

The School Plan for Student Achievement

School: Monta Loma Elementary School
CDS Code: 43695916049480
District: Mountain View Whisman
Principal: Gloria Higgins
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

Monta Loma Elementary School's Vision and Mission Statements

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

Mission: Inspire, prepare, and empower lifelong learners.

Values: Respect, Responsibility, Compassion, Courage, Hard Work

School Profile

Monta Loma Elementary School is located in Mountain View, a suburban community of 80,000 people 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 nine elementary schools and two middle schools. Monta Loma Elementary School is located adjacent to Monta Loma Park which draws community members during the evening and on weekends.

For the 2019-20 school year, the staff is focused on the following major goals and key strategies:

Academic Achievement Goals

1A: By June 2020, there will be at least a 4 percentage point increase in the percent of students meeting or exceeding standards with no increase in the percentage not meeting standards in English Language Arts as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (57% - 61%).

1B: Mathematics: By June 2020, there will be at least a 5 percentage point increase in the percent of students meeting or exceeding standards with no increase in the percentage not meeting standards in Mathematics as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (47% - 52%).

Strategies

Modified implementation of RtI incorporating Math and STEAM

Continued/Expanded implementation of Professional Learning Community practices

Effective use of core curriculum

Supplementary enrichments and interventions through Math Olympiad, Investigations and Just Read/Just Math

Aligned instructional technology for differentiated response to instruction through i-Ready

Instructional Coaching

Parent Engagement

Closing the Achievement Gap Goal

2A: LTEL: By June 2020 there will be a decrease of at least 1 student in the number of students at risk of becoming Long Term English Learners from 10 to 9 as measured by state criteria (ELPAC, years as an EL, and CAASPP)

2B: RFEP: By June 2020, there will be at least a 4 percentage point increase in the percent of reclassified English fluent proficient students meeting or exceeding standards as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (58% - 62%).

2C: ELPAC: By March 2020 80% of English Learners that score a level 4 on the ELPAC will reclassify or maintain a level 4 on the ELPAC. 10 students scored a level in 2019. 8 of them will reclassify or maintain a level 4 in 2020.

Strategies:

Continued use of the Sheltered Instruction Observation Protocol (SIOP) Features, especially Higher Order Thinking/Depth of Knowledge

Added use of the SIOP feature to incorporate all four language domains

Implementation of differentiated and specific supports for targets subgroups (RFEPs, ELs with IEPs, ELs at level 3 or 4 on ELPAC, at risk of becoming LTELs, New to Monta Loma Students,

Shifted focus to Academic Language through Writing in designated ELD using Grade Level Language Standards and ELD Standards.

Human Capital Goal

3: By June 2020, 80% staff and teachers will participate in at least 2 opportunities to develop capacity for culturally and or

linguistically responsive schooling.

Strategies

Book Study

Professional Development

Inclusive and Supportive Culture Goals

4A: By June 2020, there will be an increase in the attendance rate from 95.81% to 97%.

4B: By June 2019, there will be a decrease in the number of students who are suspended from 4 to 3 or fewer.

Strategies:

Responsive Classroom Approach

PBIS Practices

Attendance Tracking and Monitoring

Student Recess Leaders

Military Student Support Groups

Project Cornerstone

Comprehensive Needs Assessment Components

Data Analysis

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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

Last year was the fifth year in which students and districts in California received state test results from the California Assessment of Student Performance and Progress (CAASPP). The Monta Loma staff and community analyzed this data to develop site academic goals for the year. In addition, the English Language Proficiency Assessment for California (ELPAC) was used to monitor our English Learner population and to target language development instruction. Student progress is monitored each trimester, and adjustments are made in grouping students for literacy and language groups. District benchmarks are given each trimester to assess student progress toward meeting standards in language arts, writing, and math. Grades K through 5 use a variety of literacy assessments, including curriculum embedded and district assessments to determine reading levels and literacy progress. Grades K through 5 give trimester benchmark assessments for Math and use grade level formative assessments to monitor math progress. All grades levels use Eureka Math assessments. Fifth graders also take a Statewide standardized science test.

Every student will receive both STEAM (Science, Technology, Engineering, Art, Math) instruction and RTI twice weekly. While a class is engaged in STEAM lessons, grade level teachers work with small groups of students on targeted skill for WIN (What I Need) instruction. This structure capitalizes on the experience and knowledge of teachers to offer differentiated instruction opportunities for students in the areas of English language arts and math. Grade level teams use common formative assessments and district benchmark data to determine essential standards that will be the focus of the RTI cycle. Students move in flexible groups based on their assessed needs every three to six weeks. Based on the data, some students will receive instruction to overcome learning gaps. Others will receive re-teaching to solidify their understanding. Still, others will receive instruction to go deeper into content and enrich their learning.

Language Arts and Literacy Instruction:

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

Language Development:

English language instruction is provided in both designated and integrated lessons at Monta Loma. During designated English Language Development (ELD) time, students are placed in an Academic Language group based on language assessment results. These groups receive 150 minutes per week of specific language instruction in grade level language standards and ELD standards with a focus on taking language to writing. Additionally, language development is integrated throughout the school day with vocabulary development and language function strategies specific to each discipline. An ELPAC coordinator monitors the progress of our students learning English with support from our School and Community Engagement Facilitator.

Mathematics:

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

Science and Social Studies:

Our science program includes NGSS aligned lessons using hands on science experiments, Discovery Education online learning tools, and integrated literacy and science with support from the Science Is Elementary program. Houghton Mifflin is our adopted social studies curriculum. Teachers enhance science and social studies curriculum with field trips, assemblies, Living Classroom. Additionally, science and social studies content is integrated into our language arts curriculum.

Music, Art, Physical Education, and Technology:

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

Homework practices follow our district guidelines.

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

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

Staffing and Professional Development

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

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). Monta Loma 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".

One full time STEAM teacher supports all grade levels with hands on science. Four full-time and five part time special education professionals support students with special needs in both general education and special day class settings. Twelve instructional assistants are assigned to support designated students with disabilities for 6 hours a day.

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

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

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

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

Teachers at Monta Loma have engaged in professional learning on Professional Learning Community techniques as well as specific training in adopted curriculum, standards and frameworks, and technology tools to supplement our instructional materials, such as blended learning, math and ELD standards, NGSS, and SIOP among other topics. Teachers have also engaged in school climate professional development approaches such as Responsive Classroom, PBIS, and Implicit Bias. Grade levels have weekly collaboration meetings during which they discuss teaching and learning and are provided at least two full planning days a year to develop long-range plans for the trimester. Teachers also choose to collaborate further during common preparation times and staff meetings.

Opportunity and Equal Educational Access

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

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

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

Parental Involvement

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

Monta Loma has a full-time community engagement facilitator who works with teachers and families to support students with specific needs including students whose families face economic or social challenges, who are new to the country, or who are considered long-term English learners. An English Language Development Test coordinator works to assess and monitor the progress of our language learners. We also employ an noon duty supervisors who engage students in positive climate activities at recess and lunch. Our school clerk and community engagement facilitator monitors attendance and discipline to support students whose learning is impacted by truancy, chronic absence or behavior. A district coordinator supports our students experiencing homelessness.

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

Monta Loma is not a Title 1 school. Monta Loma is supported by several parent groups. School Site Council, English Learner Advisory Committee and Parent Teacher Association, each play important roles in developing and reviewing the school site plan. They monitor the school's progress toward its goals. School Site Council is made up of five parents and five staff members, including the principal. The English Learner Advisory Committee is made up of parents of language learners and school staff. Monta Loma Parent Teacher Association hosts a variety of family and community events throughout the year, including Campus Clean Up days, Movie Nights, Fall Festival, Used Book Sale, and Walkathon. This year they supported our school climate work by sponsoring twelve staff members to attend Responsive Classroom workshops. Parents reported feeling welcome on campus and appreciate the communication efforts the school provides, such as electronic and hard copy communication, and translation for Spanish-speaking families. Principal Coffees are a regular part of our communication process and are well attended by our families. Additionally, Monta Loma is the beneficiary of volunteerism from many community members and organizations like our local neighborhood association, and Community Emergency Response Team, Community Health Awareness Council, Just Read/Math, and many more.

