

The School Plan for Student Achievement

School: Monte Vista School
CDS Code: 19-64816-6020762
District: Mountain View School District
Principal: Glenda Giron
Revision Date: Nov 15, 2018

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

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

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The District Governing Board approved this revision of the SPSA on December 12, 2018.

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School Vision and Mission

Monte Vista School's Vision and Mission Statements

"Empowerment through High Expectations, Achievement, and Respect"

It is our belief that everyone can achieve personal success. Through our daily efforts, all members in the Monte Vista Community will be empowered to reach school and individual goals.

All students at Monte Vista will experience the joy of learning in a safe and caring learning environment. They will participate in a balanced educational program that includes:

1. Academic support
2. Differentiated instruction
3. Respect
4. Positive teachers
5. Clean campus
6. Hands-on learning experiences
7. Visual and Performing Arts programs
8. Study trips
9. Technology integration in the classrooms
10. Academic Counseling
11. Social emotional development
12. Parent involvement
13. Community support

In order to meet the needs of our students, colleagues, and community, we at Monte Vista have committed to promoting the following practices within our school.

1. High expectations and Growth mindset
2. Comprehensive educational program
3. Differentiated instruction
4. Safe and nurturing environment in which proper behavior is the norm
5. Accountability
6. Meaningful common assessments
7. Cohesiveness and collaboration within and across grade levels
8. Positive attitudes
9. Respect
10. Organization
11. Technology
12. Support for our colleagues
13. Adequate and appropriate resources
14. Promote parent engagement, involvement, and linked learning
15. Student learning supports
16. College Readiness culture

School Profile

Monte Vista School is one of the twelve schools that comprise the Mountain View School District. MVSD is a small elementary district of about 6,330 students. The district is located in the heart of the San Gabriel Valley while Monte Vista is in the city of South El Monte. This urban setting is home to a large, low socio-economic Hispanic population. Monte Vista services students in grades Transitional Kindergarten through eighth grade. A comprehensive Head Start program is located on the Monte Vista campus. Monte Vista's multi-ethnic population is comprised of 630 students with the largest ethnic group on campus being Hispanic; 44% of our students are English Language Learners and 92% are considered Socioeconomically Disadvantaged Youth (EDY). In addition, 100% of our students receive a free (or reduced lunch) under Option 2 of the federal lunch program. All State and federal programs are coordinated to ensure students' needs are addressed and included in the school's plan for academic success.

The school, as is the District, is focusing on keeping class sizes in TK-3 to under 24.0 students with an average of 22.0 students per teacher. In our fourth to eighth grade classrooms, student enrollment averages 32 to 1 with our current average at 29 to 1. Monte Vista School also includes a Resource Specialist Program and Speech and Language Program. Students in all subgroups, Title I, GATE, Special Education, Migrant Education, Homeless Education and English Language Learners are included in all school-wide activities and events and are not isolated or segregated within the school or classrooms. Many of our TK and kindergarten students have been enrolled in our district Head Start program. In order to coordinate the success of these programs, Head Start students participate in school-wide activities and transition meetings are held yearly. The staff encourages a positive understanding and appreciation for all students and celebrates their uniqueness.

Within the school is a library that includes varied reading levels, fiction and informational chapter books, bilingual and resource materials. The library also hosts several computers for student use. The library is open from 8:00 am-4:00 pm in order to allow parents and community members access to the library for check-out. In addition to the library, Monte Vista hosts one Chrome Computer Lab containing 34 computers. Students in Transitional Kindergarten, Kindergarten have access to two shared mobile mini iPad mobile labs. All 1st grade students have access to one-to-one iPad devices in the classroom. All classrooms in grades 2nd-8th that have full one-to-one mobile labs with most teachers receiving ongoing training as Technology Teacher Leads (TTLs). Students have weekly access to computer lab time in addition to the computers within every classroom. Classroom instruction is enhanced through the use of projection systems and document cameras, and integration of educational google apps for classrooms with mobile labs. In AVID 5th-8th grade classrooms, enhanced technology in the form of display boards is also available.

In addition to the regular classroom curriculum, students at Monte Vista have opportunities to participate in a variety of extracurricular and extension activities. Students in Transitional Kindergarten through 8th grade participate in the "Meet the Masters" art program, and an annual Winter Musical Performances. With partnership with the LA Arts Group, our schools offers in grades 2nd through 5th a variety of visual and performing arts program, such as puppetry, dance, music and theater. With partnership with the Conga Kids Group, our schools offers in grade 6th a performing arts program in dance. Students in 2nd grade also participate in the El Monte Swims program in partnership with the El Monte Aquarium Center. Students also participate in PBIS/Peace Builders activities, the Monte Vista Road to College-themed, self-achievement Accelerated Reading Challenge, the Math Multiplication Facts Challenge for 3rd graders, and the 100-High Frequency Words Challenge for 1st graders. We will also provide each student with a free book to take home three times per year as part of our fourth-year partnership with Reading is Fundamental (RIF) in the form of three RIF Assemblies per school year, and with emphasis on promoting the importance of building home libraries. Students in 7th and 8th grades have access to two AVID elective classes as well as two other elective classes: Spanish and Project Lead the Way (PLTW) Robotics/Computer Science/App Creators. 6th, 7th and 8th grade students participate in an annual Speak-Up Competition. 4th, 5th and 7th grade students train for and participate in an annual Math Field Day competition. 6th, 7th and 8th grade students participate in an annual PLTW competition for all feeder schools of South El Monte High School. Monte Vista also boasts a Student Council comprised of 7th-8th grade students and a Leadership Club for 4th-6th graders. After school hours, we offer a variety of clubs and enrichment opportunities such as chess club, Project Lead the Way (PLTW) enrichment class, Organizational Skills (AVID) club, Art Club, Glee Club, and the Drug Awareness Club.

Students are recognized for a variety of achievements throughout the year. Monthly assemblies are held to recognize two students from each class for academic achievement and PBIS/Peace Builder citizenship, and Perfect Attendance is also recognized in a monthly basis at such assemblies. Quarterly academic awards are presented to students in grades 4th through 8th for Honor Roll. Throughout the year all students may earn awards for reaching milestone reading points using the Road to College-themed, self-achievement Accelerated Reading Challenge. Students also earn SOAR tickets for demonstrating the expected good behavior throughout campus as part of our PBIS Reward system and cash them out for school materials and special activities such as Lunch with the Principal, Be a Principal for 1/2 Day, or Culinary Camp with the Counselor. At the end of the year, awards are presented to students from each class in the areas of Reading, Mathematics, Outstanding Growth, and Citizenship, as well as Perfect Attendance, Honor Roll and Fitness Award.

Through State ASES funding, Monte Vista students have access to "Think Together." "Think Together" is an after school program that allows students access to homework assistance, healthy lifestyle education, physical activity, citizenship building, technology, and enrichment. Currently, 165 students in grades K-8 participate in the program. The Site Coordinator has daily direct contact with the school to ensure collaboration and communication resulting in success for our students.

The staff of 62 individuals consists of 26 teachers, instructional aides, a secretary, a clerk, a health aide, custodians, a community liaison, a librarian, a media clerk, counselor, and other support staff, assistant principal and principal. 100% of Monte Vista staff are considered "highly qualified" as measured by NCLB requirements. The staff works collaboratively toward the goals for student improvement as outlined in this plan. The school is known for its positive climate, high academic standards, college-bound programs, and the strong partnership with home and community. Monte Vista is a Title I School-wide Project school as approved by

the School Site Council, MVSD School Board and State of California. As a Title I Year 4 Program Improvement school, the District provides technical assistance through the Curriculum Alignment process. All Title I classified staff meet NCLB requirements.

Monte Vista is following the Mountain View District Common Core Compatible Instructional Framework as we continue to implement the California Common Core State Standards (CCCSS). In 2013, Monte Vista School did not meet the school-wide API target by obtaining a score of 794 and missed Safe Harbor AYP targets in the area of Language Arts and Mathematics. The school plan reflects Monte Vista's commitment to academic progress goals.

Developed by the School Site Council, with input from parents, staff, and the school community, the school plan is revised annually to address changes and areas of continued growth. The school plan reflects Monte Vista's commitment to academic progress goals. The plan includes a description of the strategies that provide all children opportunities to reach proficient and advanced levels of academic achievement using methods that are based upon scientific research or proven practice. Transitional activities help preschool students transition to the regular school environment including parent meetings, teacher training and student monitoring.

Monte Vista School is committed to providing educational equity for all and eliminates discrimination, isolation and segregation on the basis of sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, and mental or physical disability as described by district policy and law.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

For the school year 2017-2018, teachers are in agreement with the following implementation: Continue with implementation of standards focused instruction with the utilization of district-adopted materials as well as supplementary materials to support power standards in both Language Arts and Mathematics, and focus on addressing the foundational skills gaps of students in core areas. Teachers will continue to utilize designated and integrated Systematic English Language Development (ELD) strategies for English Learners (ELs), SEAL in grades TK, K, 1st, 2nd and 3rd and use ancillary materials such as McGraw-Hill Wonders and Hampton Brown Avenues for ELD on a daily basis for English Learners in grades TK-8 for at least 45 minutes of designated ELD. The focus will be acquisition of the English Language as well as on oral academic language development. Students will be leveled based on CELDT/ELPAC, DORA, Systematic ELD Express Assessment, and other assessment results. Teachers will utilize the Systematic ELD, SEAL, and ELL Frontloading strategies and techniques on a daily basis with all students especially ELL students. All non-EL students will receive Academic Language Development (ALD)/Response to Intervention (RTI) instruction with an emphasis on standards and academic vocabulary.

In May 2017, Monte Vista School administered the LCAP Parent Survey. Results of the Parent Survey were very favorable to the school as a whole. 88% of the parents felt that their child was experiencing a strong academic program that prepares him/her to the next grade level. 96% of the parents felt that the reading program at school is effective and prepares their child for the next grade level. 89% of the parents felt that the math program at school is effective and prepares their child for the next grade level. 92% of the parents believed that the homework given helps their child to learn. 92% of the parents also felt that the rules and expectations of the school are clear and fair and that their child feels comfortable to ask for help from their teacher or other adult on campus.

There was strong feedback from the parents at the PAC Meeting. For the school year 2017-2018, parents continue to be excited and enthusiastic about the following: There are numerous opportunities for school-wide positive student recognition. Parents are very interested in their children's academic, social, and emotional development. Parents want to know about all the academic areas and how they can assist their child at home and look forward for training provided by the school to better align practices at home with lessons from school. Monte Vista parents are interested in a variety of adult education such as college preparation, computer training, English as a Second Language, helping students at home with reading, math and homework, college financial aid, drug prevention, understanding test scores, and positive discipline and behavior supports. There has also been a great deal of interest in early literacy programs for future students. Our Parent Action Team continues to construct goals and activities in order to better

enhance the connectedness of the community in the school in support programs and student success. Parents have supported fundraisers for students incentives and rewards.

Past feedback from teachers, students, and parents concerning school safety and community climate brought the Positive Behavior Intervention and Support (PBIS) System in addition to our already-in-place Peace Builders program to Monte Vista. During the year, students will learn the principles of character and social responsibility via our PeaceBuilders character education program. For the 2017-2018 school year, Monte Vista is continuing the training and implementation phases of developing a consistent and sustainable PBIS framework. There will also be a school-wide focus on school pride in order to better promote Monte Vista as a community. The "Road to College" is also a theme that will continue to guide the direction of the school community and has been integrated into the library via our AR Reading Challenge, our Friday College Theme Spirit Day assemblies, and through the display of college flags outside every classroom and cafeteria. We also offer a Road to College parent-student series for grades 6th through 8th.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal certificated evaluations occur twice during a school calendar year. All teachers develop objectives for personal growth and improvement each year. Informal classroom observations occur on a weekly basis, with every classroom being visited at least twice each month. Observations are related to the California Standards for the Teaching Profession as well as the California Common Core Standards. Findings from the observations indicate that, while teachers are using many strategies, there is not a consistent implementation of strategies amongst and across grade levels. Monte Vista faculty is addressing this through the Focus on Learning Plan as we select specific strategies to implement on a school-wide basis.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories 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 (ESEA)

The CAASPP, STAR, ELPAC, Diagnostic Assessments (DORA and ADAM) and Common Assessment results were analyzed in both language arts and mathematics including cluster strands breakdown. Grade level, classroom and individual student data were examined by teachers in meetings with agreed upon plans for grade levels to be utilized to improve instruction and student achievement. Multi-year data was analyzed by all stakeholders, including parent councils in order to identify the modifications needed to improve student achievement via focus questions that we will revisit and examine throughout the year.

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

Monte Vista is a Common Core Compatible Instructional school with teacher designed standards based tests being administered every 6-8 weeks. The School City student information system is used to provide teacher feedback after each benchmark assessment. Faculty members use student performance information at English Language Arts and Mathematics Data Reflection sessions. Protocols are used to guide the sessions and result in grade level agreements that impact Tier I, Tier II and Tier III instruction.

Staffing and Professional Development

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

26 of 26 teachers at Monte Vista are deemed highly qualified as set forth in the NCLB requirements for highly qualified teachers. All instructional aides meet and/or exceed highly qualified NCLB requirements.

4. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

At Monte Vista, 100% of certificated staff hold the required credentials to teach all subjects assigned. Ongoing staff development occurs throughout the school year on School Board of Education adopted instructional materials.

5. Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The staff development professional training is and has been standards-based. The focus of the training is on California Common Core State Standards focusing on Math, AVID strategies, SEAL (Sobrato Early Academic Language), Constructing Meaning and Systematic ELD, Thinking Maps, Technology Integration in the classroom, and best practices in writing. On a yearly basis, Monte Vista secures staff development opportunities that reflect the needs of students through data analysis as well as staff needs to help bridge student performance gaps. To support the learning environment and specific needs, training is provided on Positive Behavior Intervention and Support (PBIS) system, nutrition, School City Student Information system including the assessment component.

