

The School Plan for Student Achievement

School: Edith Landels Elementary School
CDS Code: 4369591604796
District: Mountain View Whisman School District
Principal: Heidi Galassi
Revision Date: November 7, 2019

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

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

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The District Governing Board approved this revision of the SPSA on November 7, 2019.

School Vision and Mission

Edith Landels Elementary School's Vision and Mission Statements

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

To inspire, prepare and empower every student

School Profile

Edith Landels Elementary is a K-5 school with an enrollment in September 2019 of 450 students. Our school community consists of 24% Hispanic/Latino students, 20% socio-economically disadvantaged students, and 18% English Learner students. Our staff team has 17 regular classroom teachers, 2 STEAM teachers, a special education teacher, an instructional coach, a principal, and classified support staff. Every classroom has one-to-one Chromebooks and projection TVs.

Goals and Strategies:

English Language Arts (ELA)

By June 2020, there will be an increase from 78% to 80% in the number of students meeting or exceeding standards in ELA as measured by District Assessments (K-2) and CAASPP (3-5).

Key Strategies:

Implement Benchmark Advance curriculum

Use iReady for data driven instruction

Continue utilizing the SIOP features in all content areas. A lesson will focus on all four language areas: reading, writing, speaking and listening. Content objectives, language objectives, academic vocabulary, interactions, small group instruction and student engagement will be the focus in all content areas.

Math

By June 2020, there will be an increase from 69% to 72% in the number of students meeting or exceeding standards in Math as measured by District Assessments (K-2) and CAASPP (3-5).

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

Use iReady for data driven instruction and building groups for small group instruction and stations.

Closing the Achievement Gap

By June 2020, we will reduce the number of "At-Risk" English Language Learners by at least 2 students as measured by California "At-Risk" criteria.

By June 2020, there will be an increase from 78% to 80% in the number of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in ELA as measured by District Assessments (K-2) and CAASPP (3-5).

By March of 2020, 80% of our English Learners that score a level 4 on the ELPAC will reclassify or maintain a level 4 on ELPAC (11 of 13).

Key Strategies:

Implementation of SIOP

Progress monitoring

Intentional focus on targeted ELPAC skills and strategies

Human Capital Goal

By June 2020, staff will receive professional development, collaboratively develop and implement differentiated small group lessons to serve all students. This will be measured by professional development and walkthroughs as well as growth in iReady diagnostics for both math and reading.

Key Strategies:

Release Days for data talks to monitor growth and plan for differentiated learning
Teacher presentations to support collaboration with colleagues during staff meetings
Release days for each grade level for differentiation and small group professional development,
Implement iReady professional development and coaching support

Inclusive and Supportive Culture

By June 2020, we will increase our attendance rate to 97% as measured by school and attendance data.

By June 2020, we will maintain zero suspensions.

Key Strategies:

Community Engagement Facilitator

Increase Attendance Rate

Develop a school wide sense of community, positive climate, and inclusivity using Toolbox curriculum

Utilize district surveys to collect information

Continue Monday assemblies, Landels ROARS, and hold every trimester an expectation assembly per grade level

SCEF and principal will proactively check in with students for both social/emotional and academic struggles and track data

Comprehensive Needs Assessment Components

Data Analysis

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

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

At Landels, we monitor student progress and modify instruction. This includes a review of data, identification of target areas in need of improvement, selection of strategies, and re-assessment. We utilize staff meeting time and weekly grade level collaboration. All teachers have two release days per school year.

Staffing and Professional Development

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

Based on the new laws associated with the Every Student Succeeds Act and California's new state assignment accountability system, Districts must identify the number of teachers that are in the following categories: 1. Misassigned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Landels Elementary school has no misassigned teachers, no out of field teachers, and 1 teacher in their first two years of teaching. All other teachers are considered "highly qualified".

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

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

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

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

Opportunity and Equal Educational Access

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

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

Parental Involvement

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

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

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

Landels Elementary is not a Title 1 school. Landels Elementary 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, Back to School Nights, Open House, and Parent Teacher Conferences. Our staff communicates with parents regarding student successes and areas that need improvement.

Funding

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

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

Description of Barriers and Related School Goals

Academic Achievement: Academic language barrier for both ELA and math. Eureka Math is a language rich curriculum with multiple step word problems and multiple step directions. By having our Key Strategies for both math and ELA be focused on implementation of Sheltered Instruction Observation Protocol (SIOP), we will support our second language learners and all students in their mathematical success. By using small group instruction and math/ELA rotations as part of our instruction, each student gets a chance to enhance their conceptual learning as well as use and understanding of academic vocabulary.

