

The School Plan for Student Achievement

School: CRITTENDEN SCHOOL
CDS Code: 43-69591-6049472
District: Mountain View Whisman School District
Principal: Sonia Gomez
Revision Date: 10/18/18

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

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

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The District Governing Board approved this revision of the SPSA on October 18, 2018.

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School Vision and Mission

CRITTENDEN SCHOOL's Vision and Mission Statements

Vision

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

Mission

We inspire, prepare, and empower every student.

School Core Values

Crittenden Panthers are positive people, actively engage, working together, striving for excellence to foster resilience, self-advocacy, growth mindset

School Profile

Crittenden Middle School is located in Mountain View, a suburban community of 78,000, 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 and the main feeder schools are Monta Loma and Theuerkauf elementary schools. Crittenden Middle School represents the diverse community of Mountain View and works to prepare students to be lifelong learners with success at high school, higher education, and beyond.

Goal 1: ELA

By May 2019, the percentage of students meeting and exceeding standard on the CAASPP ELA summative assessment will increase from 60 to 64%.

By May 2019, the percent of students proficient on the CAASPP ELA Summative in each grade will increase by the following percentages:

6th grade - from 59% to 63% (10 additional students meeting or exceeding standards)

7th grade - from 66% to 69% (7 additional students meeting or exceeding standards)

8th grade - from 56% to 60% (9 additional students meeting or exceeding standards)

STRATEGY: Development of common pacing guides for each trimester, progress monitoring of mastery of standards, and continued use of common literacy strategies across content areas.

Goal 2: Mathematics

By May 2019, the percentage of students meeting and exceeding standard on the CAASPP Math summative assessment will increase from 56% to 60%.

The percent of students proficient on the Math Summative in each grade will increase by the following percentages:

6th grade - from 58% to 62% (10 additional students meeting or exceeding standards)

7th grade - from 61% to 64% (7 additional students meeting or exceeding standards)

8th grade - from 47% to 52% (11 additional students meeting or exceeding standards)

STRATEGY: Use of data to drive instruction and differentiation through Response to Instruction, co-teaching, and blended learning models.

Goal 3: Long Term English Language Learners

By May 2019, the number of Long Term English Language Learners will be reduced by ten percent from 20 students to 18 students. There will be a 10 percentage point increase in the percentage of RFEP students meeting/exceeding standard from 57% to 61% in ELA

Strategies: Implement English Learner, Long Term English Learner, and RFEP monitoring systems. Implement SIOP strategies in all

classes.

Goal 4: Human Capital

Teachers will work in Professional Learning Communities to develop common assessments and use data to drive instruction. Teachers will present to the staff their Professional Learning Community cycle findings and share best practices twice a year.

Strategy: Effective use of PLC time to inform instruction

Goal 5: Inclusive and Supportive Culture

Reduce the number of school suspensions from 25 to 22.

Increase average daily attendance from 96.69% to 97%

Strategy: Begin training on Positive Behavior Intervention Support (PBIS) through restorative circles. Continue to offer high quality co and extra curricular activities

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

Crittenden Middle School is committed to providing students with a high quality education aligned to the California State Standards which guide their instruction. In order to monitor students' progress, teachers administer curriculum-embedded assessments and modify their instruction to meet students' needs. Teachers regularly meet with department, grade level, and Professional Learning Community colleagues to analyze student achievement data and identify strengths and weaknesses. Based on this information, teachers adjust their instruction and work with their colleagues and administrators to monitor students' attainment of these goals.

Students, parents, and staff members received scores from Smarter Balanced Assessment Consortium (SBAC) tests, which are a part of the California Assessment of Student Progress and Performance (CAASPP). The results of this assessment are used to identify areas of need and served as a starting point for this year's Single Plan for Student Achievement. Crittenden saw growth in 6th & 7th grade Mathematics and was able to increase results in 7th grade English Language Arts by three percentage points.

This school year we implemented a new cascading schedule. This new schedule allows all students to take at least one elective throughout the school year. We have also added Respond to Instruction (RTI) classes for students in 6th to 8th grade to fill in the gap in skills in Math & English Language Arts. In addition, we have implemented co-teaching classes in Math and English Language Arts classes. These implementations will help align our school with the district strategic plan.

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

Crittenden teachers work in Professional Learning Communities to develop curriculum-embedded common formative assessments. These assessments are designed to assess learning of key standards needed for growth and to address areas of need as indicated by Smarter Balanced Assessment Consortium (SBAC) results. Teachers also collaborate in partnership with staff from across Mountain View Whisman to develop common benchmark assessments. This data is used to measure student growth, analyze instructional programs, and create continuous improvement goals. For the 2018-19 school year, each ELA grade level team will create a common pacing guide for each trimester that focuses on providing explicit instruction on reading and language standards. In addition, it will help teachers monitor progress and adjust instruction to ensure mastery of standards.

Staffing and Professional Development

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

All of the teachers at Crittenden Middle School are considered highly qualified. There are seven teachers currently participating in the new teacher induction program, which is a partnership between the Santa Cruz Silicon Valley New Teacher Project and the Mountain View Whisman School District. This two-year program provides teachers with support and training in their new profession and allows them to obtain a clear teaching credential. In addition to new teacher induction coaching, new teachers receive guidance and assistance from the administration, office staff, colleagues, and instructional coaches.

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

District Instructional Coaches regularly meet with Crittenden teachers, departments, and PLCs to help improve teaching practices including providing assistance with implementing instructional materials, classroom management, English Language Development strategies, reviewing data, and support in the implementation of Sheltered Instruction Observation Protocol (SIOP). The instructional coaches have been particularly critical in helping implement literacy support across the curriculum. Furthermore, for the 2018-19 school year instructional coaches are creating opportunities for alignment with our high school in Math, ELA, and Science.

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

Teachers in the Mountain View Whisman School District have been provided with ongoing professional learning on implementing district adopted instructional materials, Sheltered Instruction Observation Protocol (SIOP), and Professional Learning Communities. At Crittenden, teachers are provided with regular opportunities to collaborate during staff meetings, department meetings, grade level meetings, department release days, professional development days, and during their common preparation period. Furthermore, Crittenden teachers share release days with colleagues from Isaac Newton Graham, to align instructional practices. In addition, our teachers have two prep periods that allows for frequent collaboration with job-alikes, departments, coaches, and administration.

Opportunity and Equal Educational Access

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

Every student at Crittenden has the opportunity to be successful. In every classroom, teachers use research-based educational practices to ensure that students attain academic success. Teachers regularly monitor students' progress to identify those who are struggling. During release time, teachers review assessment data to determine if re-teaching of specific standards is needed. Students who are struggling in any subject are offered the opportunity to attend extended day interventions and tutoring. Students in need of extra support in English Language Arts or math are provided with targeted intervention in the Response to Instruction class. Our assistant principal and parent engagement facilitator monitor students' academic progress to determine who needs additional support in and out of the classroom. In addition, our school counselor monitors student academic and emotional needs in order to support them in reaching their potential.