Funding

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

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

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

Description of Barriers and Related School Goals

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

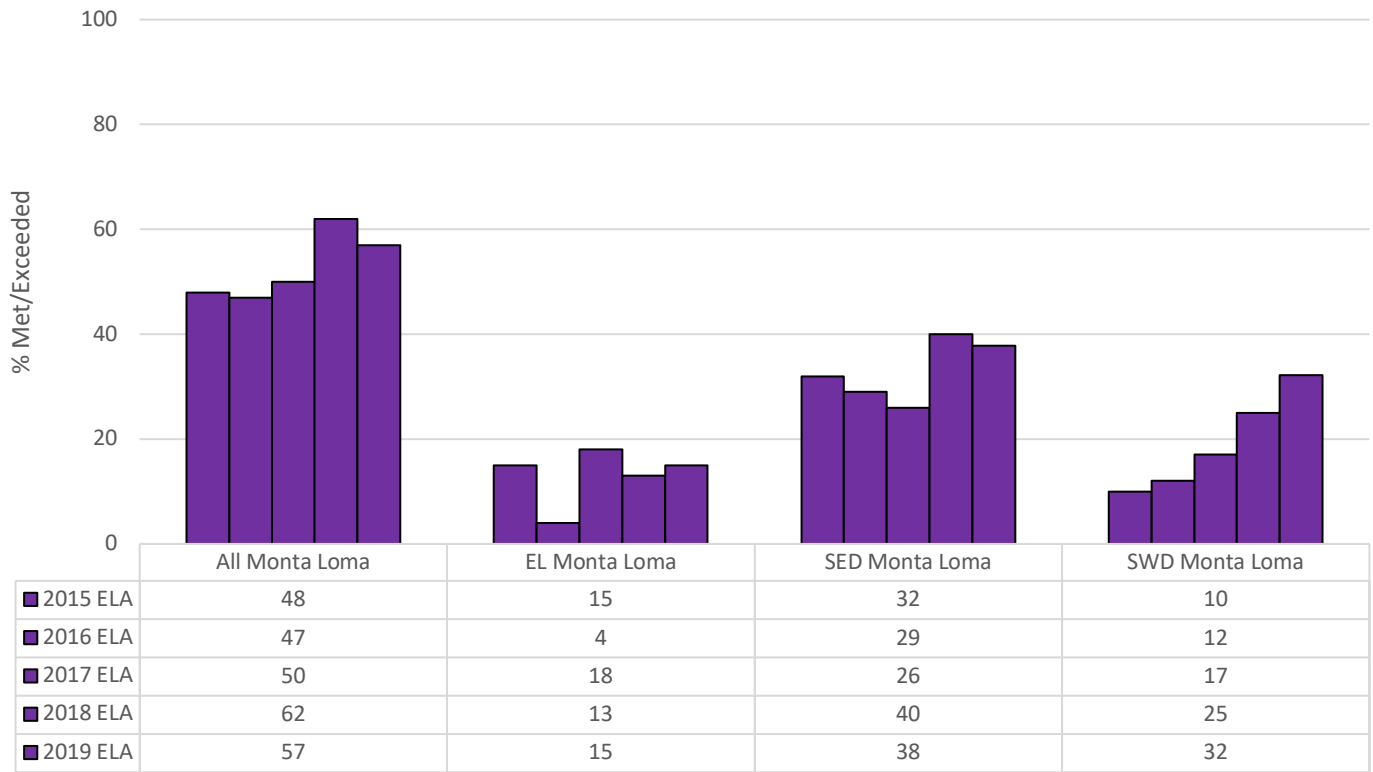
Another barrier is the high cost of housing in our community. This contributes to a turnover in staffing. We address this challenge through our human capital goal to foster collaborative teams to support new teachers.

Monta Loma Demographics K5	2015-16	2016-17	2017-18	2018-19
Enrollment	482	463	448	425
Asian	6%	7%	8%	9%
Hispanic/Latino	48%	46%	40%	40%
White	27%	30%	33%	30%
Students with Disabilities	9%	8%	9%	9%
English Learners	33%	32%	27%	23%
SocioEconomically Disadvantaged	46%	48%	41%	39%

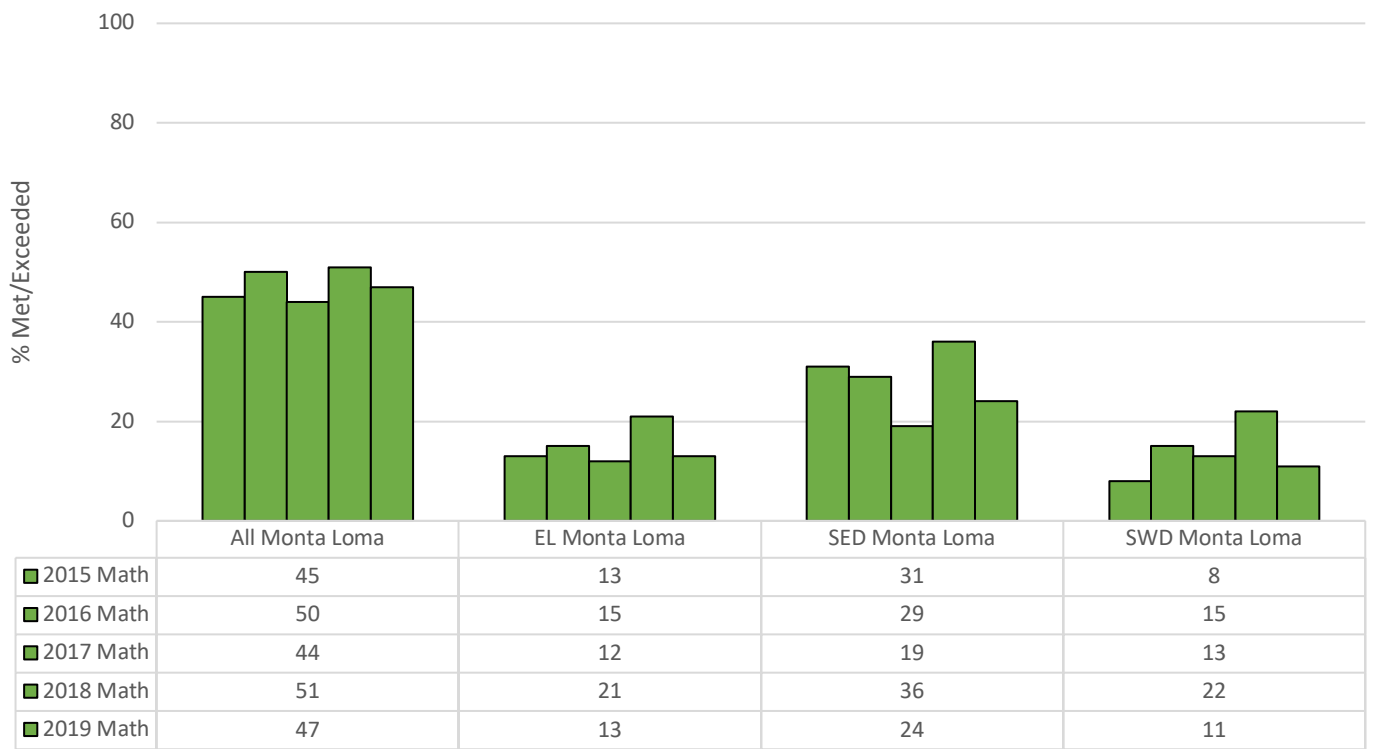
Monta Loma Demographics for students in grades 3-5	2015-16	2016-17	2017-18	2018-19
English Learners	31%	28%	27%	22%
Reclassified Fluent English Proficient	11%	12%	12%	15%
SocioEconomically Disadvantaged	47%	45%	44%	46%
Students with Disabilities	12%	11%	14%	12%
Asian	9%	5%	6%	6%
Hispanic/Latino	50%	48%	48%	45%
White	28%	28%	28%	28%
Total Enrollment	255	225	228	217