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

Monte Vista teachers receive ongoing instructional support at District provided staff development workshops. During the 2018-2019 school year, there will be a school-wide focus on developing reading comprehension skills, which will include Close Reading, Inquiry: Costa's Levels of Thinking/DoKs, and Thinking Maps. In-house, contracted content experts and teachers on special assignments (TOSA's) lead workshops. Teachers will benefit from ongoing professional development in Conceptual and Procedural understanding of mathematics through the use of math manipulatives and increasing mathematics vocabulary and language, and further training on Interactive Notebooks, and Math Talk/Model/Think Alouds. Monte Vista offers ongoing teacher training at faculty meetings. Common Core Compatible Instruction will continue across all grade levels and release time is provided for teachers to align all instruction, assessments and curriculum to the standards.

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

At ongoing data reflection meetings and District meetings, grade levels meet to analyze student data, collaborate and share instructional practices and develop common agreements. Grade level and across grade level articulation occurs among the staff on an ongoing basis. Articulation meetings between our 8th grade math teacher and the high schools in our area is taking place on a quarterly basis.

Teaching and Learning

8. Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Monte Vista's integrated and balanced language arts, mathematics, science, social studies and ELD is based on the California State Common Core Standards and Framework. Instruction is guided by standards and best practices. Common Core Compatible Instruction will continue across all grade levels. At Data Reflection Sessions, teachers meet to align curriculum, assessments, and instruction to the standards and instructional materials. Additionally, the Partnership Action Team, Leadership Team, School Site Council, and Grade Level Teams provide recommendations and guidance.

9. Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Each year, a classroom schedule of instructional minutes is produced with input from teachers and support staff and submitted to the principal. The recommended instructional minutes in reading/language arts and mathematics are incorporated into their schedules. Schedules of instructional minutes are submitted to the District for validation of adherence of recommended instructional minutes.

10. Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District grade level committees developed grade level matrices for lesson pacing and blueprints for benchmark assessment and fluency test administration. Monte Vista teachers use these matrices and researched-based instructional practices to address student instructional needs. At Monte Vista, lesson pacing includes targeted intervention strategies. Teachers use whole group instruction, small group instruction and classroom centers to incorporate interventions. Computer software programs are standards-based which address individual and student level specific skills.

11. Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Monte Vista is 100% compliant in having standards-based instructional materials for each student. Yearly, the State of California (LACOE Williams Office) does a school audit to guarantee that every student has their own textbook in each core subject. The Instructional Media Clerk works with the Office of Curriculum and Instruction to provide the District approved core (base program) materials to all students.

12. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students use State-adopted and standards-aligned instructional materials. Funds from the school budget are utilized to purchase intervention materials and standards-based instructional materials. The Principal and Assistant Principal will work with teachers to determine which reading/language/math/behavioral interventions have the greatest possible benefit to students. We use of SIPPS, Lexia, Imagine Learning, Measuring Up, Moby Max, Reflex Math, Read Naturally, AVID WICOR strategies, SEAL strategies, and other research-based intervention programs and materials to target and support instruction for at-risk students.

Opportunity and Equal Educational Access

13. Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students have equal access to educational opportunities addressing grade level standards during the school day. There are extended day education opportunities for intervention and enrichment programs. The use and implementation of the elementary curriculum using the core textbooks :McGraw-Hill Language Arts, Houghton Mifflin/Harcourt Math, Science, Harcourt Social Studies, Scott Foresman Science, and the secondary curriculum using the core textbooks: StudySynk Language Arts, Houghton Mifflin/Harcourt Mathematics, Holt History Social Studies, Glencoe Science and writing programs are aligned to grade-level content standards. Instruction based the common core standards meeting the needs of a diverse population of students, is provided through the alignment of adopted materials to the content standards.

14. Research-based educational practices to raise student achievement

In order to successfully address the needs of our students at risk our staff is committed to engage in a Continuous Improvement Cycle, which includes collaboratively planning, implementing, assessing, and reflecting in our practices. Based on student performance data and through data reflection sessions, teachers will evaluate current practices, strategies, and materials and determine how to best meet the needs of all learners. Teachers will utilize total group, small group and individual assessments as needed. SEAL strategies in grades Tk-3 and AVID WICOR strategies in grades 4-8 will be implemented to raise student achievement.

Parental Involvement

15. Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Resources available to assist under achieving students include but are not limited to monthly parent meetings, Road to College classes, Biliteracy program, Linked to learning Parent Math classes, in-school academic counseling, referral to outside counseling agencies, THINK Together After School Program, health screening, dental screening, vision screening, Migrant Education services, nutrition education, drug awareness classes, internet safety classes, LACOE services for information & referrals. A District and school Community Liaison work with schools to make home-school connections and home visits, as needed.

16. 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)

Developed by the School Site Council (SSC), the School Leadership Team, with input from advisory committees, parents, staff, and the school community, the school plan is revised annually to address changes and areas of continued growth. Our Parent Action Team continues to construct goals and activities annually in order to better enhance the connectedness of the community in the school in support programs and student success. The SSC and Leadership Team continually meet to discuss and evaluate the progress of Monte Vista's school plans.

Funding

17. Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds help support underperforming students by incorporating research-based frameworks (SEAL in Tk-3 and AVID in 4th-8th), contracting and/or providing instructional aides, technology based programs and hardware, targeted instructional intervention programs before, during, and after school, research-based training for staff, and study trips.

18. Fiscal support (EPC)

Monte Vista's budget is directly built with support from Title I, LCAP (Formula/Unrestricted), General Funds, Community Partners Grant, and Lottery funds. Indirectly, Monte Vista also receives financial support for other District categorical funding sources.

Description of Barriers and Related School Goals

Challenges to improvement in student achievement include the need for more parent assistance in helping their children at home. Our internal process of collecting and analyzing achievement, engagement, and climate multi-year data has resulted in the finding of lack of foundational skills from our students in core content areas, leading to increase gaps in learning.

- Monte Vista student population is struggling with reading comprehension and writing. More specifically, they are struggling with the ability to infer, synthesize, and evaluate text at grade level. In the area of writing, students struggle with organization and maintaining focus on a clear, manageable idea, argument, or thesis. We believe that the currently adopted ELA curriculum does not sufficiently support inquiry at higher levels of depth of knowledge. We also believe that teachers may know the importance of DOK but they are not able to apply them in instruction. With regards to writing, we believe that the adopted curriculum addresses the expository and persuasive styles of writing at a minimum.
- Monte Vista student population is struggling with mathematical concepts and procedures skills in measurement and geometry. More specifically, they are struggling with the ability to carry out mathematical procedures with precision and fluency and ability to explain and apply mathematical concepts. We believe that the currently adopted math curriculum does not sufficiently or adequately cover the mathematical concepts related to measurement and geometry. We also believe that students may know their math facts but they are not able to apply them in word problems.

Many parents in our service area have limited formal education as well as language, nutrition and health issues. Many parents do not take advantage of opportunities for reading and math intervention offered before or after school or during the summer. Ways in which we continue to meet those challenges include a full-time community liaison, flyers, and newsletters, weekly mass parent phone message on upcoming events/activities, and PAC/ELAC/SSC Meetings, as well as parent workshops. Many workshops consist

of presentation on parenting strategies, health issues, college readiness, understandings state assessments, and how to help their children at home both academically and emotionally.

School goals were developed in conjunction with the School Site Council, Partnership Action Team, Leadership Team, and with input from all staff and advisory councils, in response to address the barriers above mentioned.

*Professional Development: Before the start of the 2018-2019 school year, grades TK-8 started Professional Development on ELD/ELPAC and data reflection/needs assessment process to start identifying school instructional goals. With the revision of the year-long matrix with the scope and sequence created in previous years by District curriculum committees, teachers identified the power standards that will be taught. During the 2018-2019 school year, grade level teams will meet to continue to develop and refine their curricular units aligned to the common core state standards. Staff meetings will be used as additional professional development opportunities and will focus on school-wide alignment of the process, as well as Close Reading, Writing, ELD, Thinking Maps, Math Talks, AVID WICOR strategies, SEAL strategies, Constructing meaning, and Interactive Notebooks.

*Quality Explicit and Intentional Instruction: Through the curriculum alignment process, grade level teams carefully constructed units based on California Content Standards. As part of these units, each unit has a summary that outlines the objectives of the unit, the specific materials that will allow students to comprehend the materials, as well as specific strategies to be used for groups of students at all performance levels. All teachers are committed to carefully constructing learning and language objectives. Students are made aware of the learning objective at the onset and closure of each lesson. Checking for understanding and student collaborative conversations are key elements during the delivery of lessons. In addition, teacher modeling and guided practice are embedded in each lesson. Teachers will identify underlying skills needed for each standard as grade level content and Power Standards are presented to students.

*Monitoring Student Progress: As part of our ongoing curriculum alignment process, grade level teams have created common assessments that are directly linked to the California Content Standards. Students will be assessed at the end of each unit to determine progress towards meeting academic proficiency. Results will be shared during weekly grade level collaborative meetings so that adjustments can be made to instruction as well as to provide scaffold and interventions for students who need additional support. Teachers also monitor student progress through District benchmark assessments, diagnostic assessments, as well as through student work and teacher observation. Exit tickets or other informal assessments are given regularly to properly identify students who may need additional support via small group targeted instruction. Instructional Centers, partner tutoring, and technology integration allow teachers to target instruction effectively.

*English Language Development (ELD): All English Language Learners are grouped by grade level for 45 minutes of Designated ELD instruction to ensure all students are working to proficiency in English. Integrated ELD is also incorporated into content-based teaching. Teachers carefully and collaboratively construct lessons to meet the needs of our English learners in other content areas via Integrated ELD. In addition, our teachers are putting into practice all they have learned from their SEAL and Systematic ELD training. Students who are considered English Proficient are also grouped and receive daily instruction in Academic Language to ensure continued success in all academic areas.

*School Safety and Environment: Student safety is always a priority for students at Monte Vista. Our campus is well maintained and monitored to ensure that students are safe within our facility. We continue this year with the 5th year of PBIS and the 12th year of implementation of the Peace Builders program to develop character and personal responsibility around campus. A high emphasis is placed on making the students feel part of the school community and active participants in the culture of the school. During the 2018-2019 school year, a committee of teachers, support staff, and the principal are focusing on the first year of implementation of Tier 2 Positive Behavior Intervention and Support behavioral interventions and to train staff on how to respond to students who do not respond well to Tier 1 Interventions and Rewards. Major emphasis is placed on training of conflict-resolution skills for students.

*Family Engagement: In an effort to better engage parents in their involvement in the education of our students, our monthly parent meetings will be better aligned to what happens within the school and what can be done at home to support their children. Achievement, Engagement and Climate data will be shared with parents. Throughout the year, several teachers and outside experts will provide parent training on specific areas of concentration and provide strategies parents can use at home to assist their children. In addition to our monthly meetings, we have established the Parent Action Team that will help build parent/community partnerships in order to support home and school connectedness. Key activities/actions will be developed and implemented during the year. We are also in our 5th year of a series of parent-student classes titled "The Road to College." These classes are designed to inform parents about ongoing education through high school to ensure that their children have the full range of options available to them at the end of high school. This year we will modify the Math Family Night to increase parent attendance.

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	90	94	55	86	94	55	86	94	55	95.6	100	100
Grade 4	91	82	88	89	82	88	89	82	88	97.8	100	100
Grade 5	85	88	76	85	88	75	85	88	75	100	100	98.7
Grade 6	95	76	95	94	76	95	94	76	95	98.9	100	100
Grade 7	64	59	46	64	59	46	64	59	46	100	100	100
Grade 8	45	64	55	44	64	55	44	64	55	97.8	100	100
All Grades	470	463	415	462	463	414	462	463	414	98.3	100	99.8

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2416.5	2424.8	2408.5	17	23.40	16.36	29	32.98	18.18	26	15.96	38.18	28	27.66	27.27
Grade 4	2446.9	2454.4	2472.9	16	20.73	21.59	20	19.51	38.64	35	26.83	14.77	29	32.93	25.00
Grade 5	2476.6	2477.9	2478.4	9	11.36	13.33	27	30.68	21.33	29	26.14	33.33	34	31.82	32.00
Grade 6	2559.7	2557.6	2536.3	23	18.42	13.68	44	50.00	45.26	24	23.68	22.11	9	7.89	18.95
Grade 7	2543.9	2570.9	2569.0	14	15.25	17.39	33	52.54	52.17	36	20.34	19.57	17	11.86	10.87
Grade 8	2537.2	2555.4	2570.4	2	14.06	9.09	39	26.56	49.09	36	37.50	32.73	23	21.88	9.09
All Grades	N/A	N/A	N/A	15	17.49	15.46	31	34.56	37.20	30	24.62	25.85	23	23.33	21.50

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	13	21.28	14.55	56	45.74	52.73	31	32.98	32.73	
Grade 4	12	20.73	20.45	54	51.22	52.27	34	28.05	27.27	
Grade 5	16	18.18	17.33	44	50.00	48.00	40	31.82	34.67	
Grade 6	29	26.32	17.89	50	65.79	61.05	21	7.89	21.05	
Grade 7	17	27.12	17.78	61	59.32	68.89	22	13.56	13.33	
Grade 8	14	26.56	20.00	55	39.06	56.36	32	34.38	23.64	
All Grades	17	22.89	18.16	53	51.62	55.93	30	25.49	25.91	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	15	20.21	14.55	57	47.87	47.27	27	31.91	38.18
Grade 4	9	18.29	28.41	52	52.44	50.00	39	29.27	21.59
Grade 5	15	11.36	20.00	48	56.82	50.67	36	31.82	29.33
Grade 6	31	31.58	34.74	52	53.95	38.95	17	14.47	26.32
Grade 7	13	28.81	24.44	57	55.93	66.67	30	15.25	8.89
Grade 8	7	10.94	14.55	55	56.25	65.45	38	32.81	20.00
All Grades	17	19.87	24.21	53	53.56	51.09	30	26.57	24.70

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	17	20.21	23.64	66	62.77	61.82	16	17.02	14.55
Grade 4	17	12.20	14.77	70	62.20	68.18	13	25.61	17.05
Grade 5	13	12.50	6.67	61	64.77	64.00	26	22.73	29.33
Grade 6	28	23.68	17.89	71	65.79	69.47	1	10.53	12.63
Grade 7	11	23.73	11.11	78	66.10	75.56	11	10.17	13.33
Grade 8	9	12.50	12.73	73	75.00	74.55	18	12.50	12.73
All Grades	17	17.28	14.53	69	65.66	68.52	14	17.06	16.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	26	28.72	18.18	51	48.94	54.55	23	22.34	27.27
Grade 4	15	24.39	29.55	63	47.56	55.68	22	28.05	14.77
Grade 5	20	17.05	12.00	60	53.41	60.00	20	29.55	28.00
Grade 6	32	36.84	30.53	60	57.89	54.74	9	5.26	14.74
Grade 7	22	25.42	46.67	64	66.10	48.89	14	8.47	4.44
Grade 8	16	21.88	25.45	59	54.69	67.27	25	23.44	7.27
All Grades	22	25.70	26.39	59	54.00	56.90	18	20.30	16.71

Conclusions based on this data:

1. 2017-2018 was the fourth year that the CAASPP was officially administered. The scores illustrated in this table will provide a baseline for data reflection in the coming year. School-wide, the results of students who met or exceeded standards was higher than the district, county and state averages. The average for the sub-categories of Hispanic, Disadvantaged, English Learner, RFEP, and Special Education were also higher than the district, county and state averages.