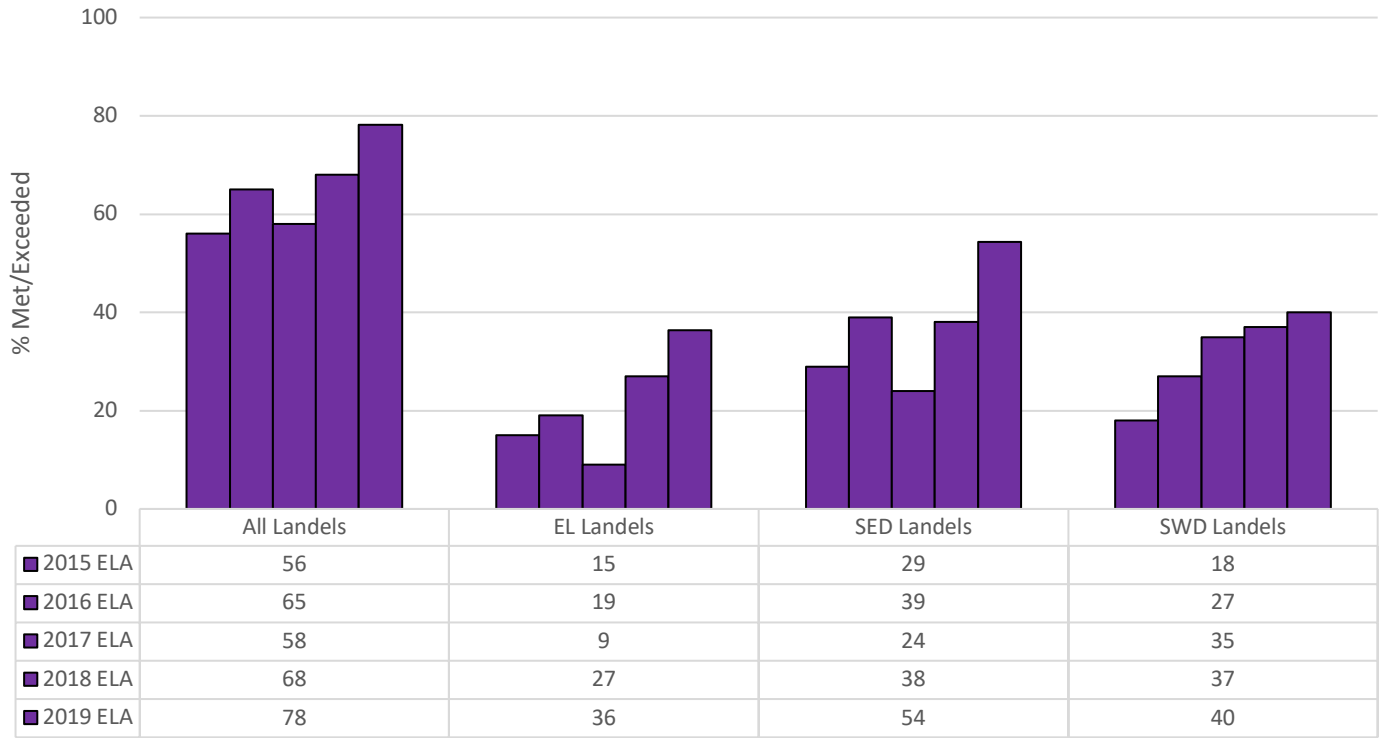
Landels 2019

Landels Demographics K5	2015-16	2016-17	2017-18	2018-19
Enrollment	541	567	534	491
Asian	15%	16%	16%	18%
Hispanic/Latino	36%	34%	30%	24%
White	32%	32%	37%	40%
Students with Disabilities	11%	12%	11%	10%
English Learners	33%	31%	28%	18%
SocioEconomically Disadvantaged	30%	28%	24%	20%

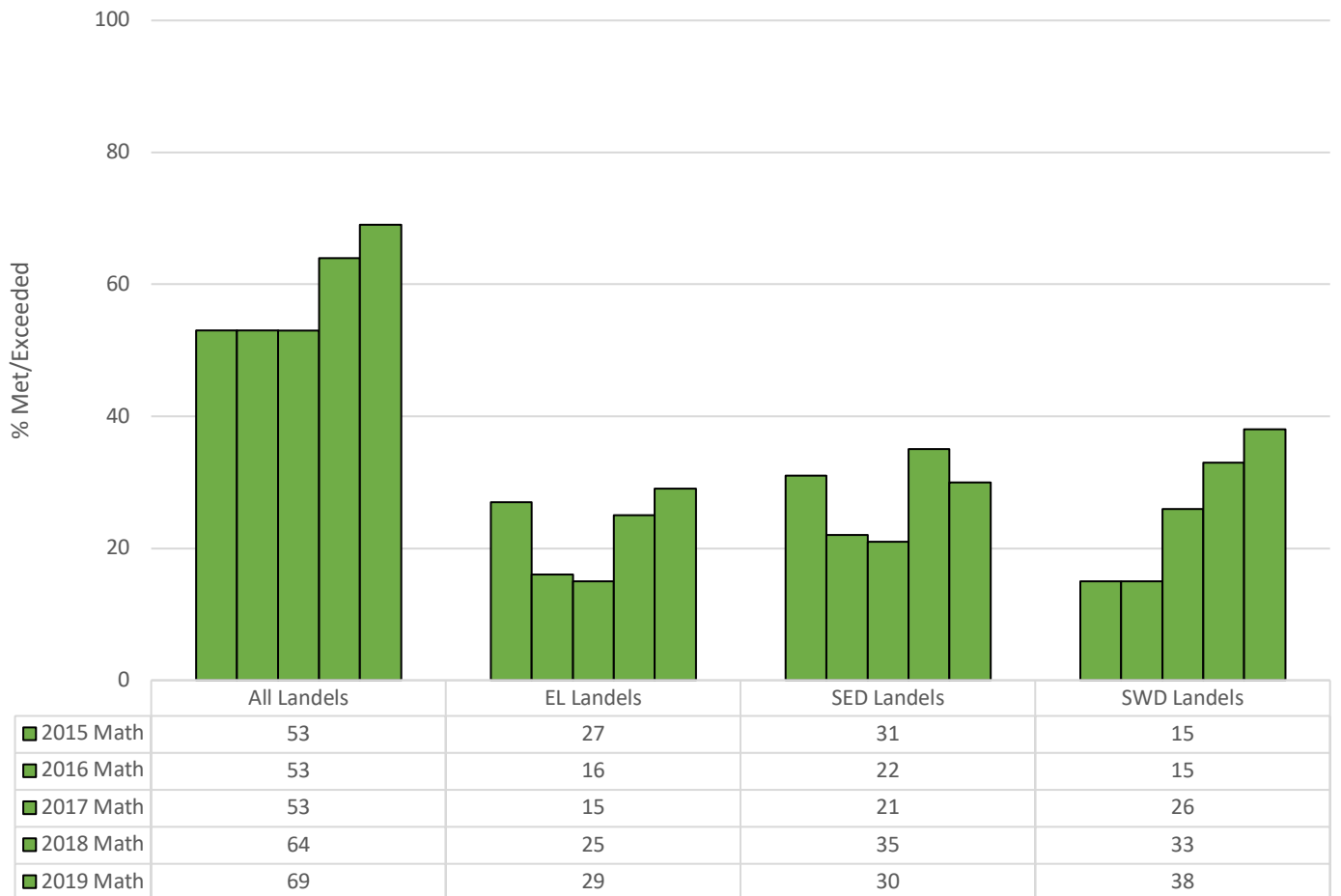
Landels Demographics for students in grades 3-5	2015-16	2016-17	2017-18	2018-19
English Learners	34%	30%	26%	13%
Reclassified Fluent English Proficient	14%	16%	19%	23%
SocioEconomically Disadvantaged	41%	39%	35%	20%
Students with Disabilities	15%	16%	14%	13%
Asian	17%	13%	13%	13%
Hispanic/Latino	44%	44%	41%	28%
White	25%	29%	32%	40%
Total Enrollment	254	255	247	226

Landels	2015-16	2016-17	2017-18	2018-19
Attendance	96.36%	95.87%	96.41%	96.64
Suspension	13	5	0	0
Reclassification	23%	18%	19.2%	18.63%