Monta Loma	2015-16	2016-17	2017-18	2018-19
Attendance	96.48%	96.23%	96.34%	95.81
Suspension	6	15	8	4
Reclassification	14.5%	11.3%	10.9%	12.26%

ELA CAASPP Subgroups



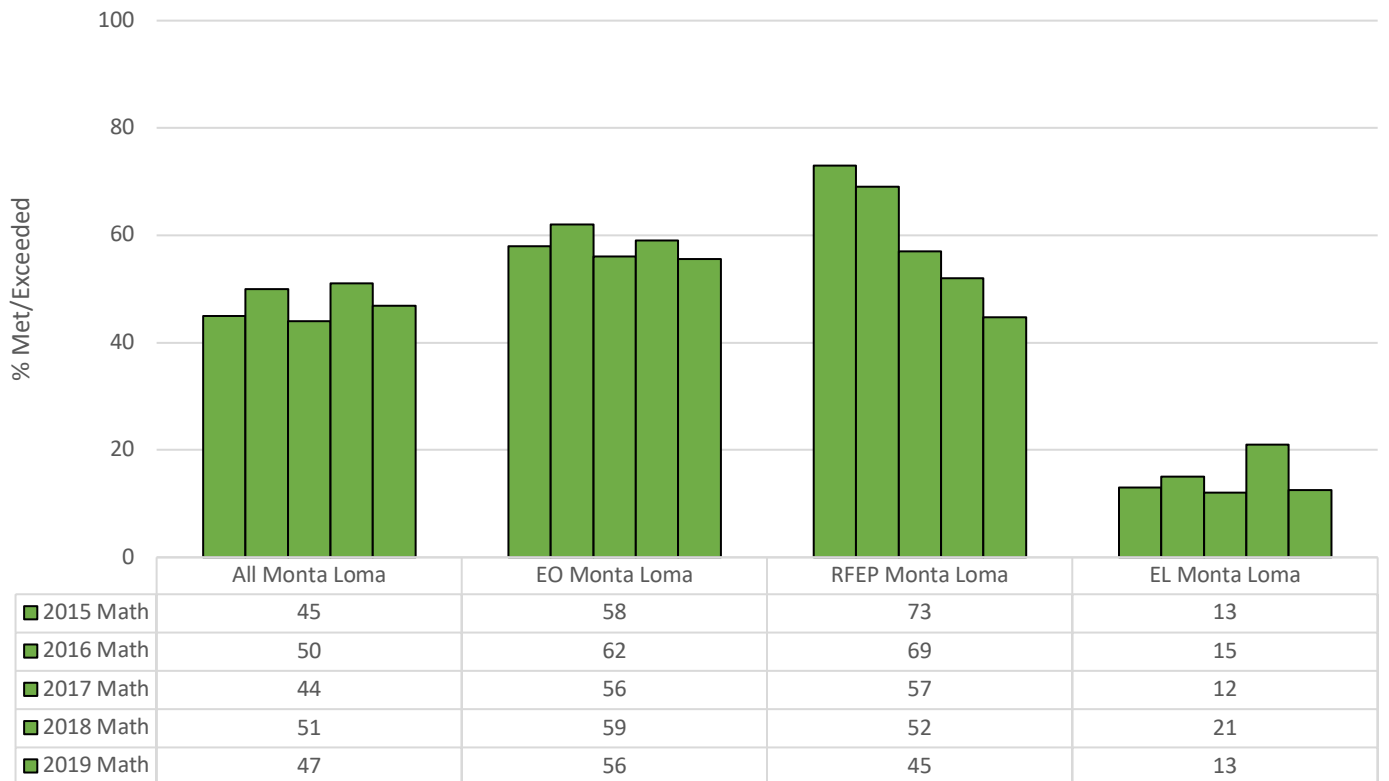