2. School-wide 52.8% of Monte Vista's students assessed in the area of Language Arts met or exceeded the standards, an increase of only 0.3 percentage points from the previous year and an overall increase of 11.41 percentage points from the 2014-2015 CAASPP baseline year.
For English learners 22.95% met or exceeded the standards, a decrease of 5.85 percentage points percentage points from the previous year.
3. Further CAASPP ELA Claim Analysis demonstrates that our major area of focus in all grades should be Reading, and in grades 3rd, 5th and 8th should also be Writing. School-wide, the areas of strength were Listening and Research/Inquiry.

Specifically on ELA Claims, our students demonstrate areas of strength in Speaking and Listening (Below 16.95%, At/Near 68.3%, Above 14.74%) and in Research/Inquiry (Below 16.71%, At/Near 56.51%, Above 26.78%). Our students demonstrate areas of need in Reading (Below 26.29%, At/Near 55.53%, Above 18.18%) and Writing (Below 25.06%, At/Near 50.61.44%, Above 24.32%). For our English Learners and LTELs, the area of strength is Research/Inquiry (Below 34.43%, At/Near 61.48%, Above 4.10%) and Speaking and Listening (Below 32.79%, 63.93%, Above 3.28%) and . Our English Learner and LTELs demonstrate areas of need in Reading (Below 47.54%, At/Near 51.64%, Above 0.82%), Writing (Below 48.36%, At/Near 43.44%, Above 8.20%).

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	90	94	55	85	94	55	85	94	55	94.4	100	100
Grade 4	91	82	88	89	82	88	89	82	88	97.8	100	100
Grade 5	86	88	76	86	88	75	86	88	75	100	100	98.7
Grade 6	95	76	95	94	76	95	94	76	95	98.9	100	100
Grade 7	64	59	46	64	59	45	64	59	45	100	100	97.8
Grade 8	45	64	55	44	64	55	44	64	55	97.8	100	100
All Grades	471	463	415	462	463	413	462	463	413	98.1	100	99.5

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2423.6	2425.1	2408.6	16	14.89	7.27	27	34.04	32.73	28	23.40	23.64	28	27.66	36.36
Grade 4	2443.8	2447.3	2450.1	3	9.76	10.23	26	17.07	17.05	38	37.80	43.18	33	35.37	29.55
Grade 5	2472.1	2449.8	2452.7	6	3.41	9.33	17	11.36	4.00	34	35.23	33.33	43	50.00	53.33
Grade 6	2542.4	2526.4	2521.5	19	14.47	20.00	24	23.68	24.21	40	42.11	27.37	16	19.74	28.42
Grade 7	2527.3	2564.2	2560.8	8	16.95	22.22	23	23.73	26.67	42	44.07	33.33	27	15.25	17.78
Grade 8	2494.5	2552.5	2571.3	7	10.94	23.64	14	23.44	16.36	18	31.25	38.18	61	34.38	21.82
All Grades	N/A	N/A	N/A	10	11.45	15.01	23	22.25	19.37	35	34.99	33.41	32	31.32	32.20

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	27	34.04	18.18	36	36.17	36.36	36	29.79	45.45
Grade 4	16	19.51	20.45	34	34.15	23.86	51	46.34	55.68
Grade 5	9	5.68	12.00	41	31.82	16.00	50	62.50	72.00
Grade 6	29	26.32	32.63	48	43.42	31.58	23	30.26	35.79
Grade 7	20	25.42	31.11	34	47.46	37.78	45	27.12	31.11
Grade 8	11	23.44	32.73	20	37.50	40.00	68	39.06	27.27
All Grades	19	22.25	24.21	37	37.80	29.54	43	39.96	46.25

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	20	22.34	20.00	48	43.62	40.00	32	34.04	40.00
Grade 4	12	15.85	9.09	49	42.68	51.14	38	41.46	39.77
Grade 5	13	5.68	6.67	37	38.64	38.67	50	55.68	54.67
Grade 6	20	10.53	17.89	56	56.58	50.53	23	32.89	31.58
Grade 7	8	20.34	22.22	50	62.71	42.22	42	16.95	35.56
Grade 8	7	14.06	21.82	43	46.88	54.55	50	39.06	23.64
All Grades	14	14.69	15.25	48	47.52	46.73	38	37.80	38.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	21.28	21.82	59	54.26	52.73	18	24.47	25.45
Grade 4	15	15.85	14.77	51	41.46	47.73	35	42.68	37.50
Grade 5	10	3.41	12.00	43	45.45	36.00	47	51.14	52.00
Grade 6	17	15.79	23.16	63	59.21	44.21	20	25.00	32.63
Grade 7	13	20.34	26.67	59	62.71	64.44	28	16.95	8.89
Grade 8	7	17.19	21.82	59	64.06	63.64	34	18.75	14.55
All Grades	15	15.33	19.37	55	53.56	49.39	30	31.10	31.23

Conclusions based on this data:

- 2017-2018 was the fourth year that the CAASPP was officially administered. The scores illustrated in this table will provide a baseline for data reflection for the coming year.
School-wide, the results of students who met or exceeded standards was higher than the district but lower than the county and state averages. The average for the sub-categories of Hispanic, Disadvantaged, English Learner, RFEP, and Special Education were higher than the district, county and state averages.
- School-wide 34.38% of Monte Vista students assessed in the area of Mathematics met or exceeded the standards, which was only 0.7 percentage points above the previous year and 1.4 percentage points above from the 2014-2015 CAASPP baseline year. This demonstrates a great need and focus to increase academic supports and interventions in the area of mathematics. For English learners 15.44% met or exceeded the standards, a small increase of 1.3 percentage points from the previous year.
- Further CAASPP Math Claim Analysis demonstrates that our major area of focus should be Concepts and Procedures for all grades 4th, 5th, 7th, and 8th, and 5th grade is all other claims. For all other grades, an area of strength was Communicating Reasoning.

Specifically on Math Claims, our students demonstrate area of strength in Problem Solving and Data Analysis (Below 39.46%, At/Near 45.34%, Above 15.20%), and in Communicating Reasoning (Below 31.37%, At/Near 49.26%, Above 19.36%). Our students demonstrate areas of need in Concepts and Procedures (Below 46.32%, At/Near 29.41%, Above 24.26%). For our English Learners and LTELs, the area of opportunity is in Communicating Reasoning (Below 52.03%, At/Near 42.28%, Above 5.69%), and the areas of great need are in Concepts and Procedures (Below 73.17%, At/Near 20.33%, Above 6.50%) and Problem Solving and Data Analysis (Below 64.23%, At/Near 31.71%, Above 4.07%).

School and Student Performance Data

ELPAC Results

2017-18 Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
Grade K	1441.7	1444.8	1434.4	53
Grade 1	1456.5	1453.1	1459.3	40
Grade 2	1512.5	1498.1	1526.3	49
Grade 3	1481.6	1464.4	1498.1	21
Grade 4	1533.9	1520.7	1546.6	36
Grade 5	1532.3	1524.6	1539.3	27
Grade 6	1551.8	1543.7	1559.5	35
Grade 7	1561.5	1524.3	1598.1	14
Grade 8	*	*	*	*
All Grades				285

Overall Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	18	33.96	22	41.51	12	22.64	*	*	53
Grade 1	15	37.50	11	27.50	*	*	*	*	40
Grade 2	31	63.27	12	24.49	*	*	*	*	49
Grade 3			*	*	*	*	*	*	21
Grade 4	15	41.67	18	50.00	*	*			36
Grade 5	11	40.74	12	44.44	*	*	*	*	27
Grade 6	13	37.14	11	31.43	*	*	*	*	35
Grade 7	*	*	*	*	*	*	*	*	14
Grade 8	*	*	*	*					*
All Grades	122	42.81	96	33.68	46	16.14	21	7.37	285

Oral Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	19	35.85	24	45.28	*	*	*	*	53
Grade 1	17	42.50	11	27.50	*	*	*	*	40
Grade 2	32	65.31	*	*	*	*	*	*	49
Grade 3	*	*	*	*	*	*	*	*	21
Grade 4	19	52.78	16	44.44	*	*			36
Grade 5	20	74.07	*	*	*	*	*	*	27
Grade 6	18	51.43	12	34.29	*	*	*	*	35
Grade 7	*	*	*	*	*	*			14
Grade 8	*	*	*	*					*
All Grades	142	49.82	89	31.23	38	13.33	16	5.61	285

Written Language Number and Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students
	#	%	#	%	#	%	#	%	
Grade K	20	37.74	*	*	22	41.51	*	*	53
Grade 1	14	35.00	11	27.50	*	*	*	*	40
Grade 2	30	61.22	*	*	*	*	*	*	49
Grade 3	*	*	*	*	11	52.38	*	*	21
Grade 4	12	33.33	11	30.56	11	30.56	*	*	36
Grade 5	*	*	13	48.15	*	*	*	*	27
Grade 6	13	37.14	*	*	*	*	*	*	35
Grade 7	*	*	*	*	*	*	*	*	14
Grade 8	*	*	*	*	*	*			*
All Grades	113	39.65	68	23.86	72	25.26	32	11.23	285

Listening Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	36	67.92	15	28.30	*	*	53
Grade 1	29	72.50	*	*	*	*	40
Grade 2	41	83.67	*	*	*	*	49
Grade 3	*	*	13	61.90	*	*	21
Grade 4	24	66.67	11	30.56	*	*	36
Grade 5	19	70.37	*	*			27
Grade 6	17	48.57	14	40.00	*	*	35
Grade 7	*	*	*	*	*	*	14
Grade 8	*	*	*	*			*
All Grades	184	64.56	85	29.82	16	5.61	285

Speaking Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	16	30.19	29	54.72	*	*	53
Grade 1	*	*	19	47.50	12	30.00	40
Grade 2	26	53.06	16	32.65	*	*	49
Grade 3	*	*	*	*	*	*	21
Grade 4	23	63.89	12	33.33	*	*	36
Grade 5	17	62.96	*	*	*	*	27
Grade 6	23	65.71	12	34.29			35
Grade 7	*	*	*	*	*	*	14
Grade 8	*	*	*	*			*
All Grades	137	48.07	113	39.65	35	12.28	285

Reading Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	14	26.42	35	66.04	*	*	53
Grade 1	18	45.00	14	35.00	*	*	40
Grade 2	33	67.35	*	*	*	*	49
Grade 3	*	*	14	66.67	*	*	21
Grade 4	12	33.33	20	55.56	*	*	36
Grade 5	*	*	13	48.15	*	*	27
Grade 6	13	37.14	*	*	16	45.71	35
Grade 7	11	78.57	*	*	*	*	14
Grade 8	*	*	*	*	*	*	*
All Grades	117	41.05	116	40.70	52	18.25	285

Writing Domain Number and Percentage of Students by Domain Performance Level for All Students							
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students
Grade K	31	58.49	20	37.74	*	*	53
Grade 1	*	*	25	62.50	*	*	40
Grade 2	26	53.06	20	40.82	*	*	49
Grade 3	*	*	13	61.90	*	*	21
Grade 4	24	66.67	11	30.56	*	*	36
Grade 5	15	55.56	11	40.74	*	*	27
Grade 6	12	34.29	23	65.71			35
Grade 7	*	*	*	*	*	*	14
Grade 8	*	*	*	*			*
All Grades	134	47.02	131	45.96	20	7.02	285

Conclusions based on this data:

1. 2017-2018 was the first year that the ELPAC was officially administered. The scores illustrated in this table will provide a baseline for data reflection for the coming years. From 285 students tested in ELPAC, our incoming 7th graders represent the highest percentage of ELLs (35 students), per grade, therefore a current grade level that will be monitored closely in the area of ELD.
2. In overall language, most of our students are identified in levels 3 and 4 in ELPAC (76.49%). Data reflection by grade level in ELPAC shows that the grade level with the highest potential for improvement in the ELPAC listening claim is the incoming 4th grade class. The grade level with the highest need in Speaking subclaim for students at ELPAC level 1 is the incoming 2nd grade classes. 7th graders
3. Further ELPAC Claim Analysis demonstrates that our major area of focus should be reading for all grades, and for the subgroup of 7th graders, writing is also an area of great need. School-wide, our area of strength is the listening domain.