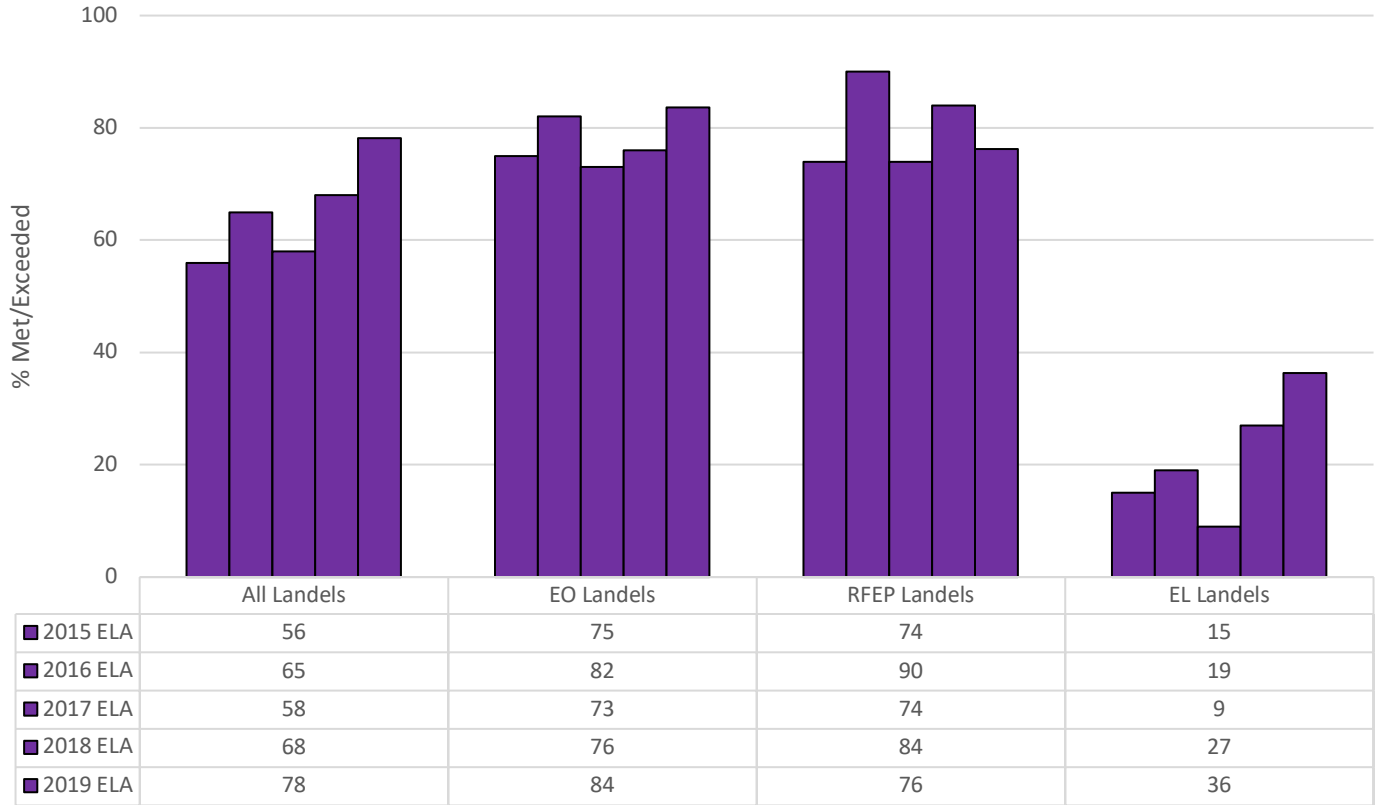
ELA CAASPP Subgroups



Math CAASPP Subgroups



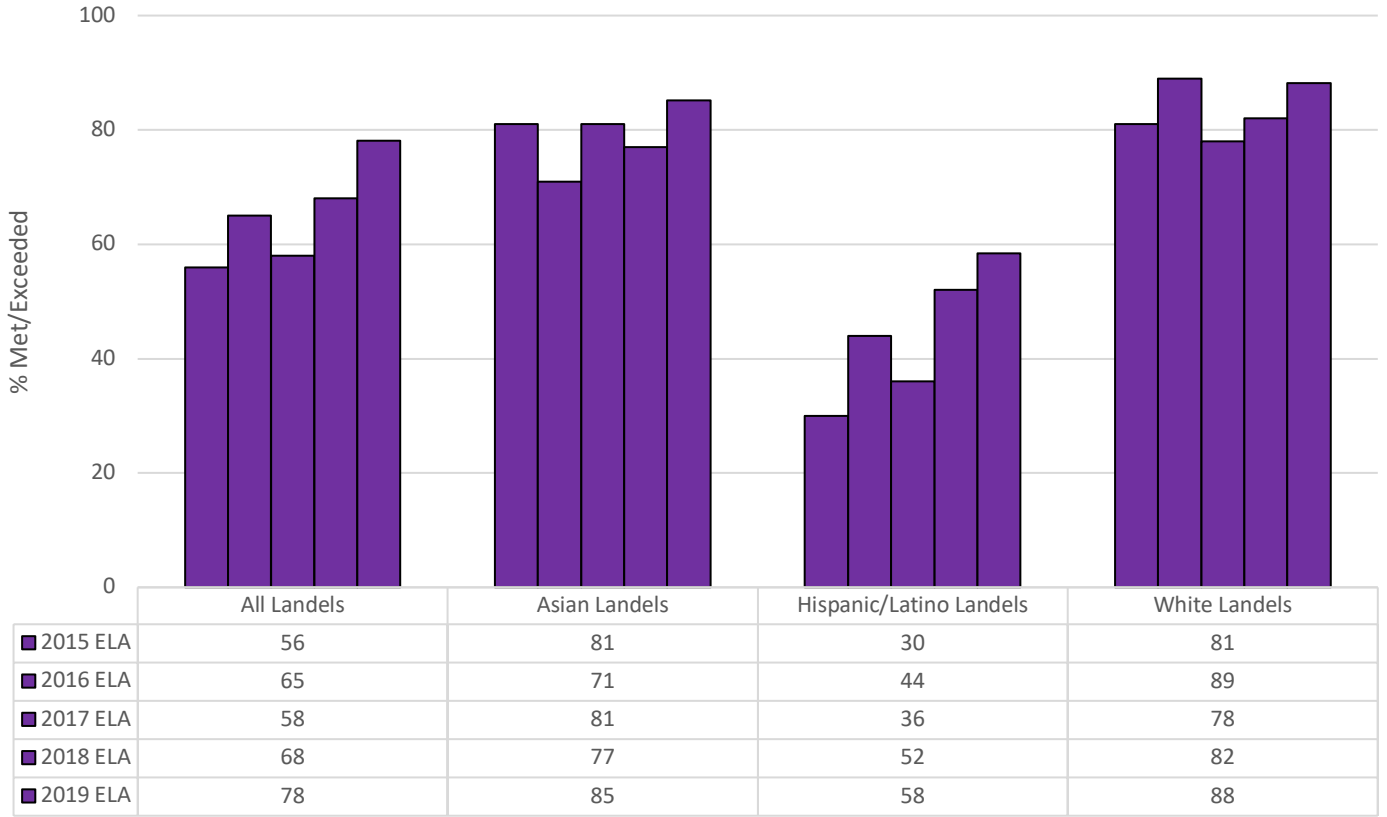
ELA CAASPP English Learner Status



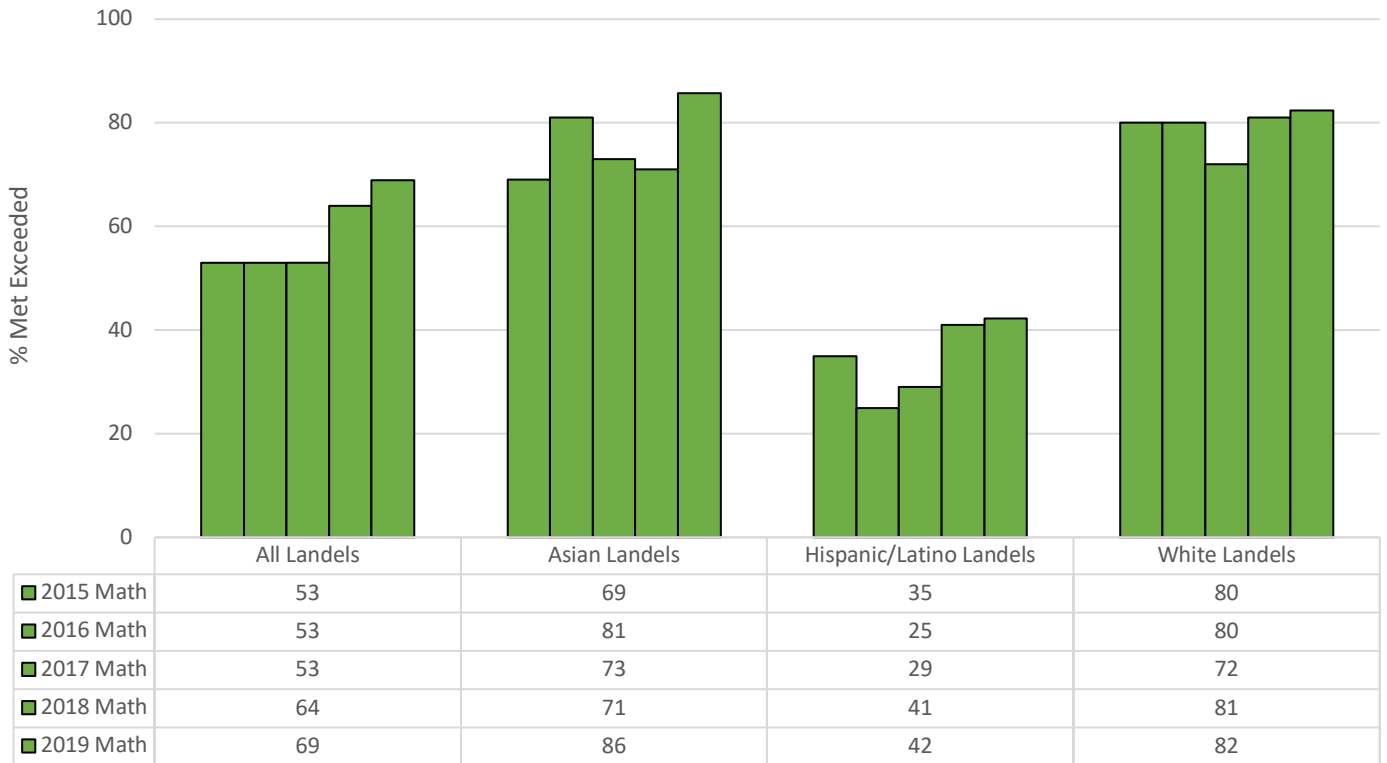