Parental Involvement

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

Crittenden Middle School is a district-funded school. While approximately 50% of families qualify for free or reduced lunch, Crittenden does not receive Title I funding. The majority of the site budget comes from the Local Control Funding Formula and site discretionary categories. Each year our Site Council evaluates the progress of our students and works to allocate the funds to help under-performing students meet state standards. At Crittenden, 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. In addition, the school counselor, At-risk supervisor, and School Community Engagement Facilitator work closely with students and families to provide resources and 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)

Crittenden does not receive Title 1 funds.

Funding

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

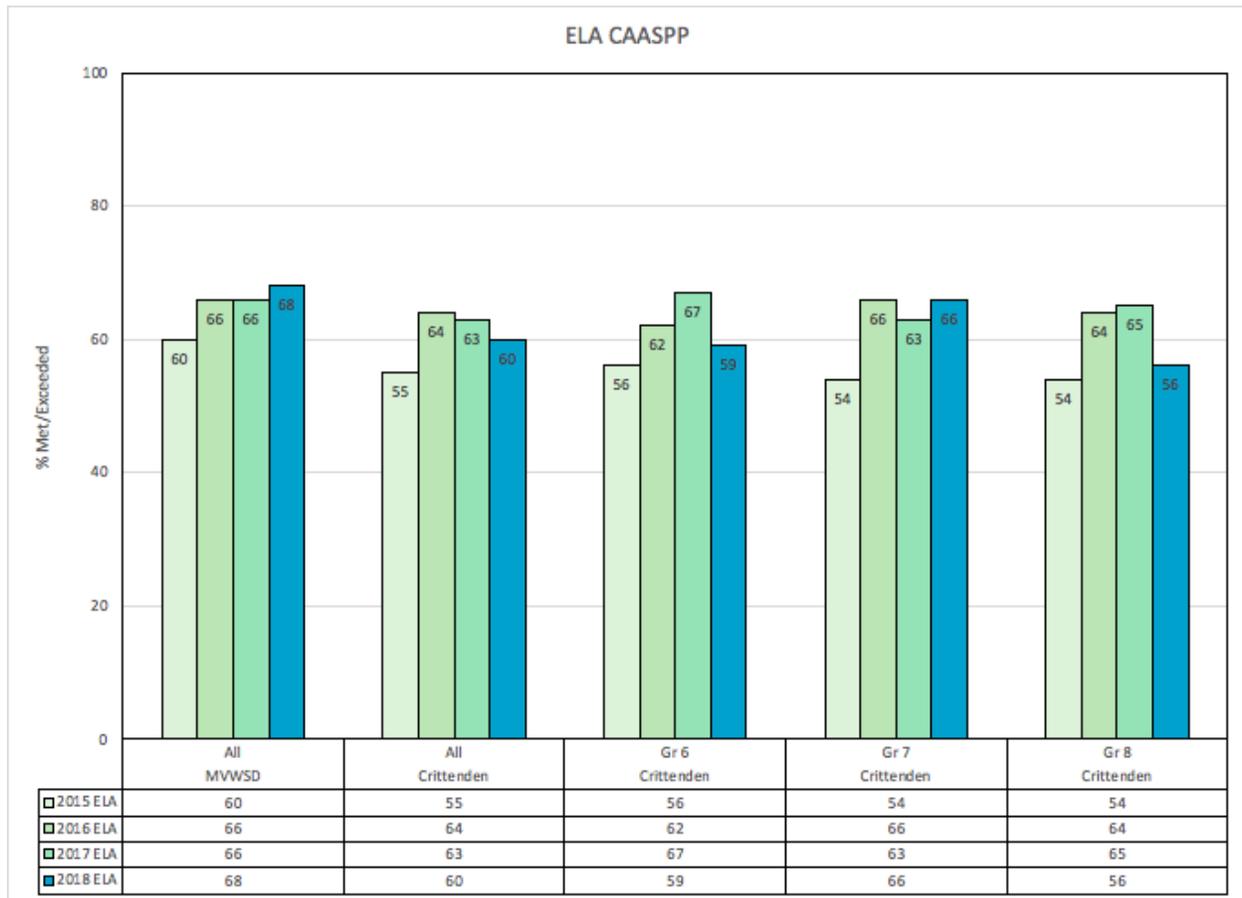
The primary source of funding for Crittenden is through the Local Control Funding Formula. The District provides each school with an allocation to support students through the Targeted Student Support Program. We use this funding source to provide our intervention services and most academic supports for students. We have smaller amounts of funding in our site discretionary funds and lottery funds. These are used to purchase professional development items and site materials, such as technology and access to online learning programs. The Mountain View Education Foundation provides a budget of \$50,000 to support electives and extra curricular activities. We also receive funding through donations from our Parent Teacher Association or grants from local companies.