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: English Language Arts
LEA GOAL:
Each student will increase by one proficiency level or maintain met the standard or exceeds the standard level in language art and math. The District school-wide increase goal in ELA is 4%.
SCHOOL GOAL #1:
By June 2019, the percent of students including Disadvantaged, Special Needs, Migrant, Homeless, Foster Youth, and GATE students, attaining meeting or exceeding the standards on the CAASPP and District common assessments will increase by 4% (57%). For English Learners, the percent of students achieving the standards met or exceeding standards levels on CAASPP and/or District common assessments will increase by 7% (31%).
Data Used to Form this Goal:
Results from CAASPP, District grade-level common assessments, S.T.A.R. reading assessment, and Diagnostic Online Reading Assessment (DORA) .

Findings from the Analysis of this Data:

Monte Vista student population is struggling with reading comprehension and writing. More specifically, they are struggling with the ability to infer, synthesize, and evaluate text at grade level. In the area of writing, students struggle with organization and maintaining focus on a clear, manageable idea, argument, or thesis.

Data supporting this claim:

At the end of the 2017-2018 school year, school-wide, 52.66% of students assessed on the CAASPP met standards or exceeded standards overall in Language Arts. The breakdown of scores of those students who met standards or exceeded standards is as follows: Grade 3 - 34.54%; Grade 4 - 60.23%; Grade 5 - 34.66%; Grade 6 - 58.94%; Grade 7 - 69.56%; and grade 8 - 58.18%.

2018 CAASPP ELA scores– School Wide 52.8% students met or exceeded standards (increase of 0.3 percentage points), English learners 22.95% (decrease of 5.85 percentage points). Every section was higher than the district average. Specifically on ELA Claims, our students demonstrate areas of strength in Speaking and Listening (Below 16.95%, At/Near 68.3%, Above 14.74%) and in Research/Inquiry (Below 16.71%, At/Near 56.51%, Above 26.78%). Our students demonstrate areas of need in Reading (Below 26.29%, At/Near 55.53%, Above 18.18%) and Writing (Below 25.06%, At/Near 50.61.44%, Above 24.32%). For our English Learners and LTELs, the area of strength is Research/Inquiry (Below 34.43%, At/Near 61.48%, Above 4.10%) and Speaking and Listening (Below 32.79%, 63.93%, Above 3.28%) and . Our English Learner and LTELs demonstrate areas of need in Reading (Below 47.54%, At/Near 51.64%, Above 0.82%), Writing (Below 48.36%, At/Near 43.44%, Above 8.20%).

2018 BOY DORA diagnostic scores--Students 1st-8th demonstrate that Vocabulary is an area of strength (Above 44.9%, Proficient 36.6%, Emergent 18.6%). The area of need is in Comprehension (Above 34.2%, Proficient 27.4%, Emergent 33.6%).

Curriculum Alignment data for the 2017-2018 Language Arts common core assessments indicated the following percentage of students reached benchmark or above: 35% for grades 3-6 and 39% for grades 7-8.

In 2017-2018, Monte Vista had an overall school average of 50.42% on language arts common assessments.

According to the data, the number of students meeting standards met or better is higher in Language Arts than Math. The data demonstrates that Monte Vista students continue to make academic progress.

How the School will Evaluate the Progress of this Goal:

CAASPP, District Grade level common assessments results; DORA.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monte Vista has focused heavily in past years on aligning core curriculum and instruction to the California Common Core State Standards (CCSS). During the 2018-2019 school year, we plan to focus on	ongoing	Principal, Assistant Principal, TK-8 teachers	ELA Professional Development /Conferences		Title I Part A: Professional Development (PI Schools)	1,369.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>the ELA area of reading comprehension.</p> <p>Professional Development in the area of ELA for our staff will be mainly focused on the following, but not limited to:</p> <ul style="list-style-type: none"> • Close Reading • AVID WICOR Strategies (i.e. Costa’s Levels of Thinking/DoK) • SEAL Strategies • Thinking Maps • Effective implementation and monitoring of support programs • Any other topics related to improving Reading Comprehension <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • Teachers in each grade level and Administrators will collaboratively develop a Professional Develop Plan that best meets the needs of each grade level. • Three-four professional development meetings will be devoted to the area of ELA. • Vertical articulation session/s to review diagnostic data and to align grade level commitments. • Administrators will improve in their ability to facilitate grade level data 			<p>In-house Training and Planning - teacher extra duty</p> <p>Books and materials to improve teaching practice in ELA -Reading Comprehension</p>		<p>Title I Part A: Professional Development (PI Schools)</p> <p>Title I Part A: Professional Development (PI Schools)</p>	<p>2247.00</p> <p>500.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>analysis and use information to identify areas of focus.</p> <ul style="list-style-type: none"> Instructional Assistants will be provided training in reading/language strategies to impact student achievement during their regular assignment. 						
<p>The careful and strategic implementation of the Tk-3rd grades Instructional Framework: SEAL will be part of our plan to support student use of academic language appropriate to their grade level.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> Grade levels Tk-3rd teachers will meet weekly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective SEAL strategies. Grade levels Tk-3rd teachers and administrators will collaboratively identify resources and materials that can support our focus on reading comprehension. Administrators will regularly visit classrooms to observe the 	Ongoing	Principal, Assistant Principal, Tk-3 Classroom Teachers SEAL TOSAs	<p>SEAL instructional materials and supplies (see Goal 4)</p> <p>Extra duty and Substitute release costs for additional planning, prep, and collaboration for grades on newest years of implementation (see Goal 4)</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>implementation of SEAL strategies that support the foundational skills related to Reading Comprehension</p> <p>Grade levels Tk-3rd teachers will collaboratively work on the creation and updating of SEAL units.</p> <ul style="list-style-type: none"> SEAL TOSAs will be will be encouraged and supported in the form of release time for model lessons, data reflection, etc. 						
<p>The careful and strategic implementation of the 4th-8th grades Instructional Framework: AVID will be part of our plan.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> AVID teachers in grade levels 4th-8th will meet monthly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective AVID strategies. AVID teachers and administrators will collaboratively identify resources and materials that can support our focus on reading comprehension. Administrators will regularly visit classrooms 	Ongoing	Principal, Assistant Principal, AVID Site Team, AVID Classroom Teachers, School Counselor AVID Tutors	<p>AVID Professional Development/Conferences/ Summer Institute</p> <p>AVID Tutors for AVID Tutorials</p> <p>AVID Collaborative Study Groups, Classified extra-duty costs</p> <p>AVID Collaborative Study Groups, Certificated extra-duty costs and sub costs</p> <p>AVID Student Study Trips to colleges/universities</p> <p>AVID instructional material and supplies</p>	<p>Title I Part A: Professional Development (PI Schools)</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p> <p>Title I</p>	<p>14,350.00</p> <p>6,000.00</p> <p>3,000.00</p> <p>2,000.00</p> <p>1,300.00</p> <p>1,500.00</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>to observe the implementation of AVID strategies that support Reading Comprehension</p> <ul style="list-style-type: none"> • Through a staff professional development session, we will collaboratively align our school mission and focus with AVID. • AVID Elementary teachers will administer AVID assessments and disaggregate data according to timelines, to inform and drive instruction. • Middle School teachers will implement academic support structures and rigorous instructional practices to help ensure AVID Elective and AVID Site Team instruct students to develop deeper levels of understanding in the rigorous core content areas of work. • All AVID teachers will introduce and regularly utilize Costa’s level of thinking and questioning in their instruction in core content areas. <p>Middle School teachers will ensure the regular implementation of Philosophical Chairs and Socratic Seminars.</p> <ul style="list-style-type: none"> • Through student 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>reflection tools, AVID Elementary teachers will identify, define, and hold all students accountable to high academic expectations.</p> <ul style="list-style-type: none"> • Through the AVID Elective class offered to targeted 7th and 8th grade students, and the AVID Elementary model for grades 4th-6th, effective curriculum and intervention opportunities will be implemented. • Provide time and resources to continued staff development and training on AVID strategies. This may be done as follows: AVID Conferences, AVID Strand and Content-based training, meetings, Grade level meetings, and data reflection sessions. • Incorporate AVID Tutorials twice per week to support daily content-based learning in the classroom, supported by AVID Tutors. • Incorporate AVID Collaborative Study Groups to support further small group interventions of AVID and non-AVID students performing below standards, with 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
emphasis on organizational skills, and ELA core concepts.						
<p>Instructional Supports for students at risk in the area of reading comprehension and ELA foundational skills will take place inside and outside of the regular instructional time.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> Teachers will provide regularly targeted and strategic in-class intervention and supports to address the needs of students at risk, in the form of centers, small group pull-out, buddy pair up model , etc. Grade levels Tk-8th teachers will meet regularly to identify strengths and weaknesses in student achievement by grade level and collaboratively design instructional supports inside and outside of classroom instruction. Before, during, and after school small group academic interventions will be in place at minimum twice per year for a period of 6-10 weeks as an extended support for those 		Principal, Assistant Principal, Classroom Teachers Library Technician Computer Technician	Library Tech	Title I	17,118.00	
			Materials and supplies for academic interventions	Title I	1,353.00	
			Reading Comprehension/Foundational skills programs (including software/computer programs)	Title I	15,445.00	
			Purchase of High Interest AR leveled books	LCAP		
			Classified extra duty for During and After School small-group Intervention programs for at-risk students	Title I	10,000.00	
Certificated Extra duty for before and after school interventions for at risk students	Title I	8,000.00				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students at greatest risk.</p> <ul style="list-style-type: none"> Teachers will utilize total group, small group and individual assessments as needed. Allocate available resources to purchase additional Accelerated Reader books, computer software, other web-based instructional applications, videos, audio tape/book sets, and other materials to improve reading comprehension. Teachers and administrators will collaboratively determine most effective use of additional materials and research-based programs that will benefit all sub-groups for reading comprehension. These include but is not limited to the following: Imagine Learning, Lexia Core 5, Scholastics Storyworks, Measuring Up, Seesaw , Read Naturally, SIPPS, Daily Language Review (DLR), timed-reading fluency practice, Reading Logs, Reading Journals, Readers' Library, Test A-Z, RAZ Kids, My Avid Weekly, etc. Library Tech assists students in research, 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
choosing literature, Accelerated Reading books and free-choice books.						
<p>In order to successfully address the needs of our students at risk our staff is committed to engage in a Continuous Improvement Cycle, which includes collaboratively planning, implementing, assessing, and reflecting in our practices.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • Prioritize, monitor, and coordinate resources for educator learning in areas of need based on data. <p>Support collegial learning through PLCs and grade level collaborative sessions.</p> <ul style="list-style-type: none"> • Utilize data from assessments to modify and improve teaching and learning to better address the foundational gaps affecting reading comprehension of students at risk. • Teachers in grades K-8 will evaluate current data results, map and weigh state content standards, and collaboratively create year-long units of instruction. • TOSA support will be encouraged and supported in the form of release time for model 	Ongoing	Principal, Assistant Principal, Classroom Teachers, RSP Teacher SST Team, Computer Technician	Extra duty and Substitute expenses for extended grade level collaborative sessions, planning, and data reflection		Title I Part A: Professional Development (PI Schools)	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>lessons, data reflection, etc.</p> <ul style="list-style-type: none"> • Provide time and resources to continued staff development in the area of reading/language arts. This may be done as follows: Staff meetings, grade level meetings, data reflection sessions, and grade level planning of units of study. • Teachers will document academic interventions provided to students at risk and will refer them to the SST (Student Study Team) if no academic progress is made within the time of the academic interventions provided in the classroom. The SST will meet to assist teachers and parents with strategies and interventions of identified students. SST will recommend testing for students who do not respond to further formalized interventions. • RSP teacher will assist teachers in implementation of reading strategies to increase identified student's success. • Computer Lab Technician and Assessment Assistant will assist classroom 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
teachers with DORA, Renaissance and other technology Programs and Data Reports.						
<p>To actively promote Family Engagement and Transitions we support student success through:</p> <ul style="list-style-type: none"> To help parents develop skills and abilities to support students with reading and writing at home, we will have a Family Literacy Night. To reinforce the love of reading among students and the importance of building home libraries among students and parents, we will offer three Reading is Fundamental (RIF) events per year. In grades Tk-K, we will train parent volunteers to support with taking AR tests, so that students learn the importance of reading through parent modeling and reinforcement of school-wide reading goals. Through our annual Road to College 6th-8th Parent-Student Class, parents and students will be informed about the steps that parents need to take to support their students for high school courses that may lead to college 	Ongoing	Principal, Assistant Principal, Think Together Staff Community Liaison Classroom Teachers Library Technician	<p>Community Liaison Salary</p> <p>Transition and Support-at-Home Materials for Parents, such as Think Stretch booklets</p> <p>Supplies and Materials for Parent meetings</p> <p>Babysitting expenses</p> <p>Translating</p> <p>Parent Membership Dues for PD</p> <p>Community Liaison Mileage Costs</p> <p>Phone communication charges for Community Liaison</p>	<p>Title I</p> <p>Title I Part A: Parent Involvement</p> <p>Title I</p> <p>Title I Part A: Parent Involvement</p> <p>Title I Part A: Parent Involvement</p> <p>Title I Part A: Parent Involvement</p> <p>Title I Part A: Parent Involvement</p>	<p>49,849</p> <p>1,835.00</p> <p>200.00</p> <p>2,325.00</p> <p>300.00</p> <p>250.00</p> <p>750.00</p> <p>518.00</p>	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>readiness.</p> <ul style="list-style-type: none"> To support after school participation, the Think Together after school program is provided for students in K-8. Approximately 165-185 students will be served during 2018-2019 school year. To facilitate the transition of students between schools, the principal, dean of instruction, and 8th grade teachers coordinate the end-of-the-year transition program between Monte Vista and local high schools. To facilitate the transition of students between programs, the principal and Head Start teachers coordinate the end-of-the-year transition activities for incoming students. Teachers in grades TK-7th will complete placement cards and share Reading/Language information for transition to the following grade in order to coordinate class make-up, areas of focus, and enhancement of the educational program. School Library will be available to parents to 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>check out reading materials during extended Library Hours.</p> <ul style="list-style-type: none"> • Parent meetings will be held monthly to support the academic program. • Community Liaison will lead family engagement activities that include parent meetings and family events, and follow up with family needs, attendance, and referrals. 						
<p>Through the SSC (School Site Council) and School Leadership Team implementation of content standard instruction, instructional programs, and resource utilization will be monitored.</p> <ul style="list-style-type: none"> • The SSC council will meet a minimum of 6 times this year to discuss program implementation and current results. • The Leadership Team will meet monthly to discuss school-wide and grade implementation and current results. <p>Additionally, to assure the integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • Grade levels will meet weekly, and incorporate in their discussion how to increase parent participation and effective communication. • Advisory school committees such as PAT, 	Ongoing June 2018	Principal, Assistant Principal, SSC Team Leadership Team Advisory Teams	Meeting materials and supplies		Title I	150.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>ELAC, AVID Site Team, and Wellness Committee will report to SSC on needs and suggestions to improve student outcomes and link activities to parent engagement, as appropriate.</p> <ul style="list-style-type: none"> Communicate with the parents the progress of the school's program effectiveness 						

