1. Minutes for October 5, 2017

B. Contracts

C. Mountain View Whisman School District Book Discard

D. Resolution No. 1661.10/17, Authorizing Delegation of Official Documents and Records

E. Approval of Bubb, Huff and Landels New MUR and Temporary Portable Relocation Project Change Order No. 1 – Rodan Builders

F. Approval of Payroll Report and Accounts Payable Warrant List for the Month of September

G. Quarterly Report on Williams Uniform Complaints

H. Notice of Completion – Castro School/Mistral School Phase 3 Modernization

I. Construction Contract Award for the Stevenson Elementary School Phase 2, Increment 2: Electrical and Low Voltage Project

VI. COMMUNICATIONS

A. Employee Organizations

No member of the Mountain View Educators Association or the California School Employees Association was present to address the Board.

B. District Committees

Dr. Rudolph announced that the first meeting of the Enrollment Priorities Task Force will be held next Tuesday, October 24, 6:30 p.m. in Conference Room D.

C. Superintendent

Dr. Rudolph reported that he would be bringing an update to a future meeting on plans for expansion in North Bayshore.

VII. COMMUNITY COMMENTS

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The following members of the public addressed the Board:

- Tricia Gilbert, regarding requesting to be placed on a future agenda regarding a formalized and comprehensive Dual Immersion program at the middle school level
- Joey Mercer, regarding would like to be placed on a future agenda to seek clarification as to why no tours will be allowed at Mistral for prospective parents
- Jill Rakestraw, representing Listos, regarding request to be placed on agenda

VIII. REVIEW AND ACTION

A. Board Bylaw No. 9270, Conflict of Interest

A motion was made by Laura Blakely and seconded by Ellen Wheeler to approve Board Bylaw No. 9270, Conflict of Interest at first reading with modifications as suggested by legal counsel..

Ayes: Blakely, Coladonato, Gutierrez, Wheeler, Wilson

B. Approval of Contract for Employment for Superintendent with Ayindé Rudolph

A motion was made by Ellen Wheeler and seconded by Jose Gutierrez to approve contract for employment for superintendent with Ayindé Rudolph with a change in annual salary to \$234,700, including a 6.7% raise as was given to other employee groups..

Ayes: Blakely, Coladonato, Gutierrez, Wheeler, Wilson

IX. REVIEW AND DISCUSSION

A. California Dashboard Self-Reported Local Indicators

The Board reviewed the California dashboard of local indicators.

B. Naming of New School at Slater Site

The Board discussed a name for the new school building at the Slater site.

The following member of the public addressed the Board:

- Steven Nelson, regarding naming of school

C. English Learner Update

The Board heard an update on the programs and progress for English Language Learners.

X. BOARD UPDATES

Mr. Gutiérrez:

1. Attend DELAC Meeting
2. Attend Castro/Mistral Walk-a-Thon
3. Met with Castro Parents
4. Met with Mistral Parents
5. Met with Mistral teachers
6. Recorded live video message at GMS TV re Middle School Schedule Survey
7. Recorded live video message at Crittenden TV re Middle School Schedule Survey
8. Provided media interview with Peninsula Press
9. Phone call with Superintendent A. Rudolph
10. Met with Trustee L. Blakely
11. Conference call with consultant and Board attorney
13. Met with representatives of Listos Mountain View

Ms. Wheeler:

1. Met with three long-time advocates and workers for high quality early learning in Santa Clara County – Lisa Kaufman, the executive director of Educare in San Jose, Betsy Nikolchev, the executive director of the Family Engagement Institute at Foothill College, and Grace Mah, the chairperson of Strong Start at the Santa Clara County

Office of Education and a SCCOE trustee.

2. Met with Bonnie Mace, the executive director of the Santa Clara County School Boards Association.
3. Met with Debbie Austin, Sophia Zalot, and Chef Dalton of MVWSD's food services department.
4. Met with Steve Taglio, Los Altos School District trustee.
5. Attended the regular monthly meeting of Strong Start.
6. Met with two people who work with Bullis Charter School.
7. Attended the 10th Annual Regional Meeting of the Silicon Valley Community Foundation, hearing a moderated panel on the topic of "Protecting and Upholding the Civil Rights of All People."
8. Attended the regular informal lunch meeting of SCCSBA.
9. Met with Superintendent Rudolph for my regular monthly 1:1 meeting.

Ms. Wilson:

1. Attended the MVWSD Board Retreat on October 8
2. Attended the Huff PTA Book Fair
3. Met with Dr. Rudolph
4. Attended the MVEF Key Donor Appreciation Event on October 15
5. Spoke with representative from Listos Mountain View on the phone October 18
6. Met with representatives from Imagineerz on October 19

XI. ITEMS FOR FUTURE AGENDAS

XII. FUTURE BOARD MEETING DATES

A. Future Board Meeting Dates

November 2, 2017: School Site Plans, Task Force Updates, Bond Oversight Committee Members, Landed presentation, Annual Enrollment Policies

November 16, 2017: School Site Plans, PTA Goals

December 7, 2017: Annual Organizational Meeting, First Interim Budget

January 4, 2018: Annual Audit Report, CSBA Conference Sharing, Bond Audit Report

XIII. ADJOURNMENT

The meeting was adjourned at 9:57 p.m.

NOTICES FOR AUDIENCE MEMBERS

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Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: Contracts

Agenda Item Title: Contract(s) for Ratification or Review

Estimated Time:

Person Responsible: Dr. Robert Clark, Associate Superintendent/CBO

Background:

On November 19, 2015, the District's Governing Board approved Resolution No. 1580.11/15 delegating authority to award contracts to the District's Superintendent, Chief Business Officer, Associate Superintendent(s), and Assistant Superintendent(s) pursuant to Education Code sections 17604 and 17605.

All contracts approved by those authorized to do so pursuant to that delegation authority are to be submitted to the District's Governing Board for ratification. Contracts that do not, however, involve an expenditure in excess of the bid limits specified in Public Contract Code section 20111 need only be reviewed by the District's Governing Board every 60 days. The applicable bid limits are \$15,000 for construction contracts and \$88,300 in 2017 (adjusted annually) for the purchase of equipment, materials, supplies, non-construction services, or repairs including maintenance.

Presented for review are the following contract(s):

1. Andrew Molina - Design thinking professional development at Stevenson School, \$7,500.00
2. Ariel Raz - Design thinking professional development at Stevenson School, \$7,500.00
3. Camp Imagineerz - Design thinking and engineering classes at Huff with no cost to MVWSD.
4. Code for Fun - Computer science classes at Huff with no cost to MVWSD.
5. Community School Music and Arts - Addendum to reflect revised decrease of \$5,049.00 to original contract.
6. Consulting Actuary - Services and fees, relating to the calculation of liabilities of retiree health benefits program, \$5,000.00
7. Dutra, Cerro, Graden, Inc. - Preliminary Feasibility Study for staff housing, \$35,000
8. K-12 Team - Addendum to reflect updated dates no additional cost to MVWSD.
9. Lawrence Hall of Science - Science Festival at Bubb School no cost to MVWSD
10. Mountain View Education Foundation - Facilities Use and Rental Agreement/Office space at Crittenden, \$1.00
11. Mountain View Los Altos High School District - Expense related placement of a Special Ed. student matriculating from MVWSD to MVLASD, \$1,355.00 (MOU not attached for student privacy)
12. Playworks - Provide a program coordinator and physical activity program no cost to MVWSD
13. ProCare Therapy - Provide services to assist students with disabilities with communication devices, \$91/hr 16hr/wk
14. Rhythm and Moves - Addendum to reflect 14 double preps and represents a \$59,720.00 increase to original contract.
15. Silicon Valley Education Foundation - Coaching and support to five principals, \$9,000.00.
16. Santa Clara County Office of Ed. - Partnership is to provide professional development to elementary school mathematics teachers with implementation of Common Core Standards/Eureka Math, \$2,860.00
17. The Green Room Theater and Dance - Production company with a focus in theater and dance arts education at Crittenden Middle School, \$8,500.00

18. Uplift Family Services - To provide specialized behavioral health services for individual groups, and family in school settings no cost to MVWSD

Fiscal Implication:

See Rationale for details.

Recommended Action:

That the Board of Trustees review the contracts, as presented.

ATTACHMENTS:

Description	Type	Upload Date
Andrew Molina	Backup Material	10/13/2017
Ariel Raz	Backup Material	10/13/2017
Camp Imagineerz	Backup Material	10/4/2017
Code for Fun	Backup Material	10/4/2017
Consulting Actuary	Backup Material	10/13/2017
CSMA Contract and Addendum	Backup Material	10/11/2017
Dutra, Cerro, Graden, Inc.	Backup Material	10/10/2017
Facilities Use Rental Agreement MVEF	Backup Material	10/23/2017
The Green Room	Backup Material	10/11/2017
K-12 Team MOU	Backup Material	10/11/2017
Lawrence Hall of Science	Backup Material	10/19/2017
Playworks Mistral	Backup Material	10/26/2017
ProCare Therapy	Backup Material	10/25/2017
Rhythm and Moves Addendum	Backup Material	10/11/2017
Uplift Family Service	Backup Material	10/25/2017
Silicon Valley Ed Foundation	Backup Material	10/11/2017

Mountain View Whisman School District
Independent Contractor for Professional Services Agreement
 (Non-construction Related)

THIS AGREEMENT is made and entered into on 14 September, 2017
 ("Agreement"),

by and between and Mountain View Whisman School District ("District") and Andrew Molina

("Contractor"). Contractor and District may be referred to herein individually as a "Party" or collectively as the "Parties."

1. **Services.** The District is authorized by Gov. Code § 53060 to contract with any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required. The Contractor shall furnish to the District the following services ("Services" or "Work"). The Contractor warrants that it is specially trained, licensed and experienced and competent to perform the Services. ☐ As indicated in Exhibit "A" or ☒ as

follows:

develop curriculum using design thinking and coaching
teachers in the process

2. **Price & Payment.** The Contractor shall furnish the Services to the District for the following compensation:

☒ Contractor is providing services for a total flat fee of: \$ 7,500; or

☐ Contractor will provide a maximum number of hours of service at a rate of \$ _____
 per hour for a total not to exceed \$ _____; or

☐ Other: _____

("Agreement Price"). Payment for the Services shall be made in accordance with the Terms and Conditions. District must approve Contractor's form of invoice, which must be sufficiently detailed (e.g., name of school or department service was provided to, period of service, number of hours of service, brief description of services provided)

3. **Agreement Time.** The Services shall commence on 14 September, 2017 and shall be completed by 31 May, 2018. ("Agreement Time")

4. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted the following documents as indicated below (Check all that are required):

☒ Signed Agreement

☒ Insurance Certificates & Endorsements

☒ W-9 Form

5. **Notice.** Any notice under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered (effective upon receipt) or sent by overnight delivery service addressed as follows (effective the business day next following delivery thereof to the overnight delivery service).

Mountain View Whisman School
 District
 750-A San Pierre Way,
 Mountain View, CA 94043
 Attn: Associate Superintendent/CBO

Contractor: Andrew Molina
732 Potrero Ave
San Francisco, CA 94110
 Attn: _____



6. **Fingerprinting / Criminal Background / Megan's Law (Sex Offenders).** I have verified and will continue to verify that the employees of Contractor that will be on any school site and the employees of any subconsultants and/or subcontractors that will be on any school site are not listed on California's "Megan's Law" Website (<http://www.meganslaw.ca.gov/>). In addition, one of these two boxes below must be checked:

☐ The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows: "Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto."

☒ [TO BE COMPLETED BY AUTHORIZED DISTRICT EMPLOYEE ONLY.] Contractor's employees will have only limited contact, if any, with District pupils and the District will take appropriate steps to protect the safety of any pupils that may come in contact with Contractor's employees so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Contractor for the services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Ed. Code, § 45125.1 (c).)

District Representative's Name & Initials: [Signature] INITIAL HERE: AW

7. **Tuberculosis (TB) Screening.** Check one of the following boxes:

☐ The District has a statement of TB Clearance on file for each person.

☒ **Waiver of TB Screening.** Contractor is not required to provide evidence of TB Clearance because Contractor will not work directly with students on more than an occasional basis.

INITIAL HERE: AM (Contractor initials). INITIAL HERE: AW (District Representative initials)

8. **Insurance:** Contractor shall have and maintain insurance in force during the term of this Agreement with minimum limits identified below. Contractor shall provide to the District certificate(s) of insurance and endorsements satisfactory to the District. The policy(ies) shall not be amended or modified and the coverage amounts shall not be reduced without thirty (30) days written notice to the District prior to modification. Except for worker's compensation insurance, the District shall be named as an additional insured on all policies. Contractor's policy(ies) shall be primary; any insurance carried by the District shall only be secondary and supplemental. Contractor shall not allow any subcontractor, employee, or agent to commence Work on this Agreement or any subcontract until the insurance required of Contractor, subcontractor, or agent has been obtained.

Commercial General Liability	\$1,000,000 per occurrence; \$2,000,000 aggregate
Automobile Liability, Any Auto, combined single limit	\$1,000,000 per occurrence; \$2,000,000 aggregate
Workers Compensation	Statutory limits pursuant to State law
Employers' Liability	\$1,000,000
Professional Liability (E&O), If Contractor is providing professional services or advice (on a claims-made form)	\$1,000,000

9. **Terms & Conditions.** The Contractor has read and agrees to comply with the Terms & Conditions attached hereto.

INITIAL HERE: AM (Contractor initials).

TERMS & CONDITIONS TO INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES

1. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing the Work.

2. **Materials.** Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.

3. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees.

4. **Standard of Care.**

4.1. Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Contractor's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts. Contractor's Services will be performed with due care and in accordance with applicable law, code, rule, regulation, and/or ordinance.

4.2. Contractor hereby represents that it possesses the necessary professional capabilities, qualifications, licenses, skilled personnel, experience, expertise, and financial resources, and it has available and will provide the necessary equipment, materials, tools, and facilities to perform the Services in an efficient, professional, and timely manner in accordance with the terms and conditions of the Agreement.

4.3. Contractor shall be responsible for the professional quality, technical accuracy, completeness, and coordination of the Services, and Contractor understands that the District relies upon such professional quality, accuracy, completeness, and coordination by Contractor in performing the Services.

4.4. Contractor shall ensure that any individual performing work under the Agreement requiring a California license shall possess the appropriate license required by the State of California. All personnel shall have sufficient skill and experience to perform the work assigned to them.

5. **Originality of Services.** Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this

Agreement, shall be wholly original to Contractor and shall not be copied in whole or in part from any other source, except that submitted to Contractor by District as a basis for such services.

6. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.

7. **Termination.**

7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.

7.2. **Without Cause by Contractor.** Contractor may, upon sixty (60) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.

7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:

7.3.1. material violation of this Agreement by the Contractor; or

7.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or

7.3.3. Contractor is adjudged a bankrupt or makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.

Written notice by District shall contain the reasons for such intention to terminate and, unless within three (3) calendar days after that notice the condition or violation shall cease or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required Services from another Contractor. If the expense, fees, and/or costs to the District exceeds the cost of providing the Services pursuant to this Agreement, the Contractor shall immediately

pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

7.4. Upon termination, Contractor shall provide the District with all documents produced maintained or collected by Contractor pursuant to this Agreement, whether or not such documents are final or draft documents.

8. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its agents, representatives, officers, consultants, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, including without limitation the payment of all consequential damages ("Claim"), arising out of, pertaining to or relating to, in whole or in part, the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, consultants, or agents directly or indirectly arising out of, connected with, or resulting from the performance of the Services or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

9. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

10. **Compliance with Laws.** Contractor shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

11. **Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this agreement.

12. **Safety and Security.** Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are

present.

13. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.

14. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Agreements there be no discrimination against any employee engaged in the work because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

15. **Workers' Compensation.** Contractor shall comply with the provisions of Labor Code § 3700, et seq., that require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code. Contractor shall either being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State or by securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure.

16. **Audit.** Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. Contractor shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Contractor and shall conduct audit(s) during Contractor's normal business hours, unless Contractor otherwise consents.

17. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any manner which is permissible under the law. The District's evaluation may include, without limitation: requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance and announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).

18. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the

compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

19. **Disputes:** In the event of a dispute between the parties as to performance of Work, Agreement interpretation, or payment, the Parties shall attempt to resolve the dispute by negotiation and/or mediation, if agreed to by the Parties. Pending resolution of the dispute, Contractor shall neither rescind the Agreement nor stop Work.

20. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

22. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the California county in which the District's administration offices are located.

23. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

24. **Severability.** If any term, condition or provision of this

Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

25. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

26. **Drug-Free/Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on District property. No students, staff, visitors, Contractors, or subcontractors are to smoke or use drugs or alcohol on these sites.

27. **Conflict of Interest.** Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Contractor shall not hire any officer or employee of District to perform any service by this Agreement. Contractor affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between Contractor's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to District's attention in writing. Through its execution of this Agreement, Contractor acknowledges that it is familiar with the provisions of Section 1090 *et seq.* and Section 87100 *et seq.* of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event Contractor receives any information subsequent to execution of this Agreement, which might constitute a violation of said provisions, Contractor agrees it shall notify District of this information.

28. **Agreement Contingent on Governing Board Approval.** The District shall not be bound by the terms of this Agreement until it has been formally approved or ratified by the District's Governing Board, and no payment shall be owed or made to Contractor absent formal approval.

ACCEPTED AND AGREED on the date indicated below. By signing this Agreement, each Party certifies, under penalty of perjury, that all the information provided in the Agreement is true, complete, and correct and that the person executing this Agreement has full power and authority to enter into the Agreement:

Information regarding Contractor:

Indicate type of entity or if individual:

- ☒ Individual
☐ Sole Proprietorship
☐ Partnership
☐ Limited Partnership
☐ Corporation
☐ Limited Liability Company
☐ Other: _____

Employer Identification and/or Social Security Number:

633-16-1946

NOTE: United States Code, title 26, sections 6041 and 6109 require non-corporate recipients of \$600 or more to furnish their taxpayer identification number to the payer. The States Code also provides that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these rules, the District requires your federal tax identification number or Social Security number, whichever is applicable.

Project Approvals Required Prior to Contract Start Date

<u>Requesting Administrator/Authorized Signer:</u>	<u>Contractor:</u>
Mountain View Whisman School District	Contractor Name: <u>Andrew Molina</u>
Dated: <u>9-15</u> , 20 <u>17</u>	Dated: <u>14 September</u> , 20 <u>17</u>
Signature: <u>[Signature]</u>	Signature: <u>[Signature]</u>
Print Name: <u>Rebecca Westover</u>	Print Name: <u>Andrew Molina</u>
Print Title: <u>Principal</u>	Print Title: <u>Teaching Fellow, Stanford U.</u>

APPROVAL AND BUDGET CODING	
Authorized Signer (if not above)	Dept/Site Budget Program Coding
Dated: _____, 20____	Program Code(s): <u>Y2 631</u>
Signature: _____	_____
Print Name: _____	_____
Print Title: _____	_____
Superintendent/Designee	Board of Trustees Action (District Office Use Only)
Dated: _____, 20____	Board of Trustees Meeting Date: <u>11-2-17</u>
Signature: _____	For Contract: <u>Review</u> Ratification
Print Name: _____	
Print Title: _____	



Design Thinking Professional Development Proposal

Size

6 sessions, 2 facilitators,
~15 students

Timeframe

Sept 17 - May '18

Location

Stevenson Elementary

Proposed Scope of Work

Andrew Molina and Ariel Raz, both employees of the d.school (but proposing this work strictly separate from the d.school), will prepare a 6 session curriculum involving the following:

- A pre-workshop interview session where Ariel/Andrew interview a couple teachers to get a better understanding of the cohort
- An introduction to design thinking (d.thinking) during Workshop 1 (WS1)
- A facilitated d.thinking project on interweaving service learning curriculum into current K-5 curriculum (WS 2-6)
- Deep dives into the mindsets, methods and modes of d.thinking applied to the service learning project (WS 2-6), ensuring teachers can apply the process beyond this experience
- A culminating teacher project on designing an interdisciplinary capstone project for 5th graders to showcase their comprehensive experience with service learning (a meta-project, if you will)

Proposed Dates (format = Session || Optional Dates || Duration)

Pre Workshop Interviews || 8/23 || 3:30 - 5:30pm

WS1 || 9/7 || 1- 4pm

WS2 || 10/19 || 1- 3pm

WS3 || 1/25 || 1- 3pm

WS4 || 3/1 || 1- 3pm

WS5 || 4/19 || 1- 3pm

WS6 || 5/10 || 1- 3pm

Note: Thursdays proposed in 2018 due to conflict with standing team meeting on Wed for Andrew

Pricing

\$15,000.00 (half up front, half on completion)

Mountain View Whisman School District
Independent Contractor for Professional Services Agreement
(Non-construction Related)

THIS AGREEMENT is made and entered into on 14 SEPTEMBER, 2017 ("Agreement"),
by and between and Mountain View Whisman School District ("District") and ARIEL RAZ
("Contractor"). Contractor and District may be referred to herein individually as a "Party" or collectively as the "Parties."

1. **Services.** The District is authorized by Gov. Code § 53060 to contract with any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required. The Contractor shall furnish to the District the following services ("Services" or "Work"). The Contractor warrants that it is specially trained, licensed and experienced and competent to perform the Services. ☐ As indicated in Exhibit "A" or ☒ as follows:

develop curriculum using design thinking and
coach teachers in the process.

2. **Price & Payment.** The Contractor shall furnish the Services to the District for the following compensation:

☒ Contractor is providing services for a total flat fee of: \$ 7,500.00; or

☐ Contractor will provide a maximum number of hours of service at a rate of \$ _____

per hour for a total not to exceed \$ _____; or

☐ Other: _____

("Agreement Price"). Payment for the Services shall be made in accordance with the Terms and Conditions. District must approve Contractor's form of invoice, which must be sufficiently detailed (e.g., name of school or department service was provided to, period of service, number of hours of service, brief description of services provided)

3. **Agreement Time.** The Services shall commence on 14 SEPTEMBER, 2017 and
shall be completed by 31 MAY, 2018. ("Agreement Time")

4. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted the following documents as indicated below (Check all that are required):

☒ Signed Agreement

☒ Insurance Certificates & Endorsements

☒ W-9 Form

5. **Notice.** Any notice under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered (effective upon receipt) or sent by overnight delivery service addressed as follows (effective the business day next following delivery thereof to the overnight delivery service).

Mountain View Whisman School District
750-A San Pierre Way,
Mountain View, CA 94043
Attn: Associate Superintendent/CBO

Contractor: ARIEL RAZ
3000 DAVIS ST
OAKLAND CA
Attn: 94601



6. **Fingerprinting / Criminal Background / Megan's Law (Sex Offenders).** I have verified and will continue to verify that the employees of Contractor that will be on any school site and the employees of any subconsultants and/or subcontractors that will be on any school site are not listed on California's "Megan's Law" Website (<http://www.meganslaw.ca.gov/>). In addition, one of these two boxes below must be checked:

☐ The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows: "Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto."

☒ **[TO BE COMPLETED BY AUTHORIZED DISTRICT EMPLOYEE ONLY.]** Contractor's employees will have only limited contact, if any, with District pupils and the District will take appropriate steps to protect the safety of any pupils that may come in contact with Contractor's employees so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Contractor for the services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Ed. Code, § 45125.1 (c).)

District Representative's Name & Initials: _____

INITIAL HERE: RW

7. **Tuberculosis (TB) Screening.** Check one of the following boxes:

☐ The District has a statement of TB Clearance on file for each person.

☒ **Waiver of TB Screening.** Contractor is not required to provide evidence of TB Clearance because Contractor will not work directly with students on more than an occasional basis.

INITIAL HERE: AR (Contractor initials). INITIAL HERE: RW (District Representative initials)

8. **Insurance:** Contractor shall have and maintain insurance in force during the term of this Agreement with minimum limits identified below. Contractor shall provide to the District certificate(s) of insurance and endorsements satisfactory to the District. The policy(ies) shall not be amended or modified and the coverage amounts shall not be reduced without thirty (30) days written notice to the District prior to modification. Except for worker's compensation insurance, the District shall be named as an additional insured on all policies. Contractor's policy(ies) shall be primary; any insurance carried by the District shall only be secondary and supplemental. Contractor shall not allow any subcontractor, employee, or agent to commence Work on this Agreement or any subcontract until the insurance required of Contractor, subcontractor, or agent has been obtained.

Commercial General Liability	\$1,000,000 per occurrence; \$2,000,000 aggregate
Automobile Liability, Any Auto, combined single limit	\$1,000,000 per occurrence; \$2,000,000 aggregate
Workers Compensation	Statutory limits pursuant to State law
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Professional Liability (E&O), If Contractor is providing professional services or advice (on a claims-made form)	\$1,000,000

9. **Terms & Conditions.** The Contractor has read and agrees to comply with the Terms & Conditions attached hereto.

INITIAL HERE: AR (Contractor initials).

TERMS & CONDITIONS TO INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES

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2. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing the Work.
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 - 5.1. Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Contractor's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts. Contractor's Services will be performed with due care and in accordance with applicable law, code, rule, regulation, and/or ordinance.
 - 5.2. Contractor hereby represents that it possesses the necessary professional capabilities, qualifications, licenses, skilled personnel, experience, expertise, and financial resources, and it has available and will provide the necessary equipment, materials, tools, and facilities to perform the Services in an efficient, professional, and timely manner in accordance with the terms and conditions of the Agreement.
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7. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
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 - 8.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
 - 8.3.3. Contractor is adjudged a bankrupt or makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.Written notice by District shall contain the reasons for such intention to terminate and, unless within three (3) calendar days after that notice the condition or violation shall cease or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required Services from another Contractor. If the

expense, fees, and/or costs to the District exceeds the cost of providing the Services pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

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9. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its agents, representatives, officers, consultants, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, including without limitation the payment of all consequential damages ("Claim"), arising out of, pertaining to or relating to, in whole or in part, the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, consultants, or agents directly or indirectly arising out of, connected with, or resulting from the performance of the Services or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

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on school grounds, particularly when children are present.

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15. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Agreements there be no discrimination against any employee engaged in the work because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

16. **Workers' Compensation.** Contractor shall comply with the provisions of Labor Code § 3700, et seq., that require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code. Contractor shall either being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State or by securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure.

17. **Audit.** Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. Contractor shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Contractor and shall conduct audit(s) during Contractor's normal business hours, unless Contractor otherwise consents.

18. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any manner which is permissible under the law. The District's evaluation may include, without limitation: requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance and announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).

19. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this

Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

20. **Disputes:** In the event of a dispute between the parties as to performance of Work, Agreement interpretation, or payment, the Parties shall attempt to resolve the dispute by negotiation and/or mediation, if agreed to by the Parties. Pending resolution of the dispute, Contractor shall neither rescind the Agreement nor stop Work.

21. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

22. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

23. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the California county in which the District's administration offices are located.

24. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

25. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

26. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

27. **Drug-Free/Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on District property. No students, staff, visitors, Contractors, or subcontractors are to smoke or use drugs or alcohol on these sites.

28. **Conflict of Interest.** Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Contractor shall not hire any officer or employee of District to perform any service by this Agreement. Contractor affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between Contractor's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest

which may arise as a result of such change will be brought to District's attention in writing. Through its execution of this Agreement, Contractor acknowledges that it is familiar with the provisions of Section 1090 *et seq.* and Section 87100 *et seq.* of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event Contractor receives any information subsequent to execution of this Agreement, which might constitute a violation of said provisions, Contractor agrees it shall notify District of this information.

29. **Agreement Contingent on Governing Board Approval.** The District shall not be bound by the terms of this Agreement until it has been formally approved or ratified by the District's Governing Board, and no payment shall be owed or made to Contractor absent formal approval.

ACCEPTED AND AGREED on the date indicated below. By signing this Agreement, each Party certifies, under penalty of perjury, that all the information provided in the Agreement is true, complete, and correct and that the person executing this Agreement has full power and authority to enter into the Agreement:

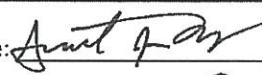
Information regarding Contractor:

Indicate type of entity or if individual:

- ☒ Individual
☐ Sole Proprietorship
☐ Partnership
☐ Limited Partnership
☐ Corporation
☐ Limited Liability Company
☐ Other: _____

Employer Identification and/or Social Security Number: 621 48 2132
NOTE: United States Code, title 26, sections 6041 and 6109 require non-corporate recipients of \$600 or more to furnish their taxpayer identification number to the payer. The United States Code also provides that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these rules, the District requires your federal tax identification number or Social Security number, whichever is applicable.

Project Approvals Required Prior to Contract Start Date

<u>Requesting Administrator/Authorized Signer:</u>	<u>Contractor:</u>
Mountain View Whisman School District	Contractor Name: <u>Ariel Raz</u>
Dated: <u>9-15</u> , 20 <u>17</u>	Dated: <u>9-12-2017</u> , 20 <u> </u>
Signature: 	Signature: 
Print Name: <u>Rebecca Westover</u>	Print Name: <u>Ariel Raz</u>
Print Title: <u>Principal</u>	Print Title: <u>LECTURER, STANFORD U. Mister</u>

APPROVAL AND BUDGET CODING	
Authorized Signer (if not above)	Dept/Site Budget Program Coding
Dated: _____, 20____	Program Code(s): _____
Signature: _____	_____
Print Name: _____	_____
Print Title: _____	
Superintendent/Designee	Board of Trustees Action (District Office Use Only)
Dated: _____, 20____	Board of Trustees Meeting Date: _____
Signature: _____	For Contract: Review Ratification
Print Name: _____	
Print Title: _____	



Design Thinking Professional Development Proposal

Size	Timeframe	Location
6 sessions, 2 facilitators ~15 students	Sept 17-May 18	Stevenson Elementary

Proposed Scope of Work

Andrew Molina and Ariel Raz, both employees of the d school (but proposing this work strictly separate from the d school) will prepare a 6 session curriculum involving the following:

- A pre-workshop interview session where Ariel/Andrew interview a couple teachers to get a better understanding of the cohort
- An introduction to design thinking (d thinking) during Workshop 1 (WS1)
- A facilitated d thinking project on interweaving service learning curriculum into current K-5 curriculum (WS 2-6)
- Deep dives into the mindsets, methods and modes of d thinking applied to the service learning project (WS 2-6) ensuring teachers can apply the process beyond this experience
- A culminating teacher project on designing an interdisciplinary capstone project for 5th graders to showcase their comprehensive experience with service learning (a meta-project if you will)

Proposed Dates (format = Session | Optional Dates | Duration)

Pre Workshop Interviews	8/28	3:30 - 5:30pm
WS1	9/7	1-4pm
WS2	10/19	1-3pm
WS3	1/25	1-3pm
WS4	3/1	1-3pm
WS5	4/19	1-3pm
WS6	5/10	1-3pm

Note: Thursdays proposed in 2018 due to conflict with standing team meeting on Wed for Andrew

Pricing

\$15,000.00 (half up front, half on completion)

Mountain View Whisman School District
Independent Contractor for Professional Services Agreement
 (Non-construction Related)

THIS AGREEMENT is made and entered into on September 27, 2017 ("Agreement"),
 by and between and Mountain View Whisman School District ("District") and Camp Imagineerz
 ("Contractor"). Contractor and District may be referred to herein individually as a "Party" or collectively as the "Parties."

1. **Services.** The District is authorized by Gov. Code § 53060 to contract with any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required. The Contractor shall furnish to the District the following services ("Services" or "Work"). The Contractor warrants that it is specially trained, licensed and experienced and competent to perform the Services. ☐ As indicated in Exhibit "A" or ☒ as follows:

Engineering / Design Thinking / Growth Mindset workshops for
first - and second-graders.

2. **Price & Payment.** The Contractor shall furnish the Services to the District for the following compensation:

☐ Contractor is providing services for a total flat fee of: \$ _____; or

☐ Contractor will provide a maximum number of hours of service at a rate of \$ _____
 per hour for a total not to exceed \$ _____; or

☒ Other: 8 sessions for each class per grade (1-2) for \$12,000 (twelve thousand only)
 ("Agreement Price"). Payment for the Services shall be made in accordance with the Terms and Conditions. District must approve Contractor's form of invoice, which must be sufficiently detailed (e.g., name of school or department service was provided to, period of service, number of hours of service, brief description of services provided)

3. **Agreement Time.** The Services shall commence on September 29, 2017 and
 shall be completed by December 31, 2017. ("Agreement Time")

4. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted the following documents as indicated below (Check all that are required):

☒ Signed Agreement

☒ Insurance Certificates & Endorsements

☒ W-9 Form

5. **Notice.** Any notice under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered (effective upon receipt) or sent by overnight delivery service addressed as follows (effective the business day next following delivery thereof to the overnight delivery service).

Mountain View Whisman School District
 750-A San Pierre Way,
 Mountain View, CA 94043
 Attn: Associate Superintendent/CBO

Contractor: Imagineerz Learning
113 Estrada Drive
Mountain View, CA 94043
 Attn: Vaibhavi Gala

6. **Fingerprinting / Criminal Background / Megan's Law (Sex Offenders).** I have verified and will continue to verify that the employees of Contractor that will be on any school site and the employees of any subconsultants and/or subcontractors that will be on any school site are not listed on California's "Megan's Law" Website (<http://www.meganslaw.ca.gov/>). In addition, one of these two boxes below must be checked:

☒ The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows: "Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto."

☐ [TO BE COMPLETED BY AUTHORIZED DISTRICT EMPLOYEE ONLY.] Contractor's employees will have only limited contact, if any, with District pupils and the District will take appropriate steps to protect the safety of any pupils that may come in contact with Contractor's employees so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Contractor for the services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Ed. Code, § 45125.1 (c).)

District Representative's Name & Initials: Geoffrey Chang

INITIAL HERE: @

7. **Tuberculosis (TB) Screening.** Check one of the following boxes:

☒ The District has a statement of TB Clearance on file for each person.

☐ **Waiver of TB Screening.** Contractor is not required to provide evidence of TB Clearance because Contractor will not work directly with students on more than an occasional basis.

INITIAL HERE: Vg (Contractor initials). INITIAL HERE: @ (District Representative initials)

8. **Insurance:** Contractor shall have and maintain insurance in force during the term of this Agreement with minimum limits identified below. Contractor shall provide to the District certificate(s) of insurance and endorsements satisfactory to the District. The policy(ies) shall not be amended or modified and the coverage amounts shall not be reduced without thirty (30) days written notice to the District prior to modification. Except for worker's compensation insurance, the District shall be named as an additional insured on all policies. Contractor's policy(ies) shall be primary; any insurance carried by the District shall only be secondary and supplemental. Contractor shall not allow any subcontractor, employee, or agent to commence Work on this Agreement or any subcontract until the insurance required of Contractor, subcontractor, or agent has been obtained.

Commercial General Liability	\$1,000,000 per occurrence; \$2,000,000 aggregate
Automobile Liability, Any Auto, combined single limit	\$1,000,000 per occurrence; \$2,000,000 aggregate
Workers Compensation	Statutory limits pursuant to State law
Employers' Liability	\$1,000,000
Professional Liability (E&O). If Contractor is providing professional services or advice (on a claims-made form)	\$1,000,000

9. **Terms & Conditions.** The Contractor has read and agrees to comply with the Terms & Conditions attached hereto.

INITIAL HERE: Vg (Contractor initials).

TERMS & CONDITIONS TO INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES

1. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing the Work.
2. **Materials.** Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.
3. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees.
4. **Standard of Care.**
 - 4.1. Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Contractor's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts. Contractor's Services will be performed with due care and in accordance with applicable law, code, rule, regulation, and/or ordinance.
 - 4.2. Contractor hereby represents that it possesses the necessary professional capabilities, qualifications, licenses, skilled personnel, experience, expertise, and financial resources, and it has available and will provide the necessary equipment, materials, tools, and facilities to perform the Services in an efficient, professional, and timely manner in accordance with the terms and conditions of the Agreement.
 - 4.3. Contractor shall be responsible for the professional quality, technical accuracy, completeness, and coordination of the Services, and Contractor understands that the District relies upon such professional quality, accuracy, completeness, and coordination by Contractor in performing the Services.
 - 4.4. Contractor shall ensure that any individual performing work under the Agreement requiring a California license shall possess the appropriate license required by the State of California. All personnel shall have sufficient skill and experience to perform the work assigned to them.
5. **Originality of Services.** Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Contractor and shall not be copied in whole or in part from any other source, except that submitted to Contractor by District as a basis for such services.
6. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
7. **Termination.**
 - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.
 - 7.2. **Without Cause by Contractor.** Contractor may, upon sixty (60) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.
 - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - 7.3.1. material violation of this Agreement by the Contractor; or
 - 7.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
 - 7.3.3. Contractor is adjudged a bankrupt or makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.Written notice by District shall contain the reasons for such intention to terminate and, unless within three (3) calendar days after that notice the condition or violation shall cease or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required Services from another Contractor. If the expense, fees, and/or costs to the District exceeds the cost of providing the Services pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the

District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

7.4. Upon termination, Contractor shall provide the District with all documents produced maintained or collected by Contractor pursuant to this Agreement, whether or not such documents are final or draft documents.

8. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its agents, representatives, officers, consultants, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, including without limitation the payment of all consequential damages ("Claim"), arising out of, pertaining to or relating to, in whole or in part, the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, consultants, or agents directly or indirectly arising out of, connected with, or resulting from the performance of the Services or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

9. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

10. **Compliance with Laws.** Contractor shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

11. **Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this agreement.

12. **Safety and Security.** Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

13. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are

actually being performed pursuant to this Agreement.

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19. **Disputes:** In the event of a dispute between the parties as to

performance of Work, Agreement interpretation, or payment, the Parties shall attempt to resolve the dispute by negotiation and/or mediation, if agreed to by the Parties. Pending resolution of the dispute, Contractor shall neither rescind the Agreement nor stop Work.

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22. California Law. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the California county in which the District's administration offices are located.

23. Waiver. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

24. Severability. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

25. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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28. Agreement Contingent on Governing Board Approval. The District shall not be bound by the terms of this Agreement until it has been formally approved or ratified by the District's Governing Board, and no payment shall be owed or made to Contractor absent formal approval.

ACCEPTED AND AGREED on the date indicated below. By signing this Agreement, each Party certifies, under penalty of perjury, that all the information provided in the Agreement is true, complete, and correct and that the person executing this Agreement has full power and authority to enter into the Agreement:

Information regarding Contractor:

Indicate type of entity or if individual:

- ☐ Individual
☐ Sole Proprietorship
☐ Partnership
☐ Limited Partnership
☐ Corporation
☒ Limited Liability Company
☐ Other: _____

Employer Identification and/or Social Security Number: Tax ID: 45-1808932
 NOTE: United States Code, title 26, sections 6041 and 6109 require non-corporate recipients of \$600 or more to furnish their taxpayer identification number to the payer. The United States Code also provides that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these rules, the District requires your federal tax identification number or Social Security number, whichever is applicable.

Project Approvals Required Prior to Contract Start Date

Requesting Administrator/Authorized Signer:	Contractor:
Mountain View Whisman School District	Contractor Name: <u>Imagineerz Learning LLC</u>
Dated: <u>9/27</u> , 20 <u>17</u>	Dated: <u>9/27</u> , 20 <u>17</u>
Signature: <u>[Signature]</u>	Signature: <u>[Signature]</u>
Print Name: <u>Geoff Chang</u>	Print Name: <u>VAIBHAVI GATA</u>
Print Title: <u>Principal</u>	Print Title: <u>Founder & CEO</u>

APPROVAL AND BUDGET CODING	
Authorized Signer (if not above)	Dept/Site Budget Program Coding
Dated: _____, 20____	Program Code(s): <u>130-PTA</u>
Signature: _____	
Print Name: _____	
Print Title: _____	
Superintendent/Designee	Board of Trustees Action (District Office Use Only)
Dated: _____, 20____	Board of Trustees Meeting Date: <u>NOV. 2, 2017</u>
Signature: _____	For Contract: Review Ratification
Print Name: _____	
Print Title: _____	

Mountain View Whisman School District
Independent Contractor for Professional Services Agreement
 (Non-construction Related)

THIS AGREEMENT is made and entered into on September 28, 2017 ("Agreement"),
 by and between and Mountain View Whisman School District ("District") and Code for fun
 ("Contractor"). Contractor and District may be referred to herein individually as a "Party" or collectively as the "Parties."

1. **Services.** The District is authorized by Gov. Code § 53060 to contract with any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required. The Contractor shall furnish to the District the following services ("Services" or "Work"). The Contractor warrants that it is specially trained, licensed and experienced and competent to perform the Services. ☐ As indicated in Exhibit "A" or ☒ as follows:

Computer science classes for third, fourth, and
fifth graders

2. **Price & Payment.** The Contractor shall furnish the Services to the District for the following compensation:

- ☐ Contractor is providing services for a total flat fee of: \$ _____; or
☒ Contractor will provide a maximum number of hours of service at a rate of \$ 50/hour
 per hour for a total not to exceed \$ 7,000; or
☐ Other: _____

("Agreement Price"). Payment for the Services shall be made in accordance with the Terms and Conditions. District must approve Contractor's form of invoice, which must be sufficiently detailed (e.g., name of school or department service was provided to, period of service, number of hours of service, brief description of services provided)

3. **Agreement Time.** The Services shall commence on October 2, 2017 and
 shall be completed by January 31, 2018. ("Agreement Time")
4. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted the following documents as indicated below (Check all that are required):
- | | | |
|--|---|--|
| <input checked="" type="checkbox"/> Signed Agreement | <input checked="" type="checkbox"/> Insurance Certificates & Endorsements | <input checked="" type="checkbox"/> W-9 Form |
|--|---|--|
5. **Notice.** Any notice under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered (effective upon receipt) or sent by overnight delivery service addressed as follows (effective the business day next following delivery thereof to the overnight delivery service).

Mountain View Whisman School District
 750-A San Pierre Way,
 Mountain View, CA 94043
 Attn: Associate Superintendent/CBO

Contractor: Code for fun
4395 Shen Grover Drive
Fremont, CA 94536
 Attn: Servane Demol



6. **Fingerprinting / Criminal Background / Megan's Law (Sex Offenders).** I have verified and will continue to verify that the employees of Contractor that will be on any school site and the employees of any subconsultants and/or subcontractors that will be on any school site are not listed on California's "Megan's Law" Website (<http://www.meganslaw.ca.gov/>). In addition, one of these two boxes below must be checked:

☒ The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows: "Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto."

☐ [TO BE COMPLETED BY AUTHORIZED DISTRICT EMPLOYEE ONLY.] Contractor's employees will have only limited contact, if any, with District pupils and the District will take appropriate steps to protect the safety of any pupils that may come in contact with Contractor's employees so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Contractor for the services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Ed. Code, § 45125.1 (c).)

District Representative's Name & Initials: Geoffrey Chang

INITIAL HERE: GC

7. **Tuberculosis (TB) Screening.** Check one of the following boxes:

☒ The District has a statement of TB Clearance on file for each person.

☐ **Waiver of TB Screening.** Contractor is not required to provide evidence of TB Clearance because Contractor will not work directly with students on more than an occasional basis.

INITIAL HERE: SD (Contractor initials). INITIAL HERE: GC (District Representative initials)

8. **Insurance:** Contractor shall have and maintain insurance in force during the term of this Agreement with minimum limits identified below. Contractor shall provide to the District certificate(s) of insurance and endorsements satisfactory to the District. The policy(ies) shall not be amended or modified and the coverage amounts shall not be reduced without thirty (30) days written notice to the District prior to modification. Except for worker's compensation insurance, the District shall be named as an additional insured on all policies. Contractor's policy(ies) shall be primary; any insurance carried by the District shall only be secondary and supplemental. Contractor shall not allow any subcontractor, employee, or agent to commence Work on this Agreement or any subcontract until the insurance required of Contractor, subcontractor, or agent has been obtained.

Commercial General Liability	\$1,000,000 per occurrence; \$2,000,000 aggregate
Automobile Liability, Any Auto, combined single limit	\$1,000,000 per occurrence; \$2,000,000 aggregate
Workers Compensation	Statutory limits pursuant to State law
Employers' Liability	\$1,000,000
Professional Liability (E&O), If Contractor is providing professional services or advice (on a claims-made form)	\$1,000,000

9. **Terms & Conditions.** The Contractor has read and agrees to comply with the Terms & Conditions attached hereto.

INITIAL HERE: SD (Contractor initials).

TERMS & CONDITIONS TO INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES

1. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing the Work.
2. **Materials.** Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.
3. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees.
4. **Standard of Care.**
 - 4.1. Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Contractor's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts. Contractor's Services will be performed with due care and in accordance with applicable law, code, rule, regulation, and/or ordinance.
 - 4.2. Contractor hereby represents that it possesses the necessary professional capabilities, qualifications, licenses, skilled personnel, experience, expertise, and financial resources, and it has available and will provide the necessary equipment, materials, tools, and facilities to perform the Services in an efficient, professional, and timely manner in accordance with the terms and conditions of the Agreement.
 - 4.3. Contractor shall be responsible for the professional quality, technical accuracy, completeness, and coordination of the Services, and Contractor understands that the District relies upon such professional quality, accuracy, completeness, and coordination by Contractor in performing the Services.
 - 4.4. Contractor shall ensure that any individual performing work under the Agreement requiring a California license shall possess the appropriate license required by the State of California. All personnel shall have sufficient skill and experience to perform the work assigned to them.
5. **Originality of Services.** Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Contractor and shall not be copied in whole or in part from any other source, except that submitted to Contractor by District as a basis for such services.
6. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
7. **Termination.**
 - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.
 - 7.2. **Without Cause by Contractor.** Contractor may, upon sixty (60) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.
 - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - 7.3.1. material violation of this Agreement by the Contractor; or
 - 7.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
 - 7.3.3. Contractor is adjudged a bankrupt or makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.Written notice by District shall contain the reasons for such intention to terminate and, unless within three (3) calendar days after that notice the condition or violation shall cease or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required Services from another Contractor. If the expense, fees, and/or costs to the District exceeds the cost of providing the Services pursuant to this Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the

District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

7.4. Upon termination, Contractor shall provide the District with all documents produced maintained or collected by Contractor pursuant to this Agreement, whether or not such documents are final or draft documents.

8. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its agents, representatives, officers, consultants, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, including without limitation the payment of all consequential damages ("Claim"), arising out of, pertaining to or relating to, in whole or in part, the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, consultants, or agents directly or indirectly arising out of, connected with, or resulting from the performance of the Services or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

9. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

10. **Compliance with Laws.** Contractor shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

11. **Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this agreement.

12. **Safety and Security.** Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

13. **Employment with Public Agency.** Contractor, if an employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are

actually being performed pursuant to this Agreement.

14. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Agreements there be no discrimination against any employee engaged in the work because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

15. **Workers' Compensation.** Contractor shall comply with the provisions of Labor Code § 3700, et seq., that require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code. Contractor shall either being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State or by securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure.

16. **Audit.** Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. Contractor shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Contractor and shall conduct audit(s) during Contractor's normal business hours, unless Contractor otherwise consents.

17. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any manner which is permissible under the law. The District's evaluation may include, without limitation: requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance and announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).

18. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

19. **Disputes:** In the event of a dispute between the parties as to

performance of Work, Agreement interpretation, or payment, the Parties shall attempt to resolve the dispute by negotiation and/or mediation, if agreed to by the Parties. Pending resolution of the dispute, Contractor shall neither rescind the Agreement nor stop Work.

20. Confidentiality. The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. Integration/Entire Agreement of Parties. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

22. California Law. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the California county in which the District's administration offices are located.

23. Waiver. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

24. Severability. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

25. Incorporation of Recitals and Exhibits. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

26. Drug-Free/Smoke Free Policy. No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on District property. No students, staff, visitors, Contractors, or subcontractors are to smoke or use drugs or alcohol on these sites.

27. Conflict of Interest. Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Contractor shall not hire any officer or employee of District to perform any service by this Agreement. Contractor affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between Contractor's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to District's attention in writing. Through its execution of this Agreement, Contractor acknowledges that it is familiar with the provisions of Section 1090 *et seq.* and Section 87100 *et seq.* of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event Contractor receives any information subsequent to execution of this Agreement, which might constitute a violation of said provisions, Contractor agrees it shall notify District of this information.

28. Agreement Contingent on Governing Board Approval. The District shall not be bound by the terms of this Agreement until it has been formally approved or ratified by the District's Governing Board, and no payment shall be owed or made to Contractor absent formal approval.

ACCEPTED AND AGREED on the date indicated below. By signing this Agreement, each Party certifies, under penalty of perjury, that all the information provided in the Agreement is true, complete, and correct and that the person executing this Agreement has full power and authority to enter into the Agreement:



Information regarding Contractor:

Indicate type of entity or if individual:

- ☐ Individual
☐ Sole Proprietorship
☐ Partnership
☐ Limited Partnership
☒ Corporation
☐ Limited Liability Company
☐ Other: _____

Employer Identification and/or Social Security Number: 46-4748165
 NOTE: United States Code, title 26, sections 6041 and 6109 require non-corporate recipients of \$600 or more to furnish their taxpayer identification number to the payer. The United States Code also provides that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these rules, the District requires your federal tax identification number or Social Security number, whichever is applicable.

Project Approvals Required Prior to Contract Start Date

<u>Requesting Administrator/Authorized Signer:</u>	<u>Contractor:</u>
Mountain View Whisman School District	Contractor Name: <u>Code for fun</u>
Dated: <u>September 27</u> , 20 <u>17</u>	Dated: <u>September 28</u> , 20 <u>17</u>
Signature: 	Signature: 
Print Name: <u>Geoffrey Chang</u>	Print Name: <u>Servane Demol</u>
Print Title: <u>Principal</u>	Print Title: <u>Executive Director</u>

APPROVAL AND BUDGET CODING	
Authorized Signer (if not above)	Dept/Site Budget Program Coding
Dated: _____, 20____	Program Code(s): _____
Signature: _____	<u>130-PTA</u>
Print Name: _____	_____
Print Title: _____	_____
Superintendent/Designee	Board of Trustees Action (District Office Use Only)
Dated: _____, 20____	Board of Trustees Meeting Date: <u>Nov. 2, 2017</u>
Signature: _____	For Contract: <u>Review</u> Ratification
Print Name: _____	
Print Title: _____	

September 27, 2017

Ms. Maria Liu
Director of Fiscal Services
Mountain View Whisman School District
750-A San Pierre Way
Mountain View, CA 94043-3133

Re: Engagement Letter for GASB 45/75 Actuarial Services for 2017-2018

Ms. Liu:

This letter will set forth our agreement for my services and fees, relating to the calculation of the liabilities of your retiree health benefits program (the Program), and the amounts to be recorded on your financial statements under GASB Statements 45 and 75.

Scope of Services

The services to be provided under this engagement are the calculations under Statements of Governmental Accounting Standards Nos. 45 and 75 (GASB 45 and GASB 75) for the Program sponsored by the District for certain current and former employees. These steps will be included:

- Consultation regarding the assumptions to be used. The primary assumptions to be decided are the discount rate, the rates of future increases in health care costs, rates of turnover and retirement, and mortality. Based on industry norms, my own experience and the District's expectations, I will recommend assumptions for this purpose for your consideration. It is understood that the District has responsibility for choosing all the assumptions.
- Using my proprietary actuarial valuation software, I will calculate the actuarial present value of the District's benefit obligations under the Program as of July 1, 2016. With this information, I will calculate the amount that the District must accrue under GASB 45 for the fiscal year ending June 30 2017.
- Using the results of the July 1 2016 valuation, and assuming that the District adopts a measurement date of June 30 2017 for the June 30 2018 reporting date, I will calculate the amounts that the District needs to accrue and disclose under GASB 75 for the fiscal year ending June 30, 2018.

- I will prepare a written report to summarize this information. The report will include an executive summary. The report will also include summaries of the participant data, the actuarial assumptions and methods, and the Program's provisions. The report is intended to serve as documentation for the computations of the Program's obligations and of GASB 45 and GASB 75 costs, and for audit by your independent auditors as needed. My fee assumes that I will provide at most five bound copies of the report.
- After June 30 2018 economic indicators have been published, it will be possible to establish a discount rate as of June 30 2018. At that time, I will use the results of the July 1 2016 valuation to calculate the liabilities of the Program as of June 30 2018 using the new discount rate. This will be combined with the June 30 2017 results to compute the amount the District will need to accrue under GASB 75 for the 2018-19 fiscal year. My expectation is that I will communicate this information to you via emails, and will formally document these calculations in the July 1 2019 valuation report.

Fees

My fees for the services described in this engagement letter will be as follows:

- For the July 1, 2016 actuarial valuation and report, the determination of GASB 45 accruals for the fiscal year ending June 30, 2017, and the determination of GASB 75 accruals for the fiscal year ending June 30, 2018: **\$ 3,500**. I will invoice this amount upon preparation of the draft report.
- For the calculations of benefit obligations as of June 30, 2018, and the determination of GASB 75 accruals for the 2018-19 year: **\$1,500**

Documentation of the accruals for 2018-19 will be included in the July 1, 2019 actuarial valuation report, which is a separate project, not included here.

I am available for additional services that are related to this study. My hourly billing rate is \$200 per hour. I will participate in meetings via conference call at no charge.

Thank you for giving me the opportunity to propose on this project. I appreciate this opportunity to work with you. Please sign below and return a copy of this letter to me at the address shown above. If you have any questions or need additional clarification, please call me at (800) 594-4590.

Sincerely,

ACCEPTED BY:

Nick Franceschine, F.S.A.
Consulting Actuary
North Bay Pensions LLC
550 Du Franc Ave.
Sebastopol, CA 95472

Reintake 3 Oct 2017
DATE
Assor Supt/CBO

3/28/17

MEMORANDUM OF UNDERSTANDING: ADDENDUM
Art4Schools Program

Addendum I: Facilities Support for the A4S and M4S Programs

MVWSD provides the location(s) and facilities for the Art4Schools & Music4Schools programs:

- Classroom setting for teachers to conduct instruction to students, such that adequate space is allocated for class size of up to 35 students.
- A teacher-preparation space
- Working sink and tables, chairs for each student in art.

Addendum II: School Contribution to Program Costs

This is an agreement between the Community School of Music and Arts and the MVWSD confirming that CSMA will provide an in-school art and music program for grades TK through five and SDC classrooms as described below.

ART	Hrs	Classrooms	Rate	Costs	Subsidy	District Cost
GR TK - 2 & SDC	12	86	95	\$98,040	\$24,510	\$73,530
GR 3 - 4 & SDC	22	46	95	\$96,140	\$24,035	\$72,105
GR 5	33	8	95	\$25,080	\$6,270	\$18,810
Total Art				<u>\$219,260</u>	<u>\$54,815</u>	<u>\$164,445</u>
MUSIC	Hrs	Classrooms	Rate	Costs	Subsidy	District Cost
GR TK - 2 & SDC	11	86	95	\$89,870	\$22,468	\$67,402
GR 3 - 4 & SDC	16.5	46	95	\$72,105	\$18,026	\$54,079
GR 5	33	32	95	\$100,320	\$25,080	\$75,240
Total Music				<u>\$262,295</u>	<u>\$65,574</u>	<u>\$196,721</u>
Total In School				\$481,555	\$120,389	\$361,166
Music in Action concerts				\$1833		\$1833
Recorders for 630				\$4,095		\$4,095
Grand Total				<u>\$487,483</u>	<u>\$120,389</u>	<u>\$367,094</u>

This agreement is based on class counts as of September 2017.

For these services, payments will be made to the Community School of Music and Arts in the total amount of \$367,094.

Payments to be made in two portions:

\$183,547 to be paid September 15, 2017 upon receipt of invoice

\$183,547 to be paid January 15, 2018 upon receipt of invoice



community school of music and arts

MEMORANDUM OF UNDERSTANDING

between

the Mountain View Whisman School District and the Community School of Music & Arts.

This non-binding Memorandum of Understanding (“MOU”) summarizes the principal terms that the **Mountain View Whisman School District** located at 750 San Pierre Way, Mountain View, CA 94043 (“MVWSD”) and **The Community School of Music and Arts** located at 230 San Antonio Circle, Mountain View, CA 94040 (“CSMA”) have been discussing with respect to implementing the Art4Schools and Music4Schools Programs (“Programs”) at the Mountain View elementary schools during the 2017-18 school year.

1. Program Description. CSMA will hold one-hour long art classes for the number of days specified in the attached Addendum providing from August 2017 through June 2018. The programs will be held at the eight MVWSD elementary schools in Mountain View, California locations unless the parties agree otherwise.
2. Instructors. The students will be taught an art and music curriculum by professional artists/musicians or arts educators (“Instructors”) selected and vetted by CSMA. Before being allowed to teach at the MVWSD elementary schools, all Instructors will be given a tuberculosis test, fingerprinted and undergo a criminal background check in accordance with Department of Justice guidelines.
3. Rescheduling of classes. If the Instructor is unavailable to teach a scheduled class and no substitute is available, the class will be made up at a later date within the school year. If the school or a Classroom Teacher needs to cancel a class, they must provide at least 24-hours’ notice to receive a make-up class. If the school or a Classroom Teacher cancels a class with less than 24-hours’ notice, no make-up class will be given. If, after all attempts have been made to make-up a class and no make-up time was found, there will be no refund for the missed class(es).
4. School or a Classroom Teacher needs to cancel a class, they must provide at least 24-hours’ notice to receive a make-up class. If a school site or a Classroom Teacher cancels a class with less than 24-hours’ notice, no make-up class will be given. If, after all attempts have been made to make-up a class and no make-up time was found, there will be no refund for the missed class(es).
5. CSMA Responsibilities. In connection with the Programs, CSMA will (a) develop the Program’s in class curriculum such that it meets the California Visual and Performing Arts Standards; (b) supply the necessary art materials for each art class it conducts; (c) hire and pay the Instructors; (d) perform any necessary project management related to the program; and (e) organize a community art show/musical performance at the end of school year.
6. MVWSD Responsibilities. In connection with the Programs, MVWSD will (a) provide facilities, including working sinks tables, chairs and basic storage; (b) participate with CSMA in the planning and implementation of the program; and (c) set clear guidelines for student behavior.

7. Insurance Coverage. CSMA agrees to maintain an insurance policy in the minimum amount of \$1,000,000 to cover any negligent acts committed by CSMA or its Instructors while providing services to MVWSD and shall name MVWSD as an additional insured.
8. Non-Solicit. MVWSD agrees that during the Program and for twelve (12) months thereafter MVWSD will not, directly or indirectly, recruit, or attempt to recruit any Instructor.
9. Limitation of Liability. Under no circumstances will either party be liable to the other party in connection with this MOU for any consequential, incidental, indirect, special, or reliance damages (or any loss of revenue or profits), however caused, whether for breach of contract, negligence or under any other legal theory, whether foreseeable or not and whether or not the other party has been advised of the possibility of such damages.
10. Governing Law. This MOU will be governed by California law without regard to conflicts of laws principles.
11. Entire Agreement; Amendment. This MOU sets forth the entire agreement between the parties with respect to the subject matter hereof and may only be amended in writing signed by both parties.
12. Assignment. Neither party may assign this MOU or any right, interest or benefit under this MOU without the prior written consent of the other party. Notwithstanding the foregoing, either party may assign this MOU without the other party's consent to any person or entity that acquires or succeeds to all or substantially all of such party's business or assets.
13. Termination of MOU Except with respect to Sections 7-12, either party may terminate this MOU at any time upon written notice to the other party, and the parties will have no further obligations hereunder unless and until a definitive agreement is signed.
14. Non-Binding. Except for this Section 12, this MOU is a statement of the parties' present intentions only, and is not legally binding upon either the MVWSD or CSMA, with no agreement being created by estoppel, reliance or otherwise. Neither party will have any obligation to negotiate a definitive agreement regardless of the existence of this MOU.

IN WITNESS WHEREOF, as of the Effective Date, an authorized representative of each party has duly executed this MOU. The Effective Date will be the latter of the two signatures below.



Vickie Scott Grove
Executive Director

District Representative

Printed Name

Date

9/26/17

Date

Person to be sent invoice for payment

email

phone



CONSULTING AND BROKERAGE AGREEMENT

THIS CONSULTING AND BROKERAGE AGREEMENT ("Agreement") is made and entered into as of **September 27, 2017 (the "Effective Date")**, by and between Mountain View Whisman School District ("Owner"), and DUTRA, CERRO, GRADEN, INC., a California corporation dba DCG Commercial ("Consultant").

1. BASIC AGREEMENTS

1.1 **Basic Services.** In compliance with all of the terms and conditions of this Agreement, the Consultant shall provide those services specified in the "Scope of Services" attached hereto as Exhibit "A," which services are referred to herein as the "Basic Services".

1.2 **Additional Services.** Owner shall have the right at any time during the performance of the services, without invalidating this Agreement, to order extra work beyond that specified in the Scope of Services or make changes by altering, adding to or deducting from said work ("Additional Services"), by written request to Consultant, subject to the written acceptance of Consultant. The written request and acceptance of Additional Work shall be written amendments to the Scope of Services. No Additional Services may be undertaken unless authorized by Owner in advance and in writing, including email. Additional Services shall be paid for by Owner as provided in Section 2.2. All services performed in connection with this Agreement may be referred to herein as the "Services." All terms and conditions under this Agreement applicable to Basic Services shall be applicable to all Services except as otherwise agreed to in writing by Owner and Consultant.

1.3 **Standard of Performance.** As a material inducement to Owner to enter into this Agreement, Consultant hereby represents that Consultant has all applicable licenses to perform the Basic Services and is experienced in performing work or services similar to the Basic Services and, in light of such experience, Consultant hereby covenants that it shall follow applicable industry standards in performing all services required hereunder and using only qualified personnel. Owner and Consultant agree that Consultant shall comply with all applicable federal, state and local laws, ordinances, regulations and orders in performing the services hereunder.

2. **COMPENSATION.** The Owner shall compensate the Consultant for the services to be performed in accordance with the terms and conditions of this Agreement as follows:

2.1 Basic Services. For the Basic Services, as described in the Scope of Services, Consultant shall be paid in accordance with the "Schedule of Compensation" attached hereto as Exhibit "B" (the "Basic Services Fee"). Said compensation shall be inclusive of all benefits, compensation costs and expenses unless specifically set forth to the contrary in this Section 2 or in Exhibit "B". Consultant shall pay its own income taxes, federal, state or city, and self-employment taxes. For the period commencing on September 27, 2017 and ending on January 9, 2018, Consultant shall be paid THIRTY-FIVE THOUSAND AND NO/100 DOLLARS (\$35,000.00).

2.2 Additional Services. For Additional Services, as described in Section 1.2 hereof, compensation shall be paid as set forth in the Schedule of Compensation attached hereto as Exhibit "B" or pursuant to a separate written agreement between Owner and Consultant specifying the Additional Services to be performed (the "Additional Services Fee" and, together with the Basic Services Fee and any other amounts owed by Owner pursuant to this Agreement, the "Fees").

2.3 Payment. Payment of the compensation set forth herein shall be made as set forth in Exhibit B. In addition, Consultant shall be entitled to receive reimbursement for expenses approved in writing in advance by Owner. Consultant shall render an invoice (together with all applicable lien releases and other supporting documentation reasonably requested by Owner) to Owner for all Services and approved reimbursable expenses for which Consultant seeks payment. Upon timely submission by Consultant, Owner shall pay Consultant for all payments due and payable within thirty (30) days thereafter. All past due and unpaid amounts shall bear interest of 0.8% per month assessed from the due date until payment is received. Consultant will continue to perform its obligations hereunder and pursue prosecution of the Services during any claim, dispute, or proceeding between the parties hereto as if such claim, dispute, or proceeding had not been instituted, provided that Owner continues to make payments to Consultant as required under this Agreement for Services that are not the subject of any dispute.

3. INSURANCE AND INDEMNIFICATION.

3.1 Insurance. Consultant shall provide Owner with certification of insurance evidencing Consultant's current policies of Workers' Compensation Insurance, Employer's Liability Insurance, Commercial General Liability Insurance, Comprehensive Automobile Liability Insurance and Professional Errors and Omissions Insurance, and any deductibles or self-insured retention applicable to such policies.

3.2 Indemnification.

(a) Consultant Indemnity. Consultant, on behalf of itself and its officers, employees, invitees, licensees, independent contractors and agents (all of said parties are herein collectively referred to as the "Consultant Indemnitor"), shall indemnify, protect, defend (with counsel reasonably acceptable to Owner and to Consultant Indemnitor's insurance company), save and hold Owner and its parent, affiliated and subsidiary entities and their respective principals, agents, employees,

partners, directors, officers (all of said parties are herein collectively referred to as the "Owner Indemnitee") harmless from and against all liability, damage, loss, claims, demands, actions and expenses of any nature whatsoever, including, but not limited to, attorneys' fees (collectively, "Claims"), to the extent such Claims arise out of or are connected with, or are claimed to arise out of or be connected with: (i) the negligent act, error or omission of a Consultant Indemnitor; or (ii) the willful misconduct of a Consultant Indemnitor; and excluding any such claim or liability to the extent arising from the negligence or willful misconduct of an Indemnitee.

(b) Owner Release. Owner hereby acknowledges and agrees that it shall not hold Consultant liable or responsible for any inaccuracies or incomplete information contained in any site plans, maps, drawings, materials, reports, studies, investigations, or documents provided by Owner or to Owner by any appraisers, lenders, investors, architects, engineers, brokers or real estate salespersons and/or any other consultants (collectively, "Third Parties"). In addition, Consultant shall have no liability to Owner for its recommendations of any Third Parties. In connection with the foregoing, Owner hereby releases and agrees to hold Consultant harmless from any liability, expense, fee or damage arising from: (a) the negligence or willful misconduct of Owner or any Third Parties; and (b) any inaccuracies or incomplete information contained in any site plans, maps, drawings, materials, reports, studies, investigations, or documents provided by any Third Party. Nothing in this Section shall release Consultant from fraud, gross negligence, willful misconduct, any indemnity obligation set forth in this Agreement and/or any breach of this Agreement by Consultant.

4. WORK PRODUCT. All data, survey results, models, reports, plans and specifications obtained or prepared by the Consultant in connection with the performance of services under this Agreement (collectively, "Work Product") shall be the property of Owner, including all copyrights, rights of reproduction and other interests relating thereto, except as provided herein. Consultant may retain a copy of project Work Product for its records.

5. MISCELLANEOUS.

5.1 Party Representatives. Owner's designated representative is Dr. Ayinde Rudolph, Superintendent of the Mountain View Whisman School District. Consultant's designated representative and project principal is Dominic Dutra. The parties each specifically acknowledge that no other officer, employee or agent except the designated representatives shall have authority to modify this Agreement, give any consent or approval on behalf of their represented party, order or approve Additional Services, or waive any rights hereunder this Agreement. As the Consultant's designated representative and project principal, Dominic Dutra shall have primary authority and oversight of the performance of all Consultant services under this Agreement. Consultant shall not replace Dominic Dutra as the Consultant's designated representative and project principal without the prior written consent of Owner.

5.2 Limitation of Liability. No direct or indirect constituent partner or member of Consultant or Owner, or any affiliate, nor any trustee, beneficiary, shareholder,

partner, member, manager, officer, director, employee or other agent of any of the foregoing, shall have any personal liability in connection with this Agreement. IN NO EVENT SHALL A PARTY BE LIABLE TO THE OTHER PARTY FOR LOST PROFITS, OR FOR EXEMPLARY, PUNITIVE, SPECIAL, INCIDENTAL, INDIRECT OR CONSEQUENTIAL DAMAGES FOR ANY CAUSE OF ACTION, WHETHER IN CONTRACT OR TORT, IN CONNECTION WITH OR ARISING OUT OF THIS AGREEMENT.

5.3 Disclaimer and Release. Owner represents and warrants that Consultant has made no promise, guarantee, or assurance of any particular outcome, approval, or success of the Project, and Consultant disclaims any representations or statements made by any of its employees, agents, contractors, members, managers, officers, or directors, or any other agent of any of the foregoing promising, guaranteeing, or assuring any particular outcome, Approval, or success of the Project. Owner is not relying on any prior representations or statements regarding the Approval or success of the Project by Consultant, and acknowledges that the nature of the Project renders the outcome uncertain at the outset. Owner releases Consultant from any and all liability for the final Project outcome and any failure to achieve Approval of the Project on terms satisfactory to Owner.

5.4 General.

(a) Consultant shall perform all services required herein as an independent contractor of Owner and shall remain at all times as to Owner a wholly independent contractor with only such obligations as are consistent with that role. Consultant shall not at any time or in any manner represent that it or any of its agents or employees are employees of Owner.

(b) Consultant may not assign this Agreement without the prior written approval of Owner. Owner, in its sole and absolute discretion, may assign this Agreement at any time provided that Owner's assignee executes an undertaking to Consultant to be bound by the terms and conditions of this Agreement. Upon any such assignment by Owner, and upon the written assumption of liability and execution of a written undertaking of this Agreement by an assignee subject to Consultant's written acceptance, Owner shall be released from all obligations and liability under this Agreement that accrue after the effective date of such assignment.

(c) Any notice which either party may desire to give to the other party must be in writing and shall be effective upon confirmed receipt or refusal thereof, addressed to the respective parties at the addresses designated by such parties.

(d) Consultant, for itself and its employees and personnel, acknowledges, confirms and agrees that all information learned in the course of their employment and all data furnished by Owner, all plans, drawings, computer programs, specifications, and other documents relating to the Project, Owner's business and the terms of this Agreement are and shall remain of a confidential nature, unless and until such matter is publicly known, or becomes publicly known, without fault of Consultant.

(e) No waiver of any default hereunder shall be construed as a waiver of any subsequent breach.

(f) This Agreement shall be construed in accordance with the laws of the state in which the Project is located. This Agreement is made and shall be performed in Marin County, California, and any dispute arising from or in connection with this Agreement shall be adjudicated in the state or federal courts having jurisdiction of such subject matter situated in Marin County, California. The parties accordingly submit to the personal jurisdiction of such courts and waive any objection to said venue.

(g) All previous negotiations and agreements between the parties hereto, with respect to the transaction set forth herein, are merged in this instrument, which fully and completely express the parties' rights and obligations.

(h) The terms, provisions, representations and certification contained in this Agreement, or inferable therefrom, shall survive the termination of this Agreement and the payment of the remuneration hereinabove provided.

(i) The prevailing party in any action against the other related to this Agreement shall be entitled to have and to recover from the other party its actual attorneys' fees and other expenses in connection with such action.

(j) If any term or provision of this Agreement shall be found to be unenforceable, then, notwithstanding such term or provision, this Agreement shall be and remain in full force and effect and such term shall be deemed stricken to the least extent necessary to avoid such unenforceability, and the Agreement shall be construed to give fullest effect possible to the original intent of the parties.

(k) All exhibits attached hereto are incorporated herein by this reference for the sole purposes of setting forth the scope of the Basic Services, the terms of payment, and any schedule of performance.

(l) Each individual executing this Agreement represents and warrants that he or she is duly authorized to execute and deliver this Agreement on behalf of the party to this Agreement.


(m) This Agreement may be executed in any number of counterparts, each of which shall be deemed an original but all of which when taken together shall be deemed an original and shall constitute one and the same instrument. In order to facilitate the transaction contemplated herein, electronically mailed or facsimile signatures may be used in place of original signatures on this Agreement. Each party intends to be bound by the signatures on the electronically mailed or facsimiled document, is aware that the other party will rely on such signatures, and hereby waive any defenses to the enforcement of the terms of this Agreement based on the form of signature.

[Signatures on following page]

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

OWNER

Mountain View Whisman, a California Public School District

By: 
Dr. Ayinde Rudolph, its Designated Representative

On: 10/10/17
Date

CONSULTANT

DUTRA CERRO GRADEN, INC., a California corporation


By: _____
Dominic Dutra, its Designated Representative
On: September 26, 2017

Date

EXHIBIT “A”

SCOPE OF SERVICES

Consultant’s Basic Services shall consist of acting as the Owner Representative in connection with studying the feasibility of developing workforce housing on a public school district property at 333 Eunice Avenue, Mountain View CA. DCG expects to complete the below study within 9-12 weeks of project initiation.

Phase I: Preliminary Feasibility Study

The feasibility study on 333 Eunice Avenue will detail the number and type of proposed workforce housing units (through site plans and elevations) and the financial analysis will evaluate the most probable sources of financing and any resulting “gap” in funding, if any. Based on the results of the study, the direction of the Board of Education and feedback from key stakeholders, if the District chooses to move forward with the project then DCG would manage the community engagement process, required entitlement process and the release of the project for prospective builders to bid on constructing the housing units. DCG will assemble a team of experience and qualified consultants to prepare the feasibility report including;

- a. A land use analysis identifies development opportunities and constraints. This is accomplished by reviewing existing zoning regulations, development standards, subdivisions requirements and contextual influences and discussing the property with the local City Planner. This will also incorporate any relevant teacher housing bills currently under review at the California State Legislature.
- b. Site planning by a licensed architect will determine the number, size and type of units, while also producing conceptual elevations to communicate the “look and feel” of the housing. This will include conceptual imagery to establish the scale, mass and character of the potential units. Plans will illustrate the key ideas for the community guidelines, the location of the land-uses and housing types, automotive and pedestrian circulation, parks and open space and other community elements that make each plan unique. The site planning will also take into account the proposed academic center also to be incorporated into the development and potential innovative construction methods such as modular construction.
- c. A financial analysis will determine preliminary development costs and financing gaps. Once a determination of the size and number of units is reached through the site analysis and design, a financial analyst will create a financial model to determine project feasibility including construction costs, potential rent rates and gap funding requirements. This will include a review of likely available funding sources for a District workforce housing development that could be applied to mitigate the financial costs of a project.

Development Options and Recommendations

Based on the aforementioned financial analysis and modeling, DCG will determine the development options facing the District and the ways to best address the likely funding gap between costs of development and typical available funding sources for workforce

housing projects. As the “funding gap,” is typically a significant cost, the financial analyst will partner with DCG to offer options and recommendations based on the District's needs, financial status and timeline. There are a number of proposed bills in the State Legislature which will also affect District surplus property and potential sources of development funds so DCG will also investigate potential impacts and opportunities from that legislation. The revenue and timeline for receipt of funds are key considerations for the realization of a workforce housing development. A review of options for development funding will include:

- Sale of surplus property
- General obligation bonds
- Pay as you go (conventional bank loan)
- Lease-leaseback
- Public grants
- Private equity investment
- Certificates of participation
- Partnership with for-profit builder (joint use/joint occupancy)

EXHIBIT "B"

SCHEDULE OF COMPENSATION

1. Basic Services Fee. Compensation for the Basic Services shall be made in accordance with the following:

For the period commencing September 27, 2017 and ending on January 9, 2018, Consultant shall be paid THIRTY-FIVE THOUSAND AND NO/100 DOLLARS (\$35,000.00). Our standard invoicing arrangement is to invoice 50% of the fee for each service upon project initiation with the remaining balance due upon project completion. The fee for the above scope of services includes all third-party consultant studies.

Facilities Use and Rental Agreement
Mountain View Whisman School District
and the Mountain View Educational Foundation
2017-2018 School Year

PARTIES AND PURPOSE: This Facility Use and Rental Agreement (this "Agreement") is made between the Mountain View Whisman School District, a political subdivision of the State of California ("MVWSD"), and the Mountain View Educational Foundation, an independent 501(c)(3) corporation ("MVEF"). MVEF wishes to maintain office space and services for its operations within one of the school or administrative buildings owned by the MVWSD. MVWSD agrees to provide to MVEF office space in one of its facilities (shared-use in the "BTB" Portable Classroom), along with telephone, internet, and the occasional use of conference rooms and other common rooms in its facilities (for after school hours) (the "Office Space and Related Services"). For the 2017-2018 school year, MVEF will rent space in a portable building at Crittenden Middle School.

TERM, RENT, RENEWAL AND CANCELLATION: MVEF can use the Office Space and Related Services on an annual basis for an initial term of July 1, 2017 to June 30, 2018. The annual term shall renew automatically each year for a subsequent annual term unless either party notifies the other in writing of non-renewal at least ninety (90) days in advance of the end of the current term. Keys to the building have been provided and logged. MVWSD will provide a phone line, work and file storage space, as well as wireless internet access for all needed devices. MVEF may also work with MVWSD to reserve conference rooms when needed. In consideration for the use of the Office Space and Related Services, MVEF shall pay MVWSD an annual sum of \$1.00.

FEES: The rental and service fees specified above shall be paid annually, and included in the Annual MVEF Contribution to MVWSD.

HOLD HARMLESS & INDEMNIFICATION AGREEMENT: Each party shall indemnify and hold harmless the other party, and such other party's Board, Agents and Employees, individually and collectively, from and against all costs, losses, claims, actions and judgments arising from personal injuries, property damage or otherwise, arising from the sole negligence of such party, to the extent of such party's negligence or intentional failure to perform its obligations in accordance with the standard of care applicable to such party.

AMENDMENTS. This Agreement may be modified or amended only by a written modification to this Agreement executed by MVEF and MVWSD. **OTHER AGREEMENTS:** The undersigned hereby certify that they are authorized agents of their respective party and are duly authorized to bind such parties under this


Agreement. MVEF certifies that the Crittenden Property will NOT be used for the commission of any unlawful act or for any activity which may promote or aggrandize the use of ALCOHOLIC BEVERAGES, TOBACCO PRODUCTS, and/or CONTROLLED SUBSTANCES or be allowed in/on MVWSD property, fields or buildings. MVEF further certifies that it shall use MVWSD's facilities and grounds in compliance with all Policies and Regulations of MVWSD and the Education Code of the State of California. This Agreement is a legally binding contractual agreement when executed by both parties.

Signed:



Melissa Armanini
Executive Director
MVEF

October 19, 2017
Date



Robert Clark, Ed.D.
Associate Supt/Chief Business Officer
MVWSD

23 Oct 2017
Date

Mountain View Whisman School District
Independent Contractor for Professional Services Agreement
(Non-construction Related)

THIS AGREEMENT is made and entered into on August 28th, 20 17 ("Agreement"),

by and between and **Mountain View Whisman School District** ("District") and The Green Room Theater and Dance

("Contractor"). Contractor and District may be referred to herein individually as a "Party" or collectively as the "Parties."

1. **Services.** The District is authorized by Gov. Code § 53060 to contract with any persons for the furnishing of special services and advice in financial, economic, accounting, engineering, legal or administrative matters, if those persons are specially trained and experienced and competent to perform the special services required. The Contractor shall furnish to the District the following services ("Services" or "Work"). The Contractor warrants that it is specially trained, licensed and experienced and competent to perform the Services. ☒ As indicated in Exhibit "A" or ☐ as follows:

2. **Price & Payment.** The Contractor shall furnish the Services to the District for the following compensation:

☒ Contractor is providing services for a total flat fee of: \$8,500 _____; or

☐ Contractor will provide a maximum number of hours of service at a rate of \$ _____
per hour for a total not to exceed \$ _____; or

☐ Other: _____

("Agreement Price"). Payment for the Services shall be made in accordance with the Terms and Conditions. District must approve Contractor's form of invoice, which must be sufficiently detailed (e.g., name of school or department service was provided to, period of service, number of hours of service, brief description of services provided)

3. **Agreement Time.** The Services shall commence on AUGUST 28TH, 2017 and

shall be completed by NOVEMBER 19TH, 2017. ("Agreement Time")

4. **Submittal of Documents.** The Contractor shall not commence the Services under this Agreement until the Contractor has submitted the following documents as indicated below (Check all that are required):

<input checked="" type="checkbox"/> Signed Agreement	<input checked="" type="checkbox"/> Insurance Certificates & Endorsements	<input checked="" type="checkbox"/> W-9 Form
--	---	--

5. **Notice.** Any notice under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered (effective upon receipt) or sent by overnight delivery service addressed as follows (effective the business day next following delivery thereof to the overnight delivery service).

Mountain View Whisman School District
750-A San Pierre Way,
Mountain View, CA 94043
Attn: Associate Superintendent/CBO

Contractor: The Green Room Theater and Dance
PO Box 784
210 S Ellsworth Avenue
San Mateo, CA 94401-9991
Attn: KRISTINA TIEDEMANN &/OR MAGGIE COLE



6. **Fingerprinting / Criminal Background / Megan's Law (Sex Offenders).** I have verified and will continue to verify that the employees of Contractor that will be on any school site and the employees of any sub consultants and/or subcontractors that will be on any school site are not listed on California's "Megan's Law" Website (<http://www.meganslaw.ca.gov/>). In addition, one of these two boxes below must be checked:

☒ -The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to Contractor's services under this Agreement and Contractor certifies its compliance with these provisions as follows: "Contractor certifies that the Contractor has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all Contractor's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by the District, or acting as independent contractors of the Contractor, who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. A complete and accurate list of all Employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto."

☐ [TO BE COMPLETED BY AUTHORIZED DISTRICT EMPLOYEE ONLY.] Contractor's employees will have only limited contact, if any, with District pupils and the District will take appropriate steps to protect the safety of any pupils that may come in contact with Contractor's employees so that the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 shall not apply to Contractor for the services under this Agreement. As an authorized District official, I am familiar with the facts herein certified, and am authorized to execute this certificate on behalf of the District. (Ed. Code, § 45125.1 (c).)

District Representative's Name & Initials: _____

INITIAL HERE: _____

7. **Tuberculosis (TB) Screening.** Check one of the following boxes:

☒ The District has a statement of TB Clearance on file for each person.

☐ **Waiver of TB Screening.** Contractor is not required to provide evidence of TB Clearance because Contractor will not work directly with students on more than an occasional basis.

INITIAL HERE: KT (Contractor initials). INITIAL HERE: AK (District Representative initials)

8. **Insurance:** Contractor shall have and maintain insurance in force during the term of this Agreement with minimum limits identified below. Contractor shall provide to the District certificate(s) of insurance and endorsements satisfactory to the District. The policy(ies) shall not be amended or modified and the coverage amounts shall not be reduced without thirty (30) days written notice to the District prior to modification. Except for worker's compensation insurance, the District shall be named as an additional insured on all policies. Contractor's policy(ies) shall be primary; any insurance carried by the District shall only be secondary and supplemental. Contractor shall not allow any subcontractor, employee, or agent to commence Work on this Agreement or any subcontract until the insurance required of Contractor, subcontractor, or agent has been obtained.

Commercial General Liability	\$1,000,000 per occurrence; \$2,000,000 aggregate
Automobile Liability, Any Auto, combined single limit	\$1,000,000 per occurrence; \$2,000,000 aggregate
Workers Compensation	Statutory limits pursuant to State law
Employers' Liability	\$1,000,000
Professional Liability (E&O), If Contractor is providing professional services or advice (on a claims-made form)	\$1,000,000

9. **Terms & Conditions.** The Contractor has read and agrees to comply with the Terms & Conditions attached hereto.

INITIAL HERE: KT (Contractor initials).

TERMS & CONDITIONS TO INDEPENDENT CONTRACTOR AGREEMENT FOR PROFESSIONAL SERVICES

1. **Expenses.** District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing the Work.
2. **Materials.** Contractor shall furnish, at his/her own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement.
3. **Independent Contractor.** Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor understands and agrees that he/she and all of his/her employees shall not be considered officers, employees, agents, partner, or joint venture of the District, and are not entitled to benefits of any kind or nature normally provided employees of the District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees.
4. **Standard of Care.**
 - 4.1. Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District. Contractor's Services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts. Contractor's Services will be performed with due care and in accordance with applicable law, code, rule, regulation, and/or ordinance.
 - 4.2. Contractor hereby represents that it possesses the necessary professional capabilities, qualifications, licenses, skilled personnel, experience, expertise, and financial resources, and it has available and will provide the necessary equipment, materials, tools, and facilities to perform the Services in an efficient, professional, and timely manner in accordance with the terms and conditions of the Agreement.
 - 4.3. Contractor shall be responsible for the professional quality, technical accuracy, completeness, and coordination of the Services, and Contractor understands that the District relies upon such professional quality, accuracy, completeness, and coordination by Contractor in performing the Services.
 - 4.4. Contractor shall ensure that any individual performing work under the Agreement requiring a California license shall possess the appropriate license required by the State of California. All personnel shall have sufficient skill and experience to perform the work assigned to them.
5. **Originality of Services.** Contractor agrees that all technologies, formulae, procedures, processes, methods, writings, ideas, dialogue, compositions, recordings, teleplays and video productions prepared for, written for, or submitted to the District and/or used in connection with this Agreement, shall be wholly original to Contractor and shall not be copied in whole or in part from any other source, except that submitted to Contractor by District as a basis for such services.
6. **Copyright/Trademark/Patent.** Contractor understands and agrees that all matters produced under this Agreement shall become the property of District and cannot be used without District's express written permission. District shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark and/or patent of said matter in the name of the District. Contractor consents to use of Contractor's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium.
7. **Termination.**
 - 7.1. **Without Cause by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by the Contractor or no later than three days after the day of mailing, whichever is sooner.
 - 7.2. **Without Cause by Contractor.** Contractor may, upon sixty (60) days' notice, with or without reason, terminate this Agreement. Upon this termination, District shall only be obligated to compensate Contractor for services satisfactorily rendered to the date of termination. Written notice by Contractor shall be sufficient to stop further performance of services to District. Contractor acknowledges that this sixty (60) day notice period is acceptable so that the District can attempt to procure the Services from another source.
 - 7.3. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include:
 - 7.3.1. material violation of this Agreement by the Contractor; or
 - 7.3.2. any act by Contractor exposing the District to liability to others for personal injury or property damage; or
 - 7.3.3. Contractor is adjudged a bankrupt or makes a general assignment for the benefit of creditors or a receiver is appointed on account of Contractor's insolvency.Written notice by District shall contain the reasons for such intention to terminate and, unless within three (3) calendar days after that notice the condition or violation shall cease or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate. In the event of this termination, the District may secure the required Services from another Contractor. If the expense, fees, and/or costs to the District exceeds the cost of providing the Services pursuant to this

Agreement, the Contractor shall immediately pay the excess expense, fees, and/or costs to the District upon the receipt of the District's notice of these expense, fees, and/or costs. The foregoing provisions are in addition to and not a limitation of any other rights or remedies available to District.

7.4. Upon termination, Contractor shall provide the District with all documents produced maintained or collected by Contractor pursuant to this Agreement, whether or not such documents are final or draft documents.

8. **Indemnification.** To the furthest extent permitted by California law, Contractor shall defend, indemnify, and hold free and harmless the District, its agents, representatives, officers, consultants, employees, trustees, and volunteers ("the indemnified parties") from any and all claims, demands, causes of action, costs, expenses, liability, loss, damage or injury of any kind, in law or equity, including without limitation the payment of all consequential damages ("Claim"), arising out of, pertaining to or relating to, in whole or in part, the negligence, recklessness, errors or omissions, or willful misconduct of Contractor, its officials, officers, employees, subcontractors, consultants, or agents directly or indirectly arising out of, connected with, or resulting from the performance of the Services or from any activity, work, or thing done, permitted, or suffered by the Contractor in conjunction with this Agreement, unless the claims are caused wholly by the sole negligence or willful misconduct of the indemnified parties. The District shall have the right to accept or reject any legal representation that Contractor proposes to defend the indemnified parties.

9. **Assignment.** The obligations of the Contractor pursuant to this Agreement shall not be assigned by the Contractor.

10. **Compliance with Laws.** Contractor shall observe and comply with all rules and regulations of the governing board of the District and all federal, state, and local laws, ordinances and regulations. Contractor shall give all notices required by any law, ordinance, rule and regulation bearing on conduct of the Services as indicated or specified. If Contractor observes that any of the Services required by this Agreement is at variance with any such laws, ordinance, rules or regulations, Contractor shall notify the District, in writing, and, at the sole option of the District, any necessary changes to the scope of the Services shall be made and this Agreement shall be appropriately amended in writing, or this Agreement shall be terminated effective upon Contractor's receipt of a written termination notice from the District. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

11. **Permits/Licenses.** Contractor and all Contractor's employees or agents shall secure and maintain in force such permits and licenses as are required by law in connection with the furnishing of services pursuant to this agreement.

12. **Safety and Security.** Contractor is responsible for maintaining safety in the performance of this Agreement. Contractor shall be responsible to ascertain from the District the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

13. **Employment with Public Agency.** Contractor, if an

employee of another public agency, agrees that Contractor will not receive salary or remuneration, other than vacation pay, as an employee of another public agency for the actual time in which services are actually being performed pursuant to this Agreement.

14. **Anti-Discrimination.** It is the policy of the District that in connection with all work performed under Agreements there be no discrimination against any employee engaged in the work because of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, sexual orientation, or military and veteran status and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735. In addition, the Contractor agrees to require like compliance by all its subcontractor(s).

15. **Workers' Compensation.** Contractor shall comply with the provisions of Labor Code § 3700, et seq., that require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code. Contractor shall either being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State or by securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure.