Math CAASPP Subgroups



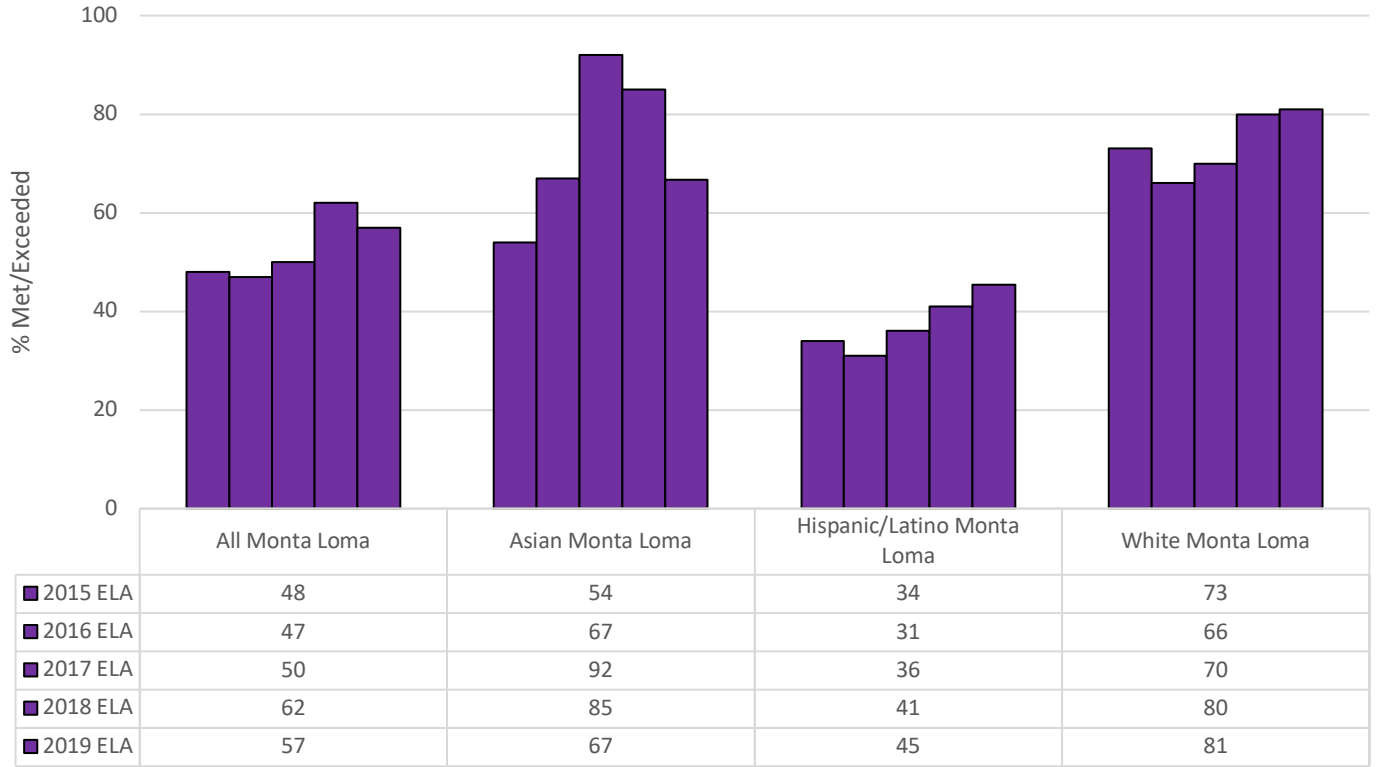
ELA CAASPP English Learner Status



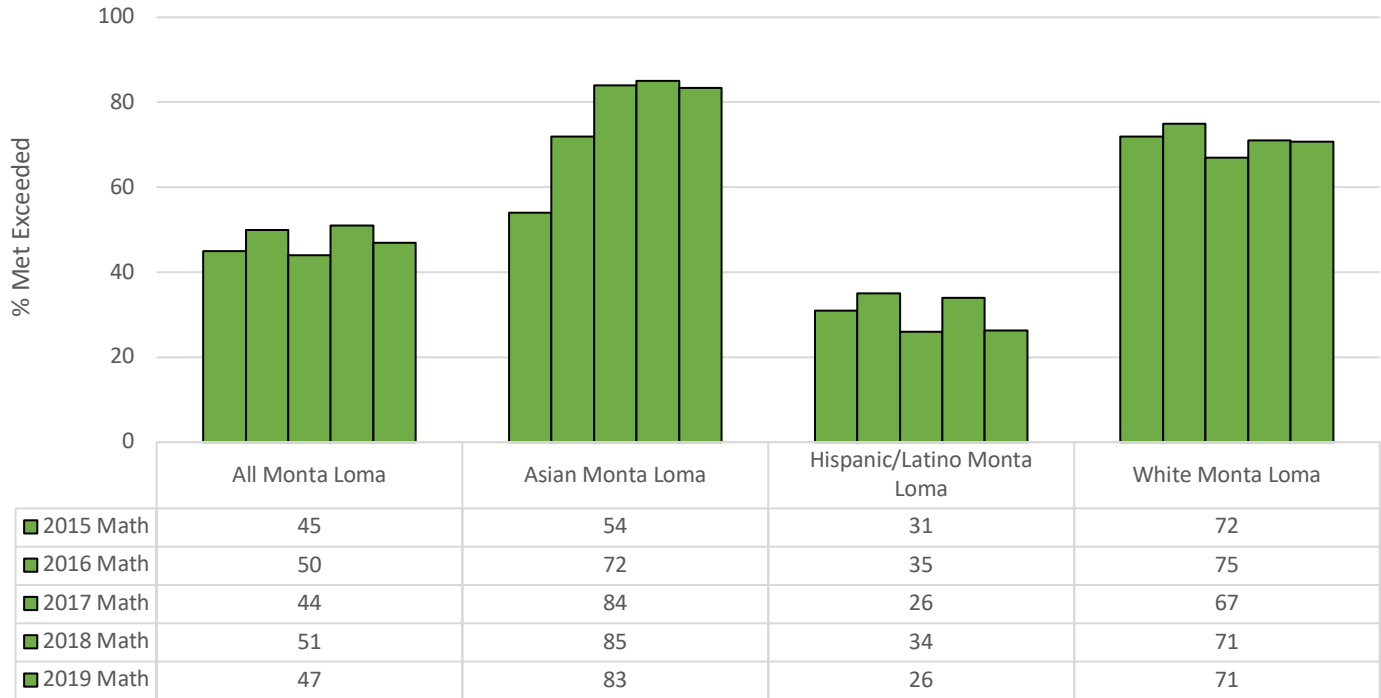
Math CAASPP English Learner Status



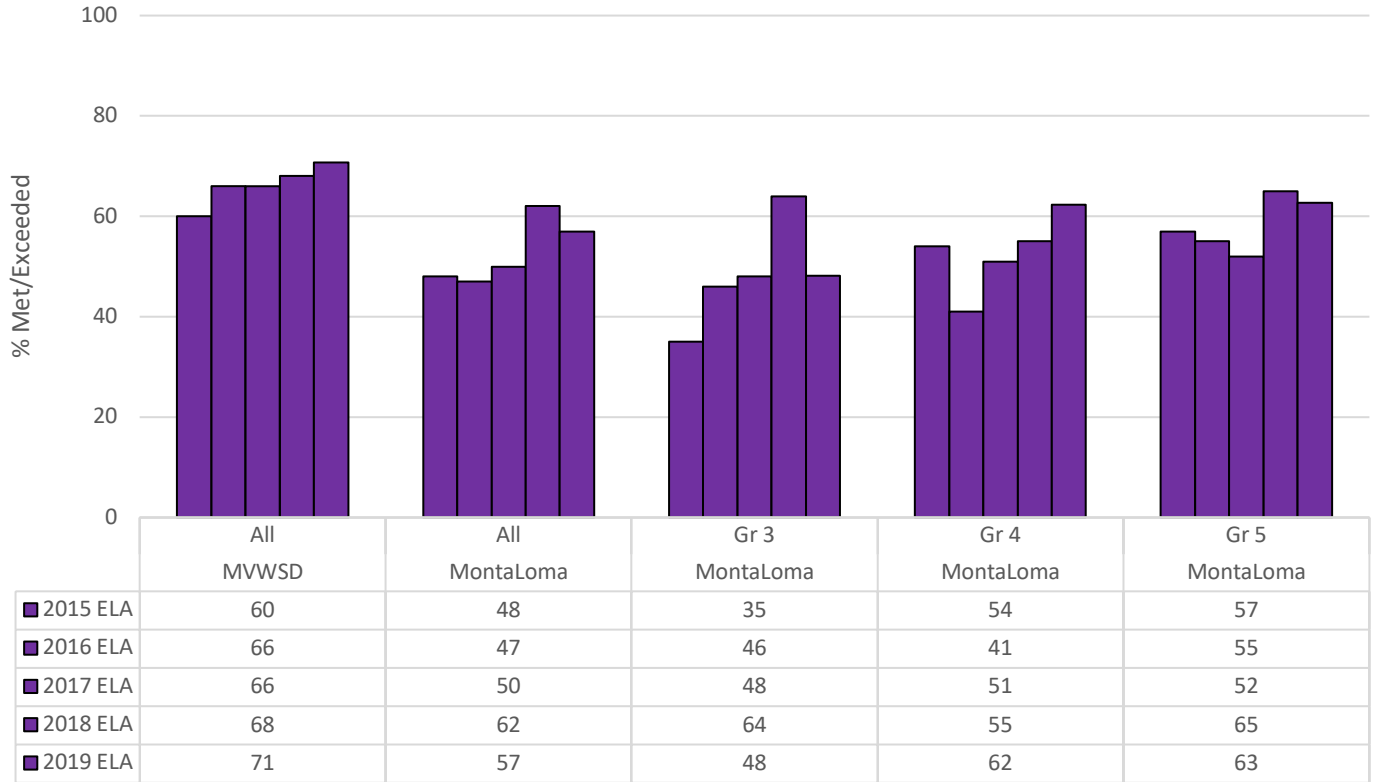