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: Mathematics
LEA GOAL:
Each student will increase by one proficiency level or maintain met standard or exceeds the standards level in language arts and mathematics. The District school-wide increase goal in Math is 5%.
SCHOOL GOAL #2:
By June 2018, the percent of students including Disadvantaged, Special Needs, Migrant, Foster Youth, Homeless , and GATE students, achieving the standards met or exceeding standards levels on CAASPP and/or District common assessments will increase by 5% (40%). For English Learners, the percent of students achieving the standards met or exceeding standards levels on CAASPP and/or District common assessments will increase by 8% (23%).
Data Used to Form this Goal:
CAASPP, Grade level common assessments, ADAM/ALEKS Diagnostics Assessments, Adopted Curriculum assessments, and/or District mathematics benchmark test results.

Findings from the Analysis of this Data:

Monte Vista student population is struggling with mathematical concepts and procedures skills in measurement and geometry. More specifically, they are struggling with the ability to carry out mathematical procedures with precision and fluency and ability to explain and apply mathematical concepts.

Data supporting this claim:

At the end of the 2017-2018 school year, school-wide 34.8% of students assessed on the CAASPP met standards or exceeded standards overall in Mathematics. The breakdown of scores of those students who met standards or exceeded standards is as follows: Grade 3 - 40.00%; Grade 4 - 27.28%; Grade 5 - 13.33%; Grade 6 - 44.21%; Grade 7 - 48.89% and Grade 8 - 40.00%.

2018 CAASPP Math scores– School Wide 34.4% students met or exceeded standards (increase of 0.68 percentage points), English learners 15.44 (increase of 1.3 percentage points). Every section was higher than the district average. Specifically on Math Claims, our students demonstrate area of strength in Problem Solving and Data Analysis (Below 39.46%, At/Near 45.34%, Above 15.20%), and in Communicating Reasoning (Below 31.37%, At/Near 49.26%, Above 19.36%). Our students demonstrate areas of need in Concepts and Procedures (Below 46.32%, At/Near 29.41%, Above 24.26%). For our English Learners and LTELs, the area of opportunity is in Communicating Reasoning (Below 52.03%, At/Near 42.28%, Above 5.69%), and the areas of great need are in Concepts and Procedures (Below 73.17%, At/Near 20.33%, Above 6.50%) and Problem Solving and Data Analysis (Below 64.23%, At/Near 31.71%, Above 4.07%).

2018 BOY ADAM diagnostic scores- Students in grades 1st-6th demonstrate that Number Sense is an area of strength (emergent 20%, approaching proficient 33.9%, proficient 42.9%, above 3.2%). The areas of need were in Measurement (emergent 46.8%, approaching proficient 34.6%, proficient 17.3%, above 1.4%) and Geometry (emergent 37.6%, approaching proficient 31.6%, proficient 24.7%, above 6.2%). Data shows that in grades 1st and 2nd students start on average at or above grade level. Students in 3rd grade start at slightly below grade level, and students in 4th grade start about half a year behind. Students in 5th grade start one year behind, and students in 6th grade start 1.5 years behind grade level.

Curriculum alignment data for 2017-2018 Mathematics common core assessments indicated that the following percentage of students reached benchmark or above: 68% for grades 3-6 and 59% for grades 7-8.

In 2017-2018, Monte Vista had an overall school average of 52% on mathematics common assessments, indicating that the school needs to continue to support students in applying mathematical concepts and procedures as well as master basic facts.

How the School will Evaluate the Progress of this Goal:

CAASPP, Diagnostic Assessment Results, Common Assessment Results, and Adopted Curriculum assessments

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monte Vista has focused heavily in past years on aligning core curriculum and instruction to the California Common Core State Standards (CCSS). We continue to provide mathematics instruction utilizing a newly adopted Mathematics Program as followed:Monte Vista has focused heavily in past years on aligning core curriculum and instruction to the California Common Core State Standards (CCSS). We continue to provide mathematics instruction utilizing a newly adopted Mathematics Program as followed:</p> <ul style="list-style-type: none"> • CA Math Expressions by Houghton Mifflin Harcourt is the adopted math program for grades TK-5th. • Big Ideas Math by Houghton Mifflin Harcourt is the adopted program for grades 6th-8th. <p>In Mathematics, during the 2018-2019 school year, we plan to focus on concepts and procedures skills in measurement and geometry. More specifically, our students are struggling with the ability to carry out mathematical procedures with precision and fluency and ability to explain and apply mathematical concepts.</p> <p>Professional Development in the area of Mathematics for our staff will be mainly focused on the following, but not limited to:</p>	Ongoing	Principal, Assistant Principal, & Classroom Teachers	Mathematics Professional Development including conferences which address mathematics processes		Title I Part A: Professional Development (PI Schools)	3,000.00
			In-house Training and Planning - teacher extra duty and substitutes		Title I Part A: Professional Development (PI Schools)	3,000.00
			Books and materials to improve teaching practice in Math - Concepts and Procedures		Title I Part A: Professional Development (PI Schools)	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Conceptual Understanding of Mathematics • Robert Kaplinsky’s Empowered Problem Solving Workshop • AVID Strategies (i.e. Costa’s Levels of Thinking and Questioning/DoK) • Thinking Maps & Think Alouds • Effective implementation and monitoring of support programs • Any other topics related to how to best teach geometry and measurement <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • The Robert Kaplinsky’s Empowered Problem Solving Workshop will be offered to for staff in grades 3rd-8th. • Vertical articulation session/s to review diagnostic data and to align grade level commitments. • Administrators will improve in their ability to facilitate grade level data analysis and use information to identify areas of focus. • Teachers in each grade level and Administrators will collaboratively develop a Professional Develop Plan that best 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
meets the needs of each grade level.						
<p>The careful and strategic implementation of the Tk-3rd grades Instructional Framework: SEAL will be part of our plan to support student use of academic language appropriate to their grade level, which in turn will support students in explaining their reasoning when dealing with mathematical problems.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • Grade levels Tk-3rd teachers will meet weekly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective SEAL strategies. • Grade levels Tk-3rd teachers and administrators will collaboratively identify resources and materials that can support our focus on concepts and procedures in geometry and measurement. • Administrators will regularly visit classrooms to observe the implementation of SEAL strategies that support oral language explain development, especially 	Ongoing	Principal, Assistant Principal, & Classroom Teachers	SEAL instructional materials and supplies that support math instruction (See Goal 4)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
as they relate to students' ability to explain and apply mathematical concepts.						
<p>The careful and strategic implementation of the 4th-8th grades Instructional Framework: AVID will be part of our plan.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • AVID teachers in grade levels 4th-8th will meet monthly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective AVID strategies that can support in the area of mathematics. • AVID teachers and administrators will collaboratively identify resources and materials that can support our focus on mathematical concepts and procedures. • Administrators will regularly visit classrooms and AVID tutorial sessions to observe the implementation of AVID strategies that support mathematics. • AVID Elementary teachers will administer AVID assessments and 	Ongoing	Principal, Assistant Principal, & Classroom Teachers	AVID instructional material and supplies that support Mathematics (see Goal 1)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>disaggregate data according to timelines, to inform and drive instruction.</p> <ul style="list-style-type: none"> • Middle School teachers will implement academic support structures and rigorous instructional practices to help ensure AVID Elective and AVID Site Team instruct students to develop deeper levels of understanding in the rigorous core content areas of work. • All AVID teachers will introduce and regularly utilize Costa's level of thinking and questioning in their instruction in the area of mathematics. • Middle School teachers will ensure the regular implementation of Philosophical Chairs and Socratic Seminars, and how these can be implemented into mathematics. • Through student reflection tools, AVID Elementary teachers will identify, define, and hold all students accountable to high academic expectations. • Through the AVID Elective class offered to targeted 7th and 8th grade 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>students, and the AVID Elementary model for grades 4th-6th, effective curriculum and intervention opportunities will be implemented.</p> <ul style="list-style-type: none"> • Incorporate AVID Tutorials twice per week to support daily content-based learning in the classroom, supported by AVID Tutors, with great emphasis on mathematics. • Incorporate AVID Collaborative Study Groups to support further small group interventions of AVID and non-AVID students performing below standards, with emphasis on organizational skills, and math core concepts. 						
<p>Instructional Supports for students at risk in the area of mathematical concepts and procedures will take place inside and outside of the regular instructional time.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • Students will actively engage in the math program that emphasizes in their conceptual understanding of mathematical ideas as per the Mathematics 		Principal, Assistant Principal, Classroom Teachers SST team, Computer tech, & IMC clerk	Materials and supplies for academic interventions, and classroom academic challenges, including manipulatives and Task Performance materials for 3rd-8th at risk students		Title I	1,350.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>standards and Blueprint.</p> <ul style="list-style-type: none"> With the implementation of the CAASPP and the Common Core-Compatible Instructional Framework, conceptual mathematics understanding will be developed through the use of math manipulatives and increasing mathematics vocabulary and language. Emphasis is placed on measurement and geometry. Teachers will identify and/or develop supplemental math resources, specifically in measurement and geometry. <p>Teachers will develop and implement lessons that incorporate strategies such as: modeling, think alouds, Dok/Costa's Level of Thinking and Questioning, and the use of visual aids such as videos and anchor charts.</p> <ul style="list-style-type: none"> Teachers will use of manipulatives for all grade levels, based on student needs. Teachers will provide regularly targeted and strategic in-class intervention and supports to address the needs of students at risk, in the form of centers, small 			Math Supplemental Programs (including software/computer programs) and Test preparation and Task Performance Programs for 3rd-8th at risk students		Title I	3,000.00
			Certificated extra duty for After School Intervention programs for at-risk students		Title I	6,000.00
			Classified extra duty for During and After School small-group Intervention programs for at-risk students		Title I	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>group pull-out, buddy pair up model , etc.</p> <ul style="list-style-type: none"> • Grade levels Tk-8th teachers will meet regularly to identify strengths and weaknesses in student achievement by grade level and collaboratively design instructional supports inside and outside of classroom instruction. • Before, during, and after school small group academic interventions will be in place at minimum twice per year for a period of 6-10 weeks as an extended support for those students at greatest risk. • Teachers will utilize total group, small group and individual assessments as needed. • Allocate available resources to purchase math supplies, materials, and computer software, other web-based instructional applications, videos, audio tape/book sets, and other materials to improve in the area of mathematics concepts and procedures. • Teachers and administrators will collaboratively determine 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>most effective use of additional materials and research-based programs that will benefit all sub-groups for mathematics concepts and procedures. These include but are not limited to the following: Reflex Math, MobyMax, Measuring Up, Big Brainz, Think Central, ADAM, ALEKS, etc.</p> <p>Reflex Math software to be used for grades 1st – 8th in the classroom and computer labs for basic math facts acquisition.</p> <ul style="list-style-type: none"> • Multiplication Math Facts Challenge for 3rd graders will be implemented in the classroom for successful mastering of basic math facts acquisition. Students mastering their math facts will earn a t-shirt. • Teachers will incorporate Performance Task practice materials to support at risk 3rd-8th graders. • Principal and Assistant Principal will work with teachers to ensure that all students, including special education, GATE, and At-Risk, have equal access to educational opportunities addressing math skills development. <p>Test-taking strategies will be taught</p>						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
to assist students.						
<p>In order to successfully address the needs of our students at risk our staff is committed to engage in a Continuous Improvement Cycle, which includes collaboratively planning, implementing, assessing, and reflecting in our practices.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • Use data from diagnostic and benchmark assessments (i.e. ADAM, ALEKS) to identify or create math lessons and activities that meet student needs. • Prioritize, monitor, and coordinate math resources for educator learning in areas of need based on data. • Continue to use grade level standards and data to guide instruction. • Identify strengths and weaknesses in student achievement by grade level. • PLC time will be protected for teachers to collaborate with grade level partners and time will be mainly devoted to review grade level standards. • Teachers and Administrators will 	Ongoing	Principal, Assistant Principal, Classroom Teachers, RSP teacher, Health Clerk, IMC clerk	Extra duty and Substitute expenses for extended grade level collaborative sessions, planning, and data reflection		Title I Part A: Professional Development (PI Schools)	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>collaboratively review and monitor assessments to be given during the appropriate testing windows based on the district assessment calendar and use the results to modify and improve teaching and learning.</p> <ul style="list-style-type: none"> • All grade levels will continue to assess the recently aligned mathematics instruction with grade level standards. • Support collegial learning through PLCs and grade level collaborative sessions. • Utilize data from assessments to modify and improve teaching and learning to better address the mathematics foundational gaps affecting students at risk. • Teachers in grades K-8 will evaluate current data results, map and weigh state content standards, and collaboratively create year-long units of instruction. • Based on student performance data and through data reflection sessions, teachers will evaluate current practices, strategies, and 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>materials and determine how to best meet the needs of all learners, and to create targeted interventions to address the foundational skills gaps.</p> <ul style="list-style-type: none"> • TOSA support will be encouraged and supported in the form of release time for model lessons, data reflection, etc. <p>Provide time and resources to continued staff development in the area of mathematics. This may be done as follows: Staff meetings, grade level meetings, data reflection sessions, and grade level planning of units of study.</p> <ul style="list-style-type: none"> • Teachers will document academic interventions provided to students at risk and will refer them to the SST (Student Study Team) if no academic progress is made within the time of the academic interventions provided in the classroom. The SST will meet to assist teachers and parents with strategies and interventions of identified students. SST will recommend testing for students who do not respond to further formalized interventions. • RSP teacher will assist 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>teachers in implementation of math strategies to increase identified student's success.</p> <ul style="list-style-type: none"> • Computer Lab Technician and Assessment Assistant will assist classroom teachers with ADAM, Reflex Math, Moby Max and other technology Programs and Data Reports. • Computer Lab will be available for assessments, interventions, as well as for instructional class use. • Health Clerk will help support learning by monitoring the health needs of students. • IMC Clerk will inventory all math materials and locate any missing materials. 						
<p>To actively promote Family Engagement and Transitions we support student success through:</p> <ul style="list-style-type: none"> • Family Math Night to help parents develop skills and abilities to support students with math facts and developing conceptual mathematical understanding. • Through a Parent Math Class, parents are exposed to research-based strategies easily applicable to everyday 	Ongoing	Principal, Assistant Principal, Think Together staff Computer Technician Community Liaison	Community Liaison Salary (Included in Goal 1)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>home experiences to support students with conceptual understandings of math foundational topics in measurement and geometry.</p> <ul style="list-style-type: none"> • Monthly Guessing Math Game as part of the Library Family Storytime to support the Alignment of Common Core Math standards by having parents and students learn about measurement and geometry in real world context. • Math-related Museum (i.e. Kids Space /Discovery Cube) Family Trip to establish positive relationships between families, school and community. Parents learn about community resources to engage students in learning. • To support after school participation, the Think Together after school program is provided for students in K-8. Approximately 165-185 students will be served during 2018-2019 school year. • To facilitate the transition of students between schools, the principal, 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>dean of instruction, and 8th grade teachers coordinate the end-of-the-year transition program between Monte Vista and local high schools.</p> <ul style="list-style-type: none"> • To facilitate the transition of students between programs, the principal and Head Start teachers coordinate the end-of-the-year transition activities for incoming students. • Teachers in grades TK-7th will complete placement cards and share mathematics information for transition to the following grade in order to coordinate class make-up, areas of focus, and enhancement of the educational program. • Computer Lab will be available to parents to access math online programs and materials during extended Lab Hours. • Parent meetings will be held monthly to support the academic program. • Community Liaison to conduct parent meetings and follow up with family needs, attendance, and referrals. 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Through the SSC (School Site Council) and School Leadership Team implementation of content standard instruction, instructional programs, and resource utilization will be monitored.</p> <ul style="list-style-type: none"> The SSC council will meet a minimum of 6 times this year to discuss program implementation and current results. The Leadership Team will meet monthly to discuss school-wide and grade implementation and current results. <p>Additionally, to assure the integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> Grade levels will meet weekly, and incorporate in their discussion how to increase parent participation and effective communication. Advisory school committees such as PAT, ELAC, AVID Site Team, and Wellness Committee will report to SSC on needs and suggestions to improve student outcomes and link activities to parent engagement, as appropriate. Communicate with the parents the progress of the school's program effectiveness 	Ongoing	Principal, Assistant Principal, & Classroom Teachers	Parent Education Supplies and materials (see Goal 1) Translator (see Goal 1) Babysitting (see Goal 1)			