16. **Audit.** Contractor shall establish and maintain books, records, and systems of account, in accordance with generally accepted accounting principles, reflecting all business operations of Contractor transacted under this Agreement. Contractor shall retain these books, records, and systems of account during the Term of this Agreement and for three (3) years thereafter. Contractor shall permit the District, its agent, other representatives, or an independent auditor to audit, examine, and make excerpts, copies, and transcripts from all books and records, and to make audit(s) of all billing statements, invoices, records, and other data related to the Services covered by this Agreement. Audit(s) may be performed at any time, provided that the District shall give reasonable prior notice to Contractor and shall conduct audit(s) during Contractor's normal business hours, unless Contractor otherwise consents.

17. **District's Evaluation of Contractor and Contractor's Employees and/or Subcontractors.** The District may evaluate the Contractor in any manner which is permissible under the law. The District's evaluation may include, without limitation: requesting that District employee(s) evaluate the Contractor and the Contractor's employees and subcontractors and each of their performance and announced and unannounced observance of Contractor, Contractor's employee(s), and/or subcontractor(s).

18. **Limitation of District Liability.** Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special,

consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

19. **Disputes:** In the event of a dispute between the parties as to performance of Work, Agreement interpretation, or payment, the Parties shall attempt to resolve the dispute by negotiation and/or mediation, if agreed to by the Parties. Pending resolution of the dispute, Contractor shall neither rescind the Agreement nor stop Work.

20. **Confidentiality.** The Contractor and all Contractor's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement.

21. **Integration/Entire Agreement of Parties.** This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

22. **California Law.** This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the California county in which the District's administration offices are located.

23. **Waiver.** The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

24. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will

nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

25. **Incorporation of Recitals and Exhibits.** The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

26. **Drug-Free/Smoke Free Policy.** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on District property. No students, staff, visitors, Contractors, or subcontractors are to smoke or use drugs or alcohol on these sites.

27. **Conflict of Interest.** Contractor shall abide by and be subject to all applicable District policies, regulations, statutes or other laws regarding conflict of interest. Contractor shall not hire any officer or employee of District to perform any service by this Agreement. Contractor affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between Contractor's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to District's attention in writing. Through its execution of this Agreement, Contractor acknowledges that it is familiar with the provisions of Section 1090 *et seq.* and Section 87100 *et seq.*, of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event Contractor receives any information subsequent to execution of this Agreement, which might constitute a violation of said provisions, Contractor agrees it shall notify District of this information.

28. **Agreement Contingent on Governing Board Approval.** The District shall not be bound by the terms of this Agreement until it has been formally approved or ratified by the District's Governing Board, and no payment shall be owed or made to Contractor absent formal approval.

ACCEPTED AND AGREED on the date indicated below. By signing this Agreement, each Party certifies, under penalty of perjury, that all the information provided in the Agreement is true, complete, and correct and that the person executing this Agreement has full power and authority to enter into the Agreement:

Information regarding Contractor:

Indicate type of entity or if individual:

- ☐ Individual
☐ Sole Proprietorship
☐ Partnership
☐ Limited Partnership
☐ Corporation
☐ KT ☐ Limited Liability Company
☐ Other: _____

Employer Identification and/or Social Security Number: FIEN: 47-1042267

NOTE: United States Code, title 26, sections 6041 and 6109 require non-corporate recipients of \$600 or more to furnish their taxpayer identification number to the payer. The United States Code also provides that a penalty may be imposed for failure to furnish the taxpayer identification number. In order to comply with these rules, the District requires your federal tax identification number or Social Security number, whichever is applicable.

Project Approvals Required Prior to Contract Start Date

Requesting Administrator/Authorized Signer:	Contractor:
Mountain View Whisman School District	Contractor Name: <u>The Green Room Theater and Dance</u>
Dated: <u>9/25</u> , 20 <u>17</u>	Dated: <u>AUGUST 28TH, 2017</u>
Signature: <u>[Signature]</u>	Signature: <u>[Signature]</u>
Print Name: <u>Angela Dillman</u>	Print Name: KRISTINA TIEDEMANN
Print Title: <u>Principal</u>	Print Title: <u>CO-OWNER The Green Room Theater and Dance</u>

DISTRICT USE ONLY	
Authorized Signer (if not above):	Budget Program Coding:
Dated: _____, 20____	Program Code(s): <u>236</u>
Signature: _____	_____
Print Name: _____	_____
Print Title: _____	_____
Superintendent/Designee	Board of Trustees Action:
Dated: _____, 20____	Board of Trustees Meeting Date: <u>11-2-17</u>
Signature: _____	For Contract: <u>Review</u> Ratification
Print Name: _____	
Print Title: _____	

FROM SECTION 6

NAME OF EMPLOYEES PUPILES COME IN CONTACT WITH THROUGH The Green Room Theater and Dance:
MAGGIE COLE, AND KRISTINA TIEDEMANN

Memorandum of Understanding

This Memorandum of Understanding (MOU) is made on ~~September 6~~ ^{October 6}, 2017, by and between **K-12 Team** of 3370 Kenzo Court, Mountain View, California 94040 and **Mariano Castro Elementary School (Castro)** of 505 Escuela Avenue, Mountain View, California, 94040 **a school in the Mountain View Whisman School District (MVWSD)**, of 750 San Pierre Way A, Mountain View, CA 94043 for the purpose of achieving the various aims and objectives relating to a 2017-18 Reading Program at Castro provided by K-12 Team (hereinafter referred to as "the Program").

WHEREAS K-12 Team and Castro of the MVWSD desire to enter into an agreement in which K-12 Team and Castro of the MVWSD will work together to complete the Program;

AND WHEREAS K-12 Team and Castro of the MVWSD are desirous to enter into a MOU between them, setting out the working arrangements that each of the partners agree are necessary to complete the Program;

Purpose

The purpose of this MOU is to formalize and clarify the responsibilities and relationships between both parties from ~~September 6~~ ^{October 6}, 2017 to June 8th, 2018.

Obligations of the Partners

The above listed Partners agree to work together in the true spirit of partnership to ensure that there is a united visible and responsive leadership of the Program and to demonstrate financial, administrative, and managerial commitment to the Program by means of the following individual services.

Cooperation

The activities and services for the Program shall include, but not limited to:

1) **Services to be rendered by K-12 Team include:**

- a) Implementing an after school, research-proven reading intervention program for students chosen by Castro teachers and approved by Principal Lambert;
 - i) 1st and 2nd grade sessions will start on or about October 16th, 2017; will end on May 23rd, 2018; and will include up to 18 students in a combination class;
 - ii) Kindergarten sessions will start on or about January 17, 2018; will end on May 23rd, 2018; and will include up to 15 students;
 - iii) Sessions will begin immediately after the end of school for the respective grade levels;
 - iv) Kinder sessions will be 1 hour in duration, and the 1st/2nd combination sessions will be 2 hours in duration.

- b) Completing all required paperwork which is necessary for K-12 Team staff and volunteers to be on campus working with students, which includes providing negative TB tests;
- c) Providing data of the Program's initial assessment results in ~~early October~~ ^{mid-Nov} 2017;
- d) Providing an end of year summary, which includes each student's initial and ending assessment results on or before June 8, 2018;
- e) Providing, upon request, a status update on any individual student at any additional point in time during the Program;
- f) Providing communication directly with Principal Lambert regarding students' attendance and behavior, including:
 - i) Weekly communication of program attendance (cumulative), emphasizing students who registered, but are not attending the program on days they were present at school;
 - ii) Communication regarding any student whose behavior is beyond K-12 Team's ability to manage in a group setting without severe disruption to the remaining students' learning.

2) Services to be rendered by Castro or MVWSD include:

- a) (Castro/MVWSD) Providing parent permission slips, in collaboration with K-12 Team, with customary permission slip language, and including a checkbox if *not* permitting a photo release, and a checkbox to release all CELDT score information to K-12 Team;
- b) (Castro) Providing initial parent meeting with Principal Lambert discussing the importance of learning to read and emphasizing how much this program would cost if received outside of Castro at market rate (at least \$350/month for 1 two hour session a week + cost of materials);
- c) (Castro) Providing a daily email with the daily student absence report sent to K-12 Team contacts before the end of each school day;

Resources


K-12 Team agrees to provide the following financial, material and labor resources in respect of the Project:

- 1) Providing at least 1 trained tutor for every 6 students in the Program;
- 2) Providing each student the required consumable books for implementing the Program, in addition to providing the required non-consumable student materials,

consumable school supplies, and other resources required to implement a quality intervention program;

- 3) Providing each Program tutor/teacher with the appropriate teacher editions, training, and support to implement a quality intervention program;
- 4) Providing dry food snacks for students in grades 1 and 2, except for students receiving food provided by Beyond the Bell (BTB);
- 5) Providing liability insurance as outlined in Appendix A;

MVWSD hereby agrees to provide the following financial, material and labor resources in respect of the Project:

- 1) Providing tutor fingerprinting and background checks required by MVWSD that are beyond those previously completed by K-12 Team;
- 2) Providing a classroom after school for the combination 1st and 2nd grade class and a classroom for the Kindergarten class;
- 3) Providing up to 18 students from a combination of 1st and 2nd grades, ready to start after school sessions on or about October 16th, 2017;
- 4) Providing up to 15 students from kindergarten, ready to start after school sessions on or about January 17th, 2018;
- 5) Remuneration in the amount of \$5000.00 to K-12 Team, for materials and staff required to implement the Program for up to 33 students on 1/15/2018 date. 

Communication Strategy

Marketing of the vision and any media or other public relations contact should always be consistent with the aims of the Program and only undertaken with the express agreement of both parties. Where it does not breach any confidentiality protocols, a spirit of open and transparent communication should be adhered to.

Indemnity and Insurance

Refer to Appendix A for MVWSD's Facilities Usage Indemnity section and Insurance requirements.

Dispute Resolution

In the event of any dispute, claim, question, or disagreement arising from or relating to this MOU or the breach thereof, the parties hereto shall use their best efforts to settle the dispute, claim, question, or disagreement.

Term

OCT. The arrangements made by the Partners by this MOU shall remain in place from September 6, 2017 until June 08, 2018. The term can be extended only by agreement of all of the Partners. C/M

Notice

Any notice or communication required or permitted under this MOU shall be sufficiently given if delivered in person, or by certified mail, return receipt requested, to the address set forth in the opening paragraph or to such other address as one party may have furnished to the other in writing.

Governing Law

This MOU shall be construed in accordance with the laws of the State of California.

Assignment

Neither party may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning party, which approval shall not be unreasonably withheld.

Amendment

This MOU may be amended or supplemented in writing, if the amended MOU is signed by both parties obligated under this MOU.

Severability

If any provision of this MOU is found to be invalid or unenforceable for any reason, the remaining provisions will continue to be valid and enforceable. If a court finds that any provision of this MOU is invalid or unenforceable, but that by limiting such provision it would become valid and enforceable, then such provision will be deemed to be written, construed, and enforced as so limited.

Prior MOU Superseded

This MOU constitutes the entire MOU between the parties relating to this subject matter and supersedes all prior or simultaneous representations, discussions, negotiations, and Memorandums, whether written or oral.

Understanding

It is mutually agreed upon and understood by and among the Partners of this MOU that:

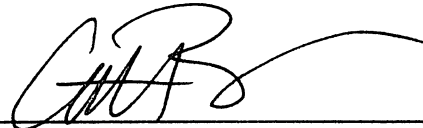
- a. Each Partner will work together in a coordinated fashion for the fulfillment of the Program.
- b. In no way does this agreement restrict involved Partners from participating in similar agreements with other public or private agencies, organizations, and individuals.
- c. To the extent possible, each Partner will participate in the development of the Program.
- f. This MOU will be effective upon the signature of both Partners.
- g. Any Partner may terminate its participation in this MOU by providing written notice to other Partner.

The following Partners support the goals and objectives of the 2017-18 After School Reading Program:

Signatories

This Agreement shall be signed on behalf of K-12 Team by Carol Nunnally, Founder, and on behalf of Mariano Castro Elementary School of Mountain View Whisman School District by _____. This Agreement shall be effective as of the date first written above.

 10/6/17
K-12 Team
By Carol Nunnally, Founder

 10/6/17
Mariano Castro Elementary School of Mountain View Whisman School District
By _____, its _____

Appendix A

Indemnity

Applicant agrees to defend, indemnify and hold harmless the Mountain View Whisman School District, its officers, agents and employees, individually and collectively, from and against all costs, losses, claims, demands, suits, actions, payments and judgments, including legal and attorney fees, arising from personal or bodily injuries, including death, or property damage or otherwise, however caused, sustained by any persons(s), firm(s), corporation(s), including the district, brought or recovered against any of the above that may arise for any reason from or during or be alleged to be caused by the undersigned's use/occupancy of District's facilities, including school or District parking lots and walkways, furniture or equipment or other use as requested by the Applicant, or from any occurrence in or on the demised premises, and will further indemnify and hold the District harmless against and from any and all claims arising from any breach or default on the part of the Applicant in the performance of any covenant or agreement on the part of the Applicant to be performed pursuant to the terms of this use, or arising from any act or negligence of the Applicant, or any of its agents, contractors, servants, employees, licensees, customers, or invitees. In the case any action or proceeding is brought against the District by reason of any such claim, the Applicant, upon notice from the District, covenants to resist or defend at Applicant's expense such action or proceeding by counsel reasonably satisfactory to the District. The term "facilities" as used in this agreement shall include any adjacent school or District parking lots, walkways or thoroughfares used by guests, patrons, invitees, employees, or agents of the Applicant.

(1) Applicant further agrees to retain responsibility for any loss, theft or damage to Applicant's or its users' equipment, supplies or materials or equipment, supplies or materials of others brought onto or stored on District's premises in connection with Applicant's use of District's facilities.

(2) Applicant further agrees and promises that he/she will not use nor permit any other person, firm or corporation to use pictures or films of the premises and/or facilities of the Mountain View Whisman School District in any movie film, film production or commercial venture the subject matter of which does or might bring discredit to the District, including any film production which contains immoral, obnoxious, obscene or injurious material, or is subversive in any way.

(3) Applicant further agrees to surrender the premises and facilities to the District at termination of the use period specified in the Application in the same condition as at the commencement of the period. All equipment, supplies and materials of any kind, used by the Applicant, shall be removed from the premises at termination of the use period.

(4) Applicant shall be responsible for any damage to District property, arising from Applicant's or its users' use of District facilities, and shall promptly reimburse the District for repair or replacement as billed.

Insurance

Applicant agrees to procure and maintain required insurance limits during the life of any approved facility use permit. The Mountain View Whisman School District shall be named as certificate holder. An endorsement page naming Mountain View Whisman

School District as an additional insured must accompany the certificate of insurance. The certificate of insurance and the endorsement page must be received at least fifteen (15) calendar days prior to the use of the District facility.

General Commercial Liability

Each Occurrence \$TBD

General Aggregate \$TBD

Personal Injury \$TBD

Fire Damage \$ TBD

Medical Expenses \$ TBD



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

OUTREACH CONTRACT Contract#: EMS11966 Program Date: 1/5/2018

This contract is subject to cancellation unless **total payment or a purchase order** in the amount of **\$2,216.00** is received by: **11/24/2017**

Upon satisfaction of the terms and conditions set forth below, The Regents of the University of California, through its Lawrence Hall of Science, will present the following programs at the times and locations specified below and on the Schedule below:

Location: **Benjamin Bubb School**

Address, City, Zip: **525 Hans Ave, Mountain View, 94040**

Person making reservation: **Cyndee Nguyen**

Reserver's Phone: **650-526-3480**

Contact person at site: **Cyndee Nguyen**

Contact Email: **cnguyen@mvwsd.org**

Site Phone: **650-526-3480**

Fax#:

Special considerations: Total of 580 students, 4 sessions okay per RH. Festival will be held in MPR, no other activities allowed during festival. Set-up must remain untouched during breaks.

Mountain View Whisman SD on behalf of Benjamin Bubb School ("Organization") will pay the following for the presentation of the program on the Schedule below:

Cost for 4 session(s): \$2,000.00

Mileage cost for 108 miles (roundtrip at \$2.00/mile): \$216.00

Adjustments:

TOTAL PROGRAM COST: \$2,216.00

This registration contract must be signed by an authorized official and returned to the Hall.

Email to: **lhsreg@berkeley.edu**

Fax to: **510-643-0994**

Mail to: **The Lawrence Hall of Science**

Attn: Registration Office

1 Centennial Drive

Berkeley, CA 94720-5200



**THE LAWRENCE
HALL OF SCIENCE**
UNIVERSITY OF CALIFORNIA, BERKELEY

Responsibilities of Organization

Agreement(s) and Payment Due Dates

This contract, with authorized signature, needs to be received on the date indicated in the first paragraph above or your program will be cancelled. If a consultant agreement or additional agreement is required by your Organization, then the consultant agreement is due **30 days** from today, and your payment is due 45 days from today or 6 weeks prior to your program delivery date (whichever comes first). Payments can be made by Purchase order, Visa, MasterCard, Discover or American Express, or by a single check made payable to The Regents of the University of California.

Rescheduling

You may reschedule your program up to 6 weeks in advance of the delivery date. Rescheduling will be done based on resource availability and cannot be guaranteed.

Cancellations

You may cancel your program up to 6 weeks in advance of the delivery date with no penalty. For cancellations made less than 6 weeks in advance, no refunds will be issued.

Program Details

You are responsible for checking the dates, times and program title and notifying us within 72 hours from the date we emailed the contract to you if there is an error so corrections can be made.

Maximum Enrollment

Our maximum number of students per program is set to ensure the quality and safety of the experience; students exceeding the maximum enrollment will not be admitted. The maximum for your program is stated on the Hall website and in your sales item information.

Program Requirements

Program location must be accessible by elevator and ramps and be available for program set up and clean up an hour prior to and post the program delivery times.

All programs on one day need to take place in the same location.

An Organization staff member or teacher/school staff member if the Site is a school needs to be present during all program presentations.



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Outreach Contract#: EMS11966 Program Date: 1/5/2018

Indemnification

1. Organization Indemnity. Organization shall defend, indemnify and hold the Regents of the University of California ("University"), its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Organization, its officers, employees, or agents.
2. University Indemnity. University shall defend, indemnify and hold Organization, its officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of University, its officers, employees, or agents.

Other Matters

1. Any terms included in a purchase order issued pursuant to this contract will be binding only as to the terms of payment.
2. The undersigned is duly authorized by Organization to sign this contract and, if applicable, that Organization is duly authorized to represent third parties receiving the program hereunder.

Organization

By: _____
Signature

_____ Date

19 Oct 2017

Robert Clark, Associate Superintendent/CBO

Name and Title



THE LAWRENCE
HALL OF SCIENCE
UNIVERSITY OF CALIFORNIA, BERKELEY

Outreach schedule for Friday, 1/5/2018 Contract#: EMS11966
Total Cost: \$2,216.00 Payment Due: 11/24/2017

Location Name: **Benjamin Bubb School**
Address, City, Zip: **525 Hans Ave, Mountain View, 94040**

Person making reservation: **Cyndee Nguyen**
Reserver's Phone: **650-526-3480**

Contact person at site: **Cyndee Nguyen**
Contact Email: **cnguyen@mvwsd.org**
Site Phone: **650-526-3480**
Fax#:

Special considerations: Total of 580 students, 4 sessions okay per RH. Festival will be held in MPR, no other activities allowed during festival. Set-up must remain untouched during breaks.

The following programs(s) have been reserved and will be held at your site:

<u>Time</u>	<u>Grade(s)</u>	<u>Students</u>	<u>Title</u>	<u>Room</u>
9:10-10:00	K-5	150 max	Build, Engineer, and Invent!	MPR
10:20-11:10	K-5	150 max	Build, Engineer, and Invent!	MPR
11:30-12:20	K-5	150 max	Build, Engineer, and Invent!	MPR
1:30-2:20	K-5	150 max	Build, Engineer, and Invent!	MPR

Space Below for staff only:

Date Taken: 6/30/17 By: H.O Review/Sent: _____ By: H.O
Agreement Rec'd: _____ Sent to legal: _____ Ret'd from legal: _____ Ret'd to School: _____
BCMS #: _____ BCMS Entered on: _____ By: _____ Fully executed on: _____
Amount Rec'd: _____ Date: _____ Receipt #: _____ Map to: _____
PO#: _____ Amount: _____ Rec'd on: _____
Ck. or CC. Rec'd on: _____ Amount: _____ Receipt: _____

2017-18 MEMORANDUM OF UNDERSTANDING FOR TEAMUP SERVICE

This memorandum of understanding is entered into between Playworks Education Energized ("Playworks") and School located in ("School").

This document serves as an agreement between Playworks and the School for proposed services to be delivered and outlines mutual expectations to ensure the success of programming. This agreement must be included either as an addendum or within the body of a formal binding contract.

Playworks is a non-profit, public benefit corporation organized and operated exclusively for charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code. The mission of Playworks is to improve the health and wellbeing of children by increasing opportunities for physical activity and safe, meaningful play. Playworks contracts with schools to provide a high quality, multi-faceted program to accomplish this mission during the school day and after school. This memorandum of understanding is entered into for the purpose of establishing an effective partnership between School and Playworks.

Playworks and the School understand that:

LOGISTICS

1. The Playworks Site Coordinator will be an employee of Playworks.
2. The Playworks Site Coordinator is trained by Playworks and receives regular training and supervision throughout the school year. The Site Coordinator receives training in youth development, group management, safety and leading healthy play and physical activities for elementary age students. Site Coordinators are CPR/first aid certified, are fingerprinted through the Department of Justice and are tested negative for tuberculosis. Site Coordinators also attend a mandated reporting workshop and are required by law to report suspected child abuse.
3. A Playworks Program Manager is responsible for supervision of the Site Coordinator and will provide the Site Coordinator with support in program implementation at the School. **School administrators will meet the Playworks Program Manager within the first month of the school year and approximately monthly throughout the program.** The Program Manager should be contacted regarding any program problems or questions.
4. Playworks offers a teacher training for all teachers and school staff at the School. This teacher training provides teachers and school staff with best practices and examples to implement opportunities for play and physical activities for their students. **The School must provide the Playworks with a block of staff development time, ideally two to three hours, for this teacher training within the first six weeks of the school year.**
5. Playworks programming is not a substitute for physical education (PE). Playworks Site Coordinators may coordinate with an existing PE program, but are in no way a substitute for credentialed PE teachers or a PE program. Playworks staff may not support the process for grading students related to PE.
6. If the Site Coordinator is unable to deliver consultation due to illness or emergency, the Program Manager will communicate to the School their availability to support implementation of the Junior

Coach training, coaching sessions with the Recess Coach and additional observation visits as needed.

7. The School will assign two roles to support implementation of this program, the School Recess Coach and School Recess Manager.
 - a. **School Recess Coach:** School will identify a Recess Coach who will lead program components and receive on-going coaching and professional development from the Site Coordinator and Program Manager. The school Recess Coach will be an employee of the School.
 - b. **School Recess Manager:** School will identify a Recess Manager who will serve as the direct supervisor for the Recess Coach and will serve as the School's liaison for the Site Coordinator and Program Manager.

PROGRAM

8. Schedule:
 - a. Playworks will provide the School with one Site Coordinator Monday through Friday for one week out of every 4 weeks during the course of the school year, four days a week for a total of 5 to 7 hours for in-school and out-of-school programming and one day a week for a total of 4 hours of in-school programming.
 - b. Playworks will provide School with schedule for TeamUp implementation weeks when the Site Coordinator is not onsite.
 - c. In some cases, due to the School Calendar, Playworks may utilize certain weeks to implement program components on a daily versus a weekly schedule.
 - d. Final program schedules and preparation periods will be approved by both Playworks and School at the start of the school year.
9. Program Components:

There are three components that the Playworks Site Coordinator will provide both consultation for and facilitation of during each TeamUp program week:

 - a. Recess (grade level: all grades) - starts on the first week of Playworks programming
 Playworks will support the school Recess Coach to use the recess times to coordinate the playing of core playground games, sports, skills building activities, and cooperative games. During this time the Site Coordinator will provide consultation and modeling for the school Recess Coach on strategies for recess facilitation. During recess, the Site Coordinators are focused on consulting and supporting the Recess Coach and are not available for yard supervision. Playworks and the School will work together to create an indoor recess plan in case of inclement weather. **School agrees to provide certified adult yard supervision during all recess periods and assumes responsibility for yard supervision.** Playworks does not support the removal of recess privileges for extended periods of time as a method of discipline.
 - b. Class Game Time (grade level: all grades) starts by second rotation of Playworks programming
 Playworks Site Coordinators provide classroom teachers Class Game Time. The purpose is to teach students and teachers the rules, expectations and skills of the games and activities provided during recess in a safe and organized setting. The Site Coordinator will work with the School to create the best possible Class Game Time schedule. Depending on the number of classrooms being served, Class Game Times will range from 30 to 40 minutes on a rotating schedule. **The School agrees to provide the presence of a credentialed adult, preferably the classroom teacher, during the Class Game Time session.** Playworks requires the Site Coordinator's approval on all Class Game Time

schedules before distribution to school and teachers. Site Coordinators cannot schedule Class Game Times during any regularly scheduled recess period.

- c. Junior Coach Program (grade level: 4-6) - starts by second rotation of Playworks programming
Playworks will provide a Junior Coach program to establish student leadership within the school and to build student ownership of some key school functions. Junior Coaches are selected through a process that includes student application, teacher recommendation and parent permission. These students serve as role models on the playground during recess. Playworks will work with the School and the school Recess Coach to implement this Junior Coach program.
 - i. During the School Day:
Junior Coaches are required to participate as leaders at recess 1-3 times a week. Junior Coaches are expected to make up missed work and maintain good grades to participate in the program. Junior Coaches will lead games and activities during the recess time as well as help students manage conflicts if they arise.
 - ii. Out of School Time:
The Site Coordinator will provide 2-4 hours of engaging skill development trainings, team-building games and fun Playworks activities. The trainings may be held before school, after school or during enrichment or elective blocks during the school day. Trainings are based on Playworks JCLP curriculum that includes, but is not limited to, thematic units on *Junior Coach Job Training*, *Conflict Resolution Strategies*, *Leadership Development* and *Inclusion Practices*. Playworks Site Coordinators lead trainings and skill practice activities in order to prepare Junior Coaches for their leadership role on the playground. Junior Coach teams are limited to 15 students per training. Junior Coach attendance is required for all trainings in order for Junior Coaches to participate in their leadership role at recess.

10. Professional Development for Recess Coach and Recess Team

- a. The Playworks Site Coordinator and Program Manager will provide the Recess Coach with professional development throughout the course of the school year. Workshop content will include: Playworks Theory of Change, Playworks program implementation training and sustainable program model strategy.
- b. Recess Coach will be required to attend all professional development sessions. (see item #18)
- c. The Recess Manager and Team will be offered training related to managing recess improvements with school staff to the administrator responsible for supervising recess staff

11. Coaching Sessions for Recess Coach:

- a. The Site Coordinator will provide a minimum of one hour of coaching sessions with the Recess Coach during their TeamUp week to support their skill development and capacity to facilitate recess and the Junior Coach program during the school implementation weeks.
- b. Coaching content will include goal setting and implementation of best practices to achieve program outcomes including but not limited to: group management strategies, rapport building, game facilitation, and leadership development.
- c. Playworks and the School will determine the schedule for the coaching sessions at the beginning of the school year.

12. Curriculum and Assessment Tools:

- a. The School will be provided with Playworks curriculum that supports program implementation. The curriculum includes: Playworks Playbook, Recess Coach Manual, Junior Coach Leadership Program lesson plans and Class GameTime lesson plans.
- b. The School will be provided with recess assessment tools to support the ongoing evaluation of program quality.

SCHOOL IMPLEMENTATION WEEKS

13. During the weeks the the Playworks Site Coordinator is not onsite (approx. 3 weeks a month) the Recess Coach and school will lead and facilitate two program components.
14. The School agrees that the Recess Coach will be present to lead and facilitate the following components:
 - a. Recess (grade level: all grades): school Recess Coach will implement the recess program model as defined by the School and Playworks.
 - b. Junior Coach Leadership Program (grade level: 4-6): school Recess Coach will lead the Jr Coach Program implementation through the supervision and management of Junior Coaches at recess.
15. The Program Manager will conduct observation visits at least once during school implementation weeks. During this time the Program Manager will observe and assess recess function and efficacy including the impact of the Junior Coach program during recess. The Program Manager will provide feedback to the school Recess Coach and Manager to address a continuous program quality improvement strategy.
16. The Program Manager will conduct a minimum of 2 consultation visits, one in the fall and one in spring. During this time the Program Manager will formally evaluate program implementation and provide school administration with a report with assessments and recommendations. The Program Manager will schedule at least one visit in the spring with the school administration to evaluate the ongoing Playworks programming services and product support for continued school climate improvement.

SCHOOL PARTNERSHIP AND RESPONSIBILITIES

Playworks and the School understand the importance of the role of the School in the successful implementation of Playworks program at their site. As such the School agrees to:

17. Assign two school staff members to hold the roles of the Recess Coach and Recess Manager positions prior to the start of the school year. Ensure the Recess Manager is able to provide ongoing support, observation, and management to the Recess Coach throughout the school year
18. Ensure Recess Coach is present for all program implementation, professional development and coaching sessions. The total hours will include: all hours for recess periods, **one hour** per TeamUp week for Recess Coach to attend coaching session with Site Coordinator, and a **range of 8 - 20 hours of professional development** off site per year. Agreed upon offsite professional development hours for 17/18 school year are _____.
19. Principal will attend all consultation and evaluation meetings scheduled with Program Manager.
20. Program Implementation:
 - a. Support implementation of each program component as described under PROGRAM and SCHOOL IMPLEMENTATION WEEKS
 - b. Schedule date for staff training prior to program start date (see #4)
21. Data Collection:
 - a. The School will participate in reasonable data collection efforts at various times throughout the year necessary to: (1) support Playworks programming, (2) meet external reporting requirements,

- (3) for fundraising and school recruitment.
- b. One or more of the following tools may be implemented to measure program impact:
 - i. Junior Coach Training Attendance and Assessment: coaches track attendance at junior coach training events and complete assessments of skill development throughout the year.
 - ii. Great Recess Framework observation tool: completed by Playworks staff after observing recess.
 - iii. Recess observations and reflections: completed by Playworks staff after observing recess.
 - iv. Annual Survey: completed voluntarily by school staff at the end of the year.
- c. The principal will be provided with a data collection list at the start of the school year. The principal agrees to manage school staff completion of data collection for Playworks.
- d. Playworks maintains confidentiality of all student-level data and reports only in aggregate to funders.
 - i. Personally identifiable information (PII) is protected under various state and federal laws. Maintaining the confidentiality of such information is critical to the School. Therefore, the Playworks Site Coordinator will comply with all federal and state laws and district policies related to the confidentiality of student data.
 - ii. All data collection will be completed in accordance with state and federal law, including but not limited to both the state and federal family educational rights and privacy acts as well as the Government Records Access and Management Act.
 - iii. Playworks shall access individually identifiable student-level data for the sole purpose of implementing and evaluating the program described in this agreement.
- e. Playworks reserves the right to engage a third party to support analysis of data. Third parties are under contract with Playworks and maintain confidentiality of data. All data is owned by Playworks.

22. School agrees to purchase and provide a basic set of playground equipment, based on a sample list provided, before the beginning of the school year. Playworks will support the Recess Coach with systems to maintain the equipment throughout the school year.

23. Provide a workspace for the Site Coordinator, classroom space for Junior Coach Leadership Program trainings as well as access to a computer and the Internet.

24. Payment: support implementation of all necessary steps to ensure timely payment of all invoices based on agreed upon payment installation.

PAYMENTS

25. The fee for the Playworks program for one school year is \$.00. This is a fixed cost and may not be pro-rated, regardless of program start or end date.

26. **Payment* on all invoices is due within 30 days of invoice date.** Please initial next to your requested payment schedule:

Full year: invoiced September 1 - *A discount of 3% applies if invoice is paid in full by 9/30/2017. (see #26)*

Semester: 50% invoiced September 1 and 50% January 20

Playworks will send itemized invoices for all contract billings to:

(name)

(address)

** please make all checks payable to Playworks Education Energized*

27. **School fee discounts:** The school must be responsible for the entirety of the fee and payment must be received by September 30, 2017 for the discount to apply. If Playworks receives additional funding that partially pays for the School fee, the School is not eligible for the discount. If Playworks receives a discounted payment after September 30, the school will owe the unpaid amount, even if the school takes all appropriate and necessary actions for payment to proceed in a timely manner.
28. **Program suspension / termination:** At Playworks/School's discretion, and with reasonable advance notice, programming may be discontinued at School during the course of the school year. Playworks reserves the right to suspend programming if payment of amounts owed is not made in a timely manner.

29. Please check potential funding source(s):

categorical funds
 general purpose funds
 PTA / PTO
 other:

30. School Accounts Payable Contact Information

- a. Name
- b. Title
- c. Email
- d. Address
- e. PO# (if needed)

APPROVALS

Playworks Signature	School Signature	District Signature (if required)
Printed Name	Printed Name	Printed Name
Title	Title	Title
Date	Date	Date

CLIENT SERVICES AGREEMENT

between

ProCare Therapy
10151 Deerwood Park Boulevard
Building 200, Suite 400
Jacksonville, FL 32256
and



Mountain View Whisman School District

750 A San Pierre Way

Mountain View, CA 94043

("Client")

ProCare Therapy, a d/b/a of New Direction Solutions, LLC ("ProCare") and Client enter into this non-exclusive Client Services Agreement ("Agreement") for the purpose of referring and placing Consultants ("Consultants") with Client. This Agreement shall govern the overall terms of the relationship, while a separate Client Assignment Confirmation (Addendum A) for each placement will outline specifics as to bill rates, personnel, and assignment lengths.

1. Scope of Services.

ProCare will use its commercially reasonable efforts to provide Consultants for assignment with Client. ProCare will be responsible for payment of each Consultant's wages and applicable payroll taxes, deductions, and insurance, including worker's compensation, general liability and professional liability coverage for the benefit of the Consultants. If a Consultant is unable to complete the specified assignment, ProCare will use its commercially reasonable efforts to find a replacement in a timely manner.

2. Independent Contractor.

The parties hereto specify and intend that the relationship of each to the other is that of an independent contractor, that each Consultant shall be an employee of ProCare and that no qualified Consultant shall at any time be an employee of Client, unless the parties shall otherwise agree in writing. ProCare agrees to provide and maintain all payroll services for any qualified Consultant placed with Client, to maintain payroll records and to withhold and remit all payroll taxes and social security payments. ProCare does not ordinarily use subcontractors in providing services. Should the need to use a separate staffing firm or independent contractor arise, ProCare will notify Client in advance of the assignment in order to receive approval of this arrangement.

3. Telepractice Services.

ProCare, at Client's specific request, may provide telepractice services through VocoVision. Should utilization of VocoVision occur, Client shall, at that time, receive in addition to Addendum A – Client Assignment Confirmation, an Addendum B – Teleservices Provisions, Addendum C – Duties and Responsibilities and Addendum D – VocoVision Equipment Policies which, collectively, outline specific terms and conditions regarding VocoVision's telepractice services.

4. Insurance.

ProCare will maintain Worker's Compensation and Employer Liability insurance in accordance with state regulations. General Liability insurance will be maintained at a minimum level of two million dollars (\$2,000,000) per occurrence and four million dollars (\$4,000,000) aggregate. Excess liability insurance will be maintained at a minimum level of ten million dollars (\$10,000,000) per occurrence/aggregate. Professional Liability insurance will be maintained at a minimum level of five million dollars (\$5,000,000) per occurrence and five million dollars (\$5,000,000) aggregate.

5. Competency and Licensing.

ProCare will conduct comprehensive pre-employment screening to provide licensed Consultants who meet applicable professional standards. ProCare will endeavor to present only Consultants who are qualified for Client's open position(s) on job requirements established by Client either verbally or in writing. While ProCare will make every effort to pre-screen job candidates based on these requirements, Client acknowledges the candidate assignment decision is ultimately the responsibility of the Client. To this end, ProCare will make available to Client all appropriate Consultant records that ProCare may permissibly disclose and will facilitate an interview between Client and Consultant in order to assist Client in the hiring decision. ProCare will do its due diligence to ascertain the professional and applicable Department of Education licensing and certification requirements for the Consultant discipline placed with Client, however, it is ultimately the responsibility of the Client to approve the Consultant's licensure and certifications as acceptable.



6. On-Site Responsibility.

Client is responsible for providing all support, facilities, training, direction, materials, supplies, and means for the Consultant to complete the assignment. Client acknowledges that ProCare is not providing nursing or healthcare services, but rather is providing candidate identification and placement services. As such, Client is responsible for the Consultant's adherence to the applicable standard of care and acknowledges that ProCare is not responsible for the Consultant's on-site performance. Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards, including OSHA standards, and that Client will be responsible for providing all safety training and equipment, and for each Consultant's compliance with health and safety requirements, including those instituted by Client.

7. Employment of Consultants.

Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by ProCare for a period of (12) months after the latest date of introduction, referral, placement, or termination or expiration of the contract assignment. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to \$18,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to ProCare upon start date.

8. Equal Opportunity.

It is the policy of ProCare to provide equal opportunity to all Consultants for employment. ProCare and Client will screen based on merit only. All Consultants will be free from discrimination due to race, religion, color, sex, national origin, age, or disability.

9. Payment Terms.

Client will be billed on a weekly basis for work performed during the previous week and pay ProCare based on the service charges specified in the Assignment Confirmation included as an addendum to this Agreement. All hours worked over forty (40) hours in a one-week work period will be billed at one and one-half times the regular bill rate. It is Client's responsibility to notify ProCare if pre-approval is required for any or all overtime hours prior to any such hours being worked. **Payment is due upon receipt of invoice.**

10. Default Charges.

Invoices shall be considered Past Due thirty (30) days from date of invoice and begin to incur the applicable default charge of one and one-half percent (1 1/2%) per month based on unpaid balances (annual percentage rate of eighteen percent (18%)) or the maximum legal interest rate, whichever is lower. Client agrees to pay all necessary collection costs of amounts past due, including reasonable attorney's fees and costs. ProCare reserves the right, at its option, to discontinue any extension of credit.

11. Limitation of Liability.

NEITHER PARTY SHALL BE LIABLE TO THE OTHER WHATSOEVER FOR ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES, INCLUDING ANY DAMAGES ON ACCOUNT OF LOST PROFITS, LOST DATA, LOSS OF USE OF DATA, OR LOST OPPORTUNITY, WHETHER OR NOT PLACED ON NOTICE OF ANY SUCH ALLEGED DAMAGES AND REGARDLESS OF THE FORM OF ACTION IN WHICH SUCH DAMAGES MAY BE SOUGHT. THE FEES AND BILLINGS DUE UNDER THIS AGREEMENT ARE NOT CONSIDERED SPECIAL DAMAGES OR LOST PROFITS AND SHALL NOT BE LIMITED BY THESE PROVISIONS.

12. Administrative Responsibilities.

Client shall be responsible for orienting Consultant to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to, patient care plans, comprehensive patient histories, individual education plans, or Client specific program plans. During the contracted assignment, should Consultant fail to submit paperwork as required per Client's policies and procedures, Client must notify ProCare in writing within three (3) business days of alleged failure. Failure to notify ProCare within the three (3) day period shall negate any Client claim to withhold payment due to paperwork non-compliance by Consultant. Within three (3) business days following the conclusion of a contracted assignment, Client shall conduct a final review to determine whether the completion of additional paperwork is needed from the Consultant. Failure to notify ProCare prior to the fourth (4th) day after conclusion of the assignment will negate any Client claim to withhold payment due to paperwork non-compliance by Consultant.



19. Unscheduled Facility Closure Policy.

ProCare will incur fixed expenses over the entire course of a Consultant's contract assignment with Client related to the Consultant's housing and per diem costs. The parties agree that in the event of an unforeseen or unexpected interruption in a Consultant's assignment resulting from an unscheduled closure, complete or partial, of Client's facilities due to natural or manmade disasters, such as, and without limiting the generality of the foregoing, fire, storms, flooding, earthquake, labor unrest, riots, and/or acts of terrorism or war (each an "Unscheduled Closure"), Client will be invoiced and shall pay for each such affected Consultant's services at the reduced rate of \$100/day for each day that the Consultant(s) is unable to work by virtue of such Unscheduled Closure.

20. Multiple Locations.

If client requires Consultant to travel to and perform services at more than one location, Client will compensate ProCare for travel time between facilities at the regular hourly bill rate and for mileage up to the current acceptable IRS reimbursement rate.

21. Issue Resolution.

In the event Client encounters an issue that is not satisfactorily resolved by its ProCare representative, Client should escalate the issue to the appropriate ProCare manager by calling: 800-825-7133. Please ask for your account representative's manager.

22. Indemnification.

Each party will indemnify, defend and hold harmless the other against third party claims arising from breaches of the parties' respective obligations under this Agreement.

23. Confidentiality.

Each party acknowledges that as a result of this Agreement, they will learn confidential information of the other party. Confidential information is defined as that information which is private to each party but is shared by one to the other party as required to accomplish this Agreement and includes bill rates, fees for permanent placements and terms and conditions of this Agreement. It is agreed that neither party will disclose any confidential information of the other party to any person or entity. Neither will it permit any person nor entity to use said confidential information. The only exceptions will be: (a) Information shared to the appropriate individuals within the respective organizations as necessary to execute this Agreement, (b) disclosures as required by law. Confidential Information of ProCare shall include, but is not limited to, any and all unpublished information owned or controlled by ProCare and/or its Consultants, that relates to the clinical, technical, marketing, business or financial operations of ProCare and which is not generally disclosed to the public including but not limited to Consultant information, technical data, policies, financial data and information to include contract terms and provisions, billing rates, permanent placement fees whether disclosed orally, in writing or by inspection. If the receiving party shall attempt to use or dispose of any of the Confidential Information, or any duplication or modification thereof, in any manner contrary to the terms of the foregoing, the disclosing party shall have the right, in addition to such other remedies which may be available to it, to obtain an injunctive relief enjoining such acts or attempts as a court of competent jurisdiction may grant, it being acknowledged that legal remedies are inadequate.

24. Family Education Rights and Privacy Act.

ProCare shall comply with all laws, rules and regulations pursuant to the Family Educational Rights and Privacy Act, 20 USC 1232g ("FERPA") and acknowledges that certain information about the Client's students is contained in records maintained by ProCare and the Consultant and that this information can be confidential by reason of FERPA and related Client policies. Both parties agree to protect these records in accordance with FERPA and Client policy. To the extent permitted by law, nothing contained herein shall be construed as precluding either party from releasing such information to the other so that each can perform its respective responsibilities. As it applies, Consultants assigned to Client will execute a FERPA Statement of Understanding outlining appropriate guidelines.

25. State Retirement System Notice.

Client acknowledges and agrees that if formal notice is required to be given to any Consultant that participation in any such retirement system/pension is either: 1) permitted by Consultant's election; or 2) is required by law, then Client is solely responsible for providing such notice to Consultant s and fulfilling all associated administrative duties. Client shall immediately notify ProCare if any Consultant is required to, or voluntarily elects to participate in any such system. In such



event, Client shall advise ProCare of the withholding obligation percentages (both employer and employee share) so that invoices to Client and payment to the Consultant may be adjusted accordingly. The parties agree that Client shall withhold and pay to the retirement/pension both the employee and employer shares. The parties agree that the applicable employee and employer shares paid to the system by the Client shall be deducted from the amount owed to ProCare by the Client hereunder. The parties agree that the applicable employee share paid to the system by the Client shall be deducted from the amount due the Consultant by ProCare. The Client and ProCare expressly acknowledge and agree that if any Consultant is required to, or elects to participate in a retirement system/pension, the Client shall be solely responsible for: 1) creating an account for Consultant with the appropriate retirement system/pension; 2) all present and/or future obligations to make employee and employer cash payments/ contributions to the retirement system/pension as required by law and/or set by the retirement system/pension; and 3) otherwise administering all employer functions pertaining to the Consultant's interest in retirement system/pension.

26. Conflicts of Interest.

The parties acknowledge their respective obligation to report any conflict of interest and/or apparent conflict of interest that may interfere with their ability to perform their obligations hereunder objectively and effectively. To that end, the Parties hereby certify and represent that their officials, employees and agents do not have any significant financial or other pecuniary interest in the other party's business enterprise, and that no inducements of monetary or other value were offered or given to any officer, employee or agent of the other party. Each party agrees to promptly notify the other in the event it becomes aware of any conflict of interest or apparent conflict of interest.

27. Survival.

The parties' obligations under this Agreement which by their nature continue beyond termination, cancellation or expiration of this Agreement, shall survive termination, cancellation or expiration of this Agreement.

28. Governing Law.

This Agreement shall be governed by the laws of the state of California~~Florida~~.

29. Entire Agreement.

This Agreement represents the entire agreement between the parties and supersedes any prior understandings or agreements whether written or oral between the parties respecting the subject matter herein. This Agreement may only be amended in a writing specifically referencing this provision and executed by both parties. This Agreement shall inure to the benefit of and shall be binding upon the parties hereto and their respective heirs, personal representatives, successors and assigns, subject to the limitations contained herein. The unenforceability, invalidity or illegality of any provision of this Agreement shall not render any other provision unenforceable, invalid or illegal and shall be subject to reformation to the extent possible to best express the original intent of the parties. This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

This Agreement and attached Assignment Confirmation contain terms that may only be altered when agreed upon in writing by both parties.

PROCARE THERAPY, INC.

Client Name

Client Representative Signature

Date

Print Name

Title

ProCare Representative Signature

Date

Rachel Owlh

Print Name

Sr. Director of Educational Resources

Title



ADDENDUM A

Client Assignment Confirmation

This Client Assignment Confirmation is entered into and executed as of the signature date below and supplements the Client Services Agreement between the Client and ProCare Therapy. Client will pay ProCare for hours worked by Consultant on the following terms:

Assignment Details

ProCare Consultant: Niraj Parikh

School District Name (Client): Mountain View Whisman School District

Start Date: Approximately October 24, 2017 End Date: June 30, 2018

Start and End dates are subject to change based on the credentialing and licensure process as well as adjustment in the school district's calendar.

Position: Assistive Technology Specialist

Position Details: Part Time Assistive Technology Specialist for the 2017-2018 School Year

Bill Rate: \$91.00 per Hour

Minimum Hours: 16 Hours per Week

Overtime Rate: 1.5 times Bill Rate Holiday Rate: 1.5 times Bill Rate

Billing Workweek: Monday – Sunday

- Additional Terms:
- a) Sales tax or gross receipts tax will be added to professional fees if required or allowed by state law and client is not a tax exempt entity.
 - b) If ProCare Consultant should be required to travel to other locations at the specific request of the Client, the Client will be responsible for all expenses incurred.
 - c) Client agrees that it will not directly or indirectly, personally or through an agent or agency, contract with or employ any Consultant introduced or referred by ProCare for a period of (12) months after the latest date of introduction, referral, or end of contract placement. If Client or its affiliate enters into such a relationship or refers Consultant to a third party for employment, Client agrees to pay an amount equal to \$18,500 or thirty-five (35) percent (whichever is greater) of the Consultant's first year's annual salary, including any signing bonus, as agreed upon at the time of hiring. Payment is due and payable to ProCare upon start date.

Miscellaneous:

Mountain View Whisman School District

Client Name

Client Representative Signature*

Date

Print Name

Title

PROCARE THERAPY, INC.

DocuSigned by:

Rachel Owh

10/12/2017

ProCare Therapy Representative Signature

Date

Rachel Owh

Print Name

Senior Director of Educational Resources

Title

**Terms and conditions outlined in this Client Assignment Confirmation will be considered agreed upon by all parties unless ProCare is notified of changes by Client within forty eight (48) hours of client's receipt of this Client Assignment Confirmation.*



Addendum to Agreement between Mountain View Whisman School District
and Rhythm and Moves, Inc.

Original Agreement effective date: 08/14/2017
Signed on: 05/08/2017 by: Claire Loud, CEO
06/02/2017 by: Cathy Baur, Asst. Superintendent of Ed. Services

Original Agreement to provide: 236 Single preps @ \$3,285.00 per single

Revised Agreement to provide: 234 Single preps @ \$3,285.00 per single
14 double preps @ \$4,735.00 per double

This Addendum represents \$59,720.00 more than the original contract.

All Provisions of the original agreement apply to this addendum.

Claire C. Loud

10/06/17

Contractor

Date

Client

Date



MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is made and entered into by and between **Uplift Family Services**, a California non-profit public benefit corporation located at 251 Llewellyn Avenue Campbell, CA 95008. ("Agency"), and **Mountain View Whisman School District** ("District") whose business address is 750-A San Pierre Way, Mountain View CA 94043.

RECITALS

WHEREAS, Agency has entered into a contract with the Santa Clara County Department of Mental Health ("Master Contract") to provide specialized behavioral health services for individuals, groups and family in certain identified school settings in Santa Clara County;

WHEREAS, Mountain View Whisman School District has agreed that Castro Elementary, Crittenden Middle, Graham Middle, Monta Loma Elementary, and Theuerkauf Elementary ("Schools") will be sites for delivery of Prevention & Early Intervention (PEI) services; and

WHEREAS, both the Agency and the District wish to memorialize their respective responsibilities on terms set forth more fully below,

THEREFORE, in consideration of the mutual promises contained in this Agreement, the parties agree as follows:

1. TERM OF MOU.

This MOU will become effective on the date it is signed by both parties, and will continue in effect until June 30, 2018, until it is terminated by either party without cause on thirty (30) days written notice, or for cause, as delineated in section 13 below.

2. RELATIONSHIP OF THE PARTIES.

The parties intend the relationship between them created by this MOU is a contracting agreement for the purposes identified in sections 3 and 4, and is not intended to be, nor shall it be construed as a joint venture, association, partnership, or other form of business organization or agency relationship, and will be they agree to take all steps necessary to maintain that status. Contractor and/or its employees will not be considered by either party to be employees of Agency under any circumstances.

3. SERVICES PROVIDED BY THE SCHOOL UNDER THIS MOU.

- (a) The District agrees to provide sufficient referrals of individual students, families or other groups to Agency to receive individual, group and/or family therapy. The parties agree that to have a clinician assigned to the Schools, the District must ensure sufficient referrals to maintain a caseload of 8 students per staff throughout the school year and the summer.
- (b) School agrees to provide suitable confidential space on the each campus for delivery of the services. The space needs to accommodate space for individual therapy and group therapy.

4. SERVICES PROVIDED BY THE AGENCY UNDER THIS MOU.

- (a) The Agency will deliver services in accordance with and subject to the Master Contract with Santa Clara County. The Agency will deliver mental health services which will include individual therapy, family therapy, group therapy, assessment, and community resourcing and linkage.
- (b) The Agency will be responsible for providing qualified staff to deliver the services described in the Master Contract. Staff will be fingerprinted, have TB clearance, trained on mandated reporting requirements and mental health best practices.

5. DEBARMENT AND EXCLUSION.

Agency certifies that neither it nor its principals are presently or have ever been disbarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any federal department or agency, as required by Executive Order 12549 and implemented as 45 Code of Federal Regulations part 76. Agency agrees to notify School immediately if there is a change in any facts that supported this certification.

6. NON-ASSIGNMENT.

Neither party shall assign, transfer or subcontract this Agreement nor their rights or duties under this Agreement without the prior written consent of the other party.

7. INDEMNITY.

Agency agrees to indemnify, save, and hold harmless the School, its officers, agents and employees from any and all costs and expenses, damages, liabilities, claims and losses occurring or resulting to the School in connection with the performance, or failure to perform, by Agency, its officers, agents or employees under this Agreement, and from any and all costs and expenses, damages, liabilities, claims and losses occurring or resulting to any person, firm or corporation who may be injured or damaged by the performance, or failure to perform, of Agency, its officers, agents or employees under this Agreement.

8. INSURANCE.

Agency shall maintain in full force and effect the following insurance policies throughout the term of this Agreement:

- (a) Comprehensive General Liability Insurance with limits of not less than One Million Dollars (\$1,000,000.00) per occurrence.
- (b) Professional Liability (Malpractice) Insurance with limits of not less than One Million Dollars (\$1,000,000.00) per occurrence, Three Million Dollars (\$3,000,000.00) annual aggregate.
- (c) A policy of worker's compensation insurance as required by the California Labor Code.

9. RECORDS.

Agency shall maintain a confidential mental health record of services provided, as required under the Master Contract.

10. COMPLIANCE WITH REGULATORY REQUIREMENTS.

During the term of this Agreement, the Agency shall comply with all applicable federal and state laws and regulations relating to the provision of mental health services.

11. PROFESSIONAL LICENSURE.

All (professional level) persons employed by the Agency have met applicable professional licensure requirements pursuant to Business and Professions and Welfare and Institutions Codes.

12. CONFIDENTIALITY.

Agency shall comply with applicable laws and regulations, including but not limited to §5328 et seq. of the Welfare and Institutions Code regarding the confidentiality of patient information.

- (a) Agency shall protect, from unauthorized disclosure, names and other identifying information concerning persons receiving services pursuant to this contract, except for statistical information. The Agency shall not use such identifying information for any purpose other than carrying out the Agency's obligations under the Master Contract.
- (b) Agency shall not disclose, except as otherwise specifically permitted by this MOU or the Master Contract or authorized by the client/student, without prior written authorization from the client/student or State in accordance with State and Federal laws.
- (c) For purposes of the above paragraphs, identifying information shall include, but not be limited to, name, identifying number, symbol or other identifying particular assigned to the individual, such as finger or voice print, or a photograph.
- (d) This agreement confirms that the parties will enter into a Business Associate Agreement and that any Protected Health Information (PHI) shall be further subject to such agreement.

13. TERMINATION OF AGREEMENT.

This Agreement may be terminated as follows:

- (a) **Without Cause.** Either party may terminate this Agreement without cause upon 30 days' written notice to the other party. In the event of such termination, the parties agree to act in good faith towards one another during this 30-day notice period.
- (b) **With Cause.** Either party may terminate this Agreement immediately upon the occurrence of any of the following events:
 - (i) The Master Contract is terminated for any reason;
 - (ii) Either party commits a material breach of this Agreement;
 - (iii) Agency's license to practice in the State of California is suspended, revoked or otherwise restricted;
 - (iv) A County or other entity revokes the Agency's prior/continued approval of its right to use contractors/subcontractors to perform the services contemplated by this Agreement;
 - (v) Agency becomes ineligible for individual professional liability insurance; or
 - (vi) Agency violates any ethical or professional standards or is convicted of committing a crime that raises a threat to the safety of the Agency's employees or clients or its property.

14. GOVERNING LAW.

This Agreement will be governed by the laws of the State of California.

15. ENTIRE AGREEMENT.

This Agreement, including the Master Contract, constitutes the entire agreement between the Agency and School with respect to the subject matter hereof and supersedes all previous agreement negotiations, proposals, commitments, writings, advertisements, publications, and understandings of any nature whatsoever unless expressly included in this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written. All signatures are required to make this agreement valid.

MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

_____	_____	_____
Authorized Signature	Print Name	Date

UPLIFT FAMILY SERVICES

_____	_____	_____
Authorized Signature	Print Name and Title	Date



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TO: Ayinde Rudolph, Ed.D, Superintendent, Mt.View-Whisman
SUBJECT: *Proposal for Principals' Coaching Sessions*

August 29, 2017

Dear Superintendent Rudolph:

Desired Outcome: Providing coaching and support to five principals within the Mt. View-Whisman School District leading to their success as leaders at their school site.

Deliverables:

1. Provide on average up to two-three hours of coaching per month per principal (10-15 hours total) in person and also availability by phone call, email and text as needed.
2. An understanding by each principal of a theory of action that will guide them in leading their schools successfully.
3. A personal action plan developed in partnership with each principal in alignment with the expectations of the superintendent.
4. Bi-monthly meeting or phone call with the superintendent or designee to review progress of each principal toward stated goals and objectives of their action plan.

Timeline: September 2017-March 2018

Daily Rate: The daily rate will be \$720 per day (8 hours, \$90 per hour) for four of the principals with the fifth supported at no cost. Total cost will not exceed \$9,000 unless mutually agreed upon.

Once agreed upon, the District will develop a contract with the Silicon Valley Education Foundation

Please let me know if you have any questions. Thank you.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Manny Barbara'.

Manny Barbara
Vice President
Silicon Valley Education Foundation

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: CONSENT AGENDA

Agenda Item Title: State Preschool Contract 2017-2018 Amendment 01

Estimated Time:

Person Responsible: Cathy Baur, Assistant Superintendent

Background:

The California Department of Education distributed State Preschool contracts in to agencies in June for signature and board approval. The Budget Act of 2017 became effective on July 1st and included an increase in the Standard Reimbursement Rate (SRR) for State Preschool. This is an amendment to the contract that was issued in June, reflecting the new SRR. It is an increase of \$97,257 to the District for the provision of preschool services.

Fiscal Implication:

An increase of \$97,257 to the District for the provision of preschool services.

Recommended Action:

That the Board of Trustees approve Amendment 01 to the Local Agreement for Child Development Services for the 2017-2018 California State Preschool Program, as presented.

ATTACHMENTS:

Description	Type	Upload Date
CA State Preschool Contract Amendment	Backup Material	10/6/2017

**CALIFORNIA DEPARTMENT OF EDUCATION**

1430 N Street

Sacramento, CA 95814-5901

F.Y. 17 - 18**Amendment 01****DATE:** July 01, 2017**CONTRACT NUMBER:** CSPP-7570**PROGRAM TYPE:** CALIFORNIA STATE
PRESCHOOL PROGRAM**PROJECT NUMBER:** 43-6959-00-7**LOCAL AGREEMENT FOR CHILD DEVELOPMENT SERVICES**

Budget Act

CONTRACTOR'S NAME: MOUNTAIN VIEW WHISMAN SCHOOL DISTRICT

This agreement with the State of California dated July 01, 2017 designated as number CSPP-7570 shall be amended in the following particulars but no others:

The Maximum Reimbursable Amount (MRA) payable pursuant to the provisions of this agreement shall be amended by deleting reference to \$745,893.00 and inserting \$843,150.00 in place thereof.

The Maximum Rate per child day of enrollment payable pursuant to the provisions of the agreement shall be amended by deleting reference to \$38.42 and inserting \$43.43 in place thereof.

SERVICE REQUIREMENTS

The minimum Child Days of Enrollment (CDE) Requirement shall be 19,414.0. (No change)

Minimum Days of Operation (MDO) Requirement shall be 175. (No change)

EXCEPT AS AMENDED HEREIN all terms and conditions of the original agreement shall remain unchanged and in full force and effect.

STATE OF CALIFORNIA

BY (AUTHORIZED SIGNATURE)

PRINTED NAME OF PERSON SIGNING
VALARIE BLISS,TITLE
CONTRACT MANAGER**CONTRACTOR**

BY (AUTHORIZED SIGNATURE)

PRINTED NAME AND TITLE OF PERSON SIGNING

ADDRESS

AMOUNT ENCUMBERED BY THIS
DOCUMENT

\$ 97,257

PRIOR AMOUNT ENCUMBERED FOR
THIS CONTRACT

\$ 745,893

TOTAL AMOUNT ENCUMBERED TO
DATE

\$ 843,150

PROGRAM/CATEGORY (CODE AND TITLE)

Child Development Programs

(OPTIONAL USE) 0656

23038-6959

ITEM 30.10.010.

6100-196-0001

CHAPTER

B/A

FUND TITLE

General

STATUTE

2017

FISCAL YEAR

2017-2018

OBJECT OF EXPENDITURE (CODE AND TITLE)

702

SACS: Res-6105 Rev-8590

Department of General Services
use only

I hereby certify upon my own personal knowledge that budgeted funds are available for the period and purpose of the expenditure stated above.

T.B.A. NO.

B.R. NO.

SIGNATURE OF ACCOUNTING OFFICER

DATE

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: CONSENT AGENDA

Agenda Item Title: Approval of Monta Loma Elementary School Multi-Purpose Room Addition Project (Phase 1), Classroom Modernization Project (Phase 2) and Portables Installation Project – Beals Martin, Inc.

Estimated Time:

Person Responsible: Kevin Sanders, Director of Capital Projects

Background:

During the Monta Loma Elementary School Multi-Purpose Room Addition Project (Phase 1), Classroom Modernization Project (Phase 2) and Portables Installation Project, unforeseen conditions, design changes, and owner requests have occurred, resulting in additions/changes in scope to the original project. The contingency monies required for Change Order #1 will not exceed \$430,642.00. A summary of Change Order #1 is attached.

The Beals Martin contract for the Monta Loma construction is \$10,189,597 for all three phases work (Phase 1- MUR; Phase 2- Classroom modernization; Phase 3-Administration building and roofing). Included in that contract amount is a 7% construction contingency amount of \$666,609. Phase 1 Multi-Use Room Change Order #1 totals \$128,123. Phase 2 Classroom Modernization Change Order #1 totals \$197,821. The Portables Project (installation of two portables on campus for flex room use) cost totaled \$104,698. The total of the three items is \$430,642, which leaves \$235,967 in the construction contingency budget.

Fiscal Implication:

The total construction contingency of \$666,609.00 was budgeted for this project. Phase 1 Change Order #1 for \$430,642.00 will reduce the remaining contingency amount to \$235,967, with 82% of the project complete.

Recommended Action:

That the Board of Trustees approve Monta Loma Phase 1 Change Order No. 1, Monta Loma Phase 2 Change Order No. 1, and the Portables Installation Project.

ATTACHMENTS:

Description	Type	Upload Date
Monta Loma Change Order 1 Recommendation - GWC revised	Backup Material	10/23/2017



November 2, 2017

Robert Clark
Mountain View Whisman School District
750-A San Pierre Way
Mountain View, CA 94043

RE: Change Order #1 Justification: Monta Loma Elementary School Multi-Purpose Room Addition Project (Phase 1), Classroom Modernization Project (Phase 2) and Portables Installation Project – Beals Martin Inc. – Mountain View Whisman School District

**Monta Loma Elementary School Multi-Purpose Room Addition Project (Phase 1) - DSA APP #01-115484
Classroom Modernization Project (Phase 2) – DSA APP #01-116344 and Portables Installation Project –
DSA APP #01-116790**

Phase 1:

Item # 1 – Install New Partitions in Girls Restrooms (PCO 1)

This change is the result of a design revision. The bid documents did not include new toilet partitions in the girls' restrooms in Buildings C and H. The cost for item no. 1 includes the labor, material and equipment required to provide the new toilet partitions. **\$5,405**

Item # 2 – Change Roofing Material (PCO 3)

This change is the result of a District request. The roofing manufacture specified was a Garland product. The District's standard for all roofs is now an AEP manufacture product. In order to maintain consistency, the roofing product was changed. The credit included under item no. 2 includes the difference in labor and material cost between the specified roof and revised roofing product. **(\$31,157)**

Item # 3 – Over Excavation at Building Pad (PCO 17)

This change is the result of an unforeseen condition. When excavating for subgrade under the building pad the contractor could not meet compaction due to the existing soil conditions. The soil was over-optimum, as per Geotechnical report and field engineer the contractor was directed to over excavate, remove soil, install fabric and install virgin AB rock. The cost for item no. 3 includes the labor, equipment, trucking and material required to build the pad. **\$31,409**

Item # 4 – Additional Concrete Work as Per ASI 4 Direction (PCO 5)

This change is the result of a District request. At the request of the District the frontage was revised which added a section of vertical curb and concrete. The cost for item no. 4 includes the labor and material for additional concrete work. **\$12,920**

Item # 5 – Additional Drywall Repairs in Restrooms (PCO 41)

This change is the result of an unforeseen condition. After demolition and prior to tile installation the walls had several different locations that were uneven. In order to have a complete finished product additional drywall was necessary. The cost for item no. 5 includes the labor and material required to install tile. **\$2,879**

Item # 6 – New Conduit for Tamper Switches (PCO 28)

This change is the result of a design revision. The design team added a new tamper switches on the back-flow preventers. In order to meet fire code additional conduit and wire to the fire alarm panel was required. The cost for item no. 6 includes the labor and material required to provide new tamper switches tied into the fire alarm. **\$23,473**

Item # 7 – Removal of Oversized Footings (PCO 16)

This change is the result of an unforeseen condition. After the buildings were demolished there was a concrete footing that was 3 times larger than shown on the original drawings. Contractor was directed to remove concrete footing and to over excavate former footing location and to backfill as per Geotechnical report and field engineer. The cost included with item no. 7 includes the labor, equipment, off haul and disposal fees required to remove the concrete and to over excavate the footings. **\$51,484**

Item # 8 – Add Cove Base in Girls Restrooms (PCO 9 & 10)

This change is the result of a design revision. The bid documents did not indicate a cove base infill in the existing girl's restrooms. In order to install a finished product and in time this additional work was required and was done on overtime. The cost for item no. 8 includes the labor and material required to infill the existing area and was performed on a Saturday. Additional labor and material \$2,783 and over time \$1,654. Total cost is **\$4,437**

Item # 9– Add Secondary Fan Coil (PCO 42)

This change is the result of a design revision. The mechanical engineer requested the contractor to provide a secondary drain pan for coil section of fan coil unit. The cost included with item no. 9 includes the labor and material to install a secondary drain pan. **\$1,285**

Item # 10 – Delete Fencing (PCO 11)

This change is the result of a District request. The contract documents call for new ornamental fences and gates. The school site does not have ornamental fences or gates, therefore the District requested not to install and a credit back. The credit included under item no. 10 includes the labor and material for not installing the ornamental fences and gates. **(\$58,111)**

Item # 11 – Change Model of Picnic Tables (PCO 12)

This change is the result of a design revision. The bid documents included 2 types of picnic tables, 10 regular and 2 ADA. During the review process the 2 ADA model of picnic tables was revised to meet current standards. The cost included under item no. 11 includes the difference in the previous specified ADA tables to the revised product, the cost includes only the difference in the materials. **\$2,926**

Item # 12 – Add Valves, Stops, Hose Bibs in Girls Restrooms (PCO 15)

This change is the result of an unforeseen condition. The construction documents note to use the existing valves, stop and hose bib. After demolition of existing fixtures in the Girls Restroom the existing remaining parts were rusted out and new ones were installed. The cost included with item no. 12 includes the labor and material required to install the new valves, stops and hose bibs. **\$1,728**

Item # 13 – Change Wall Finishes in MPR as per ASI 10 Direction (PCO 25)

This change is the result of the District's request. In the MPR the wall finishes were changed from a pre-finished interior wall panel system to a high impact gypsum board and painted. The credit included in item no. 13 includes the difference in the labor and material. **(\$57,377)**

Item # 14 – Dry Rot Repairs at MPR Roof (PCO 29)

This change is the result of an unforeseen condition. During demolition of the MPR roof dry rot was discovered. The contractor was directed to make necessary repairs. The cost included with item no. 14 includes the labor and material to replace rotted material. **\$5,747**

Item # 15 – Additional Framing in Boys Restrooms (PCO 30)

This change is the result of an unforeseen condition. During demolition of the boys' restrooms a furred out wall was discovered. These walls were pieced together, had dry rot and do not meet code, therefore they had to be removed and replaced with new. The cost included with item no. 15 includes the labor and material replace the furred walls in the restrooms. **\$6,707**

Item # 16 – Lead Abatement Removal on Existing Beams (PCO 32)

This change is the result of an unforeseen condition. After demolition in the MPR there were two steel beams that contained lead paint. In order to make connections the lead paint had to be removed. The cost included with item no. 16 included the labor and material to remove the lead paint. **\$4,846**

Item #17 – Provide Aggerate Base (AB) rock for Fire Line Backfill (PCO 39)

This change is the result of an unforeseen condition. The new fire line trench called to use native material. The native material would not meet compaction, therefore, the Geotech directed to install aggerate base instead. The cost included with item no. 17 included the labor and material to remove the existing material, stock pile and import new AB. **\$14,649**

Item #18 – Over Excavate Courtyard, Install Fabric and AB (PCO 40)

This change is the result of an unforeseen condition. The courtyard called to use native material for compacting and making subgrade. Due to the existing material on site the material was deemed unsuitable. The native material would not meet compaction, therefore, the Geotech directed to Contractor to over excavate, remove soil, install fabric and place AB. The cost included with item no. 18 included the labor and material to remove the existing material, stock pile, fabric and import AB. **\$20,106**

Item #19 – Trench for New Lighting Conduit (PCO 36)

This change is the result of an unforeseen condition. An electrical conduit associated with the onsite street lighting was within the limits of the new ADA improvements work. Therefore, additional trenching was required. The cost included with item no. 19 include the labor and material to trench and backfill for new conduit. **\$2,661**

Item #20 – Relocate Unknown Utilities as Per RFI 45 (PCO 37)

This change is the result of an unforeseen condition. An irrigation yard was encountered during the courtyard excavation. This line was not shown on the drawings. The contractor was directed to relocate this line out of the work area. The cost included with item no. 20 included the labor and material to remove and relocate the existing irrigation line. **\$1,822**

Item #21 – Off Haul Unsuitable Material (PCO 43)

This change is the result of an unforeseen condition. Due to the existing material on site that was deemed unsuitable and would not meet compaction as per our Geotechnical Engineer at any of the locations such as the fire line, building slab, courtyard and parking lot. The contractor was required to stock pile and haul off. The work tags at these locations excluded off haul. The cost included with item no. 21 include the trucking off haul costs for all unsuitable material throughout the site. **\$80,284**

Total of Multi-Purpose Room Addition Project – \$128,123

Monta Loma Elementary School Multi-Purpose Room Addition Project (Phase 1) – DSA APP #: 01-115484

Phase 2:

Item # 22 – Bldg. M -Library, Computer Room and Computer Classroom Upgrade (PCO 10)

This change is the result of a design review and District request. The Library upgrades were not part of this phase. The District requested that the work be added. The work consisted of demolition of book shelves, abatement, walls, casework and carpet removal. The new work consisted of floor prep, new carpet, wall repairs and paint. The cost included for item no. 22 include the labor and material for an upgrade to the entire building. **\$63,901**

Item # 23 – Upgrade VCT to District Standards (PCO 11)

This change is the result of a District request. During the submittal process it was determined that the specified VCT was not the District Standard. The cost for item no. 23 includes the material upgrade to meet the new standard. **\$14,818**

Item # 24 – Install 24 Owner Furnished TV's (PCO 12)

This change is the result of a District request. The District purchase new 80" TV's and requested the contractor to install and hook up all of the TV's. The cost for item no. 24 includes labor and material to install and to connect the new TV's. **\$11,007**

Item # 25 – Install Conduit and Boxes for Future Site Lighting (PCO 21)

This change is the result of a design revision. The existing light poles are not up to code. The bid documents did not indicate new light poles, however due to the soils condition, depth of the over excavation required and that the asphalt was being replace we asked the contractor to install conduit and boxes for future site lighting. The cost for item no. 25 includes the labor and material for future light poles. **\$8,502**

Item #26 – Lighting Control Repairs (PCO 22)

This change is the result of an unforeseen condition. The contractor encountered wires and conduits during construction that were previously not installed to code. These were not called out on the drawings. The cost for item no. 26 includes the labor and material required to repair the existing lighting controller. **\$11,471**

Item #27 – Over X Parking Lot and Install Mirafi (PCO 15)

This change is the result of an unforeseen condition. The parking lot called to use native material for compacting and making subgrade. Due to the existing material on site the material was deemed unsuitable. The native material would not meet compaction, therefore, the Geotech directed to Contractor to over excavate, remove soil, install fabric and place AB. The cost included with item no. 27 included the labor and material to remove the existing material, stock pile, fabric and import AB. **\$72,915**

Item # 28 – Existing Wall Repair in all Classrooms (PCO 16)

This change is the result of an unforeseen condition. The bid documents did not call out for any wall repairs after the demolition of the existing cabinets. Behind the cabinets in every room was old raw plywood pieced together with different materials such as wood, sheetrock or peg board. These areas are now to remain exposed and the contractor was directed to float out the walls and paint. The cost for item no. 28 includes the labor and material required to have a finished exposed surface. **\$15,207**

Total for Classroom Modernization Project (Phase 2)– \$197,821

Monta Loma Elementary School Classroom Modernization Project (Phase 2)– DSA APP #: 01-116344

Portables:**Item # 29 – Electrical, Data and Fire Alarm to Portables (PCO 1)**

This change is the result of a design revision and District request. The two new portables were shown as future on the drawings however, once DSA approved the drawings, the Contractor was directed to perform this portion of work prior to the start of school. The cost for item no. 29 includes the labor and material required to provide electrical, fire alarm and data to the portables. **\$49,133**

Item # 30 – Demo, Grade, Pave at Portables (PCO 2)

This change is the result of a design revision and District request. The two new portables were shown as future on the drawings however, once DSA approved the drawings, the Contractor was directed to perform this portion of work prior to the start of school. The cost for item no. 30 includes the labor and material required to provide demo of existing asphalt, grade and pave around the portables. **\$36,078**

Item # 31 – Off Haul Spoils from Portable Footings (PCO 3)

This change is the result of a design revision and District request. The two new portables were shown as future on the drawings however, once DSA approved the drawings, the Contractor was directed to perform this portion of work prior to the start of school. The District hired a separate contractor to install footings and set buildings. The cost for item no. 31 includes the labor and equipment required to off haul spoils from the footings which was excluded from the contractor the District hired. **\$3,831**

Item # 32 – Patch Pave (PCO 4)

This change is the result of a design review and District request. The two new portables were shown as future on the drawings however, once DSA approved the drawings, the Contractor was directed to perform this portion of work prior to the start of school. In order to install the ramps in a timely manner for the State to sign off we asked the contractor to pave the ramp portion separately. The cost for item no. 32 includes the labor and material required to. **\$7,399**

Item # 33 – Install New Door at Portable (PCO 5)

This change is the result of a design review and District request. The YMCA is leasing one portable and due to their licensing requirements, an additional door was required to be installed. The cost for item no. 33 includes the labor and material required to install a second door. **\$3,890**

Item # 34 – Removal and Replace Siding (PCO 6)

This change is the result of a design review and District request. The two new portables were shown as future on the drawings however, once DSA approved the drawings the Contractor was directed to perform this portion of work prior to the start of school. The contractor was directed to remove and replace siding and screens along the bottom of the portables due to dry rot and damage. The cost for item no. 34 includes the labor and material required to install siding and screens after new asphalt was installed. **\$4,367**

Total for Portable Installation Project – \$104,698.00

Monta Loma Elementary School Portable Installation Project – DSA APP #: 01-116790

Change Order #1 Summary

Total for Multi-Purpose Room Addition Project (Phase 1) - \$128,123.00

Total for Classroom Modernization Project (Phase 2) - \$197,821.00

Total for Portables Installation Project - \$104,698.00

Total Change Order No. 1 - \$430,642.00

In our capacity as the District's Construction Manager we have completed a review of Change Order #1.

The additional cost of Change Order #1 is: \$430,642.00

The total Change Orders to date is \$ 430,642.00

This equates to 4.2% of the contract value. To date, Beals Martin, Inc., construction has completed 82% of the contract work.

There is \$235,967 remaining in the Change Order Contingency.

Based upon the review of the merit and the compensation, it is our recommendation that you approve this change order. If you have any questions, please do not hesitate to call.

Sincerely,
Greystone West Company

Brenda Parella
Project Manager

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: CONSENT AGENDA

Agenda Item Title: Approval of Stevenson Elementary School Modular Building Project, Phase 2 Increment 2 Change Order No. 1 – American Modular Systems

Estimated Time:

Person Responsible: Kevin Sanders, Director of Capital Projects

Background:

During the Stevenson Elementary School Modular Building Project, Phase 2 Increment 2, unforeseen conditions, design changes, and owner requests have occurred, resulting in additions/changes in scope to the original project. These additions/changes require contingency money to be used. The contingency monies required for Change Order #1 will not exceed \$242,512. A summary of Change Order #1 is attached.

Fiscal Implication:

The total construction contingency of \$583,600 was budgeted for this project. Change Order #1 for \$242,512 will reduce the remaining contingency amount to \$341,088, with 50% of the project complete.

Recommended Action:

That the Board of Trustees approve Change Order No. 1, for the Stevenson Elementary School Modular Building Project, Phase 2 Increment 2.

ATTACHMENTS:

Description	Type	Upload Date
Stevenson Modular Buildings - Change Order 1	Backup Material	10/19/2017



October 16, 2017

Robert Clark
Mountain View Whisman School District
750-A San Pierre Way
Mountain View, CA 94043

**RE: Change Order #1 Justification: Stevenson Elementary School Modular Building Project, Phase 2
Increment 2 – American Modular Systems - Mountain View Whisman School District – DSA
Application # 01-116489**

Item # 1 – Change to Bark I-Tec Mechanical Units (PCO 1)

This change is the result of a District request. This credit is due to the change from Carrier split system HVAC units to the Bard I-Tec Mechanical units. **(\$71,820)**

Item # 2 – Revised Exterior Finishes at Administration Building (PCO 3)

This change is the result of a District request and a design revision. To provide a more aesthetically pleasing appearance, better longevity and to provide covering for students and staff during inclement weather, the following changes were made to the base PC building bid by American Modular. (1) Change window system to storefront windows, (2) Added metal overhangs at doors and walkways, (3) Revised stucco details to include a grid pattern of expansion joints and (4) provide increased side overhangs. The cost included with item no. 2 includes the labor and materials required to make these revisions. **\$116,250**

Item # 3 – Architectural Finish Options selected for Classroom Wings (PCO 4)

This change is the result of a District request and a design revision. At bid time, the standard PC package was included as the basis of design in order to allow all modular bidders to bid on the same plane. After the bid was received the following architectural options were selected for the classroom building to provide an appearance better fitting with the surrounding campus. (1) Increased window sizes to allow for greater natural light in classrooms and provide enhanced appearance and (2) Provide varied stucco control joints using 1” fry reglets. **\$144,870**

Item # 4 – Deepen Stem Wall Foundation (PCO 5)

This change is the result of an unforeseen condition and a design revision. At the time of bid modular manufacturers were to bid the standard concrete foundations included with the DSA approved PC drawings. Upon review of American Modulars PC drawings and the geotechnical report, the geotechnical engineer and American Modular structural engineer it was determined that the site soils conditions would require the building

footings be increased from 12" deep stem wall foundations to 18" deep stem wall foundations. The cost included for item no. 4 includes the additional labor, materials and equipment required to deepen the concrete stem wall foundation from 12" to 18". **\$53,212**

Total Change Order No. 1 - \$242,512.00

In our capacity as the District's Construction Manager we have completed a review of Change Order # 1.

The total Change Orders to date: \$242,512.00

This equates to 4.16% of the contract value. To date, American Modular has completed 50% of the contract work.

There is \$341,088.00 remaining in the Change Order Contingency.

Based upon the review of the merit and the compensation, it is our recommendation that you approve this change order. If you have any question, please do not hesitate to call.

Sincerely,
Greystone West Company

Jason Cave
Project Manager



Document G701™ – 2017

Change Order

PROJECT: <i>(Name and address)</i> Stevenson Elementary School Sitework Phase 2, Increment 2 750-B San Pierre Way Mountain View, CA 94043	CONTRACT INFORMATION: Contract For: General Construction Date: March 3, 2017	CHANGE ORDER INFORMATION: Change Order Number: 001 Date: October 11, 2017
OWNER: <i>(Name and address)</i> Mountain View Whisman School District 750-A San Pierre Way Mountain View, CA 94043	ARCHITECT: <i>(Name and address)</i> Dreiling Terrones Architecture 1103 Juanita Avenue Burlingame, Ca 94010	CONTRACTOR: <i>(Name and address)</i> American Modular Systems 2261 Market Street, Suite 478 San Francisco, CA 94114

THE CONTRACT IS CHANGED AS FOLLOWS:

(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)

PCO #01 Bard I-Tec Mechanical Units:	(\$71,820.00)
PCO #03 Architectural Features at Administration Building:	\$116,250.00
PCO #04 Architectural Window Options:	\$144,870.00
PCO #05 Deepen Stem Wall Foundation:	\$53,212.00

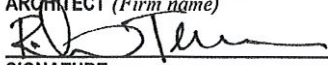
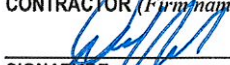
The original Contract Sum was	\$ 5,836,000.00
The net change by previously authorized Change Orders	\$ 0.00
The Contract Sum prior to this Change Order was	\$ 5,836,000.00
The Contract Sum will be increased by this Change Order in the amount of	\$ 242,512.00
The new Contract Sum including this Change Order will be	\$ 6,078,512.00

The Contract Time will be increased by Zero (0) days.

The new date of Substantial Completion will be February 29, 2018

NOTE: This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.

Dreiling Terrones Architecture ARCHITECT <i>(Firm name)</i>  SIGNATURE Richard Terrones PRINTED NAME AND TITLE 10/11/17 DATE	American Modular Systems CONTRACTOR <i>(Firm name)</i>  SIGNATURE Dan Sarich PRINTED NAME AND TITLE 10/17/17 DATE	Mountain View Whisman School District OWNER <i>(Firm name)</i> SIGNATURE Robert Clark PRINTED NAME AND TITLE DATE
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Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: CONSENT AGENDA

Agenda Item Title: Board Bylaw No. 9270, Conflict of Interest

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

Board Bylaw No. 9270, Conflict of Interest was approved at first reading on October 19, 2017.

Fiscal Implication:

None.

Recommended Action:

That the Board approve Board Bylaw No. 9270, Conflict of Interest at second reading, as presented.

ATTACHMENTS:

Description	Type	Upload Date
Board Bylaw No. 9270, Conflict of Interest	Backup Material	10/25/2017

CONFLICT OF INTEREST

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. In accordance with law, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district in which he/she has a financial or personal interest.

(cf. 9005 - Governance Standards)

Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect his/her relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which his/her relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, niece, nephews, and the similar family of the individual's spouse/registered domestic partners unless the individual is widowed or divorced.

The Board shall adopt a resolution that specifies the terms of the District's conflict of interest code, the District's designated positions, and the disclosure categories required for each position.

The Board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies that district's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303).

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87603.5)

When a change in the District's conflict of interest code is necessitated by changed circumstances, such as the creation of new designated positions, amendments or revision, changes to the duties assigned to existing positions, amendments, or revisions, the changed code shall be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 84306)

When reviewing and preparing conflict of interest codes, the District shall provide officers, employees, consultants, and members of the community adequate notice and fair opportunity to present their views. (Government Code 85311)

CONFLICT OF INTEREST

Board members and designated employees shall annually file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories specified in the District's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last statement and the date of leaving office or district employment. (Government Code 87302, 87500)

(cf. 4117.2/4217.2/4317.2 - Resignation)

(cf. 9222 - Resignation)

Conflict of Interest under the Political Reform Act

A Board member, designated employee or other person in a designated position shall not make, participate in making, or in any way use or attempt to use his/her official position to influence a governmental decision in which he/she knows or has reason to know that he/she has a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect" which is distinguishable from the effect on the public generally, on one or more of the Board member, designated employee or other person in a designated position, his/her immediate family, or any financial interest described in 2 CCR 18700.-2 CCR 18700-18709)

A Board member, designated employee or other person in a designated position makes a governmental decision when, acting within the authority of his/her office or position, authorizes or directs any action on a matter, votes or provides information or opinion on it contacts or appears before a district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18702.1.

However, a Board member shall participate in the making of a contract in which he/she has a financial interest if his/her participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18795.

A Board member who has a disqualifying conflict of interest on an agenda item that will be heard in an open meeting of the Board shall abstain from voting on the matter. He/she may remain on the dais, but his/her presence shall not be counted towards achieving a quorum for that matter. A Board member with a disqualifying conflict of interest shall not be present during a closed session meeting of the Board when the decision is considered and shall not obtain or review a recording or any other nonpublic information regarding the issue. (2 CCR 18702.1)

Conflict of Interest under Government Code 1090

Board members, employees, or district consultants shall not be financially interested in any contract made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest, in a contract made by the Board, the contract is void. (Government Code 1090)

CONFLICT OF INTEREST

A Board member shall not be considered to be financially interested in a contract if his/her interest is a "noninterest" as defined in Government Code 109, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member or district official to enter into the contract.

In addition, a Board member shall not be considered to be financially interested in a contract in which his/her interest is a "noninterest" as defined in Government Code 1091.5. Noninterest includes a Board member's interest in being reimbursed for his/her actual and necessary expenses incurred in the performance of his/her official duties, in the employment of his/her spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other applicable circumstance specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which his/her private or personal interest may conflict with his/her official duties.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office, which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

(cf. 4136/4236/4336 - Nonschool Employment)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730. (Government Code 89503)

The limitations on gifts do not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code 82028)

Gifts of travel and related lodging and subsistence shall be subject to the above limitations except as described in Government Code 89506.

1. The travel is in connection with a speech given by a Board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States.

CONFLICT OF INTEREST

2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

Gifts of travel exempted from the gift limitation, as described in items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the District for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private gathering in accordance with law. (Government Code 89501, 89502)

The term "honorarium" does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade or profession unless the sole or predominant activity of the business, trade or profession is making speeches.
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes.

See Resolution No. 1539.08/14- Adopting a Conflict of Interest Code

*Legal Reference:**EDUCATION CODE**1006 Qualifications for holding office**35107 School district employees**35230-35240 Corrupt practices, especially:**35233 Prohibitions applicable to members of governing boards**4100-41003 Moneys received by school districts**41015 Investments**FAMILY CODE**297.5 Rights, protections, and benefits of registered domestic partners**GOVERNMENT CODE**1090-1099 Prohibitions applicable to specified officers**1125-1129 Incompatible activities**8100-91014 Political Reform Act of 1974, especially:**82011 Code reviewing body**82019 Definition, designated employee**82028 Definition, gift**82030 Definition, income*

CONFLICT OF INTEREST

82033 Definition, interest in real property

82034 Definition, investment

871000 87103.6 General prohibitions

87200- 87210 Disclosure

87300- 87313 Conflict of interest code

87500 Statements of economic interests

89501-89503 Honoraria and gifts

89506 Ethics; travel

9100-091014 Enforcement

PENAL CODE

85-88 Bribes

REVENUE AND TAXATION CODE

203 Taxable and exempt property - colleges

CODE OF REGULATIONS, TITLE 2

18110-18997 Regulations of the Fair Political Practices Commission, especially:

18700-18707 General prohibitions

18722-18740 Disclosure of interests

18750.1-18756 Conflict of interest codes

COURT DECISIONS

McGee v. Balfour Beatty Construction, LLC, et al. (4/12/16, No. B262850)

Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261

Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469

Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655

Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: CONSENT AGENDA

Agenda Item Title: Measure G Bond Oversight Committee Membership Roster 2017-2018

Estimated Time:

Person Responsible: Dr. Robert Clark, Associate Superintendent/Chief Business Officer

Background:

In accordance with Proposition 39 and the Bond Oversight Committee Bylaws, the Measure G Bond Oversight Committee is required to have at least seven members on the oversight committee.

There remains one opening for a Member of a Bona-fide Tax Organization. Applications for that position will be accepted until filled.

The membership roster is attached.

Fiscal Implication:

None

Recommended Action:

That the Board of Trustees approve the Measure G Bond Oversight Committee Membership Roster 2017-2018, as presented.

ATTACHMENTS:

Description	Type	Upload Date
Measure G Bond Oversight Committee Membership Roster 2017-2018	Backup Material	10/26/2017

Measure G
Bond Oversight Committee
Membership
2017-2018

	Category	Member	Term 1 Expiration	Term 2 Expiration	Officers
1	Parent (1)	Braid Pezzaglia	2018-Dec 31		Vice-Chair 2017-2018
2	Parent/Active in Par/Tch Org (1)	Cleave Frink	2017-Oct 29	2020-Oct 29	
3	Business Community (1)	Fiona Walter	2015-Oct 29	2018-Oct 29	Chair 2015-2016
4	Senior Citizen (1)	Betsy Fowler	2019-Nov 3		
5	Member, Tax Organization (1)	-	-		
6	Member at Large (1)	Hafsa Mirza	2017-Dec 31	2020-Dec 31	Chair 2016-2017; 2017-2018
7	Member at Large (2)	Joey Mercer	2017-Oct 29	2020-Oct 29	
8	Parent/Active in Par/Tch Org (2)	Marlie Jacobs	2018-Dec 31		Secretary 2016-2017; 2017-2018
9	Parent/Active in Par/Tch Org (3)	Uma Srinivasan	2019-Nov 3		
10	Parent/Active in Par/Tch Org (4)				

Required member positions per Proposition 39 and bylaws.

Greg Coladonato, Dr. Ayindé Rudolph, Dr. Robert Clark - Ex Officio and Staff in Attendance

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: REVIEW AND ACTION

Agenda Item Title: Single Plans for Student Achievement (50 minutes)

Estimated Time:

Person Responsible: Cathy Baur: Assistant Superintendent, Educational Services

Background:

School site plans are being presented for approval. The principal will share specific information regarding individual school goals, key actions, and budget expenditures.

The Single Plan for Student Achievement (SPSA) is a document that represents a school's cycle of continuous improvement of student performance. The SPSA should be developed with a deep understanding of root causes of student academic challenges and identify and implement research-based instructional strategies to raise the achievement of students who are not yet proficient by state standards. A well-developed SPSA can ensure that students are better equipped to meet the California State Standards in English Language Arts and mathematics. In addition, the plan also addresses funding and proposed expenditures related to state and federal categorical programs.