Math CAASPP English Learner Status



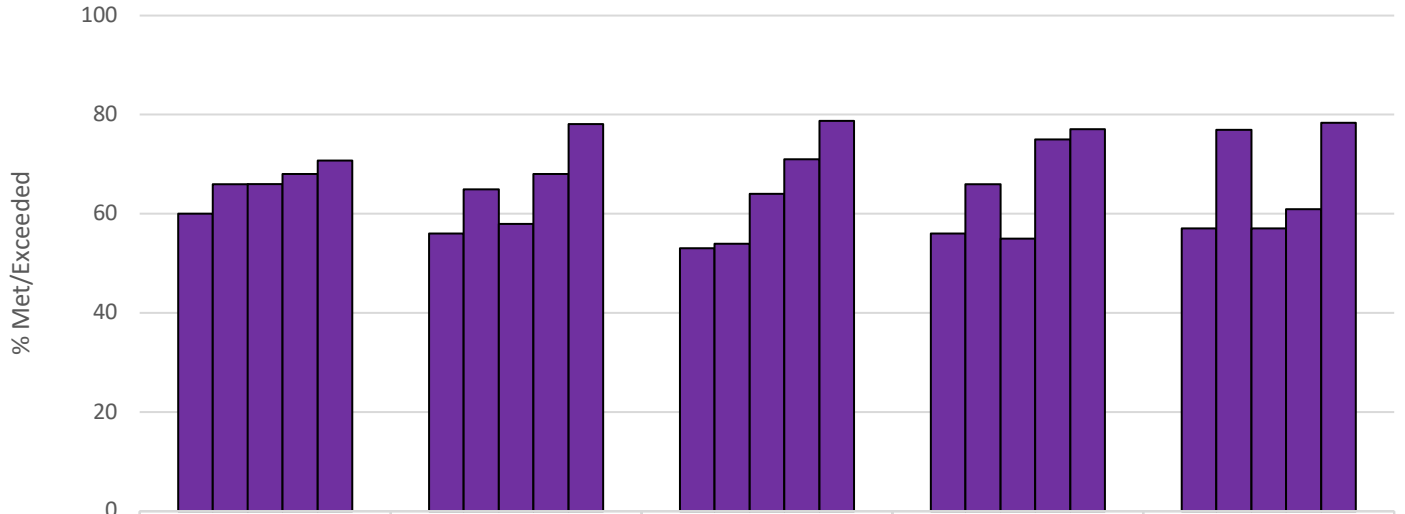
ELA CAASPP Ethnicity



Math CAASPP Ethnicity

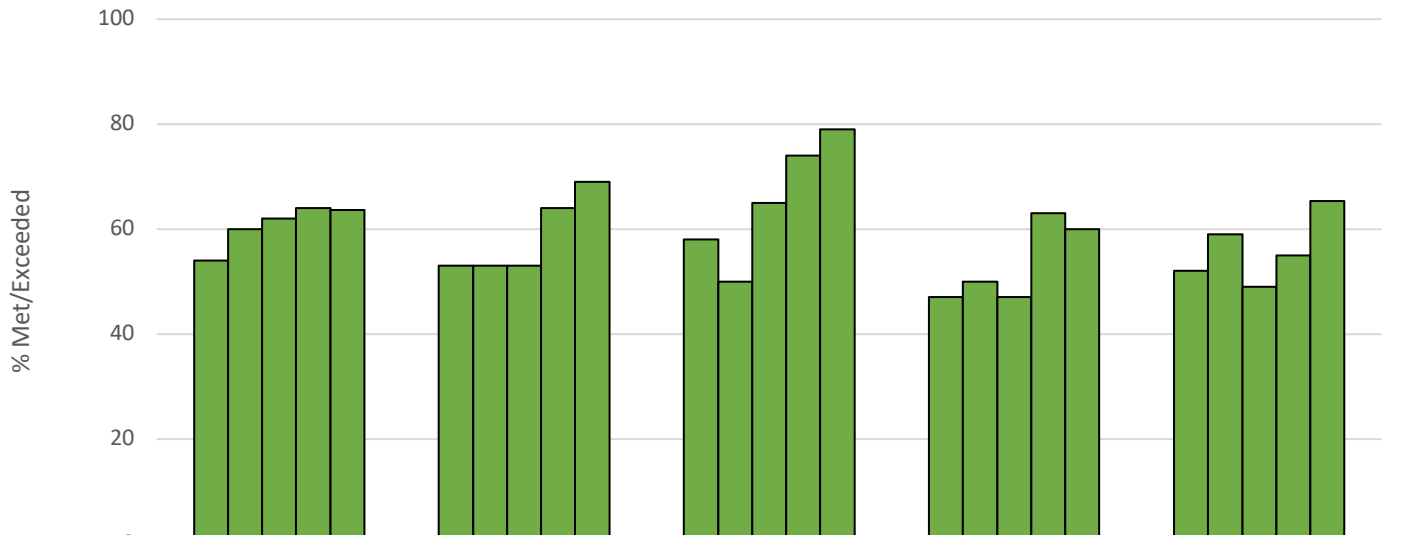


ELA CAASPP