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: Writing
LEA GOAL:
Each student will increase by one proficiency level or maintain met the standards or exceed the standards level in language arts and mathematics.
SCHOOL GOAL #3:
All students, including each significant subgroup, will improve their writing skills as measured by local writing prompts based on the genres of writing indicated in the California Common Core Standards for each grade level. The percent of all students in grades TK-8 including Disadvantaged, ELL, Special Needs, Migrant, Foster Youth, Homeless, and GATE attaining met the standard or exceeding the standard level will increase by 5%.
Data Used to Form this Goal:
CAASPP, Ongoing grade TK-8 writing benchmark assessment results, and Diagnostic Online Reading Assessment (DORA) .
Findings from the Analysis of this Data:
Monte Vista student population is struggling with writing. More specifically, In the area of writing, students struggle with organization and maintaining focus on a clear, manageable idea, argument, or thesis. Data supporting this claim: 2017-2018 was the fourth year for the CAASPP. Included in this assessment was a sub-component on Writing. Results from the 2017-2018 CAASPP indicated that 51.1% of all students were at or near standard in the area of writing, while 24.2% were identified as Above Standard. In comparison to our 2014-2015 Baseline CAASPP year, the number of students identified as Above Standard have increased by 9 percentage points while the number of students identified as at or near standard decreased by 4 percentage points. 2017-2018 CAASPP assessment results by claim also indicated that the greatest area of concern for 4th, 6th and 7th graders was writing. 2018 CAASPP ELA scores-- School Wide 52.8% students met or exceeded standards (increase of 0.3 percentage points), English learners 22.95% (decrease of 5.85 percentage points). Every section was higher than the district average. Specifically on ELA Claims, our students demonstrate demonstrate area of need in Writing (Below 25.06%, At/Near 50.61.44%, Above 24.32%). For our English Learners and LTELs, the area of need is in Reading (Below 47.54%, At/Near 51.64%, Above 0.82%) and Writing (Below 48.36%, At/Near 43.44%, Above 8.20%). 2018 BOY DORA diagnostic scores--Students 1st-8th demonstrate that Vocabulary is an area of strength(Above 44.9%, Proficient 36.6%, Emergent 18.6%). The area of need is in Comprehension (Above 34.2%, Proficient 27.4%, Emergent 33.6%).

How the School will Evaluate the Progress of this Goal:

CAASPP, Grade TK-8 writing assessments, constructed response answers, and Diagnostic Online Reading Assessment (DORA).

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monte Vista has focused heavily in past years on aligning core curriculum and instruction to the California Common Core State Standards (CCSS). During the 2018-2019 school year, we plan to focus on the ELA area of reading comprehension, with a long-term goal of fostering writing.</p> <p>Professional Development in the area of Writing for our staff will be mainly focused on the following, but not limited to:</p> <ul style="list-style-type: none"> • AVID Writing Strategies • SEAL Writing Strategies • Thinking Maps • Effective implementation and monitoring of support programs • Any other topics related to improving Writing <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • Teachers in each grade level and Administrators will collaboratively develop a Professional Develop Plan that best meets the needs of each grade level. • Three-four professional development meetings will be devoted to the area of ELA, inclusive of writing. 	Ongoing	Principal, Assistant Principal, Classroom Teachers	In-house Training and Planning - teacher extra duty		Title I Part A: Professional Development (PI Schools)	2,000.00
			Books and materials to improve teaching practice in ELA -Writing		Title I Part A: Professional Development (PI Schools)	450.00
			Professional Development /Conferences in area of Writing		Title I Part A: Professional Development (PI Schools)	2,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Vertical articulation session/s to review diagnostic data and to align grade level commitments. Administrators will improve in their ability to facilitate grade level data analysis and use information to identify areas of focus. 						
<p>The careful and strategic implementation of the Tk-3rd grades Instructional Framework: SEAL will be part of our plan to support student use of academic language appropriate to their grade level.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> Grade levels Tk-3rd teachers will meet weekly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective SEAL strategies that focus on writing. Grade levels Tk-3rd teachers and administrators will collaboratively identify resources and materials that can support our focus on writing. Administrators will regularly visit classrooms 	Ongoing	Principal, Assistant Principal, Tk-3rd Classroom Teachers	<p>SEAL instructional materials and supplies (see Goal 4)</p> <p>Extra duty and Substitute release costs for additional planning, prep, and collaboration for grades on newest years of implementation (see Goal 4)</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>to observe the implementation of SEAL strategies that support the foundational skills related to writing.</p> <ul style="list-style-type: none"> Grade levels Tk-3rd teachers will collaboratively work on the creation and updating of SEAL units. 						
<p>The careful and strategic implementation of the 4th-8th grades Instructional Framework: AVID will be part of our plan.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> AVID teachers in grade levels 4th-8th will meet monthly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective AVID WICOR strategies. AVID teachers and administrators will collaboratively identify resources and materials that can support our focus on writing. Administrators will regularly visit classrooms to observe the implementation of AVID strategies that support writing. 	Ongoing	Principal, Assistant Principal, AVID Site Team 4th-8th AVID Teachers	AVID instructional material and other writing supplies and materials, such as Writing Pads, markers, small white boards, etc. (see Goal 1)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Middle School teachers will implement academic support structures and rigorous instructional practices to help ensure AVID Elective and AVID Site Team instruct students to develop deeper levels of understanding in the rigorous core content areas of work. • All AVID teachers will introduce and regularly utilize Costa's level of thinking and questioning, as precursors for writing. • Middle School teachers will ensure the regular implementation of Philosophical Chairs and Socratic Seminars, as precursors for writing. • Through student reflection tools, AVID Elementary teachers will identify, define, and hold all students accountable to high academic expectations. 						
<p>Instructional Supports for students at risk in the area of ELA foundational skills leading to writing will take place inside and outside of the regular instructional time.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • Teachers will provide regularly targeted and 	Ongoing	Principal Assistant Principal Classroom Teachers	Writing Support programs (including software/computer programs) such as My Access, Measuring Up, Typing Pal, Brain Pop etc.	Title I	1,200.00	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>strategic in-class intervention and supports to address the needs of students at risk, in the form of centers, small group pull-out, buddy pair up model , etc.</p> <ul style="list-style-type: none"> Grade levels Tk-8th teachers will meet regularly to identify strengths and weaknesses in student writing achievement by grade level and collaboratively design instructional supports inside and outside of classroom instruction. Utilize instructional software and web-based instructional applications such as My Access to support student writing. Utilize data from writing assessments to modify and improve teaching and learning. <p>Teachers will team teach during ELD/RTI time to better provide for the individual student’s needs in the area of writing.</p> <ul style="list-style-type: none"> Before, during, and after school small group academic interventions will be in place at minimum twice per year for a period of 6-10 weeks as an extended support for those students at greatest risk. 			Materials and supplies for academic interventions (see Goal 1)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Teachers will utilize total group, small group and individual assessments as needed. Teachers and administrators will collaboratively determine most effective use of additional materials and research-based programs that will benefit all sub-groups for writing skills. These include but is not limited to the following: My Access, Thinking Maps, Write from the Beginning, Scholastics Storyworks, Measuring Up, My Avid Weekly, Typing Pal, BrainPop, etc. 						
<p>In order to successfully address the needs of our students at risk our staff is committed to engage in a Continuous Improvement Cycle, which includes collaboratively planning, implementing, assessing, and reflecting in our practices.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> Prioritize, monitor, and coordinate resources for educator learning in areas of need based on data. Analyze student writing at grade level meetings to determine student needs and determine best teaching practices. Support collegial learning 	Ongoing	Principal, Assistant Principal, Classroom Teachers, SST Team RSP Teacher Computer tech Library Tech	Extra duty and Substitute expenses for extended grade level collaborative sessions, planning, and data reflection		Title I	500.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>through PLCs and grade level collaborative sessions.</p> <ul style="list-style-type: none"> Utilize data from assessments to modify and improve teaching and learning to better address the foundational gaps affecting writing skills of students at risk. TOSA support will be encouraged and supported in the form of release time for model lessons, data reflection, etc. Provide time and resources to continued staff development in the area of writing. This may be done as follows: Staff meetings, grade level meetings, data reflection sessions, and grade level planning of units of study. During collaboration meetings, discuss standards and resources to develop a school-wide plan of action addressing writing across the curriculum. Principal will work with Teachers to determine which writing interventions have the greatest possible benefit to students. Teachers will collaborate 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>on writing strategies and lessons to ensure progress of writing skills.</p> <ul style="list-style-type: none"> Analyze existing materials and resources to develop school-wide writing strategies. <p>Teachers will analyze student writing, discuss results, and adjust instruction to meet the needs of our students.</p> <ul style="list-style-type: none"> Each grade level will develop a format for comparing students writing. Teachers will document academic interventions provided to students at risk and will refer them to the SST (Student Study Team) if no academic progress is made within the time of the academic interventions provided in the classroom. The SST will meet to assist teachers and parents with strategies and interventions of identified students. SST will recommend testing for students who do not respond to further formalized interventions. RSP teacher will assist teachers in implementation of writing strategies to increase identified student's success. Computer Lab Technician 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and Assessment Assistant will assist classroom teachers with MyAccess and other technology Programs and Data Reports.</p> <ul style="list-style-type: none"> Teachers, with administrator support, will coordinate writing opportunities at all grade levels throughout the school year. The activities may include the following: District Writing Test Prompts, in-school essay contests by grade level, student newsletters, etc. 						
<p>To actively promote Family Engagement and Transitions we support student success through:</p> <ul style="list-style-type: none"> To help parents develop skills and abilities to support students with reading and writing at home, we will have a Family Literacy Night. Through our annual Road to College 6th-8th Parent-Student Class, parents and students will be informed about the steps that parents need to take to support their students for high school courses that may lead to college readiness. To support after school participation, the Think Together after school 		Principal, Assistant Principal, Community Liaison				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>program is provided for students in K-8. Approximately 165-185 students will be served during 2018-2019 school year.</p> <ul style="list-style-type: none"> To facilitate the transition of students between schools, the principal, Assistant Principal, and 8th grade teachers coordinate the end-of-the-year transition program between Monte Vista and local high schools. Parent meetings will be held monthly to support the academic program. 						
<p>Through the SSC (School Site Council) and School Leadership Team implementation of content standard instruction, instructional programs, and resource utilization will be monitored.</p> <ul style="list-style-type: none"> The SSC council will meet a minimum of 6 times this year to discuss program implementation and current results. The Leadership Team will meet monthly to discuss school-wide and grade implementation and current results. <p>Additionally, to assure the integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> Grade levels will meet weekly, and incorporate 		SSC and School Leadership Team PAT Team ELAC Team				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>in their discussion how to increase parent participation and effective communication.</p> <ul style="list-style-type: none"> Advisory school committees such as PAT, ELAC, AVID Site Team, and Wellness Committee will report to SSC on needs and suggestions to improve student outcomes and link activities to parent engagement, as appropriate. Communicate with the parents the progress of the school's program effectiveness 						