The development process is the result of a collaborative effort between the school staff and members of the School Site Council (SSC) with input from the school community and site advisory groups including the English Learner Advisory Council (ELAC). Each year, the School Site Council and the local Governing Board approve the site plan. While the starting date of the annual planning cycle is a local decision, every school needs to have an approved plan guiding the work of the school.

District and site administration are responsible for implementing and evaluating the activities included in the SPSA as approved by the local governing board. Once the plan is approved and implemented, the SSC in collaboration with site staff and advisory groups are responsible for monitoring the effectiveness of planned activities and modifying those that prove ineffective.

Fiscal Implication:

\$1,030,556 including funding from the Local Control Funding Formula (LCFF), and other state, federal, and local sources

Recommended Action:

That the Board approve the Single Plans for Student Achievement for
Bubb Elementary School, Mariano Castro Elementary School, Graham Middle School, Gabriela Mistral Elementary School, and Theuerkauf Elementary School.

ATTACHMENTS:

Description	Type	Upload Date
Bubb Site Plan	Backup Material	10/24/2017
Bubb Site Plan PPT	Backup Material	10/24/2017

Gabriela Mistral Site Plan	Backup Material	10/24/2017
Gabriela Mistral Site Plan PPT	Backup Material	10/24/2017
Graham Middle School Site Plan	Backup Material	10/24/2017
Graham Middle School Site Plan PPT	Backup Material	10/24/2017
Mariano Castro Site Plan	Backup Material	10/24/2017
Mariano Castro Site Plan PPT	Backup Material	10/24/2017
Theuerkauf Site Plan	Backup Material	10/24/2017
Theuerkauf Site Plan PPT	Backup Material	10/24/2017

The Single Plan for Student Achievement

School: Benjamin Bubb Elementary
CDS Code: 43 69591 6047955
District: Mountain View Whisman
Principal: Cyndee Nguyen
Revision Date: October 13, 2017

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

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

Contact Person: Cyndee Nguyen
Position: Principal
Phone Number: (650) 526-3480
Address: 525 Hans Ave.
Mountain View, CA 94040-3103
E-mail Address: cnguyen@mvwsd.org

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

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School Vision and Mission

Benjamin Bubb Elementary's Vision and Mission Statements

Our vision at Bubb Elementary is to be a safe, engaging, growth-oriented, learning community where everyone collaborates, perseveres, and thinks critically.

Our mission is to inspire, empower, and prepare every student.

School Profile

OUR THEORY OF ACTION

If we:

- -implement focused, systematic, and tiered interventions,
- -continuously develop students' language through integrated and designated English Language Development,
- -refine our teaching practice through Critical Friends Groups and coaching, and
- -purposefully support students in developing a strong academic mindset,

then our students will be intellectually and emotionally engaged in their learning and will meet or exceed standards on summative assessments.

ACADEMIC ACHIEVEMENT

By June 2018, there will be:

- A 2.35-percentage point increase (from 75.5% to 77.95%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5),
- A 2.34-percentage point increase (from 76.6% to 78.94%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5).

Key Strategies: Implement Response to Instruction system with tiered supports and align English Language Arts reading and writing instruction grades K-5.

CLOSING THE ACHIEVEMENT GAP

By June 2018, there will be:

- a 10% reduction of At-Risk English Learners (from 8 students to 7 students) as measured by state criteria (California English Language Development Test CELDT proficiency, years as an EL, and CAASPP scores).

Key Strategies: Implement Response to Instruction system with tiered supports, integrate English Language Development in math and science lessons using SIOP (Sheltered Instruction Observation Protocol), progress monitoring, and target student inquiries.

HUMAN CAPITAL

By June 2018, grade level teams will operate as a Professional Learning Community by completing at least 4 formative assessment cycles (initial teaching, assessment, collaboration, regrouping students, second chance teaching, post assessment), conducting 5 rounds of Critical Friends Groups, and participating in at least 10 cross-grade level articulation meetings.

Key Strategies: Implement Response to Instruction system with tiered supports, implement Critical Friends Groups, and conduct cross-grade level articulation meetings.

INCLUSIVE AND SUPPORTIVE CULTURE

By June 2018, Bubb School will:

- maintain a 97% or better Average Daily Attendance rate,
- collect baseline data of student's connection to school, as measured by the MVWSD Climate student survey.

Key Strategies: Implement Response to Instruction system with tiered supports, strengthen every student's academic mindset, provide after school enrichment for every grade 3-5 student, conduct home visits, conduct professional development on inclusion, implement co-teaching.

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

At Bubb Elementary School, staff is committed to providing students with a high quality education. Teachers use California State Standards (CSS) to guide their instruction in English Language Arts and Mathematics. In order to monitor students' progress, teachers administer curriculum-embedded assessments and modify their instruction to meet students' needs. Teachers regularly collaborate with grade level colleagues to analyze student achievement data and identify strengths and weaknesses. Based on this information, teachers develop goals for their students and work with their colleagues and school administration to monitor students' attainment of these goals.

Last spring, teachers across California administered the Smarter Balanced Assessment Consortium (SBAC) tests, which are a part of the California Assessment of Student Progress and Performance (CAASPP). Bubb staff use this data to measure student growth, analyze instructional programs, and create continuous improvement goals.

The Mountain View Whisman School District adopted new math curriculum for the 2015-16 school year that was built from the CSS. The entire Bubb Elementary staff had piloted the Eureka Math materials for the 2014-15 school year. The Eureka Math curriculum has served to better prepare our students to master the Math standards. The results of the math district benchmarks will help teachers monitor students' progress on mastering the CSS.

Teachers continue to use district benchmark assessments to monitor students' progress in English Language Arts. The Mountain View Whisman School District adopted new language arts curriculum, Benchmark Advance, for the 2016-17 school year that was built from CCS.

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

Teachers at Bubb Elementary regularly review data from curriculum-embedded assessments and benchmark assessments during weekly collaboration meetings. Based on data, instruction is modified through strategies such as reteaching, small group instruction, blended learning, and RTI. RTI at Bubb means targeted instruction in language arts through Second Chance Teaching. Towards the end of each 3-5 week unit, students are assessed for their level of understanding. Based on the assessment, students are placed into a Second Chance Teaching group—either to receive additional instruction so that they can master that unit's standards, or additional instruction and enrichment so that they can delve deeper into the unit's standards. Two new full-time science teachers provide two periods of hands-on Science while the classroom teacher provides two periods of Second Chance Teaching with their classroom each week, for both enrichment and intervention for students. By the end of each week, each Bubb student will have participated in daily first initial teaching in language arts and two periods of Second Chance Teaching with their classroom teacher, and two periods of science. We used this Second Chance Teaching model with our K-3 students last year and found many positive benefits: we noticed that more students in the lower grades were meeting standards on foundational literacy skills than in the past years, students were developing a more positive academic mindset, and teachers were able to get to know all their students at a deeper level.

Staffing and Professional Development

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

At Bubb Elementary School, 100% of our teaching staff meets the requirements for highly qualified staff for their currently assigned positions. Teachers are fully credentialed to teach their assigned content areas and they also possess the authorizations required to teach English Language Learners. There are six teachers who are currently participating in the Beginning Teacher Support and Assessment (BTSA) Induction administered by Mountain View Whisman School District personnel.

Teachers in Mountain View Whisman School District have been provided with ongoing professional learning on administering SBE-adopted instructional materials. Bubb teachers also participated in district provided Math and ELA/ELD institutes focused on building teacher knowledge and capacity with math content, English Language Development, and the CSS. Teachers also participate in site-based professional learning on CSS aligned instructional strategies. At Bubb, teachers are frequently provided with opportunities to collaborate with their colleagues during staff meetings, common planning days, and collaboration meetings. District instructional coaches regularly meet with Bubb staff members to help improve teaching practices, including providing assistance on administering SBE-adopted instructional materials, classroom climate, and English Language Development strategies.

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

Teachers at Bubb Elementary participate in many professional development opportunities to improve their instructional practices. We provide training through staff development days and staff meetings. Ongoing support is provided through a full time instructional coach, as well as a new teacher support provider. Teachers learn from their peers through Critical Friends Groups and cross-grade level articulation teams.

For the 2017-18 school year, the emphasis for professional development and coaching will be on supporting English language development through SIOP (Sheltered Instruction Observation Protocol) strategies. Bubb student data shows that English learners perform at a lower level than their English fluent peers on benchmark and state assessments.

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

Teachers share effective practices with colleagues to create an environment of continuous growth, celebration, and academic excellence. Staff works to ensure there is an alignment of curriculum to content standards. All students are provided with grade level standards-based adopted curriculum. Our staff embraces life-long learning with professional learning to enhance application of research-based strategies to implement grade level curriculum.

Our master schedule was designed to provide for the recommended instructional minutes in language arts and mathematics and the required instructional minutes for physical education and English Language Development. The master schedule allows for dedicated Tier 2 intervention periods in every grade level. In addition, students are also offered after school interventions to help them achieve grade level mastery.

Opportunity and Equal Educational Access

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

At Bubb Elementary, all students have the opportunity to be successful. In all of our classrooms, 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 and those who have already mastered standards. In order to assist these students, teachers use the resources available in the SBE-adopted instructional materials. Students who are performing below grade level in reading are provided services by classroom teachers during the Second Chance Teaching (RTI) block. Students who are struggling in math or language arts are offered the opportunity to attend after school tutoring.

Parental Involvement

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

The parents of Bubb Elementary School are an integral part to our continued success. Parents regularly participate in committees and events such as School Site Council, Parent Teacher Association, English Learner Advisory Committee, Principal Coffees, Back to School Night, Open House, Scholastic Book Fair, Monday morning meetings, Family Events (Science and Math Nights, Outdoor Movie Nights, International Potluck, etc.), Walkathon and Silent Auction, and parent-teacher student conferences. Teachers and the School and Community Engagement Facilitator reach out to parents of students who are struggling to provide them with additional resources. The SCEF conducts regular home visits of targeted families. 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. We have a Spanish translator on staff to translate parent-home communication. We also partner with organizations such as Avenidas, JCL, and St. Frances High School to provide one-to-one and small group tutoring and homework support.

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)

Funding

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

Each year, Bubb Elementary's School Site Council evaluates the progress of our students and allocates funds to help underperforming students meet state standards. At Bubb, funds have been used to provide reading intervention, hire additional staff to support dedicated English Language Development, purchase additional materials and supplies, acquire additional technology equipment and programs, and help improve parental engagement. Bubb also receives donations through the Parent Teacher Association to support school day and after school enrichment programs.

Demographics

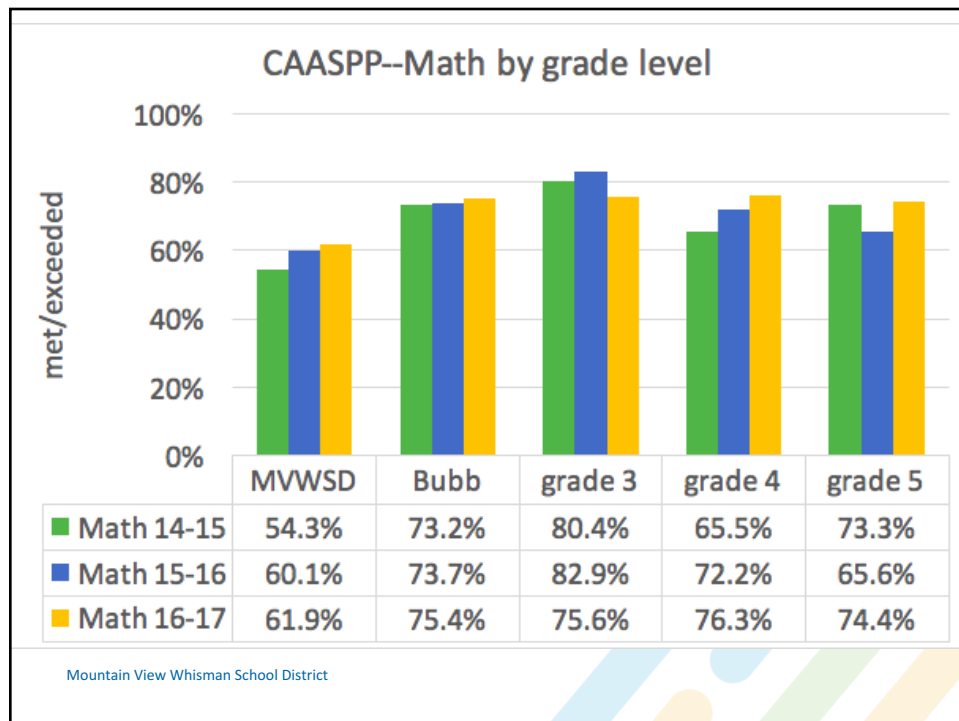
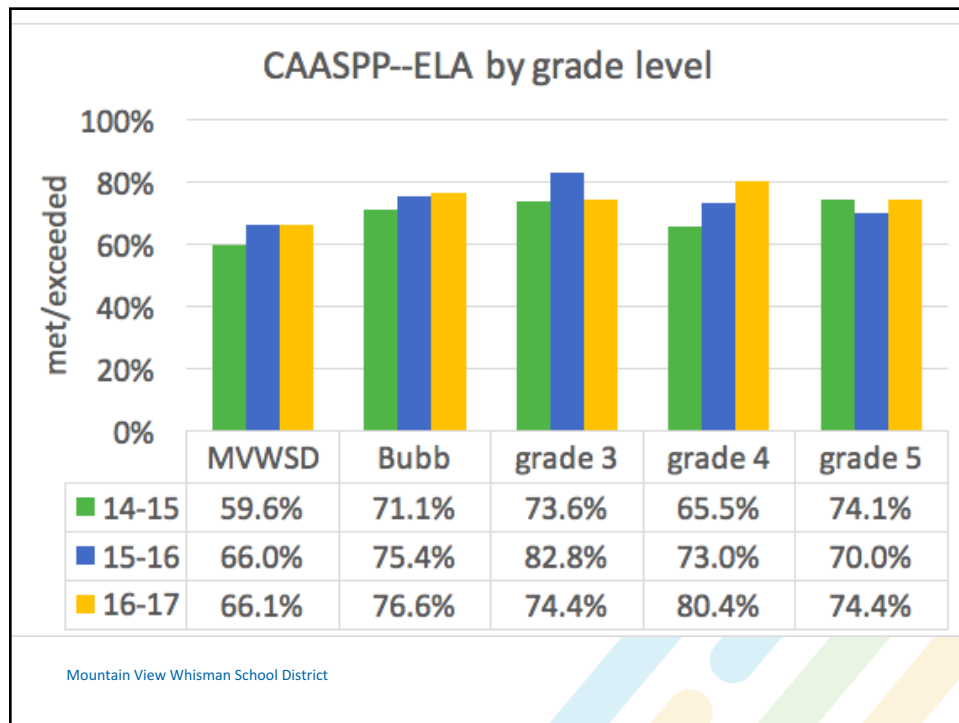
School Year	2015/2016	2016/17	2017/18
Enrollment	562	556	572
Asian	16%	21%	22%
Hispanic/Latino	28%	26%	21%
White	38%	37%	39%
Students with Disabilities	7%	8%	5%
English Language Learners	29%	25%	18%
ELs who speak Spanish	87%	83%	54%
Socio-Economically Disadv.	25%	23%	19%

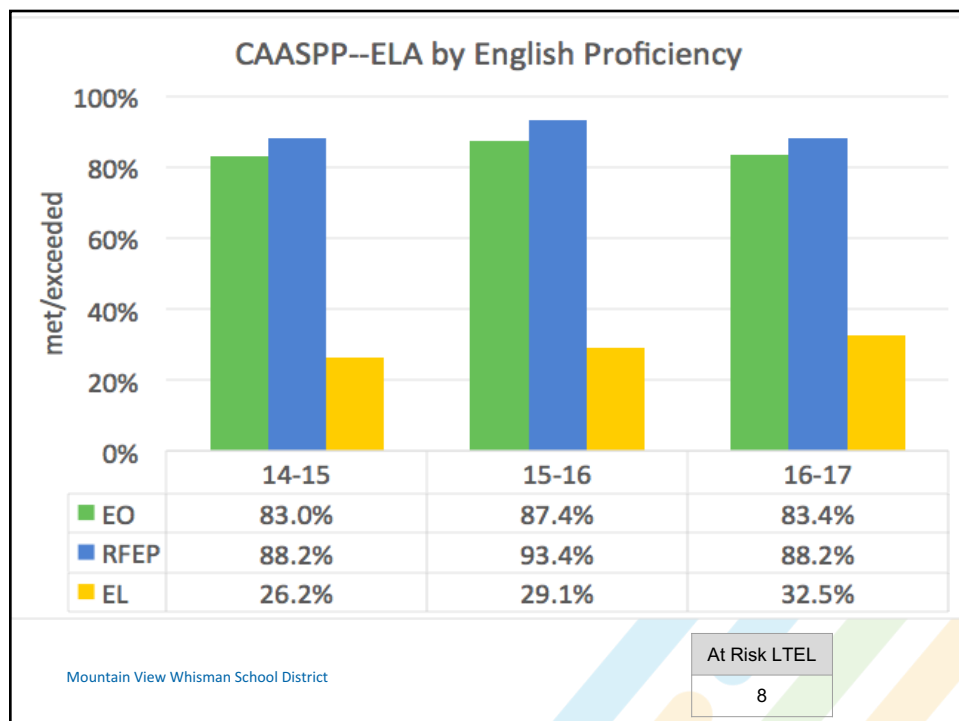
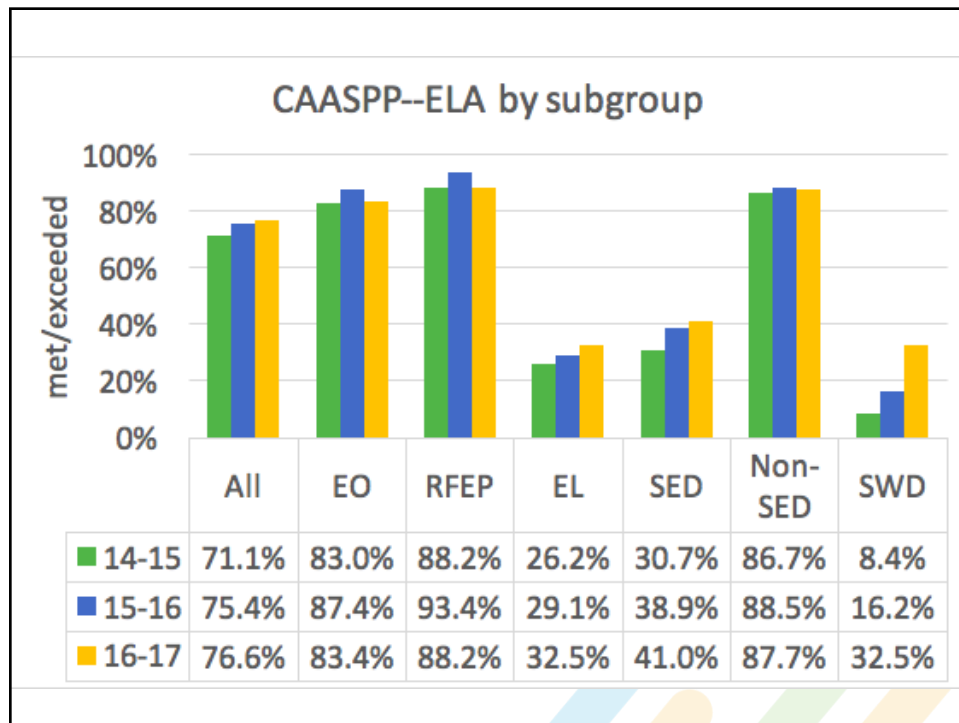
Mountain View Whisman School District

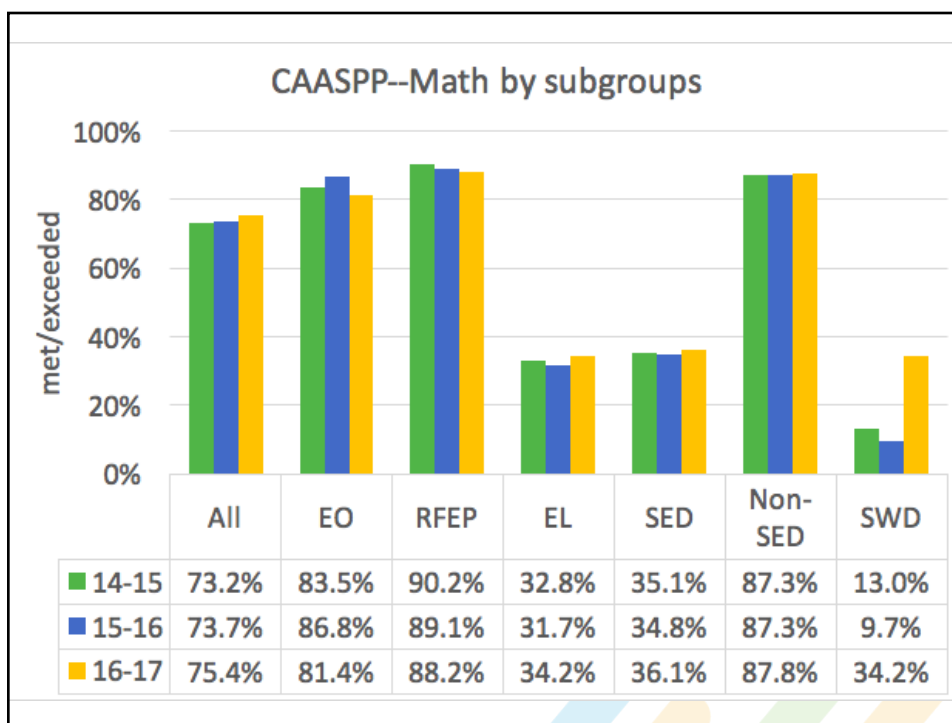
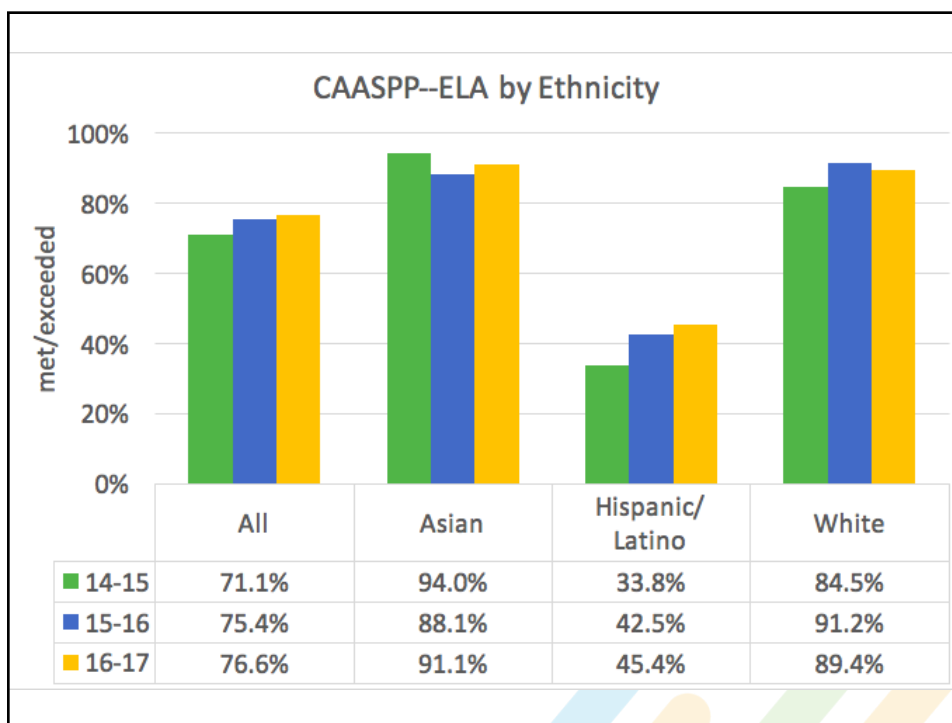
Bubb Demographics (Grades 3-5)

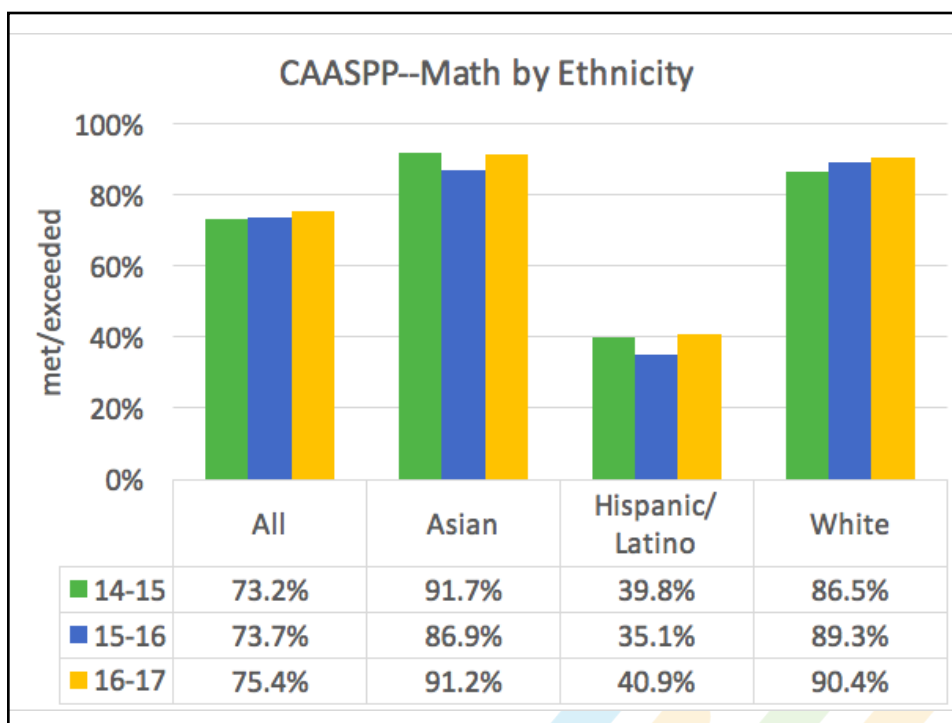
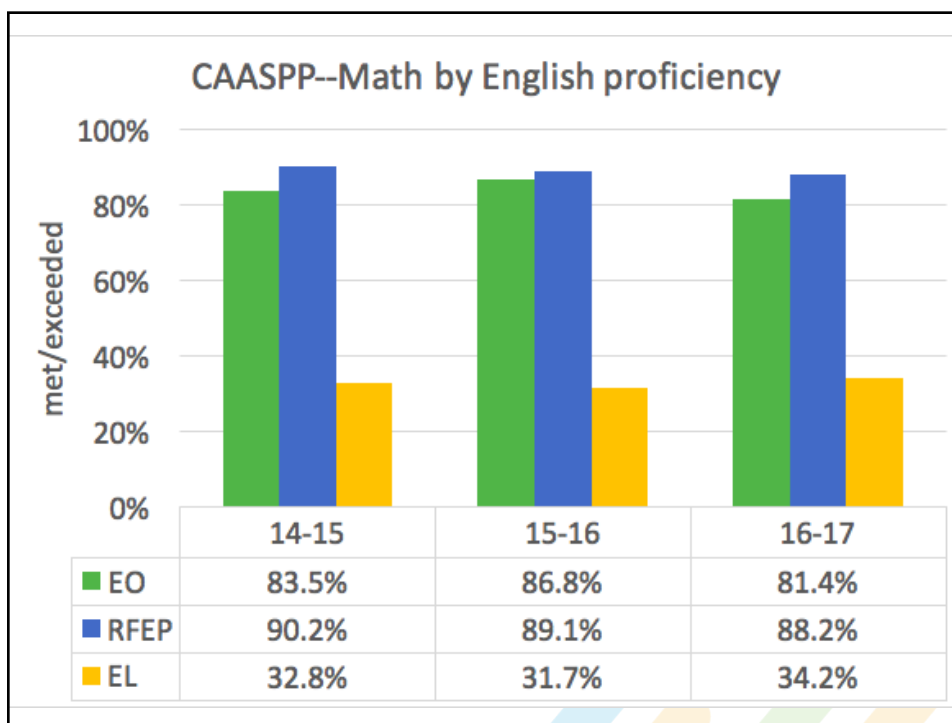
	2014-2015	2015-2016	2016-2017
English Learners*	26%	26%	19%
Reclassified Fluent English Proficient*	17%	15%	17%
SocioEconomically Disadvantaged	27%	27%	22%
Students with Disabilities	6%	11%	11%
White	37%	37%	37%
Asian	13%	17%	17%
Hispanic/Latino	32%	30%	26%
Total Enrollment	274	282	262

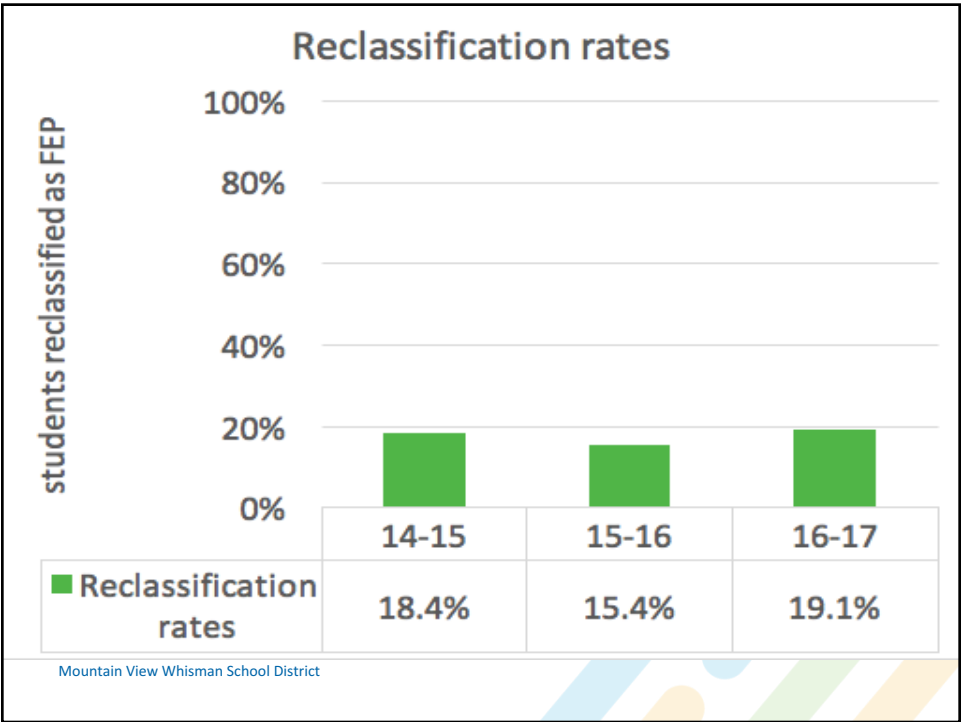
Mountain View Whisman School District











Description of Barriers and Related School Goals

At Bubb Elementary School, we believe that it is our moral imperative to ensure that all students achieve at high levels. We have the attitude that every student that comes onto our campus deserves to have a quality education, regardless of their English language, special education, or socioeconomic status. We provide strategic support for our students who are below grade level in math and language arts and enrichment opportunities (art, music, after school enrichment, inquiry learning) for every student.

Our master schedule is built so that every student will participate in initial first teaching with a dedicated intervention block so students do not miss out on core instruction.

Our funding is implemented to support our teachers' professional development, to hire additional personnel to support students' English language acquisition, and to celebrate target student successes.

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	96	78	89	93	78	89	93	78	95.7	96.9	100
Grade 4	91	93	93	89	90	92	89	90	92	97.8	96.8	98.9
Grade 5	90	94	87	89	91	87	89	91	87	98.9	96.8	100
All Grades	274	283	258	267	274	257	267	274	257	97.4	96.8	99.6

* 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	2481.3	2512.0	2476.5	57	69	50.00	17	14	24.36	11	6	14.10	15	11	11.54
Grade 4	2499.5	2523.9	2540.5	40	53	54.35	25	20	26.09	15	3	7.61	20	23	11.96
Grade 5	2564.0	2560.0	2579.4	48	54	62.07	26	16	12.64	11	11	10.34	15	19	14.94
All Grades	N/A	N/A	N/A	49	59	55.64	22	17	21.01	12	7	10.51	16	18	12.84

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	54	63	52.56	33	24	30.77	13	13	16.67
Grade 4	38	54	57.61	42	22	32.61	20	23	9.78
Grade 5	53	51	60.92	29	25	25.29	18	24	13.79
All Grades	48	56	57.20	34	24	29.57	17	20	13.23

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	51	58	42.31	35	37	41.03	15	5	16.67
Grade 4	39	50	56.52	39	30	32.61	21	20	10.87
Grade 5	52	53	64.37	38	26	19.54	10	21	16.09
All Grades	47	54	54.86	37	31	30.74	15	15	14.40

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	43	49	38.46	49	47	53.85	8	3	7.69
Grade 4	35	31	42.39	57	58	48.91	8	11	8.70
Grade 5	43	42	47.13	47	44	39.08	10	14	13.79
All Grades	40	41	42.80	51	50	47.08	9	9	10.12

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	42	59	47.44	49	33	44.87	9	8	7.69
Grade 4	30	49	50.00	52	34	40.22	18	17	9.78
Grade 5	57	62	63.22	40	31	22.99	2	8	13.79
All Grades	43	57	53.70	47	33	35.80	10	11	10.51

Conclusions based on this data:

1. Listening and Research/Inquiry are relative areas of strength, indicating that it is important to continue provide students opportunities to gather data from multiple sources and work on collaborative research and/or inquiry projects.
2. Writing is an area of relative weakness, supporting the need for additional staff development.

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	96	78	91	94	78	91	94	78	97.8	97.9	100
Grade 4	91	93	93	89	91	93	89	91	93	97.8	97.8	100
Grade 5	90	94	87	90	94	87	90	94	87	100.0	100	100
All Grades	274	283	258	270	279	258	270	279	258	98.5	98.6	100

* 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	2500.0	2511.8	2493.7	55	61	48.72	25	22	26.92	8	10	15.38	12	7	8.97
Grade 4	2519.0	2525.5	2541.3	42	44	51.61	24	29	24.73	22	12	13.98	12	15	9.68
Grade 5	2572.0	2566.5	2582.5	53	52	65.52	20	14	9.20	10	12	4.60	17	22	20.69
All Grades	N/A	N/A	N/A	50	52	55.43	23	22	20.16	13	11	11.24	14	15	13.18

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	67	69	65.38	16	21	23.08	16	10	11.54
Grade 4	48	59	67.74	28	21	20.43	24	20	11.83
Grade 5	62	59	66.67	21	17	10.34	17	24	22.99
All Grades	59	62	66.67	22	20	17.83	19	18	15.50

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	59	63	58.97	26	31	29.49	14	6	11.54
Grade 4	43	45	52.69	34	37	34.41	24	18	12.90
Grade 5	47	51	58.62	34	22	19.54	19	27	21.84
All Grades	50	53	56.59	31	30	27.91	19	17	15.50

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	68	70	57.69	22	21	37.18	10	9	5.13
Grade 4	52	54	55.91	29	27	31.18	19	19	12.90
Grade 5	47	50	58.62	34	28	25.29	19	22	16.09
All Grades	56	58	57.36	29	25	31.01	16	16	11.63

Conclusions based on this data:

1. The majority of Bubb students are meeting or exceeding standards; however, there is a significant percentage of students who are not meeting standards.
2. Communicating reasoning remains an area of need, indicating that language support in math is needed.

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
LEA/LCAP GOAL:
Goal 3: Provide a broad course of study to ensure that all students are prepared for high school with the academic skills and mindset necessary for successful citizenship in the 21st century.
Strategic Plan
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
SCHOOL GOAL #1:
Every student will be prepared for high school and 21st century citizenship By June 2018, there will be: <ul style="list-style-type: none">• A 2.35-percentage point increase (from 75.5% to 77.95%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5),• A 2.34-percentage point increase (from 76.6% to 78.94%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5). Key Strategies: Implement Response to Instruction system with tiered supports and align English Language Arts reading and writing instruction grades K-5.
Data Used to Form this Goal:
CAASPP data

Findings from the Analysis of this Data:

2016-17 Goal - Increase from 74% to 76.6% met/exceeded

Met ELA Goal? - Yes - Increased to 76.6%

We increased in ELA overall - decreased in 3rd grade, but increased in 4th and 5th grades

Overall 76.6% of students met/exceeded standard in ELA

Steady growth overall, 4th grade consistent growth past 3 years

Grade 4 had highest percentage of students meeting/exceeding standard at 80.4%

2016-17 Goal - Increase from 75% to 77.5% met/exceeded

Met Math Goal? - No - Remained flat to 75.5%

We increased in Math overall - decreased in 3rd grade, but increased in 4th and 5th grades

Grade 4 had highest percentage of students meeting/exceeding standard at 76.3%

How the School will Evaluate the Progress of this Goal:

Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), benchmark and CAASPP data, observations and feedback on the use of Second Chance Teaching (RtI).

What short-term outcomes will you expect? Teachers will use data from common formative assessments in Language Arts to regroup students within the first month of school.

What early evidence of change will demonstrate the school is on track?

Students will be regrouped during dedicated second chance teaching time (RTI time) based on CFA data. Teachers will readjust the terminology they use in English Language arts based on cross grade level articulation. Students will show improvement based on post-assessment data.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase razkids, Study Island, and AR licenses to support Tier 1 reading instruction and home-school connection Evidence: Usage Data	Purchase licenses July 2017	Cyndee Nguyen	Study Island		TSSP	1,500
			razkids		TSSP	1,900
			AR		TSSP	2,800
Determine high leverage English Language Arts Standards based on teacher feedback, curriculum scope and sequence, and SBAC blueprints	Summer 2017	Cyndee Nguyen Cathy Patterson	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
Conduct Cross Grade Level Articulation during Staff meetings Evidence: Grade level anchor charts, grade level "ownership" of key skills, Teachers determine next step based on meeting, bring an artifact to the next articulation meeting	8/7 Text Features 8/30 Opinion Writing 9/13 Character Traits 9/27 Main Idea/Key Details 10/18 Point of View 11/1 Informative Writing 12/6 Author's Purpose 1/3 Theme 1/17 Compare/Contrast 2/7 Narrative Writing	Cyndee Nguyen Cathy Patterson Teachers	No expenditures, part of regular staff responsibilities			
Grade level teams deliver and analyze Common Formative Assessments every 3-5 weeks in English Language Arts Evidence: CFA, Data Collection spreadsheet	First CFA delivered, scored, and analyzed by 9/30/17	Cyndee Nguyen Cathy Patterson Teachers	No expenditures, part of regular staff responsibilities			
Grade level teams regroup students based on CFA data -Provide intervention and enrichment during second chance teaching block -Leverage STEM teachers to provide for smaller class sizes Evidence: Lesson plans, Second Chance Teaching/STEM groupings	First round of Second Chance Teaching begins no later than 10/2 Additional rounds every 3-5 weeks	Cyndee Nguyen Cathy Patterson Page McDonald Teachers	Hourly teacher to support with planning and writing of Enrichment projects/inquiries 2 additional RtI teachers (STEM)--district funded	1000-1999: Certificated Personnel Salaries	TSSP	14,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze data from benchmarks, observations, and feedback and revise plan as needed	November 2017-March 2018	Cyndee Nguyen Cathy Patterson Teachers School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	November 2017-June 2018	Cyndee Nguyen Cathy Patterson Teachers	No expenditures, part of regular staff responsibilities			

Planned Improvements in Student Performance

School Goal #2

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

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 2018, there will be: <ul style="list-style-type: none">a 10% reduction of At-Risk English Learners (from 8 students to 7 students) as measured by state criteria (California English Language Development Test CELDT proficiency, years as an EL, and CAASPP scores). <p>Key Strategies: Implement Response to Instruction system with tiered supports, integrate English Language Development in math and science lessons using SIOP (Sheltered Instruction Observation Protocol), progress monitoring, and target student inquiries.</p>
Data Used to Form this Goal:
CAASPP CELDT
Findings from the Analysis of this Data:
2016-17 Goal - Increase from 32% to 38.8% met/exceeded Met ELA Goal? - No - remained flat at 32.5% Steady growth overall 2016-17 Goal - Increase from 29% to 36.1% met/exceeded Met Math Goal? - No - Increased to 34.1%

How the School will Evaluate the Progress of this Goal:

Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), benchmark, CFA, and CAASPP data, observations and feedback on the use of SIOP strategies in math and science lessons

Target student inquiries: weekly check ins on teacher collected data/evidence, collaboration notes, data talk and progress monitoring

What short-term outcomes will you expect? Students will show improvement on CFAs in ELA and math.

What early evidence of change will demonstrate the school is on track? Language and content objectives are posted and reviewed. Grade levels plan language objectives, as evidenced by grade level collaboration logs.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire hourly IAs and certificated teachers to support ELD rotations and newcomer students Evidence: Students grouped by CELDT Levels Designated ELD blocks begin by 9/4	Spring-Fall 2017	Cyndee Nguyen Page McDonald Debbie Clark	Instructional Assistant to support K-3 Designated ELD and EL Newcomers (24 hours/week)		TSSP	16,000
			Hourly Certificated Teacher to support 4-5 Designated ELD		TSSP	14,000
Professional Learning: SIOP Overview	August 2017	SIOP Trainers Teachers	No expenditures, part of regular staff responsibilities			
Professional Learning: Writing content objectives and delivering Language Objectives Evidence: Content and language objectives posted in all math and science lessons	8/10/17	Cyndee Nguyen Cathy Patterson Teachers	No expenditures, part of regular staff responsibilities			
Professional Learning: Writing language objectives Evidence: Objectives posted, collaboration notes, pacing guides	September 2017 (release days)	Cathy Patterson Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning: Explicitly linking past and new learning Evidence: lesson plans, collaboration notes, classroom observations	11/29/17	Cyndee Nguyen Cathy Patterson Teachers	No expenditures, part of regular staff responsibilities			
Professional Learning: Key Vocabulary <ul style="list-style-type: none"> Interactive Word Baks Annotated content and language objectives Evidence: Word banks posted, objectives posted and annotated, feedback and observations	1/2/18 and 1/31/18	Cyndee Nguyen Cathy Patterson Teachers	No expenditures, part of regular staff responsibilities			
Target Student Inquiries <ul style="list-style-type: none"> Identify At Risk and Target Students Choose 1-3 target students/class Use protocol to develop inquiry Teacher collected data/evidence daily Use protocol to debrief and revise inquiry Monitor progress through Rtl and kids talks 	Develop inquiry: 10/4/17 Revise inquiry: 11/15/17	Cyndee Nguyen Cathy Patterson Teachers	No expenditures, part of regular staff responsibilities			
Conduct data talks and progress monitoring (kid talks) Evidence: Kid Talk charts, Student Success Plans	Kid Talk/Data Walks: 8/29/17 11/13-11/15/17 3/5-3/7/18	Cyndee Nguyen Cathy Patterson Melody Owens Cindy Blair Teachers	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Co-Teaching (math and EL support) to experience fully developed math lessons with EL support through SIOP strategies <ul style="list-style-type: none"> Daily co-teaching in 3rd grade classroom (Trimester 1) 3-5 week co-teaching cycles in various classrooms (Trimesters 2-3) Evidence: master schedule, lesson plans		Cathy Patterson Tricia Willis Teachers	Additional release time (substitute)		TSSP	500
Analyze data from benchmarks, observations, and feedback and revise plan as needed	November-March 2018	Cyndee Nguyen Teachers School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	November-June 2018	Cyndee Nguyen Cathy Patterson Teachers	No expenditures, part of regular staff responsibilities			

Planned Improvements in Student Performance

School Goal #3

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

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 2018, grade level teams will operate as a Professional Learning Community by completing at least 4 formative assessment cycles (initial teaching, assessment, collaboration, regrouping students, second chance teaching, post assessment), conducting 5 rounds of Critical Friends Groups, and participating in at least 10 cross-grade level articulation meetings. Beginning teachers will receive additional support through professional development at least once a trimester.
Key Strategies: Implement Response to Instruction system with tiered supports, implement Critical Friends Groups, conduct cross-grade level articulation meetings, and hold new teacher professional development.
Data Used to Form this Goal:
CAASPP District assessments Cohort assessment data Data from year 1 of Second Chance Teaching

Findings from the Analysis of this Data:

2016-17 Goal - PLC (Formative assessment cycle at least 4 times) and Critical Friends Groups (at least 6 times)

Met ELA Goal? - Yes - All grade levels completed more than 4 formative assessment cycles and every staff member participated in at least 6 rounds of Critical Friends

After analyzing our previous intervention/remediation system, we found that we implemented Tier 1 supports in the classroom and had a Tier 3 reading intervention program through pull-out intervention teachers and after school Lexia lab and intervention, but we were lacking a Tier 2 classroom based intervention system.

Using cohort data, we found that of the 12 grade 1 students in Tier 3 reading, 2 students were reading at the below basic level while 10 were reading at the basic level. By the time those same students were in grade 3, the number had grown to 21 students in Tier 3 reading, with 13 students at the standard not met level and 8 students at the standard nearly met level.

Data from initial year of second chance teaching shows that many target students (standard not met on benchmark assessments) made growth on summative SBAC

How the School will Evaluate the Progress of this Goal:

Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), benchmark and CAASPP data, observations and feedback on the implementation of dedicated "second chance teaching" time.

What short-term outcomes will you expect? Students will be regrouped during dedicated second chance teaching time (Rtl time) based on CFA data.

Students will be regrouped based on data during science/second chance teaching or workshop time. What early evidence of change will demonstrate the school is on track? Teachers will administer common formative assessments in Language Arts. Teachers will collaborate to regroup students and develop second chance lessons.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monthly new teacher support meeting <ul style="list-style-type: none"> Onboarding Professional development on Bubb's instructional practices (ex gradual release of responsibility, engagement strategies, growth mindset) Evidence: Meeting agendas	8/4/17 8/31/17 9/28/17 10/26/17 3/8/18 4/26/18	Cyndee Nguyen Cathy Patterson Erika Kao	Planning time for teacher Release time for teachers		School Allocation	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct Critical Friends Groups <ul style="list-style-type: none"> Professional development: Norms, CFG protocol, giving and receiving feedback Teachers take turns presenting a problem of practice to colleagues and bringing student work. Colleagues provide feedback and ideas for improvement. Teachers are grouped in cross grade level teams. (K-2/3-5) <ul style="list-style-type: none"> Teachers identify next steps after each CFG Evidence: CFG notes, presenter notes	1/10/18 2/28/18 3/14/18 3/21/18 4/18/18	Cyndee Nguyen Cathy Patterson Teachers	No expenditures, part of regular staff responsibilities			
Analyze data from observations and feedback and revise plan as needed	November-March 2017	Cyndee Nguyen Teachers School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	November-June 2017	Cyndee Nguyen Cathy Patterson Teachers	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 AND SUPPORTIVE ENVIRONMENT
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 2018, Bubbs School will maintain a 97% or better Average Daily Attendance rate. Collect baseline data on student's connection to school, as measured by district climate survey.
Key Strategies: Implement Response to Instruction and Intervention (RtI2) system with tiered supports, strengthen every student's academic mindset, provide after school enrichment for every grade 3-5 student, conduct home visits, conduct professional development on inclusion, implement co-teaching.
Data Used to Form this Goal:
CAASPP and benchmark data Cohort data Attendance rates Parent attendance rates at events District climate survey
Findings from the Analysis of this Data:
2016-17 Goal - we will have at least 15 parents of ELs at parent events and workshops and 97% ADA Met Goal? - No - did not average 15 parents of ELs at parent events <ul style="list-style-type: none">• Yes- we met 87% ADA Healthy Kids Survey data shows that 34% of 5th graders felt close to people at school only some or none of the time and 18% felt like they were part of the school only some or none of the time.

How the School will Evaluate the Progress of this Goal:

Common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), benchmark and CAASPP data, California Healthy Kids Survey

What short-term outcomes will you expect?

Students will feel included in second chance teaching. Teachers will teach about growth mindset and the brain.

What early evidence of change will demonstrate the school is on track?

Students will have regular school attendance.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning: Inclusion Workshops	10/18/17 12/13/17	Katie Coyne Jana Sarmiento Melody Owens Cyndee Nguyen Cathy Patterson Teachers	Planning time for presenters		School Allocation	200
<ul style="list-style-type: none">Strategies for including all learners in the classroom and school communityStrategies for supporting different learners			Literature for read alouds		School Allocation	200
Evidence: Teachers bring evidence of strategy or situation to a staff meeting						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Conduct home visits for target families to follow up on Student Success Plans</p> <ul style="list-style-type: none"> • Student Success Plans created through Progress Monitoring (Kid Talks) • SSPs discussed with parents at conferences • School and Community Engagement Facilitator and teachers follow up with families and students <p>Evidence: SSPs, Home Visit logs</p>	October 2017-June 2018	Eberardo Lopez David Franklin Cyndee Nguyen Teachers	Hourly rate for home visits		TSSP	600
<p>Track and incentivize winter and summer break educational technology usage (i.e. Lexia, ST Math, raz-kids, etc.) and reading for target students</p> <p>Evidence: Student tracking sheets</p>	November 2017-June 2018	Eb Lopez Cyndee Nguyen	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
Enrichment for All Initiative <ul style="list-style-type: none"> • Provide every 3rd-5th grade student at least one after school enrichment class, free of charge. • Provide second late bus so students can participate in after school programs • Classes offered: Kidizens (civics) Imagineerz (design thinking) Young Inklings (creative writing) CS First (coding) Communication Academy (speech and debate) Let's Play in Spanish Evidence: Class rosters	September 2017-May 2018	Cyndee Nguyen	Enrichment classes Enrichment classes	After School Enrichment Donations - PTA	5,550 20,000	
Translate all home-school communication (long term homework/assignments, newsletters, etc) Evidence: translated materials	August 2017-June 2018	Leticia Corcoron Cyndee Nguyen	Hourly rate for translation		Donations - PTA	4,000
Analyze data from benchmarks, student success plans, observations, and feedback and revise plan as needed	November 2017-March 2018	Cyndee Nguyen Eb Lopez Teachers School Site Council	No expenditures, part of regular staff responsibilities			
Implement new or revised strategies based on revision of plan	November-June 2018	Cyndee Nguyen Eb Lopez Teachers	No expenditures, part of regular staff responsibilities			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School Allocation	34,980	34,080.00
Yard Supervision	33,037	33,037.00
Donations - General	46,210	46,210.00
Donations - PTA	33,726	9,726.00
TSSP	51,600	300.00
After School Enrichment	5,830	280.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	5,550.00
Donations - PTA	24,000.00
School Allocation	900.00
TSSP	51,300.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,500.00
1000-1999: Certificated Personnel Salaries	14,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	After School Enrichment	5,550.00
	Donations - PTA	24,000.00
	School Allocation	900.00
	TSSP	35,800.00
	TSSP	1,500.00
1000-1999: Certificated Personnel Salaries	TSSP	14,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	20,200.00
Goal 2	30,500.00
Goal 3	500.00
Goal 4	30,550.00

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
Cyndee Nguyen	X				
Jana Sarmiento		X			
Paula Pasquini		X			
Laurel Shephard		X			
Adam Trachtenberg				X	
Sangeeta Mediratta				X	
Galen Coleman				X	
Karin Dillon				X	
Diahanna Flores				X	
Donna Hatakeda			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
Cyndee Nguyen	X				
Joanna DuMee		X			
Eberardo Lopez			X		
Janett Campos				X	
Celeste Rueles				X	
Marilu Cuesta				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**):

X English Learner Advisory Committee



Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on 10/13/17.

Attested:

Cyndee Nguyen

Typed Name of School Principal



Signature of School Principal

10/13/17

Date

Adam Trachtenberg

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/13/17

Date



Mountain View
Whisman
School District

Bubb Site Plan

Cyndee Nguyen, Principal
September 2017





Mountain View
Whisman
School District

The story of Benjamin Bubb Elementary

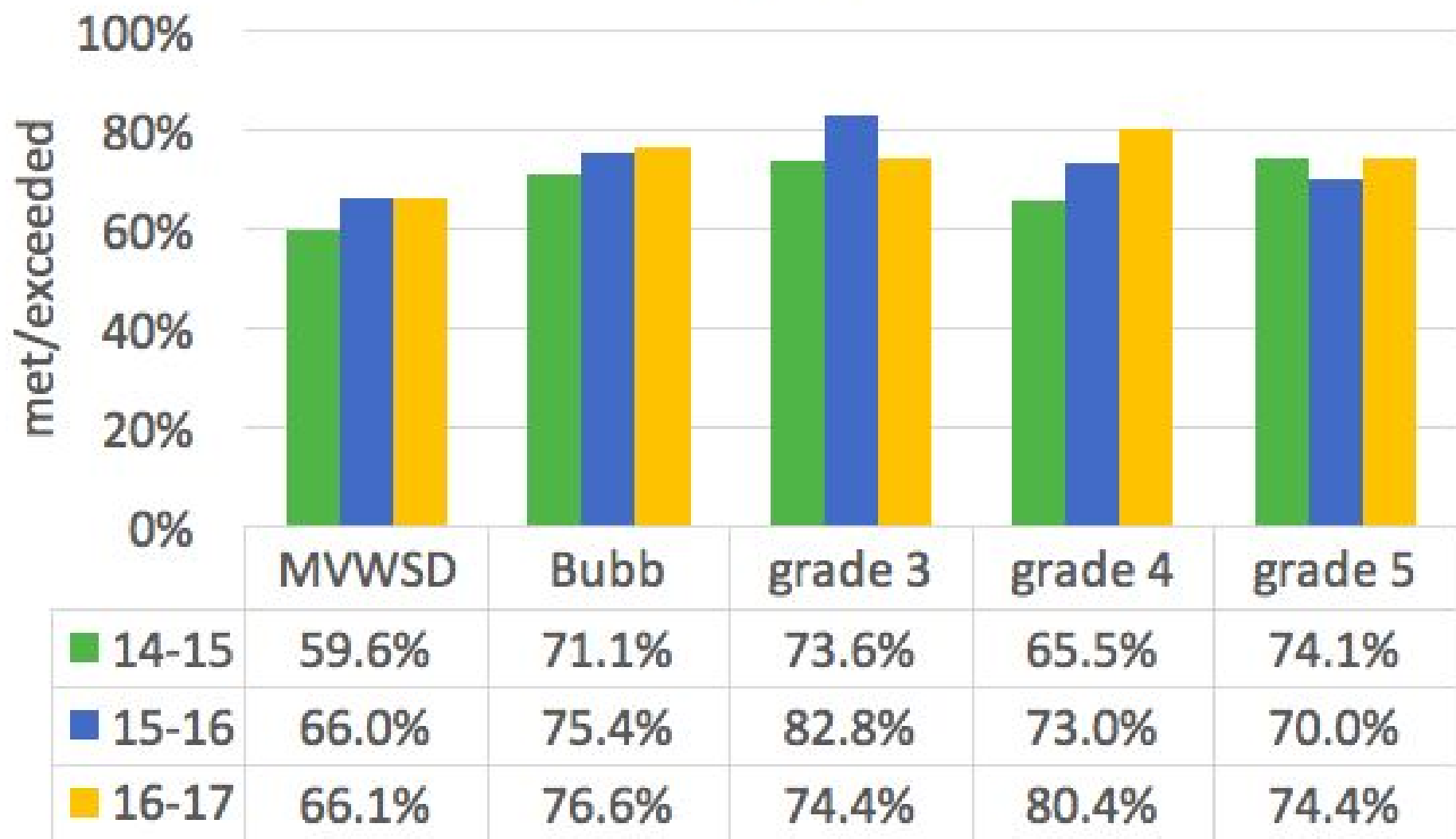
Demographics

School Year	2015/2016	2016/17	2017/18
Enrollment	562	556	572
Asian	16%	21%	22%
Hispanic/Latino	28%	26%	21%
White	38%	37%	39%
Students with Disabilities	7%	8%	5%
English Language Learners	29%	25%	18%
ELs who speak Spanish	87%	83%	54%
Socio-Economically Disadv.	25%	23%	19%

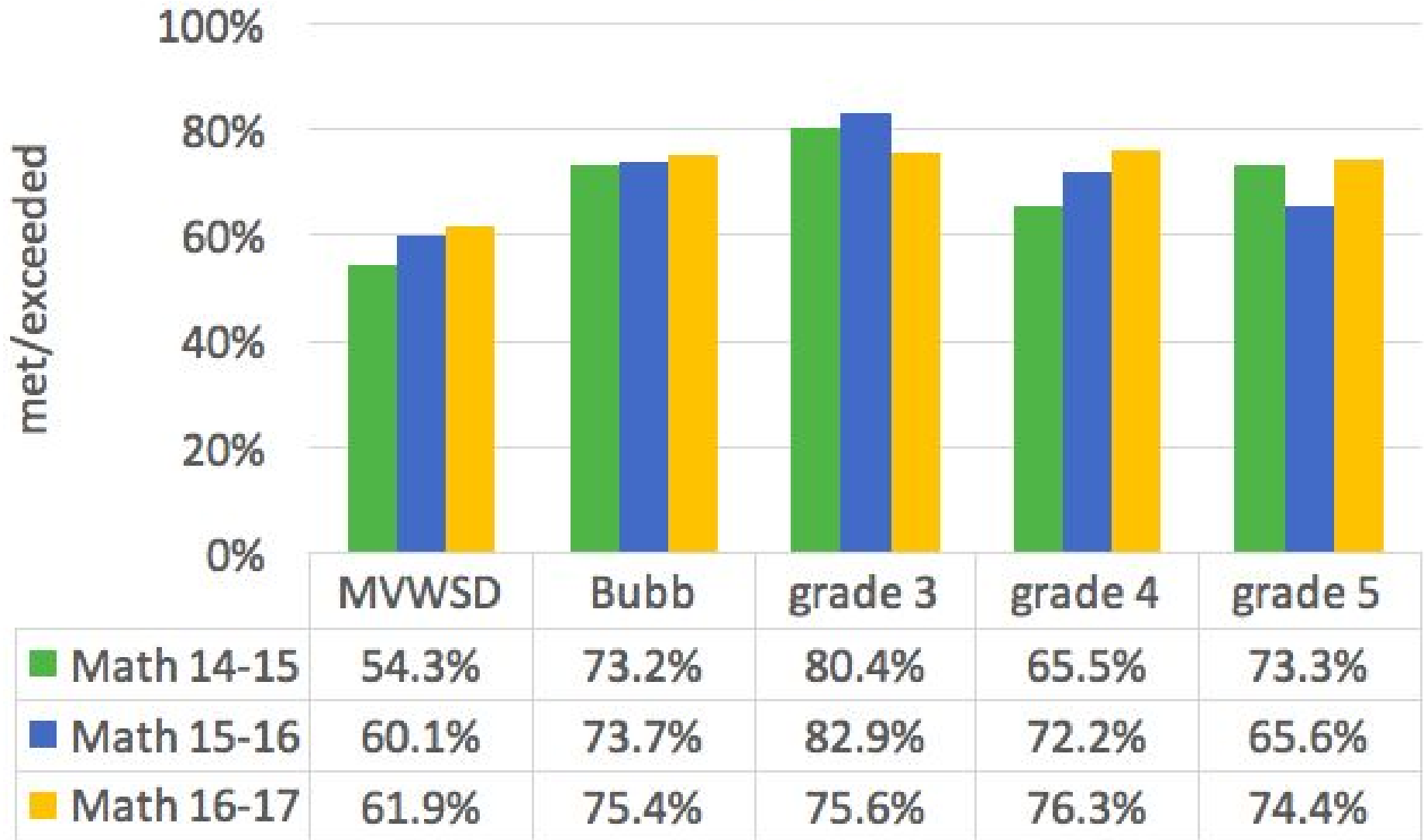
Bubb Demographics (Grades 3-5)

	2014-2015	2015-2016	2016-2017
English Learners*	26%	26%	19%
Reclassified Fluent English Proficient*	17%	15%	17%
SocioEconomically Disadvantaged	27%	27%	22%
Students with Disabilities	6%	11%	11%
White	37%	37%	37%
Asian	13%	17%	17%
Hispanic/Latino	32%	30%	26%
Total Enrollment	274	282	262

CAASPP--ELA by grade level



CAASPP--Math by grade level



Academic Achievement

ELA and Math Trends

- Majority of Bubb students exceeded standards
- Overall, we have maintained “very high” status
- ELA and Math scores are similar (i.e. If you’re doing well in one subject area, you’re doing well in both)
- Trend is that more students meet/exceed in grade 3--the number decreases in the upper grades

Academic Achievement - ELA

2016-17 Goal: 76.6% of students meeting or exceeding standards on CAASPP

Met? YES!

Contributing Factors

- Curriculum to support teaching of standards
- Second Chance teaching, with focus on initial teaching and CFA
- Majority of collaboration and release time spent on unpacking and pacing standards and curriculum
- Critical Friends Groups

Academic Achievement - ELA

2017-18 Goal: By June 2018, there will be a 2.34-percentage point increase (from 76.6% to 78.94%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (3-5).

Key Strategies: Implement Response to Instruction system with tiered supports and align English Language Arts reading and writing instruction grades K-5.

Key Actions	Expenditures
Cross grade level articulation (reading comprehension and writing)	No expenditures, part of regular staff responsibility
Formative assessment cycle (initial teaching, CFA, regroup, second chance teaching, post assessment)	No expenditures, part of regular staff responsibility
Hourly teacher to support in development of enrichment units for Second Chance Teaching	\$14,000

Academic Achievement - Math

2016-17 Goal: 77.5% of students meeting/exceeding standards on CAASPP

Met? No

Contributing Factors

- Not an area of focus for 16-17 SY
- 4th year of Eureka math implementation
- Need to focus on language demands in math

Academic Achievement - Math

2017-18 Goal: By June 2018, there will be a 2.35-percentage point increase (from 75.5% to 77.95%) in the number of students meeting or exceeding standards in Math as measured by CAASPP (3-5)

Key Strategy: Integrate English Language Development in math and science lessons using SIOP (Sheltered Instruction Observation Protocol)

Key Actions

Expenditures

SIOP (objectives, building background, key vocabulary)
-check in with target students for language and content objectives through exit tickets, debriefs, and module assessments

No expenditures, part of regular staff responsibility

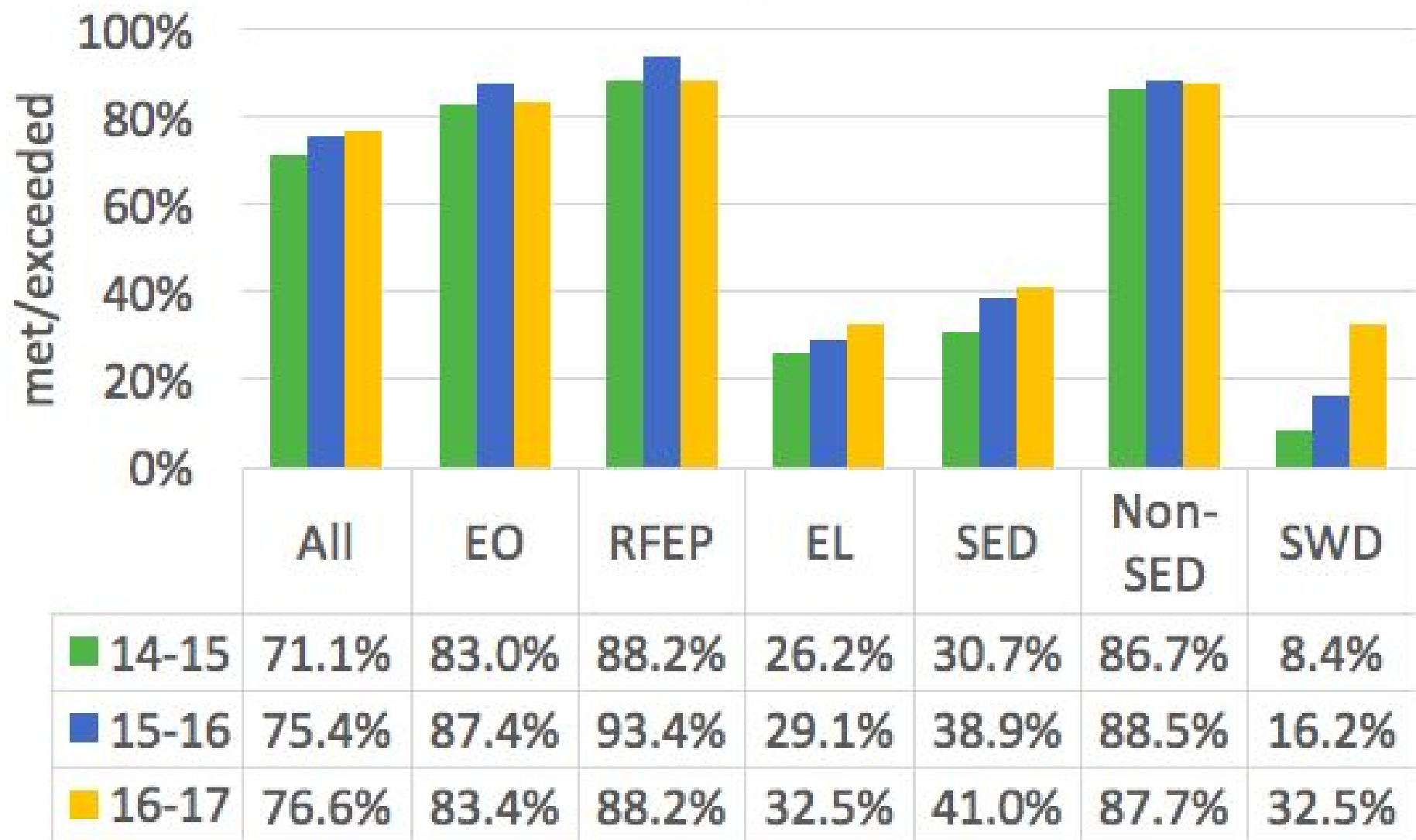
After school math tutoring

\$1,000

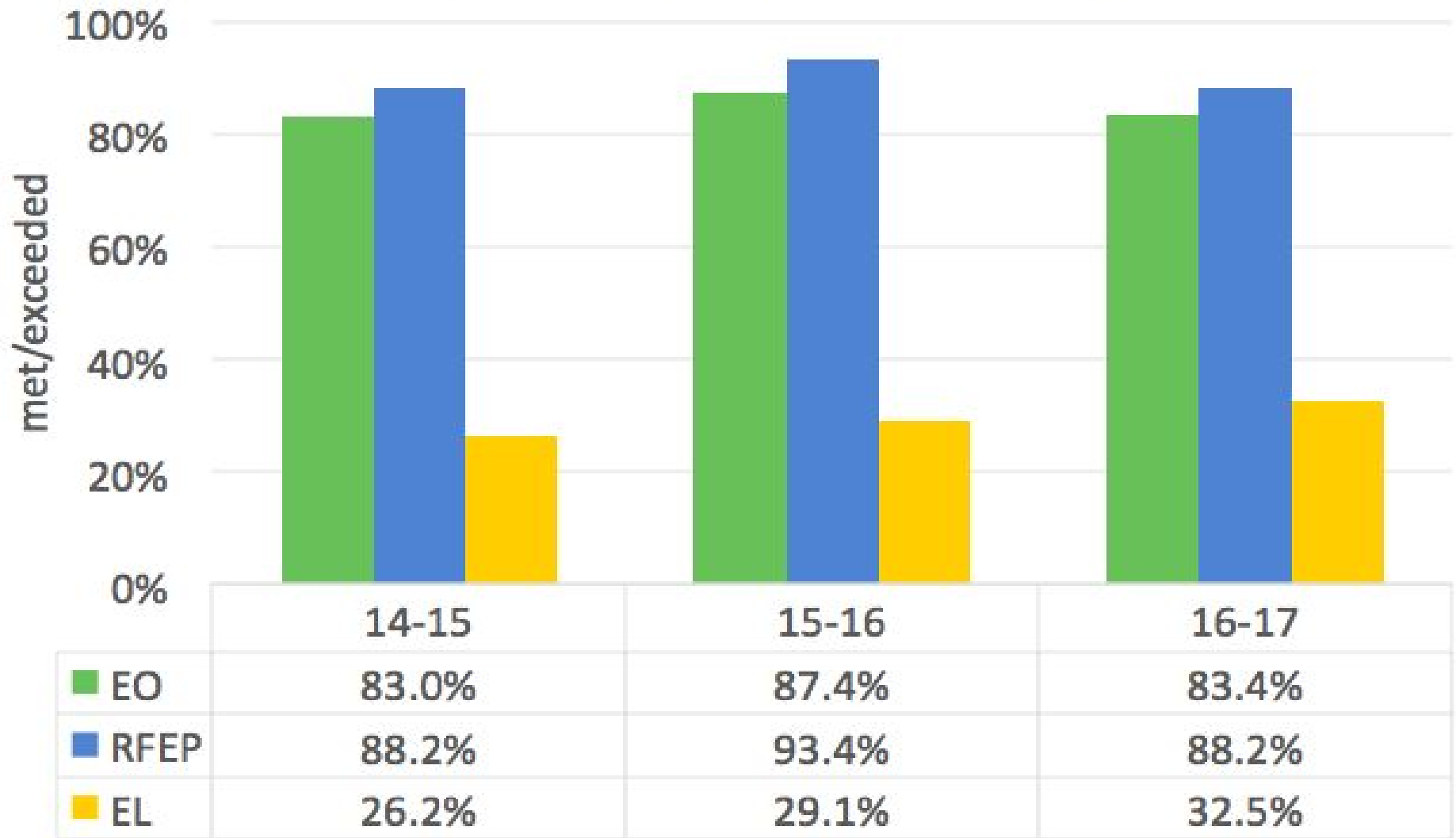
Grade levels review pacing guides to include intervention day(s)

No expenditures, part of regular staff responsibility

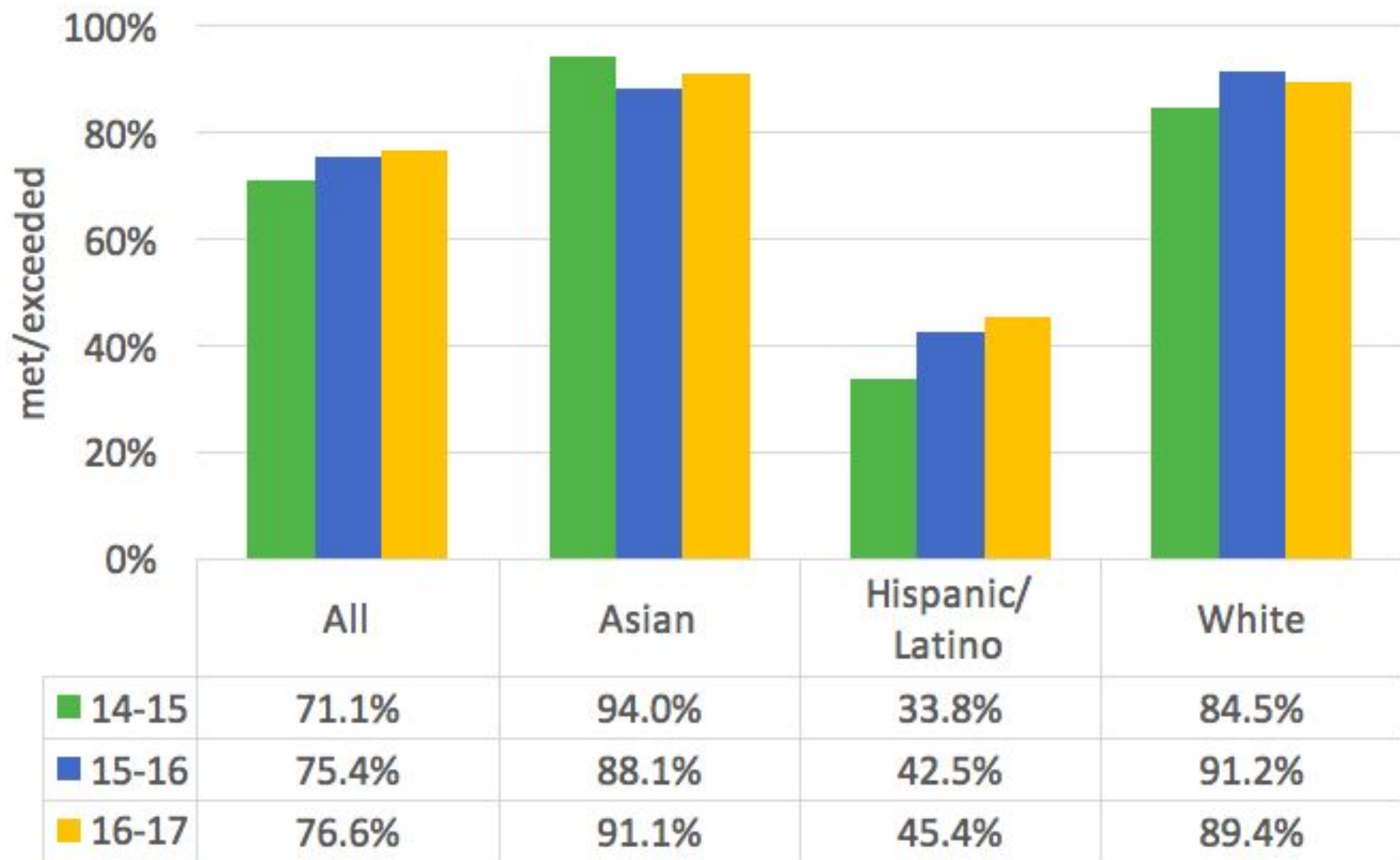
CAASPP--ELA by subgroup



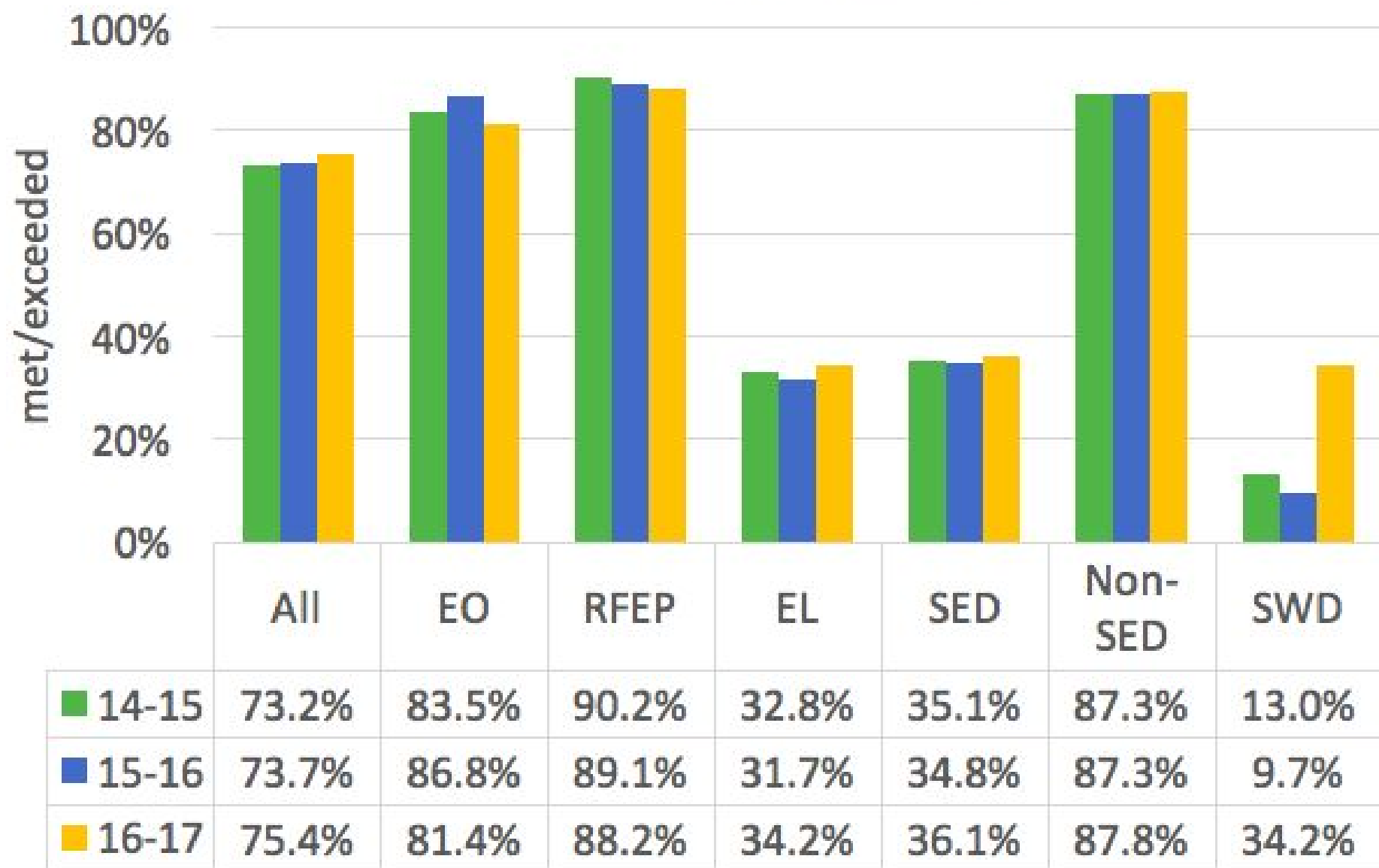
CAASPP--ELA by English Proficiency



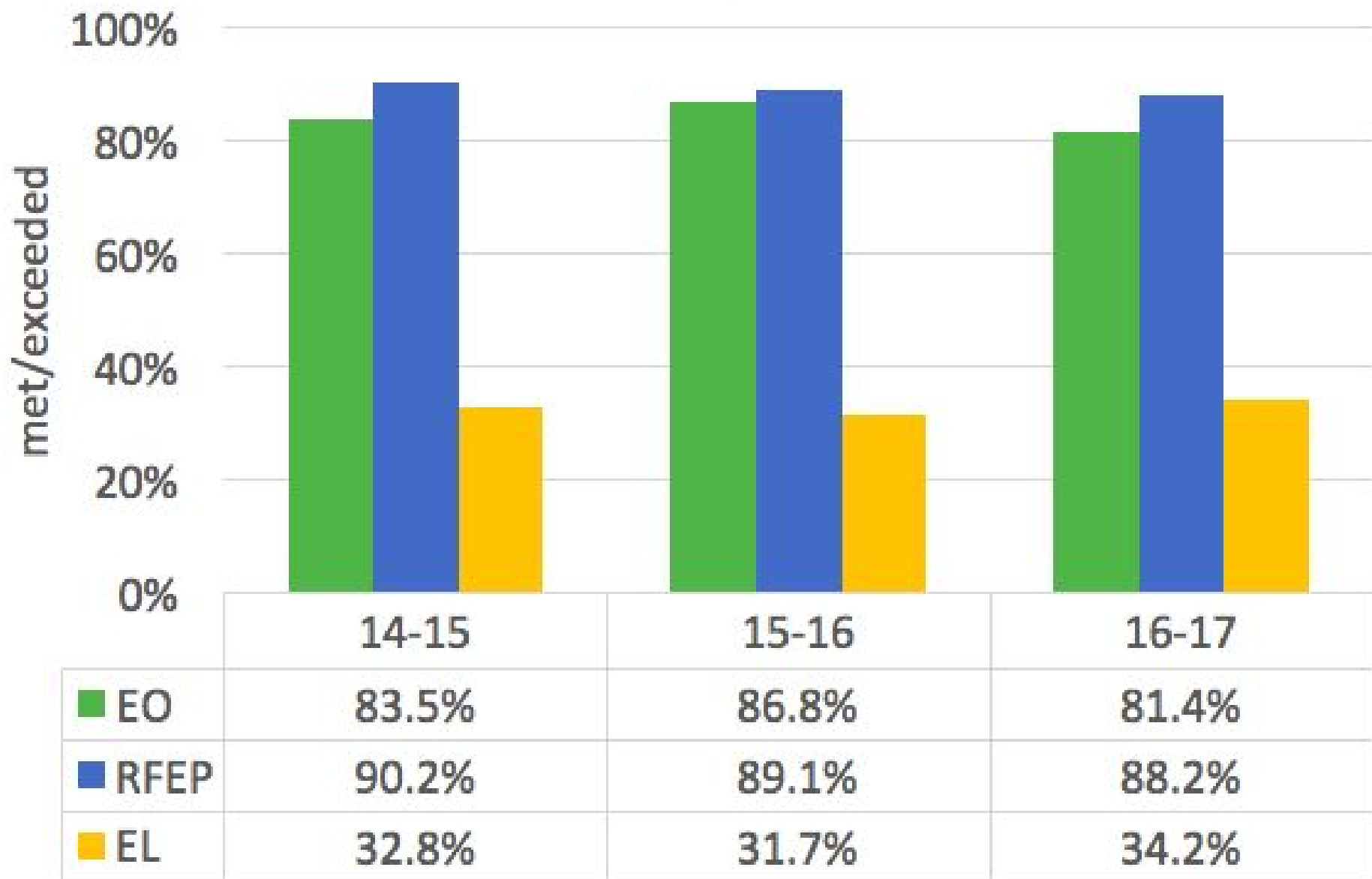
CAASPP--ELA by Ethnicity



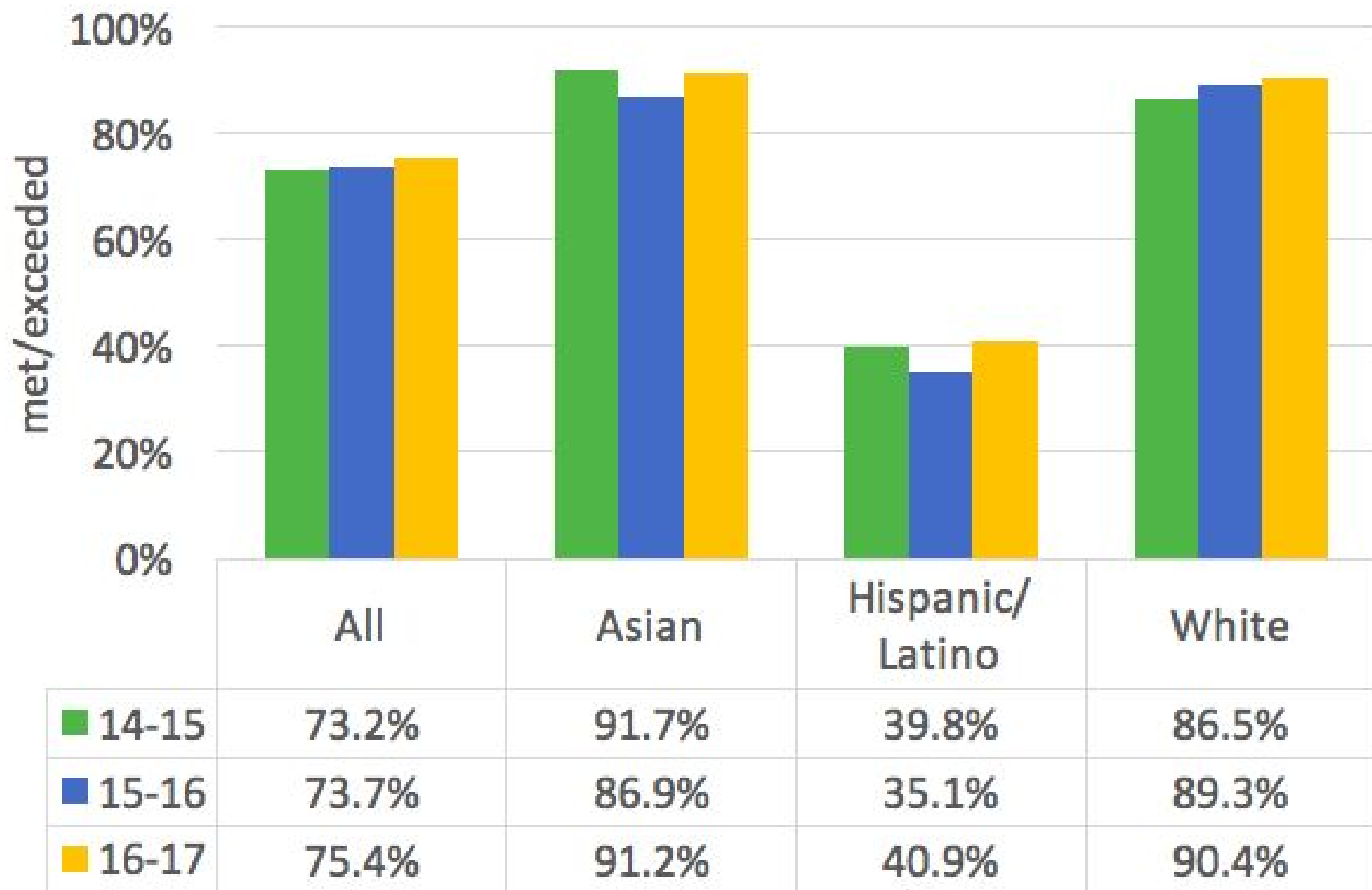
CAASPP--Math by subgroups



CAASPP--Math by English proficiency



CAASPP--Math by Ethnicity



Reclassification rates

students reclassified as FEP

100%

80%

60%

40%

20%

0%

14-15

15-16

16-17

18.4%

15.4%

19.1%

■ Reclassification rates

Closing the Achievement Gap

Subgroup Trends

- RFEP students outperform EO students
- Large gap between performance of ELs and EOs/RFEPs
- 16-17 growth of ELs and SED, while slight decline for EOs and RFEPs
- Largest growth in SWD
- The majority of ELs in grades 3-5 are Hispanic and SED
- The majority of SWD in grades 3-5 are Hispanic and SED

Closing the Achievement Gap

2016-17 Goal: 39% (ELA)/ 36% (Math) of students meeting/exceeding on CAASPP

Met? No

Contributing Factors

- Key strategies were focused on whole class and/or smaller groups
- Missed opportunity to focus on the individual student
- Shifts in how Designated ELD delivered (fewer ELs per classroom)
- Gradual release model for designated ELD lessons, but did not focus on strategies for integrated ELD

Closing the Achievement Gap

2017-18 Goal: By June 2018, there will be a 10% reduction of At-Risk English Learners (from 8 students to 7 students) as measured by state criteria (California English Language Development Test CELDT proficiency, years as an EL, and CAASPP scores).

Key Strategies: Implement Response to Instruction system with tiered supports, integrate English Language Development in math and science lessons using SIOP (Sheltered Instruction Observation Protocol), progress monitoring, and target student inquiries.

Key Actions	Expenditures
SIOP Implementation in Math and Science (4 features, monitoring/feedback)	No expenditures, part of regular staff responsibilities
Target Student Inquiries	No expenditures, part of regular staff responsibilities
Progress Monitoring--Data walks and Kid Talks	\$1800
Home visits	\$1500
Hourly teacher (Rotations grades 4-5, LTEL English 3D) IA to support newcomers	\$25,000

Human Capital

Trends

- Collaboration time focused on Second Chance Teaching (creating CFA, reviewing data, discussing strategies/lessons for supporting intervention and enrichment)
- Critical Friends Groups
- Standing meeting times with Coach Cathy

Human Capital

2016-17 Goal: PLC (Formative assessment cycle at least 4 times) and Critical Friends Groups (at least 6 times)

Met? Yes

Contributing Factors

- Main site focus for the year (majority of staff meeting time on Second Chance Teaching)
- Strong coach-principal partnership
- High will and skill level of teachers

Human Capital

2017-18 Goal: By June 2018, grade level teams will operate as a Professional Learning Community by completing at least 4 formative assessment cycles (initial teaching, assessment, collaboration, regrouping students, second chance teaching, post assessment), conducting 5 rounds of Critical Friends Groups, and participating in at least 10 cross-grade level articulation meetings.

Key Strategies: Implement Response to Instruction system with tiered supports, implement Critical Friends Groups, and conduct cross-grade level articulation meetings.

Key Actions	Expenditures
PLC--bringing in new team members, grade level collaboration norms and protocols, school wide data collection	No expenditures, part of regular staff responsibilities
Critical Friends Groups--renorming the team, shift towards lesson study vs. student work	No expenditures, part of regular staff responsibilities
Onboarding new teachers--monthly meeting to discuss Bubb culture, nuts/bolts, etc.	No expenditures, part of regular staff responsibilities

Attendance and Suspension

2016-17 Attendance Rate: 97%

2016-17 Referrals: 38

2016-17 Suspensions: 3 students

-all SWD

Inclusive and Supportive Culture

2016-17 Goal: At least 15 parents of ELs at parent events and workshops, 97% ADA

Met? No (parent events), yes (ADA)

Contributing Factors

- some of our parent events had fewer than 15 parents total in attendance
- Increased leadership of EL families in school-wide events (fundraising, PTA)
- SCEF outreach
- Home visits
- Personal invitations to parent events
- Sent home truancy letters

Inclusive and Supportive Culture

2017-18 Goal: By June 2018, Bubbs School will maintain a 97% or better Average Daily Attendance rate and collect baseline data of student's connection to school, as measured by the MVWSD Climate student survey.