ELA CAASPP Ethnicity



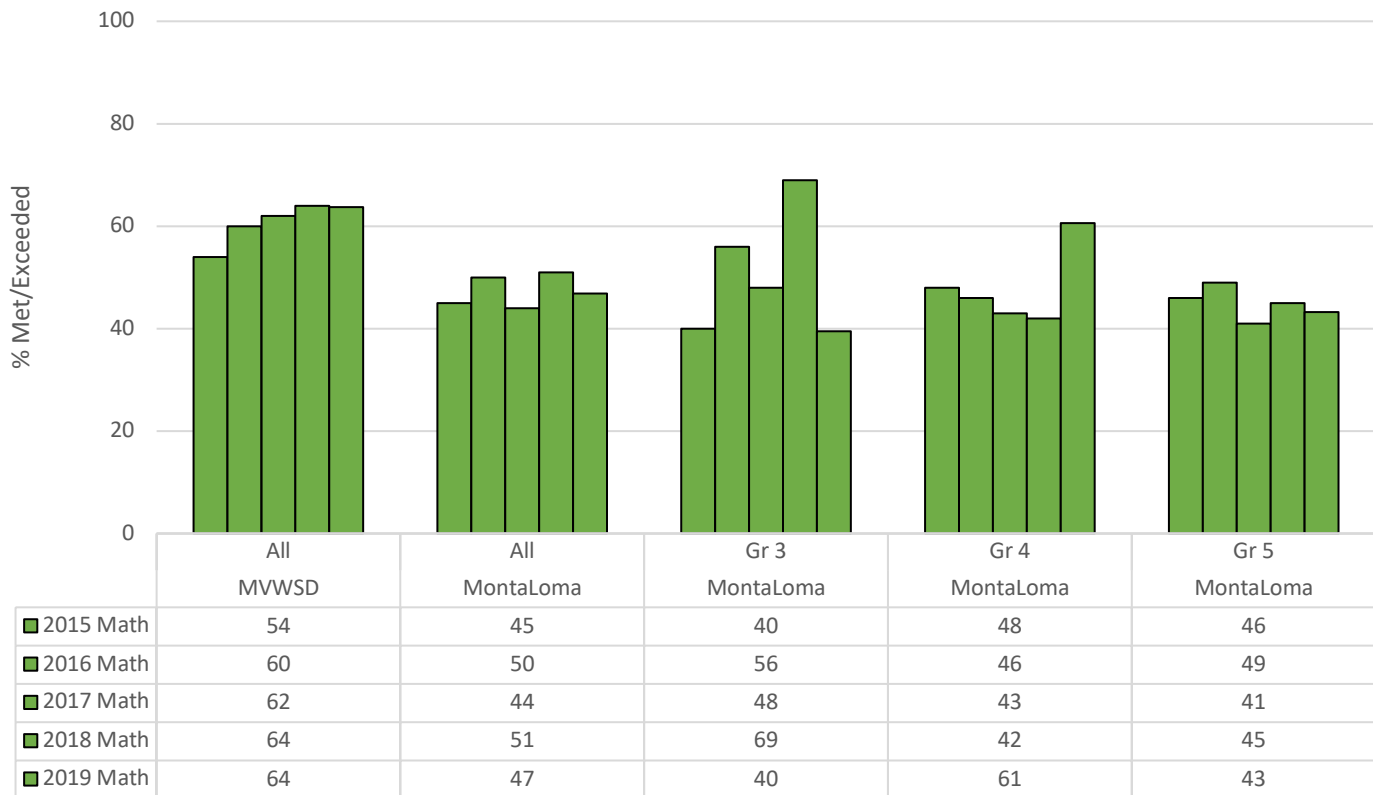
Math CAASPP Ethnicity



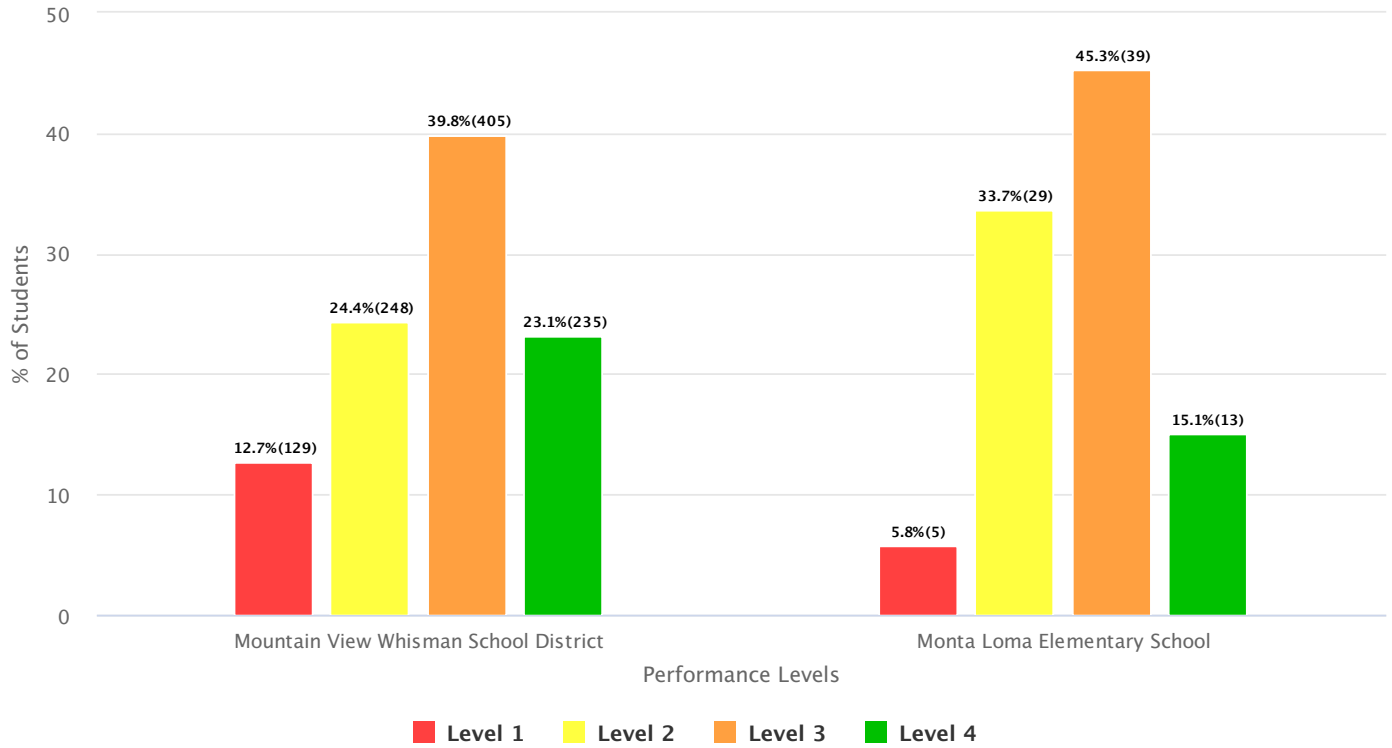
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Math CAASPP