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: English Language Development
LEA GOAL:
Each English Learner (EL) student will increase by one ELPAC level. The District increase goal for English Learners in ELA is 7% and in Math is 8%.
SCHOOL GOAL #4:
All English Language Learners (ELLs) will achieve academic progress as measured by Title III goals of 100.0% of students being proficient as measured by language arts and mathematics CAASPP assessments. By June 2019, English Learner academic achievement will be measured by Title III AMAO 1 goal of 70% (target 65%) of students being proficient as measured by ELPAC; and at least 30.5% of ELs with 5 years EL designation will be early advanced and/or advanced on the ELPAC as measured by ELPAC for the 2018-19 school year; 100% of student being proficient as measured by language arts and math CAASPP; DORA diagnostic reading online assessment scores in proficiency levels F, G, or H; and show demonstrated growth on the ELD benchmarks. A minimum of 7% of English Learners will be redesignated as Fluent English Proficient (R-FEP) annually.
Data Used to Form this Goal:
Annual ELPAC results, DORA assessment results, Performance in basic skills, reclassification documents and supporting documents, and Ellevation Online ELD Profile Cards

Findings from the Analysis of this Data:

Monte Vista English Language Learner student population is struggling with reading comprehension and writing. More specifically, they are struggling with the ability to infer, synthesize, and evaluate text at grade level. In the area of writing, students struggle with organization and maintaining focus on a clear, manageable idea, argument, or thesis.

Data supporting this claim:

2018 CAASPP ELA scores– School Wide 52.8% students met or exceeded standards (increase of 0.3 percentage points), English learners 22.95% (decrease of 5.85 percentage points). Every section was higher than the district average. Specifically on ELA Claims, for our English Learners and LTELs, the area of strength is Research/Inquiry (Below 34.43%, At/Near 61.48%, Above 4.10%) and Speaking and Listening (Below 32.79%, 63.93%, Above 3.28%) and . Our English Learner and LTELs demonstrate areas of need in Reading (Below 47.54%, At/Near 51.64%, Above 0.82%), Writing (Below 48.36%, At/Near 43.44%, Above 8.20%).

2018 BOY DORA diagnostic scores--Students 1st-8th demonstrate that Vocabulary is an area of strength (Above 44.9%, Proficient 36.6%, Emergent 18.6%). The area of need is in Comprehension (Above 34.2%, Proficient 27.4%, Emergent 33.6%),

Based on past year's data, Monte Vista English Learners were progressing and meeting their AMAO1 and AMAO2 targets. Teachers work collaboratively to level students by proficiency level and team teach ELD/ALD/RTI daily. Constructing Meaning is a strategy implemented as a regular part of the 3rd through 8th grade teachers' instructional day. The use of Thinking Maps and great emphases on oral language development via partner talk routines are part of the designated ELD/ALD/RTI time for all grade levels.

In 2016-2017, Title III Accountability Data showed that 71% of Monte Vista students met their AMAO 1 target of 63.5%. 38% of the students with less than 5 years attained English Language proficiency level and met their AMAO2 target of 26.7%. 63.1% of students with 5 or ore years of EL designation attained English Proficiency targets and met their AMAO target of 54.7%.

In 2015-2016, Title III Accountability Data showed that 67.3% of Monte Vista students met their AMAO 1 target of 62%. 31.1% of the students with less than 5 years attained English Language proficiency level and met their AMAO2 target of 25.5%. 64.7% of students with 5 or ore years of EL designation attained English Proficiency targets and met their AMAO target of 52.8%.

In 2014-15, Title III Accountability Data showed that 63.3% of Monte Vista students met their AMAO 1 target. 25.4% of the students with less than 5 years attained English Language proficiency level and met their AMAO2 target of 24.2%. 66.7% of students with 5 or ore years of EL designation attained English Proficiency targets and met their AMAO target of 50.9%.

How the School will Evaluate the Progress of this Goal:

Annual CELDT/ELPAC, DORA assessment results, reclassification rates, and Ellevation Online ELD Profile Cards.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Monte Vista has focused heavily in past years on aligning core curriculum and instruction to the California Common Core State Standards (CCSS). Most recently, training was focused on learning	- Ongoing	Principal, Assistant Principal, & Classroom Teachers	ELD Professional Development /Training		Title I Part A: Professional Development (PI Schools)	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>about ELPAC and our new monitoring system, called ELlevation. During the 2018-2019 school year, we plan to focus on the Designated ELD area, specifically in the area of reading comprehension and writing.</p> <p>Professional Development in the area of ELD for our staff will be mainly focused on the following, but not limited to:</p> <ul style="list-style-type: none"> • ELlevation Platform • ELPAC • AVID ELD Strategies • SEAL ELD Strategies • Thinking Maps • Effective implementation and monitoring of support programs • Any other topics related to improving DELD in Reading and Writing <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • Teachers in each grade level and Administrators will collaboratively develop a Professional Develop Plan that best meets the needs of each grade level. • Three-four professional development meetings will be devoted to the area of ELA, inclusive of ELD. • Vertical articulation session/s to review diagnostic data and to align grade level 			<p>In-house Training and Planning - teacher extra duty</p> <p>Books and materials to improve teaching practice in ELD</p>		<p>Title I Part A: Professional Development (PI Schools)</p> <p>Title I Part A: Professional Development (PI Schools)</p>	<p>1,500.00</p> <p>483.00</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>commitments.</p> <ul style="list-style-type: none"> Administrators will improve in their ability to facilitate grade level data analysis and use information to identify ELD areas of focus. Instructional Assistants will be provided training in language strategies to impact student achievement during their regular assignment. 						
<p>The careful and strategic implementation of the Tk-3rd grades Instructional Framework: SEAL will be part of our plan to support student use of academic language appropriate to their grade level.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> Grade levels Tk-3rd teachers will meet weekly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective SEAL ELD strategies. Principal will provide teachers with opportunities for grade level articulation to develop, implement SEAL, GLAD strategies, and refine a standards based 	Ongoing	Principal, Assistant Principal, & Classroom Teachers	SEAL instructional materials and supplies		Title I	1,000.00
			Extra duty and Substitute release costs for additional planning, prep, and collaboration for grades on newest years of implementation		Title I Part A: Professional Development (PI Schools)	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>plan for ELL Learners.</p> <ul style="list-style-type: none"> Grade levels Tk-3rd teachers and administrators will collaboratively identify resources and materials that can support ELD. Administrators will regularly visit classrooms to observe the implementation of SEAL strategies that support the ELD foundational skills supporting Reading and writing Grade levels Tk-3rd teachers will collaboratively work on the creation and updating of SEAL units. 						
<p>The careful and strategic implementation of the 4th-8th grades Instructional Framework: AVID will be part of our plan.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> AVID teachers in grade levels 4th-8th will meet monthly, in addition to regularly scheduled staff meetings, to discuss ways to address the foundational gaps of students, discuss student data, and collaborate on effective AVID ELD strategies. AVID teachers and administrators will 	Ongoing	Principal, Assistant Principal, & Classroom Teachers	<p>AVID Tutors for AVID Tutorials (see Goal 1)</p> <p>AVID Collaborative Study Groups, Classified extra-duty costs (see Goal 1)</p> <p>AVID Collaborative Study Groups, Certificated extra-duty costs and sub costs (see Goal 1)</p> <p>AVID instructional material and supplies(see Goal 1)</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>collaboratively identify ELD resources and materials that can support our focus on reading and writing.</p> <ul style="list-style-type: none"> • Administrators will regularly visit classrooms to observe the implementation of AVID strategies that support ELD. • AVID Elementary teachers will administer AVID assessments and disaggregate data according to timelines, to inform and drive instruction, paying close attention to ELLs. • Middle School teachers will implement academic support structures and rigorous instructional practices to help ensure AVID Elective and AVID Site Team instruct students to develop deeper levels of understanding in the rigorous core content areas of work. • Through student reflection tools, AVID Elementary teachers will identify, define, and hold all students accountable to high academic expectations. • Through the AVID Elective class offered to targeted 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>7th and 8th grade students, and the AVID Elementary model for grades 4th-6th, effective curriculum and intervention opportunities will be implemented.</p> <ul style="list-style-type: none"> • Incorporate AVID Tutorials twice per week to support daily content-based learning in the classroom, supported by AVID Tutors. • Incorporate AVID Collaborative Study Groups to support further small group interventions of AVID and non-AVID students performing below standards, with emphasis on organizational skills, and math/ELA core concepts. 						
<p>Instructional Supports for English Language Learners at risk in the areas of reading and writing will take place inside and outside of the regular instructional time.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • Grade levels will determine a grade level time block of 45 minutes during which students are grouped in to ELD/ALD or Response to Intervention groups (RTI). • Teachers will team teach 	Ongoing	Principal, Assistant Principal, & Classroom Teachers	<p>Instructional Support in preparing At-risk EL students for ELPAC testing (i.e. EL Boot Camp) -Classified and/or Certificated Extra Duty -</p> <p>ELD Programs and Materials (including software/computer programs) like Kate Kinsella</p>		Title I	2,000.00
					Title I	250.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>during ELD/ALD/RTI time to better provide for the individual student's needs in the area of oral language development.</p> <p>During ELD/ALD/RTI students will be grouped by ELD and/or reading level. All students will receive the appropriate ELD/ALD/RTI based on their current level of performance.</p> <ul style="list-style-type: none"> Teachers will Incorporate writing, academic vocabulary, and oral language opportunities across all ELD/ALD/RTI levels. Teachers will provide regularly targeted and strategic in-class intervention and supports to address the needs of students at risk, in the form of centers, small group pull-out, buddy pair up model , etc. Meet weekly in collaborative grade level sessions, in addition to the regularly scheduled staff meetings, to discuss the implementation of our alignment process, discuss student data, effective ELD strategies. Teachers will be encouraged to observe ELD teaching demonstrations from colleagues and/or TOSAs. Teaching Staff will meet to 			<p>Certificated extra duty for After School Intervention programs for at-risk students (see Goal 1)</p> <p>Classified extra duty for During and After School small-group Intervention programs for at-risk students (see Goal 1)</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>address the needs of students having difficulty acquiring language proficiency.</p> <ul style="list-style-type: none"> • Before, during, and after school small group academic interventions will be in place at minimum twice per year for a period of 6-10 weeks as an extended support for those students at greatest risk. • A Biliteracy After School Intervention Program will be offered to students and parents to enhance reading and ELD. • Teachers will utilize total group, small group and individual assessments as needed. <p>Allocate available resources to purchase additional support ELD materials.</p> <ul style="list-style-type: none"> • Teachers and administrators will collaboratively determine most effective use of additional materials and research-based programs that will benefit ELD sub-group for reading and writing. These include but is not limited to the following: Kate Kinsella, Imagine Learning, Lexia Core 5, Scholastics Storyworks, Measuring Up, Seesaw , Read 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Naturally, SIPPS, Daily Language Review (DLR), timed-reading fluency practice, Reading Logs, Reading Journals, Readers' Library, Test A-Z, RAZ Kids, My Avid Weekly, etc.						
<p>In order to successfully address the needs of our students at risk our staff is committed to engage in a Continuous Improvement Cycle, which includes collaboratively planning, implementing, assessing, and reflecting in our practices.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> Teachers will study the rubric that determines the different levels of the ELPAC and work together to move ELL students to the next level. <p>Review ELD standards, ELD/ELA Correlation Guide, curriculum materials, ELPAC assessments, ELD online profile cards and Blueprints.</p> <ul style="list-style-type: none"> Utilize data from assessments to modify and improve teaching and learning. Prioritize, monitor, and coordinate resources for educator learning in areas of need based on data. Support collegial learning through PLCs and grade level collaborative sessions. 	Ongoing	Principal, Assistant Principal, Support Staff, Parents	Extra duty and Substitute expenses for extended grade level collaborative sessions, planning, and data reflection (see Goal 1)			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • TOSA support will be encouraged and supported in the form of release time for model lessons, data reflection, etc. • Teachers will document academic interventions provided to students at risk and will refer them to the SST (Student Study Team) if no academic progress is made within the time of the academic interventions provided in the classroom. The SST will meet to assist teachers and parents with strategies and interventions of identified students. SST will recommend testing for students who do not respond to further formalized interventions. • Principal will work with Teachers to determine which language interventions have the greatest possible benefit to students. • Utilize technology software (DORA, English in a Flash, Moby Max Language) and other web-based instructional applications to support vocabulary development and language acquisition. • RSP teacher will assist 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>teachers in implementation of reading strategies to increase identified student's success.</p> <ul style="list-style-type: none"> Computer Lab Technician and Assessment Assistant will assist classroom teachers with DORA, Renaissance and other technology Programs and Data Reports. 						
<p>To actively promote Family Engagement and Transitions we support student success through:</p> <ul style="list-style-type: none"> At minimum 2 parent trainings will be provided on the topic of ELPAC and Reclassification for parents of ELD students. To help parents of ELD students develop skills and abilities to support students with reading, writing, and language development at home, we will have a Family Literacy Night. To reinforce the love of reading among students and the importance of building home libraries among students and parents, we will offer three Reading is Fundamental (RIF) events per year. Through our annual Road to College 6th-8th Parent-Student Class, parents 	Ongoing	Principal, Assistant Principal, Classroom Teachers, and CELDT Coordinator	Parent Conferences, PAT, SSC, PAC supplies.		Title I Part A: Parent Involvement	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>and students will be informed about the steps that parents need to take to support their students for high school courses that may lead to college readiness. This is done through the reading of a book in both English and Spanish.</p> <ul style="list-style-type: none"> To support after school participation, the Think Together after school program is provided for students in K-8. Approximately 165-185 students will be served during 2018-2019 school year. To facilitate the transition of students between schools, the principal, dean of instruction, and 8th grade teachers coordinate the end-of-the-year transition program between Monte Vista and local high schools. <p>To facilitate the transition of students between programs, the principal and Head Start teachers coordinate the end-of-the-year transition activities for incoming students.</p> <ul style="list-style-type: none"> Teachers in grades TK-7th will complete placement cards and share ELD level information for transition to the following grade in order to coordinate class 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>make-up, areas of focus, and enhancement of the educational program.</p> <ul style="list-style-type: none"> • School Library will be available to parents to check out reading materials during extended Library Hours. • Funding will be provided to purchase bilingual library books. • A Biliteracy After School Intervention Program will be offered to students and parents to enhance reading and ELD. • Parent meetings will be held monthly to support the academic program. 						
<p>Through the SSC (School Site Council) and School Leadership Team implementation of content standard instruction, instructional programs, and resource utilization will be monitored.</p> <ul style="list-style-type: none"> • The SSC council will meet a minimum of 6 times this year to discuss program implementation and current results. • The Leadership Team will meet monthly to discuss school-wide and grade implementation and current results. • The ELAC Committee will meet at least 6 times per year to prepare the school-wide EL Intervention Plan. 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Additionally, to assure the integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • Grade levels will meet weekly, and incorporate in their discussion how to increase parent participation and effective communication. • Advisory school committees such as PAT, ELAC, AVID Site Team, and Wellness Committee will report to SSC on needs and suggestions to improve student outcomes and link activities to parent engagement, as appropriate. • ELAC Committee will oversee the School's EL Plan of Interventions and report to SSC recommendations for program improvement. • Communicate with the parents the progress of the school's program effectiveness. 						