Key Strategies: Implement Response to Instruction system with tiered supports, strengthen every student's academic mindset, provide after school enrichment for every grade 3-5 student, conduct home visits, conduct professional development on inclusion, implement co-teaching.

Key Actions	Expenditures
Home visits	No expenditures, part of regular staff responsibilities
Growth mindset lessons and Second Chance teaching	No expenditures, part of regular staff responsibilities
Inclusion mini-workshops for teachers	\$500
Co-teaching	\$1000
Project Cornerstone Mountain View Whisman School District	No expenditures, part of regular staff responsibilities

Questions?

The Single Plan for Student Achievement

School: Gabriela Mistral Elementary School
CDS Code: 43-69591-0132373
District: Mountain View Whisman School District
Principal: Marcela Simões de Carvalho
Revision Date: October 15, 2017

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

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

Contact Person: Marcela Simões de Carvalho
Position: Principal
Phone Number: 650-526-3575
Address: 505 Escuela Avenue
Mountain View, CA 94040
E-mail Address: mdecarva@mvwsd.org

The District Governing Board approved this revision of the SPSA on October 19, 2017.

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School Vision and Mission

Gabriela Mistral Elementary School's Vision and Mission Statements

Educate students to become bilingual and bi-literate in order to maximize their potential in a multicultural, diverse global society.

We are committed to ensuring that all students develop fluency and literacy in both Spanish and English, thrive in a culture of intellectual achievement and academic success, develop high self-esteem and confidence, and cultivate an understanding and appreciation of other cultures, preparing them for a multicultural world.

School Profile

Gabriela Mistral is one of ten schools in the Mountain View Whisman School District. The district is a K-8 district with an enrollment of 5125. Gabriela Mistral Elementary is located in the city of Mountain View, California and within Santa Clara County. Gabriela Mistral is the only elementary Dual Language Immersion school, where students become bilingual and biliterate in both English & Spanish. The school is a three-strand program with a total of 16 classrooms; three classrooms each at Kindergarten to third grade, and two classrooms at 4th and 5th grade.

The school year is 180 traditional days and has been restricted to include 35 minimum days in order to support teacher collaboration. The entire staff is dedicated to providing an environment that promotes and reinforces a safe campus so that each student can attain his or her potential and is a closed campus.

Gabriela Mistral's enrollment is approximately 390 students. The school has a culturally and linguistically diverse population with the main ethnic representation being 59% Hispanic, 27% White, and 10% Asian. The school population includes 35% English Learners (ELs), and 42% percent of the students that are socio-economically disadvantaged.

Dual Immersion is a unique educational program designed to develop bilingualism and bi literacy in English and in Spanish. This is a choice program. Instruction is provided by highly trained and specialized teachers. Students learn California standards in all subject areas, and become linguistically and academically fluent in two languages. The program follows the 90:10 model of Two Way Immersion (TWI). The first number refers to the amount of instructional time initially spent for instruction in the target or non-English language in kindergarten. The second number refers to English. In a 90:10 model the amount of the target language decreases yearly as English increases until there is a 50:50 balance of the languages generally in grades four and five. English time must be carefully defined and implemented. High quality curriculum and instruction are essential. Research shows that when programs are fully implemented beyond the elementary level and according to the program design, English learners in 90:10 models score as well as or better than their peers in other programs in English tests. (Lindholm-Leary, (2001) Dual Language Education, Multilingual Matters LTD).

Academic Achievement

By June 2018, there will be an 3 percentage point increase in the number of students meeting or exceeding standards in English Language Arts (72% to 75%) and mathematics (67% to 70%) as measured by district assessments (K-3) and CAASPP (3-5).

Key Strategies:

- A) Professional learning in best practices for differentiation, blended learning, guided reading (K-2) and extended guided reading (3-5) during staff meeting and regular PLC time.
- B) Provide professional development and resources to support differentiated instruction. Additional planning time for in-depth horizontal and vertical planning, using the adopted materials to address CA state standards.
- C) Provide opportunities for collaborative planning and full implementation of the cycles of professional learning based on student achievement data.
- D) Conduct regular progress monitoring with all grade levels, principal, instructional coach, intervention teacher to support school-wide collaboration and planning.
- E) Professional learning in SIOP lesson design and implementation (C.O., L.O., Link prior to new learning, Key Vocabulary) - Math.

Closing the Achievement Gap

By June 2018, there will be a decrease in the number of At-Risk LTELs from 11 to 8.

Key Strategies:

SIOP observation tool used for all Walk-throughs with targeted feedback to staff on evidence and quality of focus areas (C.O., L.O., Link prior to new learning, Key Vocabulary) - Math
Hire bilingual intervention IAs to support Giro Quetzal and school-wide differentiated instruction to support foundational skills for students (Reading & Math)
Aligning instructional pacing and rigor of lessons with district benchmark exams through progress monitoring
Use of online tools for Core, RtI, and Before/After School Intervention (Lexia, iStation)

Inclusive & Supportive Culture

2017-18 Goal - Increase the percentage of parents and community members who agree that they are encouraged to be actively involved in their school community.

Key Strategies:

- A) Build a positive school climate through community building activities, parent involvement opportunities and parent education.
- B) Project Cornerstone (Castro & Mistral) share parent volunteer classroom readers.
- C) Parent Education: Level 1 & 2 PIQE, Parent University, EL Progress Monitoring, SELPA Workshops, PTA leadership, Educational Apps
- D) Culturally diverse and academic school events: Día de los Muertos, Día del Niño, Science Fair, Math Night, Science Night, Ice Skating, Hour of Code, Thursday Picnics, STEM Challenge
- E) Playworks Team Up Program to create a safe and healthy recess and Junior Coach program

Human Capital

By June 2018, all teachers will participate in professional learning in PLC, SIOP and coaching.

Key Strategies:

- A) Provide dedicated time for all staff to engage in PLC collaborative meetings
- B) Provide specific professional development opportunities for all instructional staff - SIOP, PLC, RtI, Benchmark/Adelante, GoMath, Guided Reading, ELD Framework, SEL, Online tools (Lexia, iStation)

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

To better understand the needs of the school, the teachers, the English Language Advisory Committee (ELAC), and the School Site Council (SSC) worked with the principal to review the 2016-2017 California Assessment of Student Performance and Progress (CAASPP) assessment data provided by the state. Teachers reviewed the CAASPP data three different times: in Grade Level Meetings on August 7, 2017 and in data chat on September 20th and the staff bulletin on October 11th. The School Site Council and ELAC reviewed the data on October 16th.

All groups analyzed the data to determine the needs of the school to set new goals. The teachers, ELAC, SSC, and the principal developed the Single Plan of Student Achievement (SPSA) that will be the touchstone to monitor progress this academic year.

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

The 2015-2016 CAASPP data created the baseline from which this school year's data was compared to indicate student growth or lack thereof. Using this differential, we identified the gaps in student learning that require targeted resources and actions. From this quantitative data analysis and the stakeholder discussions, we learned the following:

Mistral was above the state average in both English Language Arts (ELA) and Math.
In English Language Arts, 72% of students were advanced or proficient.
In Math, 67% of students were proficient or advanced.

For ELA, the CAASPP indicated:

39% were able to investigate, analyze and present information
89% of students were able to produce clear and purposeful writing
82% of students were able to understand grade level reading
87% of students were able to demonstrate effective listening skills

For Math, the CAASPP indicated:

78% of students were able apply mathematical concepts and procedures
80% were able to use tools appropriately and solve real world math problems
39% were able to support mathematical conclusions

By analyzing the significant subgroup's data, it was determined that both English language learners and economically disadvantaged students require additional support and instructional needs for both ELA and Math. The data on these two subgroups documented scores 10% (EL) and 43% (SED) met standards in ELA and a 57% (EL) and 27% (SED) met standards in Math.

Staffing and Professional Development

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

Mistral staff is 98% highly qualified under NCLB legislation.

In addition to regular classroom teachers, our Intervention teachers and Instructional Coach are fully credentialed, bilingual and have extensive experience teaching at dual language school.

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

Mistral is in the third year of a new data-driven model for evaluating student performance and teacher instruction.

In partnership with district staff new Spanish benchmark assessments were created that align with the California State Standards, and in addition include a Spanish language component. Last spring, grade level teams began the work to identify the essential standards at each grade level and to vertically align those standards. This year, the teachers are designing in grade level teams the common formative assessments to be administered approximately every 4-6 weeks. Using these assessments, the teachers will improve their own instructional practices and create groupings across grade level aligned to the appropriate intervention or extension needs of their students. As we are in year two implementation of adopted Spanish and English materials that are aligned to the CA state standards, these assessments will be better aligned to current instruction.

This year, professional learning is planned in the following areas: SIOP, RtI, PLC. Our full-time bilingual instructional coach and two part-time (.75 FTE) Response to Instruction (RtI) teachers support our staff in the implementation of the California State Standards. Grade level team collaboration around student progress takes place a minimum of one time weekly on Thursday minimum days.

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

This year marks year three of our school journey as a Professional Learning Community (PLC). All staff at Mistral have received training in PLC's with newly hired staff attending a PLC conference during the summer. The goal of this high-leverage strategy is to provide ongoing job-embedded professional development and use student data to inform instructional practice in the classroom. As a PLC, we will focus on examining data, analyzing current levels of achievement, identifying essential standards, and developing common formative and summative assessments, sharing strategies, and researching best practices. The Mistral staff will continue to work collaboratively in recurring cycles of inquiry and action research to achieve better student results.

Opportunity and Equal Educational Access

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

Teachers have access to our full time bilingual instructional coach. We also have two intervention teachers on site to provide intervention and enrichment for all students grade Kinder to 5th.

Parental Involvement

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

The school has an active School Site Council (SSC), Parent Teacher Association (PTA), and English Language Advisory Committee/Padres Unidos (ELAC). These organizations support our student's needs through volunteering and fundraising. Additionally, the school has relationships with businesses in the community that support student literacy, mathematics, social emotional development, cultural awareness, and a school garden.

A core group of parents who reflect our diverse population attend monthly principal meetings and ELAC meetings, as well as PTA meetings. At these meetings, parents have the opportunity to actively participate and provide input to decisions important to the direction of the school. Parents on School Site Council and Padres Unidos participate in the development and review of school goals and activities.

School Site Council parent representatives continually monitor the effective implementation of the Single Plan for Student Achievement (SPSA) where information is shared. Additionally, Mistral parents involved in Padres Unidos can provide input regarding the achievement of English Learners. The school website, school newsletter, principal coffees, and School Facilitator outreach provide parents with ongoing updates about the school and its programs.

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

The principal and Parent Teacher Association (PTA)-sponsored Kinder family orientation meetings were continued this year with the goal of providing parents information about parent groups and school involvement. Teachers also conduct Parent Teacher Conferences in October and schedule progress monitoring meetings as needed to provide parents with student performance updates and other communications necessary for success.

Our parents unilaterally and enthusiastically support our diverse school community. This year our Parent Teacher Association (PTA) is sponsoring up to 15 parents so they can attend the Parent Institute for Quality Education (PIQE). Our school is benefitting from improved district communication. Our parents serve as leaders and representatives in district task force groups and district leadership groups, and are attending in the district's Parent University trainings.

Funding

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

Gabriela Mistral receives state funding from the District including Targeted Student Support Program (TSSP) funds. The major activities funded are Intervention auxiliary hourly staff (IAs), school interventions, and purchase of intervention resources and teacher planning release time. Gabriela Mistral Elementary School is not a Title 1 school.

Description of Barriers and Related School Goals

School, district and community barriers to improvements in student achievement

Teachers need planning time to coordinate and align standards-based instructional practices, materials, and programs. Release days and additional planning time has been provided for grade levels as well as regular PLC meetings on Thursdays by creating a minimum day. Staff meeting time is also used for staff development and PLC planning time with teams for vertical alignment. To encourage the use of best practices in developing curriculum, we are providing our teachers with the opportunity to observe colleagues at the same grade level at our site or at our PLC partner schools in the MVWSD where exemplary practices are being implemented. The school leadership team will continue to meet two times a month to align school's work with the district and classroom, assist the principal in making decisions to govern the school (shared decision making), support and monitor the work of the collaborative teams, and ensure a focus on learning and continuous improvement.

To improve differentiated teaching, Mistral has created a staff development plan with an emphasis on effective use of the adopted materials, SIOP lesson design and best practices for language learners, guided reading, ELA/ELD framework, integrated and designated ELD, and Response to Instruction (RtI).

Many of our English language learners and socio-economically disadvantaged students often do not have the literacy skills to successfully complete work that meets assigned grade level standards. We have intensified our efforts to provide quality designated and integrated ELD instruction, and literacy instruction in Spanish and English to students using the adopted curriculum and district or site adopted supplementary resources to target student needs. Our instructional coach supports teachers with the planning and delivery of effective teaching strategies. In addition, bilingual reading IAs and RtI teachers support Tier 1 and Tier 2 instruction to meet the needs of our diverse student population.

To best serve the needs of our diverse student population, we intentionally pursue hiring bilingual individuals. We have hired bilingual instructional aides and a highly-qualified and trained bilingual community volunteers. Our office staff and School Community Engagement Facilitator are bilingual in English and Spanish and always able to communicate with parents regarding all school activities. All parent meetings are delivered in both Spanish and English so that parents can participate. Every effort is made to ensure that parents are well informed of classroom events, curriculum, and concepts introduced.

Mistral continues to work on increasing parental involvement with our most needy families throughout the school. The MVW school district and Mistral school staff, SSC, ELAC and PTA have worked hard to bring a variety of parent education classes/nights and family engagement nights to our school. These include Parent University, Parent Institute for Quality Education (PIQE), Family Science Night, Family Math Night, Academic Summits, Project Cornerstone, and teacher-led parent workshops. Our School Site Council (SSC) has five active parent members and five active faculty members. Our ELAC board is part of the SSC is also well-served by active parents and staff members. All of these groups work together to create a welcoming environment for students, teachers, parents and community members. It is acknowledged that cooperation among all these groups is essential to increasing the academic success of our students.

Another identified barrier to active parent/guardian participation in school activities is the need for childcare. As a result, childcare and light dinner is offered during all parent meetings and family nights.

Many within our school community feel they are unable to assist their children at home with classroom assignments and other academic endeavors. The School Community Engagement Facilitator will work to improve parent outreach programs. The Facilitator will work to create three evening events over the course of the school year that will provide information for parents on how to help their children at home. Potential themes for these evening events include: Use of the Internet, Mathematics Instruction, Reading/Literacy Strategies, Using the Library, Effective Discipline and Personal Organization Strategies.

Lack of regular and consistent attendance for some students is currently being addressed, with the district Student Attendance Review Team (SART) and district SARB procedure being fully implemented. Students are encouraged to be at school on time to maximize their learning potential. Principal looks critically at all requests for Independent Study to ensure that students are missing school for only the most serious of reasons.

While remedies to many of these areas have been addressed, an ongoing discussion of possible solutions has been the topic of staff and parent meetings. As solutions to these barriers are found, they are incorporated into this plan and reflected in the budget.

Mistral Demographics

School Year	2015/2016	2016/17	2017/18
Enrollment	389	395	388
Asian	4%	4%	4%
Hispanic/Latino	61%	59%	59%
White	26%	27%	24%
Students with Disabilities	6%	4%	4%
English Language Learners	37%	33%	36%
ELs who speak Spanish	95%	95%	95%
Socio-Economically Disadv.	44%	40%	42%

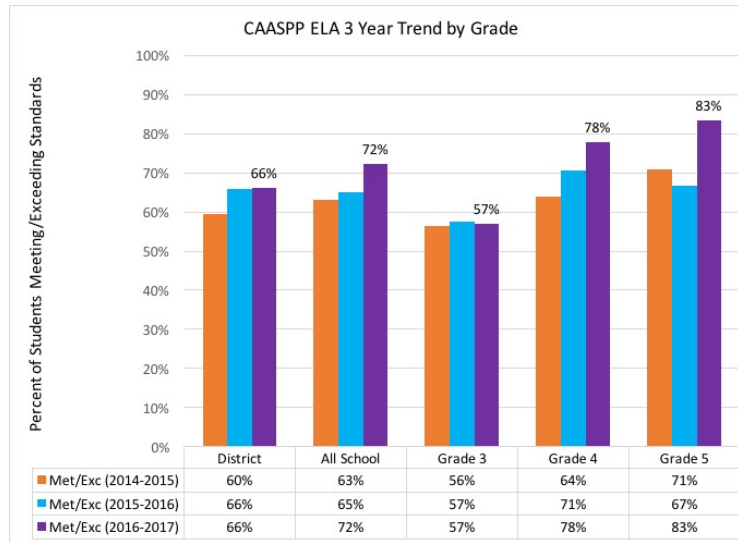
Mountain View Whisman School District

Mistral Demographics (Grades 3-5)

	2014-2015	2015-2016	2016-2017
English Learners*	35%	26%	24%
Reclassified Fluent English Proficient*	16%	19%	21%
SocioEconomically Disadvantaged	44%	42%	40%
Students with Disabilities	8%	6%	5%
White	26%	26%	26%
Asian	4%	4%	4%
Hispanic/Latino	66%	63%	61%
Total Enrollment	179	174	170

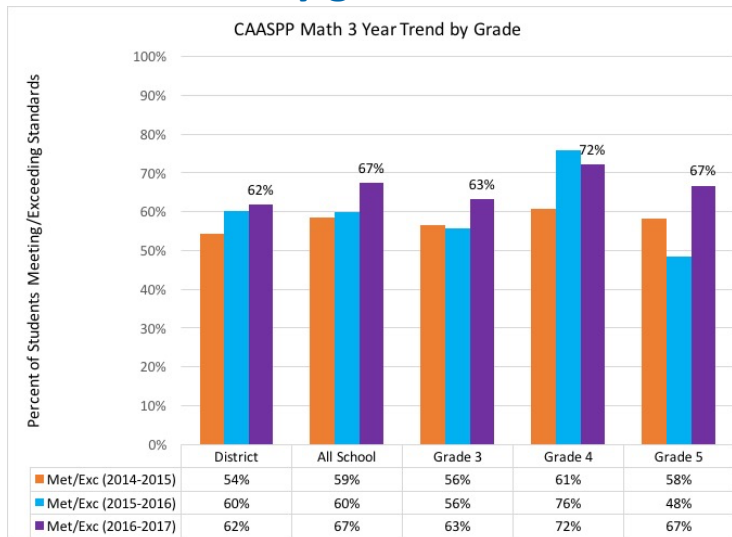
Mountain View Whisman School District

CAASPP - ELA by grade level



Mountain View Whisman School District

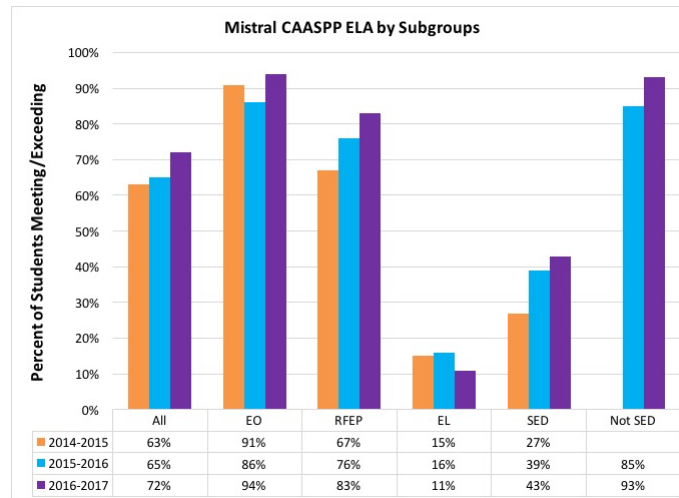
CAASPP - Math by grade level



Mountain View Whisman School District

CAASPP - ELA by Subgroup

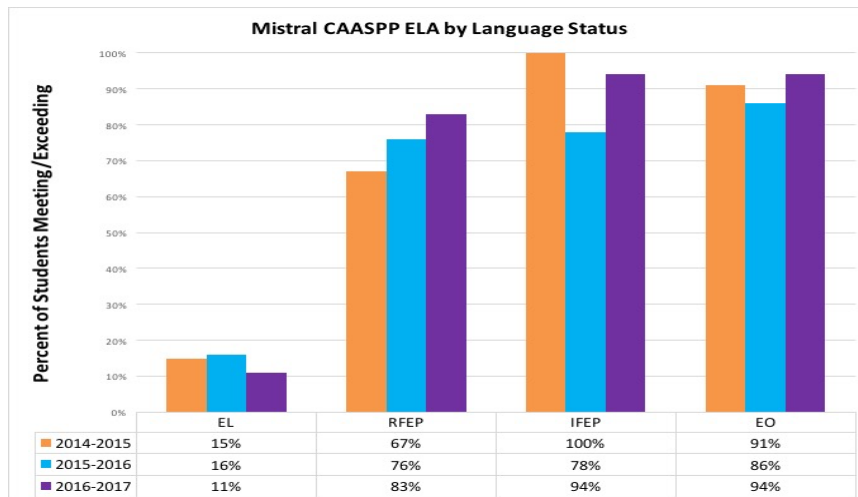
(English Learners, SocioEconomically Disadvantaged)



Mountain View Whisman School District

CAASPP - ELA by English Learner Status

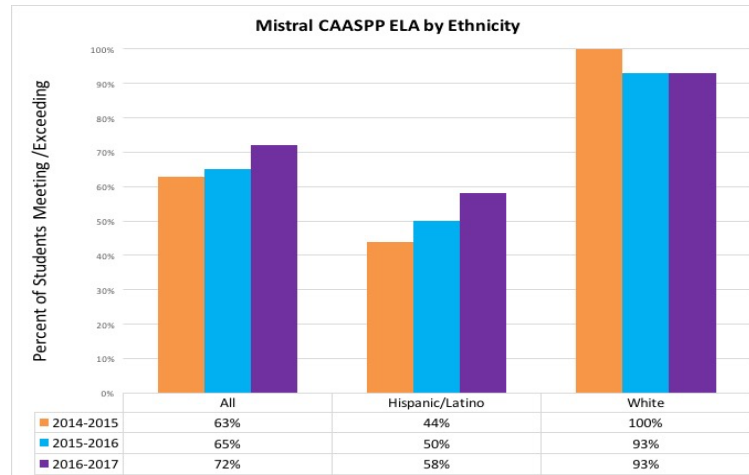
(EO, RFEP, EL, LTEL)



Mountain View Whisman School District

CAASPP - ELA by Ethnicity

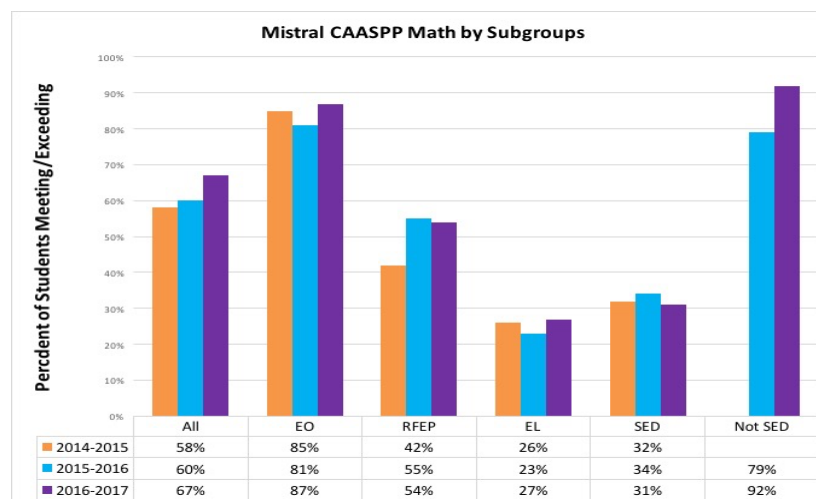
(Hispanic/Latino, White)



Mountain View Whisman School District

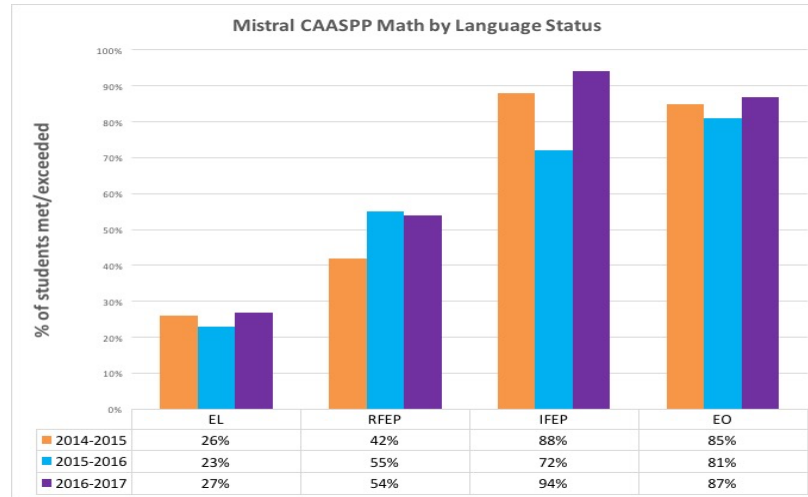
CAASPP - Math by Subgroup

(English Learners, SocioEconomically Disadvantaged)



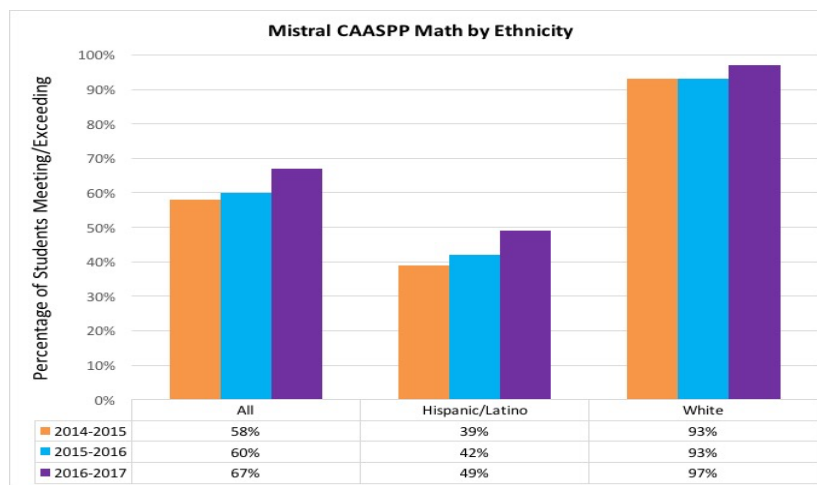
Mountain View Whisman School District

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



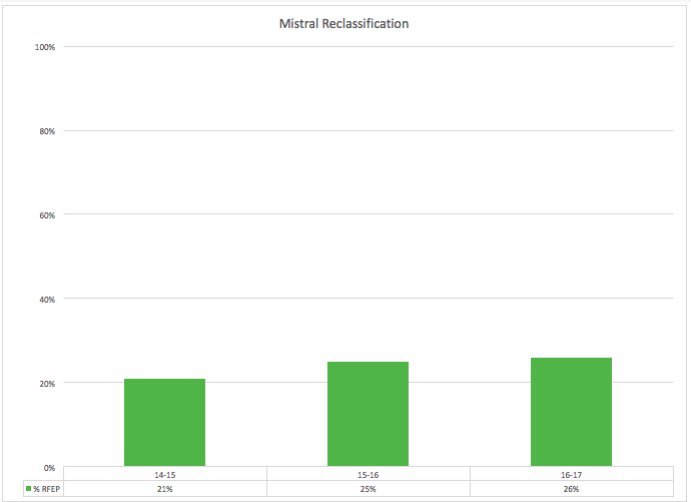
Mountain View Whisman School District

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



Mountain View Whisman School District

Reclassification



Mountain View Whisman School District

Attendance and Suspension

Attendance
2015-16: 97.1%
2016-17: 96.98%

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

Mountain View Whisman School District

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		54	58		54	57		54	57		100	98.3
Grade 4		59	54		59	54		59	54		100	100
Grade 5		59	54		57	54		57	54		96.6	100
All Grades		172	166		170	165		170	165		98.8	99.4

* 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		2450.6	2454.7		37	38.60		20	19.30		22	22.81		20	19.30
Grade 4		2528.4	2529.9		53	53.70		19	24.07		12	12.96		17	9.26
Grade 5		2535.7	2570.6		40	50.00		26	33.33		14	7.41		19	9.26
All Grades	N/A	N/A	N/A		44	47.27		22	25.45		16	14.55		19	12.73

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16
Grade 3		31	38.60		43	35.09		26	26.32		
Grade 4		46	53.70		37	38.89		17	7.41		
Grade 5		40	50.00		42	40.74		18	9.26		
All Grades		39	47.27		41	38.18		20	14.55		

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		31	28.07		44	45.61		24	26.32
Grade 4		37	38.89		49	46.30		14	14.81
Grade 5		39	59.26		42	27.78		19	12.96
All Grades		36	41.82		45	40.00		19	18.18

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		31	33.33		61	61.40		7	5.26
Grade 4		34	40.74		58	53.70		8	5.56
Grade 5		30	33.33		58	61.11		12	5.56
All Grades		32	35.76		59	58.79		9	5.45

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		35	40.35		56	45.61		9	14.04
Grade 4		63	50.00		31	42.59		7	7.41
Grade 5		40	64.81		51	25.93		9	9.26
All Grades		46	51.52		45	38.18		8	10.30

Conclusions based on this data:

1. During the 2016-17 school year we began to use CAASPP data to determine student growth and declines. We will also use previous school year data to help guide intervention and teaching strategies.
2. Listening (91%), Writing (89%) and Reading (83%) strands are a strength for Mistral students.
3. Research/Inquiry strand is an area of focus for Mistral instruction, with 48% of students not meeting standards.

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		54	58		54	57		54	57		100	98.3
Grade 4		59	54		59	54		59	54		100	100
Grade 5		59	54		58	54		58	54		98.3	100
All Grades		172	166		171	165		171	165		99.4	99.4

* 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		2461.4	2476.7		28	36.84		28	26.32		33	22.81		11	14.04
Grade 4		2543.4	2534.2		46	40.74		29	31.48		22	22.22		3	5.56
Grade 5		2529.4	2560.0		29	42.59		19	24.07		36	20.37		16	12.96
All Grades	N/A	N/A	N/A		35	40.00		25	27.27		30	21.82		10	10.91

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		35	43.86		39	35.09		26	21.05
Grade 4		63	51.85		24	31.48		14	16.67
Grade 5		33	48.15		38	27.78		29	24.07
All Grades		44	47.88		33	31.52		23	20.61

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		39	45.61		46	42.11		15	12.28
Grade 4		46	42.59		39	48.15		15	9.26
Grade 5		29	37.04		47	44.44		24	18.52
All Grades		38	41.82		44	44.85		18	13.33

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	14-15	15-16	16-17	14-15	15-16	16-17	14-15	15-16	16-17
Grade 3		37	45.61		52	43.86		11	10.53
Grade 4		59	48.15		34	37.04		7	14.81
Grade 5		24	46.30		50	38.89		26	14.81
All Grades		40	46.67		45	40.00		15	13.33

Conclusions based on this data:

1. During the 2016-17 school year we began to use CAASPP data to determine student growth and declines. We will also use previous school year data to help guide intervention and teaching strategies.
2. Concepts and Procedure (85%) and Problem solving/modeling (84%) strands are strengths for Mistral students.
3. Communicating Reasoning is an area of strong focus with only 39% of students meeting standards.

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
LEA/LCAP GOAL:
Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.
Strategic Plan
Goal 1: Every student will be prepared for high school and 21st Century citizenship.
SCHOOL GOAL #1:
By June 2018, there will be an 3 percentage point increase in the number of students meeting or exceeding standards in English Language Arts (72% to 75%) and mathematics (67% to 70%) as measured by district assessments (K-3) and CAASPP (3-5).
Data Used to Form this Goal:
CAASPP & District Assessments

Findings from the Analysis of this Data:

In ELA percent & number of students did not meet standards:

- 3rd grade 43% (25 kids)
- 4th grade 22% (12 kids)
- 5th grade 17% (9 kids)

In Math percent & number of students did not meet standards:

- 3rd grade 37% (21 kids)
- 4th grade 28% (15 kids)
- 5th grade 33% (18 kids)

2016-17 Goal - Increase from 65% to 69% met/exceeded

Met ELA Goal? - Yes - Exceeded to 72%

We increased in ELA - flat in 3rd (+6% compared to district)

Overall 72% of students met/exceeded standard in ELA

Steady growth overall, 4th grade consistent growth past 3 years

Grades 5 had highest percentage of students meeting/exceeding standard at 83% (very strong group of readers since 3rd grade)

Contributing factors:

- (+) Instructional Coaching
- (+) New curriculum aligned to CA Standards
- (+) Training around literacy best practices
- (+) Creation of GVC, CFA, vertical alignment K-5
- (+) Giro Quetzal (Push-in/pull-out and rotations)
- (+) Before & after school extra support (focus on Spanish:English literacy)

2016-17 Goal - Increase from 60% to 64% met/exceeded

Met Math Goal? - Yes - Gained 7% to 67%

7% gain in math with 67% of students meeting/exceeding standard in math (+5% compared to district)

Students in grade 4 had the highest increase in the percentage of students who met or exceeded standards in math with a 20% gain looking at the cohort.

Grades 3 had an increase of 7% of students meeting or exceeding standard.

Contributing factors:

- (+) Instructional Coaching
- (+) New curriculum aligned to CA Standards
- (+) Consistent use in K-2, and 4th
- (+) Giro Quetzal (Push-in/pull-out and rotations) in math
- (+) Before & after school extra support (focus on Spanish:English literacy)
- (-) Lack of feedback & accountability (dip in 5th)

How the School will Evaluate the Progress of this Goal:

Progress monitoring using Site and District Assessments, Walkthroughs, Grade level Common Formative Assessments

Summative student end of unit assessment results (aligned to California State Standards from the adopted curriculum), District trimester benchmark assessment, and CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional learning in best practices for differentiation, blended learning, guided reading (K-2) and extended guided reading (3-5) during staff meeting and regular PLC time	On-going 2017-2018	Principal Instructional Coach	No expenditures/Part of regular staff responsibilities.			0
Additional planning time for in-depth horizontal and vertical planning, using the adopted materials to address CA state standards.	Fall-Winter-Spring	Principal Instructional Coach Teachers	Substitutes	1000-1999: Certificated Personnel Salaries	TSSP	3,279.00
			Substitutes	1000-1999: Certificated Personnel Salaries	Donations - PTA	3,279.00
Provide opportunities for collaborative planning and full implementation of the cycles of professional learning based on student achievement data	On-going 2017-2018 4-6 week cycles	Principal Instructional Coach Teachers Rtl Teachers	Substitutes (Two 1/2 days for each team)	1000-1999: Certificated Personnel Salaries	TSSP	3,279.00
Conduct regular progress monitoring with all grade levels, principal, instructional coach, intervention teacher to support school-wide collaboration and planning.	Fall-Winter-Spring	Principal Instructional Coach Teachers Rtl Teachers	Substitutes (6 days)	1000-1999: Certificated Personnel Salaries	TSSP	3,279.00
Professional learning in SIOP lesson design and implementation (C.O., L.O., Link prior to new learning, Key Vocabulary) - Math	On-going 2017-2018 Staff Meetings (See Staff Meeting Plan)	Principal Instructional Coach	No expenditures/Part of regular staff responsibilities.			0
Additional data-driven planning time with Instructional coach to include peer visits and PLC site visits	Fall-Winter-Spring	Principal Instructional Coach Site Leadership Team Rtl Teachers	Substitutes (AM/PM Split)	1000-1999: Certificated Personnel Salaries	TSSP	3,279.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Hand Writing Without Tears (K-1) Student Books	Fall 2017	Principal	Student Workbooks	4000-4999: Books And Supplies	Donations - General	1,200.00
Words Their Way (Spanish) Etapa Alfabetica	Fall 2017	Principal	Student Workbooks	4000-4999: Books And Supplies	TSSP	390.00
Purchase Mathematical & Growth Mindset (Book Study)	Fall 2017	Principal	Staff Book Study (Math Mindset)	4000-4999: Books And Supplies	School Allocation	120.00
			Growth Mindset Coach	4000-4999: Books And Supplies	School Allocation	110.00
K- 5 Grade Level SMART Goal Setting	Ongoing-2017-2018 4-6 week cycles	Principal Instructional Coach Teachers Rtl Teachers	No expenditures/Part of regular staff responsibilities.	None Specified		0.00
Professional learning in common formative assessments	On-going 2017-2018 Staff Meetings (See Staff Meeting Plan) Extra planning days w/Coach	Principal Instructional Coach Teachers Rtl Teachers	No expenditures/Part of regular staff responsibilities.	None Specified		0.00
Provide balanced literacy instruction including daily guided reading	On-going 2017-2018	Teachers Rtl Teachers	No expenditures/Part of regular staff responsibilities.	None Specified		0.00
Analyze data from program attendance, CFAs, benchmarks, observations, and feedback and revise plan as needed	On-going 2017-2018	Principal Instructional coach Teachers School Site Council ELAC	No expenditures/Part of regular staff responsibilities.	None Specified		0.00
Implement new or revised strategies based on revision of plan	On-going 2017-2018	Principal Teachers	No expenditures/Part of regular staff responsibilities.	None Specified		0.00
Audit the use of online resources (Lexia, iStation, ST Math, Khan)	On-going 2017-2018	Principal	No expenditures/Part of regular staff responsibilities.	None Specified		0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Purchase Chromebooks Summit Club	Fall 2017	Principal	Acer Touch Screen	6000-6999: Capital Outlay	After School Enrichment	2,500.00
Purchase headphones to use with online learning apps	Fall 2017	Principal	Student headphones	6000-6999: Capital Outlay	After School Enrichment	250.00
			Student headphones	6000-6999: Capital Outlay	TSSP	480.00

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 2018, there will be a decrease in the number of At-Risk LTELs from 11 to 8.
Data Used to Form this Goal:
CASSPP ELA & Math

Findings from the Analysis of this Data:

In ELA percent & number of students did not meet standards:

- ELs 89% (34 kids)
- SED 57% (39 kids)
- Hisp/Lat 42% (42 kids)

In Math percent & number of students did not meet standards:

- ELs 77% (34 kids)
- SED 66% (48 kids)
- Hisp/Lat 52% (51 kids)

2016-17 Goal - Increase the percentage of English learners meeting and exceeding standard from 16% to 24% in ELA and from 23% to 31% in Math.

Met ELA Goal? - No. The percentage of English Learners meeting/exceeding standard in ELA decreased from 16% to 11%.

Met Math Goal? - No. Did not hit our target, but the percentage of English Learners meeting/exceeding standard in math increased from 23% to 27%

Currently there are 11 out of 24 students who are English learners in 4th and 5th who are At-risk ELs.

Contributing Factors

(-) The English Learner subgroup at in 4th and 5th are usually our targets in Spanish. Gaps mostly related to weakness in reading and writing subskills.

(+) Reclassified students consistently making gains.

(-) Difference between ELs and RFEP is level of biliteracy.

(-) Explicit language development and academic vocabulary must be included and monitored in instruction.

(-) Extra support and interventions targeting needs started late in the year (2-3+ months behind schedule.)

(-) Lack of PLC focus, feedback and accountability in the core at crucial grades.

How the School will Evaluate the Progress of this Goal:

Progress monitoring using Site and District Assessments, Walkthroughs, Grade level Common Formative Assessments

Summative student end of unit assessment results (aligned to California State Standards from the adopted curriculum), District trimester benchmark assessment, and CAASPP

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SIOP observation tool used for all Walk-throughs with targeted feedback to staff on evidence and quality of focus areas (C.O., L.O., Link prior to new learning, Key Vocabulary) - Math	On-going 2017-2018	Principal, Instructional Coach, Site Leadership Team, District Admin Team	No expenditures/Part of the regular staff responsibilities.			0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Hire bilingual intervention IAs to support Giro Quetzal and school-wide differentiated instruction to support foundational skills for students (Reading & Math)	Fall 2017	Principal	Hourly IAs	2000-2999: Classified Personnel Salaries	TSSP	12,629
			Hourly IAs	2000-2999: Classified Personnel Salaries	Donations - PTA	18,000
Aligning instructional pacing and rigor of lessons with district benchmark exams through progress monitoring	Fall-Winter-Spring	Principal, Rtl Teachers, Coach	Substitutes	1000-1999: Certificated Personnel Salaries	TSSP	3276
Purchase of online tools for Core, Rtl, and Before/After School Intervention (Lexia, iStation)	Fall 2017	Principal	Lexia Lisences	4000-4999: Books And Supplies	TSSP	1240
Hire hourly staff to support before-after school intervention labs	Fall 2017	Principal	Hourly Supervisors	2000-2999: Classified Personnel Salaries	TSSP	4000
			Hourly Supervisors	2000-2999: Classified Personnel Salaries	Donations - PTA	2000
Design a master schedule with dedicated intervention time during the school day	Summer 2017	Principal	No expenditures/Part of the regular staff responsibilities.			0.00
Plan and implement Before and After School Intervention and tutoring K-5	On-going 2017-2018	Principal SCEF Teachers	Identify students			0.00
			Contact student families/permission slips			0.00
Extra ELD class for level 1 & 2 students in Kinder & 1st	On-going 2017-2018	Principal SCEF Teachers	Identify students			0.00
			Contact student families/permission slips			0.00
Hire extra ELD IA	Fall 2017	Principal	Post positions	1000-1999: Certificated Personnel Salaries	TSSP	5,443.00
			Interview and hire	1000-1999: Certificated Personnel Salaries	Donations - PTA	5,443.00
			Provide training	1000-1999: Certificated Personnel Salaries	TSSP	375.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Audit the use of online resources	On-going 2017-2018 Monthly	Principal	No expenditures/Part of the regular staff responsibilities.			0.00
Analyze data from CFAs, benchmarks, observations, and feedback and revise plan as needed	October 2017 December 2017 March 2018 August 2018	Principal Instructional coach Teachers School Site Council ELAC	No expenditures/Part of the regular staff responsibilities.			0.00
Implement new or revised strategies based on revision of plan	On-going 2017-2018	Principal Teachers	No expenditures/Part of the regular staff responsibilities.			0.00
Reading intervention in Spanish and English	On-going 2017-2018	Principal SCEF Instructional Coach Rtl Teachers	Identify students			0.00
			Coordinate and process volunteers			0.00
			Contact student families/permission slips			0.00
Professional learning in productive student talk (Accountable Talk)	On-going 2017-2018 Fall	Principal Instructional Coach	No expenditures/Part of the regular staff responsibilities.			0.00
Extra planning time for ELD lesson design using resources (Benchmark Advance, FOSS)	On-going 2017-2018 Fall - Winter- Spring	Principal Instructional Coach Teachers	Substitutes	1000-1999: Certificated Personnel Salaries	TSSP	4371.00
Monitor use of visual scaffolds that support language development through walkthroughs and lesson observations	On-going 2017-2018	Principal Instructional Coach	No expenditures/Part of the regular staff responsibilities.			0.00
Content and language objectives evident in all math lesson monitored through walkthroughs and lesson observations	On-going 2017-2018	Principal, Instructional Coach, Site Leadership Team, District Admin Team	No expenditures/Part of the regular staff responsibilities.			0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional learning in ELA/ELD framework	On-going 2017-2018 September 2017	Principal Instructional Coach	No expenditures/Part of the regular staff responsibilities.			0.00
Professional learning in writing integrated ELD lessons that are rigorous and differentiate for the needs of language learners.	On-going 2017-2018	Principal Instructional Coach	Substitutes	1000-1999: Certificated Personnel Salaries	TSSP	1,250.00
Progress Monitoring - KidTalk Meetings	On-going 2017-2018	Principal SCEF Instructional Coach Rtl Teachers	Substitutes	1000-1999: Certificated Personnel Salaries	TSSP	1458

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 2018, grade level teams will operate as a Professional Learning Community by updating guaranteed and Viable Curriculum plans, using Common Formative Assessments (CFAs) and complete 3 or more formal RTI cycles (initial teaching, assessment, collaboration, regrouping students for Tier 1 & 2 reteaching/enrichment, post assessment), and continue professional learning in Sheltered Instruction Observation Protocol (SIOP) and Social Emotional Learning - Positive Behavior.
Data Used to Form this Goal:
Walkthrough data, Grade level PLC Agendas and notes, Coaching schedule, Leadership and staff meeting agendas and notes District assessments Cohort assessment data Existing intervention/remediation plan

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

Provide all teachers with PLC training and support

Provide staff training and support in order to complete 3 or more formal RTI cycles (initial teaching, assessment, collaboration, regrouping students for Tier 1 & 2 reteaching/enrichment, post assessment).

Met Human Capital Goal? No

Student achievement trends at Mistral are inconsistent indicating that at some grade levels instruction is not aligned to school and state standards and Tier 1 & Tier 2 (RTI cycles) not implemented consistently

Contributing Factors

(+) PLC training for all members

(+) Created a system for PLC meeting structures at staff meetings and site leadership team meetings

(+) Time commitment set for all staff to be able to engage in collaborative meetings

(-) Lack of PLC alignment with school, feedback and accountability in the core at crucial grades

(+) Year 1 with an Instructional Coach support

How the School will Evaluate the Progress of this Goal:

Progress monitoring using Site and District Assessments, Walkthroughs, Grade level PLC Agendas and notes, Coaching schedule, Staff meeting agendas and notes

Summative student end of unit assessment results (aligned to California State Standards from the adopted curriculum), District trimester benchmark assessment, and CAASPP

Accountability and Feedback - monitoring progress of staff professional goals

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide dedicated time for all staff to engage in PLC collaborative meetings	On-going 2017-2018	Principal	No expenditures/Part of regular staff responsibilities.			0.00
			After school vertical alignment planning	1000-1999: Certificated Personnel Salaries	TSSP	2,592.00
Provide professional development opportunities for instructional staff - SIOP, PLC, RtI, Benchmark/Adelante, GoMath, Guided Reading, ELD Framework, SEL, Online tools (Lexia, iStation)	On-going 2017-2018 (See staff meeting plan)	Principal Instructional Coach Site Leadership Team Ed Services	No expenditures/Part of regular staff responsibilities.			0.00
			After school trainings	2000-2999: Classified Personnel Salaries	School Allocation	5,184.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide professional development for new instructional staff in: <ul style="list-style-type: none"> Benchmark/Adelante GoMath 	Fall 2017	Principal Ed Services	Substitutes Publisher Trainer - District paid	1000-1999: Certificated Personnel Salaries	TSSP	2,915.00
Provide after-school professional development opportunities for instructional staff in: <ul style="list-style-type: none"> Rtl, Benchmark/Adelante GoMath, Guided Reading/Literature Groups Online tools (Lexia, iStation) 	On-going 2017-2018	Principal Instructional Coach	Teacher Extra Hours	1000-1999: Certificated Personnel Salaries	TSSP	2,592.00
Provide training Estrellitas - supplementary Spanish phonics	September 2017	Principal EL Dept.	Substitutes	1000-1999: Certificated Personnel Salaries	TSSP	547.00
Professional learning in PLC leadership framework	On-going 2017-2018	Principal Instructional coach School leadership team	PLC Site Leadership planning after school meetings	1000-1999: Certificated Personnel Salaries	TSSP	4,938.00
			PLC Site Leadership check in meetings - Lunch meetings Provide lunch for team	4000-4999: Books And Supplies	TSSP	450.00
PLC Partner School Visits (Huff, Bubb, Stevenson)	Fall-Winter	Principal Instructional coach School leadership team	Hire subs for three Visit (4) ½ day subs	1000-1999: Certificated Personnel Salaries	TSSP	1,200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Peer Visitations	On-going 2017-2018	Principal Instructional coach School leadership team Teachers	Hire subs for three Visit (4) ½ day subs	1000-1999: Certificated Personnel Salaries	TSSP	1,200.00

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 2018, 84% of students who report feeling safe and respected at school.
Data Used to Form this Goal:
Surveys: <ul style="list-style-type: none">• Parents• Students Attendance and suspension rates Parent participation in school events

Findings from the Analysis of this Data:

2016-17 Goal - 82% of all students will report feeling safe and respected at school as measured by a school-created survey.
 82% of Mistral Parents/Guardians will participate in at least 2 parent education events or school wide activities as measured by attendance.

Student Survey May 2017:

95% treated with respect by the adults at school (+3% pt.)
 82% treated with respect by other students (+3% pt)
 87 % feel there is an adult they can talk to on campus when needed (flat)
 82% feel safe on the playground (-4% pt.)

Contributing Factors

(+) Continue Project Cornerstone
 (+) Monthly Quetzal Model Student assemblies
 (+) Campus Clean Up Campaign
 (+) Level 1 & 2 PIQE (Parent Institute for Quality Education)
 (+) School and Community Engagement Facilitator
 (+) Parent Education focused on annual assessment results (CASSPP & CELDT), SEL, Parenting, Intervention Tools
 (+) School-wide community-building events (Dia de los Muertos, Math Festival, Science Nights, Science Fair, Ice Skating)
 (-) Construction fence and temporary campus reduced the size of out door play area and removed all play structures except for one basketball hoop
 (-) Reduction in outdoor play area and awkward spaces made structured and unstructured play challenging supervision a challenge causing an increase in student conflict
 (-) Reduction in outdoor play area and reduction of line of sight while children were at play challenged safety rule enforcement and supervision resulting in an increase in student conflict

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

- Parents
- Students

Attendance and suspension rates

Behavior referrals

Parent participation in school events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued development of student Leadership through Student Council	On-going 2017-2018	Principal Teachers	Registration Fee for SCCOE Student Council Leadership Training	None Specified	School Allocation	450.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Restorative Discipline Circles	On-going 2017-2018	Principal Teachers SCEF	Conversation starters, posters, centerpiece, talking sticks	4000-4999: Books And Supplies	Donations - General	150.00
SCEF will continue to connect families to school and support students through empowering families with resources.	On-going 2017-2018	SCEF	No expenditures/Part of regular staff responsibilities.			0.00
Continue Project Cornerstone	On-going 2017-2018	Principal Teachers PTA Co-Leads	PTA Funded			0.00
Monthly Quetzal Model Student assemblies to recognize children who consistently demonstrate school values	On-going 2017-2018	Principal Teachers	Incentive program – Quetzal Awards, Bucket Filler lunch with Principal, prizes, medals, certificates, games, stickers, printing costs for posters (vinyl and poster papers).	4000-4999: Books And Supplies	Donations - General	200.00
			Incentive program – Quetzal Awards, Bucket Filler lunch with Principal, prizes, medals, certificates, games, stickers, printing costs for posters (vinyl and poster papers).	4000-4999: Books And Supplies	Donations - PTA	200.00
			Incentive program – Quetzal Awards, Bucket Filler lunch with Principal, prizes, medals, certificates, games, stickers, printing costs for posters (vinyl and poster papers).	4000-4999: Books And Supplies	School Allocation	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Campus Clean Up Campaign	On-going 2017-2018	Principal Teachers	No cost			0.00
Administer and interpret data from Student School Climate Survey	On-going 2017-2018	Principal, Teachers, School Site Council, ELAC	No cost			0.00
Playworks TeamUp Program	On-going 2017-2018	Principal PTA	Playworks Team Up - PTA Pays direct			0.00
			Site Playworks Coach	2000-2999: Classified Personnel Salaries	Donations - PTA	4,500.00
			Site Playworks Coach	2000-2999: Classified Personnel Salaries	Yard Supervision	4,500.00
Use of ClassDojo to increase effective and frequent communication with parents on student progress.	On-going 2017-2018	Principal Teachers Instructional coach	No cost			0.00
Parent access to technology and resources in the library before school or afternoon hours	On-going 2017-2018	Principal SCEF Librarian	No cost			0.00
Use Social Media to build school culture and community buy-in	On-going 2017-2018	Principal PTA	PowToon App	5900: Communications	School Allocation	228.00
Principal coffees provide an open forum in which parents can discuss a variety of topics with the principal	On-going 2017-2018 Monthly	Principal SCEF Office Staff	Provide refreshments for parent coffee meetings	4000-4999: Books And Supplies	TSSP	400.00
Level 1 & 2 PIQE (Parent Institute for Quality Education) program for Spanish speaking families	Fall 2017	Principal SCEF	15 families sponsored by PTA Invite families Collaborate with Castro School to provide program			0.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent Education focused on annual assessment results (CASSPP & CELDT, ELPAC)	On-going 2017-2018	Principal SCEF Instructional coach	Provide refreshments for parents	4000-4999: Books And Supplies	TSSP	100.00
Parent Education focused on annual CELDT, ELPAC & Reclassification	On-going 2017-2018	Principal SCEF	Provide refreshments for parents		TSSP	100.00
Collect sign-in sheets for all school events (Project Corner Stone trainings, PTA mtgs., Parent Teacher Conf., BTSN, Principal Coffees, Science/Math Nights, Día de los Muertos, Parent Ed./workshops)	On-going 2017-2018	Principal SCEF PTA Office staff	No cost			0.00
Administer parent survey of school satisfaction.	May 2018	Principal	SurveyMonkey School Subscription	5900: Communications	TSSP	300.00
Analyze data from survey results, attendance logs. Review, and revise plan as needed	On-going 2017-2018	Principal, Teachers, School Site Council, ELAC	No cost			0.00

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	23,340	17,048.00
Yard Supervision	32,417	27,917.00
Donations - General	2,603	1,053.00
Donations - PTA	53,513	20,091.00
TSSP	73,200	7,838.00
After School Enrichment	3,890	1,140.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	2,750.00
Donations - General	1,550.00
Donations - PTA	33,422.00
School Allocation	6,292.00
TSSP	65,362.00
Yard Supervision	4,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	53,995.00
2000-2999: Classified Personnel Salaries	50,813.00
4000-4999: Books And Supplies	4,760.00
5900: Communications	528.00
6000-6999: Capital Outlay	3,230.00
None Specified	450.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
6000-6999: Capital Outlay	After School Enrichment	2,750.00
4000-4999: Books And Supplies	Donations - General	1,550.00
1000-1999: Certificated Personnel Salaries	Donations - PTA	8,722.00
2000-2999: Classified Personnel Salaries	Donations - PTA	24,500.00
4000-4999: Books And Supplies	Donations - PTA	200.00
2000-2999: Classified Personnel Salaries	School Allocation	5,184.00
4000-4999: Books And Supplies	School Allocation	430.00
5900: Communications	School Allocation	228.00
None Specified	School Allocation	450.00
	TSSP	100.00
1000-1999: Certificated Personnel Salaries	TSSP	45,273.00
2000-2999: Classified Personnel Salaries	TSSP	16,629.00
4000-4999: Books And Supplies	TSSP	2,580.00
5900: Communications	TSSP	300.00
6000-6999: Capital Outlay	TSSP	480.00
2000-2999: Classified Personnel Salaries	Yard Supervision	4,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	21,445.00
Goal 2	59,485.00
Goal 3	21,618.00
Goal 4	11,328.00

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
Marcela Simões de Carvalho	X				
Sami White de Silva		X			
Elizabeth Gómez		X			
Yolanda Moran		X			
Elizabeth Mabey		X			
Jenna Adams				X	
Tim Downey				X	
Carina Muñiz				X	
Carrie Taylor				X	
Alma Garcia				X	
Numbers of members of each category:					

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
Marcela Simões de Carvalho	X				
María Rosas		X			
Sandra Sainz-Malvido		X			
Vanesa Licon			X		
Alma Garcia				X	
Maike Bokkers				X	
Numbers of ELAC_MEMBERS of each category:					

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 10-16-2017.

Attested:

Marcela Simões de Carvalho

Typed Name of School Principal



Signature of School Principal

Oct. 16, 2017

Date

Jenna Adams

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10-16-17

Date



Mountain View
Whisman
School District

Gabriela Mistral Site Plan

Marcela Simoes de Carvalho

November 2017





Mountain View
Whisman
School District

The Mistral Story

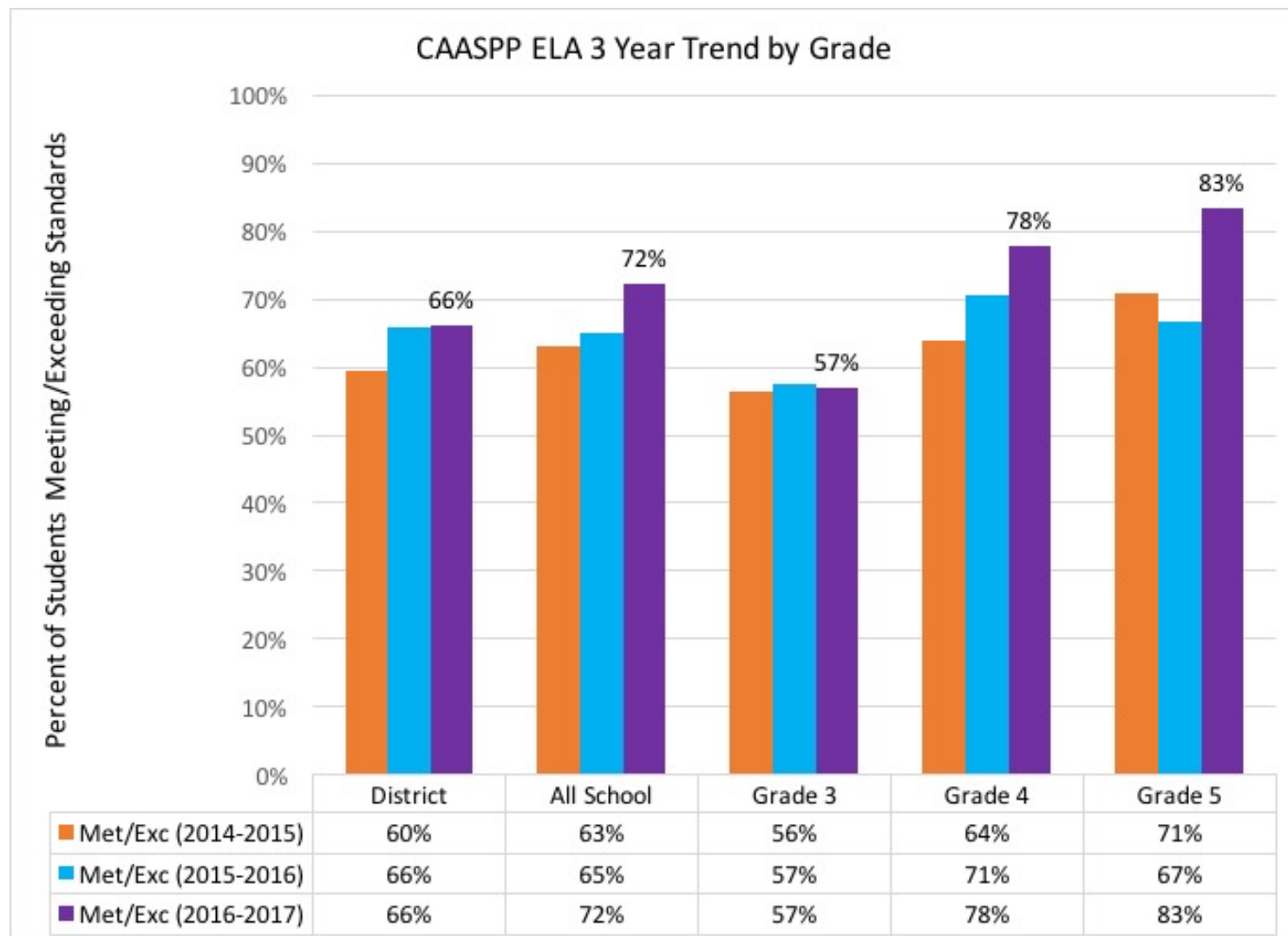
Mistral Demographics

School Year	2015/2016	2016/17	2017/18
Enrollment	389	395	388
Asian	4%	4%	4%
Hispanic/Latino	61%	59%	59%
White	26%	27%	24%
Students with Disabilities	6%	4%	4%
English Language Learners	37%	33%	36%
ELs who speak Spanish	95%	95%	95%
Socio-Economically Disadv.	44%	40%	42%

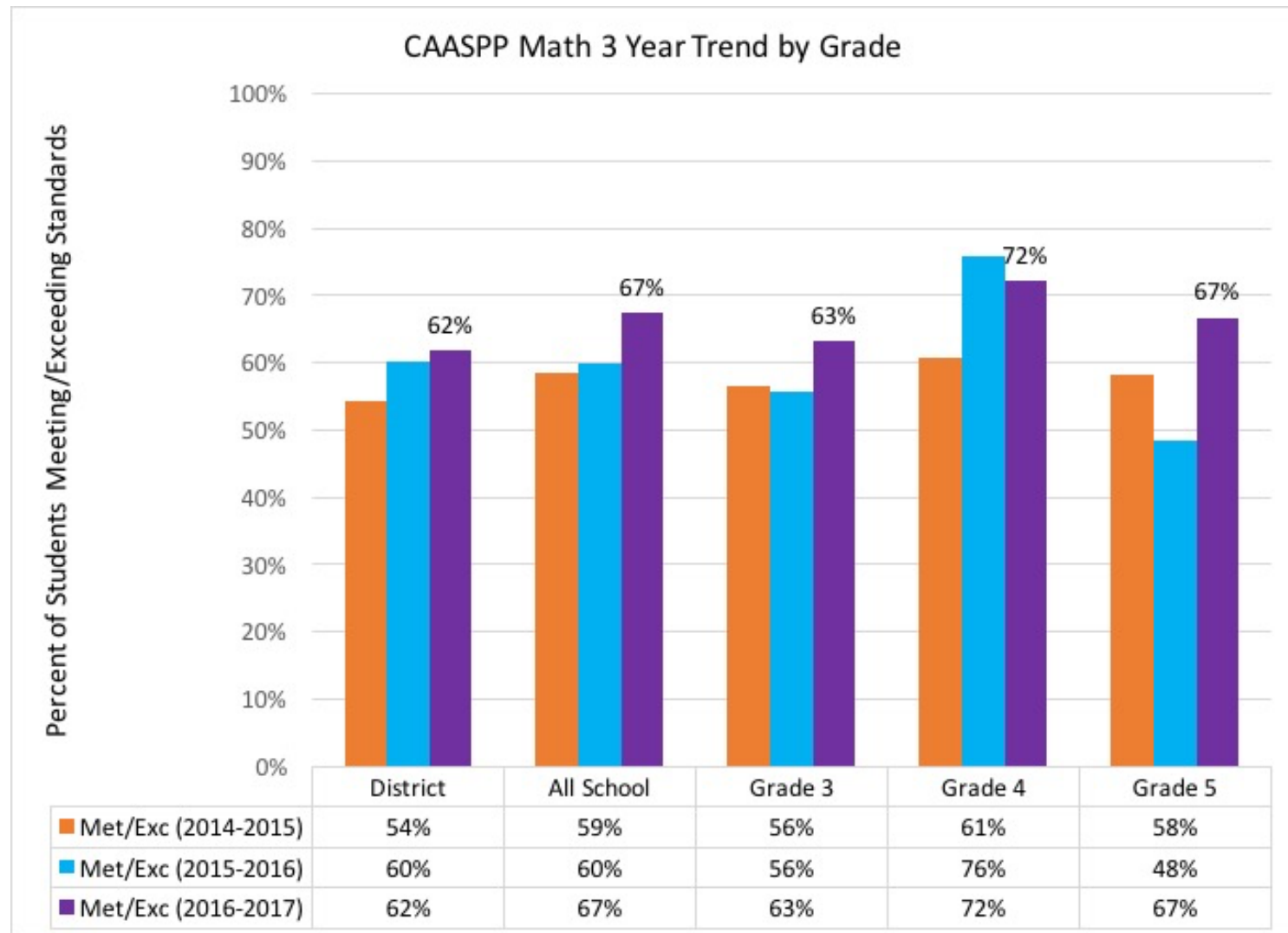
Mistral Demographics (Grades 3-5)

	2014-2015	2015-2016	2016-2017
English Learners*	35%	26%	24%
Reclassified Fluent English Proficient*	16%	19%	21%
SocioEconomically Disadvantaged	44%	42%	40%
Students with Disabilities	8%	6%	5%
White	26%	26%	26%
Asian	4%	4%	4%
Hispanic/Latino	66%	63%	61%
Total Enrollment	179	174	170

CAASPP - ELA by grade level



CAASPP - Math by grade level



Academic Achievement

Overall Grade Level Data Trends

- We increased in ELA - flat in 3rd (+6% comp to district)
- Overall 72% of students met/exceeded standard in ELA
- Steady growth overall, 4th grade consistent growth past 3 years
- Grades 5 had highest percentage of students meeting/exceeding standard at 83% (very strong group of readers since 3rd grade)
- 7% gain in math with 67% of students meeting/exceeding standard in math (+5% comp to district)
- Students in grade 4 had the highest increase in the percentage of students who met or exceeded standards in math with a 20% gain looking at the cohort.
- Grades 3 had an increase of 7% of students meeting or exceeding standard.

Academic Achievement - ELA

2016-17 Goal - Increase from 65% to 69% met/exceeded

Met? - Yes - Exceeded to 72%

Contributing factors could include...

- (+) Instructional Coaching
- (+) New curriculum aligned to CA Standards
- (+) Training around literacy best practices
- (+) Creation of GVC, CFA, vertical alignment K-5
- (+) Giro Quetzal (Push-in/pull-out and rotations)
- (+) Before & after school extra support (focus on Spanish:English literacy)

Academic Achievement - ELA

2017-18 Goal - Increase from 72% to 75% met/exceeded

Key Strategies - Professional Development, Coaching, RTI

Key Actions	Expenditures
Professional learning in best practices for differentiation, blended learning, guided reading (K-2) and extended guided reading (3-5) during staff meeting and regular PLC time	No Cost
Additional planning time for in-depth horizontal and vertical planning, using the adopted materials to address CA state standards.	TSSP/PTA Grant \$3276
Provide opportunities for collaborative planning and full implementation of the cycles of professional learning based on student achievement data	TSSP \$3276
Conduct regular progress monitoring with all grade levels, principal, instructional coach, intervention teacher to support school-wide collaboration and planning.	TSSP \$6552

Academic Achievement - Math

2016-17 Goal - Increase from 60% to 64% met/exceeded

Met? - Yes - Gained 7% to 67%

Contributing factors could include...

- (+) Instructional Coaching
- (+) New curriculum aligned to CA Standards
- (+) Consistent use in K-2, and 4th
- (+) Giro Quetzal (Push-in/pull-out and rotations) in math
- (+) Before & after school extra support (focus on Spanish:English literacy)
- (-) Lack of feedback & accountability (dip in 5th)

Academic Achievement - Math

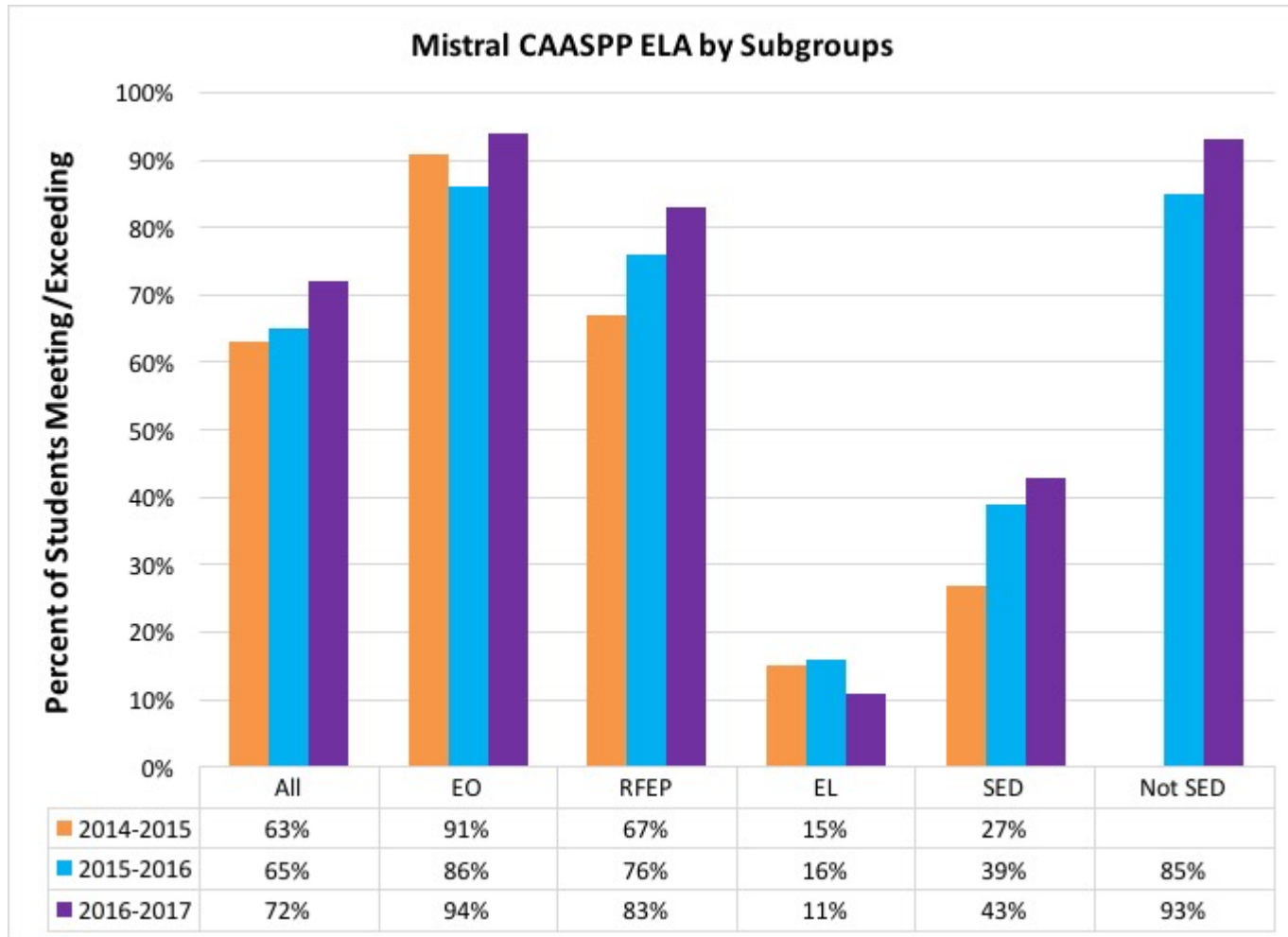
2017-18 Goal - Increase from 67% to 70% met/exceeded

Key Strategy - Professional Development, SIOP, Coaching

Key Actions	Expenditures
Professional learning in best practices for differentiation, and blended learning during staff meetings and regular PLC time	No Cost
Professional learning in SIOP lesson design and implementation (C.O., L.O., Link prior to new learning, Key Vocabulary) - Math	No Cost
Provide opportunities for collaborative planning and full implementation of the cycles of professional learning based on student achievement data	TSSP \$3276
Additional data-driven planning time with Instructional coach to include peer visits and PLC site visits	TSSP \$6552

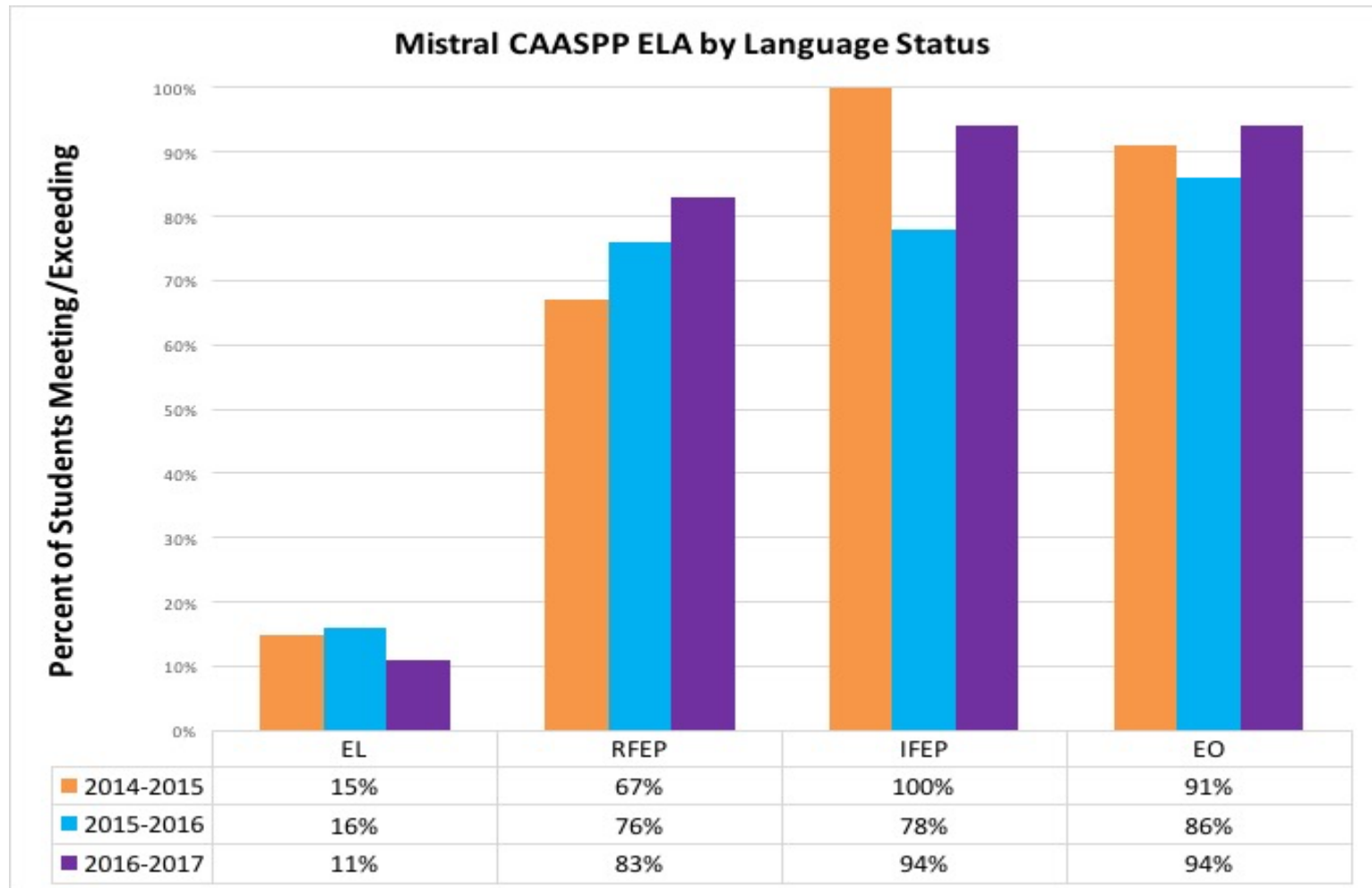
CAASPP - ELA by Subgroup

(English Learners, SocioEconomically Disadvantaged)



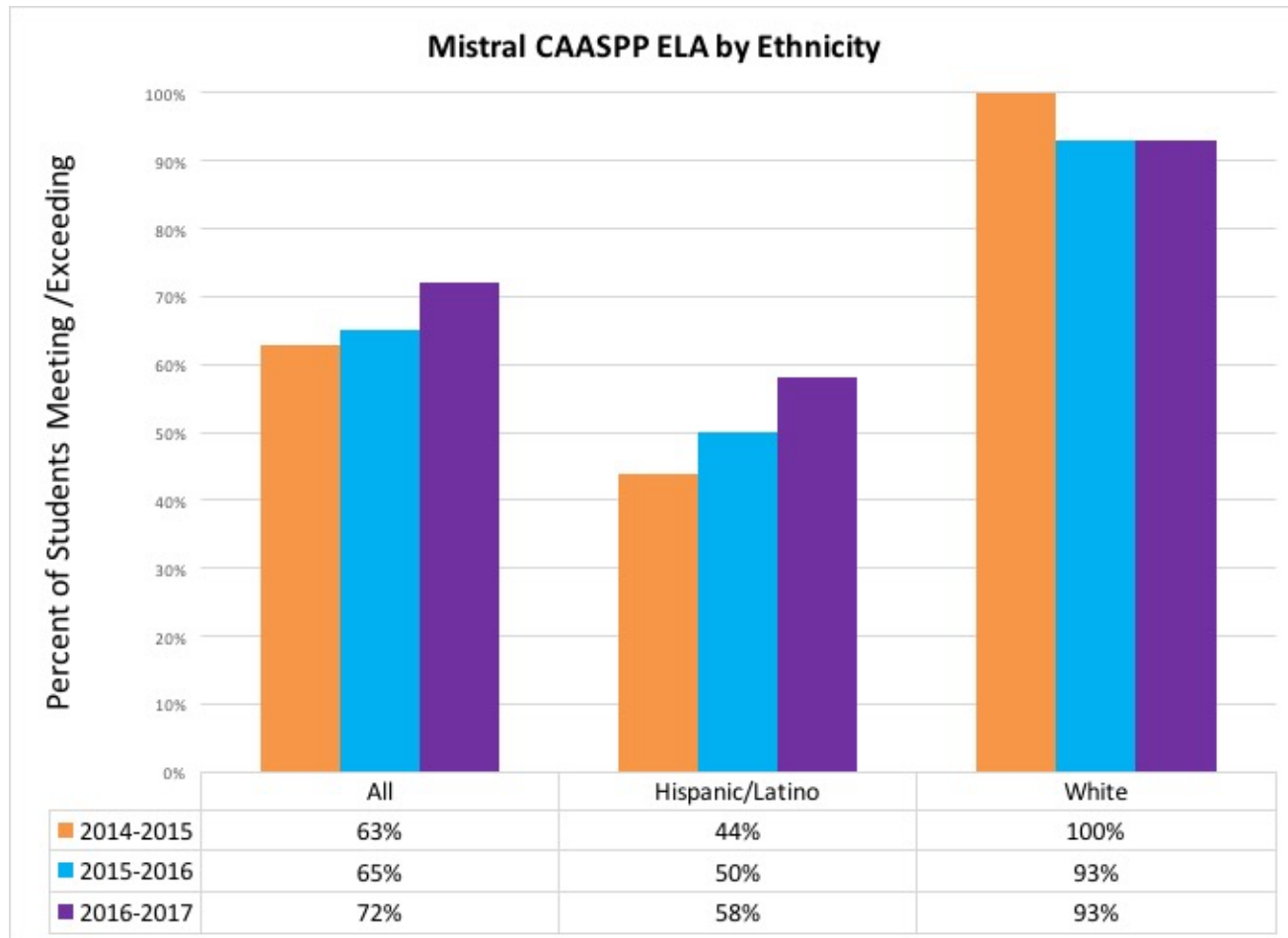
CAASPP - ELA by English Learner Status

(EO, RFEP, EL, LTEL)



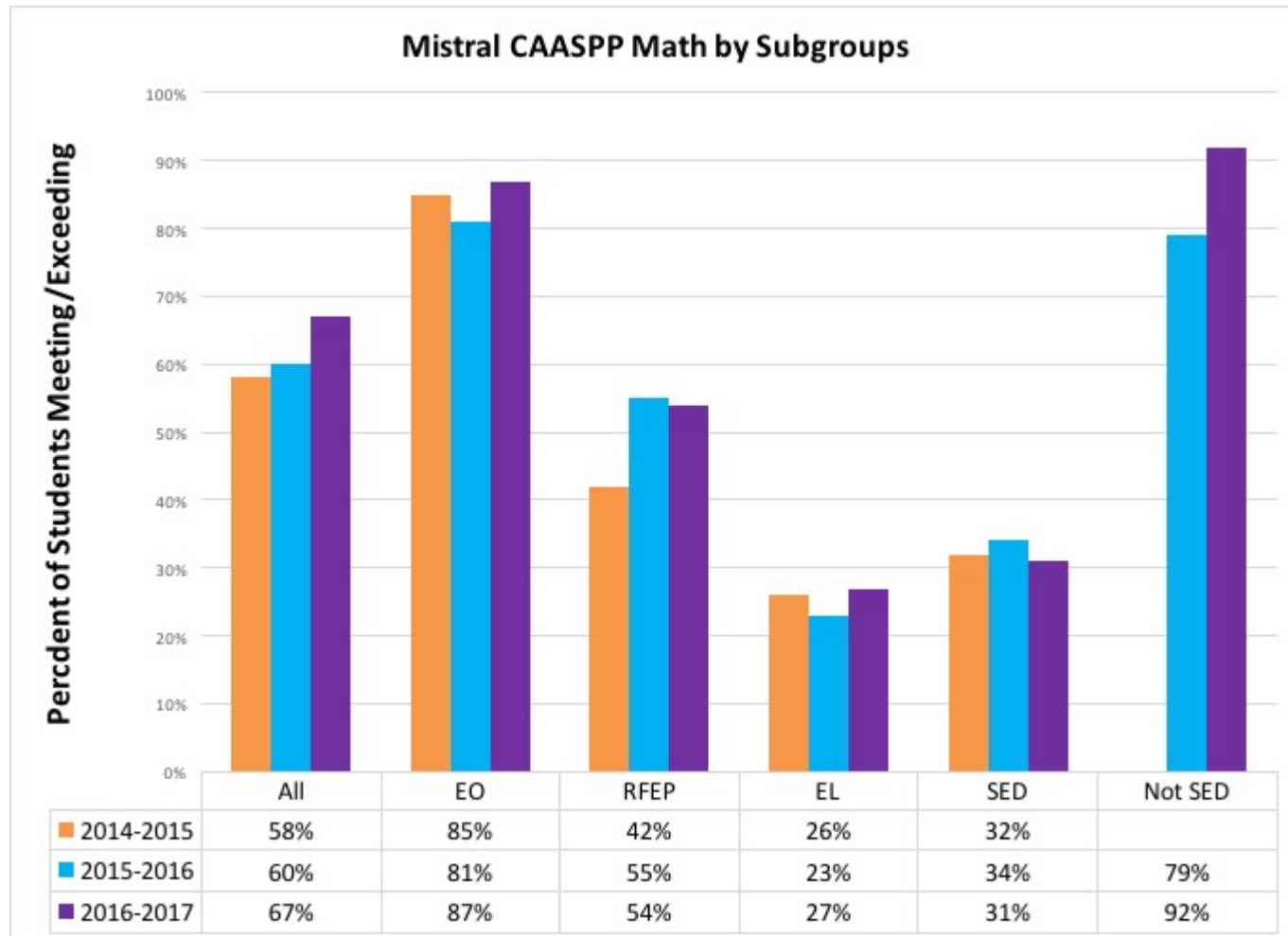
CAASPP - ELA by Ethnicity

(Hispanic/Latino, White)

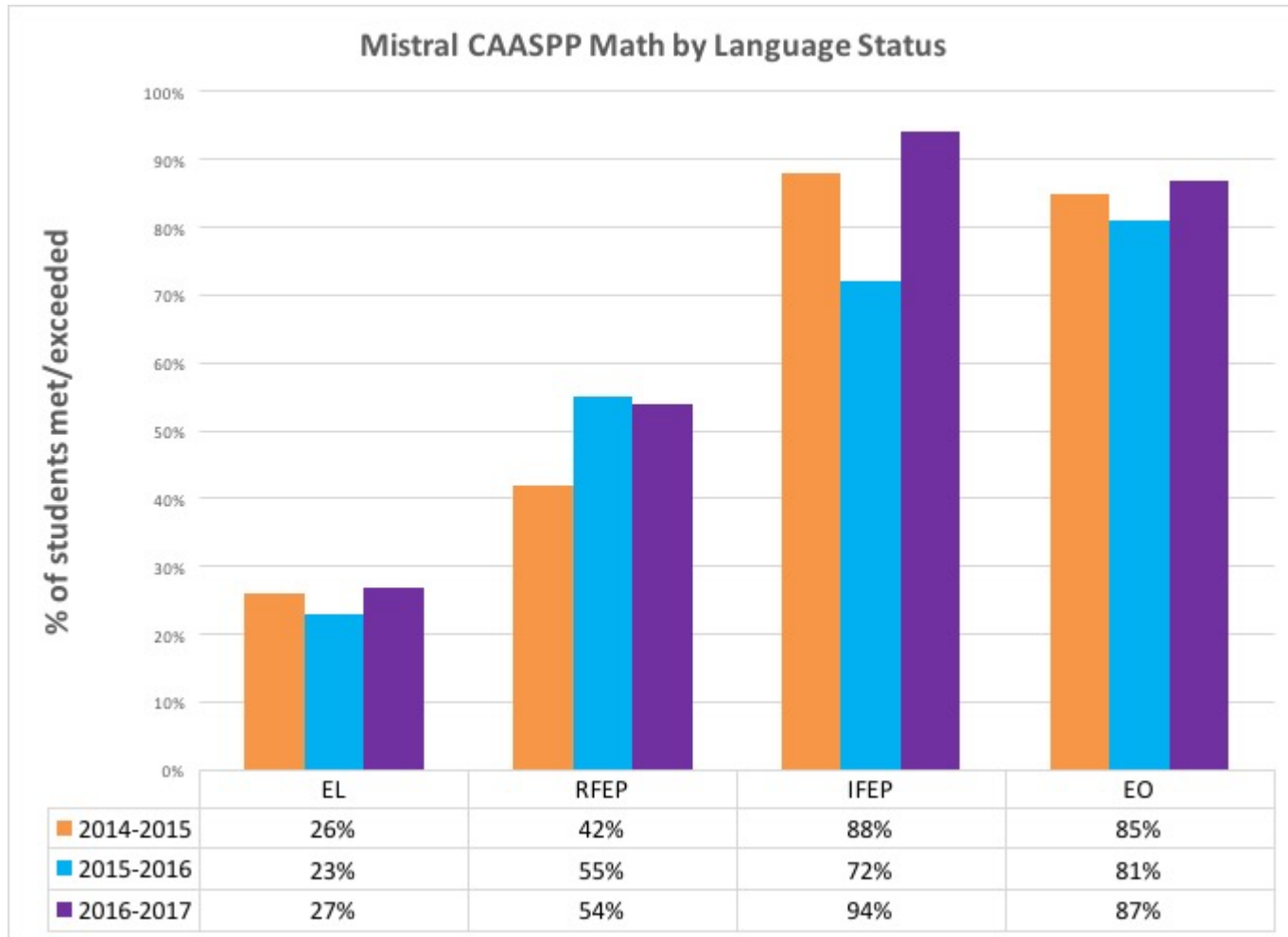


CAASPP - Math by Subgroup

(English Learners, SocioEconomically Disadvantaged)

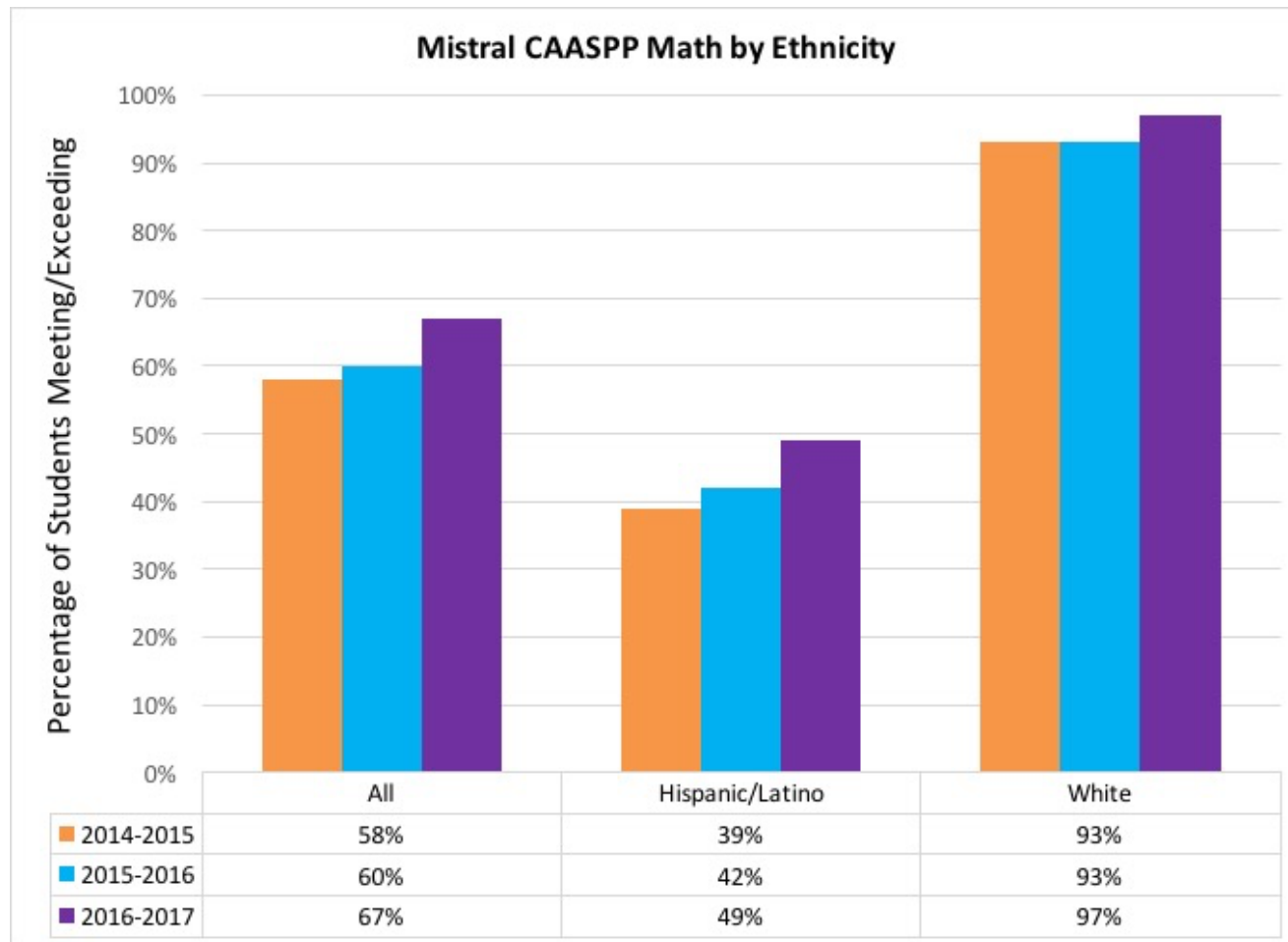


CAASPP - Math by English Learner Status (EO, RFEP, EL)

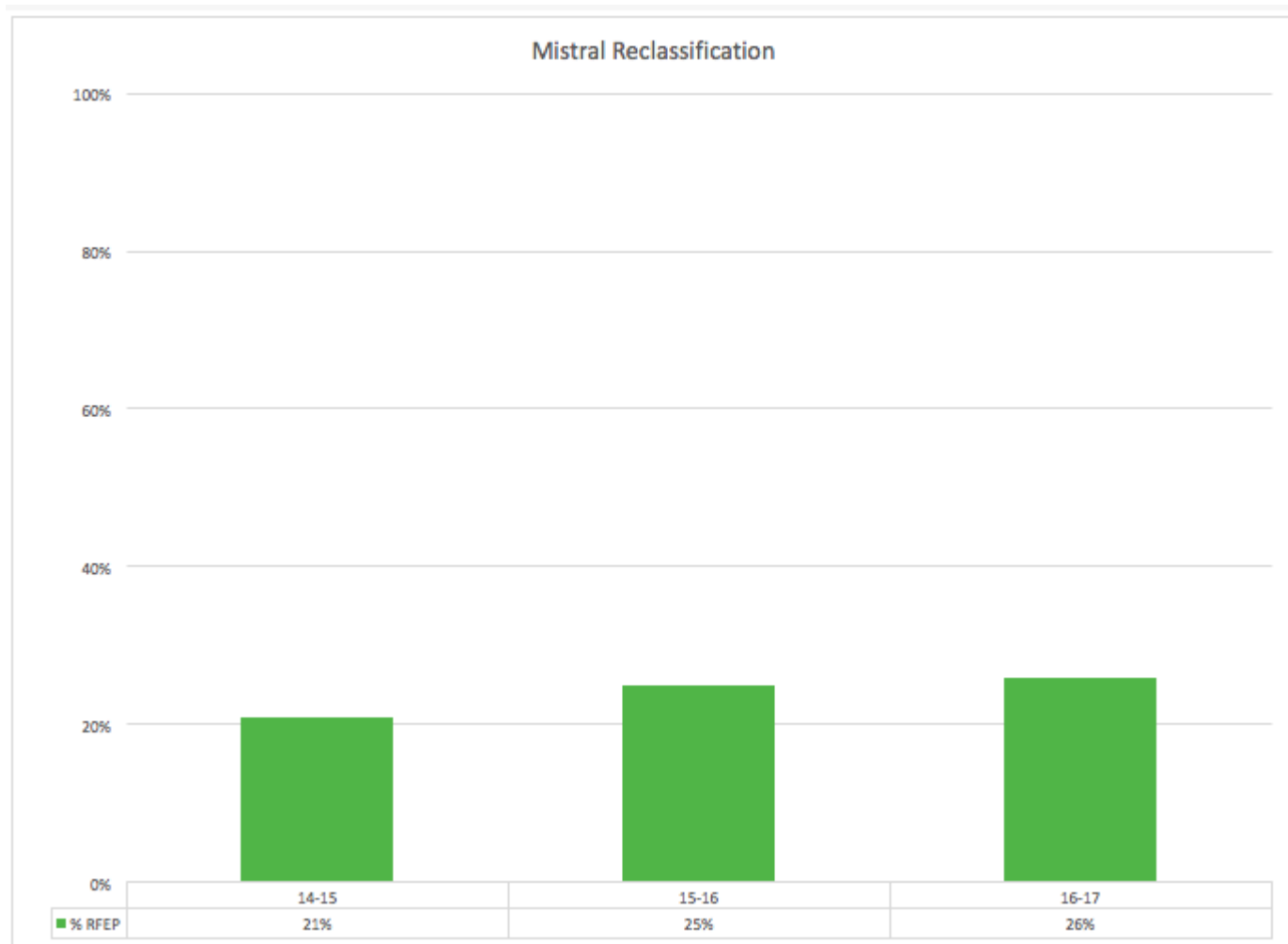


CAASPP - Math by Ethnicity

(Hispanic/Latino, White)



Reclassification



Closing the Achievement Gap

Subgroup Trends

- Fewer ELs met or exceeded standard this year (11% n=4)
- 7% increase in Hispanic/Latino students
- All groups, except EL showed an increase in ELA (ELs decreased)
- ELs and Hispanic/Latino subgroup increased by 4% and 7%
- RFEP students show consistent growth for the past 3 years

Closing the Achievement Gap

2016-17 Goal - Increase the percentage of English learners meeting and exceeding standard from 16% to 24% in ELA and from 23% to 31% in Math.