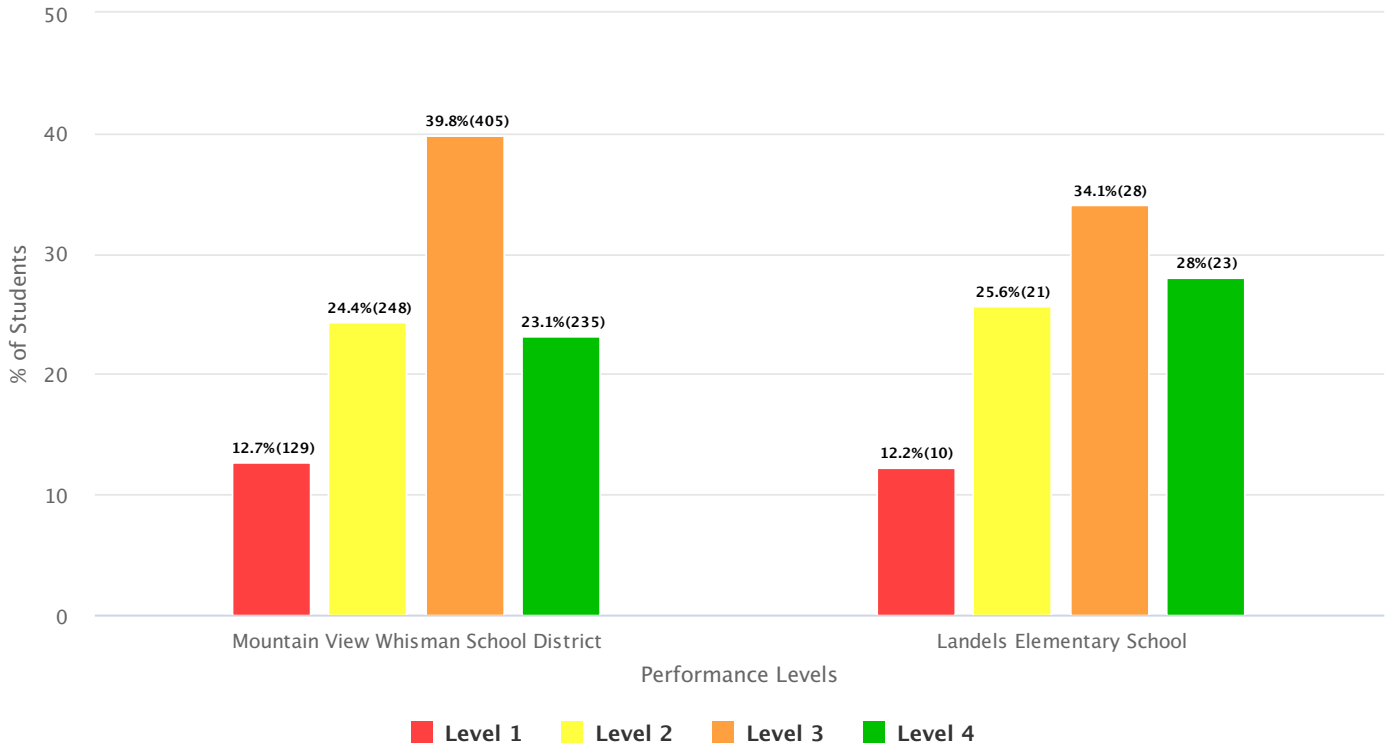
	All MVWSD	All Landels	Gr 3 Landels	Gr 4 Landels	Gr 5 Landels
2015 ELA	60	56	53	56	57
2016 ELA	66	65	54	66	77
2017 ELA	66	58	64	55	57
2018 ELA	68	68	71	75	61
2019 ELA	71	78	79	77	78