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: Non-Academic: Social Emotional Learning
LEA GOAL:
SCHOOL GOAL #5:
Reduce the violence and safety-related behavior and experiences as measured by a 25% reduction in suspension and related Healthy Kids survey questions.
Data Used to Form this Goal:
Swiss PBIS data and Healthy Kids survey
Findings from the Analysis of this Data:
Based on the results from the 2016-2017 Healthy Kids survey, students feel welcome at school; however, they are concerned about bullying and any exposure to drugs outside of the school setting.
How the School will Evaluate the Progress of this Goal:
Swiss PBIS data and number of school suspensions.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Monte Vista has focused in the last four years on learning and begin implementing our Positive Behavior Interventions and Supports (PBIS) framework. During the 2018-2019 school year, we plan to focus on Social Emotional Learning (SEL) by teaching students conflict-resolution skills.</p> <p>Professional Development in the area of SEL for our staff will be mainly focused on the following, but not limited to:</p>		Principal, Assistant Principal PBIS Coach	In-house Training and Planning - certificated extra duty		Title I	1,000.00
			In-house Training and Planning - classified extra duty		Title I	375.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> • Conflict Resolution Strategies • Awareness training for certificated staff on students with high social/emotional needs • PBIS Tier 2 Interventions and Supports Plan • ODRs • Responding to students with SEL needs • Effective implementation and monitoring of support programs • Any other topics related to conflict resolution and PBIS <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • Teachers in each grade level and Administrators will collaboratively discuss strategies to teach appropriate behavioral expectations. • At least 2 professional development meetings will be devoted to the area of SEL/PBIS. • Campus Monitors will be provided training in PBIS strategies and processes. • Incorporate PBIS/SEL PD onto month classified staff meetings. • Continue fostering the development and execution of procedures/lessons for teaching behavioral 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
expectations in the classroom.						
<p>The careful and strategic implementation of our Behavioral Framework: PBIS in Tier 1 will be part of our plan to support the use of appropriate, expected behavior for all students.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> • PBIS Team Tier 1 will meet monthly to discuss ways to address the behavioral gaps of students, discuss student SWIS data, and collaborate on effective PBIS/SEL strategies. • PBIS Tier 1 Team and administrators will collaboratively identify resources and materials that can support our focus on conflict resolution. • With input from staff and students, a PBIS rewards system will be created and implemented. • The PBIS and PeaceBuilders program will continue with a monthly principle of focus. Students will be rewarded for positive behavior at monthly assemblies. Additional implementation of the program will be added based on school need. 	Ongoing	Principal, Assistant Principal, PBIS Coach PBIS Team Classroom Teachers Campus Monitors	PBIS/SEL materials and supplies (PBIS rewards)		Title I	150.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Update positive school-wide behavioral expectations to target students at-risk Refine Office Data Referral system (ODR) that includes minor and major offenses. 						
<p>The careful and strategic planning and initial implementation of our Behavioral Framework: PBIS in Tier 2 will be part of our plan to support those students who do not successfully respond to our Tier 1 level of interventions and rewards.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> PBIS Team Tier 2 will meet monthly to discuss ways to address the behavioral gaps of students, discuss student SWIS data, and collaborate on effective PBIS/SEL strategies. PBIS Team Tier 2 will meet monthly to develop a Tier 2 plan of interventions and supports that focuses on at least two behavior strategies to support students at risk. PBIS Tier 2 Team and administrators will collaboratively identify resources and materials that can support our focus on conflict resolution. 		Principal, Assistant Principal, PBIS Coach PBIS Tier 2 Team Classroom Teachers				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Instructional Supports for students at risk in the area of conflict resolution skills will take place inside and outside of the regular instructional time.</p> <p>To assure integrity of our process, we will ensure the following:</p> <ul style="list-style-type: none"> Teachers will provide regularly targeted and strategic in-class behavior intervention and supports to address the needs of students at risk. Before, during, or after school small group behavior interventions (PBIS Tier 2) will be in place for those students at greatest risk. Allocate available resources to purchase additional SEL/PBIS materials, videos, audio tape/book sets, and other materials to improve conflict resolution. Teachers and administrators will collaboratively determine most effective use of additional materials and research-based programs that will benefit all sub-groups for reading comprehension. These include but is not limited to the following: Second Step Curriculum and PATHS Curriculum. 	Ongoing	Principal, Assistant Principal, PBIS Coach PBIS Tier 1 & 2 Teams Campus Monitors	Academically and behaviorally linked Materials and supplies for behavior interventions		Title I	200.00
			Certificated extra duty for After School Intervention programs for at-risk student		Title I	1,000.00
			Classified extra duty for During and After School small-group Intervention programs for at-risk students		Title I	1,000.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<ul style="list-style-type: none"> Library Tech assists students in research, choosing literature related to positive behavior skills and traits. 						
<p>In order to successfully address the needs of our students at risk our staff is committed to engage in a Continuous Improvement Cycle, which includes collaboratively planning, implementing, assessing, and reflecting in our practices.</p> <ul style="list-style-type: none"> To assure integrity of our process, we will ensure the following: Identify the conflict resolution/PBIS Tier 2 strategies needed for our school site. Prioritize, monitor, and coordinate resources for educator learning in areas of need based on data. Support collegial learning through PLCs and grade level collaborative sessions. Utilize behavior data like SWIS, AERIES, and Healthy Kids Survey to modify and improve teaching and learning to better address the foundational behavioral gaps affecting conflict resolution of students at risk. The Tier 2 Team and/or SST will meet to assist teachers and parents 	ongoing	Principal, Assistant Principal, PBIS Coach PBIS Tier 1 & 2 Teams Whole Staff				

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>with strategies and interventions of identified students. SST will recommend testing for students who do not respond to further formalized interventions.</p> <ul style="list-style-type: none"> School Counselor will assist teachers in implementation of PBIS strategies to increase identified student's success. 						
<p>To actively promote Family Engagement and Transitions we support student success through:</p> <ul style="list-style-type: none"> To support parent understanding of the value of addressing behavior with positive, proactive interventions rather than punitive reactive ones, we provide an annual PBIS Kick-off Event. Parents will learn about the school's PBIS Matrix of Expectations and will receive training on how to develop a PBIS Home Matrix. Through a 4 parent class series, parents will learn how to support and teach children at home on strategies to resolve conflict peacefully. Students and parents will celebrate accomplishments in the 	Ongoing	Principal, Assistant Principal, PBIS Coach, Community Liaison, Library Tech	Materials for parent meetings, events, and trainings as they related to PBIS and SEL		Title I Part A: Parent Involvement	200.00

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>area of social/emotional development and they will learn practical ways to demonstrate kindness towards themselves and those around them, with a schoolwide culminating “Sprinkle Kindness Like Confetti” Kindness Carnival event.</p> <ul style="list-style-type: none"> • To support after school participation, the Think Together after school program is provided for students in K-8. Approximately 165-185 students will be served during 2018-2019 school year. • To facilitate the transition of students between schools, the principal, dean of instruction, and 8th grade teachers coordinate the end-of-the-year transition program between Monte Vista and local high schools. • To facilitate the transition of students between programs, the principal and Head Start teachers coordinate the end-of-the-year transition activities for incoming students. • Teachers in grades TK-7th will complete placement cards and share behavior 						

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>information for transition to the following grade in order to coordinate class make-up, areas of focus, and enhancement of the non-educational program.</p> <ul style="list-style-type: none"> • School Library will be available to parents to check out reading materials focused on positive behaviors/conflict resolution during extended Library Hours. • Parent meetings will be held monthly to support the academic program. 						

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
	Title I	135,940.00
	Title I Part A: Parent Involvement	6,378.00
	Title I Part A: Professional Development (PI	34,899.00

Summary of Expenditures in this Plan

Total Expenditures by Funding Source

Funding Source	Total Expenditures
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Title I Part A: Parent Involvement	6,378.00
Title I Part A: Professional Development (PI Schools)	34,899.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	140,859.00
Goal 2	18,850.00
Goal 3	6,150.00
Goal 4	7,433.00
Goal 5	3,925.00

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
Glenda Giron	X				
Steve Macias				X	
Daniel Medina				X	
Maria Salgado				X	
Amanda Velazquez				X	
Patricia Fierros				X	
Isabel Santiago			X		
Connie Ruvalcaba		X			
Carmen Cortez		X			
Ana Gomez		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.

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	State Compensatory Education Advisory Committee	_____ Signature
X	English Learner Advisory Committee	_____ Signature
	Special Education Advisory Committee	_____ Signature
	Gifted and Talented Education Program Advisory Committee	_____ Signature
	District/School Liaison Team for schools in Program Improvement	_____ Signature
	Compensatory Education Advisory Committee	_____ Signature
	Departmental Advisory Committee (secondary)	_____ Signature
X	Other committees established by the school or district (list): School Leadership Team	_____ 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 11/15/18.

Attested:

Glenda Giron		
Typed Name of School Principal	Signature of School Principal	Date

Steve Macias		
Typed Name of SSC Chairperson	Signature of SSC Chairperson	Date

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**):

<p>X State Compensatory Education Advisory Committee</p>	<p>Signature</p> <p><i>Mania D. Alvarez</i></p> <p>Signature</p>
<p>X English Learner Advisory Committee</p>	<p>Signature</p>
<p>Special Education Advisory Committee</p>	<p>Signature</p>
<p>Gifted and Talented Education Program Advisory Committee</p>	<p>Signature</p>
<p>District/School Liaison Team for schools in Program Improvement</p>	<p>Signature</p>
<p>Compensatory Education Advisory Committee</p>	<p>Signature</p>
<p>Departmental Advisory Committee (secondary)</p>	<p>Signature</p>
<p>X Other committees established by the school or district (list):</p> <p>School Leadership Team</p>	<p>Signature</p>

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.
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Attested:

<p>Glenda Giron</p> <hr style="border: 0; border-top: 1px solid black;"/> <p style="font-size: small;">Typed Name of School Principal</p>	<p style="text-align: center;"></p> <hr style="border: 0; border-top: 1px solid black;"/> <p style="font-size: small; text-align: center;">Signature of School Principal</p>	<p style="text-align: center;">11/15/2018</p> <hr style="border: 0; border-top: 1px solid black;"/> <p style="font-size: small; text-align: center;">Date</p>
<p>Steve Macias</p> <hr style="border: 0; border-top: 1px solid black;"/> <p style="font-size: small;">Typed Name of SSC Chairperson</p>	<p style="text-align: center;"></p> <hr style="border: 0; border-top: 1px solid black;"/> <p style="font-size: small; text-align: center;">Signature of SSC Chairperson</p>	<p style="text-align: center;">11-15-18</p> <hr style="border: 0; border-top: 1px solid black;"/> <p style="font-size: small; text-align: center;">Date</p>