Met? - No. The percentage of English Learners meeting/exceeding standard in ELA decreased from 16% to 11%.

Met? - No. Didn't hit our target, but the percentage of English Learners meeting/exceeding standard in math increased from 23% to 27%

Contributing Factors

- (-) The English Learner subgroup at in 4th and 5th are usually our targets in Spanish. Gaps mostly related to weakness in reading and writing subskills.
- (+) Reclassified students consistently making gains.
- (-) Difference between ELs and RFEP is level of biliteracy.
- (-) Explicit language development and academic vocabulary must be included and monitored in instruction
- (-) Extra support and interventions targeting needs started late in the year (2-3+ months behind schedule.)
- (-) Lack of PLC focus, feedback and accountability in the core at crucial grades

Closing the Achievement Gap

2017-18 Goal - Decrease the number of At Risk LTEL

Key Strategy - SLOP and Rtl

Key Actions	Expenditures
SLOP observation tool used for all Walk-throughs with targeted feedback to staff on evidence and quality of focus areas (C.O., L.O., Link prior to new learning, Key Vocabulary) - Math	No Cost
Hire bilingual intervention IAs to support Giro Quetzal and school-wide differentiated instruction to support foundational skills for students (Reading & Math)	TSSP & PTA Grant Funded \$50,000
Aligning instructional pacing and rigor of lessons with district benchmark exams through progress monitoring	TSSP \$3276
Use of online tools for Core, Rtl, and Before/After School Intervention (Lexia, iStation)	\$6000

Attendance and Suspension

Attendance

2015-16: 97.1%

2016-17: 96.98%

Suspensions:

2015-16: 2

2016-17: 10

Inclusive and Supportive Culture

2016-17 Goal - 82% of all students will report feeling safe and respected at school as measured by a school-created survey.

82% of Mistral Parents/Guardians will participate in at least 2 **parent education events** or school wide activities as measured by attendance.

Met? Yes

Contributing Factors

- Continue Project Cornerstone
- Monthly Quetzal Model Student assemblies
- Campus Clean Up Campaign
- Level 1 & 2 PIQE (Parent Institute for Quality Education)
- School and Community Engagement Facilitator
- Parent Education focused on annual assessment results (CASSPP & CELDT), SEL, Parenting, Intervention Tools
- Schoolwide community-building events (Dia de los Muertos, Math Festival, Science Nights, Science Fair, Ice Skating)

Inclusive and Supportive Culture

2017-18 Goal - Increase the percentage of parents and community members who agree that they are encouraged to be actively involved in their school community

Key Strategy - Build a positive school climate through community building, parent involvement and parent education.

Key Actions	Expenditures
Continue Project Cornerstone (Castro & Mistral) share parent volunteer classroom readers.	PTA Sponsored
Parent Education: Level 1 & 2 PIQE, Parent University, EL Progress Monitoring, SELPA Workshops, PTA leadership, Educational Apps	TSSP/PTA Grant \$4000
Culturally diverse and academic school events: Día de los Muertos, Día del Niño, Science Fair, Math Night, Science Night, Ice Skating, Hour of Code, Thursday Picnics, STEM Challenge	PTA Sponsored
Model Quetzal Student Assemblies - recognize children who consistently demonstrate school values: Respect, Safety, Good Decisions, Community Minded.	No Cost
Playworks Team Up Program to create a safe and healthy recess and Junior Coach program in View Whisman School District	PTA Grant \$25,000

Human Capital

Trends

- Dedicated time for PLC
- All teachers have a common prep time
- Instructional coach works with all staff
- Intervention teacher works with staff to model best practices

Human Capital

2016-17 Goal

- Provide all teachers with PLC training and support
- Provide staff training and support in order to complete 3 or more formal RTI cycles (initial teaching, assessment, collaboration, regrouping students for Tier 1 & 2 reteaching/enrichment, post assessment).

Met? - Yes

Contributing Factors

- PLC training for all members
- Created a system for PLC meeting structures at staff meetings and site leadership team meetings
- Time commitment set for all staff to be able to engage in collaborative meetings
- Year 1 with an Instructional Coach support
- Non-instructional staff attending “Free University”

Human Capital

2017-18 Goal

- Continue to support PLC
- Professional Learning in SIOP
- Continue to support teachers with ongoing coaching and training of new initiatives

Key Strategy - PLC / PD

Key Actions	Expenditures
Provide dedicated time for all staff to engage in PLC collaborative meetings	No Cost
Provide specific professional development opportunities for all staff <ul style="list-style-type: none">• Teachers - SIOP, PLC, Rtl, Benchmark/Adelante, GoMath, Guided Reading, ELD Framework, SEL, Online tools (Lexia, iStation)	Some District Funded/No Cost

Questions?



The Single Plan for Student Achievement

School: Graham Middle School
CDS Code: 43-69591-6047989
District: Mountain View Whisman School District
Principal: Kim Thompson
Revision Date: 10/19/17

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: Kim Thompson
Position: Principal
Phone Number: 650 526-3570
Address: 1175 Castro Street
MOUNTAIN VIEW, CA 94040
E-mail Address: kthompson@mvwsd.org

The District Governing Board approved this revision of the SPSA on 11/2/17.

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School Vision and Mission

Graham Middle School's Vision and Mission Statements

Mission Statement:

We inspire, prepare and empower every student.

Vision:

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

Core Values:

Essential Elements: I Belong, Together We Can, Pursue Knowledge, Take Pride, Do No Harm

School Profile

Graham Middle School is located in Mountain View, a suburban community of 74,000, 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. The school receives students from all elementary schools in the district, but the major feeder schools are Bubb, Huff, Landels, and Castro. Graham Middle School students represent the diversity of the city of Mountain View; preparing them for a successful transition to high school, college, and life.

1. Student Achievement: English Language Arts 2017-18 Goal:

By June 2018, there will be a 4 percentage point increase in the number of students meeting or exceeding standards in English Language Arts as measured by district assessments and CAASPP. The percentage will increase from 66.0 to 70.0 students meeting or exceeding standards in English Language Arts.

Key Strategies:

1. Use common formative and summative assessments to drive instructional decisions to meet the need of all students
2. Identify areas of improvement needed for exiting 8th graders to be successful in high school, and backwards map skills needed to be taught in which grades. Done in collaboration with high schools and Crittenden
3. Provide strategic interventions supporting all students
4. Implement the following SIOP strategies:
 - A. Lesson Preparation
 - B. Building Background

2. Student Achievement: Mathematics 2017-18 Goal:

By June 2018, there will be a 4-percentage point increase in the number of students meeting or exceeding standards in Mathematics as measured by district assessments and CAASPP. The percentage will increase from 65.0 to 69.0 of students meeting or exceeding standards.

Key Strategies ·

1. Provide differentiation strategies in all mathematics classes
2. Weekly lunchtime math support for newcomers

3. Closing the Achievement Gap 2017-18 Goal:

By June 2018, we will decrease the number of Long Term ELLs by 10%.

Key Strategies: ·

1. Implement the following Sheltered Instruction Observation Protocol (SIOP) elements in all classrooms:
 - A. Lesson Preparation
 - B. Building Background
2. Provide interventions for English Learners
3. Support academic language development
4. Provide monthly professional development for staff

4. Human Capital 2017-18 Goal:

By June 2018: Teachers will work in PLCs to develop common formative and summative assessments and meet weekly to analyze the

results of those assessments to make instructional decisions. Job-alike PLC teams will align their instructional practices.

Key Strategies:

1. Provide monthly professional development for staff during staff meetings
2. Change collaboration structure (Job-Alike PLCs to meet weekly during collaboration to continue learning and growing together)
3. Develop common formative and summative assessment and analyze the results and refine instruction
4. Develop structure and expectations for PLC meetings with deliverables
5. Administration provides feedback on PLC deliverables
6. Administration participates in PLC meetings

5. Supportive and Inclusive Culture 2017-18 Goal:

By June 2018, there will be a 30% reduction in the number of suspensions in both our Hispanic/Latino and SED subgroup.

Key Strategies:

1. Develop a Guidance Counseling System
2. Research, develop and implement an alternative to suspension program
3. Systematize procedures on campus (Kid talk, SST, 504, referrals)
4. Develop a system of promoting positive school culture and climate through use of Google Classroom

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

Graham Middle School is committed to providing all students with high quality education. Teachers use California State Standards to guide their instruction. The staff use the result of the CAASPP assessments to plan for this year's instruction and plan interventions for target students. In order to monitor students' progress, teachers administer common formative and summative assessments, and trimester district benchmark assessments to inform instructional decisions. Benchmark assessments assess writing, reading, and math skills and progress toward mastery of standards. Teachers in every content area meet weekly with their PLC to plan common formative and summative assessments, analyze the data from those assessments and make instructional decisions based on the data.

Graham has hired a guidance counselor that will support teachers tracking data on our target students.

Mountain View Whisman School District adopted a new English Language Arts' curriculum for the 2016-2017 school year that aligns to the new state standards. Study Sync is an extremely thorough and rigorous curriculum that will serve to better prepare our students to meet or exceed standards. This is our second year using the Study Sync curriculum. Teachers now have a better understanding of what the curriculum provides and how they can adapt it to meet the diverse needs of our students.

Graham is piloting the blended learning approach in all of our math classrooms and a few other classrooms in different content areas. This approach provides opportunities for personalized learning and smaller groups for direct instruction. Teachers strategically divide their classrooms in half and teach one group the lesson for the day, while the other group is assigned specific work for them in their google classrooms. This work could be extension, practice, remedial activities that are planned to address their specific needs. The teacher then switches the groups and teaches the daily lesson to the other group. Blended learning provides opportunities to interact with all students in smaller groupings.

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

Teachers in every content area meet weekly with their PLC to plan common formative and summative assessments, analyze the data from those assessments to make instructional decisions.

Staffing and Professional Development

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

At Graham Middle 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. Graham currently has 12 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.

At the beginning of the year Mountain View Whisman School District provided all teachers professional development on Sheltered Instruction Observation Protocol (SIOP), the program our district chose to help close the achievement gap for our English Learners. The district has a three year SIOP implementation plan that includes staff development throughout the year. The coaches and administrators do weekly walk-throughs and provide feedback to teachers on what is going well in terms of the SIOP implementation and opportunities for growth.

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

Graham Middle School shares three instructional coaches with Crittenden. They serve in mathematics, science and literacy to support teacher's professional goals, site plan strategies, and classroom management. The instructional coaches will be providing a minimum of 6 professional development sessions during staff meetings as well as optional staff development opportunities after school.

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

At Graham Middle School, teachers have the opportunity to collaborate weekly with colleagues during grade level and department collaboration, department release planning days, and staff meetings. All mathematics, science, social studies, language arts and special education teachers have common prep time to assist in planning in instruction using Professional Learning Community (PLC) teams as support.

Opportunity and Equal Educational Access

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

At Graham Middle School, all students have 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 researched based resources. We host lunchtime intervention support, provided by an intervention teacher, after-school Tutorial Center and Tuesday Evening Tutorials for students who are struggling. We work collaboratively with our city partner "The Beat" to support student learning. Graham has a guidance counselor and one At-Risk Coordinator who help identify students that are struggling and help coordinate resources to support students. We partner with an outside agency that provides one on one tutoring for identified students.

Parental Involvement

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

Graham Middle School believes that parents are an essential component of the school community and success. Parents regularly participate in committees and events like School Site Council, English Language Advisory Committee, PTA, Graham Performing Arts Association, Back to School Nights, Open House, and Parent Teacher Conferences, Welcome Week, Spring Fling, College and Career Day, graduation activities. Some classrooms recruit parents to support their classroom instruction. Our staff communicates with parents regarding student successes and areas that need improvement. Teachers offer strategies and resources to support their education. Graham shares a School Community Engagement Facilitator with our feeder school Castro. The facilitator helps connect families with community agencies and is able to inform parents of the many opportunities that parents can be involved with their child's education.

We also provide Tuesday night parent education, and while the parents are learning we host Tuesday Tutorials, where teachers and high school students provide small group instruction to students who are struggling. We host an after-school Tutorial Center for students who need extra support.

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)

Funding

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

Graham Middle School is a district-funded school. While approximately 33% of families qualify for free or reduced lunch, Graham does not receive Title I funding. The majority of funds are allocated to Targeted Student Support and Site Discretionary categories, and each year our Site Council evaluates the progress of our students and works to allocate the funds to help underperforming students meet state standards. At Graham, this funding has been used to pay for after school homework assistance, intervention, tutoring, and purchasing materials to support English Language Learners, Socioeconomically Disadvantaged students, and Foster Youth.

Description of Barriers and Related School Goals

One of the major barriers is the changing community at Graham. Since 2010, Graham has grown from six hundred students to almost nine hundred students. Our socioeconomically disadvantaged students and our English learning students numbers continue to increase. Our demographics percentages are stable, but the numbers of students within each category are growing. We are serving more students that homeless and foster youth. Another barrier is the continual change to our staffing. We lose teachers each year as they move to find affordable housing. Hiring and retaining highly qualified teachers is a barrier.

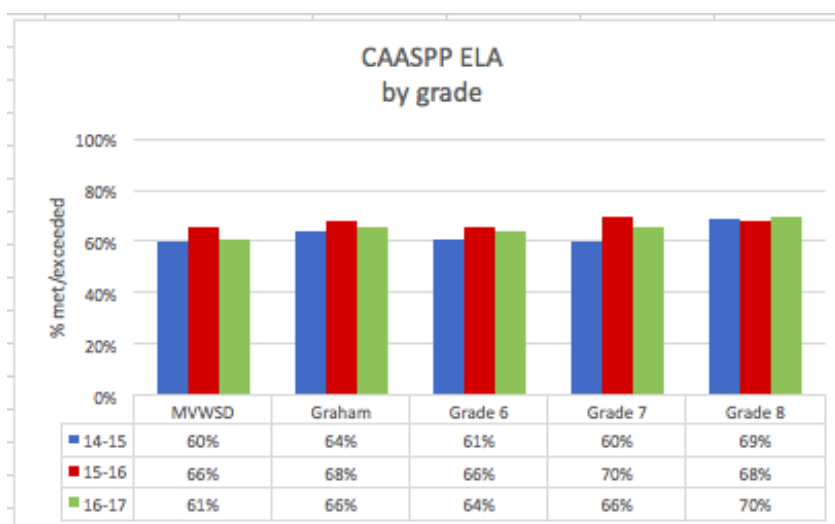
Demographics

These are the students we serve:

	2014-2015	2015-2016	2016-2017
English Learners*	16%	15%	15%
Reclassified Fluent English Proficient*	30%	34%	34%
SocioEconomically Disadvantaged	35%	34%	34%
Students with Disabilities	12%	12%	15%
White	32%	32%	32%
Asian	13%	14%	14%
Hispanic/Latino	42%	41%	41%
Total Enrollment	746	795	828

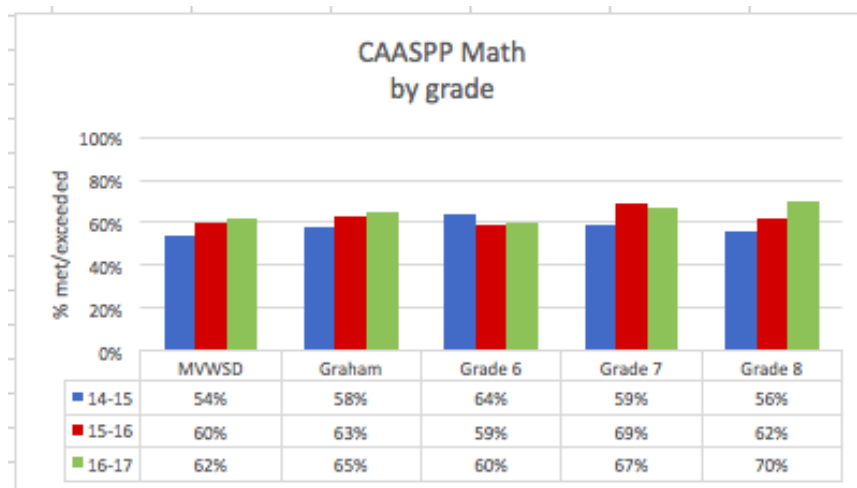
Mountain View Whisman School District

CAASPP - ELA by Grade Level



Mountain View Whisman School District

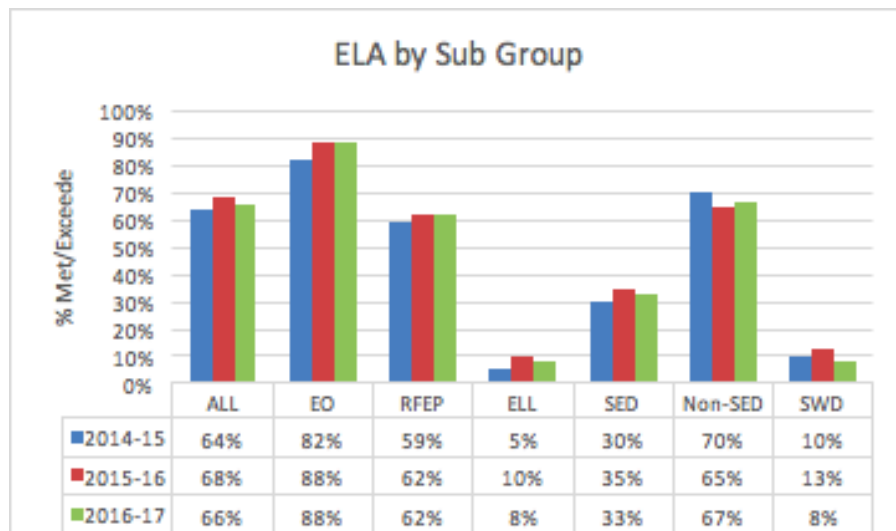
CAASPP - Math by Grade Level



Mountain View Whisman School District

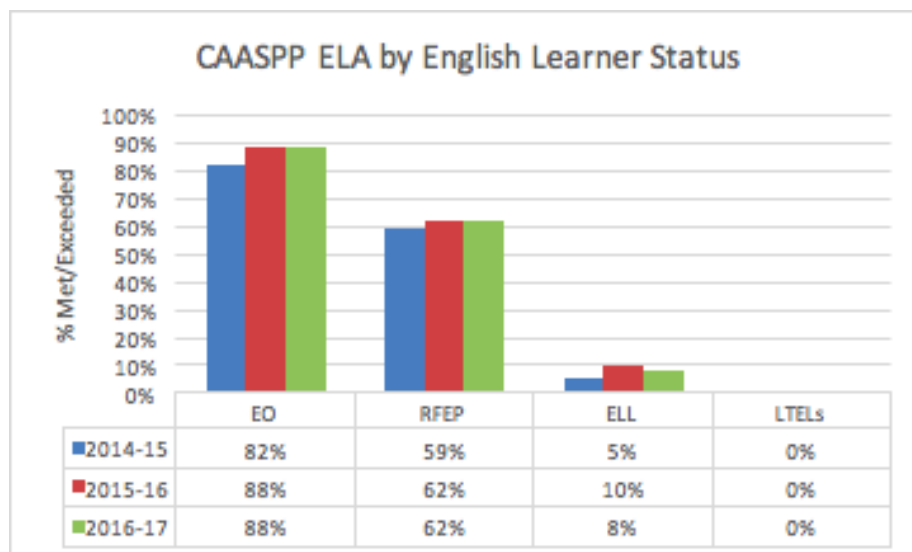
CAASPP - ELA by Subgroup

(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



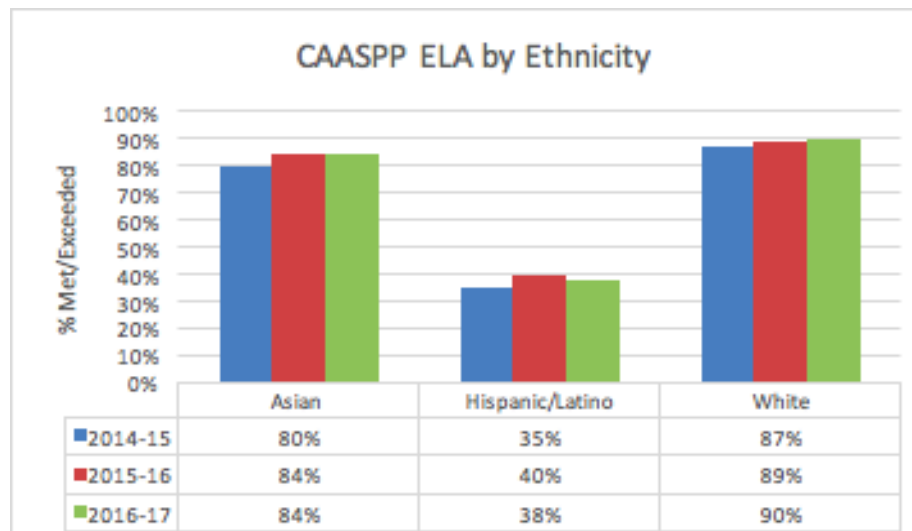
CAASPP - ELA by English Learner Status

(EO, RFEP, EL, LTEL)



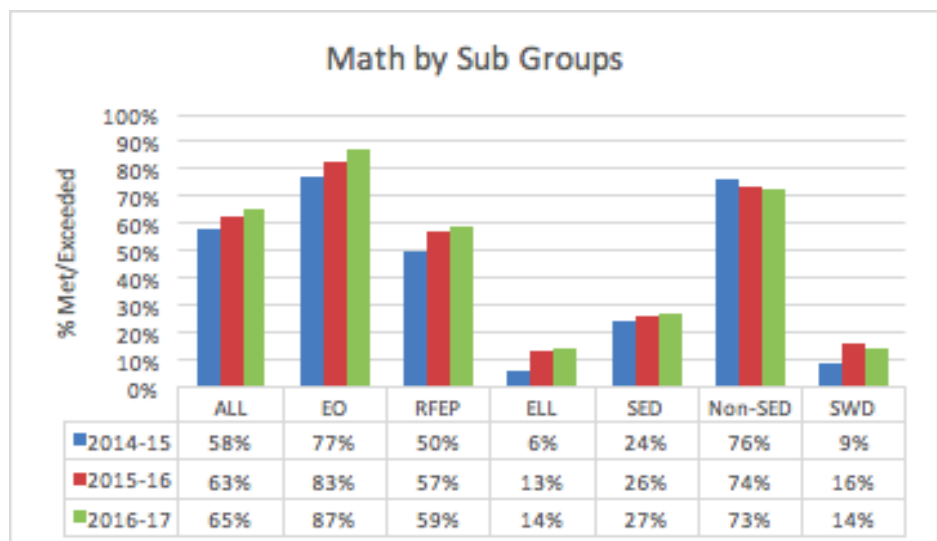
CAASPP - ELA by Ethnicity

(Asian, Hispanic/Latino, White)



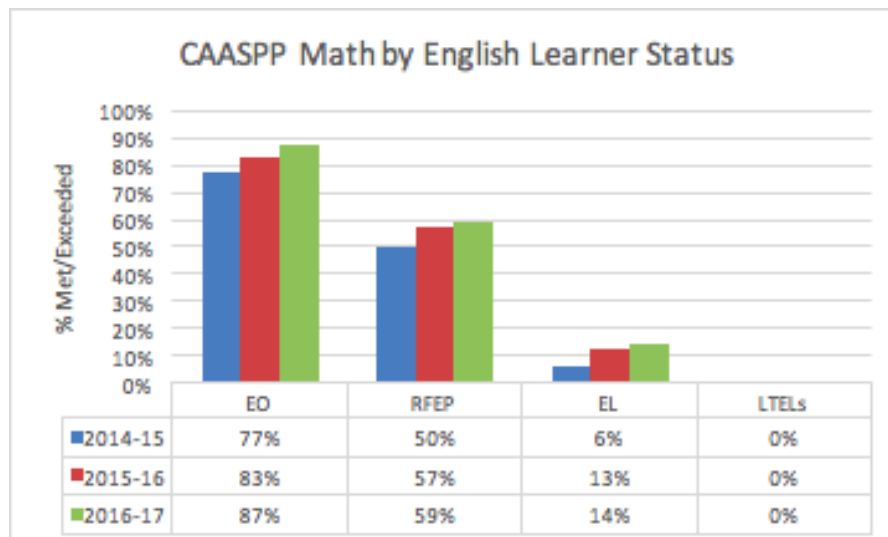
CAASPP - Math by Subgroup

(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



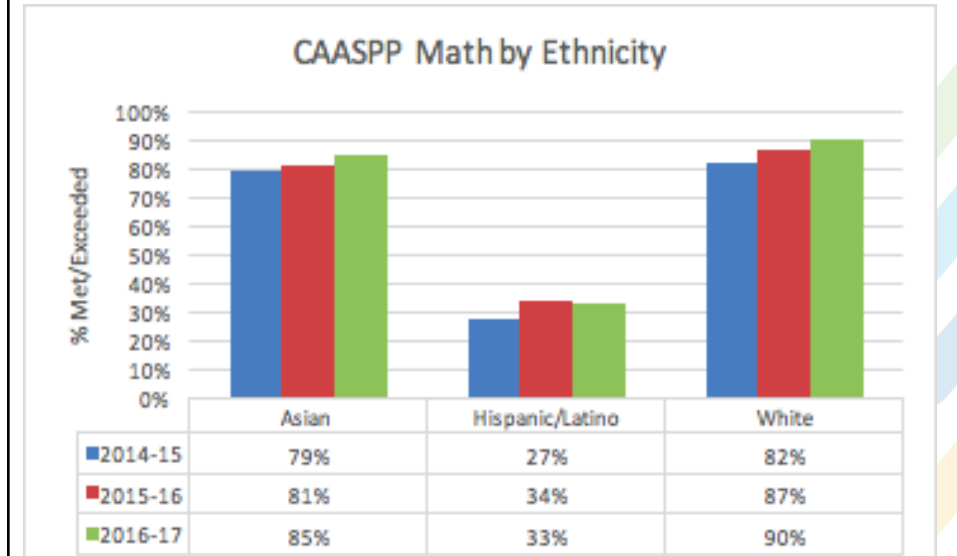
CAASPP - Math by English Learner Status

(EO, RFEP, EL, LTEL)

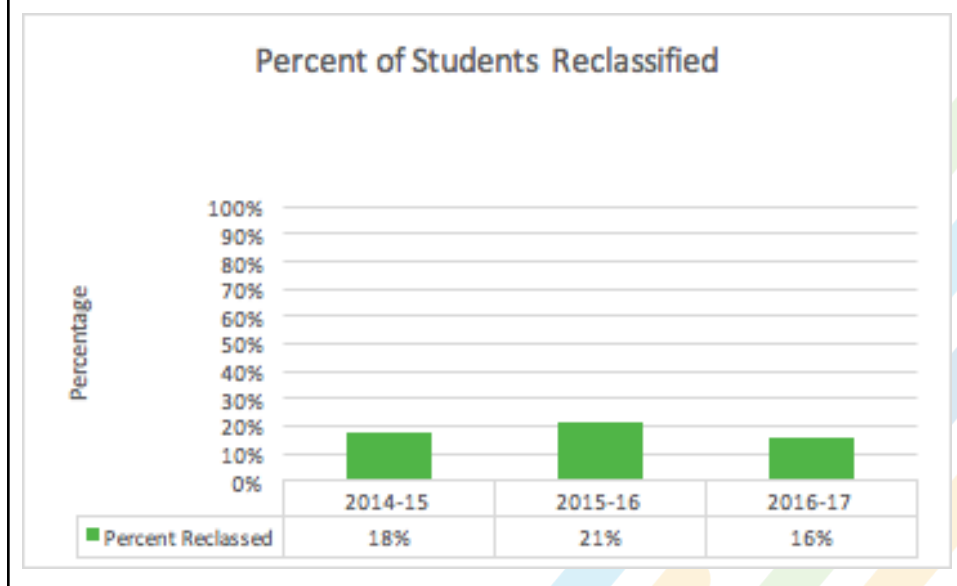


CAASPP - Math by Ethnicity

(Asian, Hispanic/Latino, White)



Reclassification



Attendance

2014-15	2015-16	2016-17
96.99%	96.99%	96.99%

Suspension

2014-15	2015-16	2016-17
56	84	48

Mountain View Whisman School District

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 6	264	303	291	257	293	286	257	293	286	97.3	96.7	98.3
Grade 7	252	270	293	248	259	287	248	259	287	98.4	95.9	98
Grade 8	258	253	270	253	247	261	253	247	261	98.1	97.6	96.7
All Grades	776	826	854	758	799	834	758	799	834	97.7	96.7	97.7

* 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 6	2555.7	2569.4	2562.8	34	40	34.27	27	26	30.42	23	17	16.43	16	17	18.88
Grade 7	2578.3	2607.7	2590.3	31	42	37.63	29	28	27.87	20	13	18.12	20	16	16.38
Grade 8	2604.6	2605.9	2622.3	26	30	40.23	43	38	30.27	20	18	14.56	11	14	14.94
All Grades	N/A	N/A	N/A	31	38	37.29	33	30	29.50	21	16	16.43	16	16	16.79

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 6	37	37	37.41	37	38	40.91	26	25	21.68
Grade 7	37	47	43.90	39	32	35.19	25	20	20.91
Grade 8	38	40	48.28	45	41	34.87	17	19	16.86
All Grades	37	41	43.05	40	37	37.05	23	22	19.90

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 6	36	40	39.51	42	38	36.71	22	22	23.78
Grade 7	44	54	45.30	33	30	35.54	23	15	19.16
Grade 8	42	47	44.44	46	36	41.38	11	17	14.18
All Grades	41	47	43.05	40	35	37.77	19	19	19.18

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 6	26	28	31.12	65	60	56.64	10	12	12.24
Grade 7	23	33	26.83	62	54	56.45	15	13	16.72
Grade 8	25	30	35.63	63	55	55.17	12	15	9.20
All Grades	25	30	31.06	63	57	56.12	12	13	12.83

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 6	45	59	45.80	45	29	38.11	10	12	16.08
Grade 7	42	52	50.17	42	37	32.06	17	11	17.77
Grade 8	34	43	52.49	54	42	34.10	11	15	13.41
All Grades	40	52	49.40	47	36	34.77	13	13	15.83

Conclusions based on this data:

1. We need to focus on writing across all grade levels
2. Our current 8th graders need additional support in reading and writing
3. There is a large group of students in 7th grade this year that were in the nearly met category that we can focus some additional supports to push them into the met category.

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 6	264	303	291	261	298	290	261	298	290	98.9	98.3	99.7
Grade 7	252	270	294	250	262	293	250	262	293	99.2	97	99.7
Grade 8	258	253	270	255	248	266	254	247	266	98.8	98	98.5
All Grades	776	826	855	766	808	849	765	807	849	98.7	97.8	99.3

* 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 6	2569.7	2579.1	2575.0	38	45	44.48	20	14	15.86	23	19	18.28	20	21	21.38
Grade 7	2588.5	2618.4	2611.8	42	51	55.29	17	18	11.60	18	15	11.60	23	16	21.50
Grade 8	2596.9	2623.5	2636.5	36	45	51.50	20	17	17.67	20	18	12.41	23	19	18.42
All Grades	N/A	N/A	N/A	39	47	50.41	19	16	14.96	20	18	14.13	22	19	20.49

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 6	40	47	49.83	31	21	22.49	28	32	27.68
Grade 7	48	55	59.04	22	26	13.99	30	19	26.96
Grade 8	45	52	58.27	29	25	20.30	26	23	21.43
All Grades	44	51	55.66	27	24	18.87	28	25	25.47

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 6	39	48	45.17	39	29	34.48	21	23	20.34
Grade 7	43	55	54.27	32	29	25.60	25	16	20.14
Grade 8	33	47	52.26	46	34	26.32	21	19	21.43
All Grades	38	50	50.53	39	30	28.86	22	20	20.61

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 6	41	47	42.07	38	36	36.55	21	17	21.38
Grade 7	47	53	52.90	43	32	31.40	10	15	15.70
Grade 8	39	43	53.76	38	43	31.20	23	13	15.04
All Grades	42	48	49.47	39	37	33.10	18	15	17.43

Conclusions based on this data:

1. We need to provide our current 7th graders additional support in all areas, their strongest area is concepts and procedures
2. All grade levels struggle with problem solving
3. All grade levels struggle with communicating reasoning

Planned Improvements in Student Performance

School Goal #1

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

SUBJECT: Academic Achievement Goal: 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:
<p>By June 2018, there will be a 4 percentage point increase in the number of students meeting or exceeding standards in English Language Arts as measured by district assessments and CAASPP. The percentage will increase from 66.0 to 70.0 students meeting or exceeding standards in English Language Arts.</p> <p>STRATEGIES:</p> <ol style="list-style-type: none">1. Use common formative and summative assessments to drive instructional decisions to meet the need of all students2. Identify areas of improvement needed for exiting 8th graders to be successful in high school, and backwards map skills needed to be taught in which grades. Done in collaboration with high schools and Crittenden3. Provide strategic interventionssupporting all students4. Implement the following Sheltered Instruction Observation Protocol (SIOP) strategies:<ol style="list-style-type: none">A. Lesson PreparationB. Building Background
Data Used to Form this Goal:
CAASPP scores District assessments (benchmark, writing) Feedback from surveys

Findings from the Analysis of this Data:

2016-17 Goal:

By June 2017, there will be a 3.2-percentage point increase in the number of students meeting or exceeding standards in English Language Arts as measured by district assessments and CAASPP. The percentage will increase from 68.0 to 71 students meeting or exceeding standards in English Language Arts

We did not meet this goal.

Overall declining scores

6th grade down 2 percentage points

7th grade down 4 percentage points

8th grade down 2 percentage points

SED students had the biggest overall drop 5 percentage points

ELL students dropped 2 percentage points

How the School will Evaluate the Progress of this Goal:

Weekly walk-through observations

Analysis of benchmark data

Monitor student progress of targeted students

Administrators attend PLC meetings

Weekly check-ins with coaches on progress and supports still needed

Job alike teachers provide weekly input on PLC data protocol form (administrators review and provide input)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PLCs to schedule regular meeting times with their content coaches to work on SIOP implementation and targeted instruction for SED and ELL students and students who nearly met standards..	August 2017	Coaches and all content teachers	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. PLC partner teachers will give at least one formative assessment weekly, and one summative assessment per unit (could use School City assessments as a resource)-Opportunity to practice standards assessments and plan next steps based on data. 2. Create google document to share results and reflections/next steps of ongoing assessments (share with coaches and administrators)	Weekly	ELA teachers	No cost to site			
1. Set up meeting with high school to determine essential skills needed for student success. 2. Start backwards mapping for skills needed in 8th, 7th, 6th	October 2017	Coaches	District funded			
Provide release days to work on assessments and pacing	October-November	Kim	No Cost to Site			
Identify students who were close to meeting ELA standards, and identify their lagging skills, work strategically with these students to provide additional support.	October-November	Administration, ELA, SS, Science teachers	No Cost to Site			
Coaches work with teachers to build rigorous writing program. Expectation set for completing the writing process for at least two formal essays during the year.	October-May	Teachers	Additional Release Days	1000-1999: Certificated Personnel Salaries	TSSP	2000.00
Special Education and ELL departments to provide additional supports and trainings for staff.	November-March	Arline, Special Education staff	No cost to site			
Administrators attend grade level/PLC meetings	Weekly all year	Administrators	No Cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create common pacing guides for each grade level emphasizing key standards identified by high school	Ongoing	ELA teachers, Coaches	Additional release days	None Specified		
Work with district to start aligning ELA pacing and assessments with Crittenden	Ongoing	Kim, Colleen, Carolyn, Cathy,	Additional release days	1000-1999: Certificated Personnel Salaries	TSSP	1000.00
Analyze benchmark data and plan next steps	November and March	Administrators, teaches, coaches	No cost to site			
Implement SIOP strategies in all classrooms.	September-May	All teacherss	No cost to site			
Weekly SIOP walk-throughs providing feedback for teachers	August-May	Administrators and coaches	No cost to site			
Monitor student usage of Membeam (academic language) and collaborate with colleagues on which students who need extra academic language support	September-May	ELA teachers	Purchase site license	4000-4999: Books And Supplies	TSSP	5000.00
Invite academic at-risk (SED, ELL, and students who nearly met standards) to Tutorial Center and track data	September-May	Administrator and Counselor	Cost included in Goal 3			
Check in regularly with at-risk students	All year	Counselor	No cost to site			
Identify and track progress with at-risk students. Provide interventions as needed.	All year	Counselor, Intervention teacher, teachers	No cost to site			
Do weekly walkthroughs and provide instant feedback to teachers	All year	Administrators	No cost to site			

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: Academic Achievement Goal: 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 #2:
Academic Achievement Goal: Mathematics By June 2018, there will be a 4-percentage point increase in the number of students meeting or exceeding standards in Mathematics as measured by district assessments and CAASPP. The percentage will increase from 65.0 to 69.0 of students meeting or exceeding standards. Strategies 1. Provide differentiation strategies in all mathematics classes 2. Weekly lunchtime math support for newcomers
Data Used to Form this Goal:
CAASPP District assessments Unit assessments End of year assessments Administration observations

Findings from the Analysis of this Data:

2016-17 Goal:

By June 2017, there will be a 4-percentage point increase in the number of students meeting or exceeding standards in Mathematics as measured by district assessments and CAASPP. The percentage will increase from 63.4 to 67.4 of students meeting or exceeding standards.

Goal met? No

6th grade went up 1 percentage points

7th grade went down 2- percentage points

8th grade jumped 8 percentage points

All subgroups except SWD made small gains

SWD went down 2 percentage points

How the School will Evaluate the Progress of this Goal:

Weekly walk-through observations with coaches and debrief

Analysis of benchmark data

Monitor the progress of targeted students

Administrators attend department/PLC meetings

Administrators check in with math department lead at the lead meeting twice a month

Administrators meet weekly with coaches to discuss progress

Job alike teachers provide weekly input on PLC data protocol form (administrators review and provide input)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide modeling and support for blended learning	All year	Math Lead and math coach	No cost to site			
All math teachers sign up to work with math coach weekly to support SIOP implementation, blended learning and targeted instruction for SED students and nearly met students.	August 2017	Math Coach	No cost to site			
Provide additional release day for Math teachers for professional planning with SIOP, and Blended Learning	1 extra per trimester	Administrator and math coach	Extra release days	1000-1999: Certificated Personnel Salaries	TSSP	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitor blended learning in classrooms	Monthly	Administrator and math coach	No cost to site			
Create list of weekly math talks to complete throughout the school year.	August 2017	Math teachers	No cost to site			
Compile and sort tasks and activities by grade level learning objective rigor level to help with differentiation	August 2017	Math teachers	No cost to site	1000-1999: Certificated Personnel Salaries	TSSP	3000.00
Conduct staff training on how to run a math talk with students, and how to best structure tasks and activities to maximize learning and help with differentiation	Department time monthly throughout year	Math team	No cost to site			
Create and maintain Google Classroom collaboration site for math department	August 2017 throughout the year	Math lead` and math teachers	No cost to site			
Provide weekly newcomer math sessions	September 2017 throughout the year	Joe, Sheila	Snacks for students			1000.00
Monitor and support implementation of math talks, math tasks/activities and other differentiation strategies.	All year	Administrators, Math coach	No cost to site			
1. Identify students who were close to meeting mathematics standards, and identify their lagging skills 2. Create spread sheet with lagging skills and give to team	October	Heidi, Coaches	No cost to site			
Implement Membean 15 minutes a week during math class	September-May	Math teachers	No cost to site			
Implement SIOP in all math classes	October-May	Math teacher, coach	No cost to site			
Teachers visit each others classes to learn from each other	August-May	Teachers	Provide substitutes if necessary	1000-1999: Certificated Personnel Salaries	TSSP	900.00
Conduct weekly walk-throughs and provide feedback to teachers	August-May	Administrators, Coaches	No cost to site			

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: Closing the Achievement Gap Goal
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 #3:
By June 2018, we will decrease the number of Long Term ELLs by 10% The number of Long Term ELLs will decrease from 53 to 48. STRATEGIES: 1. We will implement the following SIOP elements in all classrooms: A. Lesson Preparation B. Building Background 2. Provide interventions for English Learners 3. Support academic language development 4. Provide monthly professional development for staff
Data Used to Form this Goal:
<ul style="list-style-type: none">• CAASPP• District assessments• CELDT• Reclassification rates• Long Term English Learner percentage rates

Findings from the Analysis of this Data:

2016-17 Goal:-

By June 2017, there will be a 9-percentage point increase in the number of English Learner students meeting or exceeding standards in English Language Arts as measured by district assessments and CAASPP The percentage will increase from 10.3 to 19.3 of students meeting or exceeding standards.

ELL students did better in Math than ELA

Hispanic/Latino students made some growth in 2015-16 but went down in 2016-17

Asian and White students made small gains for past three years

White student do slightly better than Asian students for the past three years

Large achievement gap between Asian and white students and Hispanic/Latino students

SED students dropped in ELA and

All subgroups but SWD made gains in Math

How the School will Evaluate the Progress of this Goal:

Weekly walk-through observations and debriefs with administrators and coaches

Job alike teachers provide weekly input on PLC data protocol form (administrators review and provide input)

Analysis of benchmarks in November and March

Analysis of monthly student intervention reports

Monitoring data gathered from Tutorial Center

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
1. Provide staff meeting calendar for PLC teams to sign up for time to present student work using SIOP strategies. 2.Each PLC present a meaningful activities they have used during staff meeting learning session 3.Google form created to document meaningful activities shared during staff meetings to integrate lesson concepts	All year	Administrators, teachers	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the following SIOP elements in all classrooms: A. Lesson Preparation 1. Content objectives clearly defined, displayed and reviewed with students 2. Language objectives clearly defined, displayed and reviewed with students 3. Meaningful activities that integrate lesson concepts B. Building Background 1. Links explicitly made between past learning and new concepts 2. Key vocabulary emphasized (e.g., introduced, written repeated, and highlighted for students to see)	All year	All teachers	Supplies	4000-4999: Books And Supplies	TSSP	1000.00
Do weekly walkthroughs with coaches and provide feedback to teachers	September-May	Teachers	No cost to site			
1. Teachers participate in goals meetings with their evaluating administrator and coach. 2. One goal will be focused on their SIOP implementation	September	Administrators and coaches	No cost to site			
Coaches provide 6 professional development sessions (2 each trimester) to support SIOP implementation	9/27 Objectives Pt 1 10/25 Objectives Pt 2 12/6 Key Vocabulary Pt 1 1/3 Key vocabulary Pt 2 2/7 Meaningful Activities Pt 1 3/14 Meaning Activities Pt 2	Coaches	No cost to site			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review progress of SIOP implementation and determine next steps	November	Administrators, Coaches	No cost to site			
Set up Tuesday Tutorial 1. Recruit high school volunteers 2. Recruit staff 3. Identify students who could use extra support 4. Send permission slips 5. Create expectations for students 6. Create a system to monitor student progress	September	Administrator, Tutorial Team, Counselor,	Staffing	1000-1999: Certificated Personnel Salaries	TSSP	10,000
Set Tutorial Center: 1. Recruit staff to work, 2. Identify students (all students who were in the did not met standards category on SBAC in ELA and math) 3. Send permission slips 4. Order treats 5. Create expectations for students 6. Recruit high school volunteers 7. Recruit parent volunteers 8. Create a system to monitor student progress 9. Monitor tutorial centers	August 2017	Assistant Principal, Counselor	Staffing	1000-1999: Certificated Personnel Salaries	TSSP	60,000
			Supplies	4000-4999: Books And Supplies	TSSP	13,000
Identify intervention students (LTEs, SED, SWD) Provide intervention support 1. Create a list of students Lisa will work with (reviewed and refined throughout the year) 2. Push in support during 5th period 3. Pull out support during lunch 4. Monitor intervention students	August	Counselor, Assistant Principal, At Risk Teacher	Staffing	1000-1999: Certificated Personnel Salaries	TSSP	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze data from benchmarks, observations, and feedback and revise plan as needed Implement new or revised strategies based on revision of plan	December 2017, March 2018	Principal Instructional coaches Teachers School Site Council ELAC	No Cost to site			
All teachers identify the key vocabulary for each lesson and use strategies to emphasize the vocabulary. Teacher will share the techniques and strategies they used in their classrooms with the staff during staff meetings.	September-June 2018	Teachers, coaches	No cost to site			
1. Identify long-term students, and identify their lagging skills on the CELDT test. 2. Build targeted lessons to teach in ELD courses to address the lagging skills	October	Arline, Sheila, Lily	No cost to site			
ELD teachers participate in English 3D coaching	All year	Arline, ELD team	No cost to site			
Provide release time for ELD teachers to create additional lessons for identified long-term ELL students	November	Arline, ELD team	Release time	1000-1999: Certificated Personnel Salaries	TSSP	1200.00
Monitor Literably data of ELL students	Each trimester	Administrator and ELD teachers	No cost to site			
ELD teachers work with blended learning approach	December-May	Arline, Administrator, ELD team	No cost to site			
Implement Membeam in all academic subjects. ELA tracks progress			Cost embedded in Goal 1			

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: Human Capital Goal
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 #4:
By June 2018: Teachers will work in Professional Learning Communities to develop common formative and summative assessments and meet weekly to analyze the results of those assessment to make instructional decisions. Job-alike PLC teams will align their instructional practices.
STRATEGIES: 1. Provide monthly professional development for staff during staff meetings 2. Change collaboration structure (Job-Alike PLCs to meet weekly during collaboration to continue learning and growing together) 3. Develop common formative and summative assessment and analyze the results and refine instruction 4. Develop structure and expectations for PLC meetings with deliverables 5. Administration provides feedback on PLC deliverables 6. Administration participates in PLC meetings
Data Used to Form this Goal:
Teacher feedback Administration observation

Findings from the Analysis of this Data:

2016-17 Goal:

By June 2017: Teachers will have completed the book study of “Learn By Doing” and start to define how they will operate as a PLC

Goal met? Yes

Completed the book study.

Developed job-alike PLCs

However the system of PLC not implemented.

Student achievement was not the focus of collaboration

Data not used to make instructional decisions

Limited common assessments used

Lack of accountability and deliverables from PLCs

Class work and assessment very different from class to class

How the School will Evaluate the Progress of this Goal:

- Each administrator will attend collaborations and follow the collaboration data worksheet
- Survey at end of year

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide new staff with the Learn by Doing book by Dufour	August 4	Kim	Supplies	4000-4999: Books And Supplies	TSSP	5400
Create and implement a documentation system for PLCs to use for accountability	August	Administrators and leadership team	staffing	None Specified	TSSP	2000.00
Monitor PLC progress: Review job-alike data protocol documents weekly and provide feedback and guidance to teachers	September-May	Administrators	No cost to site	None Specified		
Provide support requested from reviewing the PLC document	September-May	Administrators	No cost to site			
Meet with coaches to discuss professional development needs of staff	Monthly	Administrators, Coaches	Lunch for leadership team	4000-4999: Books And Supplies	School Allocation	2000.00
Schedule and implement leadership team meeting to discuss and plan professional development for PLCs	Monthly	Kim	Staffing	1000-1999: Certificated Personnel Salaries	TSSP	3000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Conduct weekly walk-throughs using the lens of PLC alignment to guide feedback	September-May	Administrators	No cost to site			
Plan and implement professional development	Monthly	Administrators, Coaches	District funded			
Attend at least 9 PLC meetings	September-May	Administrators	No cost to site			
Provide additional PLC training	October-May	Administrators and coaches	District funded			

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: Inclusive, Supportive Culture Goal
LEA/LCAP GOAL:
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
Strategic Plan
Goal 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 2018, there will be a 30% reduction in the number of suspensions in both our Hispanic/Latino subgroup. Suspensions will be reduced from 48 to 43. Strategies 1. Develop a Guidance Counseling System 2. Research, develop and implement an alternative to suspension program 3. Systematize procedures on campus (Kid talk, SST, 504, referrals) 4. Develop a system of promoting positive school culture and climate through use of google classroom.
Data Used to Form this Goal:
Suspension and attendance data Referrals Lunch detention data Friday reflection data Teacher input
Findings from the Analysis of this Data:
By June 2017, Graham's suspension rates will decrease by 20% by developing and implementing a preventative-proactive social emotional program Our overall suspension data decreased, however we suspend more Hispanic/Latinos and SED students than the rest of the student body.

How the School will Evaluate the Progress of this Goal:

Keep a database of students and watch their grades
 Feedback from presenters at Saturday School
 Suspension reports

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Systematize, SST, 504 processes	September 2017	Administrators, Counselor,	No cost to site			
Systematize and monitor referral process	September 2017	Administrators, Counselor	No cost to site			
Identify students who were suspended last year and determine suspension trends	September-October	Administrators, teachers, counselor	No cost to site			
Plan educational presentation and opportunities addressing the trends from prior suspensions	September-October	Administrators, Counselor	No cost to site			
1. Develop relationships with students who were suspended last year. 2. Provide any supports needed (counseling, extra academic intervention)	September-October	Coaches, Teachers, Counselor	No cost to site			
Host educational presentations addressing suspension trends	September	Counselor, at Risk Supervisor, Administrators	No cost to site	2000-2999: Classified Personnel Salaries	TSSP	2000.00
Research alternatives to suspension	September	Administrators	No cost to site Staff	None Specified None Specified		

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Create social skills groups	October-December	Counselor	Supplies	4000-4999: Books And Supplies	TSSP	4000.00
Create a feedback survey or interview for social skills group	December	Counselor	No cost to sites	None Specified		

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	71,120	69,120.00
Yard Supervision	34,004	34,004.00
Donations - PTA	20,000	20,000.00
Donations - MS-Sports	50,233	50,233.00
TSSP	128,000	1,500.00
After School Sports - Middle School	50,000	50,000.00
Science Equipment: Middle School	5,000	5,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
School Allocation	2,000.00
TSSP	126,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	94,100.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	30,400.00
None Specified	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	School Allocation	2,000.00
1000-1999: Certificated Personnel Salaries	TSSP	94,100.00
2000-2999: Classified Personnel Salaries	TSSP	2,000.00
4000-4999: Books And Supplies	TSSP	28,400.00
None Specified	TSSP	2,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	8,000.00
Goal 2	6,900.00
Goal 3	95,200.00
Goal 4	12,400.00
Goal 5	6,000.00

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
Kim Thompson (non voting)	X				
Vern Taylor (non voting)	X				
Merlene Saunders		X			
Erin Mcelyea		X			
Amber Myerholtz		X			
Hafsa Mirza				X	
Arundhati Bose			X	X	
Uma Srinivasan				X	
Mainini Cabute					
Laurie Balch				X	
Anita Backus Chang				X	
Heidi Galassi (non voting)	X				
Numbers of members of each category:	3	3	1	3	

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
Kim Thompson	X				
Joey Ordonez			X		
Janet Campos				X	
Miriam Aburto				X	
Josefina Gomez				X	
Rafael Vera-Ramos				X	
Azucena Castanon				X	
Sheila Hess		X			
Lisset Tellez			X		
Vern Taylor	X				
Heidi Galassi	X				
Numbers of ELAC_MEMBERS of each category:	2	1	2	5	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s)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:

Kim Thompson

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date



Mountain View
Whisman
School District

Graham Middle School Site Plan 2017-18

Kim Thompson, Principal

November 2, 2017





Mountain View
Whisman
School District

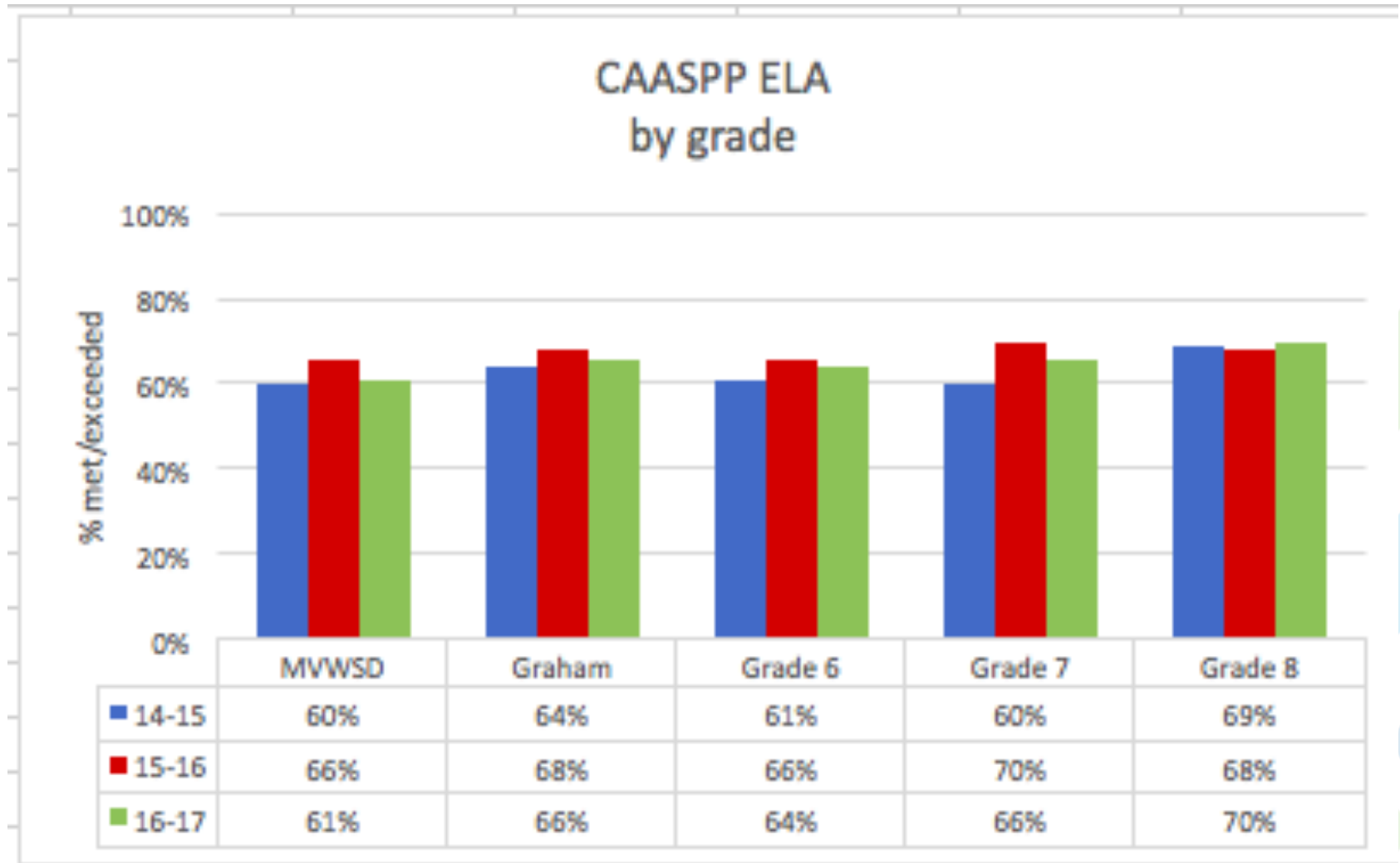
The Story of Graham

Demographics

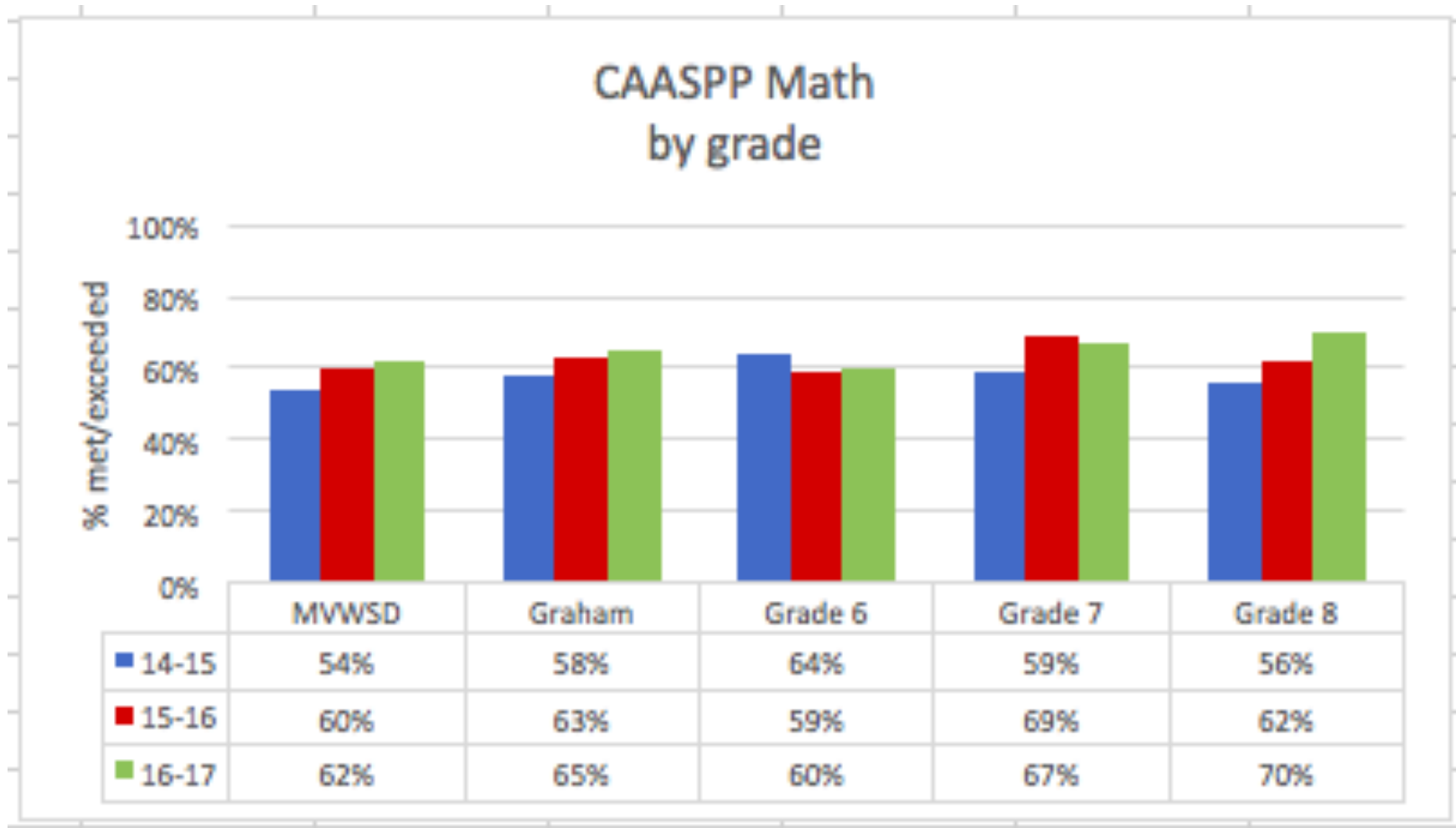
These are the students we serve:

	2014-2015	2015-2016	2016-2017
English Learners*	16%	15%	15%
Reclassified Fluent English Proficient*	30%	34%	34%
SocioEconomically Disadvantaged	35%	34%	34%
Students with Disabilities	12%	12%	15%
White	32%	32%	32%
Asian	13%	14%	14%
Hispanic/Latino	42%	41%	41%
Total Enrollment	746	795	828

CAASPP - ELA by Grade Level



CAASPP - Math by Grade Level



Academic Achievement

Overall Grade Level Data Trends

Math

6th grade went up

7th grade went down

8th grade nice jump 8 points

All subgroups except SED made small gains

ELA

Overall declining scores

6th grade down 2

7th grade down 4

8th grade down 2

SED students had the biggest overall drop 5

ELL students dropped 2

Academic Achievement - ELA

2016-17 Goal:

By June 2017, there will be a 3.2-percentage point increase in the number of students meeting or exceeding standards in English Language Arts as measured by district assessments and CAASPP. The percentage will increase from 68.0 to 71 students meeting or exceeding standards in English Language Arts

Met: No

We add an overall decline 2 percentage points to 66%

- Contributing Factors:
- Lack of common pacing guide
- Lack of timely assessments to drive instruction
- Lack of rigor
- Lack of targeted goals on improving instruction
- Brand new curriculum
- Not all teachers utilized instructional coaching
- Walk-throughs and feedback not done consistently
- Four of six teachers were new
- Long-sub until January 8th grade

Academic Achievement - ELA

2017-18 Goal:

By June 2018, there will be a 4 percentage point increase in the number of students meeting or exceeding standards in English Language Arts as measured by district assessments and CAASPP. The percentage will increase from 66.0 to 70.0 students meeting or exceeding standards in English Language Arts.

STRATEGIES:

1. Use common formative and summative assessments to drive instructional decisions to meet the need of all students
2. Identify areas of improvement needed for exiting 8th graders to be successful in high school, and backwards map skills needed to be taught in which grades. Done in collaboration with high schools and Crittenden
3. Provide strategic interventions supporting all students
4. Implement the following SLOP strategies:
 - A. Lesson Preparation
 - B. Building Background

Key Actions

- PLCs to develop weekly common formative assessment and end of unit common summative assessments and use the data to make instructional decision
- Work with coaches to build and align common pacing guides across both sites

Expenditures
NA

- Coaches work with teachers to build rigorous writing program. Expectation set for completing the writing process for at least two formal essays during the year.

\$2000

- Special Education and ELL departments to provide additional supports and trainings for staff.

NA

- Implement SLOP strategies in all classrooms.

NA

- Do weekly walkthroughs and provide instant feedback to teachers

NA

Academic Achievement - Math

2016-17 Goal:

By June 2017, there will be a 4-percentage point increase in the number of students meeting or exceeding standards in Mathematics as measured by district assessments and CAASPP. The percentage will increase from 63.4 to 67.4 of students meeting or exceeding standards.

Met? No, we only increased by 2-percentage points

Contributing Factors:

- Teach to One change of course mid year
- Inconsistent use of data during PLC time to make instructional decisions
- Inconsistent use of common formative assessments to drive instruction
- Limited differentiated instruction
- Not all teachers utilized instructional coaching
- Walk-throughs and feedback not done consistently
- 7.0 math had revolving substitutes most of the year
- 7.0 classrooms lacked consistent instruction

Academic Achievement - Math

2017-18 Goal:

By June 2018, there will be a 4-percentage point increase in the number of students meeting or exceeding standards in Mathematics as measured by district assessments and CAASPP. The percentage will increase from 65.0 to 69.0 of students meeting or exceeding standards.

Key Strategies

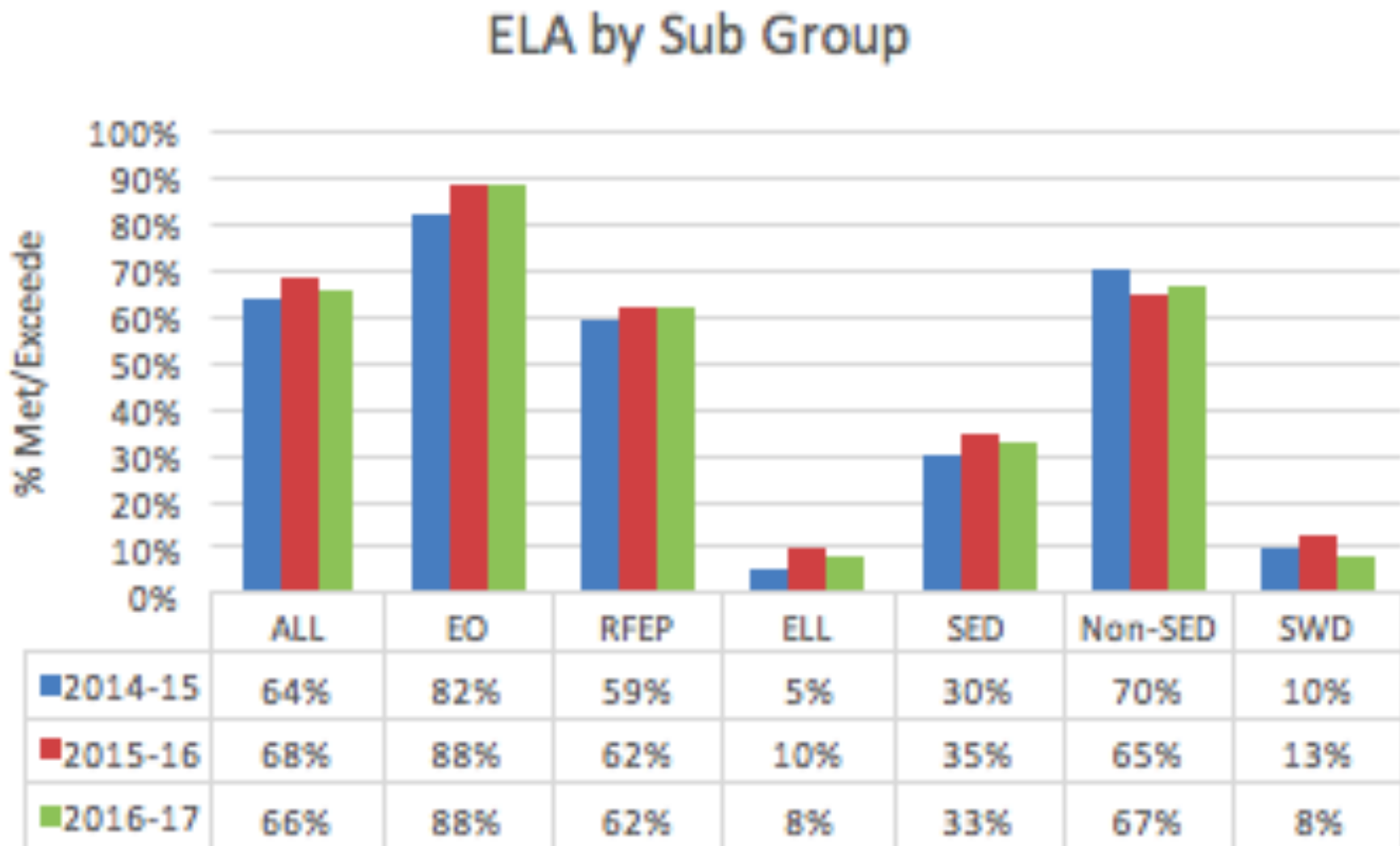
Strategies

1. Provide differentiation strategies in all mathematics classes
2. Weekly lunchtime math support for newcomers

Key Actions	Expenditures
<ul style="list-style-type: none">● Train staff on blended learning and continue coaching sessions around blended learning● Teachers implement blended learning	NA
<ul style="list-style-type: none">● Train staff on math talks● Visit each other's classroom to observe math talks in action	NA
<ul style="list-style-type: none">● Pre-assess students to guide instructional decisions● Build banks of tasks/activities aligned by grade level/objective/rigor level.(shared website)	\$2500
<ul style="list-style-type: none">● Additional release days for planning of SiOP, math talks, blended learning● Walk-throughs and feedback	\$3000

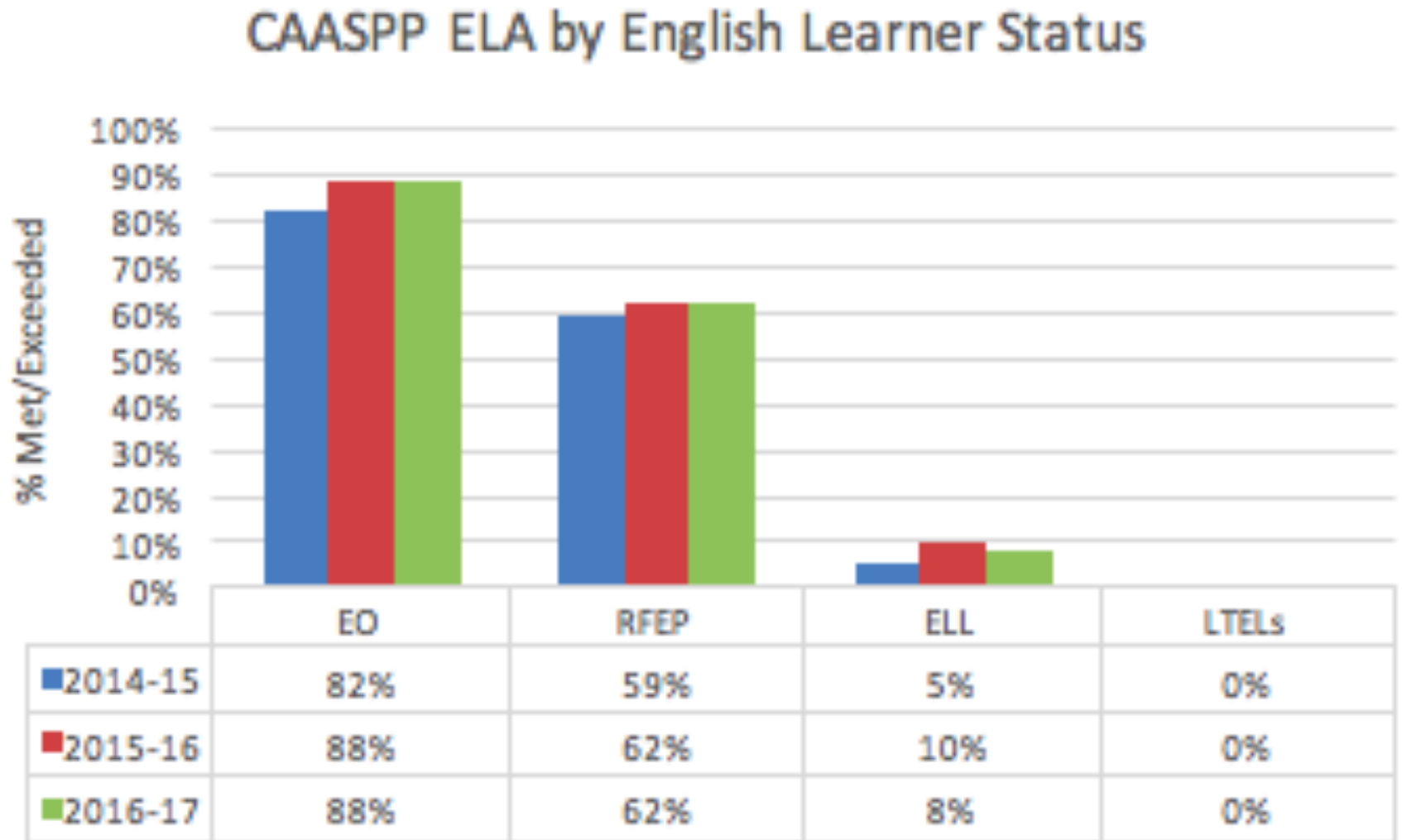
CAASPP - ELA by Subgroup

(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



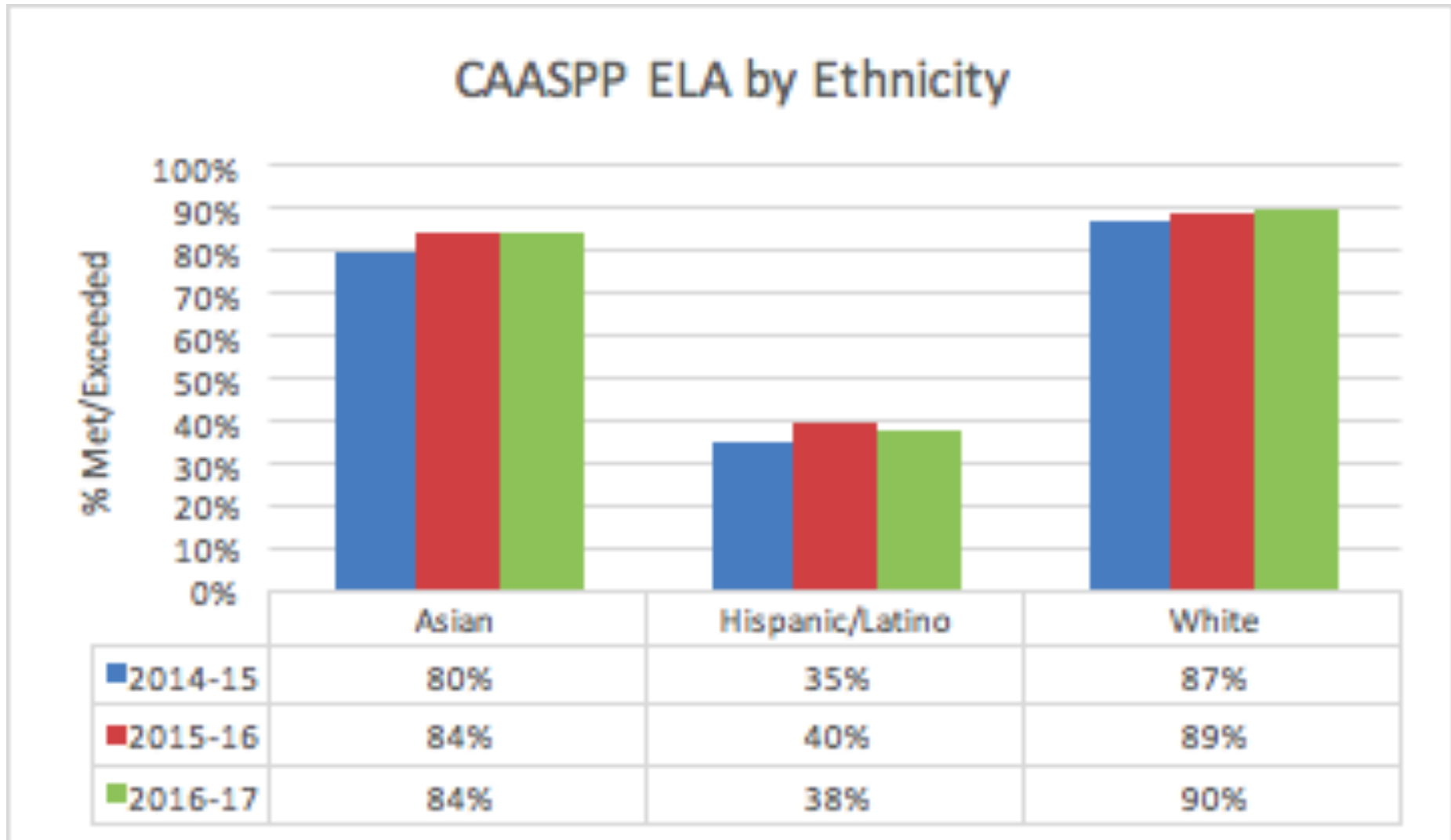
CAASPP - ELA by English Learner Status

(EO, RFEP, EL, LTEL)



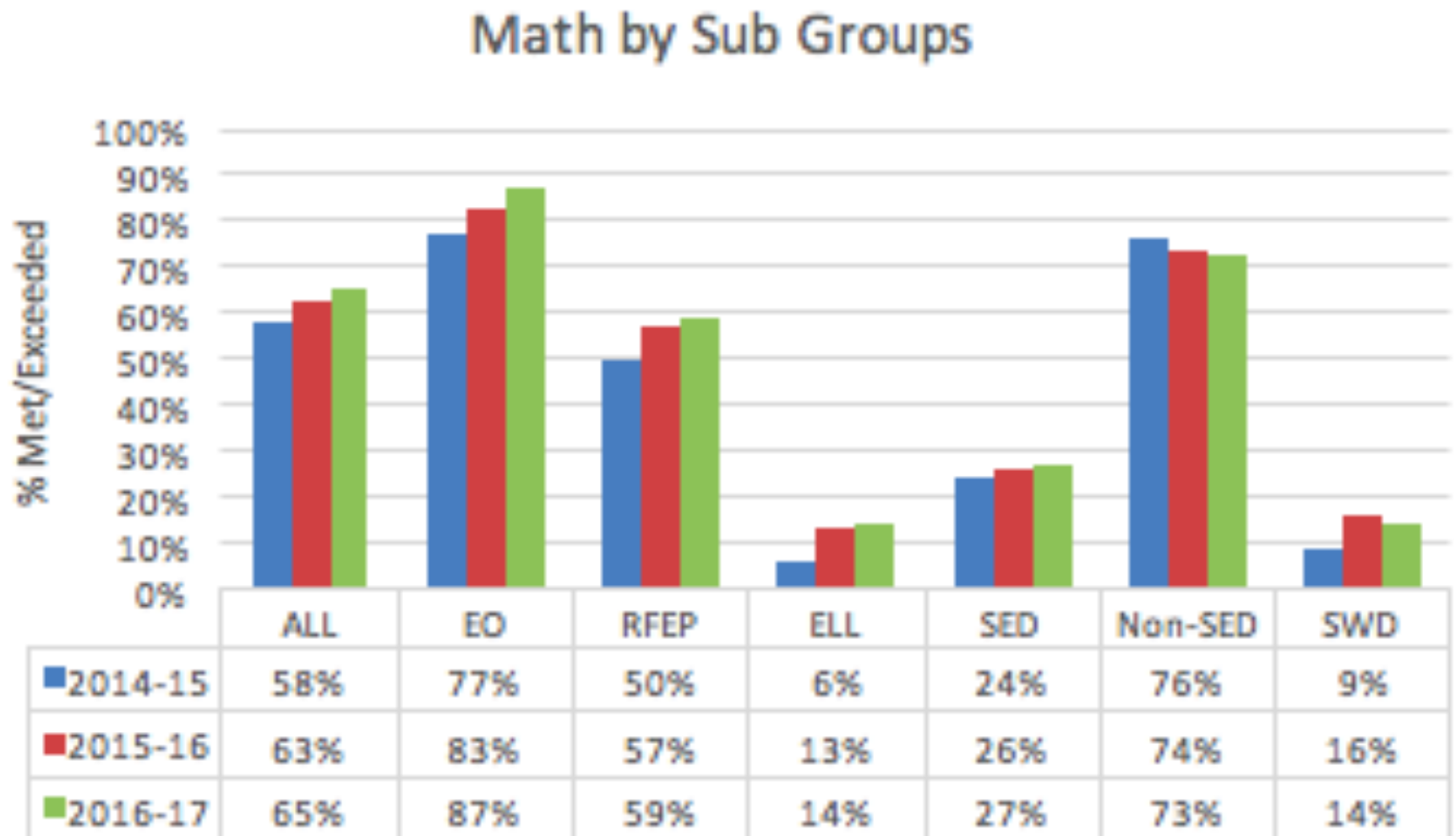
CAASPP - ELA by Ethnicity

(Asian, Hispanic/Latino, White)



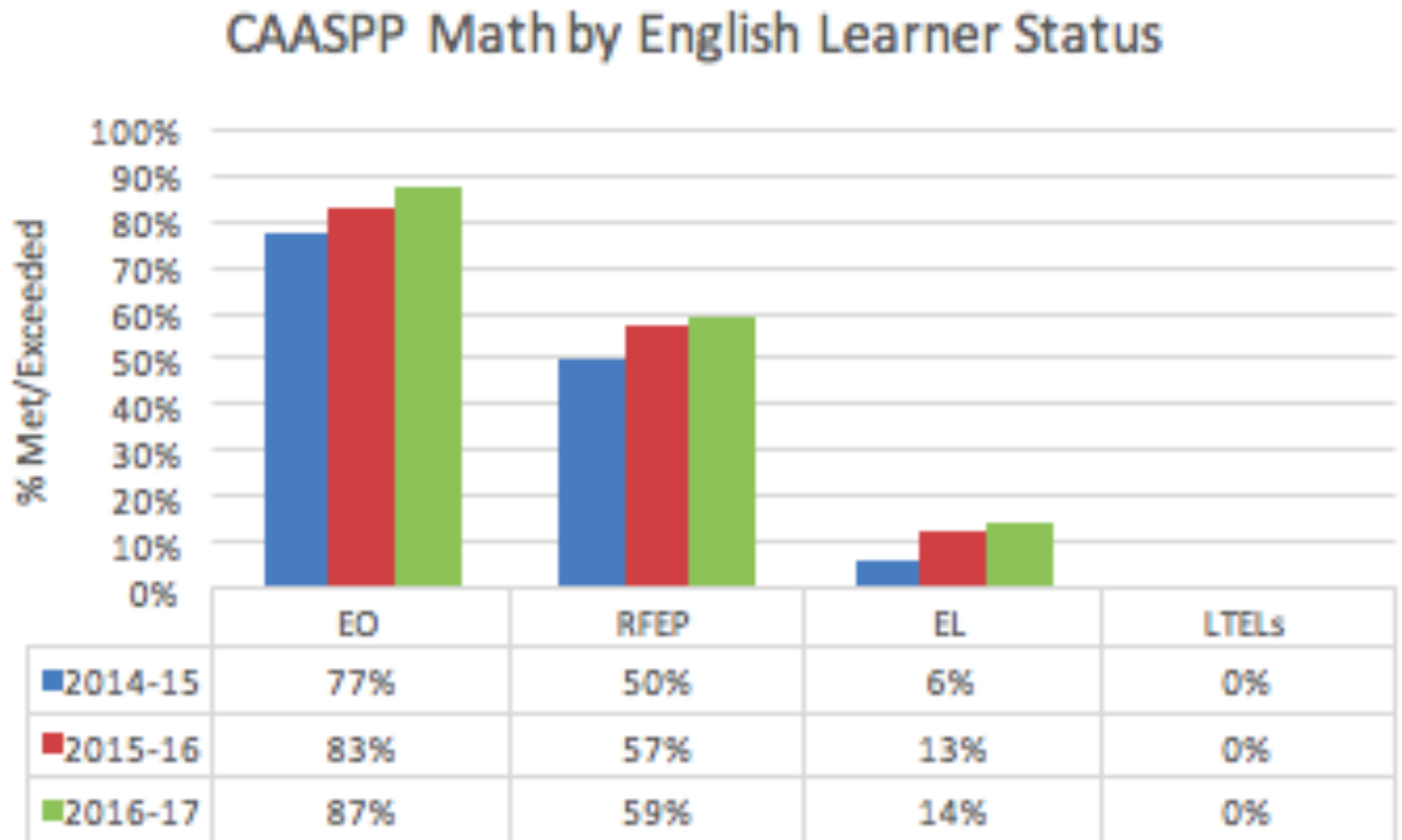
CAASPP - Math by Subgroup

(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



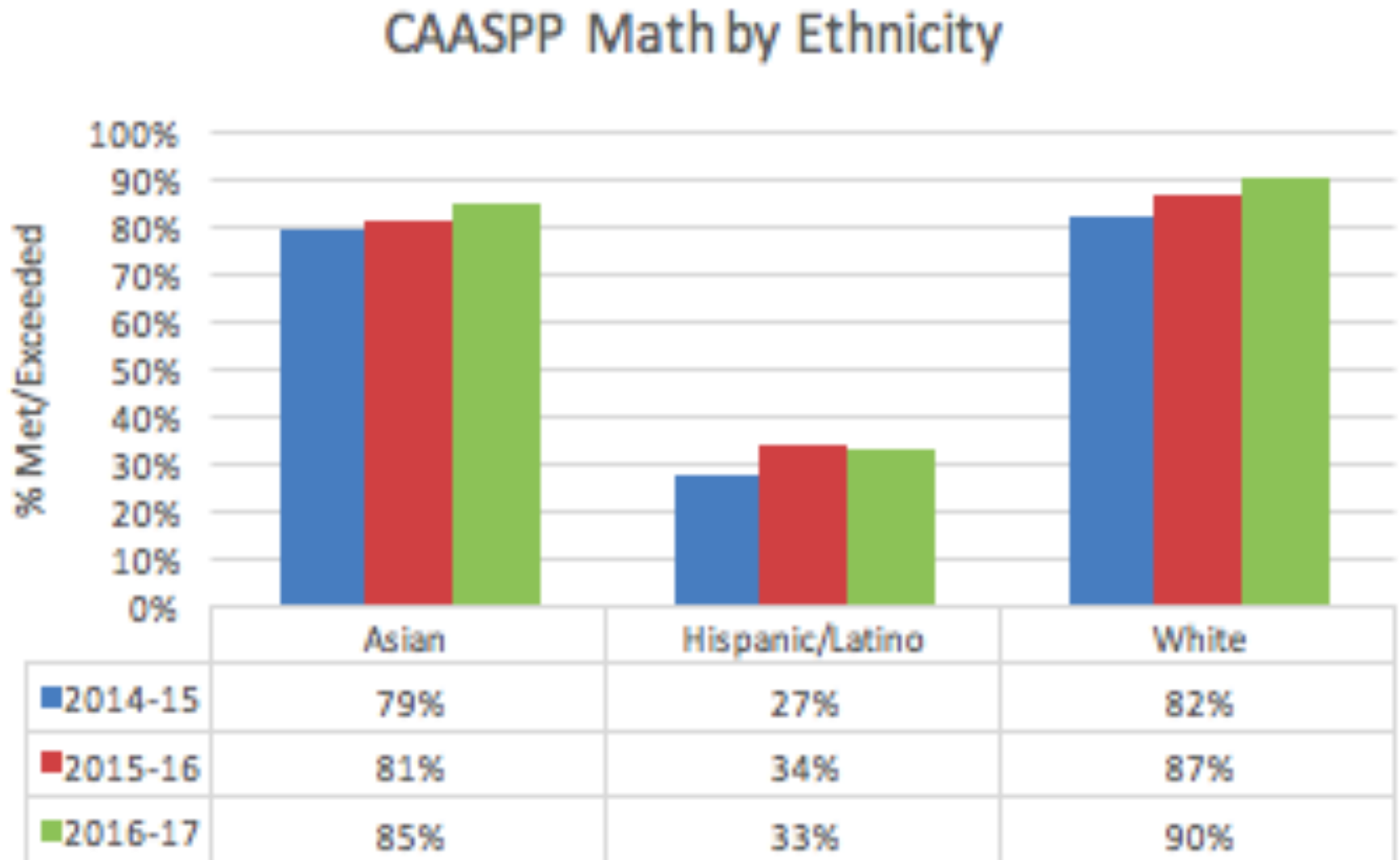
CAASPP - Math by English Learner Status

(EO, RFEP, EL, LTEL)



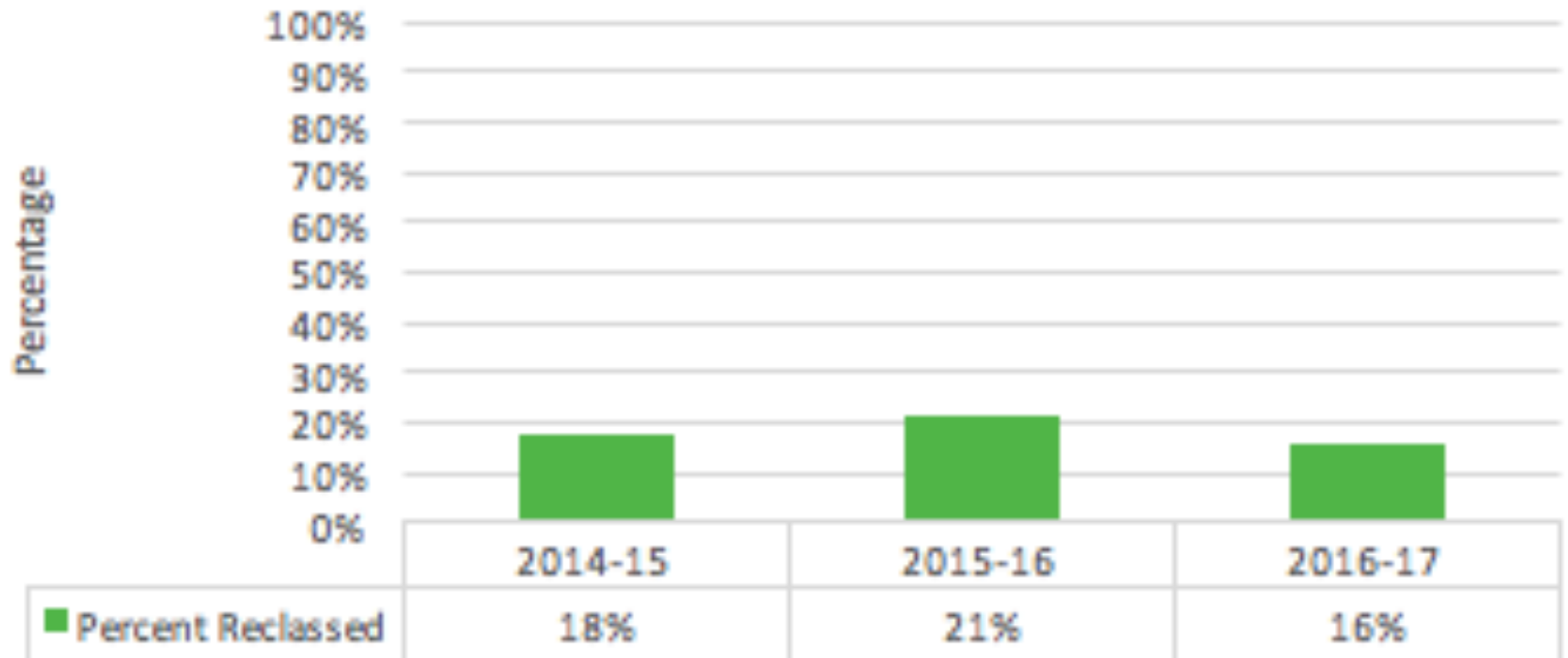
CAASPP - Math by Ethnicity

(Asian, Hispanic/Latino, White)



Reclassification

Percent of Students Reclassified



Closing the Achievement Gap

Subgroup Trends

- ELL students did better in Math than ELA
- Asian and White students made small gains for past three years in both ELA and Math
- Hispanic/Latino students made some growth in 2015-16 but went down in 2016-17 in ELA
- White student do slightly better than Asian students for the past three years in both ELA and Math
- Large achievement gap between Asian and white students and Hispanic/Latino students in both ELA and Math
- SED students dropped in ELA
- All subgroups but SWD made gains in Math

Closing the Achievement Gap

2016-17 Goal:

By June 2017, there will be a 9-percentage point increase in the number of English Learner students meeting or exceeding standards in English Language Arts as measured by district assessments and CAASPP. The percentage will increase from 10.3 to 19.3 of students meeting or exceeding standards.