Math CAASPP



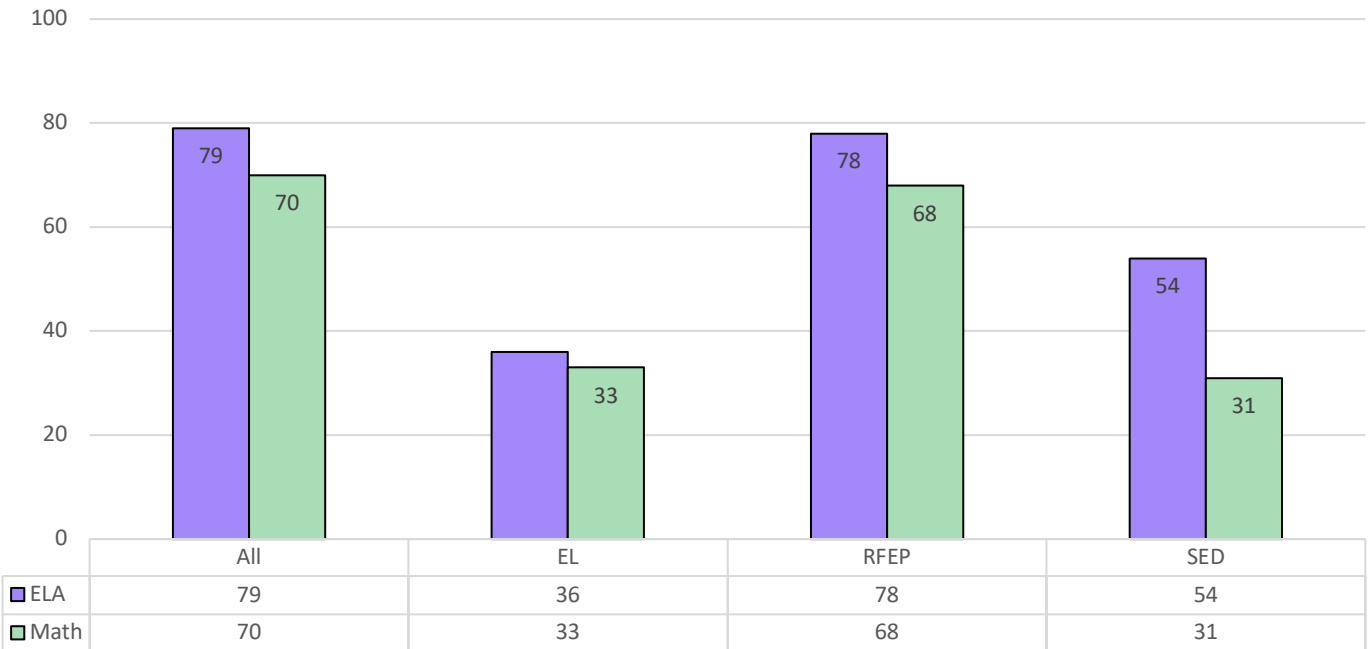
	All MVWSD	All Landels	Gr 3 Landels	Gr 4 Landels	Gr 5 Landels
2015 Math	54	53	58	47	52
2016 Math	60	53	50	50	59
2017 Math	62	53	65	47	49
2018 Math	64	64	74	63	55
2019 Math	64	69	79	60	65

English Language Proficiency Assessments for California (ELPAC) 2018-19



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Landels CAASPP Data Based on 2019-20 enrollment



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:
By June 2020, there will be an increase from 78% to 80% in the number of students meeting or exceeding standards in ELA as measured by District Assessments (K-2) and CAASPP (3-5).
Data Used to Form this Goal:
CAASPP (ELA)
Findings from the Analysis of this Data:
2018-2019: Academic Achievement: English Language Arts- Increase from 68% to 71% met/exceeded. Goal exceeded at 78%
How the School will Evaluate the Progress of this Goal:
CAASPP District Benchmarks Progress Monitoring of Action Steps Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Use our District pacing guides to support successful implementation of Benchmark Advance.</p> <p>Teachers will update their collaboration notes with current pacing. Principal to provide feedback on collaboration notes.</p>	All school year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Use Formative Assessments to monitor progress and identify skills for RtI</p> <p>Assessment Data- Identify Target Skills- Supports and Resources- Assessments</p>	All school year	Teachers, Principal, Instructional Coach,	No expenditures, part of regular staff responsibilities			
Professional Development regarding enrichment, rigor, PBL, and blended learning during with small groups during staff meetings	All school year	Teachers, Principal, Instructional Coach,	No expenditures			
<p>Instructional Coaching support for Professional Learning and Resources</p> <p>This includes demo lessons/ team teaching, planning/ presenting at staff meetings, facilitating teacher release days, and learning walks with Principal.</p>	All school year	Instructional Coach and Principal	No expenditures, part of regular staff responsibilities			
Utilize iReady consistently to guide teaching and small group instruction meeting individual student needs during core instruction and RtI rotations.	All School Year	All teachers, Principal, Instructional Coach	District funded except ToolBox		TSSP	3000
Training for families on iReady	twice a year	Principal and instructional coach	Steps for iReady use at home			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Grade level teams will use a template for all SLOP planning including the four features of content objectives, language objectives, academic vocabulary and interactions.	All School Year	All teachers, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
Provide 2 release days for additional planning, professional development and observations in other classrooms or other school sites	All school year	All teachers, Principal, Instructional Coach	Substitute pay	1000-1999: Certificated Personnel Salaries	TSSP	4000
After school extended learning (an additional \$560.00 will be allocated pending final budget numbers).	All school year	Principal and teachers	After school teacher hours	1000-1999: Certificated Personnel Salaries	After School Extended Learning	1680
Professional Development regarding enrichment, PBL, and blended learning with small groups during staff meetings Principal and instructional coach to model blended learning and small group instruction in classrooms	All school year	All teachers, Principal, Instructional Coach	No expenditures			
Continue math olympiad as an after school program	All school year	Teacher supervisor, Parent led and students	No expenditures			
Supplies (an additional 2000 will be allocated pending final budget numbers)	All school year	All teachers, Principal, Instructional Coach	white boards and markers, paper, etc.	4000-4999: Books And Supplies	School Allocation	4000
Professional Development	once or twice a year	Principal, teachers and contracted outside provider	outside contractor fee	5800: Professional/Consulting Services And Operating Expenditures	School Allocation	500
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Ongoing	Principal Teachers School Site Council	No expenditures			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Include STEAM class twice a week during RtI rotations	All school year	All teachers, Principal, Instructional Coach		4000-4999: Books And Supplies	Science Equipment Elementary	1500
grade level data/kid talks	twice a year	All teachers, Principal, Instructional Coach	Substitute costs		TSSP	1050