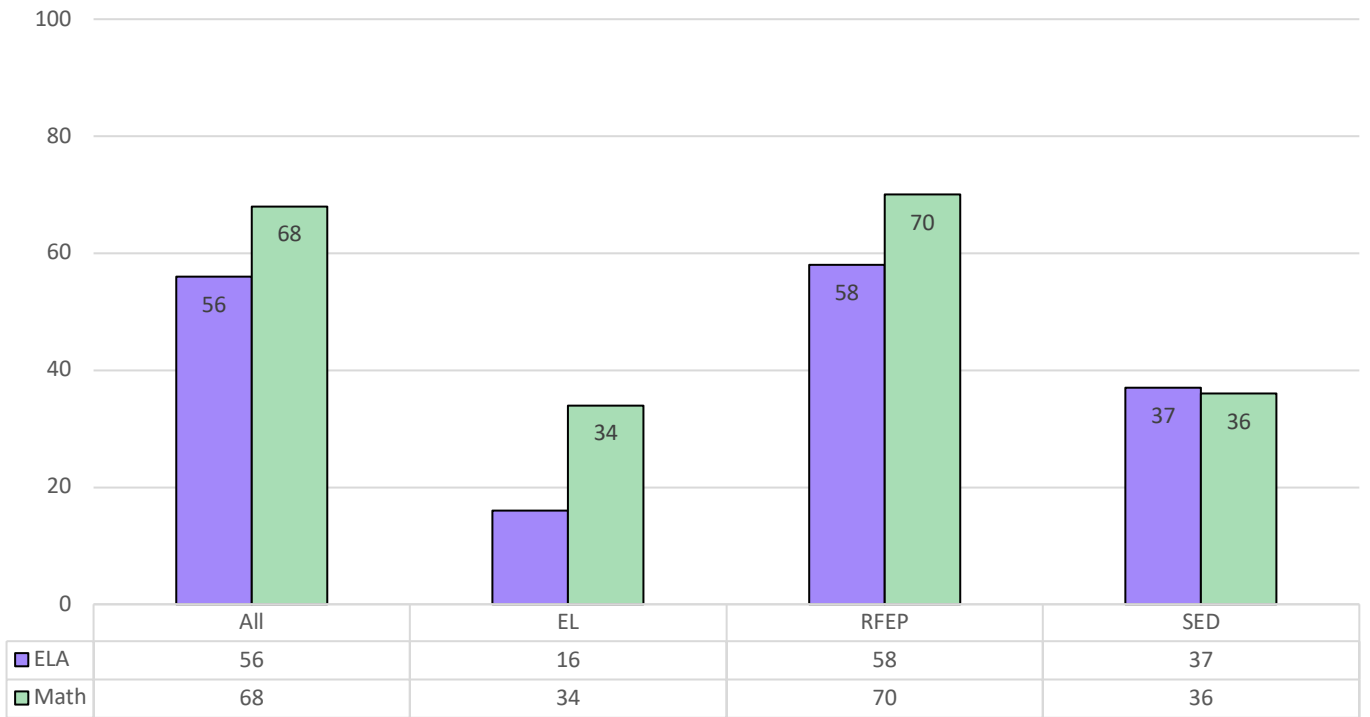


English Language Proficiency Assessments for California (ELPAC) 2018-19



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Monta Loma 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-English Language Arts and 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 #1:
1A: By June 2020, there will be at least a 4 percentage point increase in the percent of students meeting or exceeding standards with no increase in the percentage not meeting standards in English Language Arts as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (57% - 61%).
1B: Mathematics: By June 2020, there will be at least a 5 percentage point increase in the percent of students meeting or exceeding standards with no increase in the percentage not meeting standards in Mathematics as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (47% - 52%).
Data Used to Form this Goal:
CAASPP, District assessments
Findings from the Analysis of this Data:
ELA: Overall, more than half of our students (57%) met standards on CAASPP. This represents a 4 percentage point decrease from the previous year. Our goal last year was to increase from 61% to 65% met/exceeded. We did not meet this goal.
Math. Overall, fewer than half of our students (47%) met standards on CAASPP. This represents a 4 percentage point decrease from the previous year. Our goal last year was to increase from 51% to 56% met/exceeded. We did not meet this goal.

How the School will Evaluate the Progress of this Goal:

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

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

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Modified implementation of Rtl, incorporating Math and STEAM	Spring 2019-Hire STEAM teacher for K-5	Principal, Teachers, Response to Instruction Teachers, Instructional Coach	1 FTE hired with funding from district budget.			
	Spring 2019- Develop master schedule with STEAM and Rtl for ELA and/or Math least twice per week		no expenditure for collaboration and coaching-part of regular staff responsibility.			
	August - September, 2019 Assess students for Rtl grouping.		STEAM supplies purchased with funding from MVEF		Science Equipment Elementary	1500
	September 4, 2019 begin rotations for STEAM/Rtl		STEAM supplies purchased with funding from site		School Allocation	500
	September 2019 Purchase supplies for STEAM		PD Supplies		School Allocation	1500
	Every 3-6 weeks- assess and regroup using Running Record, DRA, unit testss, and/or Common Formative assessment cycles.					
	Periodic professional development on NGSS and integration of Science content into ELA through district staff development days and collaboration with Science is					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued/Expanded Implementation of Professional Learning Community Practices	<p>August 2019 and November 2019-January 2020. Conduct planning and/or release days at least three times in the year for grade level teams during which teachers analyze data and plan for core and targeted instruction for underserved groups (ELs, SPED, High Performing, and others).</p> <p>During Weekly Collaboration, unpack and plan for instruction matching the rigor of essential standards for ELA and Math,</p> <p>During Weekly Collaboration develop or select common formative assessments, analyze results to determine grouping configurations and standards for reteaching.</p> <p>At least once a trimester, develop grade level SMART goals for student achievement in Math and ELA</p>	Principal, Instructional Coach, Teachers, Math Coach	Supplies		School Allocation	500
			<p>no expenditure for weekly collaboration-part of regular staff responsibility.</p> <p>Release Days</p>		TSSP	10000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplementary enrichments or interventions	Implement weekly Math Olympiad for students exceeding standards in 4th and 5th grade.	Principal, Teachers, Instructional Coach, Rtl Teachers	Just Math/Just Read		TSSP	5000
	Biweekly Just Math and Just Read Tutoring for 4th and 5th grade.			School Allocation	100	
	Beginning in November, Monthly Incorporation of Investigations supplementary curriculum in math Rtl to support hands on conceptual development at high levels of rigor.		Investigations purchased last year.			
	Beginning in October, Implementation of i-Ready in ELA and Math Rtl for differentiated response		i-Ready purchased with district funding.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued Consistent Implementation of Core Curriculum (Benchmark Advance and Eureka Math).	<p>Periodic Instructional rounds during Grade Level Release Days, Principal PLCs, and scheduled/unscheduled walkthroughs.</p> <p>Fall 2019, Professional Development on implementation of Eureka Math Curriculum</p>	Principal, Principal, PLC, Teachers, Instructional Coach, District Administrators.	Professional development on Eureka Math supported with district funding.			
Ongoing observation, coaching, and feedback on curriculum, pacing, rigor instructional strategies, assessment, data analysis, or other identified needs for effective tier 1 instruction and 2 intervention or extension.	<p>Update Walkthrough Focus Calendar for 2019-2020 by September 4</p> <p>Update Walkthrough feedback tool for individual staff feedback by September 4, 2019</p> <p>Conduct weekly walkthroughs in 80% of classrooms.</p>	Principal, Instructional Coach,	no expenditure -part of regular staff responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Progress Monitoring	At least twice per trimester conduct Data Review Meetings and update Data Profiles with Grade Level Team during which SMART goals will be revised.	Principal, Instructional Coach, Teachers				
Parent and Student Involvement	<p>Implement Grade Level or Classroom Weekly newsletter with a curriculum update.</p> <p>Share standards based student work with feedback with families at least twice monthly.</p> <p>Host Parent Education/Information Events related to standards and how parents can help at home. November: Math Standards December: ELA Standards January: Parents Role in Supporting Learning. February: STEAM</p>	Principal, Instructional Coach, Staff	Supplies for 3 information Nights		School Allocation	500
			Child care and Food for 3 Information Nights		School Allocation	500
			Presenters for 4 Information Nights		Parent Engagement (PIQE/FEI/PU)	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review Single Plan for Student Achievement and revise as necessary	Twice per year. Analyze data from benchmarks, observations, formative assessments, and SIOP rubrics to revise plan as needed. Implement new or revised strategies based on revision of the plan.	Principal, Staff, Site Council				

Planned Improvements in Student Performance

School Goal #2

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

SUBJECT: Closing the Gap
LEA/LCAP GOAL:
Goal 2: Increase achievement for all students and accelerate learning outcomes for English Language Learners, low-income students, and other target groups to close the achievement gap.
Strategic Plan
Goal 2: Achievement gaps will be eliminated for all student groups in all areas.
SCHOOL GOAL #2:
2A LTEL: By June 2020 there will be a decrease of at least 1 students in the number of students at risk of becoming Long Term English Learners from 10 to 9 as measured by state criteria (ELPAC, years as an EL, and CAASPP) 2B RFEP: By June 2020, there will be at least a 4 percentage point increase in the percent of reclassified English fluent proficient students meeting or exceeding standards as measured by district assessments for grades K-2 and CAASPP for grades 3-5 (58% - 62%). 2C ELPAC: By March 2020 80% of English Learners that score a level 4 on the ELPAC will reclassify or maintain a level 4 on the ELPAC. 10 students scored a level 4 in 2019. 8 of them will reclassify or maintain a level 4 in 2020.
Data Used to Form this Goal:
CAASPP District assessments ELPAC Years of Schooling in US.