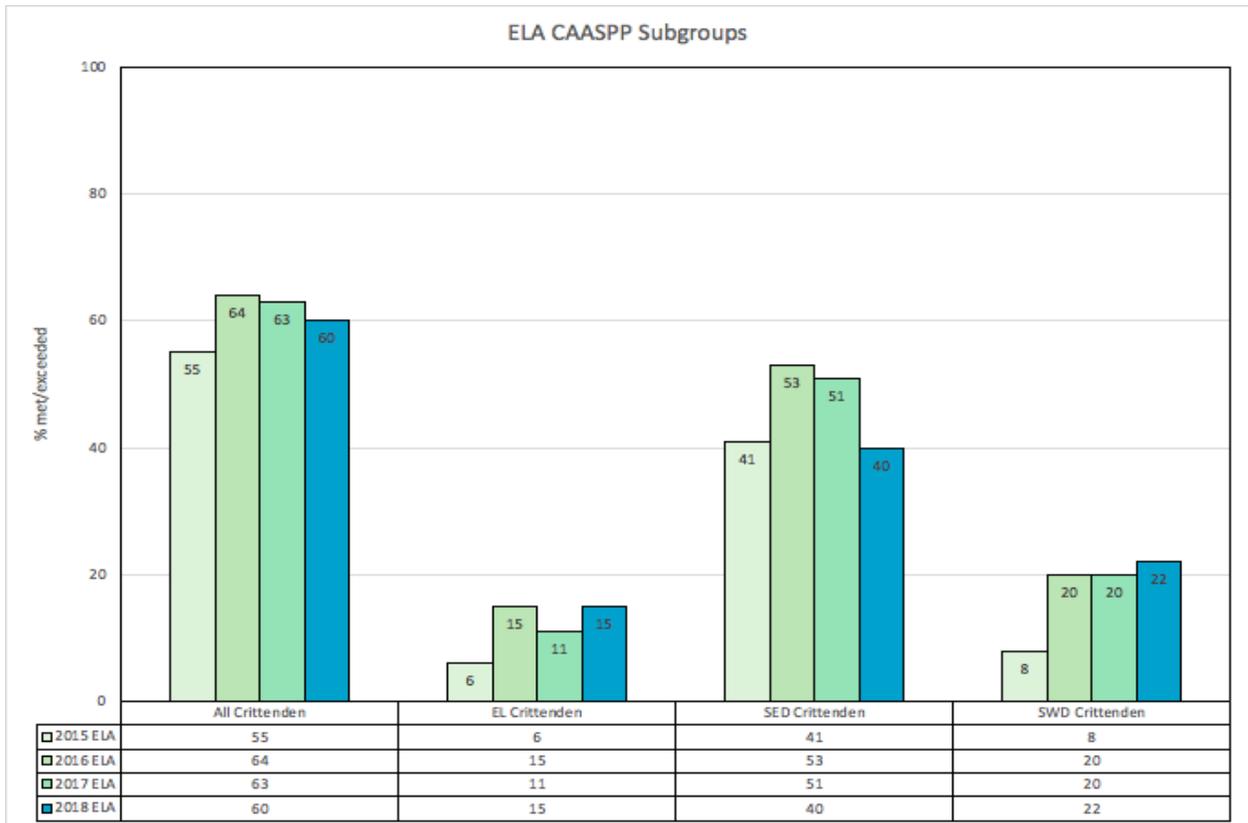
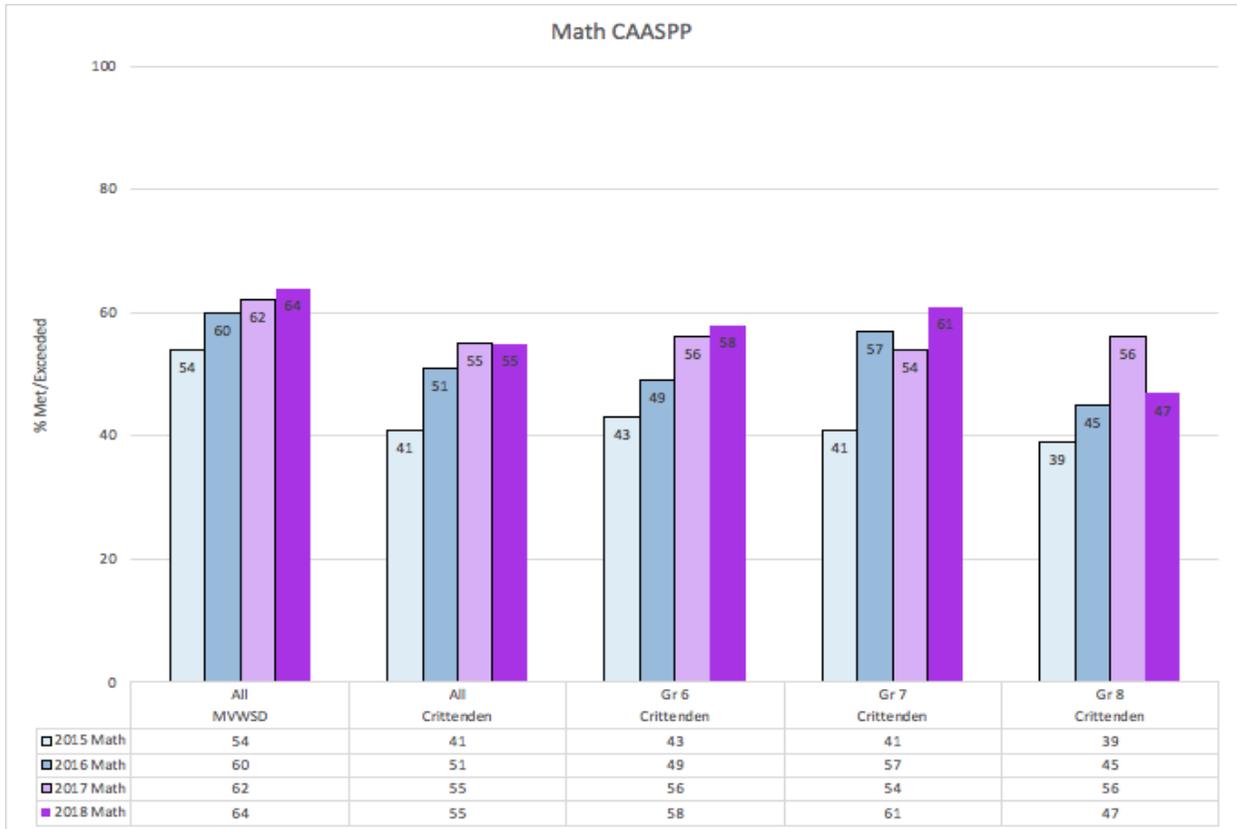
Description of Barriers and Related School Goals

Crittenden Middle school saw a significant drop in test scores in 8th grade math and a drop in 6th and 8th grade ELA. Inconsistent pacing of curriculum, use of benchmark data to drive instruction, and fidelity to the new curriculum to align with standards was a challenge. These inconsistencies required additional support to fill in the gaps that were created. After school intervention had been a key strategy to support students with gaps in instruction. After school intervention was voluntary for students, costly for the site, and conflicted with other activities.

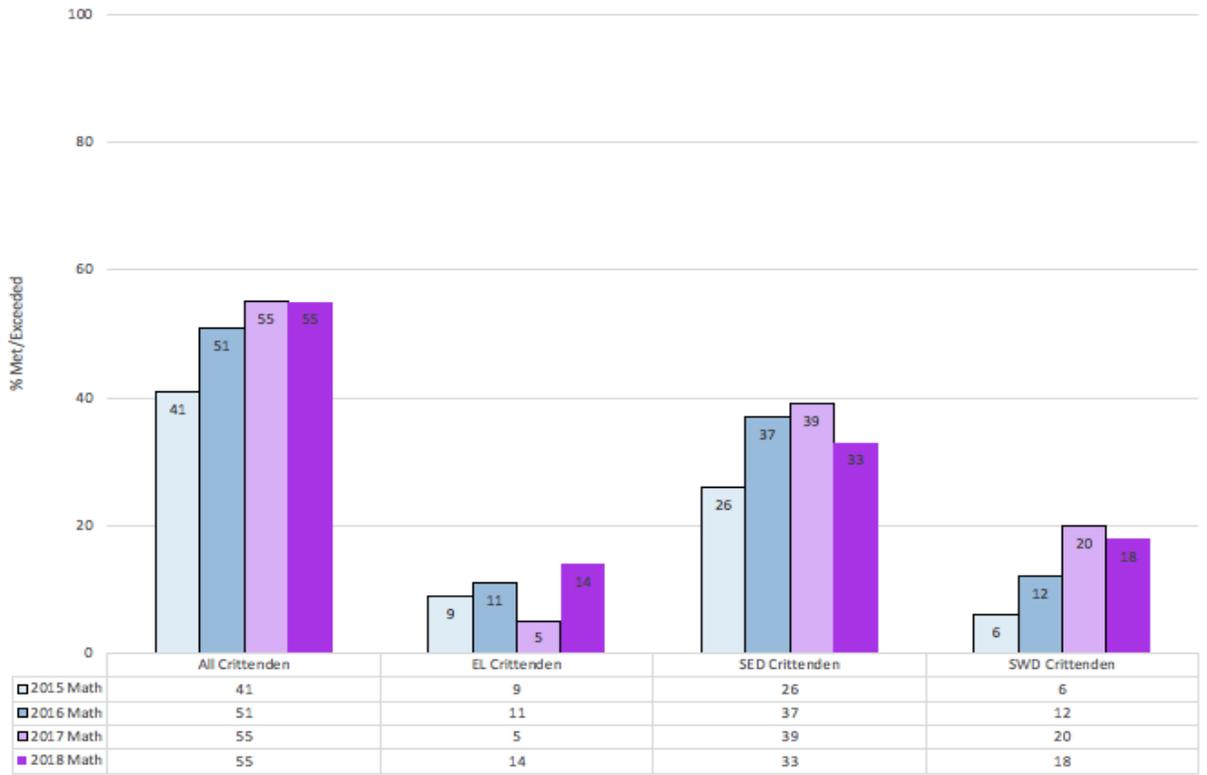
Site Demographics

Crittenden	2015-16	2016-17	2017-18
Enrollment	630	663	678
Asian	5%	7%	9%
Hispanic/Latino	56%	52%	52%
White	20%	23%	23%
Students with Disabilities	13%	14%	14%
English Learners	20%	15%	16%
SocioEconomically Disadvantaged	56%	51%	50%