Met? No, We went down 2 percentage points

Contributing Factors

- Teachers struggling with differentiating instruction for the wide range of levels in their classrooms
- Limited use of tracking data and providing appropriate interventions
- Walk-throughs not done regularly enough to provide meaningful feedback

Closing the Achievement Gap

2017-18 Goal:

By June 2018, we will decrease the number of Long Term ELLs by 10%.

Key Strategies:

1. Implement the following Sheltered Instruction Observation Protocol (SIO) elements in all classrooms:
 - A. Lesson Preparation
 - B. Building Background
2. Provide interventions for English Learners
3. Support academic language development
4. Provide monthly professional development for staff

Key Actions

Expenditures

Provide timely and useful walkthrough feedback to teachers

N/A

Provide monthly SIO workshops to support SIO implementation

N/A

Implement Tuesday Tutorial (Track data of participating students)

\$12,000

Implement Tutorial Center (Track data of participating students)

\$60,000

All teachers identify the key vocabulary for each lesson and use strategies to emphasize the vocabulary.

NA

Human Capital

Trends

- Some teachers operated as PLCs (collaborating regularly, using data decision making) while other did not
- Some teachers did not complete the book study
- Using data is not a priority among many teachers
- Collaboration time not used to analyze data to make instructional decisions
- Administration did not have an accountability system for PLCs
- Teachers do not fully understand how to operate as a PLC
- Dedicated time for PLCs to work

Human Capital

2016-17 Goal:

By June 2017: Teachers will have completed the book study of “Learn By Doing” and start to define how they will operate as a PLC

Met? Yes

Contributing Factors

- Most staff participated in “Learn by Doing” Book Study
- Book groups did not present their learning to each other
- Did not have a specific, measurable outcome
- Data protocol not monitored and teachers didn’t continue to implement
- Lack of dedicated time to debrief book study
- Lack of monitoring and follow-up with PLC teams
- Clear expectations about implementation not set

Human Capital

2017-18 Goal:

By June 2018: Teachers will work in PLCs to develop common formative and summative assessments and meet weekly to analyze the results of those assessments to make instructional decisions. Job-alike PLC teams will align their instructional practices.

Key Strategy:

1. Provide monthly professional development for staff during staff meetings
2. Change collaboration structure (Job-Alike PLCs to meet weekly during collaboration to continue learning and growing together)
3. Develop common formative and summative assessment and analyze the results and refine instruction
4. Develop structure and expectations for PLC meetings with deliverables
5. Administration provides feedback on PLC deliverables
6. Administration participates in PLC meetings

Key Actions

Expenditures

- Create and implement a documentation system for PLCs to use for accountability
- Monitor PLC progress: walk-throughs, data protocol, team meetings with administration
- Review job-alike data protocol documents weekly

\$2000

- Plan and implement professional development opportunities
- Provide additional PLC training during staff meetings

N/A

- Leadership team meets to review PLC progress and determine next steps

\$3000

Attendance

2014-15	2015-16	2016-17
96.99%	97.24%	97.24%

Suspension

2014-15	2015-16	2016-17
56	84	48

Inclusive and Supportive Culture

2016-17 Goal:

By June 2017, Graham's suspension rates will decrease by 20% by developing and implementing a preventative-proactive social emotional program

Met? Yes

Contributing Factors

- We implemented Saturday School instead of suspensions
- We piloted empathy based Lost at School process
- We piloted empathy based HipHop program

Inclusive and Supportive Culture

2017-18 Goal:

By June 2018, there will be a 30% reduction in the number of suspensions in both our Hispanic/Latino and SED subgroup.

Key Strategy:

1. Develop a Guidance Counseling System
2. Research, develop and implement an alternative to suspension program
3. Systematize procedures on campus (Kid talk, SST, 504, referrals)
4. Develop a system of promoting positive school culture and climate through use of google classroom

Key Actions

Expenditures

- Systematize, SST, 504 processes

N/A

- Systematize and monitor referral process

N/A

- Identify students who were suspended last year and determine suspension trends

N/A

- Plan educational presentation and opportunities addressing the trends from prior suspensions

N/A

- Host educational presentations addressing suspension trends

\$2000

- Research alternatives to suspension

N/A

Mountain View Whisman School District

Questions?

The Single Plan for Student Achievement

School: MARIANO CASTRO ELEMENTARY SCHOOL
CDS Code: 43 69591 6048003
District: Mountain View Whisman School District
Principal: Theresa Lambert
Revision Date: October 4, 2017

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

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

Contact Person: Theresa Lambert
Position: Principal
Phone Number: 650-526-3590
Address: 505 Escuela Ave
MOUNTAIN VIEW, CA 94040
E-mail Address: tlambert@mvwsd.org

The District Governing Board approved this revision of the SPSA on November 2, 2017.

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School Vision and Mission

MARIANO CASTRO ELEMENTARY SCHOOL's Vision and Mission Statements

School Mission

We inspire, prepare, and empower every student.

School Vision

Mariano Castro provides the support and conditions needed for a child to be college and career ready and empowered to be successful in their personal journey.

We are an inclusive, collaborative, and nurturing community that develops technologically proficient, reflective learners and problem solvers. We encourage the positive contributions of all and we celebrate our diversity and achievements.

Staff Collective Commitments

1. We cultivate a culture of celebration for both short and long term goals.
2. We collaborate based on student data.
3. We provide constructive timely feedback to students and families.
4. We will provide support for students' individual academic, emotional, physical, and social needs.
5. We work as a team to generate solutions for student success.
6. We promote a growth mindset in staff and students.
7. We commit to seeking out and researching best practices and implementing them in the classroom.
8. We foster appreciation for cultural diversity.
9. We instill the habits of creativity, collaboration, communication, and critical thinking.

School Core Values

Safety, Respect, Responsibility, Perseverance

School Profile

Mariano Castro Elementary is a K-5 school with an enrollment in October 2017 of 255 students, each grade having two classes. Our school community consists of 80% Hispanic/Latino students, 83% socio-economically disadvantaged students, and 67% English Learner students. In the 2015-2016 school year, the former Castro school of 700 students split into two new schools with the district-choice Dual Immersion Program becoming a new school, and the traditional neighborhood program remaining as the new Mariano Castro Elementary. At that time, Castro received additional district and federal funding to design and implement a coherent and intensive program to improve student achievement and we are continuing to implement these effective, research-based strategies. Our staff team has 12 regular classroom teachers, 2 intervention resource teachers, a special education teacher, an instructional coach, a principal, and twenty classified support staff. Every classroom has one-to-one Chromebooks, document camera and projection TVs.

2017-2018 Goals

Goal 1: Improving Student Achievement

- By June 2018, 51% of students (increase from 45% in Spring 2017) will reach Meet Standard or Exceeds Standard in ELA.
- By June 2018, 47% of students (increase from 41% in Spring 2017) will reach Meet Standard or Exceeds Standard in Math.

Key Strategies:

ELA – Response to Instruction (RTI), Maintain and Improve PLC Implementation, Identifying and Pacing of Essential Skills, Student Engagement (Cognitive and Active)

Math - PLC Practices, Small Group Instruction, Intervention and Extension, Spiral Review, Student Engagement

Goal 2: Achievement Gap

Decrease number of students at risk of becoming LTELs from 21 students to 15 students

Key Strategies:

Sheltered Instruction Observation Protocol (SIOP) during core instruction, RTI, and math Intervention

Goal 3: Human Capital

90% of teachers will report feeling competent in their use of common formative assessments and analyzing data

Key Strategies: Professional Development in the creation and use of Common Formative Assessments (CFAs) and Data Analysis

Goal 4 Inclusive and Supportive School Environment:

By June 2018, 85% of students will report feeling safe at school as measured by district or site survey. By June 2018, the average attendance percentage for the school will be greater than 96.5%.

Key Strategies: Positive Behavior Interventions and Supports (PBIS) strategies, Structured playground schedules and expectations

Goal 5: Parent Engagement:

By June 2018, 75% of all families will have attended five or more school events as measured by parent sign in records.

Key Strategies: School Community Engagement Facilitator (SCEF) and SLS Coordinator Outreach

Comprehensive Needs Assessment Components

Data Analysis

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

All staff use the adopted materials for ELA/ELD (Benchmark Advance) and for Math (Eureka Math). Supplemental materials that are standards-aligned are used as necessary. Students are assessed on the grade level standards at the end of each trimester using district assessment and throughout each unit of instruction using common formative assessments. The Principal, the School Leadership Team, the Grade Level Teams, and the whole staff analyze data make necessary changes in allocation of resources.

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

Each grade level team keeps a data google sheet of all formative and summative data. The data, as well as student work samples, are used to identify strengths and needs at the grade, class, and individual student levels. Teams determine next steps in pacing as well as effective instructional strategies. The data is reviewed and analyzed by the grade level teams at collaboration sessions and planning release days. In addition, the grade level team, the Principal, the Instructional Coach, and the RTI teachers meet every 6-8 weeks to review this grade level student progress data (Student Progress Review Meetings) and plan next steps to support student achievement.

Staffing and Professional Development

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

All staff meet the ESEA requirements for highly qualified staff. All staff hired except two have received initial training in Professional Learning Communities. Eighty percent of the staff have received ongoing training. The remaining staff will receive PLC training ongoing throughout this year at the site and will attend the PLC Institute in spring 2017. There is a full-time instructional coach to support teachers in the implementation of common core standards. Grade level team collaboration around student progress takes place a minimum of one time weekly on Thursday minimum days.

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

Castro has a full-time instructional coach who assists all teachers in implementing school-wide initiatives, as well as providing support to each teacher on their individual professional growth needs and goals. Teachers who are in their first two years of teaching also receive the support of the New Teacher Induction mentor teacher.

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

Each Thursday, students are released early and teacher teams collaborate on effective instructional strategies, targeting essential standards, and implementation of programs. Each teacher team also has 8 release days throughout the year to plan as a team. Two of these release days are district-paid and the remaining are paid out of site funds.

Opportunity and Equal Educational Access

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

All students participate in an intervention or enrichment period daily (WIN Time). Tutoring through a partnership with Reading Partners is provided 2x weekly for 65 students. Homework assistance is provided for the 45 students attending the afterschool program (Beyond the Bell). 70% of students were able to attend summer school, focused on literacy and math through STEM-based activities. These intensive enrichment experiences help to build background knowledge for our low-income students who may not be receiving such experiences outside of school.

Parental Involvement

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

Parent support for the school and for the education of their children is very strong. A core group of parents attend monthly principal meetings and ELAC meetings, as well as PTA meetings. At these meetings parents have the opportunity to actively participate and provide input in decisions as to the direction of the school. Parents on School Site Council and ELAC participate in the development and review of school goals and activities. A School Community Engagement Facilitator (.7 FTE) and a School Linked Services Coordinator (1.0 FTE) provide parent support and plan parent involvement activities and trainings.

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)

School Site Council meets monthly and reviews implementation of the goals, strategies, and expenditures identified in this School Plan.

Funding

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

Mariano Castro receives state funding through supplemental funds and other funds directed through the district to support turnaround school reform (Academic Turnaround Fund). In addition Mariano Castro receives Title I funding. The major activities funded are a 1.0 FTE Intervention Resource Teacher, summer school, field trips and presentations to build background knowledge and additional tutoring and enrichment opportunities outside of the instructional day. Professional development and planning time for staff are also a significant expense.

Description of Barriers and Related School Goals

A significant barrier to parent engagement is the home and work schedule of many parents. Factors impacting this are children under toddler age, work schedules, and comfort level in participating in school decision making. This often hinders their ability to make it to school to participate in meetings or school activities or PTA activities.

A significant barrier to school climate is the amount of counseling and support needed by our children and families. Children are often experiencing a significant amount of stress due to home conditions, political unrest, and dysfunctional family dynamics. This stress impacts their ability to learn and focus positively on peer relations as well as relations with adults.

Demographics

These are the students we serve:

School Year	2015-16	2016-17
Enrollment	305 (included TK)	274
Asian	3.9%	6.2%
African American	.3%	.4%
Filipino	1.6%	1.5%
Hispanic/Latino	83%	82.8%
White	6.6%	6.2%
SWD	11.1%	11.7%
ELL	76.1%	69.7%
ELLs who speak Spanish	89.6%	89.0%
SED	82.6%	83.2%

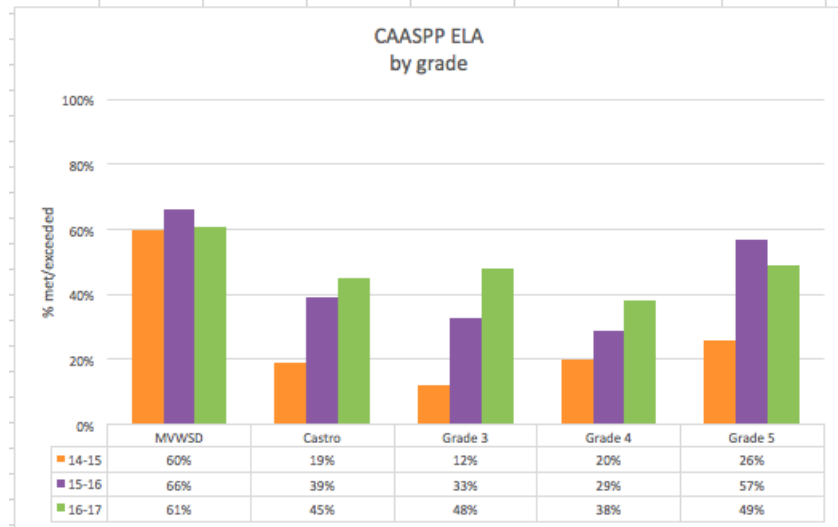
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Castro Demographics (Grades 3-5)

	2015-2016	2016-2017
English Learners*	72%	58%
Reclassified Fluent English Proficient*	18%	26%
SocioEconomically Disadvantaged	90%	84%
Students with Disabilities	16%	14%
White	2%	7%
Asian	1%	1%
Hispanic/Latino	94%	86%
Total Enrollment	141	145

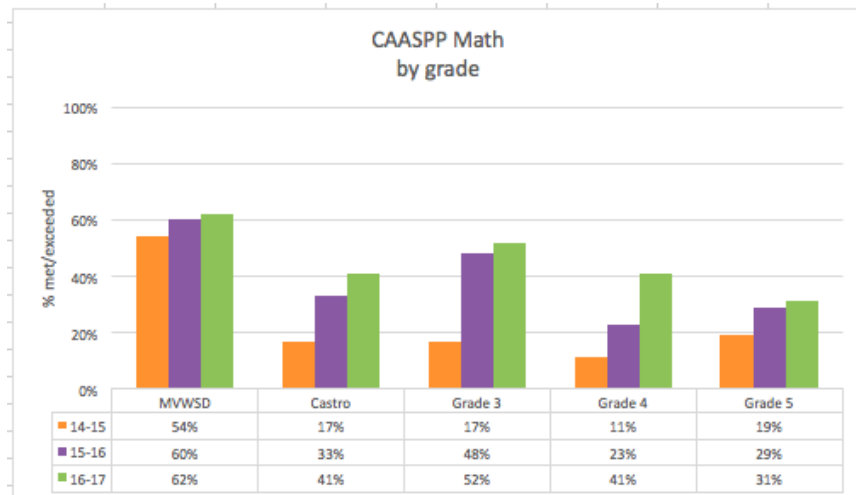
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CAASPP - ELA by grade level



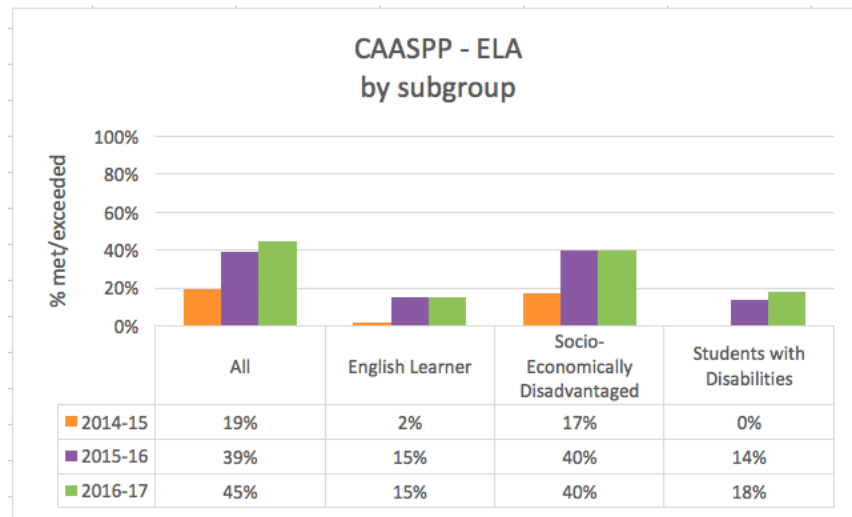
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CAASPP - Math by grade level



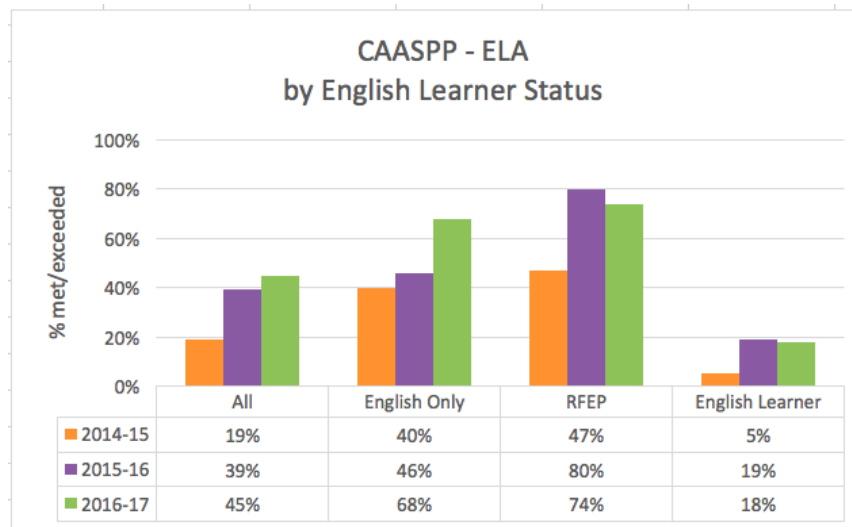
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CAASPP - ELA by Subgroup



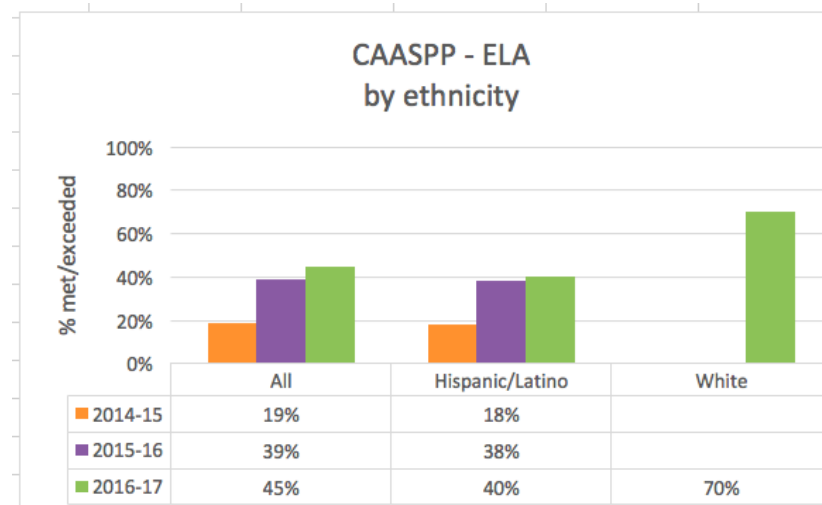
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CAASPP - ELA by English Learner Status



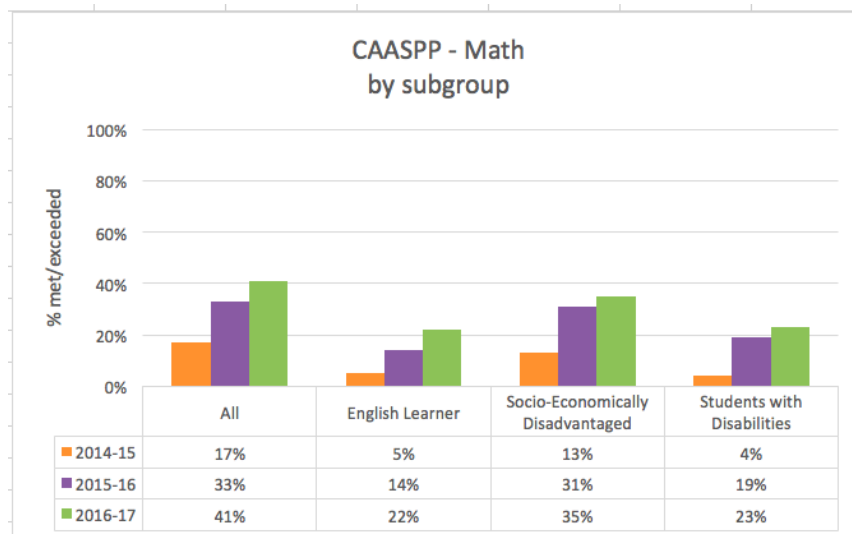
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CAASPP - ELA by Ethnicity



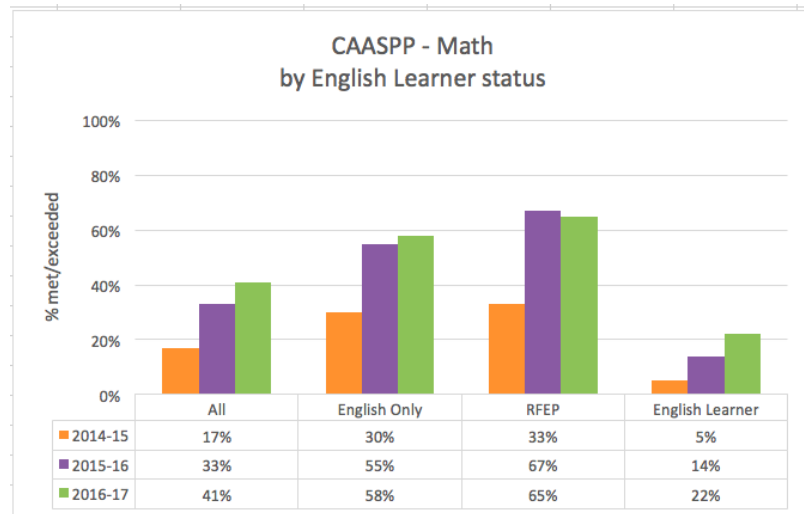
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CAASPP - Math by Subgroup



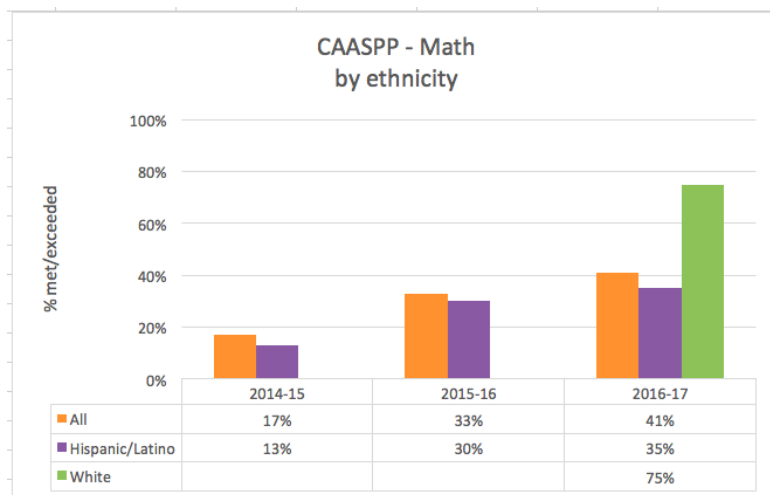
Mountain View Whisman School District

CAASPP - Math by English Learner Status

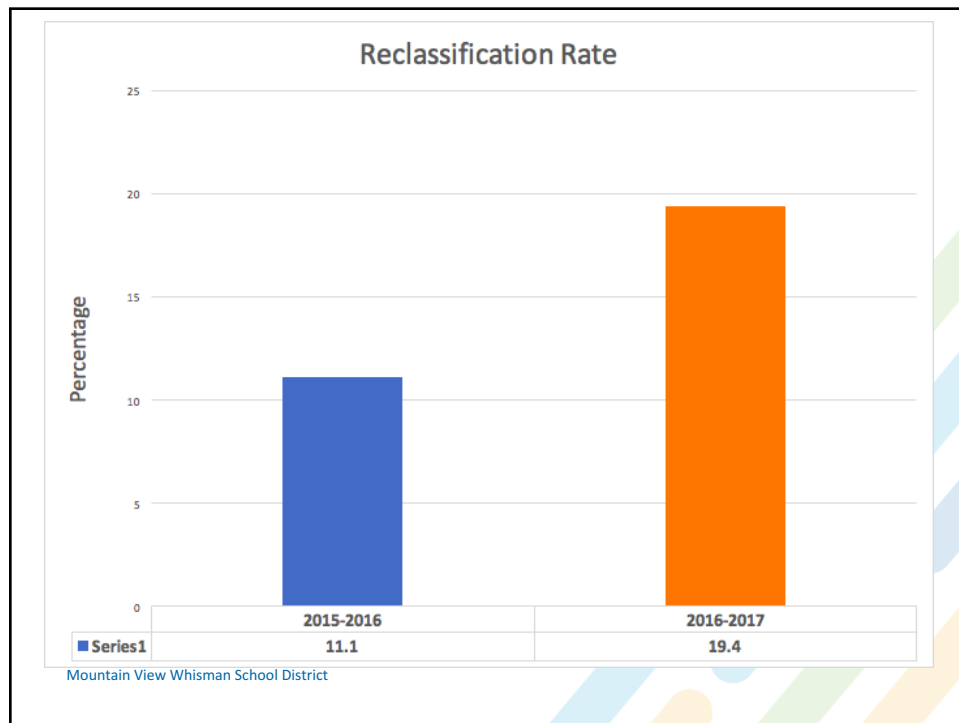


Mountain View Whisman School District

CAASPP - Math by Ethnicity



Mountain View Whisman School District



Attendance and Suspension

Attendance:

2015-16: 96.5%

2016-17: 95.9%

Suspensions:

2015-16: 4

2016-17: 6

Mountain View Whisman School District

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	116	48	49	111	43	45	111	43	45	95.7	89.6	91.8
Grade 4	106	54	48	102	52	45	102	52	45	96.2	96.3	93.8
Grade 5	98	42	52	94	38	49	94	38	49	95.9	90.5	94.2
All Grades	320	144	149	307	133	139	307	133	139	95.9	92.4	93.3

* 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	2406.9	2403.3	2444.3	19	12	33.33	19	21	15.56	24	37	33.33	38	30	17.78
Grade 4	2462.0	2426.0	2456.2	22	10	20.00	23	19	17.78	23	27	31.11	33	44	31.11
Grade 5	2506.8	2507.7	2504.4	18	18	18.37	31	39	30.61	31	18	24.49	20	24	26.53
All Grades	N/A	N/A	N/A	20	13	23.74	24	26	21.58	26	28	29.50	31	34	25.18

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	17	9	33.33	39	42	42.22	44	49	24.44	
Grade 4	20	10	13.33	50	48	62.22	30	42	24.44	
Grade 5	23	18	24.49	47	58	44.90	30	24	30.61	
All Grades	20	12	23.74	45	49	49.64	35	39	26.62	

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	15	16	28.89	50	60	48.89	35	23	22.22
Grade 4	19	8	17.78	51	52	51.11	30	40	31.11
Grade 5	24	34	24.49	59	47	48.98	17	18	26.53
All Grades	19	18	23.74	53	53	49.64	28	29	26.62

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	18	21	22.22	60	63	62.22	22	16	15.56
Grade 4	13	6	11.11	67	69	60.00	21	25	28.89
Grade 5	16	18	18.37	73	68	63.27	11	13	18.37
All Grades	16	14	17.27	66	67	61.87	18	19	20.86

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	7	31.11	52	65	53.33	30	28	15.56
Grade 4	17	10	20.00	45	62	62.22	18	29	17.78
Grade 5	27	32	28.57	59	55	51.02	15	13	20.41
All Grades	20	15	26.62	52	61	55.40	21	24	17.99

Conclusions based on this data:

1. Fourth grade % of students meeting or exceeding is significantly lower than 3rd and 5th grades for both 15-16 and 16-17 school years; further analysis of this data is needed in order to determine effective next steps.
2. % of students below standard in the reading and writing strands is higher than in listening and research/inquiry; focus on effective comprehension strategies as well as a coherent writing program are needed.

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	116	48	49	113	46	49	113	46	49	97.4	95.8	100
Grade 4	106	54	48	102	53	48	102	53	48	96.2	98.1	100
Grade 5	98	42	52	96	42	52	96	42	52	98.0	100	100
All Grades	320	144	149	311	141	149	311	141	149	97.2	97.9	100

* 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	2420.7	2425.9	2451.3	16	15	26.53	23	33	26.53	27	28	28.57	34	24	18.37
Grade 4	2471.8	2435.6	2457.2	18	11	16.67	22	11	22.92	42	40	31.25	19	38	29.17
Grade 5	2501.1	2485.3	2485.3	21	7	17.31	18	21	13.46	25	40	26.92	36	31	42.31
All Grades	N/A	N/A	N/A	18	11	20.13	21	21	20.81	32	36	28.86	30	31	30.20

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	21	30	40.82	37	39	36.73	42	30	22.45
Grade 4	23	15	22.92	38	23	27.08	39	62	50.00
Grade 5	26	12	19.23	28	40	26.92	46	48	53.85
All Grades	23	19	27.52	35	33	30.20	42	48	42.28

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	24	24	34.69	40	43	44.90	36	33	20.41
Grade 4	22	9	18.75	45	51	43.75	33	40	37.50
Grade 5	18	12	11.54	44	38	44.23	39	50	44.23
All Grades	21	15	21.48	43	45	44.30	36	40	34.23

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	22	36.73	44	61	53.06	33	17	10.20
Grade 4	27	17	25.00	47	30	39.58	25	53	35.42
Grade 5	23	12	21.15	44	50	38.46	33	38	40.38
All Grades	24	17	27.52	45	46	43.62	31	37	28.86

Conclusions based on this data:

1. Overall math achievement is lower than overall ELA achievement, although year to year growth was higher than in ELA this year. Interventions for math are needed.
2. Concepts and Procedures strand has the highest % of students below standard. Professional Development is needed in effective lesson design and instructional strategies for this strand.

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: Student Achievement
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:
CASTRO Goal 1: Improving Student Achievement <ul style="list-style-type: none">• By June 2018, 51% of students (increase from 45% in Spring 2017) will reach Meet Standard or Exceeds Standard in ELA.• By June 2018, 47% of students (increase from 41% in Spring 2017) will reach Meet Standard or Exceeds Standard in Math.
Data Used to Form this Goal:
CAASPP District assessments CELDT Reclassification rates Grade Level Formative Assessments
Findings from the Analysis of this Data:
2016-17 Goal 1 - Increase from 39% to 45% met/exceeded (ELA) Met? - Yes - (District standard of 10% reduction = 45%) However site plan goal was to reach 50%. 2016-17 Goal - Increase from 33% to 41% met/exceeded (Math) Met? - YES - Increased by 8 percentage points Proficiency rate on CAASPP rose 6% in ELA and rose 8% in Math.

How the School will Evaluate the Progress of this Goal:

CAASPP results, District Trimester Benchmark Assessments, Common formative assessment data,

What short-term outcomes will you expect? Assessments results throughout the year will show an increasing number of students reaching proficiency. Proficiency on team common formative assessments and Unit or Module assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PD in Depths of Knowledge/Webbs Cognitive Rigor Matrix	Provide ongoing PD through on-site trainings and outside workshops, conferences, etc. 1x monthly Sept. - June	Principal, Coach	materials, training, consultants	4000-4999: Books And Supplies 5800: Professional/Consulting Services And Operating Expenditures	Title I Title I	1,000 1,000
Continue Common Core Planning Days	6-8 days throughout the year	Principal, Coach	substitute pay certificated hourly pay	1000-1999: Certificated Personnel Salaries 3000-3999: Employee Benefits	Title I Title I	10,000
Focus on instruction of the California State Standards (CSS) in ELA/ELD and Math	Plan and deliver instruction of the essential standards from the CSS for the grade.	Principal, Coach, Teachers				
Implement new or revised strategies based on review and revision of plan and resources	Nov 2017 – June 2018	Principal, Coach, Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
WIN Time After School Programming	Use of Fountas and Pinell curriculum for some WIN groups, and other supplemental materials	Intervention Teachers, Principal	TSSP	4000-4999: Books And Supplies	Academic Turnaround Program	5,000
			.4 RTI Teacher	1000-1999: Certificated Personnel Salaries	TSSP	30,000
	Hire full time intervention teacher	Principal, Staff	.5 RTI Teacher	1000-1999: Certificated Personnel Salaries	Academic Turnaround Program	35,000
			RTI Teacher Benefits	3000-3999: Employee Benefits	Academic Turnaround Program	18,000
			.15 RTI Teacher	1000-1999: Certificated Personnel Salaries	Title I	10,000
	August 2017 Offer afterschool enrichment and tutoring – Ongoing					
	Nov 2017 – June 2018					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student goal setting – all year Student Progress Review Meetings Instructional Rounds School Leadership Team increase review of data Implement Common Formative Assessments frequently and consistently and record results on team google doc for analysis	Ongoing - Aug '17 - June '18	Principal, Coach, and Teachers	Materials	4000-4999: Books And Supplies	TSSP	2,000
	Conduct quarterly sessions with grade level teams	Principal and grade level teams	Substitute costs - TSSP	1000-1999: Certificated Personnel Salaries	TSSP	8,000
	Conduct schoolwide Instructional Rounds every 4-6 weeks and present to all staff at the staff meeting	Resource Intervention Teachers and grade level teams	Professional Development costs	5000-5999: Services And Other Operating Expenditures	Title I	3,000
	Create team google doc to record all assessments, including CFA's Nov 2017-June 2018	Principal, Staff				
	Attend training on common formative assessment development					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Coding and supplemental math instruction combined with parent involvement program, robotics, other STEM activities	Contract with MathGymUSA and other community agencies	Principal, SLS Coordinator	Consultant fees	5000-5999: Services And Other Operating Expenditures	Academic Turnaround Program	2,000
Partnership with SIE	PD and in-class coaching	Principal	Consultant fees	5000-5999: Services And Other Operating Expenditures	After School Enrichment	3,000
Partnership with Living Classroom	Monthly lessons – ongoing	Principal, Teachers	Turnaround	5000-5999: Services And Other Operating Expenditures	Academic Turnaround Program	5,000
Variety of assemblies and classroom presentations	Schedule throughout the year	Principal	Turnaround	4000-4999: Books And Supplies	Academic Turnaround Program	5,000
One-to-one devices at all grades	Purchase replacement devices as necessary	Principal				
Classroom equipment for every room	Doc Cams, Projectors	Principal, Staff				
Implement new or revised strategies based on review and revision of plan	Nov.2017 – June 2018					
Ongoing coaching in using a variety of components from Benchmark Advance and Eureka	Aug. '17-June '18	Instructional Coach	District Funded			0

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Closing the Achievement Gap
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:
CASTRO Goal 2: Closing the Achievement Gap: 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. <ul style="list-style-type: none">• By June 2018, the number of students meeting criteria for At-Risk of LTEL status will decrease from 21 to 15• By June 2018, the percentage of ELs meeting/exceeding standards will increase from 18% to 26% in ELA and from 24% - 32% in Math By June 2018, the percentage of RFEP students meeting/exceeding standard will increase from 74 to 78% in ELA and from 67 to 73% in Math. By June 2018, the percentage of low SES students meeting or exceeding standard will increase from 40 to 45% in ELA and from 31 to 37% in Math.
Data Used to Form this Goal:
CAASPP results Spring 2017 District assessments CELDT Reclassification rates At-Risk of LTEL data
Findings from the Analysis of this Data:
2016-17 Goal - Increase the percentage of English learners meeting and exceeding standard from 4% to 14% in ELA and from 14% to 23% in math. Met? - ELA - NO. The percentage of English Learners meeting/exceeding standard in ELA maintained at 15%. Math-YES. The percentage of English Learners meeting/exceeding standard in Math increased from 14% to 22% Proficiency rate in Hispanic, EL, and SED remained the same from 2016-2017 Reclassification rate increased slightly. RFEP student subgroup percentage Meets or Exceeds decreased from 80 to 74 in ELA and increased from 66 to 67 in Math.

How the School will Evaluate the Progress of this Goal:

Subgroup data for common formative assessments, benchmark assessments and state assessments.

By Oct 2017 all teachers will consistently be implementing small group instructional strategies in ELA and Math.. By June 2018 all grades will have completed 6 WIN cycles for RTI.

WIN groups formed and implemented Aug. 2017.

CFA Results google docs

Opportunities for AT-Risk of LTEL students to attend tutoring completed before December.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Lexia software licence	Purchase site license - Nov. 2017	Principal, Coach	Lexia site license	5000-5999: Services And Other Operating Expenditures	TSSP	10,000
Lexia before or afterschool for 3-5th	Develop a before school support class using Lexia	See Goal 1				
WIN Time		Principal	Teacher hourly rate	1000-1999: Certificated Personnel Salaries	Title I	3,000
Summer School	Provide 4 week summer school, for 75% of students	Principal, Staff	Summer School contract	5800: Professional/Consulting Services And Operating Expenditures	Title I	80,000
Before and After School Tutoring opportunities by teachers and by outside organizations.						
Implement new or revised strategies based on review and revision of plan			Teacher Hourly rate for afterschool tutoring	1000-1999: Certificated Personnel Salaries	Title I	10,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Increase use of a variety of SIOP features throughout the day.</p> <p>Intensive use of visual supports and graphic organizers (part of SIOP Component 3, Feature 12: A Variety of Techniques Used to Make Content Concepts Clear)</p> <p>SIOP Component 1, Feature 2: Language Objectives Clearly Defined, Explained, and Reviewed with students. Consistent design and instruction of language objectives throughout the day</p> <p>Implement new or revised strategies based on review and revision of plan and resources</p>	<p>PD in SIOP – Nov, Jan, Feb, Mar, Apr, May – 1x monthly during staff meetings</p> <p>Purchase necessary materials - ongoing</p> <p>PD All Day January 2018 SIOP PD in Language Objectives - Nov, Jan, Feb, Mar, Apr, May – 1x monthly during staff meetings</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers, Coach</p> <p>Principal, Staff</p>	<p>PD costs</p> <p>Materials</p>	<p>5000-5999: Services And Other Operating Expenditures</p> <p>4000-4999: Books And Supplies</p> <p>None Specified</p>	<p>Title I</p> <p>TSSP</p> <p>TSSP</p>	<p>2,000</p> <p>1,000</p>
<p>PD in stages of language acquisition and in identifying language-specific errors vs concept errors</p> <p>Consistent and effective use of Benchmark Advance ELD materials during designated ELD period.</p> <p>Fluid ELD groupings throughout the year</p> <p>Implement new or revised strategies based on review and revision of plan</p>	<p>PD during staff meetings</p> <p>Student progress in language acquisition is reviewed each trimester to determine if placement change is warranted.</p> <p>Nov. 2016-June 2017</p>	<p>Principal, EL Dept.</p> <p>Principal, Coach, Teachers</p> <p>Teachers, Principal</p> <p>Principal, Staff</p>	<p>TSSP</p>	<p>5000-5999: Services And Other Operating Expenditures</p>	<p>Title I</p>	<p>1,000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increased field trips	Grade level leaders will schedule 6 per year	Principal, Grade Level leaders	Transportation and fees	5000-5999: Services And Other Operating Expenditures	Academic Turnaround Program	10,000
Increased assemblies and classroom based presentations	3 -4 per year	Principal	Library and leveled books	4000-4999: Books And Supplies	TSSP	5,000
Increase availability of non-fiction materials, including library books	Review needs and complete order	Principal, Library	.Presentations and Assemblies	5000-5999: Services And Other Operating Expenditures	Academic Turnaround Program	2,000
PD in effects of poverty on student achievement and effective strategies for increasing student achievement	book study during staff meetings	Principal				
Rigorous NGSS Science Instruction	Use appropriate FOSS kits for NGSS kits for the grade level.	Principal, Staff				
Implement new or revised strategies based on review and revision of plan	PD in NGSS instruction through SIE and county					
	Nov. 2017 – June 2018					
Implement skills and concepts from SIOP Component 2 Feature 9: Key Vocabulary Emphasized	PD at staff meetings monthly	Principal, Coach, Staff	Training materials	4000-4999: Books And Supplies	TSSP	500
	Jan PD Day					
	ongoing feedback through admin walkthroughs, coaching, instructional rounds					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement skills and concepts from SIOP Component 1 Feature 4: Supplementary Materials Used to a High Degree, Making the Lesson Clear and Meaningful	PD at staff meetings monthly Jan PD Day ongoing feedback through admin walkthroughs, coaching, instructional rounds	Principal, Coach, Staff	Training materials	4000-4999: Books And Supplies	TSSP	500
Implement skills and concepts from SIOP Component 2 Feature 8: Links Explicitly Made between Past Learning and New Concepts, including systematic spiral review in ELA and Math	PD at staff meetings monthly Jan PD Day ongoing feedback through admin walkthroughs, coaching, instructional rounds	Principal, Coach, Staff	Training materials	4000-4999: Books And Supplies	TSSP	500

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:
CASTRO Goal 3: Human Capital: By June 2018, 90% of teachers will report feeling competent in their use of common formative assessments and analyzing data.
Data Used to Form this Goal:
Review of student achievement data and 16-17 data on frequency of formative assessments, review of formative assessment questions, grade level collaboration notes.
Findings from the Analysis of this Data:
2016-17 Goal: 100% of all teachers will attend 3 or more PD sessions on PLC tenets during the 2016-2017 school year. Met? - Yes More analysis of evidence of student achievement (scores, student work) is needed. Continued PD in PLC is needed to continue our increase in scores.
How the School will Evaluate the Progress of this Goal:
Review weekly collaboration notes. Records of PD attended. Review of formative assessment documents Review of team google sheet of student data on formative and summative assessments Regrouping of students for WIN intervention period.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PD in foundation principles/core tenets Additional Collaboration time for each grade level team	PD in Common formative assessment, RTI, using data, guaranteed and viable curriculum – 1x monthly at staff meetings, spring CFA and RTI 2-day workshops through Solution-Tree Additional 1 hour weekly or bi-monthly Nov. 2017 – June 2018	Principal, Coach Principal, SLT Principal, Staff	Conference and workshop attendance Teacher hourly rate-non student	5000-5999: Services And Other Operating Expenditures 1000-1999: Certificated Personnel Salaries	Title I Academic Turnaround Program	7,000 8,000
Peer Visitations School Visitations Instructional Rounds Coaching Implement new or revised strategies based on review and revision of plan	Schedule Peer visitations monthly Schedule school visitations quarterly for various teams Schedule every six weeks Each teacher will participate in real-time coaching 1x each month Nov. 2016 – June 2017	Principal, Coach Principal Principal Principal, Coach Principal, Staff	Substitute costs for peer visitations and school visitations	1000-1999: Certificated Personnel Salaries	Academic Turnaround Program	6,000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PD in Depths of Knowledge in effective questioning and task development. PD in Integrated ELD (including SIOP) Implement new or revised strategies based on review and revision of plan	PD in applying DOK to questioning, lesson activities, and assessments PD in Integrated ELD and effective instructional strategies Nov. 2017 – June 2018	Principal, Coach Principal, Coach Principal, Staff	professional development materials	4000-4999: Books And Supplies	Academic Turnaround Program	2,000

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 Environment
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:
CASTRO Goal 4 Inclusive and Supportive School Environment: By June 2018, 85% of students will report feeling safe at school as measured by district or site survey. By June 2018, the average attendance percentage for the school will be greater than 96.5%.
Data Used to Form this Goal:
Survey of students Attendance rates from 2016-2017
Findings from the Analysis of this Data:
2016-17 Goal - By June 2017, 95% of all students will report feeling safe and respected as measured by a school-created survey Met? No - 80% of students reported feeling safe Prior-year school survey
How the School will Evaluate the Progress of this Goal:
Student surveys – Jan. and June Attendance rates monthly

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
School-wide Incentive system - "caught being good" system of Dolphin Tickets Partnership with Project Cornerstone Monthly Personal Success Assemblies Home visits to families of students who are "chronically absent" (more than 10% of school days) Incentive for Academic Achievement	Align with the 4 school values, introduce at an assembly and periodically review throughout the year- October 2017 Incorporate Project Cornerstone monthly theme into school behavior theme – Ongoing Students in each class receive certificates at the monthly whole school assembly. Nov. 2017 – June 2018	Principal, SLT Principal, Parent Lead Principal Principal, Staff	Materials - TSSP	4000-4999: Books And Supplies	Academic Turnaround Program	2,500
Pupil Supervisor Training - schoolwide expectations, project cornerstone themes, prevention strategies	At monthly pupil supervisor meetings	Principal	Materials - TSSP	2000-2999: Classified Personnel Salaries	TSSP	1000
Playworks contract for structured playground activities and teaching of games and sportsmanship	Sept. 2017-June 2018	Principal	Contract costs	5800: Professional/Consulting Services And Operating Expenditures	TSSP	10,000

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 Engagement
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:
CASTRO Goal 5: Parent Engagement: By June 2018, 75% of all families will have attended five or more school events as measured by parent sign in records.
Data Used to Form this Goal:
Parent sign in sheets from meetings and activities (individual meetings as well as school meetings)
Findings from the Analysis of this Data:
2016-17 Goal: By June 2017, 65% of all families will have attended three or more school events as measured by parent sign in records. Met? Yes 78% of families attended three or more events
How the School will Evaluate the Progress of this Goal:
Mid-year review of cumulative data (ongoing google doc maintained)

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Inclusive ELAC and School Site Council meetings, monthly Recognition event for parent participation - Five Star Families Parent Trainings scheduled through partnerships with community agencies and organizations. Mandatory Parent Conferences in Spring Collaborate with school site council on parent engagement/involvement policy review and revisions for annual adoption	Monthly meetings, interpreted	Principal, SCEF	materials and supplies	4000-4999: Books And Supplies	Title I	2,000
	Personal outreach to families of all languages		presentations	5000-5999: Services And Other Operating Expenditures	TSSP	500
	May 2016, parent dinner	Principal, SLS Coordinator, SCEF	Substitute Costs	1000-1999: Certificated Personnel Salaries	Title I	3,000
		Principal, Staff	Certificated Hourly rate	1000-1999: Certificated Personnel Salaries	TSSP	2,000
	February 2018					
	Sept. 2017-May 2018					

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	15,540	15,540.00
Yard Supervision	14,677	14,677.00
Donations - General	1,565	1,565.00
Donations - PTA	194	194.00
Academic Turnaround Program	100,000	-500.00
TSSP	79,600	8,600.00
After School Enrichment	2,590	-410.00
Title I	150,000	17,000.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Academic Turnaround Program	100,500.00
After School Enrichment	3,000.00
Title I	133,000.00
TSSP	71,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	125,000.00
2000-2999: Classified Personnel Salaries	1,000.00
3000-3999: Employee Benefits	18,000.00
4000-4999: Books And Supplies	27,000.00
5000-5999: Services And Other Operating Expenditures	45,500.00
5800: Professional/Consulting Services And Operating	91,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Academic Turnaround Program	49,000.00
3000-3999: Employee Benefits	Academic Turnaround Program	18,000.00
4000-4999: Books And Supplies	Academic Turnaround Program	14,500.00
5000-5999: Services And Other Operating	Academic Turnaround Program	19,000.00
5000-5999: Services And Other Operating	After School Enrichment	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	36,000.00
4000-4999: Books And Supplies	Title I	3,000.00
5000-5999: Services And Other Operating	Title I	13,000.00
5800: Professional/Consulting Services And	Title I	81,000.00
1000-1999: Certificated Personnel Salaries	TSSP	40,000.00
2000-2999: Classified Personnel Salaries	TSSP	1,000.00
4000-4999: Books And Supplies	TSSP	9,500.00
5000-5999: Services And Other Operating	TSSP	10,500.00
5800: Professional/Consulting Services And	TSSP	10,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	138,000.00
Goal 2	125,500.00
Goal 3	23,000.00
Goal 4	13,500.00
Goal 5	7,500.00

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
Theresa Lambert	X				
Nicole Data		X			
Kaitlin Chernikoff		X			
Beth Smith		X			
Manny Velasco			X		
Venancio Mejia				X	
Rosalie Garcia				X	
Madahi Cruz				X	
Lizbeth Velasco				X	
Fidelia Tahuiton				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
Audocia Ruiz, President				X	
Jenny Sanchez, Vice President				X	
Ernesto Nassau			X		
Theresa Lambert	X				
Luz Aragon		X			
Numbers of ELAC_MEMBERS of each category:					

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
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 .

AUDOCIA Ruiz
President of ELIAC Signature

Attested:

Theresa Lambert

Typed Name of School Principal




Signature of School Principal

10-23-17

Date

Venancio Mejia

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10-23-17

Date



Mountain View
Whisman
School District

Mariano Castro Site Plan

Theresa Lambert, Principal

November 2, 2017





Mountain View
Whisman
School District

The Story of Mariano Castro Elementary

Demographics

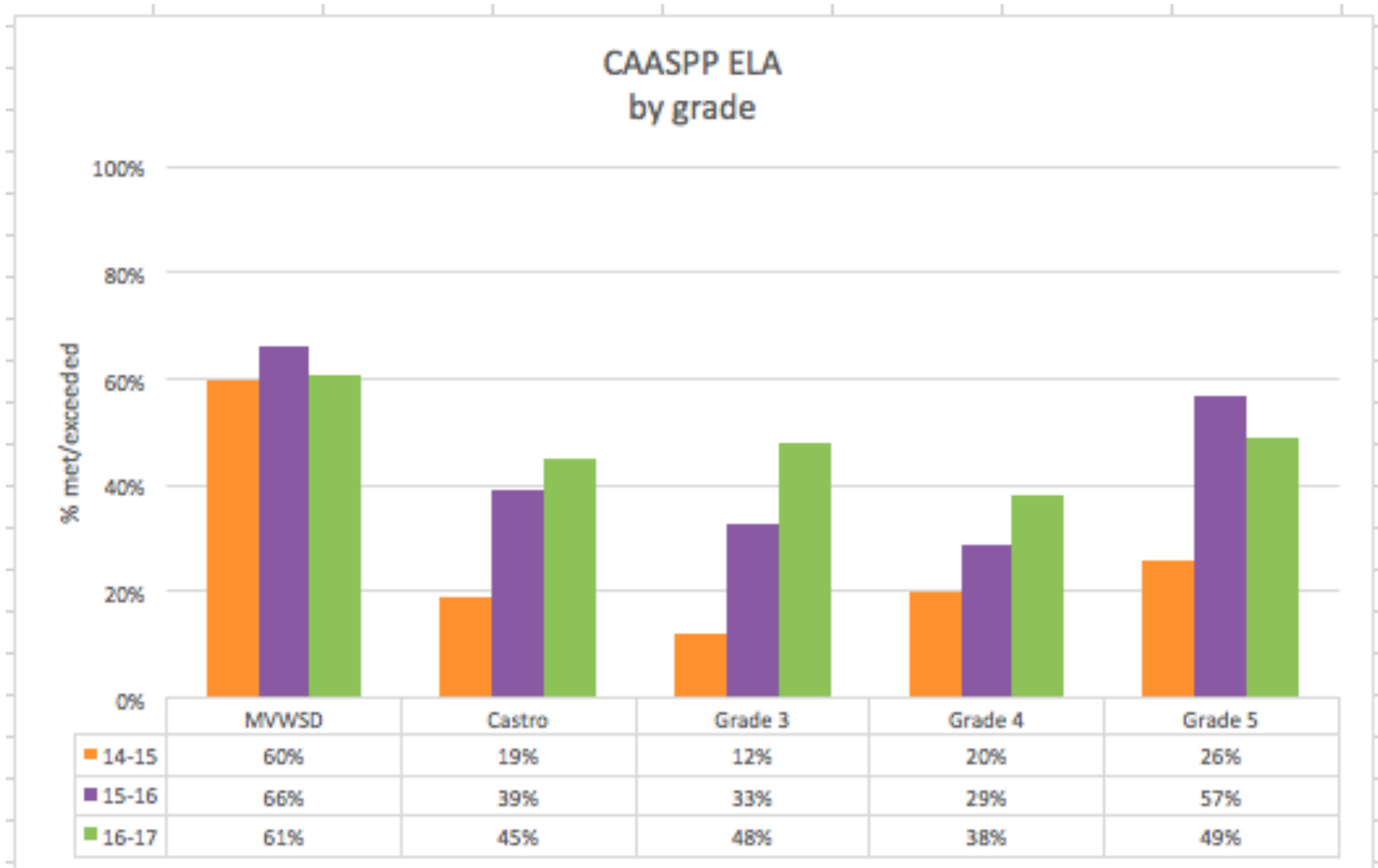
These are the students we serve:

School Year	2015-16	2016-17
Enrollment	305 (included TK)	274
Asian	3.9%	6.2%
African American	.3%	.4%
Filipino	1.6%	1.5%
Hispanic/Latino	83%	82.8%
White	6.6%	6.2%
SWD	11.1%	11.7%
ELL	76.1%	69.7%
ELLs who speak Spanish	89.6%	89.0%
SED	82.6%	83.2%

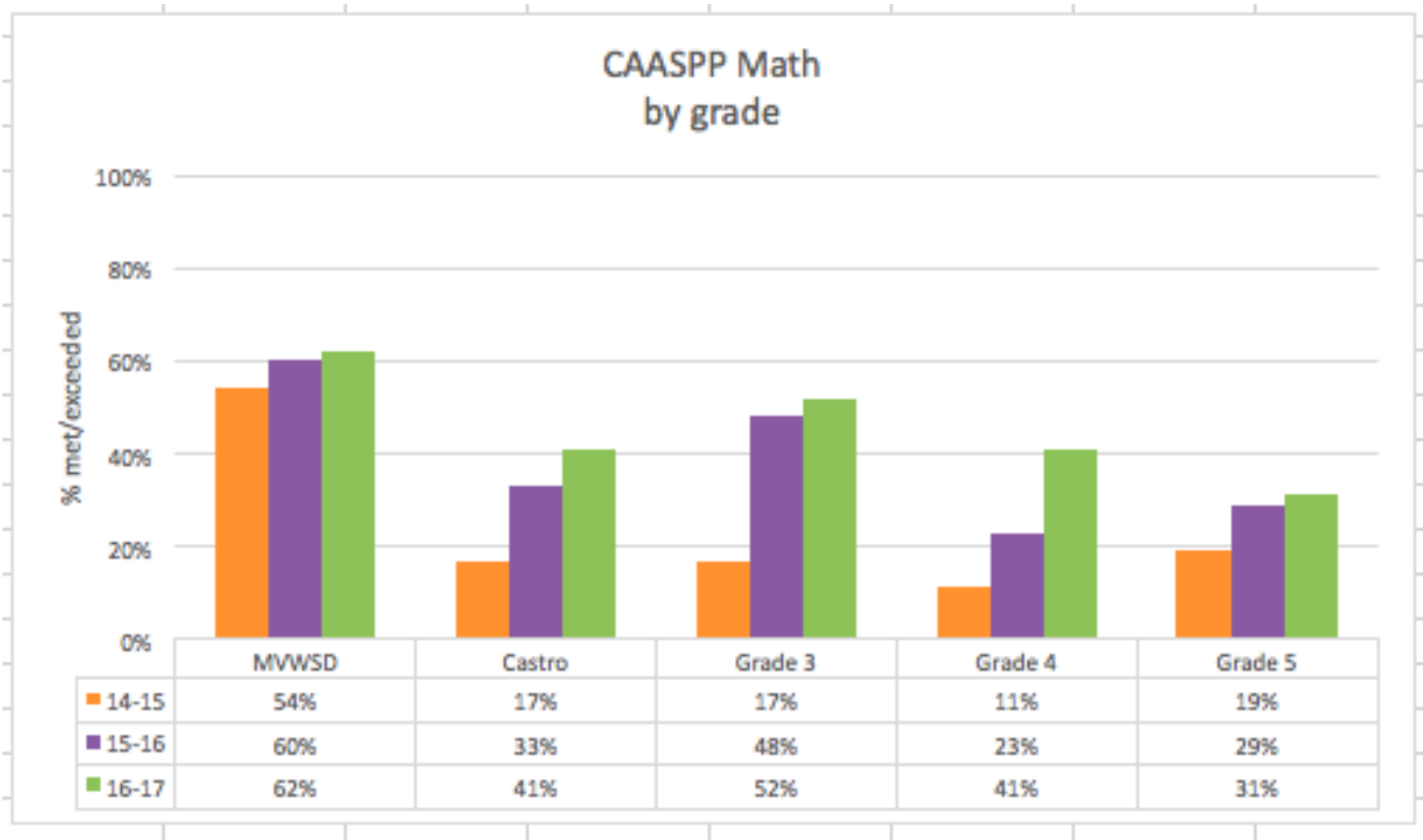
Castro Demographics (Grades 3-5)

	2015-2016	2016-2017
English Learners*	72%	58%
Reclassified Fluent English Proficient*	18%	26%
SocioEconomically Disadvantaged	90%	84%
Students with Disabilities	16%	14%
White	2%	7%
Asian	1%	1%
Hispanic/Latino	94%	86%
Total Enrollment	141	145

CAASPP - ELA by grade level



CAASPP - Math by grade level



Academic Achievement

ELA Trends

Schoolwide gains after 2 years of Turnaround implementation = 26 percentage points

In ELA this year we saw an overall gain of 6 percentage points as a school, with 45% of students meeting or exceeding standards.

- 3rd and 4th grades showed strong upward gains, with gains of 16 and 9 respectively.
- 5th grade declined by 8 percentage points to 49%, although the cohort of students showed great gains over the prior year.
- Performance band data year to year same grade shows good gains in Met and Exceeded for grades 3 and 4
- Performance band data year to year same cohort show gains from 3rd to 4th of 6 percentage points and a large gain from 4th to 5th of 20 percentage points.
- 5th grade students last year raised achievement from 12% in 3rd grade to 49% in 5th grade

Academic Achievement - ELA

2016-17 Goal - Increase from 39% to 45% met/exceeded

Met? - Yes - (District standard of 10% reduction = 45%) However site plan goal was to reach 50%.

Contributing factors:

- Adjusting to new curriculum and establishing appropriate pacing
- Gains lower than first year as “low-hanging fruit” was picked (sense of urgency created, focus on data, student attitude and teacher attitude, teamwork, attitude of collective responsibility) and the harder work of changing instructional practice and implementing effective interventions continued
- Observed improvement in small group instruction, choosing of essential skills for intervention (WIN), use of graphic organizers and visual aids, increase in before and after-school interventions

Academic Achievement - ELA

2017-18 Goal - Increase from 45% to 50% met/exceeded

Key Strategies - Rtl, Maintain and Improve PLC Implementation, Identifying and Pacing of Essential Skills, Student Engagement (Cognitive and Active)

Key Actions	Expenditures
Rtl Focus on rigor of instruction for highest WIN group, How will we respond when students already know it?	\$80,000
PLC ongoing PLC professional learning in staff meetings, outside PD in PLC components	\$15,000
Guaranteed and Viable Curriculum/Essential Standards - Planning Days- increased accountability	\$8,000
Student Progress Review Meetings (focus on CFA, Rigor, Pacing)	\$3,000
Focused feedback - principal and instructional rounds.	\$2,500
Student Engagement - teacher enthusiasm, generate student enthusiasm, pacing within the lesson, increase rigor and collaborative activities - PD cycle during staff meetings	\$5,000
SIOP Strategies during core instruction- focus on mastery of language objectives, emphasizing key vocabulary, spiral review (connecting prior knowledge), use of supplemental materials - PD cycle during staff meetings, presenters	\$2,000

Academic Achievement

Math Trends

Schoolwide gains after 2 years of Turnaround implementation = 24 percentage points

In Math this year we saw an increase of 8 percentage points as a school with 41% of students meeting or exceeding standards.

- 3rd, 4th, and 5th grade all showed gains, with 4th grade having the highest gain of 18 percentage points.
- Performance band data year to year same grade show good gains in Met and Exceeded for grades 3 and 4 and 5
- Performance band data year to year same cohort show decline from 3rd to 4th of 7 percentage points and a gain from 4th to 5th of 8 percentage points.
- 5th grade students last year raised achievement from 17% in 3rd grade to 31% in 5th grade

Academic Achievement - Math

2016-17 Goal - Increase from 33% to 41% met/exceeded

Met? - YES - Increased by 8 percentage points

Contributing Factors

- 2nd year implementation of Eureka - pacing more solid
- Small group instruction much more consistent
- Some after school math intervention
- Spiral Review still a challenge.
- Need for more math PD for teachers in upper grades

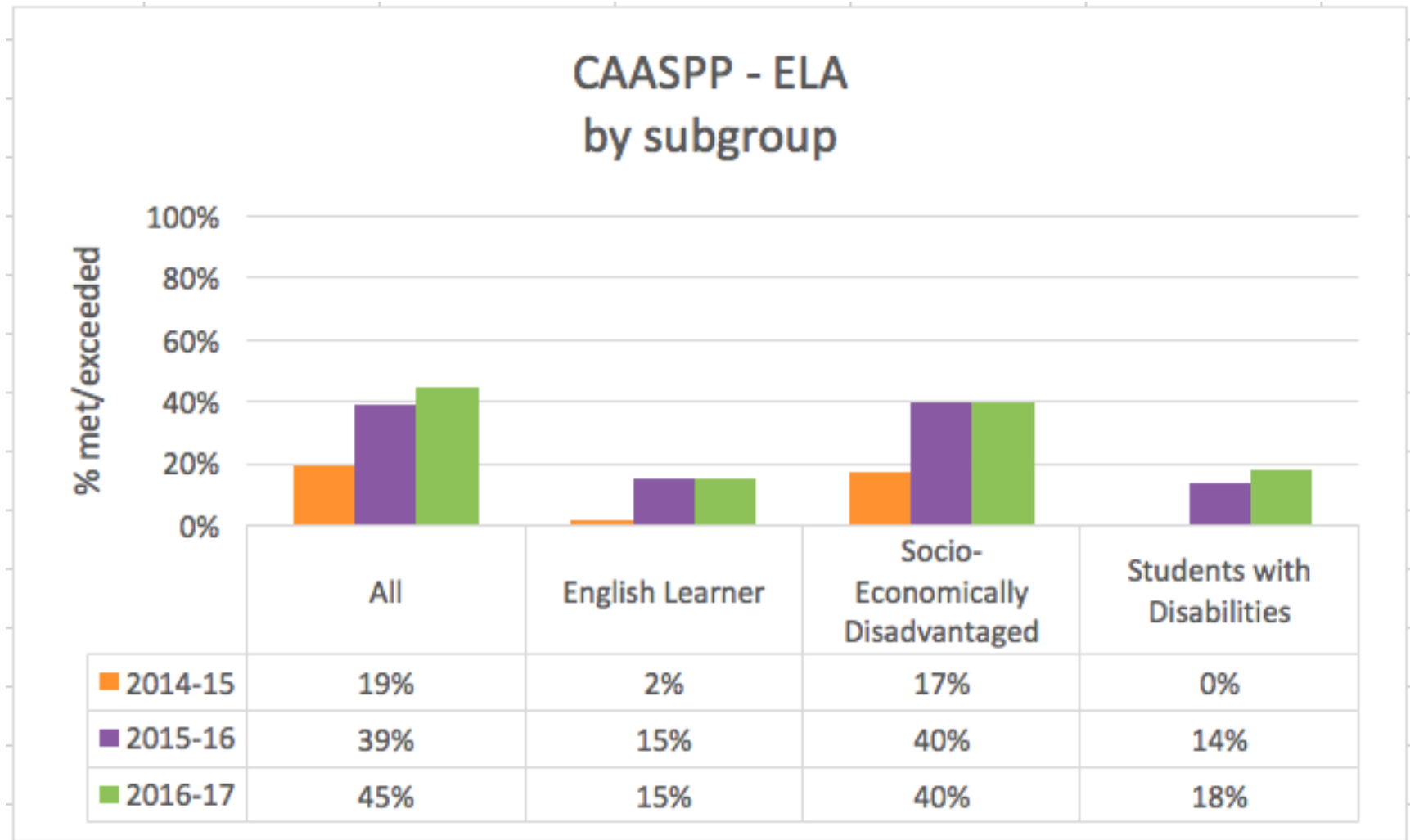
Academic Achievement - Math

2017-2018 Goal - Increase from 41% to 47% met/exceeded

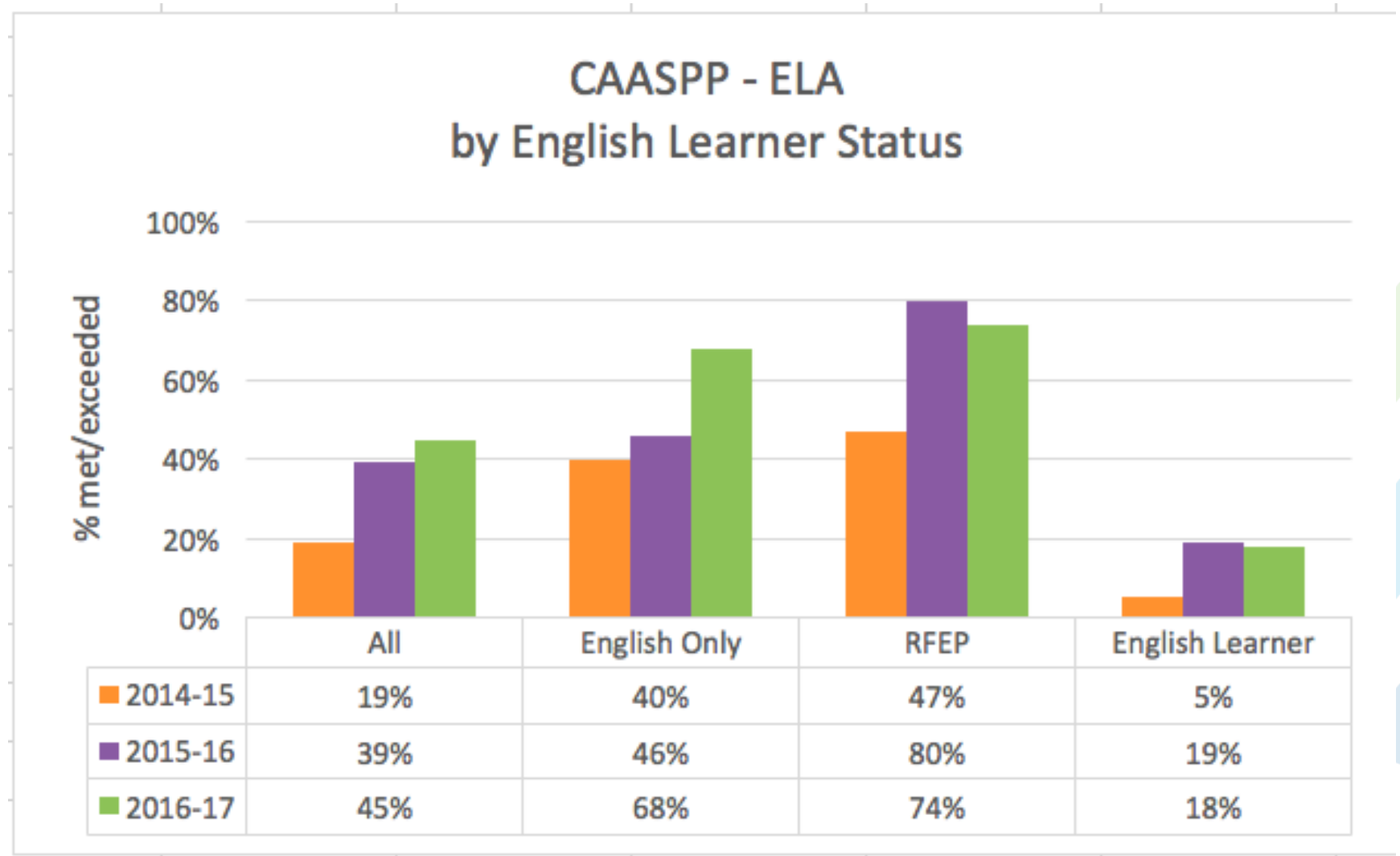
Key Strategies - PLC Practices, Small Group Instruction, Intervention and Extension, Spiral Review, Student Engagement

Key Actions	Expenditures
Ongoing PLC professional learning in staff meetings and workshops	\$15,000
Guaranteed and Viable Curriculum/Essential Standards- planning days, increased accountability	\$8,000
Student Progress Review Meetings - CFA's, spiral review plan and strategies, pacing	\$3,000
Math Intervention/Extension - focus on students at or above grade level in math, 1x weekly math support from RTI teachers to increase hands on engaging math activities	\$80,000
Focused feedback- principal and instructional rounds.	\$2,500
Develop math capacity in 4th and 5th grades - PD, Khan	\$3,000

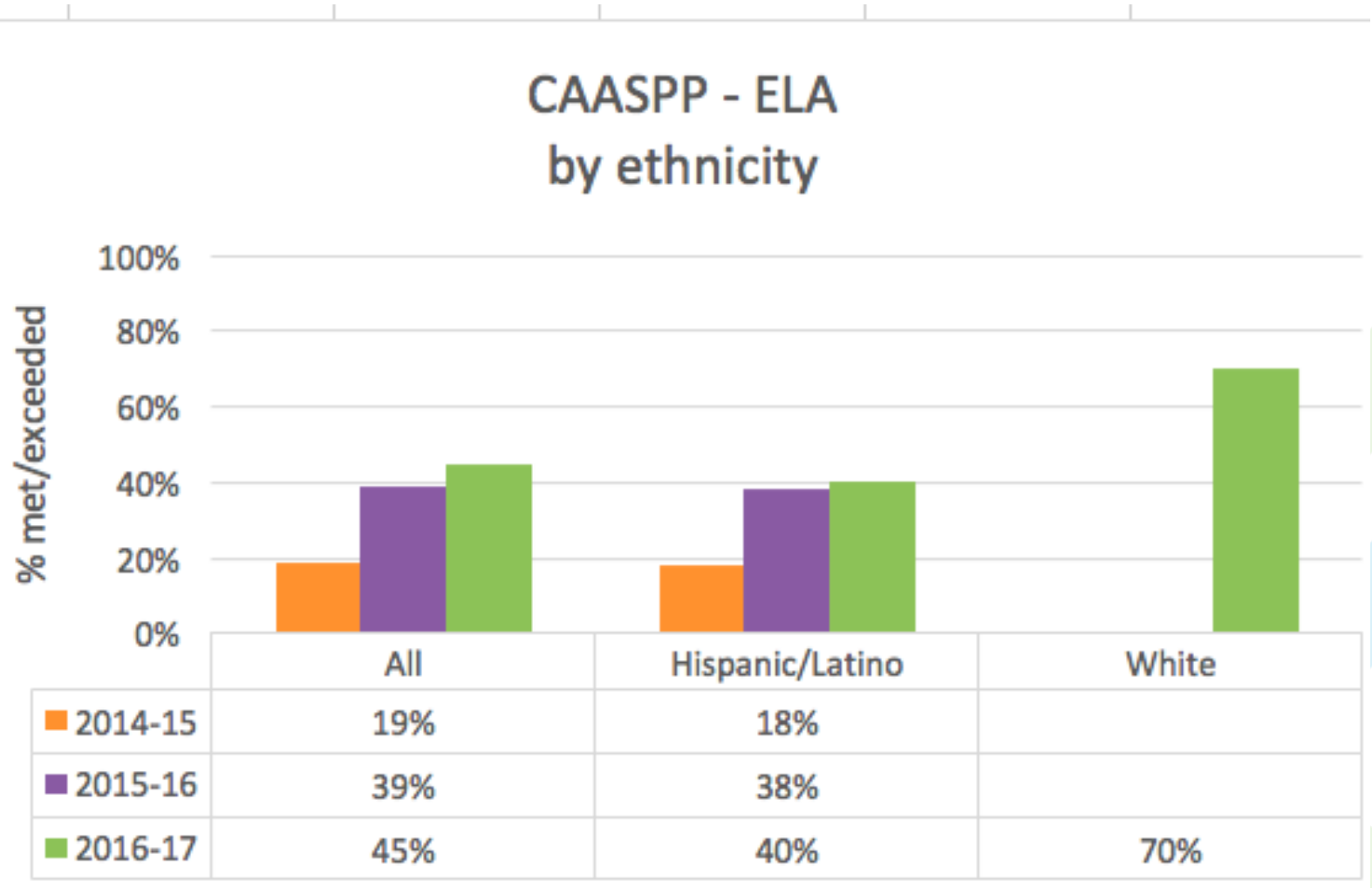
CAASPP - ELA by Subgroup



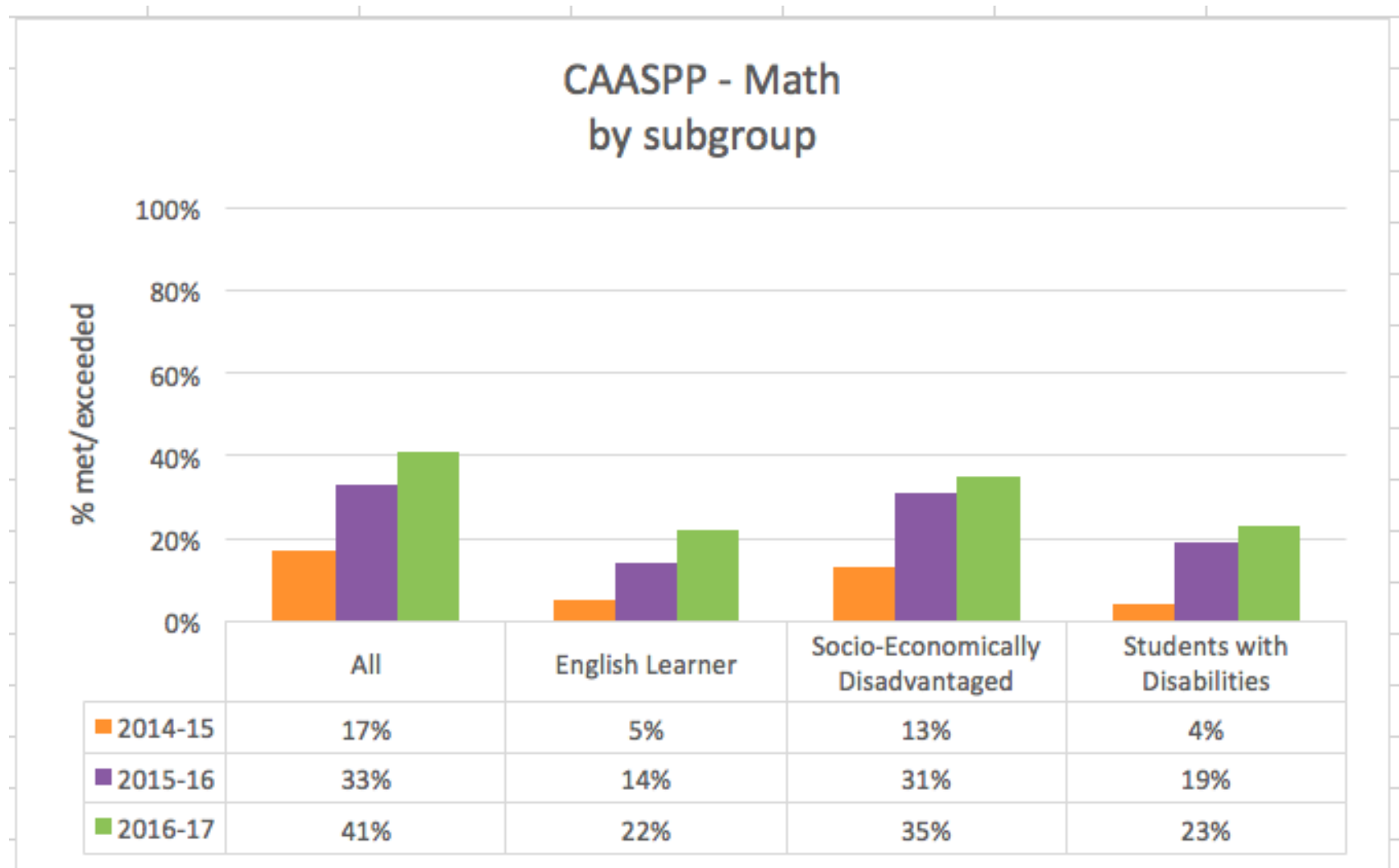
CAASPP - ELA by English Learner Status



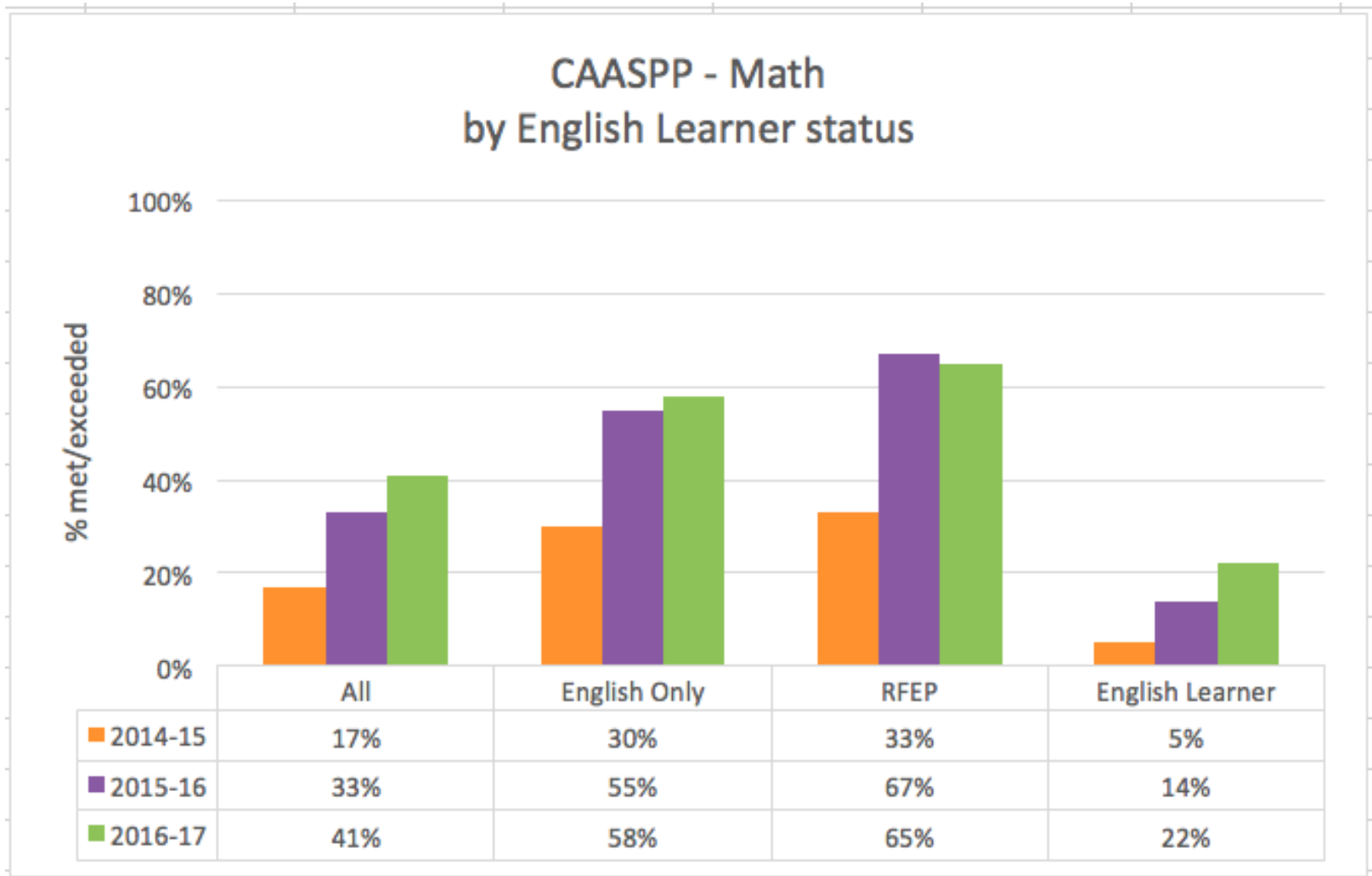
CAASPP - ELA by Ethnicity



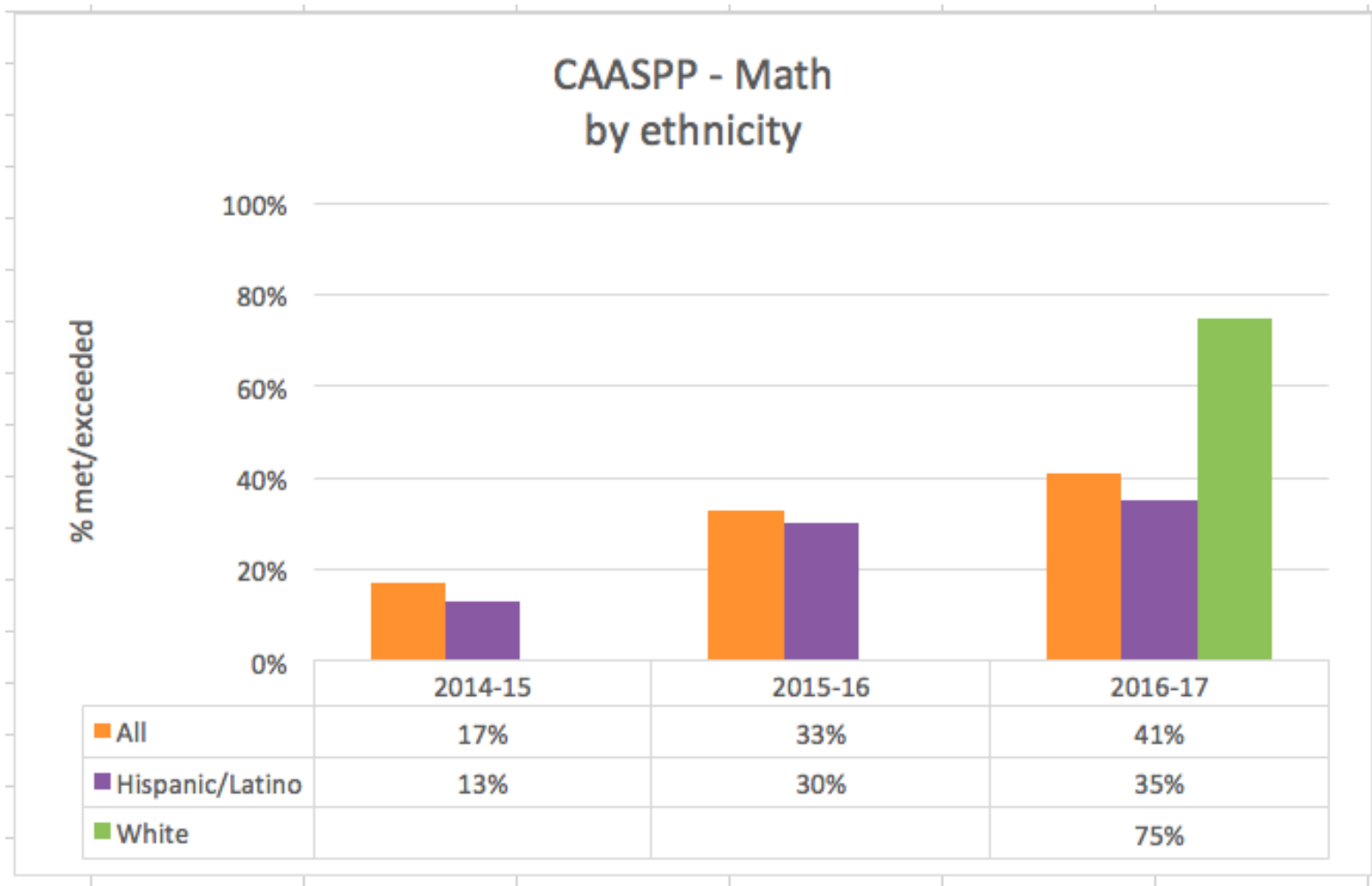
CAASPP - Math by Subgroup



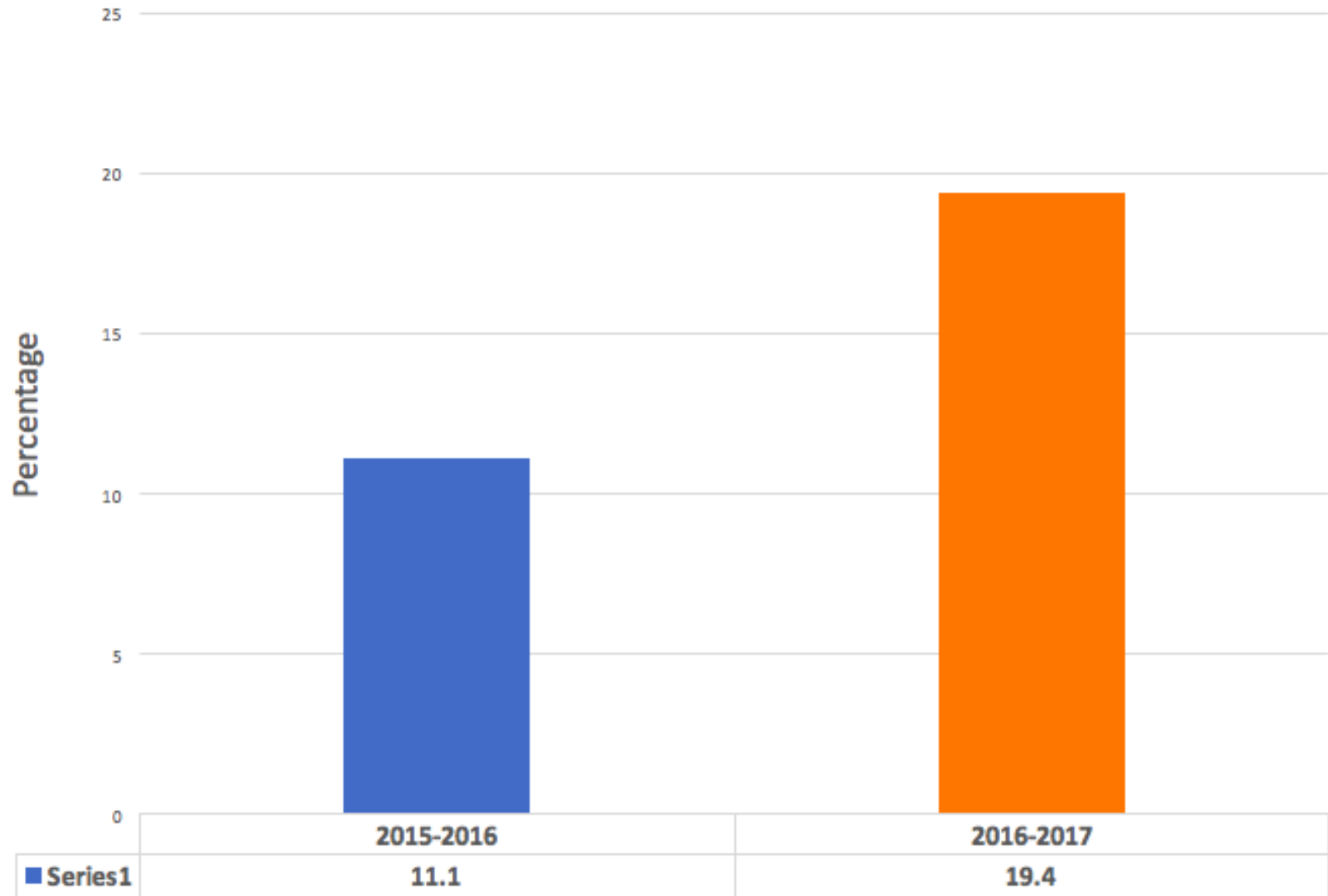
CAASPP - Math by English Learner Status



CAASPP - Math by Ethnicity



Reclassification Rate



Closing the Achievement Gap

Subgroup Trends

Language

- ELs made gains in ELA from 5% to 18% met/exceeded standards over the 3 years in ELA. In Math, EL's made gains from 7% to 24% met/exceeded
- RFEP students show overall increase in ELA from 14-15 to 16-17 of 27 percentage points, however there was a 6% decrease from 15-16. RFEP students in Math show overall increase from 14-15 to 16-17 of 32 percentage points, however there was a 2% decrease from 15-16.