Findings from the Analysis of this Data:

ELA:

13% of English learners met standards on the CAASPP compared to 73% of English speakers. This represents an decrease of 5 percentage points from the previous year compared to an increase of 11 percentage points for English speakers.

MATH:

21% of English learners met standards on the CAASPP compared to 59% of English speakers. This represents an increase from the previous year of 9 percentage points compared to an increase 3 percentage points for English speakers.

ELPAC:

33% of our ELs score at a level 4 on 2018 administration of the ELPAC. 37% scored at level 3. 24% scored at level 2. 7% scored at level 1.

Reclassification:

Last year's reclassification rate was 12.3% Our 3 year average reclassification rate is 11.5%.

LTEs:

Last year 6 of 98 students learning English were at risk of becoming LTEs. By the end of the year, we reduced that number by 2 to 4 because 2 students made progress on the ELPAC. Our goal last year was to decrease the number of ELs who were at risk of becoming LTEs by 1 student. We exceeded that goal. This year, under a new state definition, Monta Loma has 10 students at risk of becoming LTE.

How the School will Evaluate the Progress of this Goal:

Long term English learner progress monitoring
CAASPP
ELPAC
English Learner Benchmark Data

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Continued / Expanded Implementation of Sheltered Instruction Observation Protocols (SIOP) Features to all four core content areas and beyond teacher delivery to student practice and application.</p> <ul style="list-style-type: none"> • Content and Language Objectives • High Leverage Vocabulary • Supplementary Material • Linking Past and New Learning • Higher Order Thinking/DOK/Rigor • Frequent Interactions • Meaningful Activities • Integration of all four language skills 	<p>August 2019 SIOP professional development</p> <p>Daily expectations for posted Language Objectives for four core content areas beginning August 26, 2019</p> <p>Twice annual Instructional rounds during Grade Level Release Days, Principal PLCs, and scheduled/unscheduled walk throughs using SIOP rubric.</p> <p>Weekly Observation and Feedback on SIOP features September 4th through 10th, 2018 Collect baseline data on using Instructional Rounds tool</p> <p>Professional learning at staff meeting on new features. August 15, 2019 with SIOP Coach</p>	<p>Principal, Instructional Coach, Teachers, English Development Teacher, English Learner Department Staff.</p>	<p>Professional Development funded by District</p> <p>No expenditure for other items. Part of regular staff responsibility.</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implement Differentiated and Specific Supports for Targeted Subgroups.	<p>Identify target students by September 30, 2019</p> <ul style="list-style-type: none"> • RFEPs not progressing • ELs with IEPs • ELs at level 3 or 4 on ELPAC • ELs at risk of becoming LTELS • Students new to Montaloma <p>By October 30, 2019 review goals for language learners with IEPs. Revise goals during annual IEPs or sooner to include language learning needs.</p> <p>By September 30, 2019, Implement English 3D curriculum for 4th and 5th grade students at risk of becoming Long Term English Learners and RFEPs not making progress.</p>		Translation for meetings and conferences		School Allocation	1000
			Staffing for before school Lexia Lab		TSSP	4000
			Staffing for spring conferences		TSSP	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Designated Academic Language Development (ALD) with a focus on grade level language standards and English Language Development Standards for language levels.	<p>Beginning September 4, 2019 Designated ALD rotations 3 times per week begins for all grades</p> <p>By September 4, students grouped by speaking level on ELPAC and other formative assessment</p> <p>Ongoing Professional Development on ELD standards and supplementary curriculum and / or instructional strategies for ALD instruction (Grammar Gallery, GLAD strategies, RAZ kids)</p> <p>Monthly observation, feedback, and coaching on instructional practices and effective use of curriculum for ALD</p>	Principal, Teachers, English Language Development specialist, Instructional Coach, School and Community Engagement Facilitator, English 3D Coach	Curriculum purchase of English 3D materials from district funding. Supplies		School Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Increase Parent Involvement at ELAC	<p>Communicate meeting dates one week and one day in advance.</p> <p>Include student work and involvement during meetings</p> <p>Include curricular updates during meetings.</p> <p>Provide dinner at meetings.</p> <p>Offer other material incentives for attendance (give-aways, raffles, etc).</p>	SCEF, Principal	<p>No expenditure for communication-part of regular staff duty</p> <p>Food for meetings</p> <p>Child Care for meetings</p> <p>Supplies</p> <p>Give-aways</p>		<p>Parent Engagement (PIQE/FEI/PU)</p> <p>Parent Engagement (PIQE/FEI/PU)</p> <p>School Allocation</p> <p>Donations - General</p>	<p>350</p> <p>400</p> <p>200</p> <p>250</p>
Progress Monitoring	<p>At least twice per trimester conduct Data Review Meetings with Grade Level Team during which EL student progress is monitored and response plans are developed.</p> <p>Trimesterly meetings with parents whose students are not progressing in success plans.</p>	Principal, Teachers, ELPAC coordinator, School and Community Engagement Facilitator, At Risk Supervisor, SST Team	Staffing for SST Team members at meetings.		School Allocation	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review Single Plan for Student Achievement and revise as necessary	Twice per year analyze data from benchmarks, observations, formative assessments, and SIOP rubrics to revise plan as needed. Implement new or revised strategies based on revision of the plan.	Principal, Site Council	No expenditure. Part of regular staff responsibility.			

Planned Improvements in Student Performance

School Goal #3

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

SUBJECT: Human Capital
LEA/LCAP GOAL:
Goal 1: Ensure that all students have access to equitable conditions of learning by providing and investing in highly qualified teachers, leaders, and staff; well-maintained facilities and equipment; and standards-aligned instructional materials and resources in a fiscally responsible manner.
Strategic Plan
Goal 4: Mountain View Whisman School District will invest in teachers, leaders and staff to ensure we are the place talented educators choose to work.
SCHOOL GOAL #3:
Goal 3: By June 2020, 80% staff and teachers will participate in at least 2 opportunities to develop capacity for culturally and or linguistically responsive schooling.
Data Used to Form this Goal:
Panorama Climate Survey Demographic and Enrollment Data
Findings from the Analysis of this Data:
On the November 2018 climate survey only 58% of all students and 46% of ELs responded they had a strong or quite strong relationship with their teachers. In the last several years the enrollment demographics of Monta Loma has shifted in significant ways. For example, the percentage of African American students has nearly doubled from 1.9% to 3.5%.
How the School will Evaluate the Progress of this Goal:
Percent of staff and teachers who participate in book studies, professional development, and / or conferences addressing the topic.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Book Study: Culturally and Linguistically Responsive Teaching.	<p>Spring 2109, Purchase books for all teachers.</p> <p>August 12, 2019. Introduce book and protocol for book discussion.</p> <p>Monthly reading of selections from the book at staff meetings.</p>	Principal and teachers.	<p>Books purchased with PTA funds</p> <p>Supplies for book discussions</p>		TSSP	750
Professional Development	<p>August 12, 2019, PD provided to teachers on implicit bias,</p> <p>November, 2019. PD provided to classified staff on implicit bias.</p> <p>Fall 2019. Identify and share with staff additional opportunities for learning.</p> <p>March 2020, Engage a speaker on the topic to provide PD at the staff development day.</p>	All staff	<p>Supplies for PD</p> <p>Classified staff hours for training.</p> <p>No expenditure for teacher training hours. Part of regular responsibility.</p> <p>Speaker/Presentation</p>		School Allocation	<p>100</p> <p>750</p> <p>5000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review Single Plan for Student Achievement and revise as necessary	Twice per year analyze data participation data and budget to revise plan as needed. Implement new or revised strategies based on revision of the plan.	Principal and Site Council				