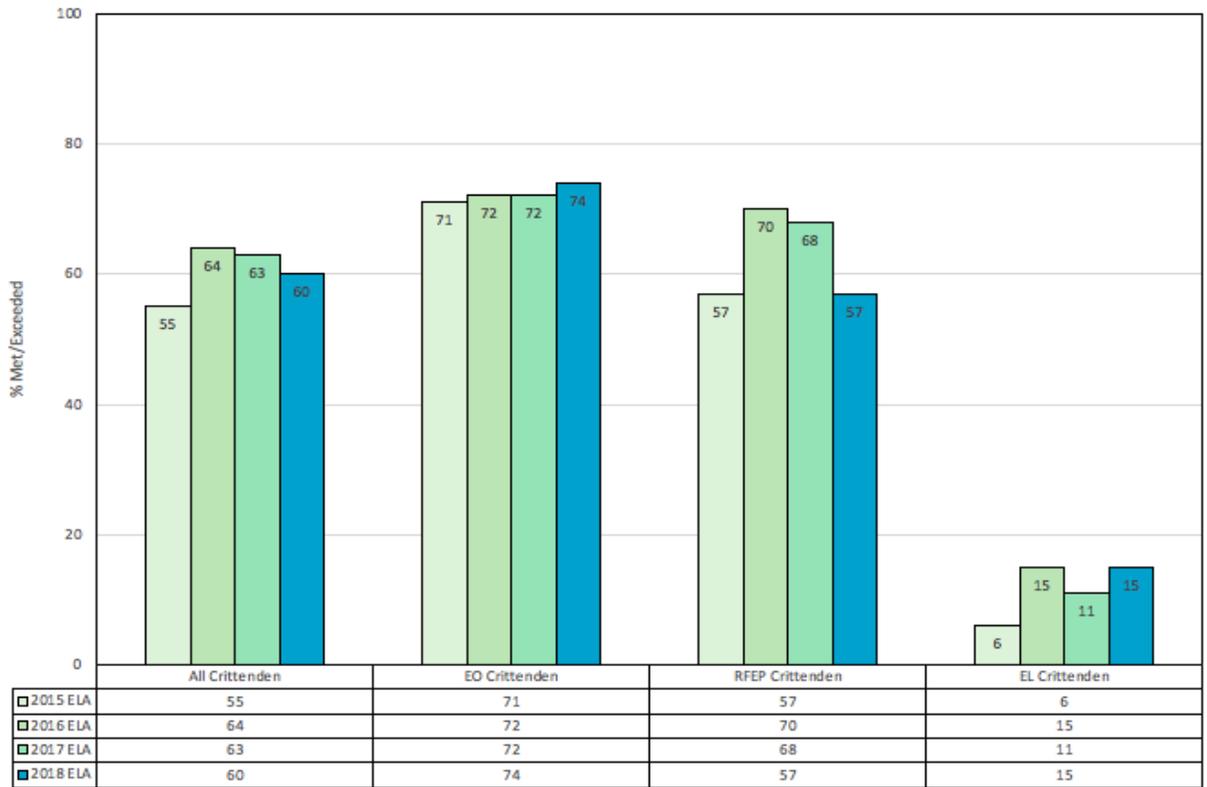




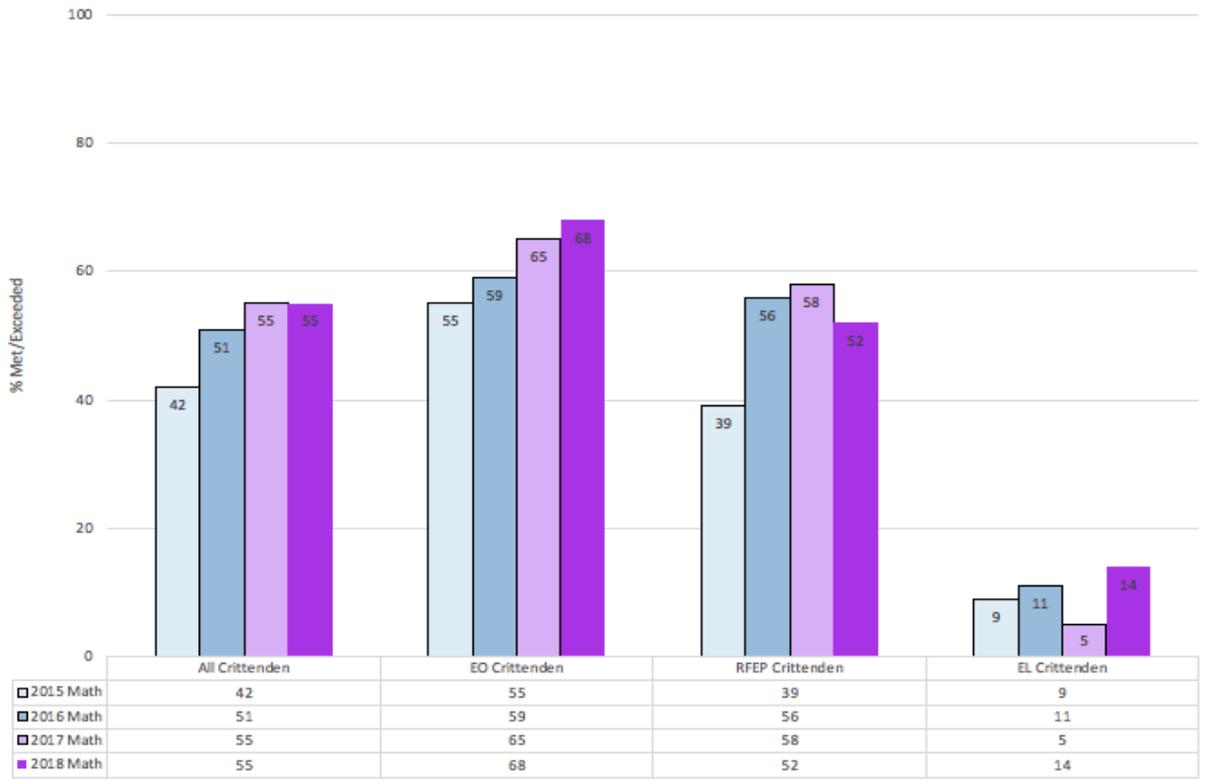
Math CAASPP Subgroups



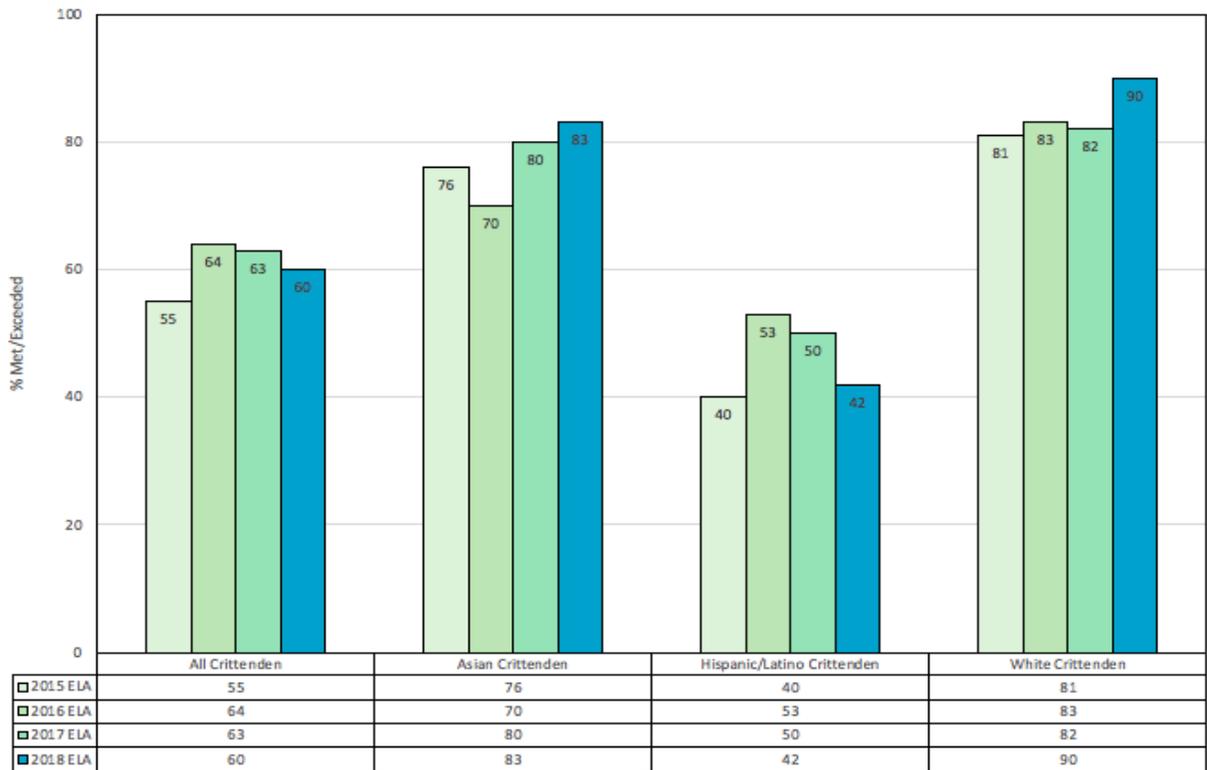
ELA CAASPP English Learner Status

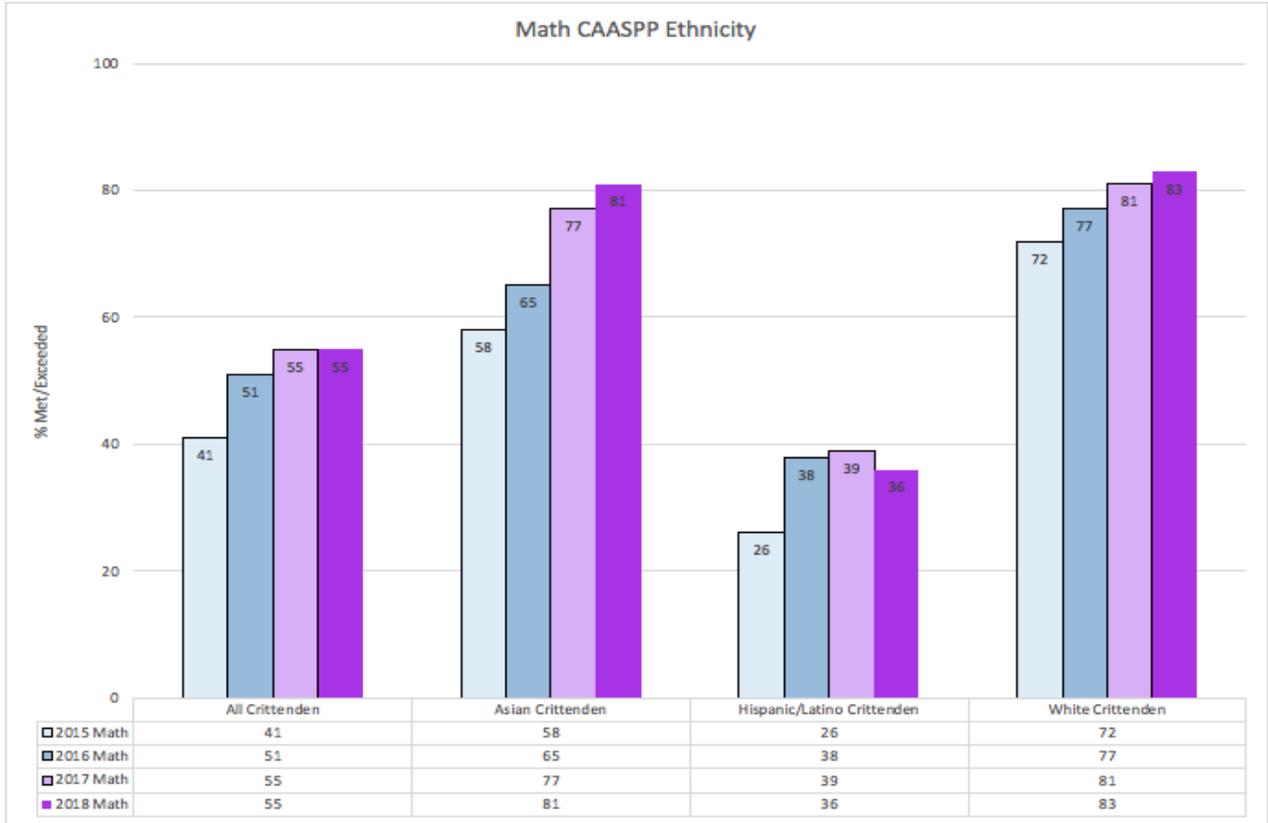


Math CAASPP English Learner Status

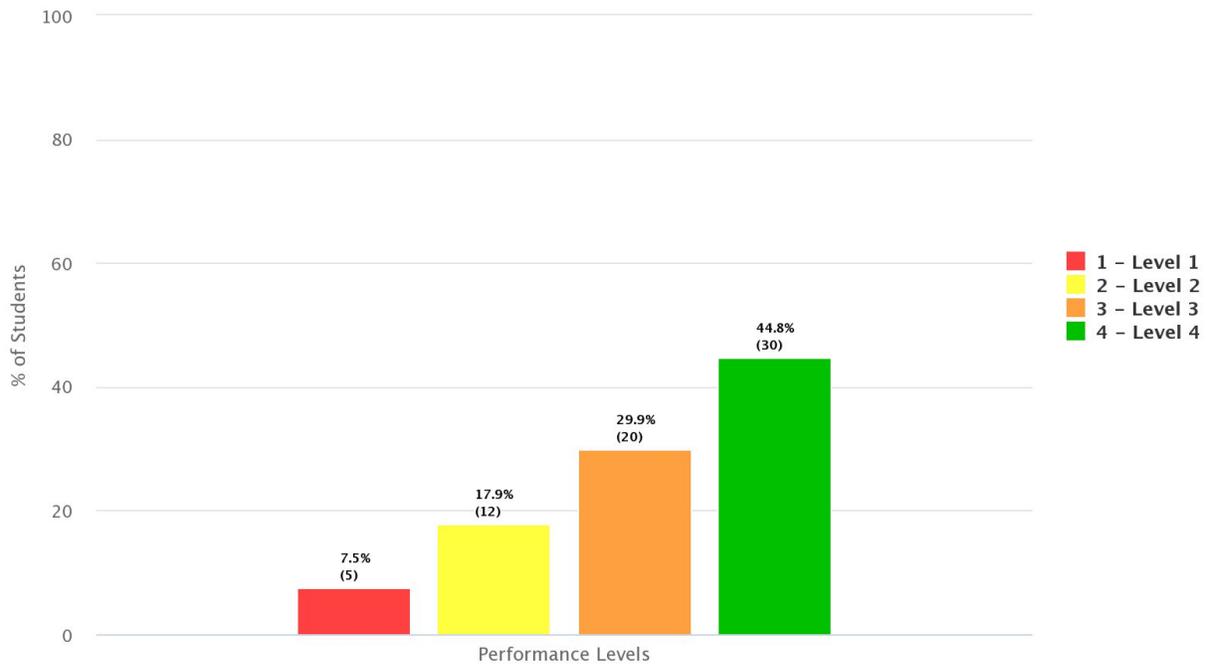


ELA CAASPP Ethnicity





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



	2014-15	2015-16	2016-17	2017-18
Attendance	96.46%	96.99%	96.48%	96.69%
Suspension	61	66	33	25
Reclassification	28%	28.8%	38.7%	31.4%

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 ELA
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:
Academic Achievement Goal(s): ELA May 2019, the percent of students proficient on the CAASPP ELA Summative assessment will increase from 60 to 64%. The percentage of students proficient on the CAASPP ELA Summative in each grade will increase by the following percentages: 6th grade - from 59% to 63% (10 additional students meeting or exceeding standards) 7th grade - from 66% to 69% (7 additional students meeting or exceeding standards) 8th grade - from 56% to 60% (9 additional students meeting or exceeding standards) STRATEGY: Development of common pacing guides for each trimester, progress monitoring of mastery of standards, and continued use of common literacy strategies across content areas.
Data Used to Form this Goal:
California Assessment of Student Performance and Progress District benchmarks and writing assessments California English Language Development Test (CELDT) Reclassification rates Long Term English Learner percentage rates

Findings from the Analysis of this Data:

There is an achievement gap between English-Only, general education students and English Learners and Special Education students.

ELA

By May 2018, the percent of students proficient on the CAASPP ELA Summative assessment will increase from 63 to 67%

2017-18 Goals

Goal 1: English Language Arts

By May 2018, the percent of students proficient on the CAASPP ELA Summative in each grade will increase by the following percentages:

6th grade - from 62% to 68% (20 additional students meeting or exceeding standards) Not Met (59%)

7th grade - from 63% to 69% (27 additional students meeting or exceeding standards) Not Met (66%)

8th grade - from 65% to 71% (16 additional students meeting or exceeding standards) Not Met (56%)

Goal Met: No, 60%

How the School will Evaluate the Progress of this Goal:

Throughout the year district benchmark assessments will be used to monitor progress toward proficiency. Struggling readers, many of whom are English Language learners and students with IEPs, will work to improve lexile scores to show progress to reading at grade level.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Academic Vocabulary: To continue building academic vocabulary, teachers in ELA, Social Studies and Science will continue the use of the Membean program once a week.</p> <p>Evaluate the use through students and teachers pre and post survey and a schedule of implementation.</p>	September-May	Site administration, Literacy Coach, English Language Arts & Social Studies staff	student and teacher subscriptions	0001-0999: Unrestricted: Locally Defined	TSSP	5,540.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Reading and Writing: In English Language Arts classes, teachers distribute and use a common Literacy Packet to support and reinforce reading and writing strategies across the curriculum. Student packet includes rubrics for reading, writing, and discussion, as well as guides to support success in those areas. Literacy packet will be used primarily in English Language Arts, Social Studies, and Science courses.	Ongoing – department meetings, release days	Site administration, all teachers (particularly English Language Arts/English Language Development, Social Studies, and Science); and instructional coaches	No site expense - substitutes for teacher release days provided by district funds			
Read 180: Provide resources and coaching to support the Read 180 teacher and program.	Ongoing	Read 180 teachers, Literacy Coach, site administration	materials and supplies for listening center	0001-0999: Unrestricted: Locally Defined	TSSP	1000
After school: An after school homework center will be available two times per week to support students with homework and writing strategies. Tutoring and Enrichment: Just Read and Mentoring Tutor Connection support target students during the school day as well as in the after school homework center.	October - May	Teachers, librarian, Site administration, Guidance Counselor, family engagement facilitator, At-Risk supervisor	Hourly pay for tutors, materials/supplies	1000-1999: Certificated Personnel Salaries	After School Extended Learning	5,000
Observations and walkthroughs: Coaches and administration support teachers by providing feedback from weekly walkthroughs focused on student learning outcomes.	Ongoing	Instructional coaches, administration	No site expense			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Work with the ELA department from Graham to create common ELA pacing guides for grades 6-8 to ensure that grade level standards are consistently taught over the course of the year.	October and January	Administrators, English Language Arts teachers, Literacy Coaches	No site expense			
Study Skills: Include three periods of study skills classes for students at risk. Teacher will create explicit curriculum that will provide lessons on study skills. In addition, students will receive help with homework (from tutor connection tutor and peer tutors). They will learn skills important at middle school and beyond.	Ongoing	Teachers, counselors, administration, School Community Engagement Facilitator	No site expense - part of regular teacher duty			
Use PLCs, release days, and common planning time to collaboratively implement the co-teaching, RTI, ELD curriculum with fidelity, to develop common formative assessments track progress toward learning goals and adjusting lesson/unit approach, order, and pacing as necessary.	Ongoing	Teachers, instructional coaches, administration	No site expense - part of regular teacher duty			
RTI: Response to Instruction - intervention period for students that have gaps in English Language Arts skills. Implement RTI in 6th, 7th, and 8th grade.	Ongoing	Teachers & administration	No site expense-part of regular teacher duty			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Support the implementation of co-teaching by providing feedback, coaching, and release time for planning.	Ongoing	Co-teachers, Administrators, Special Education Administrators, Instructional Coaches	No site expense- part of regular teacher day			

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 Math
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 #2:
By May 2019, the percentage of students meeting/exceeding standard in Math on the CAASPP summative assessment will increase from 56% to 60%
The percent of students proficient on the Math Summative in each grade will increase by the following percentages: 6th grade - from 58% to 62% (10 additional students meeting or exceeding standards) 7th grade - from 61% to 64% (7 additional students meeting or exceeding standards) 8th grade - from 47% to 52% (11 additional students meeting or exceeding standards)
STRATEGY: Crittenden will focus on the use of data to drive instruction and differentiation through Response to Instruction, co-teaching, and blended learning models.
Data Used to Form this Goal:
California Assessment of Student Performance and Progress (CAASPP) District assessments

Findings from the Analysis of this Data:

There are achievement gaps among different student groups.

By May 2018 the percent of students proficient on the Math Summative will increase from 55% to 59.5%.

By May 2018, the percent of students proficient on the Math Summative in each grade will increase by the following percentages:

6th grade - from 56% to 61% (18 additional students meeting or exceeding standards) - Not met (58%)

7th grade - from 54% to 59% (22 additional students meeting or exceeding standards) - Met (61%)

8th grade - from 56% to 61% (12 additional students meeting or exceeding standards) - Not met (47%)

2017-18 Goal: Not met (55%)

How the School will Evaluate the Progress of this Goal:

Increased scores among all student groups with reduced gaps between student groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Math Use Professional Learning Communities, release days, and common planning time to collaboratively implement the Eureka curriculum and pacing guides with fidelity, to develop common formative assessments track progress toward learning goals and adjusting lesson/unit approach, order, and pacing as necessary.	Ongoing	Math teachers, instructional coaches, site and district administration	No site expense - part of regular teacher duty and district funded substitute teachers for release days			
After school: An after school homework center will be available two times per week to support students with homework and math skills.	October - May	Teachers	Teachers, materials/supplies See goal 1 Action 4 for budget			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Observations and walkthroughs: Coaches and administration support teachers by providing feedback from weekly walkthroughs focused on student learning outcomes.	Ongoing	Site and district administration, instructional coaches	No site expense			
RTI: Response to Instruction - intervention period for students that have gaps in math skills. Implement RTI in 6th, 7th, and 8th grade.	August-June: Through out: Analyze data, identify students and focus areas	Administrators, Math teachers, instructional coaches,	No site expense			
Study Skills: Include three periods of study skills classes for students at risk. Teacher will create explicit curriculum that will provide lessons on study skills. In addition, students will receive help with homework (from tutor connection tutor and peer tutors). They will learn skills important at middle school and beyond.	Ongoing	Teachers, counselors, administration, School Community Engagement Facilitator, At-Risk coordinator	No site expense - part of regular teacher duty			
Support the implementation of co-teaching by providing feedback, coaching, and release time for planning.	Ongoing	Co-teachers, Administrators, Special Education Administrators, Instructional Coaches	No site expense - part of regular teacher duty			
Implement blended learning models in math to incorporate supplemental materials and activities to the Eureka Math curriculum. Small group instruction will allow differentiation for target students.	Ongoing	Teachers, Math Coach, Site Administrators	No site expense - part of regular teacher duty			

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: 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 #3:
By May, 2019 the number of Long Term English Language Learners will be reduced by ten percent from 20 to 18 students. By May 2019, there will be a ten percentage point increase in the percentage of RFEP students meeting or exceeding standards in ELA from 57% to 61%
Strategies: Implement English Learner, Long Term English Learner, and RFEP monitoring systems. Implement SIOP strategies in all classes.
Data Used to Form this Goal:
California Assessment of Student Performance and Progress (CAASPP) District assessments California English Language Development Test (CELDT) English Language Proficiency Assessment California (ELPAC) Reclassification rates Long Term English Learner percentage rates
Findings from the Analysis of this Data:
By May 2018, the number of Long Term English Language Learners will be reduced by ten percent from 25 students to 22 students. 2018-19 Goal: Met (Reduced to 20) Our data shows that there is a wide gap in learning in both English Language Arts and in Math by our English Language Learners as evidenced in particular by the CAASPP scores and a large number of Long Term English Language Learners.

How the School will Evaluate the Progress of this Goal:

The reclassification rates, English Language Proficiency Assessment California (ELPAC) scores, and California Assessment of Student Performance and Progress (CAASPP) scores when compared from year to year will help us determine the success of our actions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement the English 3D program with fidelity. Provide coaching and feedback. Continue the use of an instructional aide to support students in ELD.	Ongoing	Teacher, instructional coaches, ELPAC coordinator, site and district administration, coaching from publisher	Bilingual aide	2000-2999: Classified Personnel Salaries	TSSP	30000
EL Goals and Progress Monitoring: Reclassification goal setting meetings and check ins will be organized by the School Community Engagement Facilitator (SCEF), counselor, and (ELPAC) coordinator. EL/LTEL students will have regular progress monitoring checks to help them understand the reclassification process and to assess progress toward reclassification	Ongoing	Teacher, instructional coaches, ELPAC coordinator, guidance counselor, SCEF, site and district administration	No expenditures per regular staff responsibilities			
Newcomer Success Plan Develop a success plan for newcomers. The success plan includes academic goals and specific supports to help students achieve.	Ongoing	SCEF, ELD and ELA teacher, site administrator, parents	No expenditures per regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
RFEP monitoring by teachers in the classroom. Teachers will select 4-5 RFEP students in their classroom to track and monitor progress throughout the school year. In addition our SCEF will focus on 10-15 RFEP students by grade level to track and monitor academic progress throughout the year and provide parent information meetings regarding CAASPP.	Ongoing	Teachers, instructional coaches, ELPAC coordinator, school SCEF, administration	No expenditures per regular staff responsibilities			
Teachers will continue implementing Sheltered Instruction Observation Protocol (SIOP) year 1 strategies and will add the following in year 2. Year 1: Key vocabulary, content and language objectives, supplemental materials, meaningful activities Year 2: Interactions, scaffolding, key vocabulary, wait time Implementation will be assessed through frequent walkthroughs and feedback using the SIOP walkthrough form that has been tailored for each content area.	August - whole staff training January - follow-up session with trainer Ongoing walkthroughs, observations and feedback throughout the year	Teachers, instructional coaches, site and district administration	No expenditures per regular staff responsibilities			
Observations and walkthroughs: Coaches and administration support teachers by providing feedback from weekly Sheltered Instruction Observation Protocol (SIOP), co-teaching, and RTI walkthroughs, focused on student learning outcomes.	Ongoing	Teachers, instructional coaches, site and district administration,	No expenditures per 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: 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 #4:
Teachers will work in Professional Learning Communities to develop common assessments and use data to drive instruction. Teachers will present to the staff their Professional Learning Community cycle findings and share best practices twice a year.
Strategy: Effective use of PLC time to inform instruction
Data Used to Form this Goal:
2017-18 Professional Development Goal Teachers will work in Professional Learning Communities to develop common assessments and data-driven instruction. Teachers will present to the staff their Professional Learning Community cycle findings and share best practices twice a year. Teachers will attend six professional development trainings on Sheltered Instruction Observation Protocol and implement 4 key areas during the 2017-18 school year. - STRATEGY: Teachers will present to the staff their Professional Learning Community cycle findings and share best practices twice a year. Teachers will attend six professional development trainings on Sheltered Instruction Observation Protocol and implement 4 key areas during the 2017-18 school year. Goal Met: Yes, Professional Learning Community teams met regularly throughout the year to create common assessment and start to analyze data to inform instructional decisions.
Findings from the Analysis of this Data:
Teachers requested additional support in implementing Sheltered Instruction Observation Protocol (SIOP) and Professional Learning Community (PLC) expectations and deliverables needed to clarified.