Ethnicity

- Our largest subgroup by far continues to be Hispanic (80% of total students). This group has increased achievement each year in both subject areas, with gains from 18% to 40% in ELA (maintained at 40% from year 1 to year 2) and gains from 13% to 35% in Math. There are insufficient students in all other ethnicities to report group scores, with the exception of White in 16-17. This group for the first time reached the 10 student threshold for reporting and scored 70% proficient in ELA and 75% proficient in Math.

Closing the Achievement Gap

Subgroup Trends

Low SES (82% of total students)

- Yearly increase, with 2-yr increase of 23 percentage points from 17% to 40% in ELA and 3-yr increase of 22 percentage points from 13% to 35% in Math.

Students With Disabilities

- Yearly increase, with 2-yr increase of 18 percentage points from 0% to 18% in ELA and 2 year increase of 19 percentage points from 4% to 23% in Math.

Closing the Achievement Gap

2016-17 Goal - Increase the percentage of English learners meeting and exceeding standard from 4% to 14% in ELA and from 14% to 23% in math.

Met? - ELA - NO. The percentage of English Learners meeting/exceeding standard in ELA maintained at 15%.

Math-YES. The percentage of English Learners meeting/exceeding standard in Math increased from 14% to 22%

Contributing Factors

- ELD groups less defined by ability levels
- Moving target: Only students who have not yet demonstrated proficiency in language and content are considered English Learners. Reclassified students are exited from the subgroup.
- Explicit language development must be included and monitored in student instruction
- Increase in small group instruction in math benefited EL students greatly

Closing the Achievement Gap

2017-18 Goal - Increase percentage of ELs meeting/exceeding from 18% to 26% in ELA and from 24% - 32% in Math. Decrease number of students at risk of becoming LTELs from 21 students to 15 students

Key Strategy - SIOP during core instruction, Interventions

Key Actions

Expenditures

Focus on 4 features of SIOP-Lang. Objectives, Vocabulary, Linking Prior Knowledge with New Concepts, High Use of Supplemental Materials

N/A

Feedback: SIOP included in Instructional Rounds, walkthroughs with Dept of FSPC

\$3,000

Professional Learning in SIOP - PD cycle in staff meetings, PD from outside presenters/conferences

\$5,000

Designated ELD- more intentional focus on ELD standards- planning days, collaboration sessions

\$8,000

Targeted interventions before and after school - for EL and RFEP

\$5,000

Mountain View Whisman School District

Continue Book Study - High Poverty, Low Achieving students

Attendance and Suspension

Attendance:

2015-16: 96.5%

2016-17: 95.9%

Suspensions:

2015-16: 4

2016-17: 6

Inclusive and Supportive Culture

2016-17 Goal - By June 2017, 95% of all students will report feeling safe and respected as measured by a school-created survey

Met? No - 80% of students reported feeling safe

Contributing Factors:

Inconsistent focus on maintaining consistent school-wide behavioral expectations

Playground supervisors inconsistent with enforcing expectations and implementing consequences

Lack of school-wide incentive system

Inclusive and Supportive Culture

2017-18 Goal - By June 2018 85% of students will report feeling safe at school as measured by district or site survey.

Key Strategy - PBIS strategies. Structured Playground

Key Actions	Expenditures
PD and walkthroughs/feedback on PBIS strategies of teaching and maintaining schoolwide expectations, maintain grade-level consistent behavior management systems, playground supervisor training, At-Risk Intervention Specialist training and focus on target students	\$5,000
Playworks-led structured playground activities	\$10,000
Implement school-wide behavior incentive system as well as individualized success plans for target behavior students	\$3,000

Human Capital

Trends

- All staff except two “officially” trained in PLC
- Rtl teachers and Instructional Coach are integral part of grade level teams.
- PLC training is the focus during staff meetings at least 1x monthly
- Increase in teacher-led (vs admin-led) language regarding “Students First” and “Our Students” (collective responsibility)
- No turnover in staff this year

Human Capital

2016-17 Goal

100% of all teachers will attend 3 or more PD sessions on PLC tenets during the 2016-2017 school year.

Met? - Yes

Contributing Factors

- Summer PLC Institute
- PLC trainings during staff meetings

Human Capital

2017-18 Goal

- 90% of teachers will report feeling competent in their use of common formative assessments and analyzing data

Key Strategy - PD in CFA's and Data Analysis

Key Actions	Expenditures
PD cycle during staff meetings - CFA's and using data	
Additional PD in PLC core tenets - collaboration and using data	\$5,000
Student Progress Review Meetings - CFA focus provides ongoing PD	\$5,000
Continue Book Study with CFA materials from 16-17 training	

Parent Engagement

2016-17 Goal: By June 2017, 65% of all families will have attended three or more school events as measured by parent sign in records.

Met? Yes 78% of families attended three or more events

Contributing Factors

- Parent communications for each event: backpack flyer, Whistle calendar and blurb, autodialers day before or day of
- Outreach by SCEF and SLS Coordinator
- Focus topic during every SSC and ELAC meeting

Parent Engagement

2017-18 Goal: By June 2018, 75% of all families will have attended five or more school events as measured by parent sign in records.

Key Strategy - SCEF and SLS Coordinator Outreach

Key Actions	Expenditures
Five Star Family Dinner -honoring families who met this goal, principal and staff-prepared, increase advertising for this	\$2,000
SCEF and SLS parent communications, increase personal contacts to less-consistent families	N/A
Continue focus during SSC, ELAC, PTA meetings - encourage them to contact parents outside their circle	N/A

Questions?



The Single Plan for Student Achievement

School: Theuerkauf Elementary
CDS Code: 43 69591 6049514
District: Mountain View Whisman School District
Principal: Ryan Santiago
Revision Date: October 4, 2017

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

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

Contact Person: Ryan Santiago
Position: Principal
Phone Number: 650-903-6925
Address: 1625 San Luis Ave.
Mountain View, Ca 94043
E-mail Address: rsantiago@mvwsd.org

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

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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.

Core Values:

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.

Academic Achievement

By June of 2018, there will be an 6% increase in the number of students meeting or exceeding standards (from 42%-48%) in ELA as measured by CAASPP assessments.

Key Strategy - Provide effective Tier 1 and Tier 2 instruction (Response to Instruction).

By June of 2018, there will be an 7% increase in the number of students meeting or exceeding standards (from 30%-37%) in Mathematics as measured by CAASPP assessments.

Key Strategy - Provide effective Tier 1 instruction and implement interventions for math.

Closing the Achievement Gap

By June of 2018, there will be a decrease the number of at-risk Long Term English Language Learners from 19 students to 15 students based on English Language Arts CAASPP results and state English Language Development assessments

Key Strategy: Implement the Sheltered Observation Instruction Protocol (SIOP) and other targeted Interventions

Inclusive and Supportive Culture

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.

By June of 2018, 85% of students will report that Theuerkauf Elementary helps students solve conflicts with one another based on school climate survey.

Key Strategy: Implement a social and emotional educational program using Project Cornerstone and core values.

Human Capital

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.

Key Strategy: Continued implementation of PLC

Parent Engagement

By June of 2018, 75% of parents will have attended three 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.

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 California State Standards 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 and to collaborate on instructional practices.

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

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

Mountain View-Whisman School District adopted a new English Language Arts (ELA) and English Language Development (ELD) curriculum for the 2016-2017 school year that aligns to the new ELA state standards and ELD standards. Benchmark Advanced curriculum will serve to better prepare our students to meet or exceed standards and connect our Language Arts content to our designated English Language Development lessons.

Mountain View-Whisman School District also adopted Eureka Math, a new math curriculum, for the 2015-2016 school year that aligns to the state standards. The Eureka Math curriculum will serve to better prepare our students to meet or exceed standards.

Teachers will not only use the data from state assessments, but will also use district Benchmark assessments and curriculum-embedded assessments to monitor student progress. Curriculum and benchmark assessments assess writing, reading, math skills and progress toward mastery of standards. Student progress is monitored each trimester and adjustments to instructional practices and groupings are made.

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. 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.

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

At Theuerkauf Elementary, teachers have the opportunity to collaborate with colleagues during scheduled Thursday collaborations, staff meetings, grade level planning days, and site development days. Instructional coaches meet regularly with teachers to help improve instructional practices, classroom climate, and implement adopted curriculum.

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 researched resources. Theuerkauf teachers check for understanding during lessons to measure student's progress for the lesson's goal. Teachers also use formative assessments and summative assessments to determine if students are meeting state standard expectations. This will be Theuerkauf's second year implementing a Response to Instruction model that intervenes and extends learning in literacy for all students. Theuerkauf has hired additional certificated teachers to provide 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 Long Term English Language Students, an after school academic and recreation program for students underperforming, before and after school enrichment programs, and counseling programs. Theuerkauf also partners with community organizations for tutoring in both ELA and mathematics.

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 in events like School Site Council, English Language Advisory Committee, PTA, Principal's Coffees, Back to School Nights, Open House, Scholastic Book Fairs, Project Cornerstone, assemblies, and parent teacher conferences. Our staff communicates with parents about student successes and areas that need improvement. Teachers offer strategies and resources to support their learning. Theuerkauf has a School Community Engagement Facilitator who helps connect families with community agencies and is able to inform 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 will be using Title I funds to support English Language Development instruction, online personalized education programs, enhance instructional practices, and provide intervention for struggling students.

Description of Barriers and Related School Goals

Theuerkauf is proud of our diverse student body. Theuerkauf Elementary School serves a student population comprised of 43% English Learners, 66% Socio-Economically Disadvantaged, and 12% Students with Disabilities. We have set goals this year to help all students succeed.

Demographics

These are the students we serve:

	2014-2015	2015-2016	2016-2017
English Learners*	54%	48%	43%
Reclassified Fluent English Proficient*	9%	14%	16%
SocioEconomically Disadvantaged	71%	68%	66%
Students with Disabilities	11%	11%	12%
White	10%	9%	12%
Asian	5%	6%	8%
Hispanic/Latino	64%	65%	64%
Total Enrollment	416	379	368

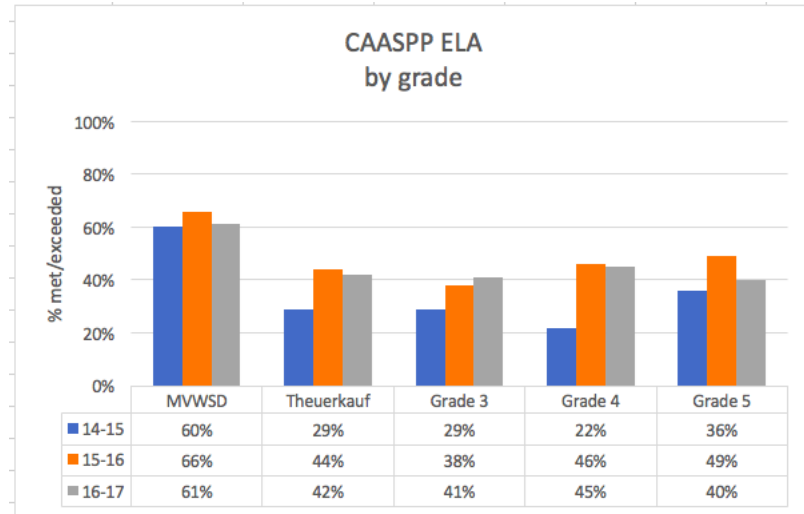
Mountain View Whisman School District

Theuerkauf Demographics (Grades 3-5)

	2014-2015	2015-2016	2016-2017
English Learners*	48%	41%	39%
Reclassified Fluent English Proficient*	17%	23%	26%
SocioEconomically Disadvantaged	76%	73%	72%
Students with Disabilities	17%	14%	19%
White	8%	9%	9%
Asian	13%	15%	8%
Hispanic/Latino	69%	68%	64%
Total Enrollment	210	186	170

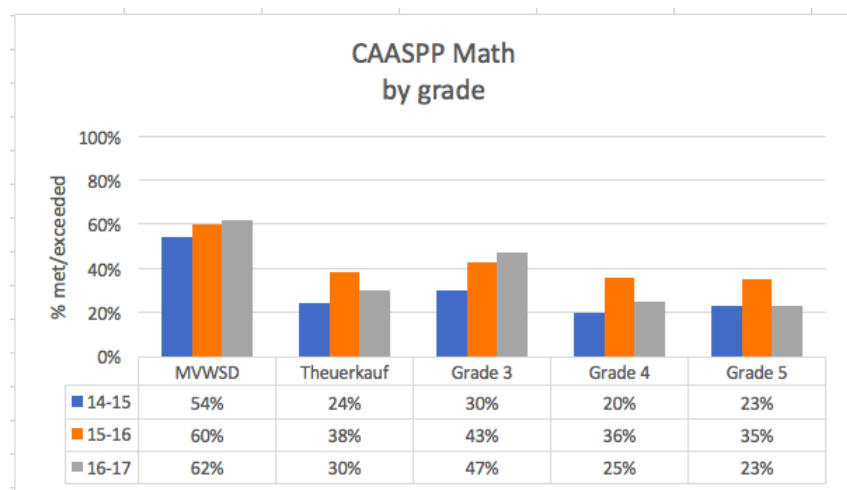
Mountain View Whisman School District

CAASPP - ELA by Grade Level



Mountain View Whisman School District

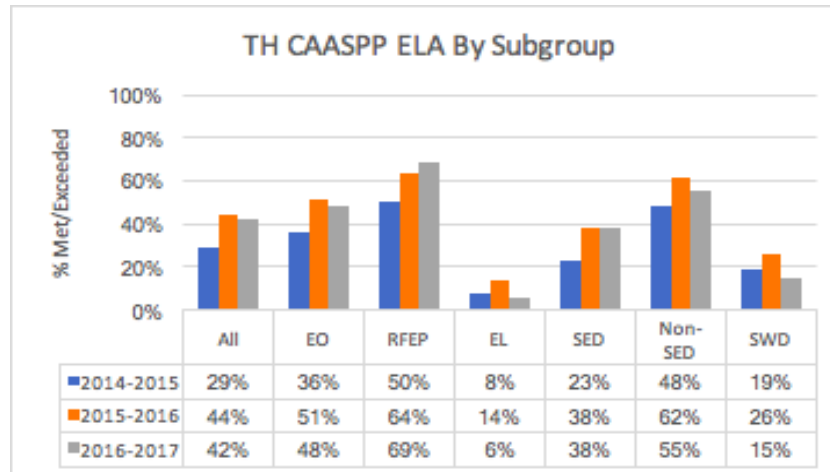
CAASPP - Math by Grade Level



Mountain View Whisman School District

CAASPP - ELA by Subgroup

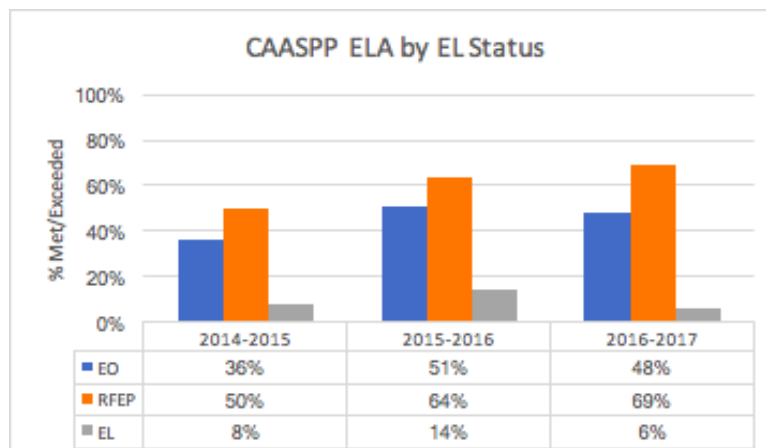
(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



Mountain View Whisman School District

CAASPP - ELA by English Learner Status

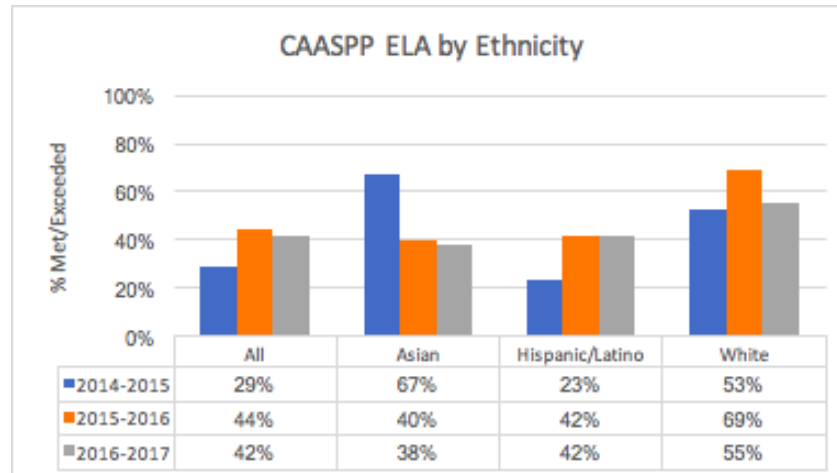
(EO, RFEP, EL, LTEL)



Mountain View Whisman School District

CAASPP - ELA by Ethnicity

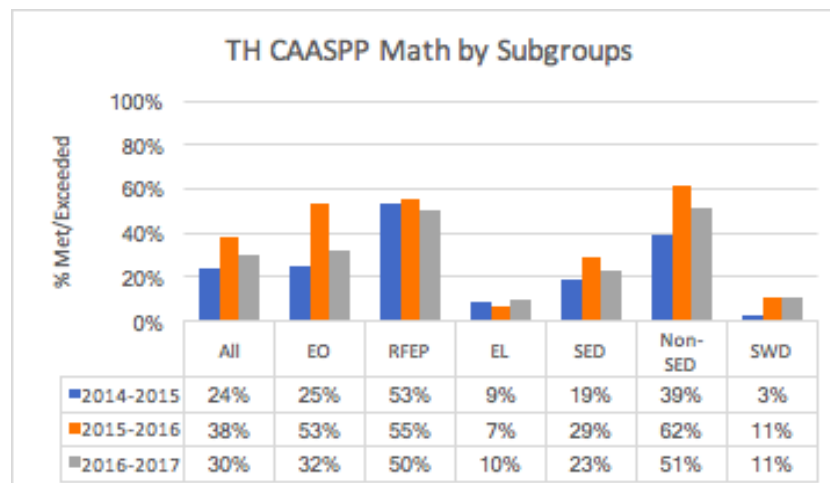
(Asian, Hispanic/Latino, White)



Mountain View Whisman School District

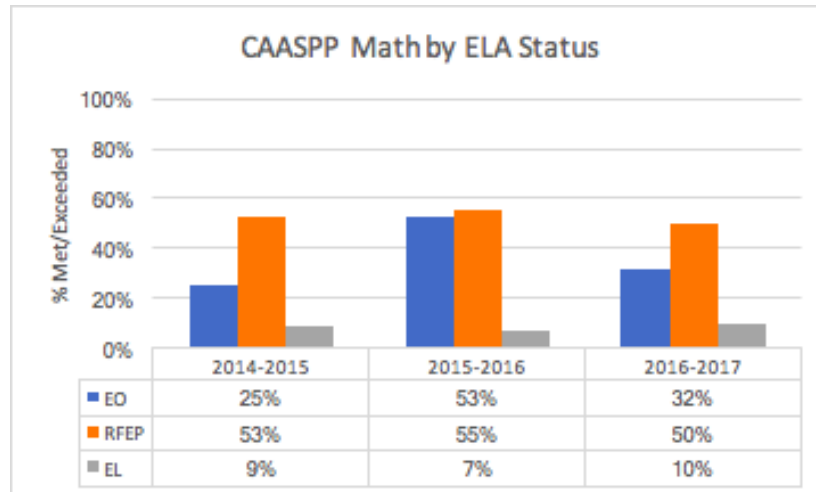
CAASPP - Math by Subgroup

(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



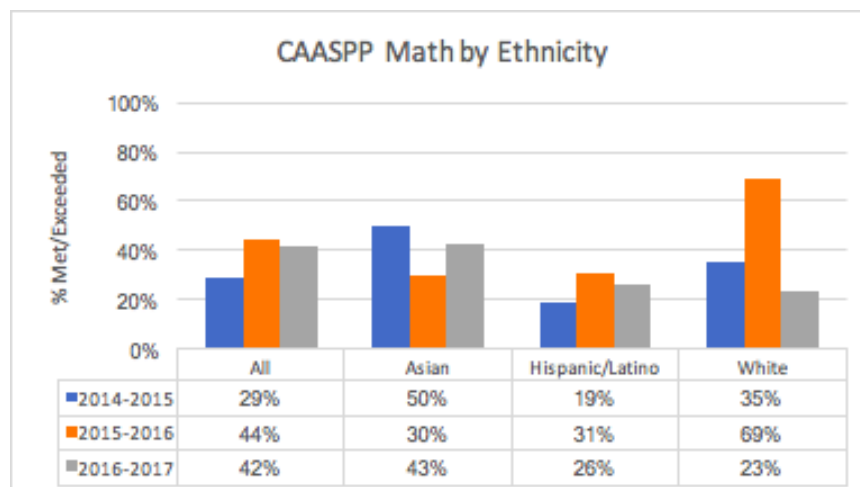
Mountain View Whisman School District

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



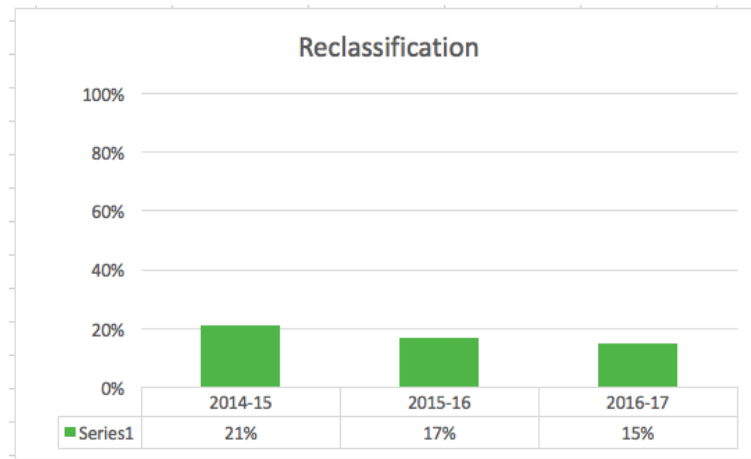
Mountain View Whisman School District

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



Mountain View Whisman School District

Reclassification



Mountain View Whisman School District

Attendance and Suspension

2015-2016 ADA = 96.29%

2016-2017 ADA = 95.52%

2016-2017 Suspension = 2

Mountain View Whisman School District

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	54	59	47	52	55	46	52	55	46	96.3	93.2	97.9
Grade 4	77	51	61	75	48	60	74	48	60	97.4	94.1	98.4
Grade 5	71	71	57	68	69	55	68	69	55	95.8	97.2	96.5
All Grades	202	181	165	195	172	161	194	172	161	96.5	95	97.6

* 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	2372.6	2416.1	2410.2	6	22	19.57	23	16	21.74	19	33	26.09	52	29	32.61
Grade 4	2426.3	2458.2	2446.0	12	21	15.00	9	25	30.00	24	25	18.33	53	29	36.67
Grade 5	2468.0	2507.9	2481.6	10	14	10.91	25	35	29.09	31	35	30.91	34	16	29.09
All Grades	N/A	N/A	N/A	10	19	14.91	18	26	27.33	25	31	24.84	46	24	32.92

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	12	16	23.91	40	53	32.61	48	31	43.48
Grade 4	14	17	21.67	39	50	45.00	47	33	33.33
Grade 5	13	20	16.36	38	57	52.73	49	23	30.91
All Grades	13	18	20.50	39	53	44.10	48	28	35.40

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	8	25	17.39	48	42	45.65	44	33	36.96
Grade 4	9	21	15.00	45	54	48.33	46	25	36.67
Grade 5	7	23	16.36	51	57	54.55	41	20	29.09
All Grades	8	23	16.15	48	51	49.69	44	26	34.16

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	10	15	15.22	54	67	76.09	37	18	8.70
Grade 4	11	19	15.00	62	65	55.00	27	17	30.00
Grade 5	10	16	12.73	72	68	58.18	18	16	29.09
All Grades	10	16	14.29	63	67	62.11	26	17	23.60

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	6	16	19.57	44	56	50.00	50	27	30.43
Grade 4	7	17	21.67	42	63	53.33	30	21	25.00
Grade 5	24	26	14.55	56	65	58.18	21	9	27.27
All Grades	12	20	18.63	47	62	54.04	32	18	27.33

Conclusions based on this data:

- 2% decrease in ELA
Overall 42% ELA met or exceeded
Grade 3 had increased ELA (+3%)
Decrease in grades 4 (-1%) and 5 (-9%) over a one year period
Overall 13% increase over a two year period
Increase in grade 3 (+12%), grade 4 (+23%), and grade 5 (+4%) over two year period

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	54	59	47	53	56	47	53	56	47	98.1	94.9	100
Grade 4	77	51	61	77	50	61	77	50	61	100.0	98	100
Grade 5	71	71	57	68	70	56	68	70	56	95.8	98.6	98.2
All Grades	202	181	165	198	176	164	198	176	164	98.0	97.2	99.4

* 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	2401.5	2424.7	2437.0	9	18	21.28	21	25	25.53	42	30	34.04	28	27	19.15
Grade 4	2438.0	2456.7	2436.7	6	8	8.20	13	28	16.39	43	38	39.34	38	26	36.07
Grade 5	2466.6	2485.0	2471.7	7	16	12.50	16	20	10.71	31	24	33.93	46	40	42.86
All Grades	N/A	N/A	N/A	8	14	13.41	16	24	17.07	38	30	35.98	38	32	33.54

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	15	25	31.91	36	39	44.68	49	36	23.40
Grade 4	12	12	19.67	34	36	26.23	55	52	54.10
Grade 5	10	26	17.86	34	24	32.14	56	50	50.00
All Grades	12	22	22.56	34	32	33.54	54	46	43.90

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	13	23	23.40	43	45	46.81	43	32	29.79
Grade 4	14	12	13.11	40	54	47.54	45	34	39.34
Grade 5	4	13	14.29	41	43	50.00	54	44	35.71
All Grades	11	16	16.46	41	47	48.17	48	38	35.37

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	11	20	29.79	62	55	53.19	26	25	17.02
Grade 4	10	24	16.39	44	40	36.07	45	36	47.54
Grade 5	7	9	5.36	47	49	57.14	46	43	37.50
All Grades	10	16	16.46	50	48	48.17	40	35	35.37

Conclusions based on this data:

- 8% decrease in Math
Overall 30% in math met or exceeded
Grade 3 increased in math (+4)
Decrease in grade 4 (-11%) and grade 5 (-12%) over a one year period
Overall 6% increase in math over a two year period
Increase in grade 3 (+17%), grade 4 (+5%) over two year period
Maintained in grade 5 over a two year period

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 of 2018, there will be an 6% increase in the number of students meeting or exceeding standards (from 42%-48%) in ELA as measured by CAASPP assessments.
By June of 2018, there will be an 7% increase in the number of students meeting or exceeding standards (from 30%-37%) in Mathematics as measured by CAASPP assessments.
Data Used to Form this Goal:
CAASPP, District Assessments, CELDT
Findings from the Analysis of this Data:
2016-17 Goal - Increase the percentage of students meeting or exceeding standards from 44% to 53% Met? No - Decreased 2%
2016-17 Goal - Increase the percentage of students meeting or exceeding standards from 38% to 47% Met? No - Decreased 8%
ELA: 42% of 3rd-5th grade students met or exceeded standards on ELA CAASPP assessment 2% decrease from last year's scores
Math: 30% of 3rd-5th grade students met or exceeded standards on Mathematics CAASPP assessment 8% decrease from last year's scores

How the School will Evaluate the Progress of this Goal:

CAASPP, District Benchmarks, Student Progress Monitoring, Embedded Curriculum Assessments, Grade Level Common Formative Assessments, 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 for (K-2) and (3-5)	Spring & Summer 2017	Principal, Teachers	Post Positions, Interview, and Hire	1000-1999: Certificated Personnel Salaries	Title I	47,000
				1000-1999: Certificated Personnel Salaries	Academic Turnaround Program	34,500
Hire hourly certificated teachers for response to instruction.	Spring & Summer 2017	Principal, Teachers	Post Positions, Interview, and Hire	1000-1999: Certificated Personnel Salaries	TSSP	40,000
Resources and materials for Response to Instruction	Fall of 2017	Principal, Teachers	Teacher and Student resources for reading intervention	4000-4999: Books And Supplies	Academic Turnaround Program	3,500
Purchase of online learning programs to support Tier I and Tier II instruction: Lexia Core 5, Newsela, Renaissance Learning, and Reading A-Z, Hand Writing Without Tears, and Literably	August and July of 2017	Principal	Newsela PRO	5000-5999: Services And Other Operating Expenditures	TSSP	3,500
			Lexia Core 5	5000-5999: Services And Other Operating Expenditures	Title I	9,900
			Literably (additional assessments for reading intervention)	5000-5999: Services And Other Operating Expenditures	TSSP	250
			Renaissance Learning (AR/STAR)	5000-5999: Services And Other Operating Expenditures	TSSP	4000
			Reading A-Z	5000-5999: Services And Other Operating Expenditures	TSSP	2,000
			Hand Writing Without Tears	5000-5999: Services And Other Operating Expenditures	Academic Turnaround Program	6,500

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 2017-June 2018	Principal, Teacher, Instructional Coach, Intervention Teachers	No expenditures. Part of regular staff responsibilities.			
Additional Student Progress Review Meetings 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	TSSP	5,000
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	4,000
Offer after School Enrichment and tutoring for math and/or STEAM	Throughout the year	Principal	After school enrichment/tutoring	5000-5999: Services And Other Operating Expenditures	Title I	15,000
			After school enrichment/tutoring	5000-5999: Services And Other Operating Expenditures	Academic Turnaround Program	10,000
			After school enrichment/tutoring	5000-5999: Services And Other Operating Expenditures	After School Enrichment	3,690
Teacher Feedback - From Principal and Teacher Instructional Rounds for ELA and Math	Throughout the school year	Principal, Teachers, Instructional Coach	Substitutes	5000-5999: Services And Other Operating Expenditures	TSSP	2,000
Hire STEAM teacher and provide STEAM lessons to all grade levels. Classroom teacher to provide intervention in Math lessons.	July 2017	Principal. Teacher	District Funded STEAM resources and materials	4000-4999: Books And Supplies	Academic Turnaround Program	3,500
Sheltered Instruction Observation Protocol (SIOP) implementation focused in Math instruction.	Throughout the school year	Principal, Teachers, Instructional coaches	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 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 using district benchmark data, common formative assessment results, and feedback from walkthroughs	November 2017 - June 2018	Principal, Teachers, Instructional coaches	No expenditures. Part of regular staff responsibilities.			
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	TSSP	6,000
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	24,240

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 of 2018, we will decrease the number of at-risk Long Term English Language Learners from 19 students to 15 students based on English Language Arts CAASPP results and state English Language Development assessments
Data Used to Form this Goal:
CAASPP, District Benchmarks, Reclassification Rates, Long Term English Learner Percentage Rates
Findings from the Analysis of this Data:
2016-17 Goal - Increase the percentage of English learners meeting and exceeding standard from 14% to 27% in ELA and from 10% to 24% in math. Met? - No. The percentage of English Learners meeting/exceeding standard in ELA decreased 8% and increased in math 3% 19 students meet the criteria of at-risk Long Term English Language Learners 6% of EL students met or exceeded standards on ELA CAASPP 10% of EL students met or exceeded standards on Mathematics CAASPP 21% of EL students reclassified last year (4% increase 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 2017-June 2018	District, Principal, Teachers	District Funded			
Implementation of 4 features in SIOP Instruction: (1) Content Objectives (2) Language Objectives (3) Links Between Past Learning and New Learning (4) Developing Key Vocabulary	August 2017-June 2018	Principal, Teachers, Instructional Coach	No expenditures. Part of regular staff responsibilities.			
Hire ELD teachers to support designated ELD instruction and implementation of English 3D for ELs in grades 4 and 5	Spring and Summer of 2017	Principal	Post, Interview, and Hire	1000-1999: Certificated Personnel Salaries	Academic Turnaround Program	34,500
			Post, Interview, and Hire	1000-1999: Certificated Personnel Salaries	Title I	47,000
English 3D materials and resources	Fall of 2017	Principal	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 2017	Principal	Post, Interview, Hire	2000-2999: Classified Personnel Salaries	TSSP	15,000
Purchase English Language Program for LTEL students in morning intervention group	Fall of 2017	Principal, Instructional Aide, Instructional Coach	Imagine Learning	5000-5999: Services And Other Operating Expenditures	Title I	4,000
Ensure effective implementation of designated and integrated ELD instruction with Benchmark Advanced curriculum.	August 2017 -June 2018	Principal, Teachers, Instructional Coach	No expenditures. Part of regular staff responsibilities.			
Conduct EL progress monitoring using district benchmarks, common formative assessments and feedback from walkthrough	November 2017- June 2018	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
Summer School	Summer of 2018	Principal	Funds for summer school program	5000-5999: Services And Other Operating Expenditures	TSSP	18,400
Building Background Knowledge: Increased field trips	August 2017-June 2018	Principal Teachers	Transportation and Fees	5000-5999: Services And Other Operating Expenditures	Title I	7,500
			Transportation and Fees	5000-5999: Services And Other Operating Expenditures	Academic Turnaround Program	2,500
Building Background Knowledge: Inventory and determine needs to increase reading resources in school library.	August 2017-December 2017	Principal, Library Technician	Analyze needs and complete order	4000-4999: Books And Supplies	TSSP	1,000
Building Background Knowledge: Increased Assemblies/Classroom presentations	August 2017 - June 2018	Principal, Teachers	Assemblies	5000-5999: Services And Other Operating Expenditures	TSSP	2,000
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.			

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 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.
Data Used to Form this Goal:
CAASPP, District Assessments, School Quality Review (SQR) Data
Findings from the Analysis of this Data:
<p>2016-17 Goal: By June 2017, staff will show evidence of growth as a professional learning community as measured by the difference between a pre- and post-assessment of the characteristics of a PLC.</p> <p>Met? - Partial</p> <p>Contributing Factors</p> <p>Provided initial PLC Survey</p> <p>Based on survey provided professional learning on characteristics of a PLC</p> <p>Implementation of practices after professional development</p> <p>End of year survey was not conducted</p> <p>SQR recommends staff to routinely analyze student data and student work. This should be regular practice in all teacher collaborative teams so that teachers can effectively plan lessons and assessment tasks.</p> <p>Of the 24 certificated teachers, 13 teachers are new to our school site this year.</p>
How the School will Evaluate the Progress of this Goal:
Pre and Post Assessments, CAASPP, District Benchmarks, PLC surveys, Collaboration notes

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 2017-June 2018	Principal, Teachers, Instructional Coach	No expenditures. Part of regular staff responsibilities.			
Provide Professional Learning for PLCs. Book Study: Learning By Doing	August 2017-June 2018	Principal, Teachers	No expenditures. Part of regular staff responsibilities.			
Align staff meetings and grade level collaborations with the 4 essential questions of a PLC.	August 2017-June 2018	Principal Teachers	No expenditures. Part of regular staff responsibilities.			
Provide survey at the beginning of the year and end of year about the quality of collaboration at Theuerkauf.	October 2017 and May 2018	Principal, Teachers	No expenditures. Part of regular staff responsibilities.			
Implement new or revised strategies based on revision of plan.	November 2017-June 2018	Principal, Teachers	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 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. By June of 2018, 85% of students will report that Theuerkauf Elementary helps students solve conflicts with one another based on school climate survey.
Data Used to Form this Goal:
Healthy Kid Survey 2016-2017
Findings from the Analysis of this Data:
2016-17 Goal - By June 2016, Theuerkauf will increase the number of parent educational opportunities and increase parent participation rates for school events. Met? Yes Majority of students feel that the school helps solve conflicts and teaches to care for one another. But there is room for improvement. 64% of students reported that the school helps solve conflicts most or all of the time. 85% of students reported that the school teaches students to care and respect each other most or all of the time.
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 will research and plan implementation of a social emotional education program.	November 2017-June 2018	Principal, Teachers, Staff	Social Emotional Program	5800: Professional/Consulting Services And Operating Expenditures	Title I	10,000
Partner with Stevenson Elementary to implement Project Cornerstone	August 2017-June 2018	Principal, Teachers, Parents	Books and Materials	4000-4999: Books And Supplies	Donations - General	1,000
Increase positive recognition of Core Values and attendance throughout the school year	August 2017-June 2018	Principal, Teachers, Staff	incentives	4000-4999: Books And Supplies	TSSP	850
Playworks	August 2017-June 2018	Principal	Playworks Coach	5800: Professional/Consulting Services And Operating Expenditures	TSSP	18,000
			Additional Recess Supervision	2000-2999: Classified Personnel Salaries	Academic Turnaround Program	5,000

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 of 2018, 75% of parents will have attended three or more events as measured by parent sign-in records.
Data Used to Form this Goal:
64% of parents attended Back to School Night last year 39%* of parents attended Open House (*incomplete data) 93% of Parents attended Parent Teacher Conferences last year Parent Engagement Series at TH 11.2.16 28/379= 7% of parents attended 1.17.17 17/379= 4% of parents attended 3.22.17 20/379= 5% of parents attended Principals Coffees 9.23.16 21/379= 6% of parents attended 11.18.16 17/379= 4% of parents attended 1.13.17 14/379= 4% of parents attended 3.10.17 15/379= 4% of parents attended 5.12.17 13/379= 3% of parents attended
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.

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 2017 - June 2018	Principal, SCEF	Interpreters	5000-5999: Services And Other Operating Expenditures	Title I	3,600
Translation of letters and communication to parents	August 2017-June 2018	Principal, SCEF, Office Staff	Translator	2000-2999: Classified Personnel Salaries	Title I	1,000
Continue School Parent Engagement Series	November 2017 - June 2018	Principal, Instructional Coach, SCEF, Teachers	Staff to prepare and present workshops.	1000-1999: Certificated Personnel Salaries	Title I	600
			Resources and materials	4000-4999: Books And Supplies	Title I	400
Record parent attendance for school events	August 2017 - June 2018	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	May 2018	Principal, SCEF, Instructional Coach	No expenditures. Part of regular staff responsibilities.			
Collaborate with School Site Council on parent engagement/involvement policy to review and revise for annual adoption	October 2017	Principal, SSC, 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	24,240	0.00
Yard Supervision	30,750	30,750.00
Donations - General	12,179	11,179.00
Donations - PTA	2,033	2,033.00
Academic Turnaround Program	100,000	0.00
TSSP	120,000	0.00
After School Enrichment	3,690	0.00
Title I	150,000	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
Academic Turnaround Program	100,000.00
After School Enrichment	3,690.00
Donations - General	1,000.00
School Allocation	24,240.00
Title I	150,000.00
TSSP	120,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	212,600.00
2000-2999: Classified Personnel Salaries	21,000.00
4000-4999: Books And Supplies	36,490.00
5000-5999: Services And Other Operating Expenditures	94,840.00
5800: Professional/Consulting Services And Operating	34,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	Academic Turnaround Program	69,000.00
2000-2999: Classified Personnel Salaries	Academic Turnaround Program	5,000.00
4000-4999: Books And Supplies	Academic Turnaround Program	7,000.00
5000-5999: Services And Other Operating	Academic Turnaround Program	19,000.00
5000-5999: Services And Other Operating	After School Enrichment	3,690.00
4000-4999: Books And Supplies	Donations - General	1,000.00
4000-4999: Books And Supplies	School Allocation	24,240.00
1000-1999: Certificated Personnel Salaries	Title I	98,600.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	400.00
5000-5999: Services And Other Operating	Title I	40,000.00
5800: Professional/Consulting Services And	Title I	10,000.00
1000-1999: Certificated Personnel Salaries	TSSP	45,000.00
2000-2999: Classified Personnel Salaries	TSSP	15,000.00
4000-4999: Books And Supplies	TSSP	3,850.00
5000-5999: Services And Other Operating	TSSP	32,150.00
5800: Professional/Consulting Services And	TSSP	24,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	224,580.00
Goal 2	133,900.00
Goal 4	34,850.00
Goal 5	5,600.00

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
Ryan Santiago	X				
Katie Yost		X			
Sarah Johnston		X			
Sarah Denton		X			
Holly Leonard			X		
Natalia Ivonava				X	
Jane Corpos				X	
Anna Yong				X	
Summer Marshall				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
Ryan Santiago	X				
Dolores Lopez		X			
Kristen Calderon			X		
Martha Barajas				X	
Vidal Herrera				X	
Karina De Rosas				X	
Agustina Yopez				X	
Aida Perez				X	
Elisenda Bolanos				X	
Alfonso Perez				X	
Angeles Anducho				X	
Norena Deleon				X	
Marisela Martinez				X	
Reina Rodriguez				X	
Godofredo Contreras				X	
Irma Rafailan				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 Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

X English Learner Advisory Committee

Marta Beraja
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:

Ryan Santiago

Typed Name of School Principal

Ryan Santiago
Signature of School Principal

10/24/17

Date

Natalia Ivanova

Typed Name of SSC Chairperson

Natalia Ivanova
Signature of SSC Chairperson

10/24/17

Date



Mountain View
Whisman
School District

Theuerkauf Site Plan

Ryan Santiago, Principal

November 2, 2017





Mountain View
Whisman
School District

The story of Theuerkauf

Demographics

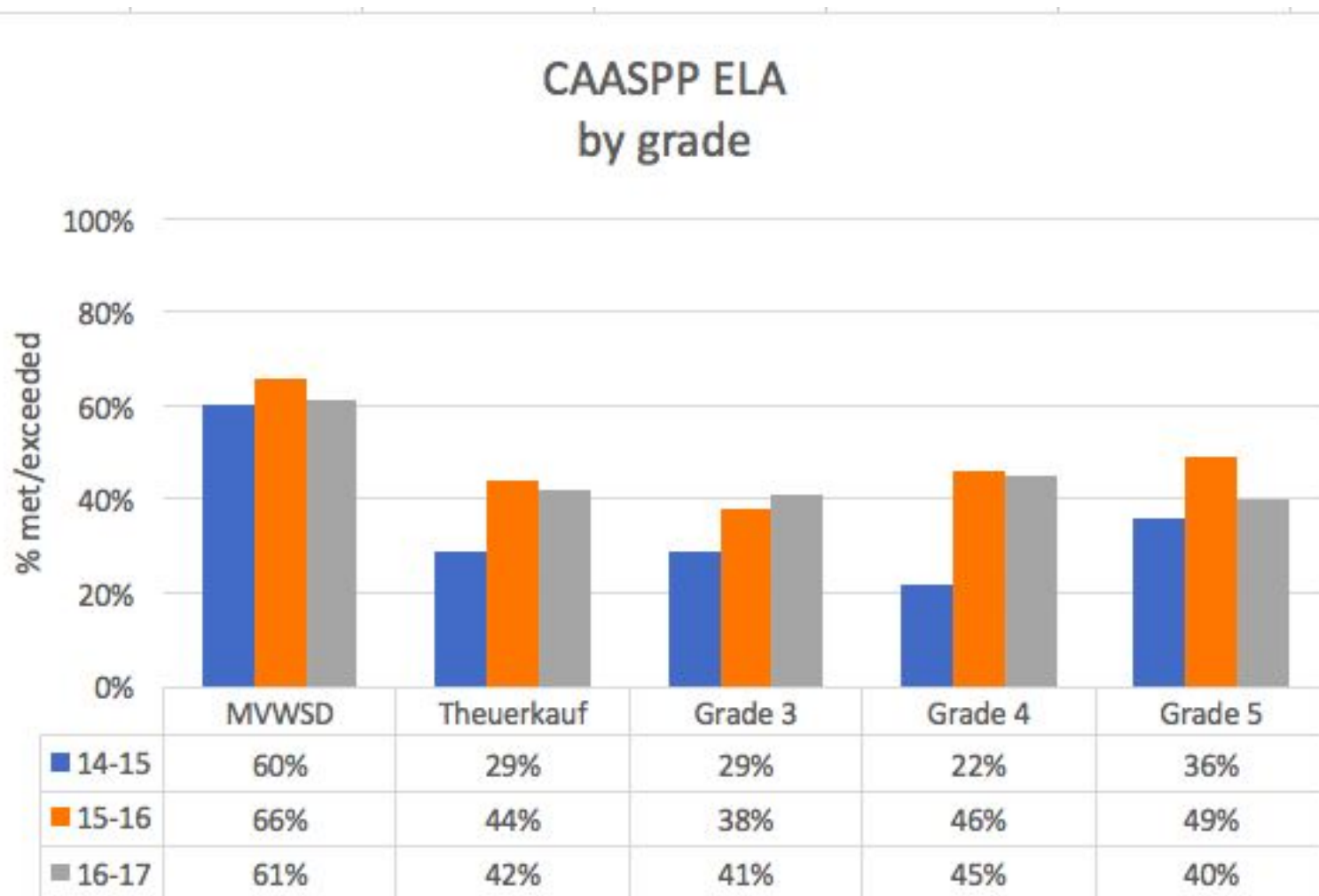
These are the students we serve:

	2014-2015	2015-2016	2016-2017
English Learners*	54%	48%	43%
Reclassified Fluent English Proficient*	9%	14%	16%
SocioEconomically Disadvantaged	71%	68%	66%
Students with Disabilities	11%	11%	12%
White	10%	9%	12%
Asian	5%	6%	8%
Hispanic/Latino	64%	65%	64%
Total Enrollment	416	379	368

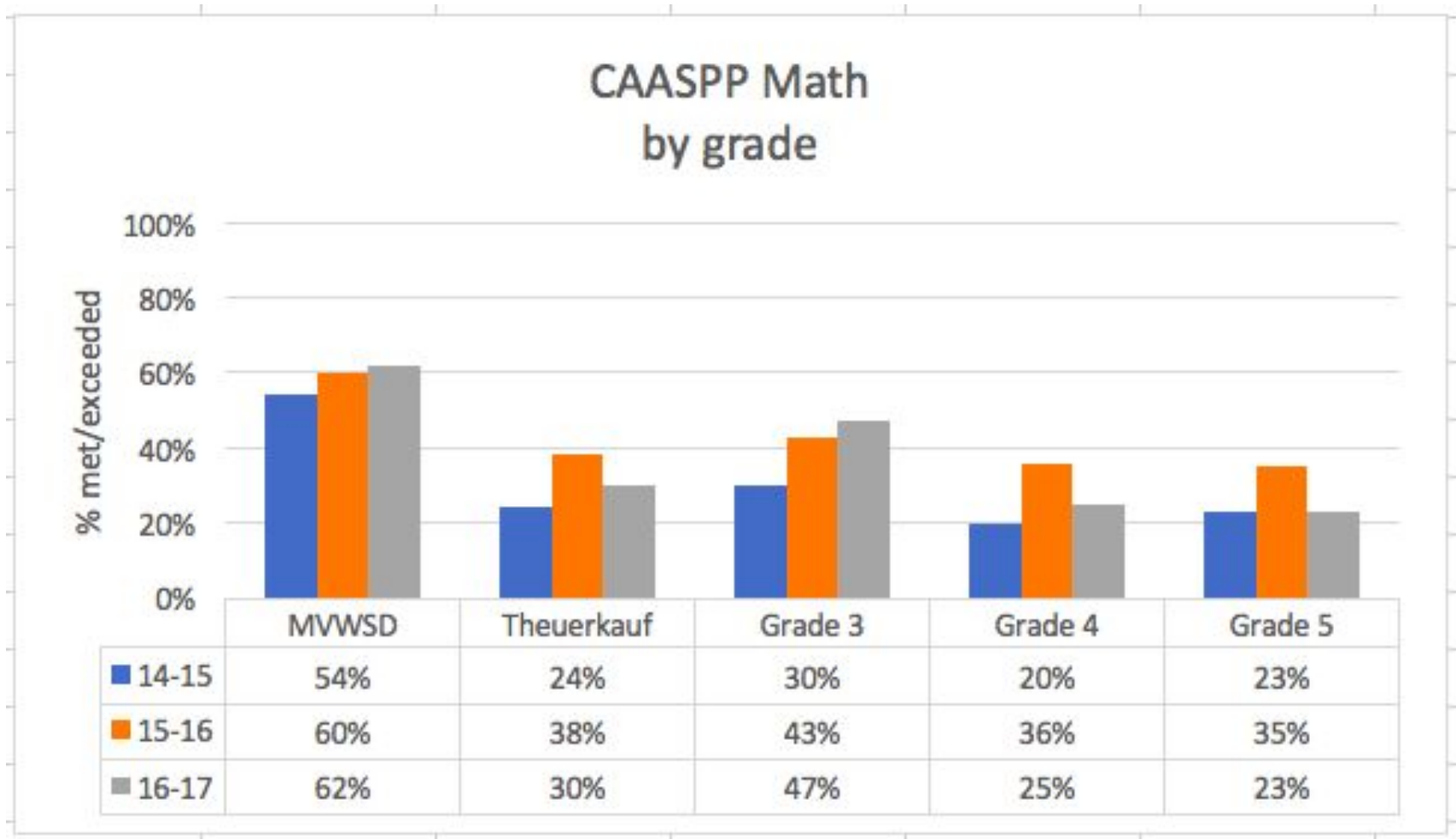
Theuerkauf Demographics (Grades 3-5)

	2014-2015	2015-2016	2016-2017
English Learners*	48%	41%	39%
Reclassified Fluent English Proficient*	17%	23%	26%
SocioEconomically Disadvantaged	76%	73%	72%
Students with Disabilities	17%	14%	19%
White	8%	9%	9%
Asian	13%	15%	8%
Hispanic/Latino	69%	68%	64%
Total Enrollment	210	186	170

CAASPP - ELA by Grade Level



CAASPP - Math by Grade Level



Academic Achievement

Overall Grade Level Data Trends

- 2% decrease in ELA
- Overall 42% ELA met or exceeded
- Grade 3 had increased ELA (+3%)
- Decrease in grades 4 (-1%) and 5 (-9%) over a one year period
- Overall 13% increase over a two year period
- Increase in grade 3 (+12%), grade 4 (+23%), and grade 5 (+4%) over two year period

- 8% decrease in Math
- Overall 30% in math met or exceeded
- Grade 3 increased in math (+4)
- Decrease in grade 4 (-11%) and grade 5 (-12%) over a one year period
- Overall 6% increase in math over a two year period
- Increase in grade 3 (+17%), grade 4 (+5%) over two year period
- Maintained in grade 5 over a two year period

Academic Achievement - ELA

2016-17 Goal - Increase from 44% to 53% met/exceeded

Met? No - Decreased 2%

Contributing factors could include...

- New curriculum for ELA and ELD
- Need for additional professional development and training
- Implemented new Response To Intervention program and system
- Focused more on programs and systems, than instructional practices
- Need for more feedback and collaboration aligned to ELA standards

Academic Achievement - ELA

By June of 2018, there will be a 6% increase in the number of students meeting or exceeding standards (from 42%-48%) in ELA as measured by CAASPP assessments.

Key Strategy - Provide effective Tier I and Tier II instruction (Response to Instruction)

Key Actions	Expenditures
Hire certificated teachers to Response to Instruction for K-2 and 3-5.	Title I - 47,000 Turnaround - 34,500
Hourly certificated teachers for Response to Instruction	TSSP - 40,000
Additional learning programs to support Tier I and Tier II instruction.	TSSP - 9,750 Title I - 9,900 Turnaround - 6,500
Additional planning days for student progress review, essential standards, and common formative assessments.	TSSP - 5,000 Title I - 4,000
Implement and ensure effective Response to Instruction for literacy.	No expenditures.
Professional Development with ELA curriculum and individualized computer based programs.	TSSP - 6,000

Academic Achievement - Math

2016-17 Goal - Increase from 38% to 47% met/exceeded

Met? No - Decreased 8%

Contributing Factors

- PD and support focused primarily on ELA, ELD, and PLC
- No interventions during school and after school
- Coaching and time were more aligned with ELA curriculum and RTI

Academic Achievement - Math

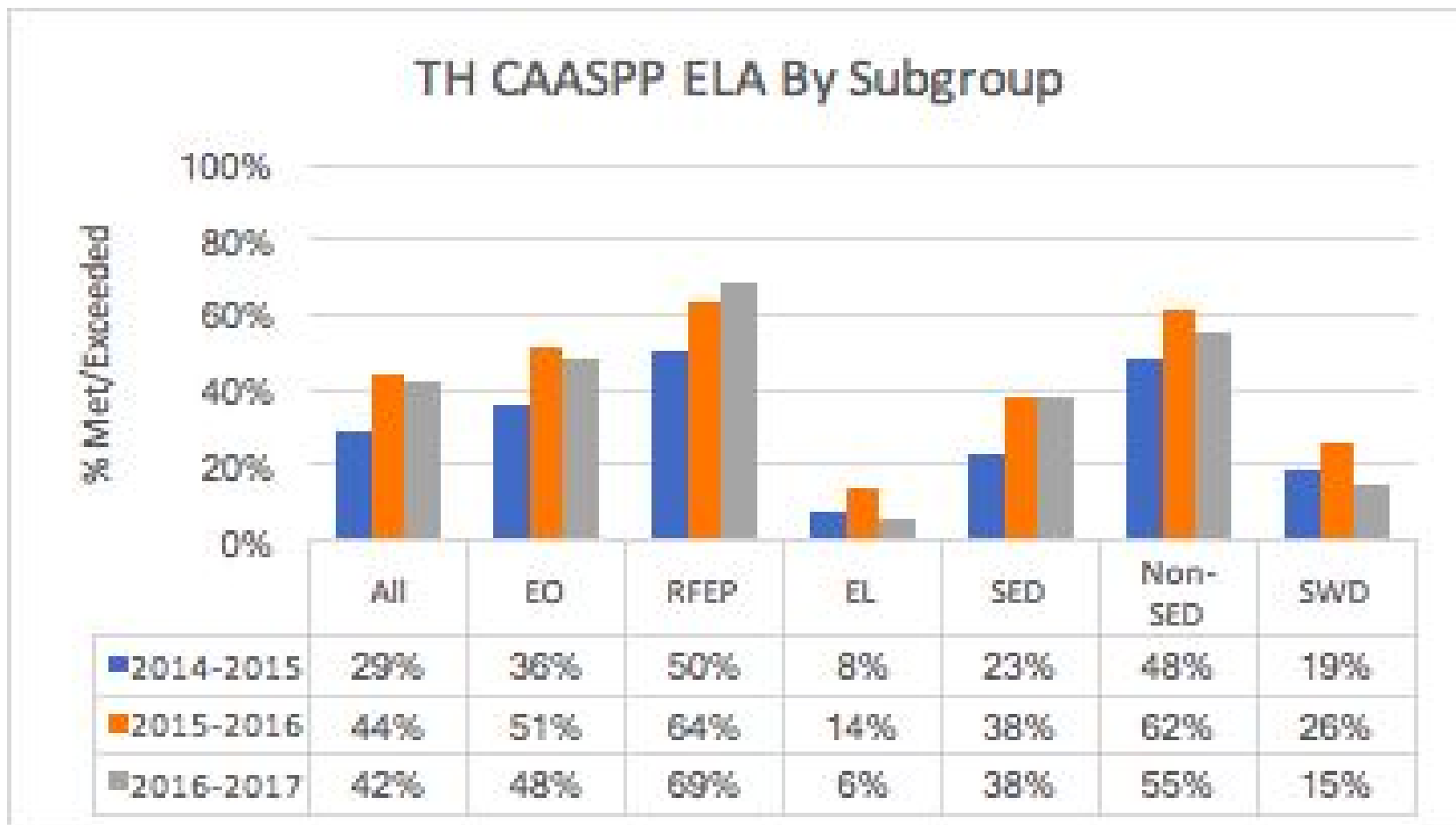
By June of 2018, there will be an 7% increase in the number of students meeting or exceeding standards (from 30%-37%) in Mathematics as measured by CAASPP assessments.

Key Strategy - Provide effective tier I instruction and implement interventions for math.

Key Actions	Expenditures
STEAM teacher to provide lesson STEAM lessons to all grades. Classroom teacher to provide intervention during math lessons	District
Offer after school enrichment and tutoring for math and/or STEAM	Title I - 15,000 Turnaround 10,000 After School Enrichment - 3,690
SLOP instructional practices focused within math instruction	District
Provide whole group and small group instruction supported by personalized blended learning opportunities	No expenditures
Additional planning days for student progress review, essential standards, and common formative assessments.	TSSP and Title (Refer to ELA goal)
Provide specific professional development opportunities to teachers in the area of math instruction, curriculum, pacing, and assessment. Mountain View Whisman School District	District TSSP - (Refer to ELA goal)

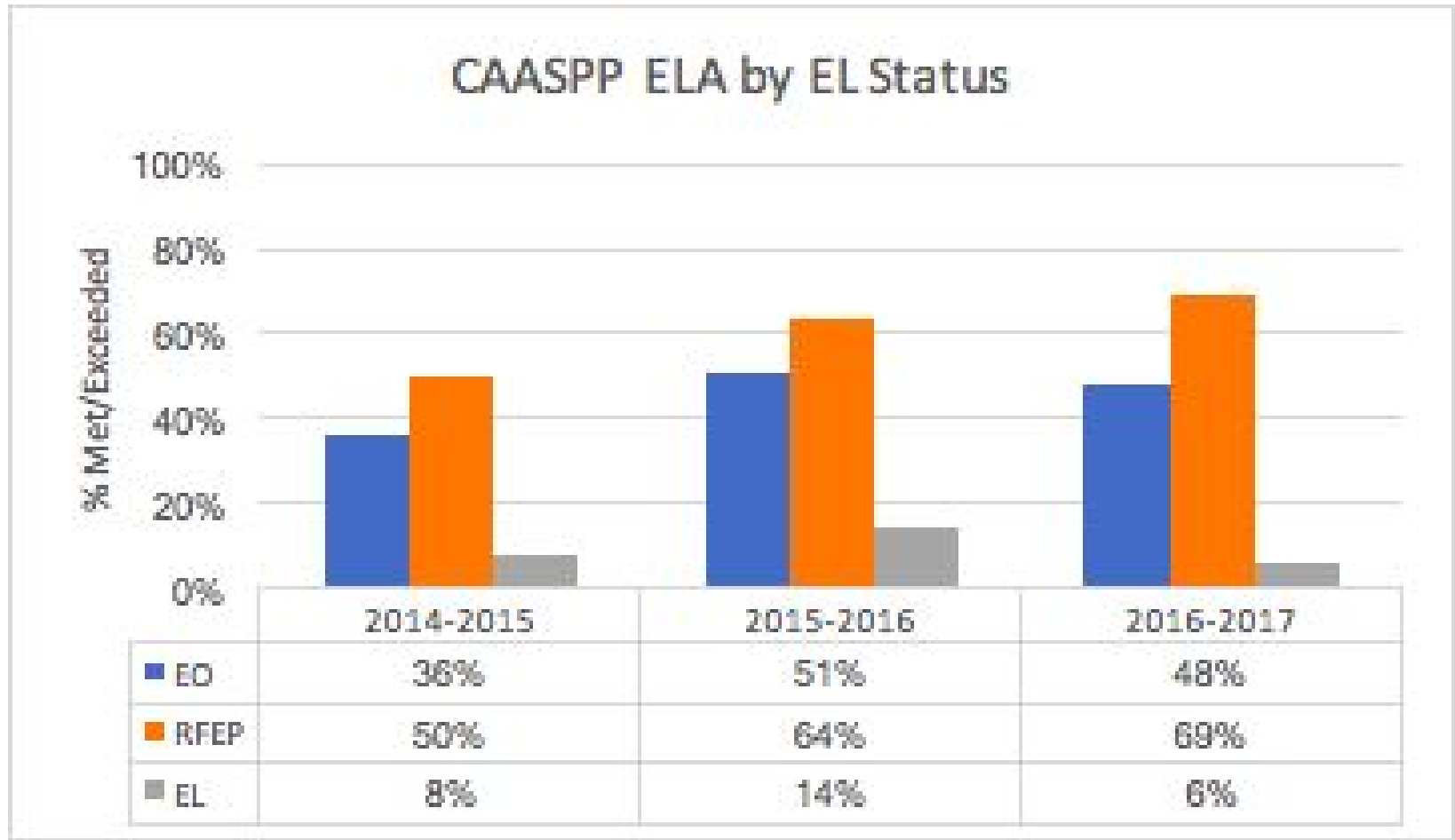
CAASPP - ELA by Subgroup

(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



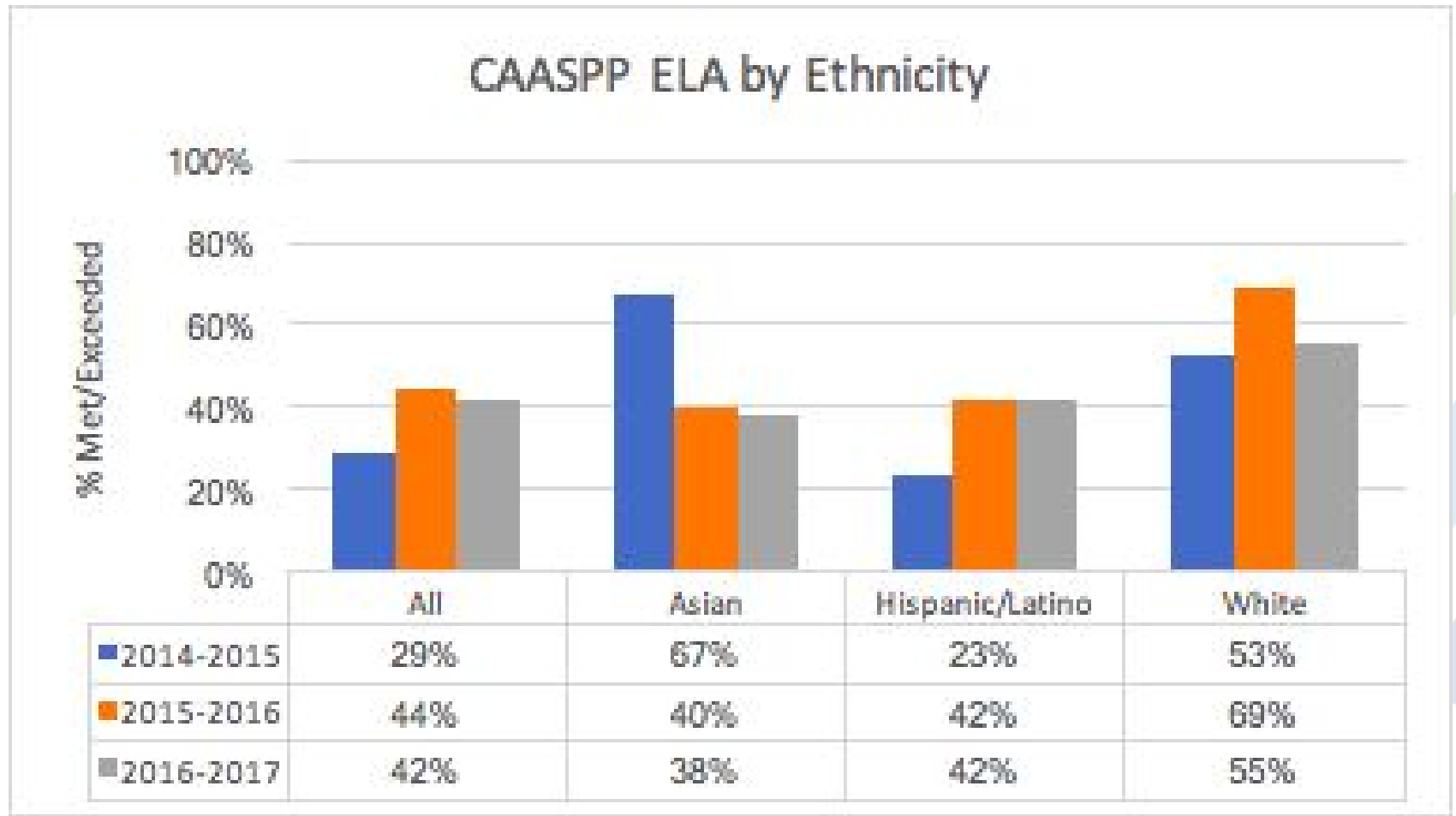
CAASPP - ELA by English Learner Status

(EO, RFEP, EL, LTEL)



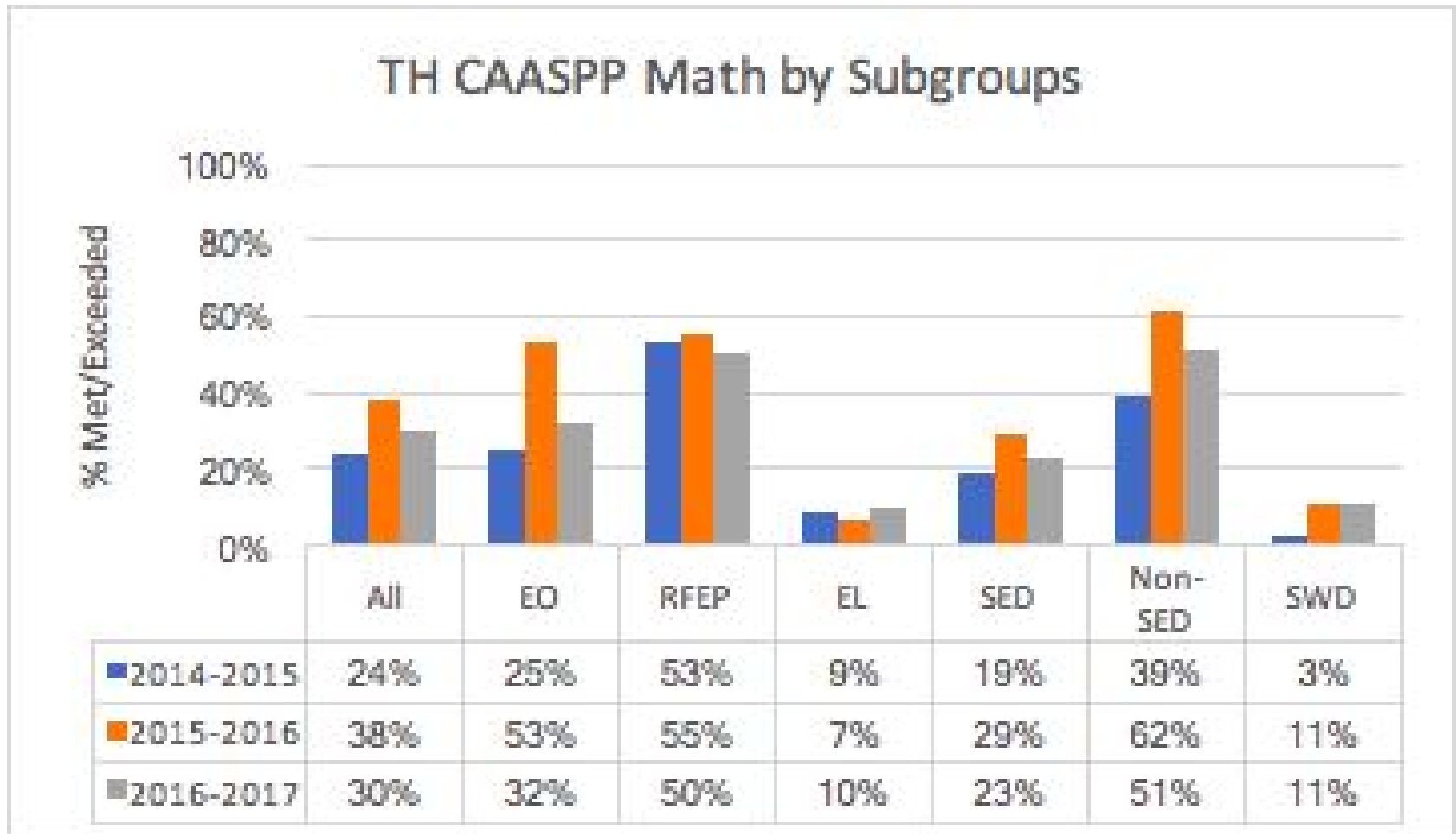
CAASPP - ELA by Ethnicity

(Asian, Hispanic/Latino, White)



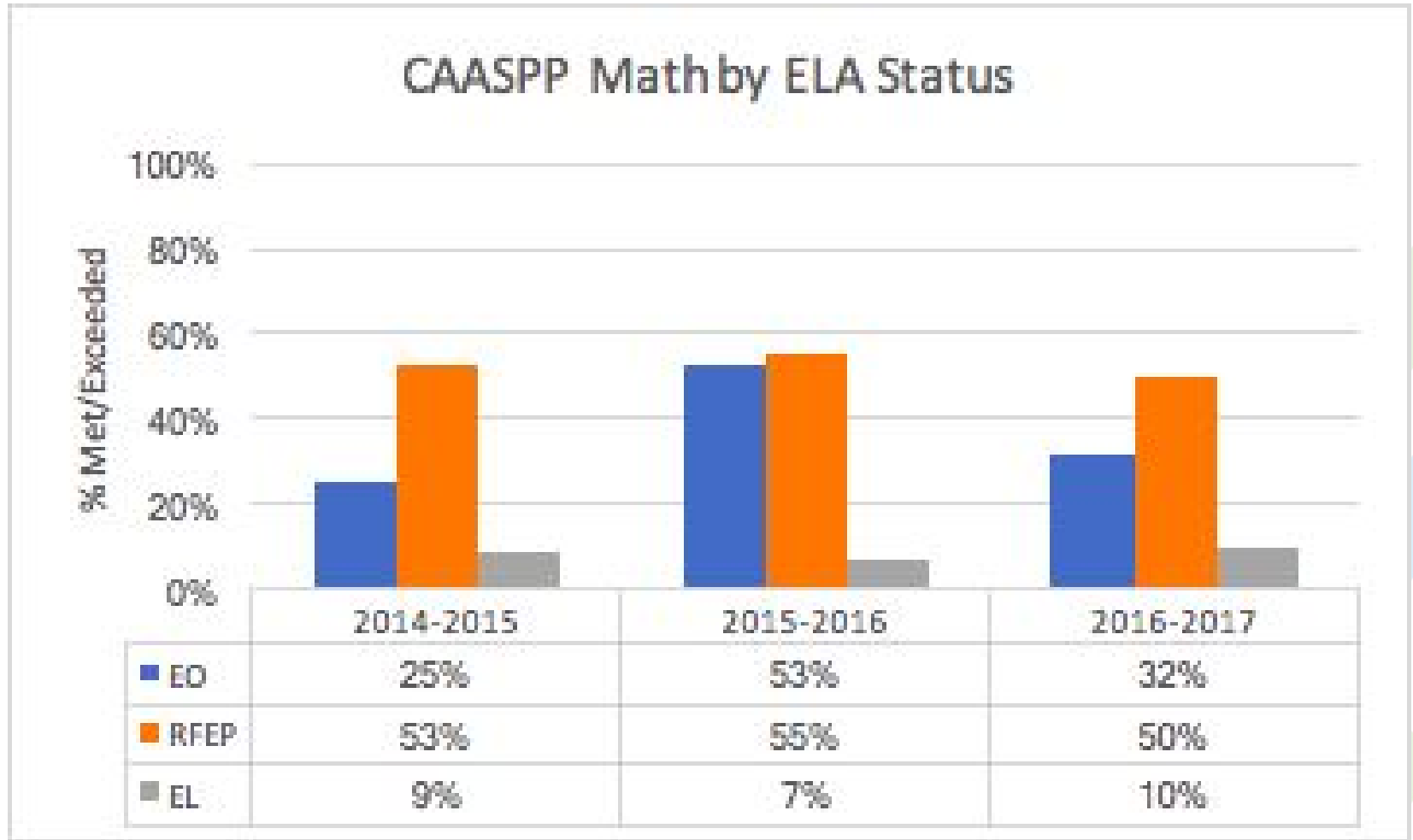
CAASPP - Math by Subgroup

(English Learners, SocioEconomically Disadvantaged, Students with Disabilities)



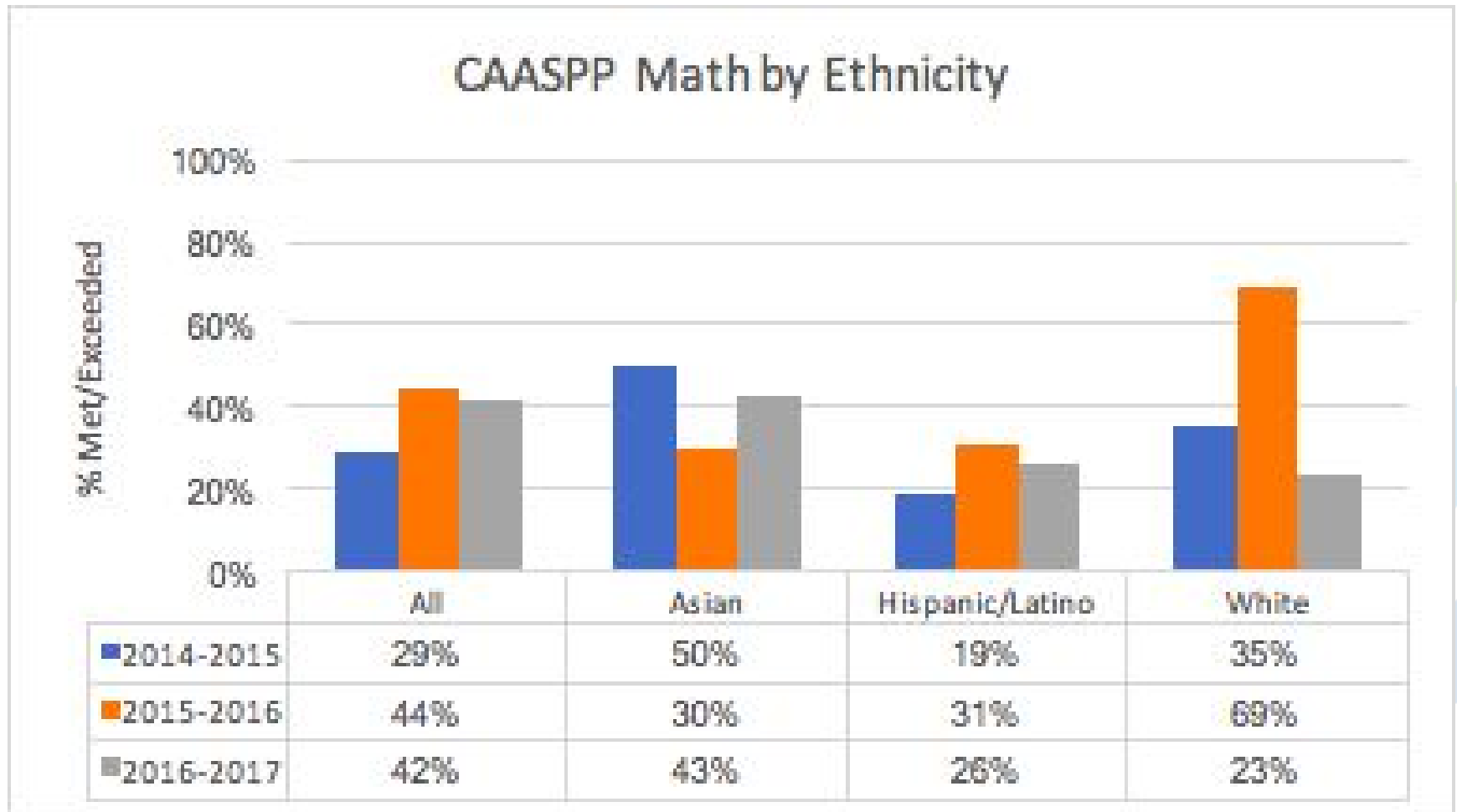
CAASPP - Math by English Learner Status

(EO, RFEP, EL)

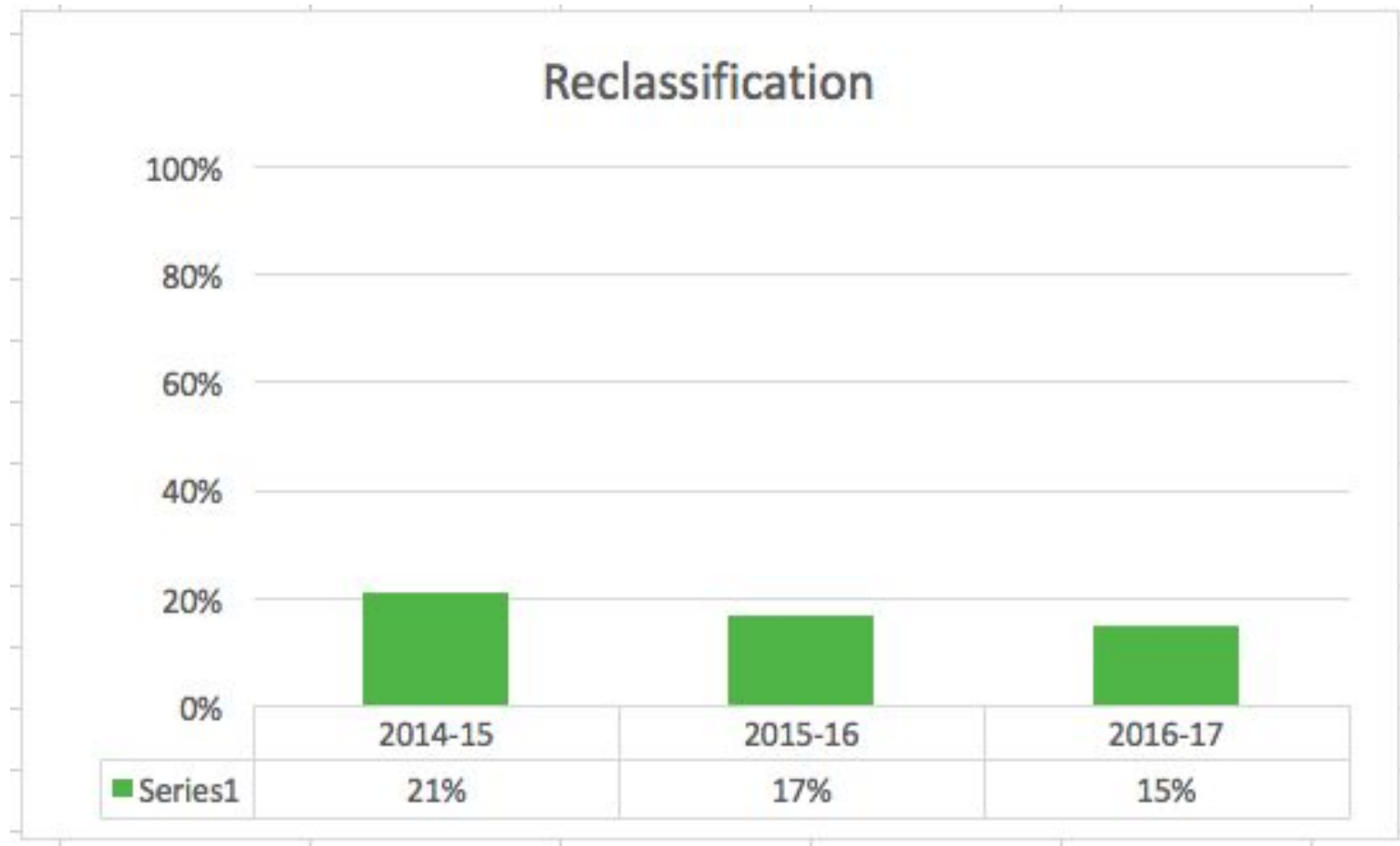


CAASPP - Math by Ethnicity

(Asian, Hispanic/Latino, White)



Reclassification



Closing the Achievement Gap

Subgroup Trends

- EL decrease (8%) in ELA and an increase (3%) in Math
- RFEP increase (19%) in ELA and a decrease (5%) in Math
- SED and Hispanic Latino groups maintained, RFEP increased and all other groups decreased in ELA
- All groups decreased in Math except for ELs and Asian students
- Majority of subgroups in ELA increased over two year period (Asian, EL, and SWD decreased)
- Majority of subgroups in Math increased over two year period (RFEP, Asian, and White decreased)

Closing the Achievement Gap

2016-17 Goal - Increase the percentage of English learners meeting and exceeding standard from 14% to 27% in ELA and from 10% to 24% in math.

Met? - No. The percentage of English Learners meeting/exceeding standard in ELA decreased 8% and increased in math 3%

Contributing Factors

- The English Learner subgroup is an ever changing group of students
- Only students who have not yet demonstrated proficiency in language and content are considered English Learners. Once they demonstrate proficiency, they are reclassified and exited from the subgroup.
- Explicit language development must be included and monitored in student instruction
- New Designated and Integrated curriculum
- New LTEL curriculum

Closing the Achievement Gap

By June of 2018, there will be a decrease the number of at-risk Long Term English Language Learners from 19 students to 15 students based on English Language Arts CAASPP results and state English Language Development assessments.

Key Strategy - Sheltered Observation Instruction Protocol and Interventions

Key Actions

Expenditures

Professional development in Sheltered Instruction Observation Protocol (SIOP) for all teacher. Continued professional learning throughout the year.

District

Implementation of 4 features in SIOP Instruction: (1) Content Objectives (2) Language Objectives (3) Links Between Past Learning and New Learning (4) Developing Key Vocabulary

No expenditures

Additional ELD teachers (K-2) and (3-5) to support designated ELD instruction and implementation of English 3D for ELs in grades 4 and 5.

Title I - 47,000
Turnaround - 34,500

Morning intervention targeted for LTEL students in language, reading, and math.

Title I - 4,000

Summer School Program- Allocate funds from 2017-2018 school year

TSSP - 18,400

Building Background Knowledge: Field trips, assemblies, and additional resources for library

Title I - 7,500
Turnaround 2,500
TSSP - 3,000

Attendance and Suspension

2015-2016 ADA = 96.29%

2016-2017 ADA = 95.52%

2016-2017 Suspension = 2

Inclusive and Supportive Culture

2016-17 Goal - By June 2016, Theuerkauf will increase the number of parent educational opportunities and increase parent participation rates for school events.

Met? Yes

- Three new Theuerkauf parent engagement series were provided to parents
- New community event - Dia De Nino

Inclusive and Supportive Culture

2017-18 Goal

- (1) By June 2018, 85% of students will report that Theuerkauf helps students solve conflicts with one another based on school climate survey.
- (2) By June 2018, 95% of students will report that Theuerkauf teaches students to care about each other and treat each other with respect based on school climate survey.

Key Strategy - Core Values, Project Cornerstone, and a social emotional educational program

Key Actions	Expenditures
Staff will research and plan implementation of social and emotional educational program.	Title I - 10,000
Partner with Stevenson Elementary to implement Project Cornerstone	Donations - 1,000
Increase positive recognition of core values and attendance throughout the school year	TSSP - 850
Playworks	TSSP - 18,000

Human Capital

Trends

- Staff meetings focused on professional learning of district and school goals
- Nearly half of staff attended summer 2016 PLC training. Teachers then led training at August site development
- Instructional coaches supporting school and individual goals

Human Capital

2016-17 Goal

- By June 2017, staff will show evidence of growth as a professional learning community as measured by the difference between a pre- and post-assessment of the characteristics of a PLC.

Met? - Partial

Contributing Factors

- Provided initial PLC Survey
- Based on survey provided professional learning on characteristics of a PLC
- Implementation of practices after professional development
- End of year survey was not conducted

Human Capital

2017-18 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.