Planned Improvements in Student Performance

School Goal #4

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

SUBJECT: Inclusive and Supportive Culture
LEA/LCAP GOAL:
Goal 4: Ensure a safe, healthy, and respectful District and school environment to increase engagement, involvement, and satisfaction of students, staff, parents, and community members.
Strategic Plan
Goal 3: Build engaging and positive interactions among students, staff, parents and the community ensuring that everyone will feel welcomed and included in the educational process.
SCHOOL GOAL #4:
Goal 1: By June 2020, there will be an increase in the attendance rate from 95.81% to 97%.
Goal 2: By June 2019, there will be a decrease in the number of students who are suspended from 4 to 3 or fewer.
Data Used to Form this Goal:
Office referrals and suspensions, Attendance rates Number of parent events Parent attendance at events
Findings from the Analysis of this Data:
Last year, 4 students were suspended a total of 7 times. Of those students 50% were African American while only 3.5% of our student body is African American. Our attendance rate was 96.34%. Parent engagement was anecdotally high on site council and at Parent Teacher Association events. More than 75% of our parents attended Back to School Night and Open House. Attendance and engagement in English Language Advisory Committee was limited to fewer than 5 parents at most meetings.
How the School will Evaluate the Progress of this Goal:
Office referrals Suspensions Attendance rates Parent attendance at events

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Implementation of Responsive Classroom and PBIS Practices	Responsive Classroom Training for New Staff	Principal, Teachers, At risk Supervisor, Noon Duty Supervisors.	Responsive Classroom Funded by PTA			
	By October 1, open student store with use of Leopard Spots as currency.		Purchases for Student Store	4000-4999: Books And Supplies	School Allocation	1000
	During the first 6 weeks of school interactively model expectations in the Leopard Way.		Yard Supervision Staff	1000-1999: Certificated Personnel Salaries	Yard Supervision	26000
	Ongoing purchase or procurement of donated items to sell in student store.		Training for Yard Duty staff		School Allocation	1000
	Ongoing maintenance and training of effective yard supervision who support positive reinforcement and PBIS/RC practices.					

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Continued Implementation of Schoolwide referral protocol and alternatives to suspension	<p>August 12, 2019 Train staff on referral protocol for required referrals.</p> <p>By November 1, Train staff on problem solving conferences with students as alternative discipline.</p>	Principal	<p>No expenditure. Part of regular staff responsibility.</p> <p>Yard supervision staff</p>			
Engagement of Student Leaders at Recess.	<p>September, 2019 Selection of recess leaders</p> <p>Weekly after school meeting with recess leaders to train on games and conflict resolution.</p>	Principal, Teachers, Supervisor.	<p>Teacher leaders for recess coaches.</p> <p>Supplies</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>After School Enrichment</p> <p>School Allocation</p>	<p>3000</p> <p>500</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monitoring of Student Attendance	<p>Daily monitoring of attendance.</p> <p>Attendance communication to parents when students have 3 unexcused absences and any unexcused absence thereafter or when students are absent 10% of the year regardless of excusal.</p> <p>SART team meetings after 6 unexcused absences</p>	Principal, School and Community Engagement Facilitator, Secretary/Clerk,	Certificates and reinforcers	4000-4999: Books And Supplies	School Allocation	100
Parent Engagment in parent groups (Site Council, ELAC, PTA, etc.)	<p>Monthly meetings for Site Council, ELAC, and PTA.</p> <p>Send calendar updates and autodialer message one week in advance of meetings.</p>	Principal, School and Community Engagement Facilitator, Secretary, Clerk, CHAC counselors	Food and child care for meetings		Donations - General	600

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Social Emotional Learning Instruction	August 2019, Recruit Project Cornerstone leads and volunteers. Monthly Project Cornerstone training and reading with activity in classrooms. Continued Implementation Kimochi Social Emotional Stories in Kinder and 1st grade. Implement weekly counselor supported Military Lunch Groups beginning in September.	Principal, Parent Volunteers, CHAC Counselors, Acknowledge Alliance Counselors	Kimochi Curriculum		Donations - General	800
			Project Cornerstone Supplies		School Allocation	1000
			Military support group supplies		School Allocation	200

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Review Single Plan for Student Achievement and revise as necessary	Twice per year analyze data from benchmarks, observations, formative assessments, and SIOP rubrics to revise plan as needed. Implement new or revised strategies based on revision of the plan.	Principal and School Site Council	No expenditure. Part of regular staff responsibility.			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
School Allocation	24,080	6,130.00
TSSP	30,200	9,450.00
After School Enrichment	3,440	440.00
Parent Engagement (PIQE/FEI/PU)	5,568	818.00
Science Equipment Elementary	1,500	0.00

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
	2,000.00
After School Enrichment	3,000.00
Donations - General	1,650.00
Parent Engagement (PIQE/FEI/PU)	4,750.00
School Allocation	17,950.00
Science Equipment Elementary	1,500.00
TSSP	20,750.00
Yard Supervision	26,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
	1,500.00
1000-1999: Certificated Personnel Salaries	29,000.00
4000-4999: Books And Supplies	1,100.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
		2,000.00
1000-1999: Certificated Personnel Salaries	After School Enrichment	3,000.00
	Donations - General	1,650.00
	Parent Engagement (PIQE/FEI/PU)	4,750.00
	School Allocation	16,850.00
4000-4999: Books And Supplies	School Allocation	1,100.00
	Science Equipment Elementary	1,500.00
	TSSP	20,750.00
1000-1999: Certificated Personnel Salaries	Yard Supervision	26,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,100.00
Goal 2	10,700.00
Goal 3	6,600.00
Goal 4	36,200.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gloria Higgins	X				
Sarah Dodson, Chairperson				X	
Glenn Bates				X	
Brad Dux				X	
Kerri Neschleba				X	
Priscila Kunz				X	
Kerri Fox		X			
Jane Kwon		X			
Brenda Aguirre Cortez			X		
Deanna Mai, Secretary		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.

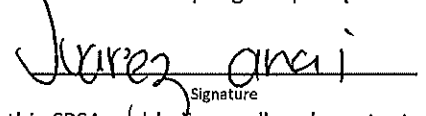
ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Gloria Higgins	X				
Claudia Ayala				X	
Anai Juarez				X	
Enriquetta Lopez				X	
Ceidy Lopez				X	
Juana Torres				X	
Micaela Lopez				X	
Adela Ramos				X	
Corina Ruiz			X		
Numbers of ELAC Members of each category:	1	0	1	7	

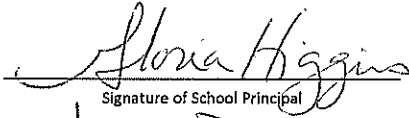

Recommendations and Assurances

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 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
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 September 25, 2018.


Signature

Attested:

<u>Gloria Higgins</u> Typed Name of School Principal	 Signature of School Principal	<u>10/15/19</u> Date
<u>Sarah Dodson</u> Typed Name of SSC Chairperson	 Signature of SSC Chairperson	<u>10/15/19</u> Date