How the School will Evaluate the Progress of this Goal:

Administration will attend Professional Learning Community (PLC) meetings and work with instructional coaches to support teachers in creating common formative assessments. Administration will clearly monitor deliverables from PLC groups.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Professional Learning Communities: Professional Learning Community (PLC) groups meet regularly and follow established norms. PLCs will develop SMART goals, develop and administer common formative assessments and use the data to drive instruction.</p> <p>Each Professional Learning Community (PLC) will present results from a common formative assessment and the instructional plans developed as a result of the data twice a year to the staff. Presentations will include strategies used to differentiate for students.</p>	<p>September - all Professional Learning Community (PLC) groups will share minutes, norms, and SMART goals.</p> <p>By December, all staff members will have presented one Professional Learning Community (PLC) cycle findings</p> <p>By April, all staff members will have shared second Professional Learning Community (PLC) cycle findings</p>	<p>Department/Grade chairs, all teachers, site administration</p>	<p>No expenditures - part of regular staff responsibilities</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development: <ul style="list-style-type: none"> Teachers will receive two release days for planning and professional development. Instructional coaches will provide training sessions on Sheltered Instruction Observation Protocol (SIOP) Instructional Coaches will assist in the implementation of adopted curriculum and support materials to help teachers improve practices and support student learning. Coaches and administration will participate in learning walks to help share best practices among the staff Administration will seek professional development opportunities for areas of need and growth on an ongoing basis 	Ongoing	Teachers, coaches, site administration,	No expenditures - part of regular staff responsibilities			

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 and Supportive Culture
LEA/LCAP GOAL:
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
Strategic Plan
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational process.
SCHOOL GOAL #4:
Reduce the number of school suspensions from 25 to 22. Increase average daily attendance from 96.69% to 97%
Strategy: Begin training on Positive Behavior Intervention Support (PBIS) through restorative circles. Continue to offer high quality co and extra curricular activities
Data Used to Form this Goal:
Attendance rates California Dashboard
Findings from the Analysis of this Data:
2017-18 Goal 5: School Climate School suspensions for students with disabilities will be reduced by 10% STRATEGY: Developing restorative practices and fostering an inclusive and supportive culture with a focus on changing behavior through learning and personal growth. Goal Met: No, we increased by 1%
How the School will Evaluate the Progress of this Goal:
climate surveys, California Dashboard, attendance rates

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue to offer high-quality co and extra-curricular activities that provide strong connections to school and helps students develop self-esteem, team building, friendship, and social skills.</p> <p>Maintain high-quality programs including WEB, Leadership, athletics, Band, Orchestra, the musical, and clubs. Crittenden will also build community partnerships that serve students like the MVPD PAL, Beyond the Bell, and the Living Classroom.</p>	<p>August - September: students can form clubs and have sign ups at Club Fair</p> <p>September - May: Clubs meet and organize activities throughout the year</p> <p>September - November: Musical auditions and performances</p> <p>Ongoing - athletics, WEB, Leadership, performing arts</p>	<p>Teachers, administration, counselor, at-risk supervisor, facilitator</p>	<p>Stipends, equipment, services for extracurricular activities</p>	<p>0000: Unrestricted</p>	<p>After School Enrichment</p>	<p>50000</p>
<p>Guidance Counseling Program Guidance counselor will continue to implement, revise, and refine a multi-tiered system of support and intervention for academic and emotional well-being</p>	<p>Ongoing</p>	<p>Counselor, administration, facilitator, at-risk supervisor, teachers</p>	<p>Staffing supported by district</p>			
<p>8th grade WEB mentors will meet with 6th graders throughout the year to support school connectedness</p>	<p>Ongoing</p>	<p>Teachers, administration</p>	<p>Supplies for activities and teacher training</p>	<p>0001-0999: Unrestricted: Locally Defined</p>	<p>TSSP</p>	<p>1000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
PBIS-Positive Behavior Interventions & Support Karen Junker will train our staff in restorative circles that emphasize site sustainable community building and problem-solving approaches to school discipline and classroom management.	October- January training	Administration, At-Risk supervisor	Training sessions for teachers, administration, and At-Risk supervisor Funded through District	5800: Professional/Consulting Services And Operating Expenditures	TSSP	7500
Develop community service projects fostering relationships and building connections in lieu of traditional disciplinary consequences	Ongoing	Community service projects fostering relationships and building connections in lieu of traditional disciplinary consequences	No expenditures			
Provide after school conversational Spanish club to support students who want to continue to build their conversational Spanish skills.	October - May	Counselor and site administrators	Staffing and materials	1000-1999: Certificated Personnel Salaries	After School Extended Learning	5000

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	49,910	49,910.00
Yard Supervision	11,000	11,000.00
TSSP	72,200	27,160.00
Science Equipment: Middle School	5,000	5,000.00
After School Extended Learning	28,520	18,520.00
After School Sports - Middle School	50,000	50,000.00
Musical Instruments & Repair - Middle	5,000	5,000.00
Parent Engagement (PIQE/FEI/PU)	5,235	5,235.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	50,000.00
After School Extended Learning	10,000.00
TSSP	45,040.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
0000: Unrestricted	50,000.00
0001-0999: Unrestricted: Locally Defined	7,540.00
1000-1999: Certificated Personnel Salaries	10,000.00
2000-2999: Classified Personnel Salaries	30,000.00
5800: Professional/Consulting Services And Operating	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
0000: Unrestricted	After School Enrichment	50,000.00
1000-1999: Certificated Personnel Salaries	After School Extended Learning	10,000.00
0001-0999: Unrestricted: Locally Defined	TSSP	7,540.00
2000-2999: Classified Personnel Salaries	TSSP	30,000.00
5800: Professional/Consulting Services And	TSSP	7,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	11,540.00
Goal 3	30,000.00
Goal 5	63,500.00

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
Sonia Gomez	X				
Michael Easley				X	
Angela Weller				X	
Lourdes Arenas-Meza				X	
DuJuan Green				X	
Monica Sanchez			X		
Michael Newman		X			
Alicia Carter			X		
Numbers of members of each category:	1	2	1	4	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

ELAC Membership

Name of ELAC_MEMBER ELAC_MEMBERS	Principal	Classroom Teacher	Other School Staff	Parent or Community ELAC_MEMBER	Secondary Students
Anthony Barajas	X				
Valeria Johns			X		
Corina Ruiz			X		
Patricia Oliveres				X	
Dulce Perez				X	
Marisol Fernandez				X	
Iracema Gurbiel				X	
Guadalupe Ruiz Hernandez				X	
Imelda Moreno				X	
Juan Gurbiel				X	
Numbers of ELAC Members of each category:	1	1	1	7	

Recommendations and Assurances

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

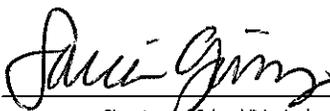
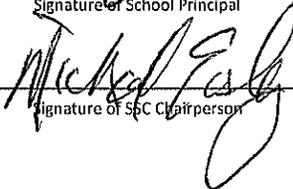
1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student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

English Learner Advisory Committee


Signature

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

Attested:

<u>Sonia Gomez</u> Typed Name of School Principal	 Signature of School Principal	<u>9/26/18</u> Date
<u>MICHAEL EASLEY</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>9-26-18</u> Date