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: Math
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:
By June 2020, there will be an increase from 69% to 72% in the number of students meeting or exceeding standards in Math as measured by District Assessments (K-2) and CAASPP (3-5).
Data Used to Form this Goal:
CAASPP (Math)
Findings from the Analysis of this Data:
2018-2019: Academic Achievement: Math- Increase from 64% to 68% met/exceeded. Goal exceeded at 69%
How the School will Evaluate the Progress of this Goal:
CAASPP District Benchmarks Progress Monitoring of Action Steps Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Use our District pacing guides to support successful implementation of Eureka Math.</p> <p>Teachers will update their collaboration notes with current pacing. Principal to provide feedback on collaboration notes.</p>	All school year	Teacher, Instructional Coach, Principal,	No expenditures, part of regular staff responsibilities			
<p>SIOP Content and Language Objectives/ Meaningful Activities/ Links Explicitly Made/ Key Vocabulary</p> <p>Continue utilizing the SIOP features in all content areas. A lesson will focus on all four language areas: reading, writing, speaking and listening. Content objectives, language objectives, academic vocabulary, interactions, small group instruction and student engagement will be the focus in all content areas.</p>	All school year	Teacher, Principal, Instructional Coach	No expenditures, part of regular staff responsibilities			
<p>Use debriefs to have students discuss and explain if they met the Content and Language Objectives</p> <p>Debriefs are built into the Eureka Math lesson delivery. We will utilize this time to focus on Objectives.</p>	All school year	Teachers, Instructional Coach, Principal	No expenditures, part of regular staff responsibilities			
<p>Instructional Coach support for Professional Learning and Resources</p> <p>This includes demo lessons/ team teaching, planning/ presenting at staff meetings, facilitating teacher release days, data analysis and learning walks with Principal.</p>	All school year	Instructional Coach and Principal	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
Utilize iReady to guide teaching, small group instruction and the blended learning model meeting individual student needs	All school year	Teachers, Instructional Coach, Principal	District Expense except for Toolbox	None Specified	TSSP	3000
Professional Development regarding enrichment, PBL, and blended learning with small groups during staff meetings Principal and instructional coach to model blended learning and small group instruction in classrooms	All school year	Instructional Coach, Principal	No expenditures			
Provide release days for additional planning and observations in other classrooms and/or other school sites	All school year	Teachers, Instructional Coach, Principal	Substitute costs	1000-1999: Certificated Personnel Salaries	TSSP	4000
After school extended learning (an additional \$560.00 will be allocated pending final budget numbers).	All school year	Principal and teachers	After school teacher costs	1000-1999: Certificated Personnel Salaries	After School Extended Learning	1680
Supplies (an additional 2000 will be allocated pending final budget numbers)	All school year	Teachers, Instructional Coach, Principal	white boards and markers, paper, etc.	4000-4999: Books And Supplies	School Allocation	4000
Professional Development	Once or twice a year	Teachers, Instructional Coach, Principal	outside contractor fee	5800: Professional/Consulting Services And Operating Expenditures	School Allocation	500
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Ongoing	Principal Teachers School Site Council	No expenditures			
grade level data/kid talks	twice a year	All teachers, Principal, Instructional Coach	Substitute costs		TSSP	1050

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: English Language Learners
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 2020, we will reduce the number of "At-Risk" English Language Learners by at least 2 students as measured by California "At-Risk" criteria. By June 2020, there will be an increase from 78% to 80% in the number of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in ELA as measured by District Assessments (K-2) and CAASPP (3-5). By March of 2020, 80% of our English Learners that score a level 4 on the LPAC will reclassify or maintain a level 4 on ELPAC (11 of 13). Landels currently has 13 students in grades K - 5 who scored a level 4 on the ELPAC. By March 2020, we will have 11 students who score a level 4 on the ELPAC will reclassify or maintain a level 4 on ELPAC.
Data Used to Form this Goal:
CAASPP (ELA and Math)
Findings from the Analysis of this Data:
Reduce the number of "At-Risk" English Language Learners by at least 1 student as measured by California "At-Risk" criteria. Yes, we reduced the the number of at risk LTEL students by 2. Increase from 84% to 86% in the number of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding standards in ELA as measured by District Assessments (K-2) and CAASPP (3-5). No, we decreased from 84% to 78%
How the School will Evaluate the Progress of this Goal:
CAASPP District Benchmarks Progress Monitoring of Action Steps Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>SIOP Implementation Plan (Components and Features)</p> <p>The plan includes a continual implementation of the features that Landels had selected for school year 2018-19. In addition to this, new components of SIOP will also be implemented for the current school year. This includes the evidence of implementation- Learning Walk Data, Grade Level SIOP template, and two coaching release days.</p>	All school year.	Principal, Instructional Coach, and Teachers.	No expenditures, part of regular staff responsibilities			
<p>Identify and target our "At-Risk" English Language Learners with continuous progress monitoring</p> <p>Use data in all aspects of instruction when grouping at risk LTEL students. The use of curriculum, iReady and Learning A-Z will be used in conjunction to increase the level of achievement.</p> <p>Continually track data and ensure that students are placed appropriately for ELD and Rtl.</p>	All school year	Principal, Teacher, Instructional Coach	Learning A-Z and iReady		TSSP	2500
<p>Instructional Coach to support all aspects of SIOP implementation</p> <p>This includes staff professional learning, learning walks, and two release days with each teacher.</p>	All school year	Instructional Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Progress monitor RFEP students Implement Learning A-Z program during ELD rotations Include K-2 in progress monitoring	All school year	SCEF, principal	No expenditures, ELD district department to pay for up to 18 hours.			
Newcomer Class This class spans all grade levels and is meant to support students that are new to US schools and do not speak English.	All school year	SCEF, teacher	No expenditures			
Regular information provided to EL students and families regarding curriculum resources, ELPAC assessment and reclassification	All school year	principal, SCEF	No expenditures, part of regular staff responsibilities			
Utilize iReady to guide teaching, small group instruction and the blended learning model meeting individual student needs	All school year	Principal, Instructional Coach, and Teachers.	District Expense except Toolbox	None Specified	TSSP	3000
Provide release days for additional planning and observations in other classrooms or other school sites	All school year	Principal, Instructional Coach, and Teachers.	Substitute pay for release days for instructional rounds	1000-1999: Certificated Personnel Salaries	TSSP	4000
Professional Development regarding enrichment, PBL, and blended learning with small groups during staff meetings Principal and instructional coach to model blended learning and small group instruction in classrooms	All school year	Principal, Instructional Coach, and Teachers.	No expenditures, part of regular staff responsibilities			
Supplies (an additional 2000 will be allocated pending final budget numbers)	All school year	Principal, Instructional Coach, and Teachers.	white boards and markers, paper, etc.	4000-4999: Books And Supplies	School Allocation	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Development	Once or twice a year	Principal, Instructional Coach, and Teachers.	contractor fee	5800: Professional/Consulting Services And Operating Expenditures	School Allocation	500
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Ongoing	Principal Teachers School Site Council	No expenditures			
grade level data/kid talks	twice a year	Principal, Instructional Coach, and Teachers.	Substitute costs		TSSP	1000

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 2020, staff will receive professional development, collaboratively develop and implement differentiated small group lessons to serve all students. This will be measured by professional development and walkthroughs as well as growth in iReady diagnostics for both math and reading.
Data Used to Form this Goal:
CAASPP Documented Success of Professional Learning Communities
Findings from the Analysis of this Data:
By June 2019, staff will collaboratively develop and implement instructional rounds as evidenced by norms, feedback forms, and logs. No, this strategy was not met. Staff observed in other classrooms and completed discussions around data afterwards. Although we did not start formal instructional rounds.
How the School will Evaluate the Progress of this Goal:
CAASPP District Benchmarks Progress Monitoring of Action Steps Walkthrough Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Teachers participate regularly in instructional coaching. (At least 10 touch points in the year)	All school year	Principal, Instructional Coach, Teachers	No expenditures, part of regular staff responsibilities			
Release Days for each grade level for differentiation and small group professional development	Jan - June	Principal, Instructional coach, Teachers	Substitute pay	1000-1999: Certificated Personnel Salaries	School Allocation	1625
Provide professional development in district initiatives during staff meetings and through meetings with instructional coach	All school year	Principal, Instructional coach, Teachers	No expenditures, part of regular staff responsibilities			
Use peeling the onion protocol during staff meetings to solve differentiation issues	Jan - June	Principal, Instructional coach, Teachers	No expenditures, part of regular staff responsibilities			
Release Days for data talks to monitor growth and plan for differentiated learning	Jan - June	Principal, Instructional coach, Teachers		1000-1999: Certificated Personnel Salaries	TSSP	4000
Teacher presentations to support collaboration with colleagues during staff meetings	Jan - June	Principal, Instructional coach, Teachers	No expenditures, part of regular staff responsibilities			
Grade Level Leadership Meetings	Jan - June	Principal and Grade Level Leadership Team	extra hours pay	1000-1999: Certificated Personnel Salaries	School Allocation	3200
Supplies (an additional 2000 will be allocated pending final budget numbers)	All School Year	Principal, Instructional coach, Teachers	White boards and markers, paper, etc.	4000-4999: Books And Supplies	School Allocation	3050
Professional Development	Once or Twice a Year	Principal, Instructional coach, Teachers	contractor fee	5800: Professional/Consulting Services And Operating Expenditures	School Allocation	500
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Ongoing	Principal Teachers School Site Council	No expenditures			

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 Goal: School Climate
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 #5:
By June 2020, we will increase our attendance rate to 97% as measured by school and attendance data. By June 2020, we will maintain zero suspensions.
Data Used to Form this Goal:
PowerSchool discipline data Pro-active group data from google sheet created Attendance data
Findings from the Analysis of this Data:
By June 2019, we will increase our attendance rate to 97% as measured by school and attendance data. By June 2019, we will maintain zero suspensions. We did not meet our attendance goal. We had 96.64% attendance rate. We met our zero suspension goal.
How the School will Evaluate the Progress of this Goal:
Attendance Data, Suspension Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Send out regular attendance reminders in weekly school newsletter	All School Year	Students, Teachers, Principal and Instructional Coach	No expenditures, part of regular staff responsibilities			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continue Project Cornerstone, Roars, Landels Enrichment Activities Program (LEAP), Little Lions, Community Health Awareness Council (CHAC), Leadership opportunities</p> <p>ROAR names will be announced at the Monday Morning Assembly. SEL skits will be conducted during Monday morning assemblies LEAP will provide a variety of enrichment activities for students after school. Weekly check-ins will be conducted with students who struggle academically, socially/emotionally or both.</p>	All School Year	Parents, Students, Teachers, Office Staff, Community	<p>LEAP program</p> <p>Leadership opportunities i.e. student council, Jim Wiltins, etc</p>	4000-4999: Books And Supplies	After School Enrichment	4430
<p>Implement alternative to suspension strategies to maintain zero suspensions.</p> <p>Develop alternative consequences to address student behavior concerns.</p>	All school year	Principal, Engagement Facilitator, and teachers	No expenditures, part of regular staff responsibilities			
Conduct weekly home visits	Every Thursday	Principal, Engagement Facilitator, and teachers	No expenditures, part of regular staff responsibilities			
Push-in assistance from the principal and/or SCEF will be provided to students who need additional behavior support to maintain focus on academics.	All school year	Principal, Engagement Facilitator, and 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 SEL curriculum, Toolbox, throughout the year. Professional Development for all teachers and parents regarding Toolbox and the 12 tools.	All school year	Parents, Students, Teachers, Office Staff, Community	curriculum PTA funded, contractor fee for prof dev		School Allocation	3135
Parent engagement for Landels School: Parenting class SEL presentation Workshops Science night	All school year	Parents, SCEF, principal			Parent Engagement (PIQE/FEI/PU)	5642
Send out iReady progress data each trimester with instructions on how to read the data. Communicate 'How to Read' iReady results in weekly newsletter, principal's coffee, ELAC, PTA and SSC meetings. Include school site plan highlights, goals and information regarding goals in weekly newsletter and parent community meetings.	All school year	Parents, Students, Teachers, Office Staff, Community	No expenditures, part of regular staff responsibilities			
Supplies	All School Year	Principal, teachers and instructional coach	white boards and markers, paper, etc.	4000-4999: Books And Supplies	School Allocation	4000
extra hours for teacher duties	PTA and SSC meetings	teachers			School Allocation	2000
Analyze data from benchmarks, observations, and feedback and revise plan as needed.	Ongoing	Principal Teachers School Site Council	No expenditures			

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	31,010	0.00
TSSP	30,600	0.00
After School Enrichment	4,430	0.00
Parent Engagement (PIQE/FEI/PU)	5,642	0.00
Science Equipment Elementary	1,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
After School Enrichment	4,430.00
After School Extended Learning	3,360.00
Parent Engagement (PIQE/FEI/PU)	5,642.00
School Allocation	31,010.00
Science Equipment Elementary	1,500.00
TSSP	30,600.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	3,000.00
1000-1999: Certificated Personnel Salaries	24,185.00
4000-4999: Books And Supplies	24,980.00
5800: Professional/Consulting Services And Operating	2,000.00
None Specified	6,000.00

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	After School Enrichment	4,430.00
1000-1999: Certificated Personnel Salaries	After School Extended Learning	3,360.00
	Parent Engagement (PIQE/FEI/PU)	5,642.00
	School Allocation	5,135.00
1000-1999: Certificated Personnel Salaries	School Allocation	4,825.00
4000-4999: Books And Supplies	School Allocation	19,050.00
5800: Professional/Consulting Services And	School Allocation	2,000.00
4000-4999: Books And Supplies	Science Equipment Elementary	1,500.00
	TSSP	5,600.00
	TSSP	3,000.00
1000-1999: Certificated Personnel Salaries	TSSP	16,000.00
None Specified	TSSP	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	15,730.00
Goal 2	14,230.00
Goal 3	15,000.00
Goal 4	12,375.00
Goal 5	19,207.00

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
Heidi Galassi	X				
Jeremy Manson (Chairperson)				X	
Madhur Khandelwal				X	
Omar Estrada				X	
Liz Parry (not voting)		X			
Karen Milos		X			
Barbara Dolan (not voting)			X		
Margaret Poor (Secretary)		X			
Jamsheed Agahi				X	
Michael Andre				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	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Heidi Galassi	X				
Monica Cadena (President)				X	
Livier Perez (Vice-President)				X	
Laura Montiel (Secretary)				X	
Karen Gordon			X		
M. Bea Claas			X		
Numbers of ELAC Members of each category:	1	0	2	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 School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):

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 11/5/2018.

Attested:

Heidi Galassi

Typed Name of School Principal



Signature of School Principal

10/14/19

Date

Jeremy Manson

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/14/19

Date