Key Strategy - Continued Implementation of Professional Learning Community

Key Actions	Expenditures
Professional learning of common formative assessments, RTI, and essential standards throughout the school year during staff meetings and site development days.	No expenditures
Align staff meetings to grade level collaborations with the 4 essential questions of a PLC. (1) what do we want students to learn? (2) How will we know they have learned it? (3) How will we respond when students did not learn it? (4) How will we respond when students do learn it?	No expenditures
Provide survey at the beginning and end of year about the quality of collaboration at Theuerkauf.	No expenditures

Parent Engagement

Trends

64% of families attended back to school night last year (2016-2017)
93% of families attended Parent teacher conferences

Parent Engagement Series at Theuerkauf

11.2.16 28/379= 7% of parents attended

1.17.17 17/379= 4% of parents attended

3.22.17 20/379= 5% of parents attended

Parent Engagement

- 2016-17 Goal - By June 2017, Theuerkauf will increase the number of parent educational opportunities and increase parent participation rates for school events.

Met? - Yes

- Three new Theuerkauf parent engagement series were provided to parents
- New community event - Dia De Nino

Parent Engagement

2017-18 Goal: By June of 2018, 75% of parents will have attended three 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, provide effective communication between parents and school.

Key Actions	Expenditures
Provide interpreters, food, and childcare for school meetings and workshops.	Title I - 3,600
Translation of letters and communication to parents	Title I - 1,000
Continue Theuerkauf School Parent Engagement Series	Title I - 1,000
Record parent attendance of school events	No expenditures
Provide survey at end of school year regarding parent attendance and quality of school events and engagement series.	No expenditures

Questions?

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: REVIEW AND ACTION

Agenda Item Title: Board Policy No. 5116.1, Intradistrict Open Enrollment, First Reading (5 minutes)

Estimated Time: 15 minutes

Person Responsible: Carmen Ghysels, Chief Human Relations Officer

Background:

Education Code requires that the Board review Board Policy No. 5116.1 Intradistrict Open Enrollment every year.

Fiscal Implication:

None.

Recommended Action:

There have been no changes to Board Policy No 5116.1 so there is no action required.

ATTACHMENTS:

Description	Type	Upload Date
Board Policy No. 5116.1, Intradistrict Open Enrollment	Backup Material	10/25/2017

INTRADISTRICT OPEN ENROLLMENT

The Governing Board desires to provide enrollment options that meet the diverse needs and interests of district students and parents/guardians, while also maximizing the efficient use of district facilities. The Superintendent or designee shall establish procedures for the selection and transfer of students among district schools in accordance with law, Board policy, and administrative regulation.

(cf. 5117 - Interdistrict Attendance)

The parents/guardians of any student who resides within district boundaries may apply to enroll their child in any district school, regardless of the location of their residence within the district. (Education Code 35160.5)

(cf. 5111.1 - District Residency)

The Board shall annually review this policy. (Education Code 35160.5, 48980)

Enrollment Priorities

No student currently residing within a school's attendance area shall be displaced by another student transferring from outside the attendance area. (Education Code 35160.5)

(cf. 5116 - School Attendance Boundaries)

The Superintendent or designee shall grant priority to any district student to attend another district school, including a charter school, outside of his/her attendance area as follows:

1. Any student enrolled in a district school that has been identified on the state's Open Enrollment Act list (Education Code 48354)

(cf. 5118 - Open Enrollment Act Transfers)

2. Any student enrolled in a district school designated by the California Department of Education as "persistently dangerous" (20 USC 7912; 5 CCR 11992)

(cf. 0450 - Comprehensive Safety Plan)

3. Any student who is a victim of a violent crime while on school grounds (20 USC 7912)
4. Upon a finding that special circumstances exist that might be harmful or dangerous to the student in the current attendance area. Special circumstances include, but are not limited to, threats of bodily harm or threats to the emotional stability of the student. Any such student may transfer to a district school that is at capacity and otherwise closed to transfers. To grant priority under these circumstances, the Superintendent or designee must have received either: (Education Code 35160.5)
 - a. A written statement from a representative of an appropriate state or local agency, including, but not necessarily limited to, a law enforcement official, social worker, or a properly licensed or registered professional such as a psychiatrist, psychologist, or marriage and family therapist
 - b. A court order, including a temporary restraining order and injunction

INTRADISTRICT OPEN ENROLLMENT

5. Any sibling of a student already in attendance in that school
6. Any student whose parent/guardian is assigned to that school as his/her primary place of employment

Application and Selection Process

In order to ensure that priorities for enrollment in district schools are implemented in accordance with law, applications for intradistrict open enrollment shall be submitted in the annually advertised open enrollment period of the school year preceding the school year for which the transfer is requested.

The Superintendent or designee shall calculate each school's capacity in a nonarbitrary manner using student enrollment and available space. (Education Code 35160.5)

Except for priorities listed above, the Superintendent or designee shall use a random, unbiased selection process to determine who shall be admitted whenever the school receives admission requests that are in excess of the school's capacity. (Education Code 35160.5)

Enrollment decisions shall not be based on a student's academic or athletic performance, except that existing entrance criteria for specialized schools or programs may be used provided that the criteria are uniformly applied to all applicants. Academic performance may be used to determine eligibility for, or placement in, programs for gifted and talented students. (Education Code 35160.5)

(cf. 6172 - Gifted and Talented Student Program)

Transportation

Except as required for students who transferred out of a Title I program improvement school, the district shall not be obligated to provide transportation for students who attend school outside their attendance area.

*Legal Reference:**EDUCATION CODE*

200 Prohibition against discrimination

35160.5 District policies; rules and regulations

35291 Rules

35351 Assignment of students to particular schools

46600-46611 Interdistrict attendance agreements

48200 Compulsory attendance

48204 Residency requirements for school attendance

48300-48316 Student attendance alternatives, school district of choice program

48350-48361 Open Enrollment Act

48980 Notice at beginning of term

CODE OF REGULATIONS, TITLE 5

11992-11994 Definition of persistently dangerous schools

UNITED STATES CODE, TITLE 20

6311 State plans

7912 Transfers from persistently dangerous schools

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: REVIEW AND ACTION

Agenda Item Title: Approval of Addendum to Contract for Employment for Superintendent with Ayindé Rudolph (5 minutes)

Estimated Time:

Person Responsible:

Background:

The Board will consider approval of an addendum to the contract for employment with Dr. Ayindé Rudolph for superintendent. Copies of the final addendum will be available at the meeting and by request following the meeting.

Fiscal Implication:

Recommended Action:

That the Board approve the addendum to the contract for employment with Dr. Ayindé Rudolph for superintendent.

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: Landed Program to Assist Staff in Buying a Home (5 minutes)

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

Landed will present information about a program that assists school staff in purchasing a home. The Board has discussed this program at previous meetings. Landed is sharing additional information as the program moves forward in the district.

Fiscal Implication:

None.

Recommended Action:

No action required.

ATTACHMENTS:

Description	Type	Upload Date
Landed Criteria	Backup Material	10/24/2017
Example letter to staff	Backup Material	10/27/2017



Community Down Payment Help

Criteria to Participate in Mountain View-Whisman School District Community Fund

The Landed Benefit shall be made available to full time faculty and staff who satisfy the conditions below. First priority will be given to those who are ready to purchase a home earlier.

1. **Support Limit:** No one beneficiary can use more than \$120,000 in support.
2. **Status and Commitment:** Participants must be permanent employees of Mountain View-Whisman School District. Participants agree to stay with their employer for the next two years.
3. **Home Eligibility:** Home must be a primary residence purchased anywhere in the counties of Santa Clara, San Mateo, San Francisco, Alameda and Marin.
4. **Mortgage Qualification:** Must qualify for a primary mortgage with one of the Benefit Provider's banking partners.
5. **Term:** Employees don't have to wait until the home is sold to end the Landed partnership. They can end the partnership at any time within 10 years by buying out the Landed investment directly or by refinancing

Learn more about Landed here: Landed.com

November 3, 2017

Dear Colleague:

Mountain View-Whisman School District is committed to finding innovative ways to help staff members manage one of the biggest challenges they face outside of work – finding suitable housing in this expensive region.

One of these solutions is a down payment fund for staff. The benefit, managed by local Bay Area company Landed (landed.com), provides half of an educator's down payment up to \$120,000. In exchange, the educator will share in the gain (or loss, if any) of their home when they sell or refinance. There are no monthly payments on the support.

This program is open to all staff and available immediately. Please contact Jess Zhao, Head of Customer Experience, to apply and learn more: jess@landed.com.

Eligibility:

1. **Support Limit:** No one beneficiary can use more than \$120,000 in support.
2. **Status and Commitment:** Participants must be permanent employees of Mountain View-Whisman School District. Participants agree to stay with their employer for the next two years.
3. **Home Eligibility:** Home must be a primary residence purchased anywhere in the counties of Santa Clara, San Mateo, San Francisco, Alameda and Marin.
4. **Mortgage Qualification:** Must qualify for a primary mortgage with one of the Benefit Provider's banking partners.
5. **Term:** Employees don't have to wait until the home is sold to end the Landed partnership. They can end the partnership at any time within 10 years by buying out the Landed investment directly or by refinancing

[It should be noted that Landed is an entity separate from the District and we do not endorse. However, we believe that its work is of interest to many staff members.]

A meeting for interested employees will be held on **DATE, TIME at PLACE, ADDRESS**. Refreshments will be provided. Please RSVP [here](#) to determine count for food. Questions? Email Jess at jess@landed.com.

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: Special Education Update (35 minutes)

Estimated Time:

Person Responsible: Gary Johnson: Director of Special Education

Background:

District staff will provide an update on Special Education.

Fiscal Implication:

None.

Recommended Action:

None.

ATTACHMENTS:

Description	Type	Upload Date
Special Education Update Presentation	Backup Material	10/25/2017



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2017 – 2018 Special Education Update

Gary Johnson, Director of Special Education

November 2, 2017





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Special Education Goals

2015-16 District Quality Review

- Ensure all students have access to music, art, band, or other classes beyond the core
- Create middle school schedules so all students have access to wide range of classes

Strategic Plan

Goal 2

- Achievement gaps will be eliminated for all student groups in all areas
 - **Action:** Implement a co-teaching model with special education teachers and general education teachers at all schools



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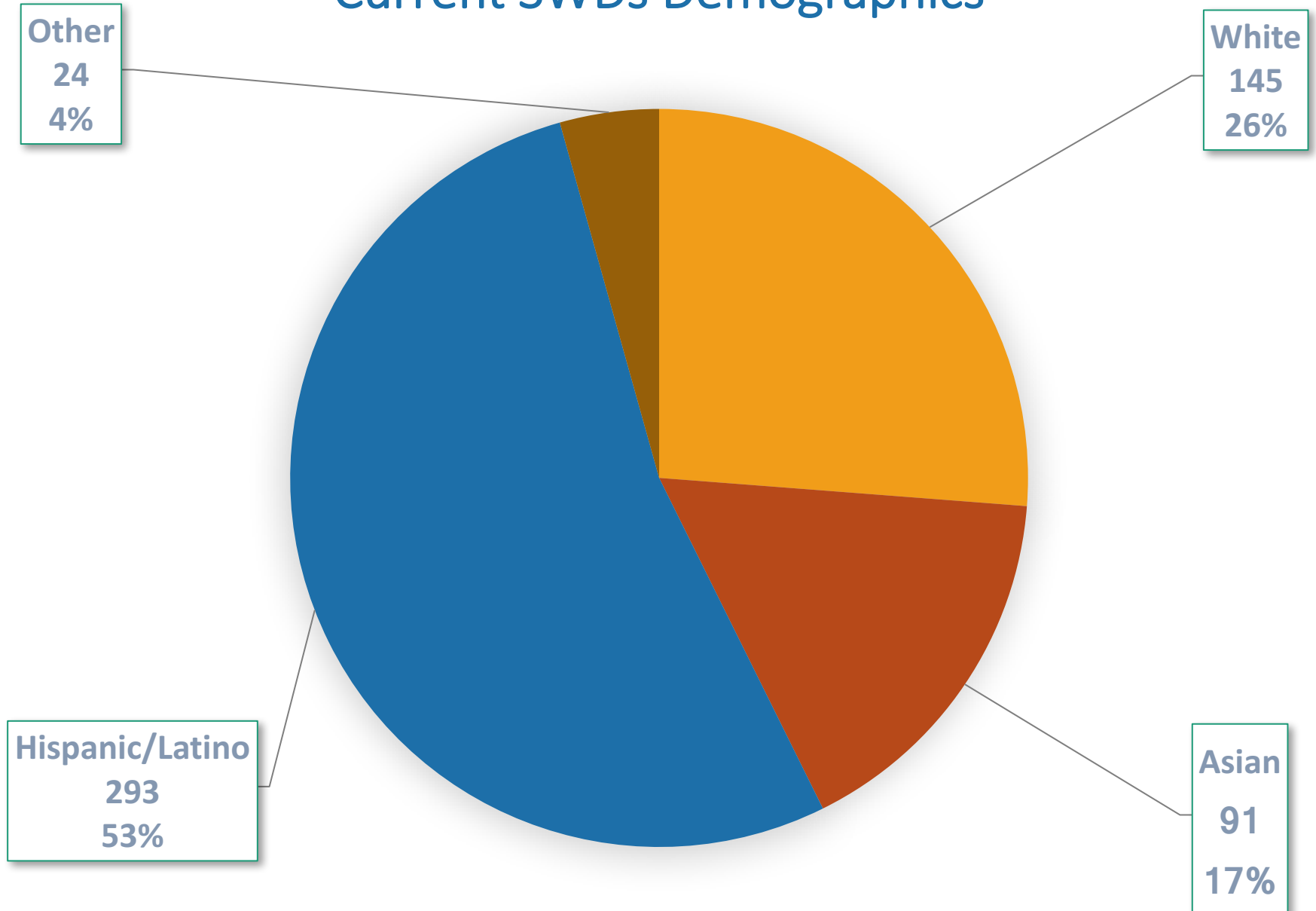
Special Education Continuum of Services

Demographics

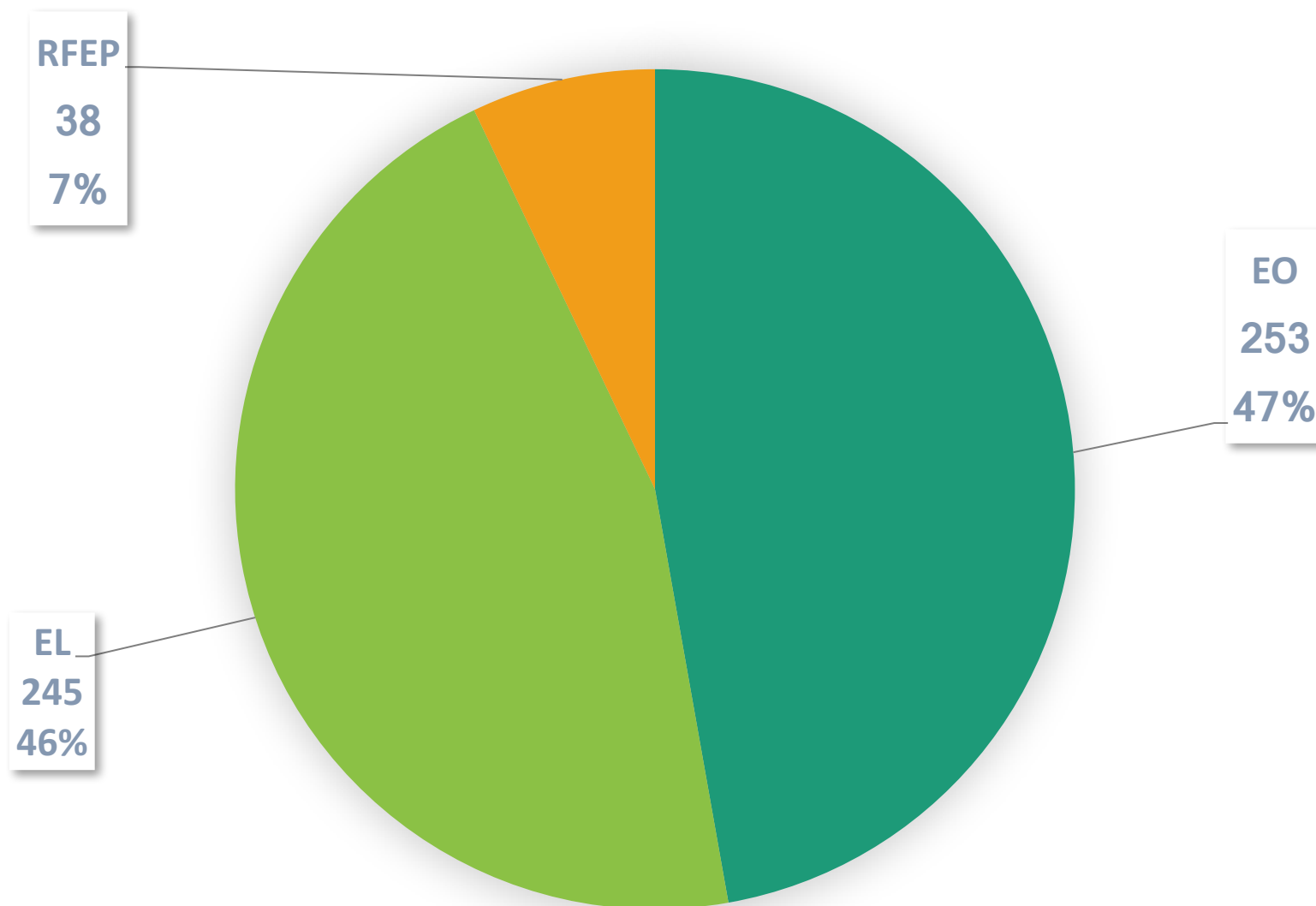
Students with Disabilities (SWDs) Comparative Data

	2014-15	2015-16	2016-17
MVWSD	11% (535)	10% (531)	10% (536)
SELPA 1	10%	10%	10%
County	10%	10%	10%
State	12%	12%	12%

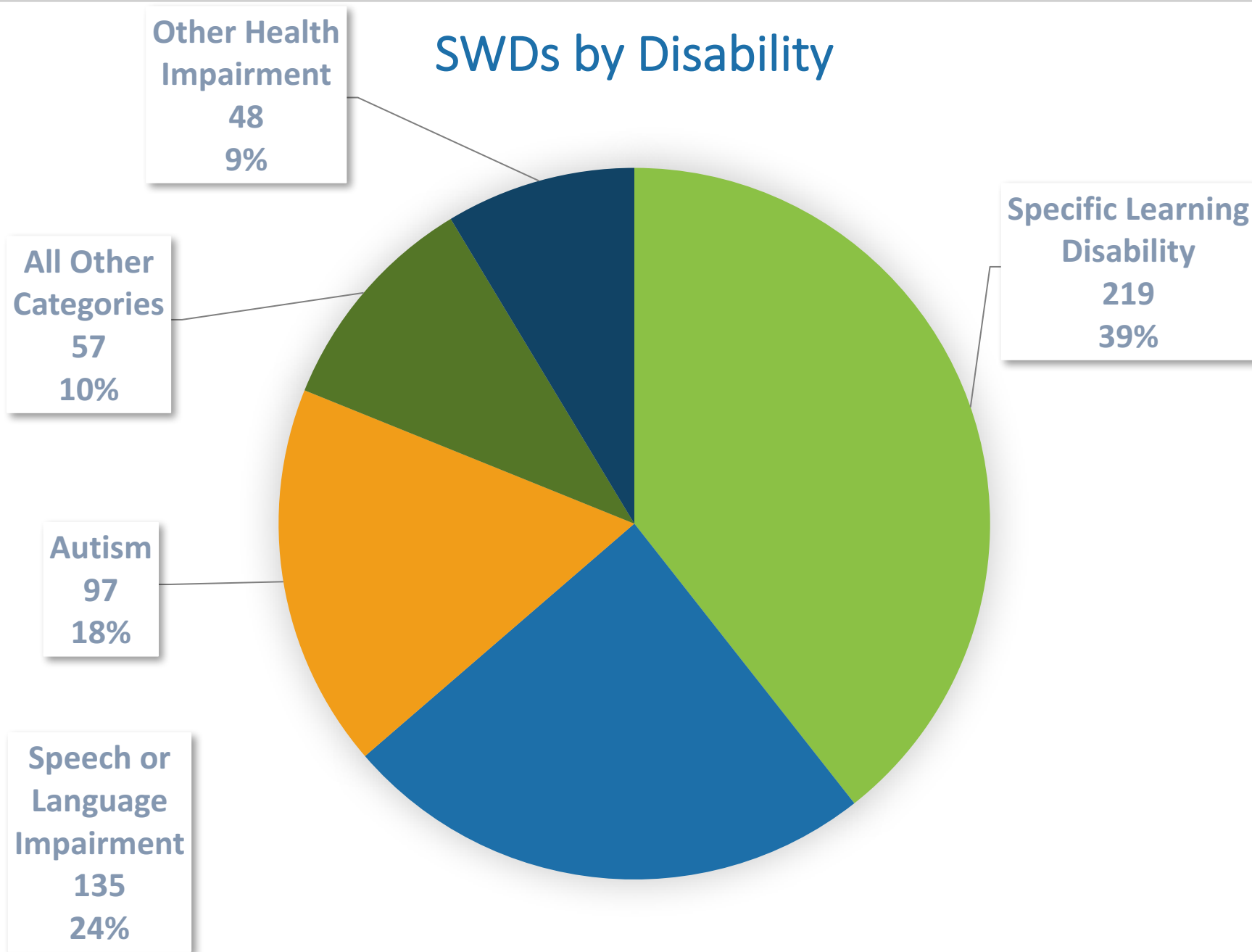
Current SWDs Demographics



56% of SWDs are English Learners

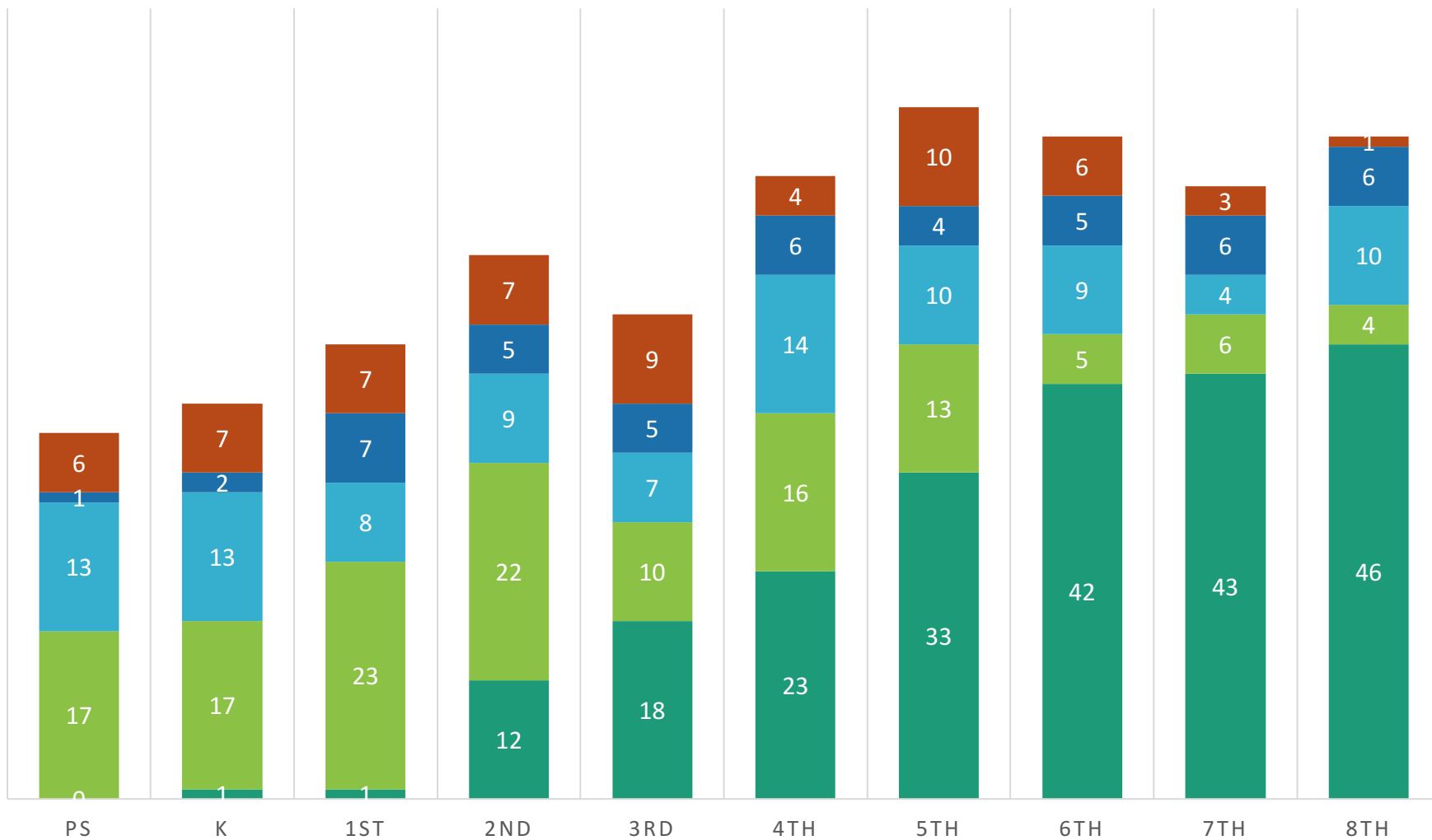


SWDs by Disability



SWDS BY GRADE AND DISABILITY

Specific learning disabilities Speech or language impairments Autism
Other health impairment All Other Categories



Current Programs

- **Speech & Language:** school based speech therapy supports the educational program for students who have a disorder in communication involving articulation, language, fluency and/or voice
 - 315 students receiving
 - 118 “speech only” students

Current Programs

- **Resource specialist program:** instruction and services for students who are assigned to a regular classroom for the majority of the school day
 - Services in different models
 - Direct instruction to students with targeted or intensive materials and instruction
 - Consultation with staff and/or parents
 - 136 students at elementary schools
 - 262 students (63 at Crittenden; 63 at Graham)

Current Programs

- **Inclusion Program:** instruction and services for students who are assigned to a regular classroom for the entire school day
 - Inclusion specialist supports classroom teacher & student by:
 - Developing accommodations for the student's assignments and assessments
 - Providing direct instruction to students
 - 32 students

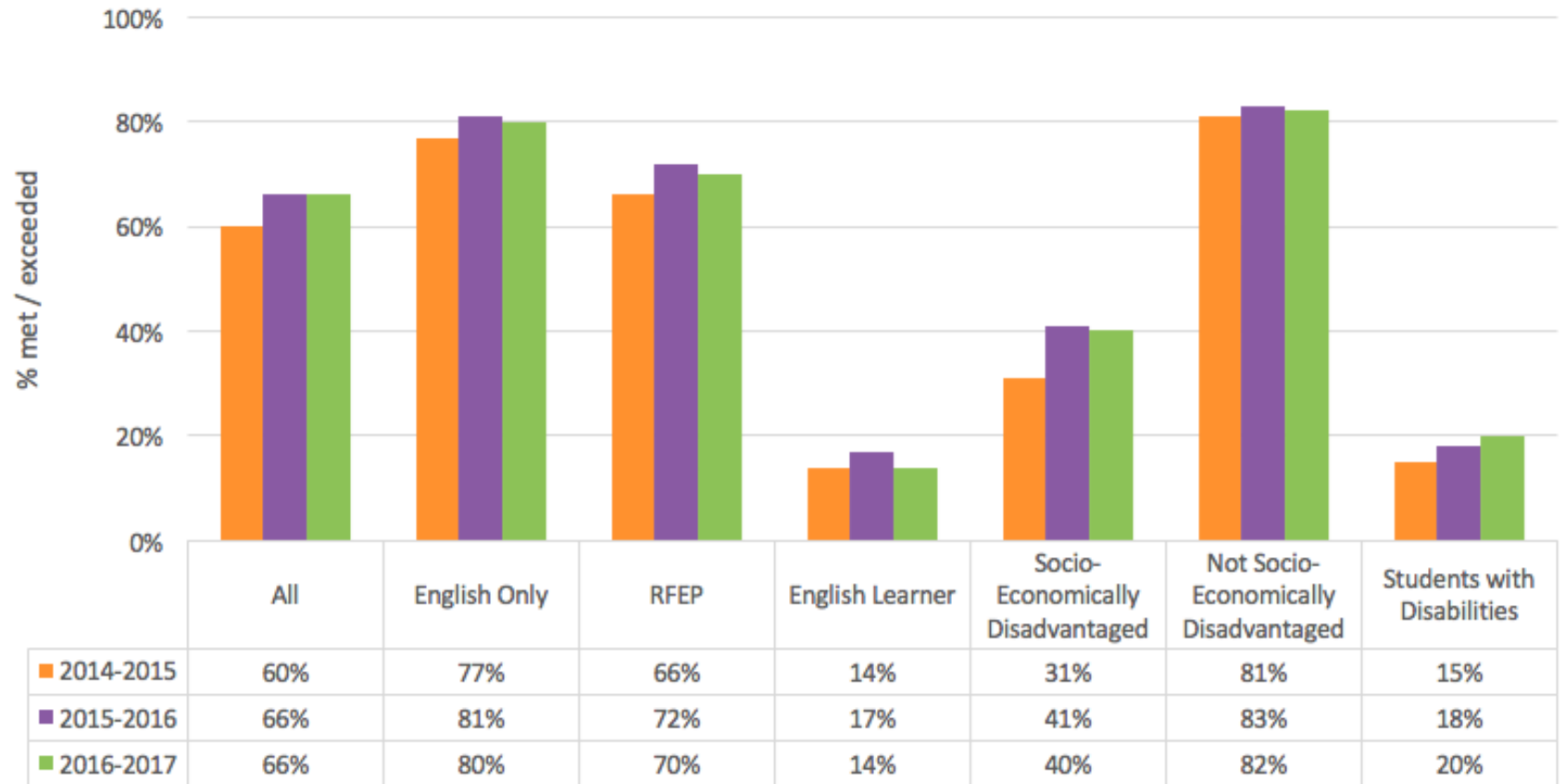
Current Programs

- **Special Day Class – Core Curriculum:** designed for students participating in the general education core curriculum and assigned to special education classroom teachers for a majority of the school day
 - 9 classes at: Bubb, Castro, Crittenden, Graham, Slater , Theuerkauf
 - 79 students, pre-school – 8th grade

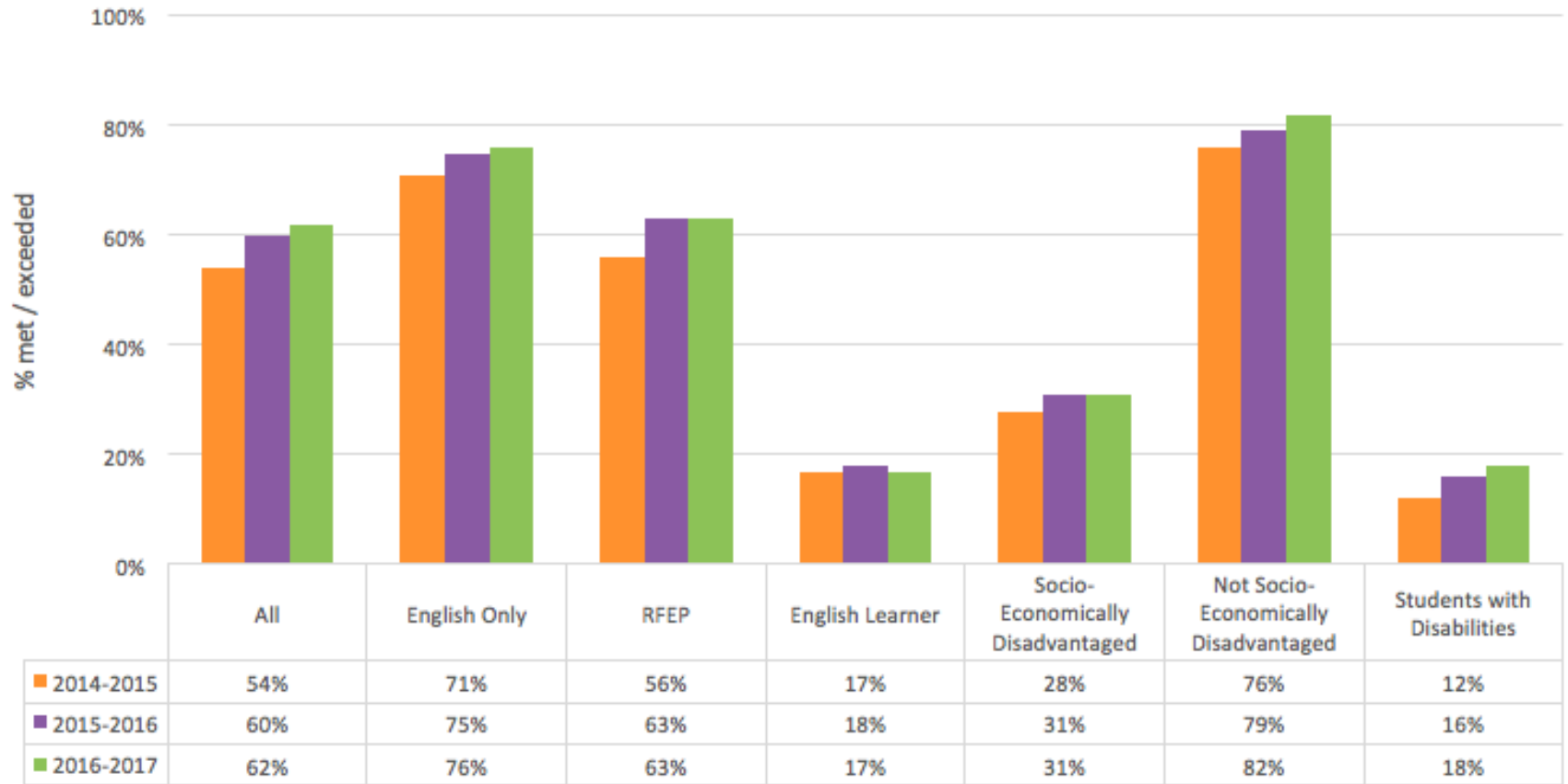
Current Programs

- **Special Day Class – Alternate Curriculum:** serves students with moderate-to-severe disabilities which impact the student's academic, non-academic, cognitive, and adaptive/daily living functioning
 - 4 classes: Landels, Slater, Theuerkauf
 - 23 students pre-school – 5th grade

CAASPP ELA by subgroup



CAASPP Math by subgroup





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Implementing Co-Teaching

Why Inclusion?

Individuals with Disabilities Education Act (IDEA)

- Least Restrictive Environment (LRE): "...to the maximum extent appropriate, children with disabilities including children in public or private institutions or care facilities, are educated with children who are nondisabled"

Benefits of Co-Teaching

- Two teachers in one class reduces student-to-teacher ratio; providing more student attention
- Shared expertise
- Increased opportunity to differentiate
- Greater social integration
- Demonstrated improvement in student achievement

Benefits of Co-Teaching

Children with Disabilities

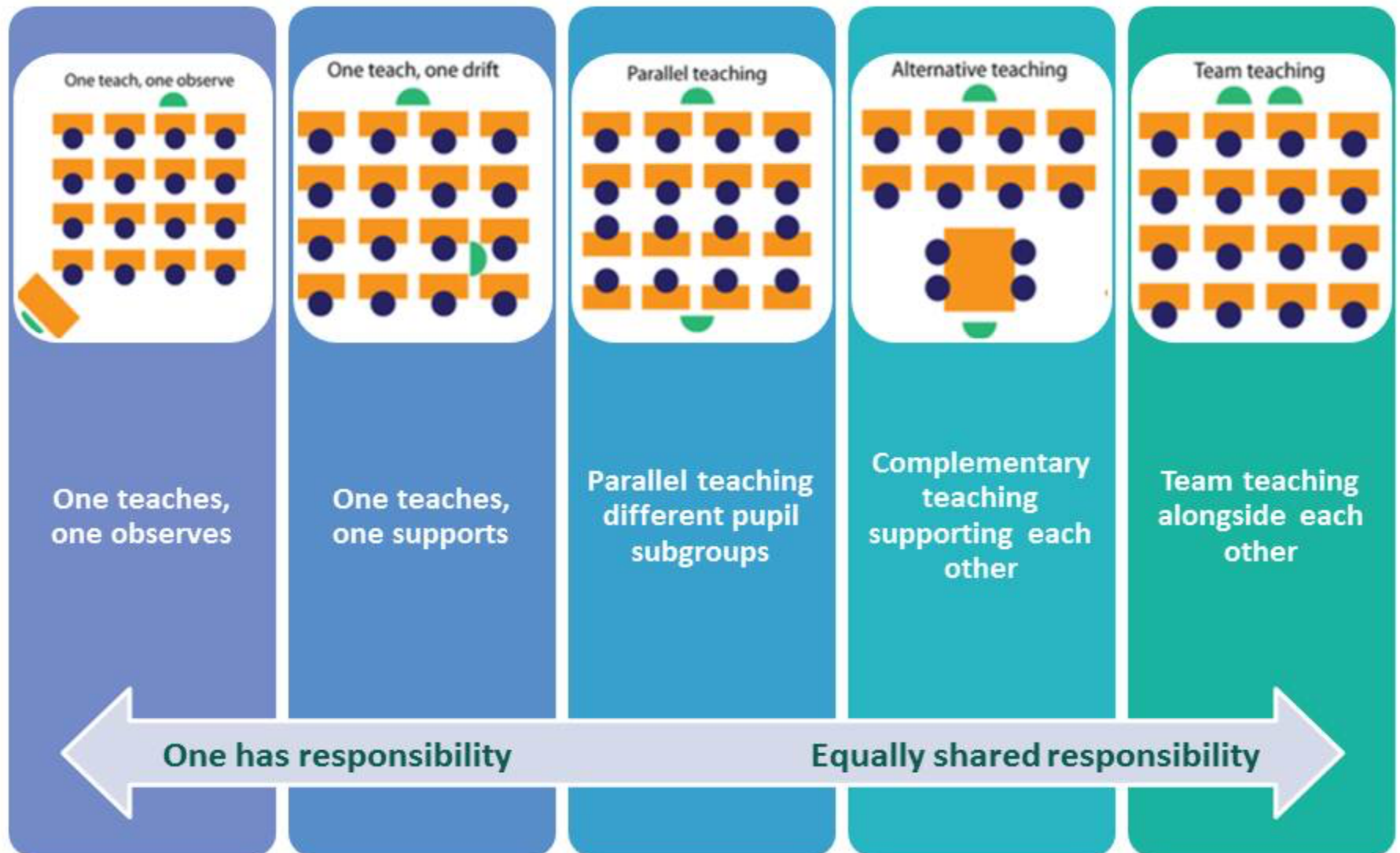
- Access to interact with peers to learn new social/communication skills
- Provided with realistic life experience
- Opportunities to develop friendships

Benefits of Co-Teaching

Children without Disabilities

- Learn realistic and accurate views about individuals with disabilities
- Develop positive attitudes toward others different than themselves
- See models of individuals who achieve despite challenges

Models for Co-teaching





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Next Steps

Next Steps

- Understand financial impacts
- Continue to work with Middle School Task Force to develop schedule that includes co-teaching model
- Work with Middle School Co-Teaching Work Group to develop implementation plan

Next Steps

Middle School Co-Teaching Work Group

- 2 ELA teachers
- 2 math teachers
- 2 RSP teachers
- 2 program coordinators
- 2 district administrators

Next Steps

Creating an implementation plan that addresses:

- Training
 - Inclusion Collaborative (Oct. 25-27)
 - Co-Teaching that Works! Institute (Jan. 16-19)
- Planning time
- Instructional roles and responsibilities of each co-teacher

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: Updates on Task Forces (50 minutes)

Estimated Time:

Person Responsible:

Dr. Ayindé Rudolph, Superintendent

Background:

Staff will provide updates on the work of the task forces that are meeting this year.

Fiscal Implication:

None.

Recommended Action:

No action required.

ATTACHMENTS:

Description	Type	Upload Date
Task Force Updates	Backup Material	10/26/2017



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Middle School Schedule Task Force Update

Cathy Baur: Assistant Superintendent, Educational Services
November 2, 2017





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Why a New Middle School Schedule?

Middle School Quality Review Results

Crittenden School Quality Review

- Students who qualify for RTI (English Language Development and Instructional Support) classes do not have access to an elective class because of the double math block. Despite efforts to find a creative solution to this through an optional eighth period, few of this significant group of students are able to experience subjects that interest them.

Graham School Quality Review

- Special education and English Language Development students are often assigned double content area (math or ELA) classes or other required classes rather than opportunities to participate in electives such as music or art. As a result, students are limited in their access to a full curriculum and additional activities that accompany those elective classes, such as field trips.

Why Electives

Interest-based electives are part of what makes the middle grades experience special. For the first time, students have a choice of which classes to take. They also begin to exercise autonomy while exploring personal interests and possible career choices.

Taking Center Stage—Act II (TCSII): Ensuring Success and Closing the Achievement Gap for All of California's Middle Grades Students - California Department of Education <http://pubs.cde.ca.gov/tcsii/abouttcsii/aboutcsiiindex.aspx>

Strategic Plan Goal 2

Achievement gaps will be eliminated for all student groups in all areas.

Desired Outcome:

- All students will have access to electives

Actions

- Create middle school schedules that provide for equitable course offerings to all students

Strategic Plan Goal 2

Achievement gaps will be eliminated for all student groups in all areas.

Desired Outcome

- Increase the proficiency of students receiving special education services

Action

- Implement a co-teaching model with special education teachers and general education teachers at all schools.

The new schedule and co-teaching must be implemented at the same time to best meet the needs of students

Why Co-Teaching

Many educators who have participated in co-teaching arrangements include the following "positives" as a rationale for incorporating co-teaching into their schools:

- Increased adult attention to students, since co-taught lessons can reduce the teacher-to-student ratio
- Shared expertise among two or more teachers
- Shared responsibility for instruction and management
- Increased opportunity to differentiate for student needs
- Greater social integration among student sub-groups
- Demonstrated improvement in student achievement



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Middle School Schedules - Where are We Now?

Middle School Schedule History

2011-12: Each middle school had a different schedule

- Crittenden: 8-period day schedule with double blocks of ELA and Math
- Graham: 7-period day similar to current schedule

2012-13: Changed middle school schedules to be consistent at each site: 7-period day and removed double block of math and ELA at Crittenden

2014-15: Added a double block of math to compensate for change in math pathways and rigor of new California State Standards (2-year plan short-term)

2016-17: Kept double block of math to accommodate for Teach To One; Middle School Schedule Task Force convened

2017-18: Kept double block of math while Middle School Schedule Task Force continued work to find a better schedule

Current Data

- All students have a double block of math which leaves one period for an elective
- 244 students are English Language Learners
- 192 students have Individualized Education Plans (IEPs)
- 88 students in middle school are English Language Learners and have Individualized Education Plans (IEPs)
- These students must have one period of English Language Development (ELD) and/or one period of instructional support
- These students do not get to choose an elective such as art or robotics in the current schedule

Our current schedule for students

48-minute periods with double math	Student 1	Student 2 English Learner	Student 3 Student with Special Needs	Student 4 English Learner with Special Needs
Period 1	Math	Math	Math	Math
Period 2	Math	Math	Math	Math
Brunch				
Period 3	English Language Arts	English Language Arts	English Language Arts	English Language Arts
Period 4	Social Studies	Social Studies	Social Studies	SDAIE Social Studies (ELD)
Period 5	PE	PE	PE	PE
Lunch				
Period 6	Science	Science	Science	Science
Period 7	Elective	ELD	Instructional Support	Instructional Support

Electives

- Currently, most students get one choice of elective from a menu of electives offered at each site
 - Crittenden: Spanish 1 & 2, art, robotics, media, leadership, college bound, orchestra, band, guitar, choir, musical theater, and study skills,
 - Graham: Journalism, STEM, Graham Middle School TV, college bound, art, music, choir, band, strings, guitar, leadership, creative writing, musical theater, science-related wheel elective
- Elective offerings are dependent on teacher credentials and change from year to year based on staffing

Task Force

Current Members	School/Department	Current Members	School/Department
Edgar Gomez	Graham	Kim Thompson	Graham
Derek Mulkey	Graham	Angie Dillman	Crittenden
Allison Houghton	Graham	Karen Robinson	District Office
Rebecca Escobar	Graham	Carmen Ghysels	District Office
Kirsten Solorzano	Graham	Gary Johnson	District Office
Chryssi Blackwell	Crittenden	Tara Vikjord	District Office
Marina Orzano Heye	Crittenden	Arline Siam	District Office
Charlie Federman	Crittenden	Cathy Baur	District Office
Greg Sundstrom	Crittenden		
Lily Xu	Crittenden/BTSA		
Colleen Walsh	Instructional Coach		

Task Force Timeline

2015-16: Work begins with principals and District administrators looking at schedules

2016-17: Task Force formed in Fall of 2016

- Meeting Dates 10/24, 11/21, 12/13, 1/23, 2/6 and 5/16
- TTO ended and co-teaching was to be planned in 2017-18
- Timeline extended for schedule recommendation

2017-18: Task force continues work:

- Meeting Dates : 8/28, 9/11, 9/15, 10/9, 10/16, 10/23, 11/6, 11/20, 12/4
- ThoughtExchange: September and October
 - Solicit ideas and input from parents and students
- Update to the Board of Trustees: 11/2
- Recommendation to the Board of Trustees: 12/7
- Co-teaching work group formed to plan for implementation in 2018-19

Task Force Parameters

- English Language Learners must have ELD
- Students with IEPs will have an option for instructional support
- Math must be more than 47 minutes, but does not have to be double blocked
- Acceleration will continue in math
- All students must have one choice elective during the regular school day
- PE minutes must be met
- Must be what is best for students



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Implications of Middle School Schedule Changes

6 periods with Response to Instruction

50-minute periods	Student 1	Student 2 English Learner	Student 3 Student with Special Needs	Student 4 English Learner with Special Needs
Flex Period (35 min)	Response to Instruction	Response to Instruction (ELD)	Response to Instruction (Support)	Response to Instruction (ELD)
Period 1	Math	Math	Math (with co-teaching)	Math (with co-teaching)
Period 2	ELA	ELA	ELA (with co-teaching)	ELA (with co-teaching)
Brunch				
Period 3	Social Studies	Social Studies	Social Studies	Social Studies
Period 4	Science	Science	Science	Science
Lunch				
Period 5	Elective	Elective	Elective	Elective
Period 6	PE	PE	PE	PE

6 Periods with Response to Instruction

Pros and Cons

Pros	Cons
<ul style="list-style-type: none">• all students have a choice elective• teachers would see students every day• all students have the support they need• simple and easy schedule• mimics schedule from Columbia Middle School which won a Hoffman Award	<ul style="list-style-type: none">• students would not have flex period on Wednesday (no ELD)• eliminates reading intervention programs (Read 180)• an English Language Learner who also has an Individualized Education Plan (IEP) will not be able to have an extra support class (must rely on co-teaching model)• reduces the number of minutes for ELD - sites would need to find ways of adding additional support - push in model?
Things to consider: <ul style="list-style-type: none">• flex periods could be re-evaluated every trimester to allow for flexible supports for students	

7 Period Day

48-minute periods	Student 1	Student 2 English Learner	Student 3 Student with Special Needs	Student 4 English Learner with Special Needs
Period 1	ELA	ELA	ELA (with co-teaching)	ELA (with co-teaching)
Period 2	Math	Math	Math (with co-teaching)	Math (with co-teaching)
Brunch				
Period 3	Science	Science	Science	Science
Period 4	Social Studies	Social Studies	Social Studies	Social Studies
Period 5	PE	PE	PE	PE
Lunch				
Period 6	Elective	Elective	Elective	Elective
Period 7	Response to Intervention	Response to Intervention (ELD)	Response to Intervention (Instructional Support)	Response to Intervention (ELD)

7 Period Day - Pros and Cons

Pros	Cons
<ul style="list-style-type: none">• same number of periods as current schedule• less disruption• would give all students a choice elective• everyone understands the system• equity to all curriculums• more variety in elective choice	<ul style="list-style-type: none">• most students would not have double math• an English Language Learner who also has an Individualized Education Plan (IEP) will not be able to have an extra support class (must rely on co-teaching model)
Things to consider: <ul style="list-style-type: none">• Use Response to Instruction block for extra math time for students	

House Model

48-minute periods	Student 1	Student 2 English Learner	Student 3 Student with Special Needs	Student 4 English Learner with Special Needs
Period 1-House	ELA	ELA	ELA (with co-teaching)	ELA (with co-teaching)
Period 2-House	Math	Math	Math (with co-teaching)	Math (with co-teaching)
Brunch				
Period 3-House	Science	Science	Science	Science
Period 4-House	Social Studies	Social Studies	Social Studies	Social Studies
Period 5-House	RTI by house	RTI/ELD by house	RTI/Skills by house	RTI/ELD by house
Lunch				
Period 6	PE	PE	PE	PE
Period 7	Elective	Elective	Elective	Elective

House Model - Pros and Cons

Pros	Cons
<ul style="list-style-type: none"> flexible groupings within 256 minutes (five 48-minute periods) collaborative decisions on time, based on student needs lower contacts for most core academic teachers lower for ELA, SS, Science; Increases for Math) RTI/ELD/Support done in “in house” allows for 2 “out of house” periods for core academic teachers collaboration and prep flexible break/lunch by “house” to reduce food lines and supervision 	<ul style="list-style-type: none"> requires minimum of 7.5 teachers in each of the core academic areas elective & PE teachers have more student contacts and only one prep difficult to schedule with teachers who teach core academic classes and electives “house” teachers own decision making around number of minutes for each subject area (6 potential subjects within 5-48 minute periods) teachers will need professional development/training for RTI/ELD teachers will need professional development for collaboration and PLC development increases the need for staffing difficult to provide common experiences across the grade level supervision

8 Period A/B Day (single math)

	Student 1	Student 2 English Learner	Student 3 Student with Special Needs	Student 4 English Learner with Special Needs
Period 1	ELA	ELA	ELA (with co-teaching)	ELA (with co-teaching)
Period 2	Math	Math	Math (with co-teaching)	Math (with co-teaching)
Brunch				
Period 3	Science	Science	Science	Science
Period 4	Social Studies	Social Studies	Social Studies	Social Studies
Period 5	PE	PE	PE	PE
Lunch				
Period 6	Elective	Elective	Elective	Elective
Period 7	Elective	ELD	Support	ELD
Period 8	Response to Instruction	Response to Instruction	Response to Instruction	Response to Instruction

8 Period A/B Day (single math)

Mon/Thurs	Min.	Tues/Fri	Min.	Wed	Min.
Period 1	92	Period 2	92	Period 1	69
Passing	4	Passing	4	Passing	4
Period 3	87	Period 4	87	Period 3	63
Break	15	Break	15	Break	15
Passing	4	Passing	4	Passing	4
Period 5	87	Period 6	87	Period 5	63
Lunch	40	Lunch	40	Lunch	40
Passing	4	Passing	4	Passing	4
Period 7	87	Period 8	87	Period 7	63
	420		420		325

8 Period A/B Day - Pros and Cons

Pros	Cons
<ul style="list-style-type: none">• all students have a choice elective• all students have the support they need• could provide an extra preparation period, which is necessary for co-teaching• students only need to prepare homework for 4 classes a night• teachers see students every other day• students in accelerated math classes can have double math	<ul style="list-style-type: none">• teachers see students every other day• increases the need for staffing in all departments; already a struggle• longer periods of instruction<ul style="list-style-type: none">○ teachers may need training on block instruction○ will require teachers to revise current plans
Things to consider: <ul style="list-style-type: none">• Teachers will have two preparation periods	

Math Acceleration and Remediation

- Math pathways and acceleration will continue
- Some schedule options include double block math
 - Community expectation
 - Offers additional support for acceleration or intervention
 - Not necessarily what all students need or want
 - Requires additional staffing
- Some schedule options include single block math
 - Increase in number of students for math teachers
 - Need to find a way to accelerate or remediate
 - Requires less math teachers than currently employed

Electives

- ThoughtExchange asked students, staff, and parents what types of electives they would be interested in seeing (results week of 11/6)
- Electives are driven by current teacher credentials
- If certain electives are a priority, then additional staffing may be required
 - Hiring specialized, single subject teachers is difficult
 - Bilingual content area teachers
 - Foreign language teachers

Co-Teaching

- Will take time to implement and refine
 - Potential implementation dip
- Will begin in Language Arts and Math classes
- Will need professional development
- Will require collaboration and planning
- Some students may still require additional support
- Will require additional Special Education staffing

Cost

- Staffing costs will increase for middle schools beginning in 2018-19
 - Average cost for a teacher is \$100,000
- At minimum, the cost will include additional Special Education staff to implement co-teaching
- Specialized electives may create a need for additional teachers
- Some schedules will require additional staffing in other content areas

Communication

What we know

- All students will have access to one choice elective

What we have learned

- No schedule will make everyone happy

What we need

- Clear communication
- Consistent support of process and decision



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Next Steps

Next Steps

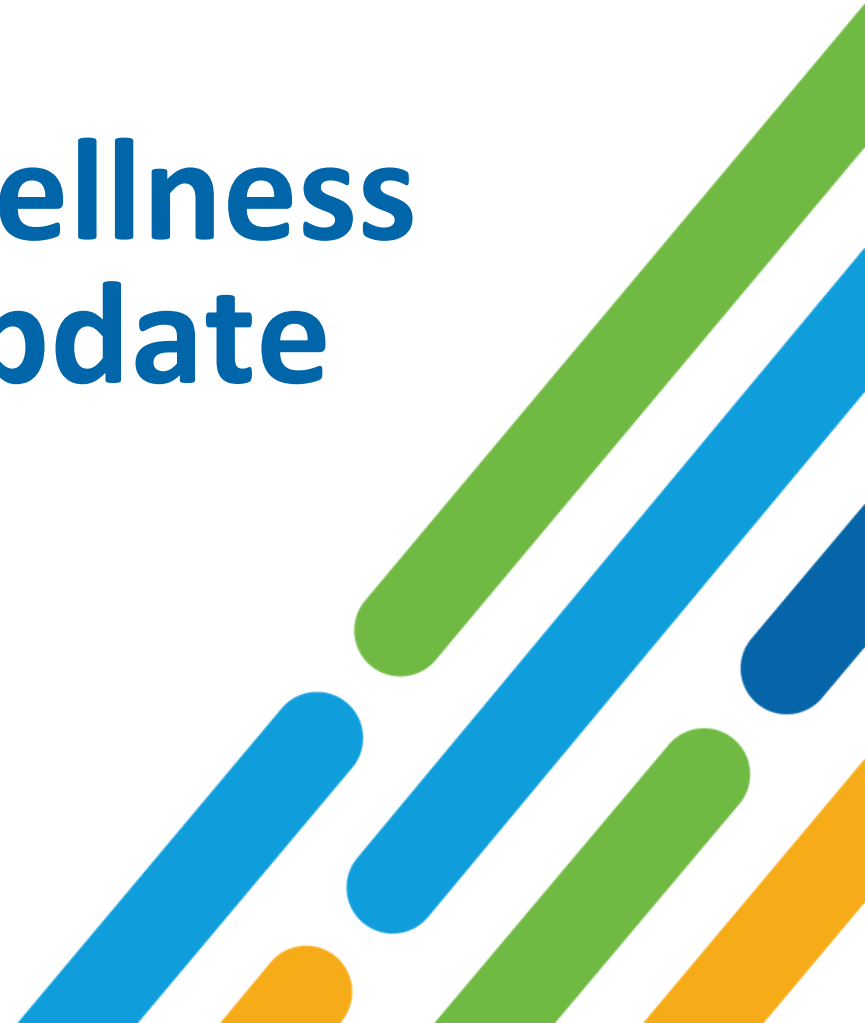
- Middle School Task Force will continue to meet through the month of November
 - What feedback or questions can we take back to the team for consideration?
- ThoughtExchange results will be available the week of November 6th
- Continue communication with stakeholders including the Board of Trustee, staff and families
- Bring recommendations from the Task Force to the Board of Trustees on December 7



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Health and Wellness Committee Update

Cathy Baur, Assistant Superintendent
November 2, 2017





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Why a Health and Wellness Committee

Why Health and Wellness Committee

Charge:

To advise the District on health-related issues, activities, policies, and programs including:

- The Healthy, Hunger-Free Kids Act of 2010
- Suicide Prevention (AB 2466)
- Comprehensive sexual education
- Nutrition promotion and education
- Physical activity

Health and Wellness is an ongoing committee that will meet regularly.

Formation of Committee

- Members:
 - Psychologist
 - Middle School Guidance Counselors
 - Community Partners
 - Middle and Elementary teachers
 - Nurse
 - School and Community Engagement Facilitator
 - Instructional Assistant
 - Administrators
 - Parents/Guardians

Formation of Committee

- Application process in spring of 2017
- Additional recruitment in fall of 2017
 - Still a need for teachers
- Invitation letters sent in early November

Meeting Dates

December 5: 6:30 pm - 8:00pm

January 17: 6:30 pm - 8:00 pm

January 31: 6:30 pm - 8:00 pm

February 28: 6:30 pm - 8:00 pm

March 21: 6:30 pm - 8:00 pm

April 4: 6:30 pm - 8:00 pm

May 2: 6:30 pm - 8:00
pm

Topics for 2017-18

The committee will meet to review charge and then divide into work groups and focus on the following topics:

- Suicide Prevention
- Comprehensive Sexual Education - 5th grade

Next Steps

- Send invitation letters to potential members
- New State Health Framework anticipated in 2019 to help guide committee's work
- Begin work on initial topics



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Specific Learner Needs Task Force Update

November 2, 2017

Gary Johnson, Director of Special Education

Heidi Smith, Director of Federal, State & Strategic Programs





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Closing the Achievement Gap

Purpose

Inform, communicate and collaborate with stakeholders around implementation of Strategic Plan items that impact English Language Learners and students with disabilities.

Strategic Plan Alignment

Goal 2 Achievement Gap:

Achievement gaps will be eliminated for all student groups in all areas.

- Implement a co-teaching model with special education teachers and general education teachers at all schools.
- Implement an evidence-based early learning language acquisition program for K-3 (safety net for underperforming English Learners).



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Current Work

Task Force Composition

Twenty-four Members

- 9 teachers (5 newly recruited since September meeting)
- 14 Parents
- 2 Staff/Administration

Site Representation

- All sites currently represented including Slater Pre-school.

Current Work

1st Meeting

- Review of 2016-2017 Work
- Establishment of 2017-2018 Focus
- Process and Norm Agreements

Remaining Meetings

- November 7th, February 6th & May 8th

2016-2017 Deliverables Update

Deliverable Recommendation	Status	Completion Timeline
English Learner & Special Education Department Website Updates	Special education department updates--Completed English Learner Department Updates--In Progress	December 2017 and ongoing as state and department updates occur/received for English Learner programming
District Website Improvements (translation capability/parent friendly navigation etc.)	Translation recommendations completed within specifications of website upgrade template/standards	Task completed August 2017 Ongoing revisions and refinement through June 2018
English Learner Identification Process/Protocols Improved	Not completed; however, work on English Learner Master Plan revisions was initiated with District English Learner Advisory Committee (DELAC) Sept. 2017	To be determined based on anticipated guidance on how new assessment guidelines are communicated and shared by the State.

2016-2017 Deliverables Update

Deliverable Recommendation	Status	Completion Timeline
Parent Friendly Communications for English Learners which Include Student Performance and Reclassification Goals	September 2017-Completed Initial English Learner parent notification letters revised to include reclassification goals and current student performance on CELDT	Complete; however, revisions and and refinement in 2018 in response to anticipated statewide changes
Alternate Reclassification Pathways	Sample Try Completed Spring 2017 Fall 2017 Full District Implementation	Process complete and revisions and refinement in 2018
English Learner and Students with Disabilities Parent Education Offerings--Using task force deliverables	August 2017-Completed Three Parent University workshops scheduled	English Learner 101 December 2017 Special Ed 101 and 102 January 2018
K-3 Early Learning Language Acquisition Recommendations Mountain View Whisman School District	Complete <i>in part</i> October 2017 Board presentation and program model slideshow used in part for Board presentation	Review of support models complete May 2018-Model Creation



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Next Steps

Next Steps

- Facilitation of remaining meetings with a stakeholder focus on supporting preparations to implement the following:
 - Co-teaching
 - K-3 Early Learning Language Acquisition Supplemental Approach
 - Re-establish subgroup with additional recruitment efforts (opportunities for new members to contribute)



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Enrollment Priorities Task Force Update

November 2, 2017





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Why Enrollment Priorities Task Force

Why Enrollment Priorities Task Force

To provide a recommendation to the Superintendent regarding:

- How to streamline the enrollment priorities administrative regulation
- Grandfathering policy to help enact the new boundaries
- Full implementation regarding the newly adopted enrollment boundaries.

Formation of Task Force

- Members:
 - Community Members
 - Elementary Teachers
 - Administrators
 - Parents/Guardians

** Community Members and Parent/Guardians represent every residential area of the District*

Formation of Task Force

- All calls to community and parents for applications in spring of 2017
- Additional recruitment in fall of 2017
- Site administrators recruited members to represent their school residential area in fall 2017

Process for Selection of Task Force Members

- Blind selection process with PTA Presidents and District Advisory Committee

Meeting Days and times

- Monthly Meetings: Tuesdays
- Meeting time: 6:30 pm - 8:00 pm
- Meeting Dates:
 - November 28
 - January 23
 - February 27
 - March 27
 - April 24
 - May 22
 - May 31 - first presentation to Board
 - June 7 - final Board approval

Enrollment Priorities Task Force (EPTF)

Timeline

- **October-December:** Task Force convenes, reviews enrollment best practices and focus data, begins developing ideas regarding deliverables
- **January- March:** Task Force continues to develop ideas, creating enrollment priority deliverables
- **March:** Focus Groups reconvene, provide input regarding EPTF enrollment priority deliverables
- **April:** Present deliverables to Board of Trustees for feedback and direction
- **May:** Staff will facilitate a community meeting to seek further input
- **June:** EPTF will present final recommendations of deliverables to Board of Trustees for consideration at one board meeting then for final decision at a second board meeting

Next Steps for November 28th Meeting

- Explore and streamline enrollment priorities
 - Exploring enrollment priorities related to:
 - Neighborhood Schools
 - Open Enrollment
 - Control Choice
- Discuss grandfathering at a future meeting

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: Update on North Bayshore Development (10 minutes)

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

Staff will present an update on development planned in the North Bayshore area of Mountain View.

Fiscal Implication:

None.

Recommended Action:

No action required.

ATTACHMENTS:

Description	Type	Upload Date
North Bayshore Update	Backup Material	10/25/2017
North Bayshore Mitigation of Impact	Backup Material	10/25/2017



Mountain View
Whisman
School District

North Bayshore Development and Impact on MVWSD

November 2, 2017

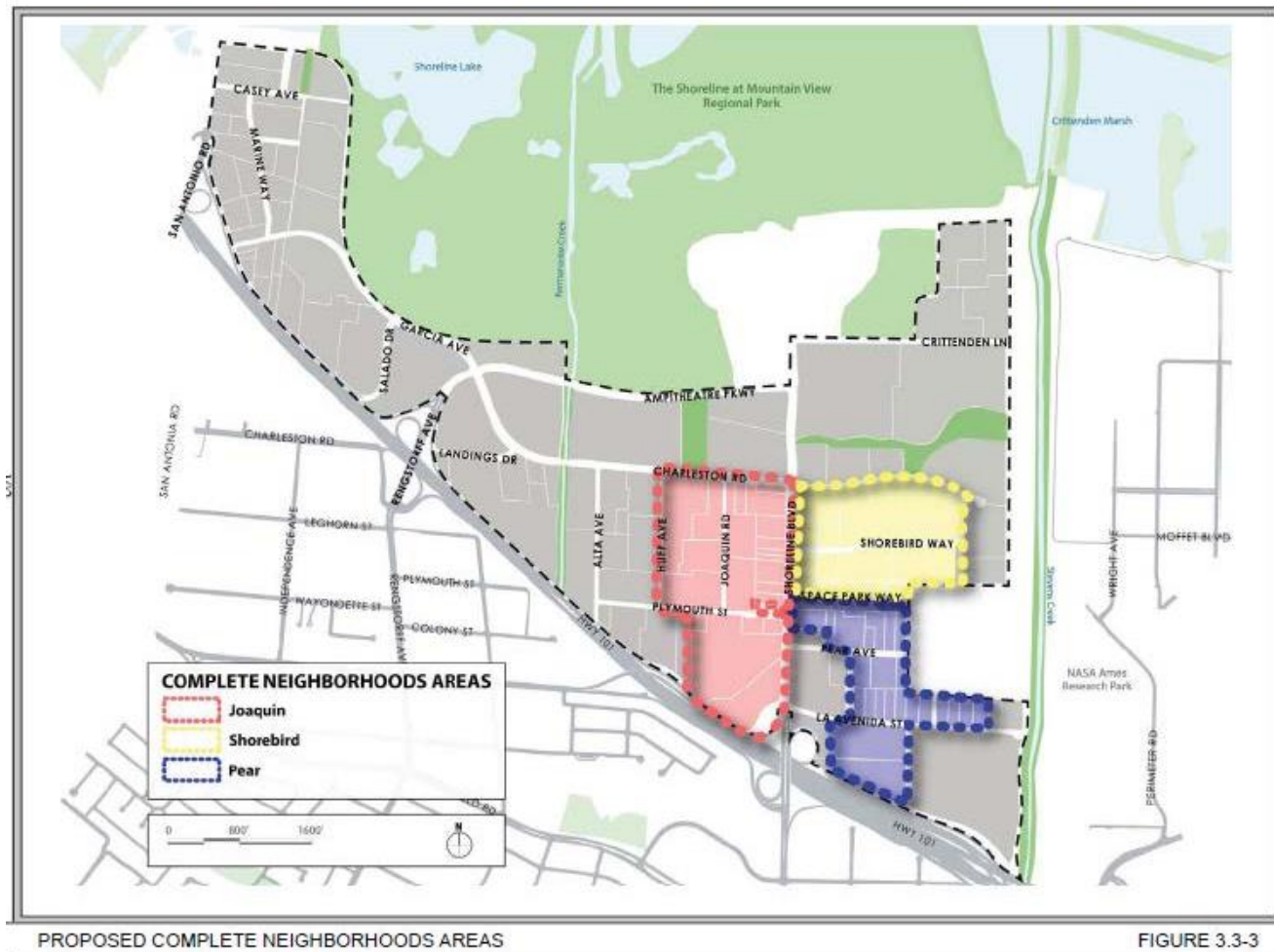




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Work to Date

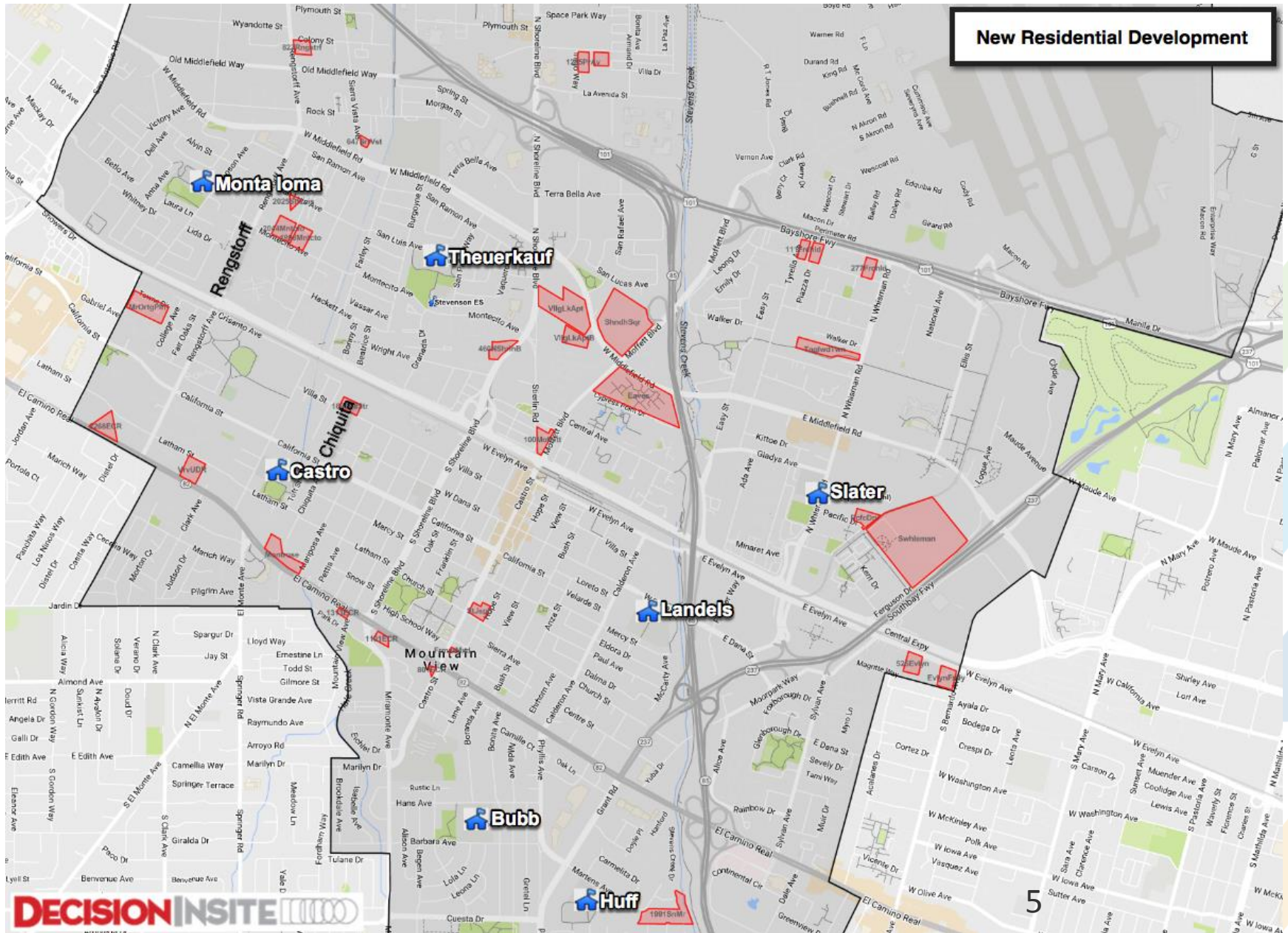
3 Planned Neighborhoods



Previously predicted number of students

	Joaquin Neighborhood					Shorebird Neighborhood					Pear Neighborhood				
	Units		Student Yield		Students	Units		Student Yield		Students	Units		Student Yield		Students
	Market Rate					Market Rate					Market Rate				
K-5	3,160	x	0.1	=	316	2,360	x	0.1	=	236	2,360	x	0.1	=	236
6-8	3,160	x	0.04	=	126	2,360	x	0.04	=	94	2,360	x	0.04	=	94
	Affordable					Affordable					Affordable				
K-5	790	x	0.409	=	323	590	x	0.409	=	241	590	x	0.409	=	241
6-8	790	x	0.228	=	180	590	x	0.228	=	135	590	x	0.228	=	135
	Total Students					Total Students					Total Students				
K-5	639					477					477				
6-8	<u>307</u>					<u>229</u>					<u>229</u>				
	946					706					706				

New Residential Development



Understanding New Development and Predictions

Proposed Dwelling Units Closing by Oct of Year indicated (Moderate)

ProjectName	Type	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
100 Moffett Blvd	MF	184	0	0	0	0	0	0	0	0	0
1101 W El Camino Real	SFA	26	26	0	0	0	0	0	0	0	0
111 & 123 Fairchild Dr	SFA	23	15	0	0	0	0	0	0	0	0
1255 Pear Ave	MF	0	0	0	325	325	0	0	0	0	0
1313 W El Camino Real	MF	0	0	12	12	0	0	0	0	0	0
133-149 Fairchild Dr	SFA	23	12	0	0	0	0	0	0	0	0
1991 Sun Mor Ave	SFD	0	11	0	0	0	0	0	0	0	0
1998-2024 Montecito Ave	SFA	0	13	0	0	0	0	0	0	0	0
2025 and 2065 San Luis Ave	SFA	0	11	11	12	0	0	0	0	0	0
2268 W El Camino Real	MF	0	0	102	102	0	0	0	0	0	0
277 Fairchild Dr	SFA	0	22	0	0	0	0	0	0	0	0
277 Fairchild Dr	SFD	0	4	0	0	0	0	0	0	0	0
525 E Evelyn Ave	SFA	0	0	0	35	35	0	0	0	0	0
647 Sierra Vista Ave	SFA	14	15	0	0	0	0	0	0	0	0
801 W El Camino Real	MF	0	80	84	0	0	0	0	0	0	0
827 N Rengstorff Ave	SFA	12	0	0	0	0	0	0	0	0	0
Eaves	MF	0	0	0	114	114	113	0	0	0	0
Evelyn Family Apartments	MF	0	56	60	0	0	0	0	0	0	0
Fairmont Mixed Use Project	SFA	0	7	7	0	0	0	0	0	0	0
Montrose	MF	78	78	0	0	0	0	0	0	0	0
Mora-Ortega Precise Plan	SFA	0	35	40	0	0	0	0	0	0	0
Pacific Dr	SFD	0	16	0	0	0	0	0	0	0	0
South Whisman Project	SFA	60	69	69	0	0	0	0	0	0	0
South Whisman Project	MF	0	0	130	130	134	0	0	0	0	0
St. Joseph's	MF	0	0	12	0	0	0	0	0	0	0
Tanglewood Townhomes	SFA	0	0	37	0	0	0	0	0	0	0
Verve (UDR)	MF	155	0	0	0	0	0	0	0	0	0
Village Lake Apartments	MF	0	0	0	0	168	168	167	0	0	0
Total:		575	470	564	730	776	281	167	0	0	0

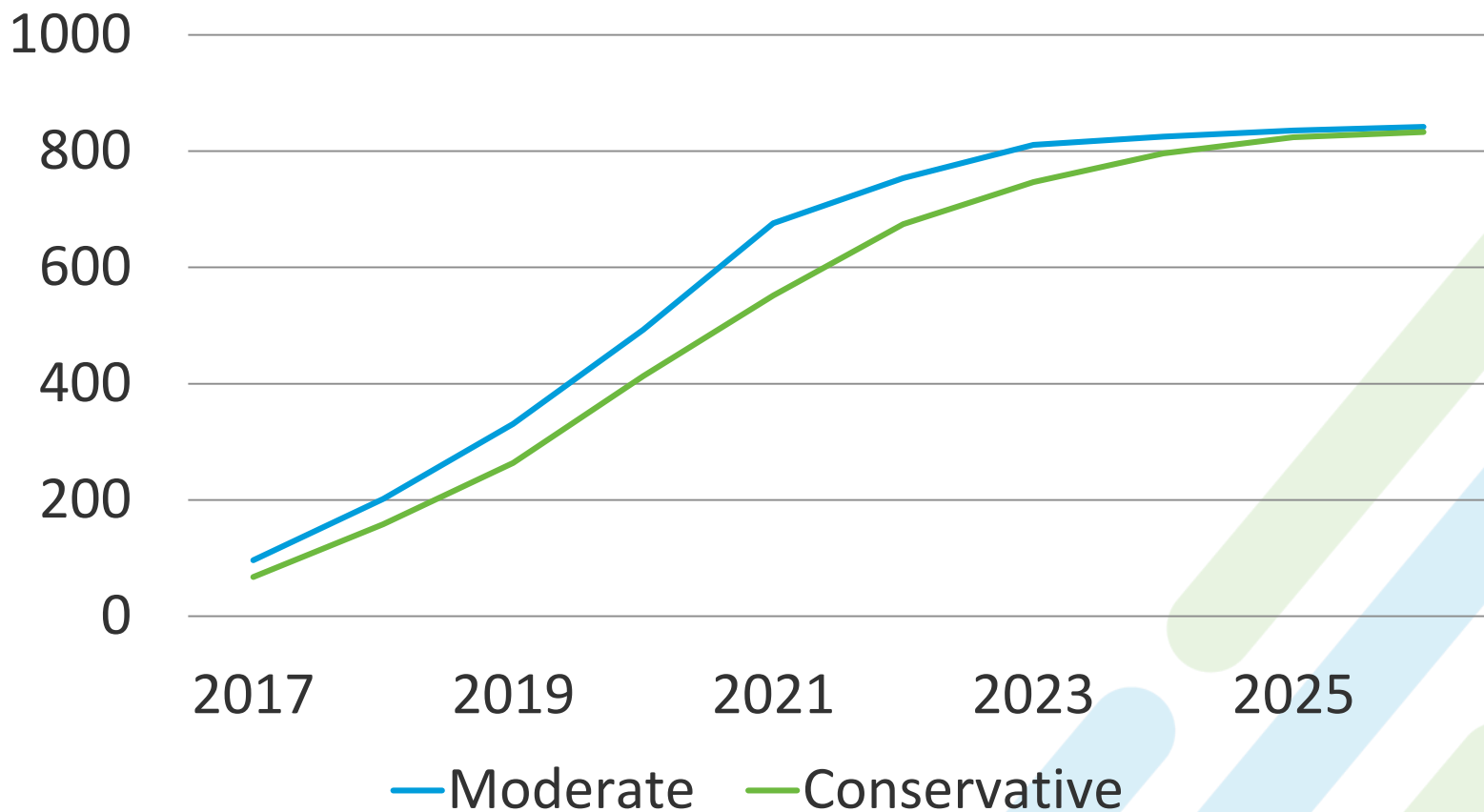
Historically Below Market Rate/ Affordable Housing Generates More Students Than Typical Housing.

Mountain View Whisman School District
AFFORDABLE HOUSING STUDENT GENERATION RATE (SGR)

SITENUMBER	SITESTREET	SITECITY	SITESTATE	SITEZIP	TOTUNITS	EFFYRBLT	TK	K	1	2	3	4	5	6	7	8	Students	Units	Name
135	Franklin St	Mountain View	CA	94041	51	2013	1	2	4	2	3	2	5	2	4	5	30	51	Franklin St. Family Apartments
2230	Latham St.	Mountain View	CA	94040	74	1995	1	5	4	8	7	5	7	8	7	6	58	74	Marcy Freelan Place
1909	Hackett St.	Mountain View	CA	94043	34	1974	0	0	0	2	1	1	3	1	1	2	11	34	Sierra Vista Apartments
446	Tyrella Ave.	Mountain View	CA	94043	56	1970		4	2	2	4	8	5	1	7	5	38	56	Tyrella Gardens
							2	11	10	14	15	16	20	12	19	18	137	215	
																	0.637		
							0.409												
							0.228												
							0.637												

K-8 Students Generated by Current Proposed Residential Development (Moderate) Not Including North Bayshore and East Whisman

Students Generated by Residential Development



To Date....

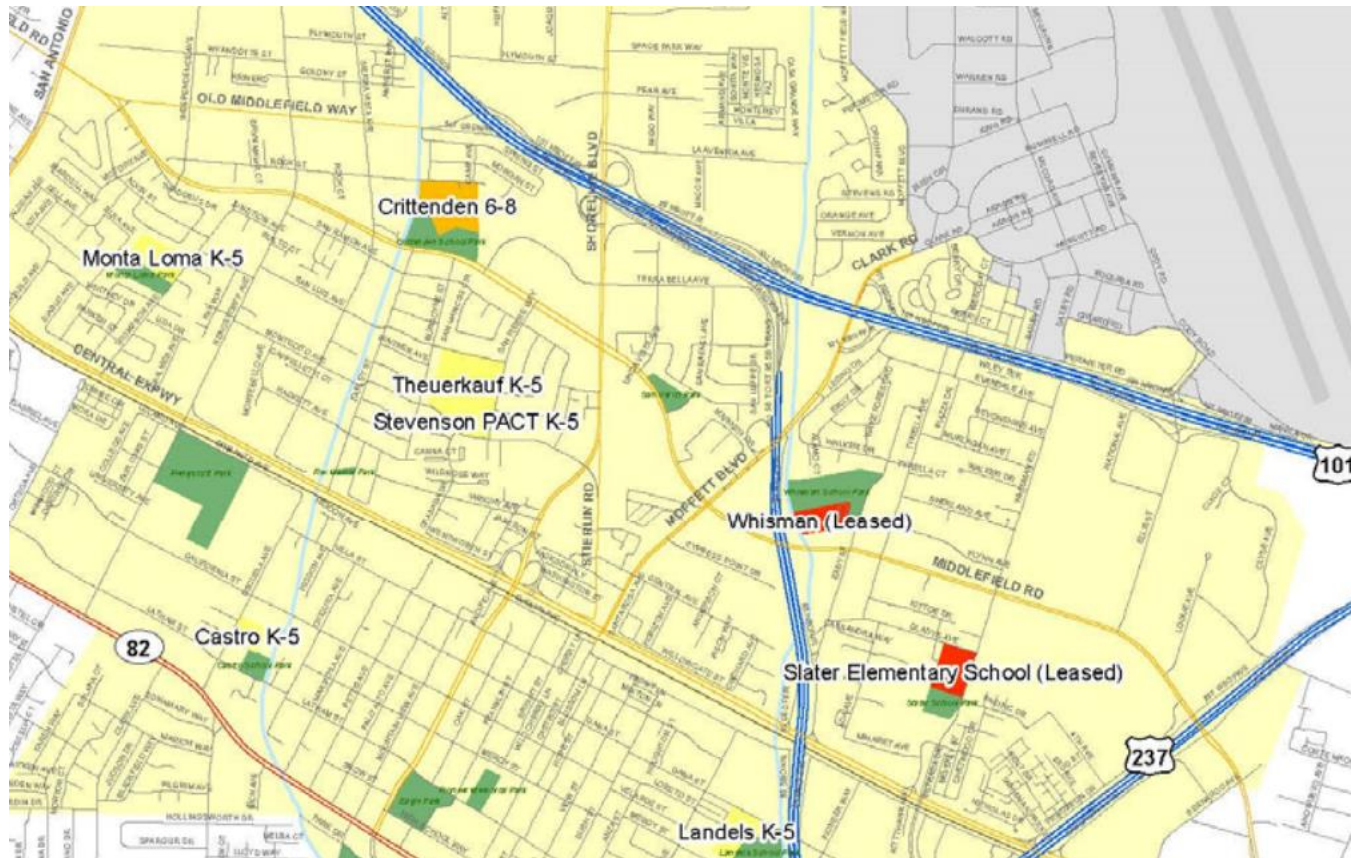
- North Bayshore will have 3 neighborhoods
- Total # of housing units (9850 with 20% being affordable)
- Projected impact (2167 new students in addition to growth)
 - Does not include planned growth in the district (842 predicted by DecisionInsite)
- East Whisman is predicted to generate 1077
- Total new students 4086



Mountain View
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School District

Impact on Northern Schools

Northern Schools



Current Facilities

	Crittenden	Monta Loma	Theuerkauf	Slater
Capacity	925	525	500	450
Current enrollment	661	459	367	Projected 465
Additional Space for students	+264	+66	+133	-15

Additional capacity in current facilities = 448

	Joaquin Neighborhood					Shorebird Neighborhood					Pear Neighborhood				
	Units		Student Yield		Students	Units		Student Yield		Students	Units		Student Yield		Students
	Market Rate					Market Rate					Market Rate				
K-5	3,160	x	0.1	=	316	2,360	x	0.1	=	236	2,360	x	0.1	=	236
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	Affordable					Affordable					Affordable				
K-5	790	x	0.409	=	323	590	x	0.409	=	241	590	x	0.409	=	241
6-8	790	x	0.228	=	180	590	x	0.228	=	135	590	x	0.228	=	135
	Total Students					Total Students					Total Students				
K-5	639					477					477				
6-8	<u>307</u>					<u>229</u>					<u>229</u>				
	946					706					706				

Elementary School capacity
1593 projected (minus) 199 = 1394 students over
Middle School capacity
765 projected (minus) 264 = 501 students over

Use of other facilities

- Certificate of Participation to pay for building Slater Elementary
 - Avoided taxation on the city, northern Mountain View residents (former Whisman School District)
 - Several sites listed as collateral for default
 - \$2.65 million payment until 2036
 - Developer fees, lease revenue (GISSV and Google) cover this cost, which limits our ability to terminate



Mountain View
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School District

Updated numbers

Updated Student Generation Rates

Market Rate Multi Family					
Grade	SGR		Units		Students
K-5	0.073	x	3,940	=	288
6-8	0.032	x	3,940	=	126
					414
Affordable					
K-5	0.308	x	1,970	=	607
6-8	0.247	x	1,970	=	487
					1,094
Total:					1,508

(Sources: Schoolhouse Planning, and Jack Schreder & Associates)

Micro Units					
Grade	SGR		Units		Students
K-5	0.008	x	3,940	=	32
6-8	0.005	x	3,940	=	20
					52
GRADE					STUDENTS
K-5					927
6-8					633
Total:					1,560

(Sources: Schoolhouse Planning, and Jack Schreder & Associates)

Adjusted Elementary School capacity

927 projected (minus) 199 = 728 students over

Adjusted Middle School capacity

633 projected (minus) 264 = 369 students over

Adjusted Funding Gap

MVWSD collects \$2.32/Sq.Ft. of Level I Developer Fees									
Units	# of Units		Avg. Sq.Ft.		Sq.Ft.		Fees		Total
Micro/Studio	3,940	x	450	=	1,773,000	x	\$2.32	=	\$4,113,360
1-Bedroom	2,955	x	715	=	2,112,825	x	\$2.32	=	\$4,901,754
2-Bedroom	1,970	x	1,025	=	2,019,250	x	\$2.32	=	\$4,684,660
3-Bedroom	985	x	1,250	=	1,231,250	x	\$2.32	=	\$2,856,500
									\$16,556,274

(Source: City of Mountain View, and Jack Schreder & Associates)

Total State Funding and Developer Fees (excluding land): **\$34,283.634**

The shortfall between the actual cost to house K-8 students and funds from State grants and developer fees:

Actual:	\$109,795,233
State and Local Funding:	<u>\$34,283,634</u>
Shortfall:	\$75,511,599

Data Sheet: Mitigation of Impact of North Bayshore Precise Plan (NBPP)
on the Mountain View Whisman School District (MVWSD)

The MVWSD, in cooperation with the Developer and City of Mountain View, is requesting mitigation measures that will mitigate such impacts. After considerable research and refinement of impact measures described in the NBPP Draft Environmental Impact Report (DEIR), we offer, in good faith, the following:

- 1) Student yields have been updated to the 2017-18 school year.
- 2) No single-family units are included in the student generation rates (SGR).
- 3) With the exception of micro units, all SGR calculations were made using housing products within the boundaries of MVWSD.
- 4) School housing costs are current costs based on an elementary school recently constructed in the MVWSD (Castro Elementary).
- 5) In addition to the 9,850 dwelling units planned in the NBPP, there are currently over 1,900 dwelling units that have been approved in the MVWSD and another 5,000 units being reviewed during the EIR process. The cumulative effect of these units necessitates our cooperative efforts to mitigate the impact of every new dwelling unit in the MVWSD.

Land

According to the "Guide to School Site Analysis and Development" under the direction of the California Department of Education, a 9.8-acre site is needed to house 450 K-5 students. Two K-5 sites are needed to house 927 students. To house 633 6-8 students, an additional 11.9-acre 6-8 site is also needed for a total of three sites. Exceptions are made under certain circumstances. The District is willing to discuss creative options, but school sites are a necessary component of a mitigation measure.

The City Council has indicated a strong interest in locating the elementary schools in the NBPP, not on the other side of the 101 Freeway. Their interest in reducing traffic flow and creating community identity will be accommodated in locating elementary schools in the NBPP.

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: Dual Immersion Program at Middle Schools (10 minutes)

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

At the October 19, 2017 Board meeting, a member of the community requested that this item be placed on a future agenda. This item provides the community member with an opportunity to present information to the Board.

Fiscal Implication:

None.

Recommended Action:

No action required.

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: Listos Mountain View (10 minutes)

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

At the October 19, 2017 Board meeting, a member of the community requested that this item be placed on a future agenda. This agenda item provides the community member with an opportunity to present information to the Board.

Fiscal Implication:

None.

Recommended Action:

No action required.

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: REVIEW AND DISCUSSION

Agenda Item Title: Tours at Mistral School (10 minutes)

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

At the October 19, 2017 Board meeting, a member of the community requested that this item be placed on a future agenda. This agenda item provides the community member with an opportunity to present information to the Board.

Fiscal Implication:

None.

Recommended Action:

No action required.

Mountain View Whisman School District

Agenda Item for Board Meeting of 11/2/2017

Agenda Category: FUTURE BOARD MEETING DATES

Agenda Item Title: Future Board Meeting Dates

Estimated Time:

Person Responsible: Dr. Ayindé Rudolph, Superintendent

Background:

November 16, 2017: School Site Plans, PTA Goals

December 7, 2017: Annual Organizational Meeting, First Interim Budget

January 4, 2018: Annual Audit Report, CSBA Conference Sharing, Bond Audit Report

January 18, 2018: Governor's Proposed Budget Review, Approval of SARCs

Fiscal Implication:

Recommended Action: