

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Monte Vista School	19-64816-6020762	December 16, 2021	January 14, 2021

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### Schoolwide Program

Through our school's vision of "Empowerment through High Expectations, Achievement, and Respect," the purpose of our Single Plan for Student Achievement (SPSA) is to improve academic outcomes for all students but principally directed to our lowest-achieving students demonstrated through meeting academic grade level California Common Core standards. 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: differentiated instruction, high academic vocabulary building, comprehensive school-wide writing plan, technology integration in the classroom, hands-on learning experiences, academic counseling, and SEL/behavior interventions.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Monte Vista school takes a continuous improvement cycle model to effectively meet the ESSA requirements in full alignment with our district's Local Control and Accountability Plan. This model requires careful planning, implementation, assessment, and reflection of our practices. The key areas covered in our SPSA are: Staff Professional Development, Focused Incorporation of our two main Educational Frameworks (Sobrato Early Academic Language SEAL in grades Tk-3rd and Advancement Via Individual Determination AVID in grades 4th-8th), Instructional Supports for students not meeting grade-level standards, Family Engagement, and Stakeholder involvement through our School Site Council (SSC).

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

1. High Expectations and a Growth Mindset
2. Safe and Nurturing Environment in which Proper Behavior is the Norm
3. Promotion of Parent Engagement, Involvement, and Linked Learning
4. College Readiness School Culture

Our school's plan closely reflects and aligns with our District's LCAP Goals:

I: Academic Success for All Students

Each student will be provided high-quality learning and enriching, hands-on experiences through a broad course of study and full implementation of the California State Standards.

II: English Learner, Foster Youth, and Special Education/English Learner Student Success

Each specially identified learner will become English proficient and academically successful.

III: Supports for Learning

Each student will be provided a safe, well maintained, and social-emotionally supportive learning environment through a multi-tiered system of supports.

IV: Family and Community Partnerships

All families feel welcome at their students' schools, and engaged in their students achievement, building family capacity to support and advocate for their children.

Monte Vista is following the Mountain View District Common Core Compatible Instructional Framework as we continue to implement the California Common Core State Standards (CCSS).

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# 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).

Toward the end of the 2019-2020 school year and due to the lack of 2020 CAASPP data caused by the COVID-9 pandemic, teachers and administrators conducted a partial review of our existing needs assessments process using a 4R data reflection protocol. Here are the summary of the updated reflection results:

**RESEARCH:** Based on preliminary CAASPP ELA data, scores are low in writing and listening. Research and Inquiry are a strength with our school scoring above district-wide results in all areas. Based on preliminary CAASPP Math data, the problem solving & modeling and data analysis claims are areas of need. Based on January 2020 ADAM diagnostic tool results, Measurement & Geometry continue to be areas of need. In ELD, R-FEPs are having equal or higher success than English-only students; however, long-term ELLs continue to show the lowest level of achievement in CAASPP. No ELPAC results were available to research yet. In the area of school climate and behavior, the suspension rate has increased by 0.7%, there has also been an increase in classroom behaviors, and based on SWIS PBIS data, more behavior issues take place before school breaks (holidays). The highest behavior problem is when students are waiting in line unsupervised or minimally unsupervised. The 2019 California Dashboard show promising results in the academic areas of Mathematics and English Language Arts and the greatest need for improvement in suspension rate. In Mathematics, the groups All Students, Homeless, and Socioeconomically Disadvantaged moved from Orange (Very Low Level) to Green while the English Learners and Hispanic groups moved from Yellow to Green. The only group with no growth (maintained the Yellow level) was the Students with Disabilities group. Overall we had an increase of 13.9 percentage points from last year and Monte Vista students are currently 18.1 away from from the lowest possible score for Standard Met. In Language Arts, the groups All Students, Homeless, and Hispanic maintained Green level (Standards met) while the Socioeconomically Disadvantaged and English Learners groups moved from Yellow to Green. The only group with decreased growth was the Students with Disabilities group as they moved down from Yellow to Orange. Overall we had an increase of 9.6 percentage points from last year and Monte Vista students are currently 8.3 points above the Standard. In the state indicator of Chronic Absenteeism, Monte Vista students maintained all applicable groups at Green level with only 0.8% of students chronically absent and with a decline of 1.7% from last year. The greatest area of need from our 2019 California Dashboard is on school's Suspension Rate with 2.9% of our students suspended at least once and a 0.5% increase in suspension rate from last year.

**RECALL (Observed conditions of learning):** Implementation of the Wonders Curriculum, teachers were challenging students, grade level teams were paying attention to cohorts, one-to-one technology access school-wide, Students in grades 3rd-8th had increased practice with IABs, allocation of more time for ELD, teachers were provided several ELD trainings this past year (both related to ELA/Math), having students reclassified before getting to Jr. high, having PBIS in place, there was minimal resources to address to Tier 2 level of intervention (CICO), some behavior contracts were in place for Tier 2 students, all staff were provided with a Social Emotional PD by our school psychologist, and there was inconsistent review of PBIS matrices and SWIS data.

REFLECT: Listening and Speaking skills continue to be a weakness for students. Writing is not consistently being utilized. Targeted IABs usage across the grades was not consistent. There was an increase in scores in Mathematics state test with exception of one grade. There seems to be weak foundational skills and applications being taught for mathematics, and a lack of opportunities to repeat and build on the skills taught. Having students reclassified before getting to Jr. high is a focus. ELPAC expectations are higher. High School reclassification criteria is different (no math grades). Counting Math scores may be keeping students from reclassifying. Teachers are more consistent with filling ODRs. There is a perception by our staff of inconsistency and lack of buy-in with PBIS. The staff believes that we have a "Hands On" policy in place but is not consistently enforced.

RESPOND (next actionable steps): Focus on writing and listening skills. Collect writing samples to share with grade levels. Staff needs to truly familiarize with and focus on teaching the standards and not just follow the textbook. Build on students' foundational skills with opportunities to practice fluency and word problems. Addressing ELD at earlier grade levels to be able to reclassify students before they get to Jr. high. Students need to get a C or better to reclassify. Review of Expectations on a regular basis. Review PBIS videos. Review management in classroom. Teachers to pick up students on time from lines. Campus monitors to be ready a few minutes before breaks. Jr. high students not to be sent to line up too early (3 minutes of wasted, potential time). Giving a refresher training for all involved in supervision.

Hence, for the school year 2020-2021, teachers are in agreement with the following implementation: The overall school academic focus will continue to be on teaching to the best extend possible, the writing process in all grade levels and provide ongoing opportunities for students to practice writing despite the challenges of distance learning. Continue with implementation of standards-focused instruction with the utilization of district-adopted materials as well as supplementary online 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 during the in-person instruction phase and for at least 30 minutes during the distance learning phase of instruction. In mathematics, explicit direct instruction of mathematical concepts and procedures and problem solving strategies will be the focus, with especial emphasis on geometry and measurement. In the area of climate and behavior, a more consistent classroom teaching of expected behaviors, and a consistent school-wide implementation of a Tier 2 system will be the focus. While on the Distance Learning phase of instruction, we will focus on a school-wide campaign to encourage respect and digital citizenship through a "Manners Matter at Monte Vista" campaign.

The last fully administered parent survey at Monte Vista was the Districtwide LCAP Parent Survey in May 2019. 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 2019-2020 PAC Meetings. However, due to the challenges faced with virtual PAC Parent meetings, 2020-2021 PAC parent attendance has been greatly affected. With that in mind, For the school year 2020-2021, participating parents continue to be excited and enthusiastic about the following: There are numerous opportunities for school-wide positive student recognition and engagement distance learning challenges. Parents are very interested in their children's academic, social, and emotional development and want to learn more technology-related skills to help their children with distance learning. Parents want to learn 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.

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 four years ago. During the year, students will continue to review the principles of character and social responsibility via our PeaceBuilders character education program. For the 2020-2021 school year, Monte Vista is continuing the implementation of a consistent and sustainable PBIS framework in Tier 1 and redefining Tier 2 behavioral interventions. There will also be a school-wide focus on building positive relationships to resolve conflict with peers in order to better promote Monte Vista as a PBIS 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 Monthly College Theme Spirit Day assemblies, and through the display of college flags outside of every classroom and cafeteria. We also offer a Road to College parent-student series for grades 6th through 8th. During the Distance Learning phase of Instruction, we have implemented a weekly Spirit Day on Fridays in which students, staff, and community are encouraged to wear specific outfits to their virtual classrooms.

Monte Vista Elementary 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. The School follows the uniform complaint procedures when addressing alleged unlawful discrimination, harassment, intimidation, and bullying against any protected group as identified under Education Code 200 and 220 and Government Code 11135 including actual or perceived sex, sexual orientation, gender, gender identity or expression, or genetic information; race, ancestry, national origin, color, or physical or mental disability, or on the basis of a person's association with a person or group with one or more actual or perceived characteristics in any District/School program or activity that receives or benefits from any State financial assistance.

In summary, Monte Vista School is a Title 1 school-wide project site. All-State and federal programs will be coordinated to meet these goals. All teachers meet ESEA's highly qualified teacher status. All instructional assistants meet ESEA requirements.



## **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**

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. 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.



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. 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.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

25 of 25 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.

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.

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. To support the need for our three-phase model of instruction due to the COVID-19 pandemic, most of our staff development will now be embedded with technology integration opportunities that include Schoology, Google, Seesaw, and Learning Ally.

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 2020-2021 school year, we have been assigned 50% of a district TOSA to support our school-wide focus on technology integration to support our distance learning model of instruction. In addition, we will continue developing writing process skills, which will include RACER strategy, Note Taking, and DoKs. 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, explicitly teaching word problem strategies, 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.

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 has taken place for several years on a quarterly basis.

## Teaching and Learning

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.

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.

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.

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.

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 SIPPS, Lexia, Imagine Learning, Measuring Up, Moby Max, Reflex Math, Next GenMath, 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**

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.

## Evidence-based educational practices to raise student achievement

In order to successfully address the needs of our students at risk, our staff is committed to engaging 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 Engagement

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, Parent ESL Classes, AVID Parent Academy, 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.

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 annual goals aligned to our schools Focus on Learning Plan 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

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.

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.

# Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

As part of our continuous improvement cycle model, the School Site Council (SSC) has full authority over the development, implementation, review, and assessments of our annual school plan. The SSC meets monthly and at least six times per year to collaboratively engage in learning and discussion on topics such as needs assessments, activities/auxiliary program effectiveness, data analysis, funding allocation, etc. The SSC regularly consults the school's Leadership team composed of teacher representatives per grade level, a dedicated AVID representative, a dedicated Classified staff, and the site administrators. For matters related to our English Learner student population, the SSC consults the school's English Learner Advisory Committee. 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. Due in part to the lack of 2020 CAASPP data and the implementation of our school district's three-phase model of instruction, the SSC has decided to continue the same activities and strategies from last year's plan for the 2020-2021 school year and with very minimal changes until reliable state data is once again available.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on the updated review of our most recent needs assessment, we have determined two main resource inequities for our students:

1) Access to Meaningful After School Academic Interventions and Supports: This identified challenge is twofold. On the one hand, despite funding being allocated to after school programs and the data-based identification of students for these targeted supports, the students who need the most support do not show up to the after school interventions. On the other hand, we have very few certificated staff available/interested in providing extra-duty academic interventions after their regular work schedules. Both of these challenges have been exacerbated due to the current COVID-19 pandemic. To address this resource inequity, we plan to allocate funding to hire a temporary intervention teacher to provide interventions during school hours (asynchronous time during the Distance Learning Phase of Instruction). To encourage older at-risk students to attend after-school academic interventions, we plan to incorporate a mentoring component to our academic interventions.

2) Connectivity Issues and Technology Support during Distance Learning Phase of Instruction: In recent years, our school has increasingly extended the services and hours of our computer lab and library as well as offered parent technology trainings. With the current distance learning phase of instructional model for the 2020-2021 school year, we have observed an increased level of disparities based on socioeconomic status when it comes to accessing virtual classes from home. In response to this access challenge we have deployed since the spring of 2019 over 400 computer

devices and 250 wifi hotspots. These efforts have not solved the challenges faced by families with multiple children sharing a single hotspot and parents lacking basic technology skills, especially those with younger students who require further guidance and support during virtual instruction. To further address connectivity issues, we plan to set up a Chromebook loan system for parents so they can participate in parent education trainings focused on improving their technology skills and how to best support their children with distance learning at home.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	%	0.16%			1
Asian	4.06%	3.81%	4.4%	28	24	27
Filipino	%	%	0%			0
Hispanic/Latino	95.94%	95.71%	94.63%	661	603	581
Pacific Islander	%	%	0%			0
White	%	0.16%	0.49%		1	3
Two or More Responses	%	%	0.33%			0
Not Reported	%	0.32%	0%		2	2
<b>Total Enrollment</b>				689	630	614

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	91	82	90
Grade 1	81	65	60
Grade 2	96	76	62
Grade 3	59	89	76
Grade 4	91	53	80
Grade 5	78	86	51
Grade 6	92	72	87
Grade 7	45	65	46
Grade 8	56	42	62
<b>Total Enrollment</b>	689	630	614

### Conclusions based on this data:

- Over a three-year span, our student enrollment has been decreasing at a decreasing rate with the highest decrease observed from 2017-2018 to 2018-2019 with an 8.6% decrease and then slowing down the following year at a 2.5% decrease rate. Since 2017-2019 we have lost 75 students, following our school district's trend of declining enrollment.
- Student enrollment by subgroup data confirms that our largest subgroup is Hispanic; however, this is the subgroup that has experienced the greatest decline in enrollment since the past three years (loss of 80 students from 2017-



2018 to 2019-2020 enrollment data). The Asian subgroup has remained small but stabled in the past three years (4.09% of the student population).

3. Student Cohort data from the last three years demonstrates that our student cohort population has remained relatively stable from year-to-year, which indicates that in general terms students enrolled at Monte Vista remain at our school for the rest of their elementary school years. The exception is the 6th grade cohorts but this is based on the model we have set at Monte Vista for Junior High that only allows us to keep two incoming 7th grade classes.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners		262	240		41.6%	39.1%
Fluent English Proficient (FEP)		111	110		17.6%	17.9%
Reclassified Fluent English Proficient (RFEP)		38	27		12.4%	10.3%

### Conclusions based on this data:

1. Our English Learner student population has seen a decreased of 2.5 percentage points in a span of two years, reflecting the declining enrollment trend our school district's is experiencing.
2. The percentage of Fluent English Proficient students has remained constant despite the decreased in the overall English Learner student population, indicating that attrition in this subgroup is very minimal.
3. The Reclassified Fluent English Proficient student population has suffered a greater lost in enrollment (11 students from 2018-2019 to 2019-2020) with a decreased of 2.1 percentage points. Further analysis of this data is needed to look for trends and the reasons for this decline.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	55	87	94	55	87	94	55	87	100	100	100
Grade 4	82	88	50	82	88	50	82	88	50	100	100	100
Grade 5	88	76	84	88	75	83	88	75	83	100	98.7	98.8
Grade 6	76	95	67	76	95	67	76	95	67	100	100	100
Grade 7	59	46	64	59	46	64	59	46	64	100	100	100
Grade 8	64	55	42	64	55	40	64	55	40	100	100	95.2
All	463	415	394	463	414	391	463	414	391	100	99.8	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2424.	2408.	2445.	23.40	16.36	34.48	32.98	18.18	17.24	15.96	38.18	21.84	27.66	27.27	26.44
Grade 4	2454.	2472.	2448.	20.73	21.59	20.00	19.51	38.64	20.00	26.83	14.77	22.00	32.93	25.00	38.00
Grade 5	2477.	2478.	2473.	11.36	13.33	12.05	30.68	21.33	30.12	26.14	33.33	19.28	31.82	32.00	38.55
Grade 6	2557.	2536.	2571.	18.42	13.68	28.36	50.00	45.26	41.79	23.68	22.11	22.39	7.89	18.95	7.46
Grade 7	2570.	2569.	2581.	15.25	17.39	20.31	52.54	52.17	45.31	20.34	19.57	14.06	11.86	10.87	20.31
Grade 8	2555.	2570.	2580.	14.06	9.09	10.00	26.56	49.09	42.50	37.50	32.73	40.00	21.88	9.09	7.50
All Grades	N/A	N/A	N/A	17.49	15.46	21.99	34.56	37.20	31.71	24.62	25.85	21.99	23.33	21.50	24.30

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.28	14.55	31.03	45.74	52.73	44.83	32.98	32.73	24.14
Grade 4	20.73	20.45	20.00	51.22	52.27	42.00	28.05	27.27	38.00
Grade 5	18.18	17.33	12.05	50.00	48.00	49.40	31.82	34.67	38.55
Grade 6	26.32	17.89	32.84	65.79	61.05	55.22	7.89	21.05	11.94
Grade 7	27.12	17.78	28.13	59.32	68.89	46.88	13.56	13.33	25.00
Grade 8	26.56	20.00	27.50	39.06	56.36	47.50	34.38	23.64	25.00
All Grades	22.89	18.16	25.06	51.62	55.93	47.83	25.49	25.91	27.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.21	14.55	24.14	47.87	47.27	49.43	31.91	38.18	26.44
Grade 4	18.29	28.41	20.00	52.44	50.00	44.00	29.27	21.59	36.00
Grade 5	11.36	20.00	21.69	56.82	50.67	50.60	31.82	29.33	27.71
Grade 6	31.58	34.74	32.84	53.95	38.95	56.72	14.47	26.32	10.45
Grade 7	28.81	24.44	39.06	55.93	66.67	46.88	15.25	8.89	14.06
Grade 8	10.94	14.55	17.50	56.25	65.45	72.50	32.81	20.00	10.00
All Grades	19.87	24.21	26.34	53.56	51.09	52.17	26.57	24.70	21.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	20.21	23.64	25.29	62.77	61.82	62.07	17.02	14.55	12.64
Grade 4	12.20	14.77	16.00	62.20	68.18	64.00	25.61	17.05	20.00
Grade 5	12.50	6.67	10.84	64.77	64.00	62.65	22.73	29.33	26.51
Grade 6	23.68	17.89	31.34	65.79	69.47	56.72	10.53	12.63	11.94
Grade 7	23.73	11.11	18.75	66.10	75.56	68.75	10.17	13.33	12.50
Grade 8	12.50	12.73	15.00	75.00	74.55	67.50	12.50	12.73	17.50
All Grades	17.28	14.53	19.95	65.66	68.52	63.17	17.06	16.95	16.88

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	28.72	18.18	37.93	48.94	54.55	44.83	22.34	27.27	17.24
Grade 4	24.39	29.55	20.00	47.56	55.68	48.00	28.05	14.77	32.00
Grade 5	17.05	12.00	13.25	53.41	60.00	53.01	29.55	28.00	33.73
Grade 6	36.84	30.53	40.30	57.89	54.74	52.24	5.26	14.74	7.46
Grade 7	25.42	46.67	40.63	66.10	48.89	42.19	8.47	4.44	17.19
Grade 8	21.88	25.45	25.00	54.69	67.27	62.50	23.44	7.27	12.50
All Grades	25.70	26.39	29.92	54.00	56.90	49.62	20.30	16.71	20.46

**Conclusions based on this data:**

1. There are no 2020 CAASPP scores available because state law suspended the administration of the annual CAASPP summative testing for the 2019-2020 school year due to the COVID-19 pandemic. 2018-2019 was the fifth 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 53.45% of Monte Vista's students assessed in the area of Language Arts met or exceeded the standards, an increase of only 0.8 percentage points from the previous year and an overall increase of 11.91 percentage points from the 2014-2015 CAASPP baseline year. For English learners 23.77% met or exceeded the

standards, an increase of 0.82 percentage points percentage points from the previous year. This demonstrates that we did not meet our ELA goal from last year and that further need to place strategic time, efforts, and resources is much needed for this school year.

Every section was higher than the district average and above the state average by 2.6 percentage points and 11.1 percentage points for ELLs. The grade levels with the higher levels of students exhibiting academic success were grades 6th (68.65% met or exceeded standards) and 7th (65.62% met or exceeded standards). Students exhibited the least academic success in 4th grade (40% met or exceeded standards) and 5th grade (42% met or exceeded standards).

3. Further, by grade, CAASPP ELA Claim Analysis demonstrates that students in grades 4th and 5th had the lowest achievement levels. In contrast, students in grades 6th and 7th had the highest levels of overall academic achievement.

Specifically on ELA Claims, our students demonstrate relative areas of strength in Research/Inquiry (Below 20.46%, At/Near 49.62%, Above 29.92%) and Listening (Below 16.88%, At/Near 63.17%, Above 19.95%). Our students demonstrate areas of need in Reading (Below 27.11%, At/Near 47.83%, Above 25.06%) and Writing (Below 21.99%, At/Near 52.94%, Above 25.06%). For our English Learners and LTELs, the area of relative strength is Listening (Below 31.97%, At/Near 63.93%, Above 4.10%) and Writing (Below 36.07%, At/Near 52.46%, Above 11.48%). Our English Learners and LTELs demonstrate areas of need in Reading (Below 48.36%, At/Near 48.36%, Above 3.28%) and Research/Inquiry (Below 40.16%, At/Near 50.0%, Above 9.84%).

2020 BOY DORA diagnostic scores- School-wide, students in all grades demonstrate that their main area of concern is in Comprehension (Emergent 39.2%, Proficient 27.4.1%, Above 33.3%); while the area of strength is in Vocabulary (Emergent 9.3%, Proficient 32.9%, Above 57.7%). When disaggregating data, students in grades kinder through 5th demonstrate Phonics as a secondary area of concern, except for 1st grade having Word Recognition as their primary area of concern and Comprehension as their secondary area of concern. Students in 6th and 7th grades show that Vocabulary is a secondary area of concern and their areas of strength are High-Frequency Words and Word Recognition. Students in 8th grade show Vocabulary as their primary area of concern, followed by Vocabulary and High-Frequency Words and Phonics as their strength areas.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	55	87	94	55	87	94	55	87	100	100	100
Grade 4	82	88	51	82	88	51	82	88	51	100	100	100
Grade 5	88	76	85	88	75	84	88	75	84	100	98.7	98.8
Grade 6	76	95	68	76	95	68	76	95	68	100	100	100
Grade 7	59	46	64	59	45	64	59	45	64	100	97.8	100
Grade 8	64	55	42	64	55	41	64	55	41	100	100	97.6
All	463	415	397	463	413	395	463	413	395	100	99.5	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2425.	2408.	2435.	14.89	7.27	18.39	34.04	32.73	32.18	23.40	23.64	21.84	27.66	36.36	27.59
Grade 4	2447.	2450.	2464.	9.76	10.23	9.80	17.07	17.05	29.41	37.80	43.18	33.33	35.37	29.55	27.45
Grade 5	2449.	2452.	2462.	3.41	9.33	8.33	11.36	4.00	7.14	35.23	33.33	42.86	50.00	53.33	41.67
Grade 6	2526.	2521.	2562.	14.47	20.00	35.29	23.68	24.21	14.71	42.11	27.37	27.94	19.74	28.42	22.06
Grade 7	2564.	2560.	2529.	16.95	22.22	14.06	23.73	26.67	23.44	44.07	33.33	32.81	15.25	17.78	29.69
Grade 8	2552.	2571.	2584.	10.94	23.64	19.51	23.44	16.36	26.83	31.25	38.18	34.15	34.38	21.82	19.51
All Grades	N/A	N/A	N/A	11.45	15.01	17.47	22.25	19.37	21.52	34.99	33.41	31.90	31.32	32.20	29.11

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.04	18.18	37.93	36.17	36.36	32.18	29.79	45.45	29.89
Grade 4	19.51	20.45	29.41	34.15	23.86	35.29	46.34	55.68	35.29
Grade 5	5.68	12.00	9.52	31.82	16.00	29.76	62.50	72.00	60.71
Grade 6	26.32	32.63	44.12	43.42	31.58	25.00	30.26	35.79	30.88
Grade 7	25.42	31.11	21.88	47.46	37.78	31.25	27.12	31.11	46.88
Grade 8	23.44	32.73	29.27	37.50	40.00	48.78	39.06	27.27	21.95
All Grades	22.25	24.21	28.35	37.80	29.54	32.41	39.96	46.25	39.24

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.34	20.00	25.29	43.62	40.00	41.38	34.04	40.00	33.33
Grade 4	15.85	9.09	13.73	42.68	51.14	47.06	41.46	39.77	39.22
Grade 5	5.68	6.67	8.33	38.64	38.67	38.10	55.68	54.67	53.57
Grade 6	10.53	17.89	32.35	56.58	50.53	36.76	32.89	31.58	30.88
Grade 7	20.34	22.22	18.75	62.71	42.22	48.44	16.95	35.56	32.81
Grade 8	14.06	21.82	21.95	46.88	54.55	43.90	39.06	23.64	34.15
All Grades	14.69	15.25	20.00	47.52	46.73	42.03	37.80	38.01	37.97

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	21.28	21.82	25.29	54.26	52.73	54.02	24.47	25.45	20.69
Grade 4	15.85	14.77	13.73	41.46	47.73	54.90	42.68	37.50	31.37
Grade 5	3.41	12.00	8.33	45.45	36.00	44.05	51.14	52.00	47.62
Grade 6	15.79	23.16	32.35	59.21	44.21	42.65	25.00	32.63	25.00
Grade 7	20.34	26.67	23.44	62.71	64.44	53.13	16.95	8.89	23.44
Grade 8	17.19	21.82	21.95	64.06	63.64	70.73	18.75	14.55	7.32
All Grades	15.33	19.37	20.76	53.56	49.39	51.65	31.10	31.23	27.59

**Conclusions based on this data:**

- There are no 2020 CAASPP scores available because state law suspended the administration of the annual CAASPP summative testing for the 2019-2020 school year due to the COVID-19 pandemic. 2018-2019 was the fifth 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, students who met or exceeded standards were 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 38.99% of Monte Vista students assessed in the area of Mathematics met or exceeded the standards, which was an increase of 4.61 percentage points from the previous year and 6.01 percentage points above from the 2014-2015 CAASPP baseline year. This demonstrates that we met last year's goal by putting focused emphasis and resources into the deficit areas in mathematics.  
For English learners 16.13% met or exceeded the standards, a small increase of 0.7 percentage points from the previous year, which indicates the need to focus on ELD strategies for ELLs.  
  
Every section was higher than the district average and just 0.74 percentage points below the state average while 3.6 percentage points above for ELLs. The grade levels with the higher levels of students exhibiting academic success were grades 3rd (50.57% met or exceeded standards), 6th (50% met or exceeded standards), and 8th (46.34% met or exceeded standards). Students exhibited the least academic success in 5th grade (15.47% met or exceeded standards).
- Further CAASPP Math Claim Analysis demonstrates that our major two areas of focus should be Concepts and Procedures and Problem Solving and Data Analysis for all grades, with 5th grade should be in all claims. For all other grades, an area of strength was Communicating Reasoning.



Specifically, on Math Claims, our students demonstrate the area of strength in Communicating Reasoning (Below 27.59%, At/Near 51.65%, Above 20.76%). Our students demonstrate areas of need in Problem Solving and Data Analysis (Below 37.97%, At/Near 42.03%, Above 20.00%), and in Concepts and Procedures (Below 39.24%, At/Near 32.41%, Above 28.35%). For our English Learners and LTELs, the area of opportunity is in Communicating Reasoning (Below 47.58%, At/Near 47.58%, Above 4.84%), and the areas of great need are in Concepts and Procedures (Below 61.29%, At/Near 28.23%, Above 10.48%) and Problem Solving and Data Analysis (Below 55.65%, At/Near 37.10%, Above 7.26%).

2019 BOY ADAM diagnostic scores- Students in grades Kinder through 3rd demonstrate that their main areas of concern are in Measurement (emergent 21.9%, approaching proficient 34.6%, proficient 41.9%, above 1.5%) and Algebra (emergent 17.7%, approaching proficient 21.9%, proficient 54.6%, above 5.8%); while the area of strength is in Numbers and Operations (emergent 4.6%, approaching proficient 20.0%, proficient 69.2%, above 6.2%). Students in grades 4th through 8th demonstrate that their main areas of concern are in Measurement (emergent 73.5%, approaching proficient 13.6%, proficient 11.7%, above 1.6%) and Geometry (emergent 69.4%, approaching proficient 19.6%, proficient 11.4%, above 0%), while the areas of relative strength are in Number Sense and Operations (emergent 39.4%, approaching proficient 27.1%, proficient 28.4%, above 1.6%) and Algebra (emergent 48.9%, approaching proficient 21.1%, proficient 27.8%, above 2.2%). ADAM Data shows that in grades Kinder, 1st, and 2nd students start on average at or above grade level. Students in 3rd grade start at slightly below grade level (2.89), and students in 4th grade start at about half a year behind (3.58). Students in 5th grade start 3/4 of a year behind (4.34). Students in 6th, 7th and 8th grades start 1.5 years or more behind grade level (4.6, 5.8, and 5.32 respectively).

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1441.7	1426.2	1444.8	1428.1	1434.4	1421.5	53	37
Grade 1	1456.5	1464.6	1453.1	1453.7	1459.3	1474.9	40	35
Grade 2	1512.5	1492.3	1498.1	1474.2	1526.3	1510.0	49	38
Grade 3	1481.6	1494.2	1464.4	1462.6	1498.1	1525.4	21	29
Grade 4	1533.9	1506.1	1520.7	1490.9	1546.6	1520.7	36	18
Grade 5	1532.3	1539.5	1524.6	1517.9	1539.3	1560.6	27	26
Grade 6	1551.8	1554.0	1543.7	1542.7	1559.5	1564.8	35	21
Grade 7	1561.5	1572.5	1524.3	1562.0	1598.1	1582.5	14	21
Grade 8	*	*	*	*	*	*	*	9
All Grades							285	234

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	33.96	16.22	41.51	24.32	22.64	51.35	*	8.11	53	37
1	37.50	17.14	27.50	37.14	*	42.86	*	2.86	40	35
2	63.27	23.68	24.49	50.00	*	18.42	*	7.89	49	38
3		13.79	*	48.28	*	27.59	*	10.34	21	29
4	41.67	11.11	50.00	50.00	*	27.78		11.11	36	18
5	40.74	23.08	44.44	61.54	*	11.54	*	3.85	27	26
6	37.14	33.33	31.43	52.38	*	14.29	*	0.00	35	21
7	*	47.62	*	28.57	*	19.05	*	4.76	14	21
8	*	*	*	*		*		*	*	*
All Grades	42.81	22.22	33.68	43.16	16.14	27.78	7.37	6.84	285	234

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	35.85	18.92	45.28	13.51	*	59.46	*	8.11	53	37
<b>1</b>	42.50	11.43	27.50	40.00	*	45.71	*	2.86	40	35
<b>2</b>	65.31	23.68	*	47.37	*	21.05	*	7.89	49	38
<b>3</b>	*	6.90	*	41.38	*	31.03	*	20.69	21	29
<b>4</b>	52.78	16.67	44.44	50.00	*	11.11		22.22	36	18
<b>5</b>	74.07	38.46	*	50.00	*	7.69	*	3.85	27	26
<b>6</b>	51.43	47.62	34.29	42.86	*	4.76	*	4.76	35	21
<b>7</b>	*	52.38	*	23.81	*	14.29		9.52	14	21
<b>8</b>	*	*	*	*		*		*	*	*
<b>All Grades</b>	49.82	24.79	31.23	37.61	13.33	27.78	5.61	9.83	285	234

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	37.74	13.51	*	35.14	41.51	48.65	*	2.70	53	37
<b>1</b>	35.00	14.29	27.50	31.43	*	45.71	*	8.57	40	35
<b>2</b>	61.22	26.32	*	34.21	*	34.21	*	5.26	49	38
<b>3</b>	*	13.79	*	48.28	52.38	27.59	*	10.34	21	29
<b>4</b>	33.33	11.11	30.56	27.78	30.56	38.89	*	22.22	36	18
<b>5</b>	*	15.38	48.15	46.15	*	34.62	*	3.85	27	26
<b>6</b>	37.14	33.33	*	38.10	*	14.29	*	14.29	35	21
<b>7</b>	*	33.33	*	23.81	*	38.10	*	4.76	14	21
<b>8</b>	*	*	*	*	*	*		*	*	*
<b>All Grades</b>	39.65	19.23	23.86	36.32	25.26	35.90	11.23	8.55	285	234

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	67.92	16.22	28.30	83.78	*	0.00	53	37
<b>1</b>	72.50	60.00	*	40.00	*	0.00	40	35
<b>2</b>	83.67	42.11	*	52.63	*	5.26	49	38
<b>3</b>	*	24.14	61.90	65.52	*	10.34	21	29
<b>4</b>	66.67	44.44	30.56	44.44	*	11.11	36	18
<b>5</b>	70.37	19.23	*	76.92		3.85	27	26
<b>6</b>	48.57	57.14	40.00	42.86	*	0.00	35	21
<b>7</b>	*	23.81	*	57.14	*	19.05	14	21
<b>All Grades</b>	64.56	34.62	29.82	59.40	5.61	5.98	285	234

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	30.19	16.22	54.72	54.05	*	29.73	53	37
<b>1</b>	*	2.86	47.50	62.86	30.00	34.29	40	35
<b>2</b>	53.06	13.16	32.65	73.68	*	13.16	49	38
<b>3</b>	*	6.90	*	55.17	*	37.93	21	29
<b>4</b>	63.89	22.22	33.33	55.56	*	22.22	36	18
<b>5</b>	62.96	50.00	*	38.46	*	11.54	27	26
<b>6</b>	65.71	42.86	34.29	47.62		9.52	35	21
<b>7</b>	*	52.38	*	38.10	*	9.52	14	21
<b>All Grades</b>	48.07	23.08	39.65	54.70	12.28	22.22	285	234

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	26.42	10.81	66.04	81.08	*	8.11	53	37
<b>1</b>	45.00	31.43	35.00	62.86	*	5.71	40	35
<b>2</b>	67.35	15.79	*	73.68	*	10.53	49	38
<b>3</b>	*	10.34	66.67	68.97	*	20.69	21	29
<b>4</b>	33.33	11.11	55.56	61.11	*	27.78	36	18
<b>5</b>	*	15.38	48.15	76.92	*	7.69	27	26
<b>6</b>	37.14	23.81	*	42.86	45.71	33.33	35	21
<b>7</b>	78.57	33.33	*	38.10	*	28.57	14	21
<b>8</b>	*	*	*	*	*	*	*	*
<b>All Grades</b>	41.05	18.80	40.70	64.96	18.25	16.24	285	234

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	58.49	59.46	37.74	32.43	*	8.11	53	37
<b>1</b>	*	11.43	62.50	74.29	*	14.29	40	35
<b>2</b>	53.06	26.32	40.82	65.79	*	7.89	49	38
<b>3</b>	*	41.38	61.90	48.28	*	10.34	21	29
<b>4</b>	66.67	22.22	30.56	61.11	*	16.67	36	18
<b>5</b>	55.56	38.46	40.74	61.54	*	0.00	27	26
<b>6</b>	34.29	66.67	65.71	33.33		0.00	35	21
<b>7</b>	*	14.29	*	85.71	*	0.00	14	21
<b>All Grades</b>	47.02	34.19	45.96	57.69	7.02	8.12	285	234

**Conclusions based on this data:**

- 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. In 2018-2019, from 234 (a decreased of 51 from the total of 285 students tested the previous year) students tested in ELPAC, our 2019-2020 incoming 3rd graders (38 students) and 1st graders (37 students) represent the highest percentage of incoming ELLs per grade, therefore grade levels that will be monitored closely in the area of ELD.
- From the 2018-2019 ELPAC overall language scores, most of our students are identified in levels 3 and 4 in ELPAC (65.38%) but with a decrease of 11.11 percentage points from the previous year due to an increase from last year in the percentage of students in ELPAC level 2 (27.78%), with grades Kinder and 1st having the most students in level 2. The ELPAC sub-component of Written Language is an area of identified need since most students were identified in levels 2 and 3 (35.90% and 36.32% respectively), with 3rd and 5th grades having the highest percentage of students in level 3 (48.28% and 46.15% respectively) and with grades kinder and 1st having the highest percentage of students in level 2 (48.65% and 45.71% respectively).

3. Data reflection by grade level in ELPAC shows the following areas of opportunity:
- The incoming grade levels with the highest potential for improvement in the ELPAC Listening domain are 1st and 6th (current 2nd and 7th graders).
  - The incoming grade levels with the highest potential for improvement in the ELPAC Speaking domain are 3rd and 2nd (current 4th and 3rd graders).
  - The incoming grade levels with the highest potential for improvement in the ELPAC Reading domain are 1st, 6th, and 3rd (current 2nd, 7th graders, and 4th graders).
  - The incoming grade levels with the highest potential for improvement in the ELPAC Writing domain are 8th and 2nd (current 3rd graders).

Further ELPAC Claim Analysis demonstrates that our major area of focus should be reading for all grades, and for the subgroup of incoming 2nd, 8th, and 5th graders (current 3rd and 6th graders), writing is also an area of great need. School-wide, our area of strength is the listening domain.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
630	85.7	41.6	0.3

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	262	41.6
Foster Youth	2	0.3
Homeless	106	16.8
Socioeconomically Disadvantaged	540	85.7
Students with Disabilities	42	6.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
Asian	24	3.8
Hispanic	603	95.7
White	1	0.2

### Conclusions based on this data:



1. In the 2018-2019 school year, our homeless population has remained constant at 16.8% from the previous school year despite our declining enrollment trend, indicating that we are now serving less families in need (10 less families than the previous school year). All enrollment subgroups are experiencing slight decreases in actual numbers, reflecting our decline in enrollment.
2. We continue to serve high levels of students categorized as Socioeconomically Disadvantaged (85.7%), representing mainly a large number of students whose parents/guardians did not receive a high school diploma. It is important to note that previous year's enrollment data indicates that this category has been decreasing over the years, possibly indicating a potential level of gentrification in the area we serve. This will required continued focus on a school-wide approach to high quality standards-based instruction and targeted intervention supports.
3. Based on the our enrollment data by Race/Ethnicity, we continue to serve primarily Hispanic students (95.7%) and a small but constant percentage of Asian students (3.8%). This data combined with our levels of English Learner population (41.6%) confirms that continued need for parent Spanish Language support for communication and training purposes.



# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. The Fall 2019 California Dashboard shows promising results in the academic areas of Mathematics and English Language Arts and the greatest need for improvement in suspension rate, which has stalled at the "Orange Level" for the last three years. This reflects the need for additional mentoring and behavior interventions for our school, as reflected in our SPSA's Goal 5.
2. For all years of the California Dashboard system data (2017, 2018 and 2019), our performance in English Language Arts has been at the "Green level," outperforming district and state level results. Although further analysis may be needed, this seems to indicate that the strategies/activities included in our school's SPSA may be resulting in positive outcomes.
3. In the area of mathematics, we have seen the biggest improvement since our school was at a "Yellow level" in 2017, then moved to Green for the next two consecutive years, outperforming district and state levels. This demonstrates the effectiveness of our targeted focus and added funding placed onto the SPSA's Goal 2 in Mathematics.

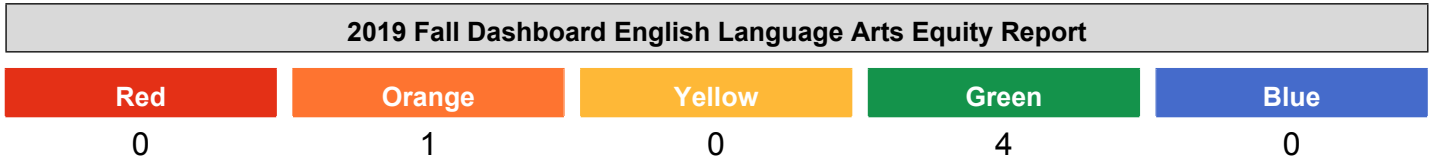
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>9 points above standard</p> <p>Increased ++10.3 points</p> <p>380</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>0.3 points above standard</p> <p>Increased ++12.4 points</p> <p>212</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p>  <p>Green</p> <p>8.3 points above standard</p> <p>Increased ++4.2 points</p> <p>57</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>5.2 points above standard</p> <p>Increased ++9.6 points</p> <p>325</p>	<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>66.8 points below standard</p> <p>Maintained ++1.5 points</p> <p>32</p>

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 42.5 points above standard Maintained ++0.3 points 14	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 7.3 points above standard Increased ++10.3 points 364	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color 0 Students

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
49.9 points below standard Increased ++8.4 points 114	58.7 points above standard Increased Significantly ++16.7 points 98	6.7 points above standard Increased ++11.6 points 143

**Conclusions based on this data:**

- In Language Arts, the groups All Students, Homeless, and Hispanic maintained Green level (Standards met) while the Socioeconomically Disadvantaged and English Learners groups moved from Yellow to Green. The only group with decreased growth was the Students with Disabilities group as they moved down from Yellow to Orange. The data on the subgroup of Students with Disabilities mirrors the results for this subgroup districtwide, and the need to increase access to targeted academic interventions for this subgroup.
- Overall we had an increase in Language Arts of 10.3 points from last year and Monte Vista students are currently 9 points above the Standard, which is much higher than the increase statewide of 3.7 points with students being 2.5 points below Standard statewide. This reinforces the need to continue focusing on teaching reading comprehension and writing in all grades, as included in our SPSA for the past few years.
- The 2019 Fall Dashboard ELA Data Comparisons for English Learners chart shows that the improvements and positive outcomes in ELA have significantly increased among all students subgroups from the previous year, resulting in both Reclassified and English Only students falling above from the lowest possible score for Standard Met in CAASPP. We will continue to place great emphasis on strategies/activities dedicated to English Language Learners (SPSA Goal 4) to continue to make steady progress to acquire the knowledge and skills necessary to be on track for college and career readiness at their grade level.

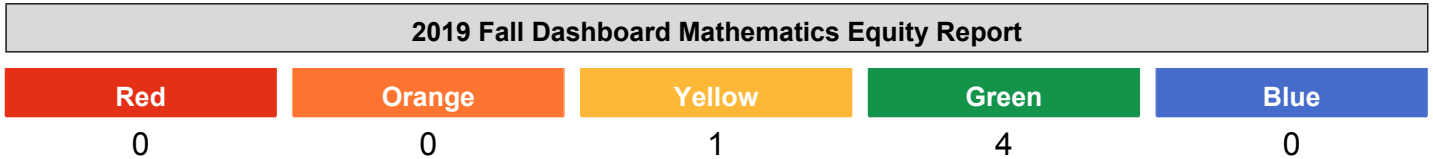
# School and Student Performance Data

## Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>18.1 points below standard</p> <p>Increased ++13.9 points</p> <p>380</p>	<p><b>English Learners</b></p> <p>Green</p> <p>23.3 points below standard</p> <p>Increased Significantly ++20.3 points</p> <p>212</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p> <p>Green</p> <p>12.7 points below standard</p> <p>Increased Significantly ++15.7 points</p> <p>57</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>19.8 points below standard</p> <p>Increased ++14.1 points</p> <p>325</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>75.1 points below standard</p> <p>Increased Significantly ++20.4 points</p> <p>32</p>

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
		 No Performance Color 42.1 points above standard Increased ++3.3 points 14	
Hispanic	Two or More Races	Pacific Islander	White
 Green 20.9 points below standard Increased ++13.7 points 364			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
67.3 points below standard  Increased Significantly ++18.5 points 114	27.7 points above standard  Increased Significantly ++22.3 points 98	25.1 points below standard  Increased ++10.7 points  143

#### Conclusions based on this data:

1. In Mathematics, the groups All Students, Homeless, and Socioeconomically Disadvantaged moved from Orange (Very Low Level) to Green while the English Learners and Hispanic groups moved from Yellow to Green. The only group with no growth (maintained the Yellow level) was the Students with Disabilities group. Overall this demonstrates positive results to our targeted focus on additional funding placed to our SPSA Goal 2 in Mathematics.
2. Overall we had an increase in mathematics of 13.9 points from last year and Monte Vista students are currently 18.1 points away from the the lowest possible score for Standard Met, which is much higher than the current level statewide of 2.9 points with students being 33.5 points below Standard statewide. This reinforces the need to continue focusing on teaching students to carry out mathematical procedures with precision and fluency and to show and apply their problem solving skills in all grades, as included in our SPSA for the past few years.
3. The 2019 Fall Dashboard Mathematics Data Comparisons for English Learners chart shows that improvements have significantly increased among all student subgroups from the previous year, most especially the Reclassified English Learner subgroup with an increase of 22.3 points and is 27.7 points above the lowest possible score for Standard Met in CAASPP. This data also demonstrates the great disparities in results from current English Learners in comparison to English Only students, even though both subgroups have below the standard in Mathematics. We will continue to place great emphasis on strategies/activities dedicated to English Language Learners (SPSA Goal 4) to continue to make steady progress to acquire the knowledge and skills necessary to be on track for college and career readiness at their grade level.

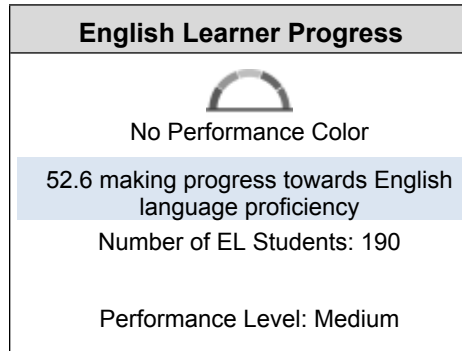


# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.6	24.7	11.0	41.5

#### Conclusions based on this data:

1. Based on the 2019 California Dashboard data, 52.6% of our English Learner student population is making progress towards English Language Proficiency, which is almost 5 percentage points higher than the state results at 48.3%.
2. Of all English Learners, 41.5% made adequate progressed of at least one ELPI level while 11% maintained the highest level of proficiency at 4.
3. Further data analysis is needed to determine patterns and details on the 22.6% of English Learners who decreased one ELPI Level. This subgroup will be part of our SPSA Goal 4 under the greatest need for targeted academic and language supports.

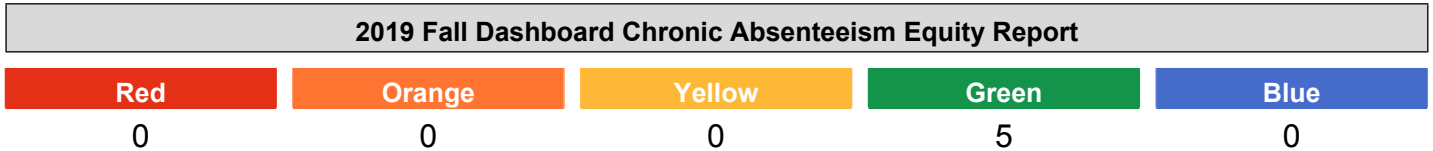
# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.











This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  <p>Green</p> <p>3.8</p> <p>Declined -1.7</p> <p>652</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>3</p> <p>Declined -1.5</p> <p>270</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p>
<p><b>Homeless</b></p>  <p>Green</p> <p>5.5</p> <p>Declined -0.6</p> <p>110</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>4.1</p> <p>Declined -1</p> <p>559</p>	<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>4.1</p> <p>Declined -3.5</p> <p>49</p>



## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Maintained 0 24	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Green 4 Declined -1.7 625	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1

### Conclusions based on this data:

1. In the state indicator of Chronic Absenteeism, Monte Vista students maintained all applicable groups at Green level with only 3.8% of students chronically absent and with a decline in chronic absenteeism of 1.7% from last year, in comparison to the statewide rate of chronic absenteeism at 10.1%. This is indicative of the continuous high emphasis placed on student engagement through PeaceBuilders and Positive Behavior Interventions and Supports (PBIS).
2. Of all subgroups, Students with Disabilities were the subgroup with the highest level of improvement at a rate of 3.5 percentage points. In absolute terms, the subgroup with the least level of improvement was the Homeless student population with a decline in the rate of chronic absenteeism of only 0.6% and with the highest percentage of chronically absent students at 5.5% school-wide. However, in relative terms, our school is showing a promising trend since statewide 21.1% of the student Homeless population is chronically absent.
3. English Learners continue to be the subgroup with the increasingly smallest chronic absenteeism rate school-wide at 4.4% in 2018 and 3.0% in 2019. This demonstrates the positive results of a focus placed on attendance recognition events like targeting Mondays and Fridays for special Spirit Days to increase attendance.

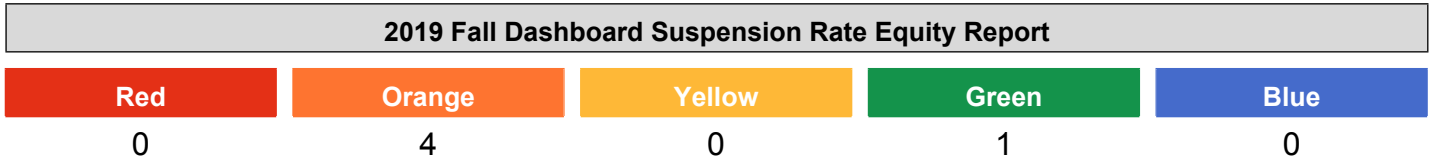
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



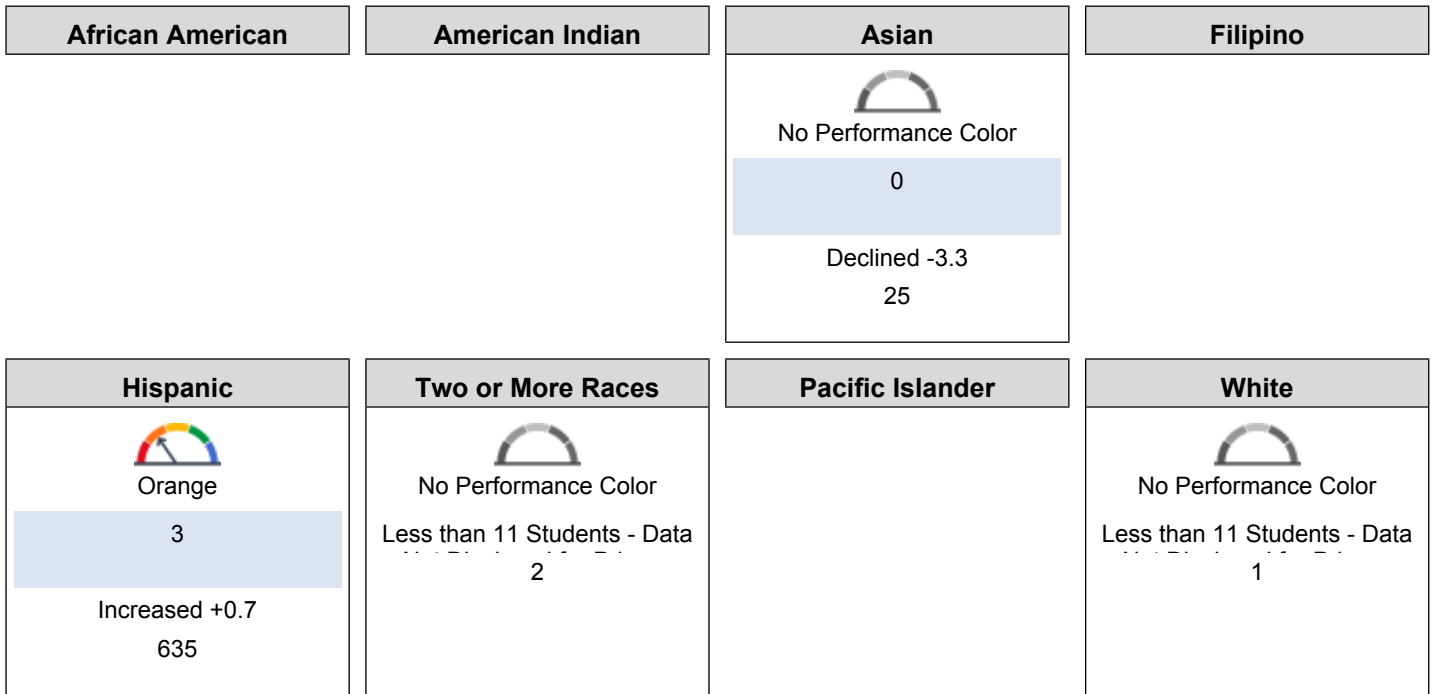
This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Orange 2.9 Increased +0.5 663	<p><b>English Learners</b></p>  Orange 3.3 Increased +0.5 273	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 4
<p><b>Homeless</b></p>  Orange 1.8 Increased +1 110	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 3.2 Increased +0.7 569	<p><b>Students with Disabilities</b></p>  Green 2 Declined -1.7 49

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	2.3	2.9

**Conclusions based on this data:**

1. In the area of Conditions and Climate of our 2019 Dashboard data, the subgroups All Students, Hispanic, English Learners, Homeless, and Socioeconomically Disadvantaged have remained in the Orange (Very Low Level). The only subgroup with relative improvement was the Students with Disabilities one, moving from Yellow to Green from the previous year. This demonstrates the positive results of a focus placed on staff training to better understand the function of the behavior exhibited by students with special needs.
2. The greatest area of need from our 2019 California Dashboard is on school's Suspension Rate with 2.9% of our students suspended at least once and a 0.5% increase in the suspension rate from the previous year. It is important to note that statewide, the suspension rate is higher at 3.4%.
3. The highest increase in suspensions per subgroup was experienced by our Homeless population, with an increase of 1 percentage point from the previous year, while the two subgroups that continue to experience the highest percentage of suspensions are the English Learner and Socioeconomically Disadvantaged at about 3.2%. Overall this demonstrates the need to incorporate behavior interventions into our SPSA with added counseling supports.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

English Language Arts

## LEA/LCAP 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%.

## Goal 1

By June 2021, 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 5% (58%). For English Learners, the percent of students achieving the standards met or exceeding standards levels on CAASPP and/or District common assessments will also increase by 5% (29%).

## Identified Need

Based on our 2018-2019 CAASPP ELA results and our needs assessment review of diagnostic and grade level common assessments, the Monte Vista student population continues to struggle with reading comprehension. More specifically, our students are struggling with the ability to infer, synthesize, and evaluate text at grade level. 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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Diagnostic Online Reading Assessment (DORA) District Grade-Level common assessments S.T.A.R. reading assessment California Dashboard	53% of 3rd-8th grade students have met or exceeded grade level standards based on 2018-2019 ELA CAASPP scores.	58% of 3rd-8th grade students will meet or exceed grade level standards in ELA CAASPP scores.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

## Strategy/Activity

Monte Vista has focused heavily in past years on aligning core curriculum and instruction to the California Common Core State Standards (CCCSS). During the 2020-2021 school year, we plan to focus on the ELA area of reading comprehension; however, technology integration will be embedded in all professional development this year during our district's three-phased model of distance learning (phase 1 distance learning, phase 2 hybrid instruction, phase 3 in-person instruction) due to the COVID-19 pandemic.

Professional Development in the area of ELA for our staff will be mainly focused on the following, but not limited to:

- Close Reading
- AVID WICOR Strategies (i.e. Costa's Levels of Thinking/DoK)
- SEAL Strategies
- Thinking Maps
- Effective implementation and monitoring of online support programs
- Any other topics related to improving Reading Comprehension
- Technology Integration topics (Schoology, Learning Ally, etc.)

To assure the integrity of our process, we will ensure the following:

- Teachers in each grade level and Administrators will collaboratively develop a Professional Develop Plan that best meets the needs of each grade level.
- 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 the information to identify areas of focus.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
750.00	Title I Part A: Professional Development (PI Schools) ELA Professional Development /Conferences
	Title I Part A: Professional Development (PI Schools) In-house Training and Planning - teacher extra duty (see activity 5 in this goal)
100.00	Title I Part A: Professional Development (PI Schools) Books and materials to improve teaching practice in ELA -Reading Comprehension

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tk-3 students

**Strategy/Activity**

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.

To assure the integrity of our process, we will ensure the following:

- 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 implementation of SEAL strategies that support the foundational skills related to Reading Comprehension

Grade levels Tk-3rd teachers will collaboratively work on the creation and updating of SEAL units.

- SEAL TOSAs will be encouraged and supported in the form of release time for model lessons, data reflection, etc.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

SEAL instructional materials and supplies (see Goal 4)

[Empty box for Amount(s)]

Extra duty and Substitute release costs for additional planning, prep, and collaboration for grades on newest years of implementation (see Goal 4)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

## 4th-8th grade students

### Strategy/Activity

The careful and strategic implementation of the 4th-8th grade Instructional Framework: AVID will be part of our plan.

To assure the integrity of our process, we will ensure the following:

- 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 to support our focus on reading comprehension.
- Administrators will regularly visit classrooms to observe the implementation of AVID strategies that support Reading Comprehension
- 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.
- 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 students and the AVID Elementary model for grades 4th-6th, effective curriculum, and intervention opportunities will be implemented.
- Provide time and resources to continue 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.
- During the In-Person Instruction phase, 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 ELA core concepts.
- The AVID site team will nominate and elect a dedicated AVID representative into our school Leadership team to participate in the school's budget development process.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,892.00	Title I Part A: Professional Development (PI Schools)  AVID Professional Development/Conferences/ Summer Institute
6,000.00	Title I  AVID Tutors for AVID Tutorials
1,000.00	Title I  AVID Collaborative Study Groups, Classified extra-duty costs
	LCAP  AVID Student Study Trips to colleges/universities
688.00	Title I  AVID instructional material and supplies, including test preparation materials, as required by AVID certification

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, but principally directed to students performing far below grade level in ELA

#### Strategy/Activity

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.

To assure the integrity of our process, we will ensure the following:

- 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 extended support for those students at greatest risk.
- A dedicated short-term position for an intervention teacher will be offered to support an in-school pull-out program principally directed to students in the lower grades who are far behind grade level.
- Teachers will utilize a 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, audiotape/book sets, and other materials to improve reading comprehension.
- Teachers and administrators will collaboratively determine the 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, ELA EDGE, Scholastics Storyworks, Measuring Up, Seesaw, Read Naturally, SIPPS, Daily Language Review (DLR), timed-reading fluency practice, Reading Logs, Reading Journals, Readers’ Library, A-Z RAZ Kids, My Avid Weekly, etc.
- Library Tech assists students in research, choosing literature, Accelerated Reading books, and free-choice books.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18,386.00	Title I Library Tech
200.00	Title I Materials and supplies for academic interventions
12,605.00	Title I Reading Comprehension/Foundational skills programs (including software/computer programs)

	LCAP  Purchase of High Interest AR leveled books
4,759.00	Title I  Classified extra duty for During and After School small-group Intervention programs for at-risk students
3,343.00	Title I  Certificated Extra duty for before and after school interventions for at risk students
	LCAP  Intervention Teacher Temporary Position for In-school Pull-out ELA Intervention Program

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, but principally directed to students performing below grade level in ELA

#### Strategy/Activity

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.

To assure integrity of our process, we will ensure the following:

- 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 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 lessons, data reflection, etc.
- 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 through pullout and push-in models.
- Computer Lab Technician and Assessment Assistant will assist classroom teachers with DORA, Renaissance and other technology Programs and Data Reports.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
317.00	Title I Part A: Professional Development (PI Schools)  Extra duty and Substitute expenses for extended grade level collaborative sessions, planning, and data reflection
12,900.00	Title I Part A: Professional Development (PI Schools)  Needs Assessment Certificated Extra Duty

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, but principally directed to students performing below grade level in ELA

**Strategy/Activity**

To actively promote Family Engagement and Transitions we support student success through:

- To help parents to better support their children with the phase 1 Distance Learning model of instruction, we will have an online “Google for Academic Success” 10-session series of technology-related parent education workshops.
- To help parents develop skills and abilities to support students with reading and writing at home, we will have a Family Literacy / Writing Night once students return to in-person instruction.

- 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 Academy / Career Day, 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 when students are able to return to in-person instruction, the Think Together After School Program will be provided for students in K-8. Approximately 165-185 students will be served during 2020-2021 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 the 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 check out reading materials during extended Library Hours.
- 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.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
51,195.00	Title I Community Liaison Salary
250.00	Title I Part A: Parent Involvement Transition and Support-at-Home Materials for Parents, such as Summer Challenge Package
750.00	Title I Supplies and Materials for Parent meetings
	LCAP

	Babysitting expenses
250.00	Title I Part A: Parent Involvement Parent Membership Dues for PD
750.00	Title I Part A: Parent Involvement Community Liaison Mileage Costs
400.00	Title I Part A: Parent Involvement Phone communication charges for Community Liaison

### Strategy/Activity 7

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

Through the SSC (School Site Council) and School Leadership Team implementation of content standard instruction, instructional programs, and resource utilization will be monitored.

- 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 Leadership Team will have a dedicated AVID representative and a dedicated classified staff member.

Additionally, to assure the integrity of our process, we will ensure the following:

- Grade levels will meet weekly, and incorporate in their discussion on 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

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250.00

Source(s)

Title I Part A: Parent Involvement

	Advisory Meeting materials and supplies (catering)
375.00	Title I Part A: Parent Involvement Service equipment of Poster Maker

**Strategy/Activity 8**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

**Annual Review**

**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

After the review of our 2018-2019 SPSA, we have determined that our initial plan to hire a dedicated Intervention Teacher for 1st-2nd grade on foundational skills has brought initial positive results regarding student outcomes in reading comprehension in lower grades. In trying to identify the effectiveness of our strategies/activities, we have determined that human resources may be much more effective than costly online support programs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All budgeted expenditures are in close alignment to the activities and strategies set for this goal focused on reading comprehension. There are no major differences between the intended implementation and/or the budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the disruption in the implementation of our SPSA due to the COVID-19 Pandemic, there will be very minor changes to our existing activities/strategies especially since we do not have Spring 2020 CAASPP state assessment data and there are concerns regarding the validity of our DORA diagnostic assessment recently administered from home. The main changes are seen in the reduction of the funding set for AVID summer conference and the funding for AVID tutors due to the uncertainty with our current pandemic. No changes will be made to our existing outcomes and metrics at this time.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Mathematics

## LEA/LCAP 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%.

## Goal 2

By June 2021, 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%).

## Identified Need

Despite academic gains in our 2018-2019 CAASPP Math scores, Monte Vista student population continues to struggle with mathematical concepts and procedures skills in measurement and geometry; however, a new area of concern has emerged: Problem Solving and Modeling and Data Analysis. More specifically, students are struggling with the ability to carry out mathematical procedures with precision and fluency and ability to show and apply their problem solving skills. 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.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Math CAASPP Adaptive Diagnostic Math Assessment (ADAM) District Grade-Level common assessments Adopted Math Curriculum assessment California Dashboard	39% of 3rd-8th grade students have met or exceeded grade level standards based on 2018-2019 Math CAASPP scores.	44% of 3rd-8th grade students will meet or exceed grade level standards in Math CAASPP scores.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)



All students

### Strategy/Activity

Monte Vista has focused heavily in past years on aligning core curriculum and instruction to the California Common Core State Standards (CCCSS). We continue to provide mathematics instruction utilizing a newly adopted Mathematics Program as followed:

- 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.

In Mathematics, during the 2020-2021 school year, we plan to continue our 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 the ability to explain and apply their problem-solving skills.

Professional Development in the area of Mathematics for our staff will be mainly focused on the following, but not limited to:

- Conceptual Understanding of Mathematics through Think Alouds
- Word problem strategies to break down the steps (i.e. I Know Strategy, RICE, etc.)
- AVID Strategies (i.e. Focused Note Taking)
- In Class small group, targeted instruction and intervention in mathematics
- Effective implementation and monitoring of supplemental online programs like Reflex Math, NextGenMath, Moby Max, Math EDGE, etc.
- Any other topics related to how to best teach geometry and measurement

To assure the integrity of our process, we will ensure the following:

- 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 the information to identify areas of focus.
- Teachers in each grade level and Administrators will collaboratively develop a Professional Develop Plan that best meets the needs of each grade level.
- Instructional Assistants will be offered training in Math EDGE to impact student achievement during their regular assignment and for extra duty academic interventions.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000.00

Source(s)

Title I Part A: Professional Development (PI Schools)

Mathematics Professional Development including conferences, In-house Training and Planning - teacher extra duty and substitutes

LCAP  
Books and materials to improve teaching practice in Math - Concepts and Procedures

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Tk-3 grade students

**Strategy/Activity**

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.

To assure integrity of our process, we will ensure the following:

- 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 as they relate to students’ ability to explain and apply mathematical concepts.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

SEAL instructional materials and supplies that support math instruction (See Goal 4)

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

4th-8th grade students

### Strategy/Activity

The careful and strategic implementation of the 4th-8th grades Instructional Framework: AVID will be part of our plan.

To assure the integrity of our process, we will ensure the following:

- AVID teachers in grade levels 4th-8th will meet as an AVID site team at least quarterly, in addition to regularly scheduled staff meetings and grade level PLCs, 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.
- All AVID teachers will administer AVID assessments (Binders, Note-Taking, Levels of Thinking, and Agenda Planning) and disaggregate data according to timelines, to inform and drive instruction.
- All AVID 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 focused note-taking in their instruction in the area of 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 students, and the AVID Elementary model for grades 4th-6th, effective curriculum and intervention opportunities will be implemented.
- During the In-Person Instruction phase, 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.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

AVID instructional material and supplies that support Mathematics (see Goal 1)

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, but principally directed to students performing far below grade level in Math.

### Strategy/Activity

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.

To assure integrity of our process, we will ensure the following:

- Teachers will regularly use explicit direct instruction and ensure that supplemental online programs do not supplant teacher instruction.
- Students will actively engage in the learning of mathematical concepts and procedures to improve their conceptual understanding of mathematical ideas as per the Mathematics standards and Blueprint.
- 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 (i.e. manipulatives), specifically in measurement and geometry.
- Teachers will develop and implement lessons that incorporate strategies such as: modeling, think alouds, problem solving skills, and the use of visual aids such as videos and anchor charts.
- Teachers will incorporate use of manipulatives and visual aids / videos 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 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 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 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, EDGE, NextGenMath, etc.
- Reflex Math software is to be used mainly for grades 1st – 5th in the classroom or at home for basic math facts acquisition.
- 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.
- Test-taking strategies will be taught to assist students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700.00	Title I  Materials and supplies for academic interventions, and classroom academic challenges, including manipulatives and Task Performance materials for 3rd-8th at risk students
9,685.00	Title I

	Math Supplemental Programs (including software/computer programs) and Test preparation and Task Performance Programs for 3rd-8th at risk students
3,000.00	Title I Certificated extra duty for After School Intervention programs for at-risk students
	Classified extra duty for During and After School small-group Intervention programs for at-risk students (See Goal 1)

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, but principally directed to students performing below grade level in Math

#### Strategy/Activity

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.

To assure integrity of our process, we will ensure the following:

- Identify strengths and weaknesses in student achievement by grade level, based of assessment data (i.e. ADAM Skills Gap, IABs, etc.)
- Use data from diagnostic and benchmark assessments (i.e. ADAM) to identify or create math lessons and activities that meet student needs.
- PLC time will be protected for teachers to collaborate with grade level partners and time will be mainly devoted to review and consistently use grade level standards and data to guide instruction.
- Teachers and Administrators will engage in vertical articulation to review and monitor assessments (ADAM, IABs, District benchmark 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.
- Support collegial learning through PLCs with staff articulation on best practices related to words problem strategies, modeling, and Think Alouds, referencing the 4th-8th UCI Math PDs. .
- Prioritize, monitor, and coordinate math resources for educator learning in areas of need based on data.

- All grade levels will continue to reassess alignment of 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 materials and determine how to best meet the needs of all learners, and to create targeted interventions to address the foundational skills gaps.
- 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 mathematics. 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 math strategies to increase identified student's success.
- Computer Lab Technician and Assessment Assistant will assist classroom teachers with ADAM, Reflex Math, NextGenMath, EDGE, 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.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)



2,200.00

Title I Part A: Professional Development (PI Schools)

Extra duty and Substitute expenses for extended grade level collaborative sessions, planning, and data reflection

## **Strategy/Activity 6**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, but principally directed to students performing below grade level in Math

### **Strategy/Activity**

To actively promote Family Engagement and Transitions we support student success through:

- Family Math Night to help parents develop skills and abilities to support students with math facts, words problem strategies and developing conceptual mathematical understanding once students return to in-person instruction.
- Through a Parent Math Class, parents are exposed to research-based strategies easily applicable to everyday home experiences to support students with conceptual understandings of math foundational topics in measurement and geometry.
- To support after-school participation when students are able to return to in-person instruction, the Think Together After School Program will be provided for students in K-8. Approximately 165-185 students will be served during 2020-2021 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 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, once students return to in-person instruction.
- 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.



- Computer Lab Technician and Assessment Assistant will assist classroom teachers with ADAM, Math EDGE and other technology Online Programs and Data Reports.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Community Liaison Salary (Included in Goal 1)

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Through the SSC (School Site Council) and School Leadership Team implementation of content standard instruction, instructional programs, and resource utilization will be monitored.

- 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.

Additionally, to assure the integrity of our process, we will ensure the following:

- 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, Leadership, and Culture and Climate 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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250.00	Title I Part A: Parent Involvement

	Parent Education Supplies and materials
	Translator (see Goal 1)
	Babysitting (see Goal 1)

# Annual Review

## SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

After reviewing our 2018-2019 SPSA, we believe that our targeted focus on professional math development has positively impacted our students' CAASPP math results in recent years. More specifically, we have focused on teaching problem-solving skills and raise staff awareness on the need for additional measurement and geometry teaching units not well covered in our current math adopted curriculum. For the lower grades, the focus on math facts through online support programs has allowed teachers to maximize math instructional time for conceptual understanding of mathematics. In trying to optimize funding allocation efficiency, we have determined that online math support programs are still in great need. Nonetheless, we will need to rethink the number of math programs needed and their purposes by grade-levels/grade level spans.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All budgeted expenditures are in close alignment to the activities and strategies set for this goal focused on reading comprehension. There are no significant differences between the intended implementation and/or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the disruption in the implementation of our SPSA due to the COVID-19 Pandemic, there will be only minor changes to our existing activities/strategies due to the lack of Spring 2020 CAASPP state assessment data and due to concerns about the validity of our ADAM math diagnostic assessment recently administered from home. The changes relate mainly to the activities set under the Family Engagement section of this goal, such as our annual parent engagement field trip focused on math skills. No changes will be made to our existing outcomes and metrics at this time.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Writing

## LEA/LCAP Goal

Each student will increase by one proficiency level or maintain met the standards or exceed the standards level in language arts and mathematics.

## 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%.

## Identified Need

Based on our 2018-2019 CAASPP ELA results and our needs assessment review of diagnostic and grade level common assessments, the Monte Vista student population continues to struggle with writing. More specifically, our students are struggling with organization and maintaining focus on a clear, manageable idea, argument, or thesis using academic language. We believe that the currently adopted ELA curriculum does not sufficiently support inquiry at higher levels of depth of knowledge and that it superficially addresses the expository and persuasive styles of writing at a minimum.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELA CAASPP Diagnostic Online Reading Assessment (DORA) Grade-Level writing assessments as described in our school-wide writing plan California Dashboard	53% of 3rd-8th grade students have met or exceeded grade level standards based on 2018-2019 ELA CAASPP scores.	58% of 3rd-8th grade students will meet or exceed grade level standards in ELA CAASPP scores.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

## Strategy/Activity

Monte Vista has focused heavily in past years on aligning core curriculum and instruction to the California Common Core State Standards (CCCSS). During the 2020-2021 school year, we plan to focus on teaching students at minimum the key elements of the writing process.

Professional Development in the area of Writing for our staff will be mainly focused on the following, but not limited to:

- AVID Writing Strategies such as Focused Note Taking
- SEAL Writing Strategies (i.e. Anchor Charts, Language Function Walls, Sentence Frames)
- Incorporation of Graphic Organizers and RACE/ACE Strategy Thinking Maps
- Summary Writing/ Reflection for Reading Comprehension (preparation for performance tasks)
- Effective implementation and monitoring of writing support programs
- Any other topics related to improving Writing

To assure the integrity of our process, we will ensure the following:

- Teachers in each grade level and Administrators will collaboratively develop a Professional Develop Plan that best meets the needs of each grade level.
- At minimum 1 Vertical articulation session/s for all grade levels to review and reflect on student writing samples
- Administrators will improve in their ability to facilitate grade-level data analysis and use the information to identify areas of focus.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

### Amount(s)

1,600.00

### Source(s)

Title I Part A: Professional Development (PI Schools)

In-house Training and Planning - teacher extra duty, including Professional Development /Conferences in area of Writing

200.00

Title I Part A: Professional Development (PI Schools)

Books and materials to improve teaching practice in ELA -Writing

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tk-3rd grade students

### Strategy/Activity

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.

To assure integrity of our process, we will ensure the following:

- 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 1-2 key SEAL (i.e. Academic Process Journal, Cooperative Strip Paragraph) strategies that will address our current challenges of student learning.
- Grade levels Tk-3rd teachers will collaboratively work on the creation and updating of SEAL units to support reading comprehension and writing.
- Administrators will regularly visit classrooms to observe the implementation of SEAL strategies that support the foundational skills related to writing.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

SEAL instructional materials and supplies (see Goal 4)

Extra duty and Substitute release costs for additional planning, prep, and collaboration for grades on newest years of implementation (see Goal 4)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

4th-8th grade students

### Strategy/Activity

The careful and strategic implementation of the 4th-8th grades Instructional Framework: AVID will be part of our plan.

To assure that students are explicitly taught the writing process which includes prewriting, drafting, polishing, editing, and publishing, we will ensure the following:

- Grade levels will meet during PLCs to review and revise grade-level rubrics per genre (1-3 per year, and based on Writing Plan)
- Grade level teams will analyze baseline student samples for patterns and trends
- AVID Teachers will implement, monitor, and adjust academic support structures and rigorous instructional practices as needed during horizontal and vertical articulation to ensure students throughout the school develop deeper levels of understanding in rigorous work
- AVID teachers in grade levels 4th-8th will meet quarterly, in addition to regularly scheduled staff meetings, to collaboratively identify 1-2 key AVID strategies (i.e. Focused Note Taking) that will address our current challenges of student learning, 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.
- All AVID teachers will introduce and regularly utilize Costa’s level of thinking and questioning, as precursors for writing.
- Through student reflection tools, AVID Elementary teachers will identify, define, and hold all students accountable to high academic expectations.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

AVID instructional material and other writing supplies and materials, such as Writing Pads, markers, small white boards, etc. (see Goal 1)

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, but principally directed to students performing far below grade level in Writing

Strategy/Activity

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.

To assure integrity of our process, we will ensure the following:

- Collaboratively revise our existing school-wide Writing Plan that includes expectations per grade level and structures per genre.
- 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 writing achievement by grade level and collaboratively design instructional supports inside and outside of classroom instruction.
- Utilize instructional software and web-based instructional applications to support student writing during distance learning.
- Utilize data from writing assessments to modify and improve teaching and learning.
- Teachers will be encouraged to team-teach during ELD/RTI time to better provide for the individual student’s needs in the area of writing.
- 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.
- 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: Thinking Maps, Write from the Beginning, Scholastics Storyworks, Measuring Up, My Avid Weekly, Typing Pal, BrainPop, etc.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

24.00

Source(s)

Title I  
  
Writing Support programs (including software/computer programs) such as Typing Pal, Brain Pop etc.



	Materials and supplies for academic interventions (see Goal 1)

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, but principally directed to students performing below grade level in Writing

**Strategy/Activity**

In order to successfully address the needs of our students at risk, our staff is committed to engaging in a Continuous Improvement Cycle, which includes collaboratively planning, implementing, assessing, and reflecting in our practices.

To assure the integrity of our process, we will ensure the following:

- During PLCs, collaboratively develop/select writing rubrics to assess student writing progress for each writing genre.
- Teachers will analyze student writing, discuss results, and adjust instruction to meet the needs of our students while determining the best teaching practices.
- Support collegial learning through PLCs and vertical articulation sessions.
- At minimum one Vertical Grade Articulation meeting to discuss and reflect on Writing on-demand student samples (per our School Writing Plan), and to identify strengths and weaknesses in student achievement across grade levels.
- Utilize data from assessments to modify and improve teaching and learning to better address the foundational gaps affecting the 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 on writing strategies and lessons to ensure the progress of writing skills.
- Analyze existing materials and resources to develop school-wide writing strategies.
- 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 for identified students. SST will recommend testing for students who do not respond to further formalized interventions.
- RSP teacher will assist teachers in the implementation of writing strategies to increase identified student’s success.
- Computer Lab Technician and Assessment Assistant will assist classroom teachers with technology Writing Programs and Data Reports.
- Teachers, with administrative 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.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I  Extra duty and Substitute expenses for extended grade level collaborative sessions, planning, and data reflection

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, but principally directed to students performing below grade level in Writing

**Strategy/Activity**

To actively promote Family Engagement and Transitions we support student success through:

- To help parents develop skills and abilities to support students with reading and writing at home, we will have a Family Literacy / Writing 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. Emphasis will be placed on the importance of being good writers.
- Through our AVID Academy, 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.
- Based on feasibility and when it is safe to do so, a Writing-related Family Engagement Trip to establish positive relationships between families, school, and community. Parents learn about community resources to engage students in learning, especially in terms of writing applications.
- To support after-school participation when students are able to return to in-person instruction, the Think Together After School Program will be provided for students in K-8. Approximately 165-185 students will be served during 2020-2021 school year.
- 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.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	AVID Parent-Student Academy supplies and materials (See Goal 1)

**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

Through the SSC (School Site Council) and School Leadership Team implementation of content standard instruction, instructional programs, and resource utilization will be monitored.

- 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.

Additionally, to assure the integrity of our process, we will ensure the following:

- 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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## Annual Review

**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

When reviewing our 2018-2019 SPSA, we have determined that the creation and initial implementation of a school-wide writing plan has contributed to the improvements in our students' CAASPP state assessment results. This goal will continue to explicitly teach the writing process and all writing genres to students in all grade levels. We have determined that human resources have been much more useful than costly online writing support programs.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All budgeted expenditures are closely aligned to the activities and strategies set for this goal focused on reading comprehension. There are no significant differences between the intended implementation and/or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the disruption in the implementation of our SPSA due to the COVID-19 Pandemic, there will be only minor changes to our existing planned activities due to the lack of Spring 2020 CAASPP state assessment data. The changes relate mainly to the activities set under the Family Engagement section of this goal, such as our annual parent engagement field trip focused on writing skills. We have decided to significantly decrease funding for online writing support programs and continue allocating funds for staff collaboration on our existing writing plan. No changes will be made to our current outcomes and metrics at this time.



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

English Language Development

## LEA/LCAP Goal

Each English Learner (EL) student will increase by one ELPAC level annually. The District increase goal for English Learners in ELA is 4% and in Math is 4%.

## 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 2020, English Learner academic achievement will be measured by ELPAC results

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.

## Identified Need

Although a large percentage of our English Language Learners continue to make yearly progress based on their ELPAC assessment results, English Learners continue to underperform the English Only and Reclassified English Learner student populations. Based on the 2018-2019 CAASPP ELA scores, 23.77% of English Learners (an increase of 0.65 percentage points) met or exceeded standards. Every section was higher than the district average and above the state average by 11.1 percentage points for ELLs. Specifically on ELA Claims, for our English Learners and LTELs, the area of relative strength is Listening (Below 31.97%, At/Near 63.93%, Above 4.10%) and Writing (Below 36.07%, At/Near 52.46%, Above 11.48%). Our English Learners and LTELs demonstrate areas of need in Reading (Below 48.36%, At/Near 48.36%, Above 3.28%) and Research/Inquiry (Below 40.16%, At/Near 50.0%, Above 9.84%).

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELA and Math CAASPP Diagnostic Online Reading Assessment (DORA) Annual ELPAC results California Dashboard</p>	<p>53% of 3rd-8th grade students have met or exceeded grade level standards based on 2018-2019 ELA CAASPP scores. 39% of 3rd-8th grade students have met or exceeded grade</p>	<p>57% of 3rd-8th English Language learner students will meet or exceed grade level standards in ELA CAASPP scores. 43% of 3rd-8th English Language Learner students will meet or exceed grade level</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	level standards based on 2018-2019 Math CAASPP scores.	standards in Math CAASPP scores.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Language Learners

### Strategy/Activity

Monte Vista has focused heavily in past years on aligning core curriculum and instruction to the California Common Core State Standards (CCCSS). Most recently, training was focused on learning about ELPAC and our new monitoring system, called ELlevation. During the 2020-2021 school year, we plan to focus on Designated ELD instruction, specifically in the area of reading comprehension and writing.

Professional Development in the area of ELD for our staff will be mainly focused on the following, but not limited to:

- ELlevation Platform
- ELPAC
- AVID ELD Strategies
- SEAL ELD Strategies(i.e. Language Function Walls, Sentence Frames)
- Thinking Maps
- Effective implementation and monitoring of support programs
- Any other topics related to improving DELD in Reading and Writing

To assure integrity of our process, we will ensure the following:

- Teachers in each grade level and Administrators will collaboratively develop a Professional Develop Plan that best meets the needs of each grade level.
- 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 ELD areas of focus.
- Instructional Assistants will be provided training in ELPAC to impact student achievement through an ELPAC Bootcamp for EL students.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,800.00	Title I Part A: Professional Development (PI Schools)  ELD Professional Development /Training/In-house Training and Planning - teacher extra duty
200.00	Title I Part A: Professional Development (PI Schools)  Books and materials to improve teaching practice in ELD

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tk-3rd grade students, but principally directed to English Language Learner students

### Strategy/Activity

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.

To assure integrity of our process, we will ensure the following:

- 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 plan for ELL Learners.
- 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.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I

	SEAL instructional materials and supplies
800.00	Title I  Extra duty and Substitute release costs for additional planning, prep, and collaboration for grades on newest years of implementation

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

4th-8th grade students, but principally directed to English Language Learner students

**Strategy/Activity**

The careful and strategic implementation of the 4th-8th grades Instructional Framework: AVID will be part of our plan.

To assure the integrity of our process, we will ensure the following:

- 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 collaboratively identify ELD resources and materials that can support our focus on reading and writing.
- 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 7th and 8th grade students, and the AVID Elementary model for grades 4th-6th, effective curriculum and intervention opportunities will be implemented.
- During the In-Person Instruction phase, incorporate AVID Tutorials twice per week to support daily content-based learning in the classroom, supported by AVID Tutors, with great emphasis on ELD support.
- 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.



### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	AVID Tutors for AVID Tutorials (see Goal 1)
	AVID Collaborative Study Groups, Classified extra-duty costs (see Goal 1)
	AVID Collaborative Study Groups, Certificated extra-duty costs and sub costs (see Goal 1)
	AVID instructional material and supplies(see Goal 1)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk English Language Learner students (Long-term English Language Learners)

#### Strategy/Activity

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.

To assure the integrity of our process, we will ensure the following:

- Grade levels will determine a grade-level time block of 45 minutes during which students are grouped into ELD/ALD or Response to Intervention groups (RTI). During the Distance Learning phase of instruction, the required minimum for DELD time will be 30 minutes, but teachers have agreed to incorporate the use and monitoring of the Imagine Learning Online support program for all English Learners.
- Teachers will team-teach during ELD/ALD/RTI time to better provide for the individual student's needs in the area of oral language development.

- During ELD/ALD/RTI students will be grouped by ELD and/or reading level and they will receive the appropriate ELD/ALD/RTI based on their current level of performance.
- 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.
- EL students will be provided with dedicated access to practice skills on Imagine Learning either during ELD block or at home as part of homework.
- 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 address the needs of students having difficulty acquiring language proficiency.
- 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 extended support for those students at greatest risk.
- A Journalism After School Intervention Program will be offered to students to enhance reading and ELD and support reclassification.
- Teachers will utilize the total group, small group, and individual assessments as needed.
- Teachers and administrators will collaboratively determine the most effective use of additional materials and research-based programs that will benefit the 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 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.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,500.00

Title I

	Instructional Support in preparing At-risk EL students for ELPAC testing (i.e. EL Boot Camp) -Classified and/or Certificated Extra Duty -
329.00	Title I  ELD Programs and Materials (including software/computer programs) like Imagine Learning, Raz Kids and Kate Kinsella
	Certificated extra duty for After School Intervention programs for at-risk students (see Goal 1)
	Classified extra duty for During and After School small-group Intervention programs for at-risk students (see Goal 1)

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, but principally directed to English Language Learner students

### Strategy/Activity

In order to successfully address the needs of our students at risk, our staff is committed to engaging in a Continuous Improvement Cycle, which includes collaboratively planning, implementing, assessing, and reflecting in our practices.

To assure the integrity of our process, we will ensure the following:

- Teachers will study the rubric that determines the different levels of the ELPAC and work together to move ELL students to the next level.
- Review ELD standards, ELD/ELA Correlation Guide, curriculum materials, ELPAC assessments, ELD online profile cards and Blueprints.
- Teachers will monitor Imagine Learning Online support program student data for all English Learners.
- 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.

- 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 teachers in the implementation of reading strategies to increase identified student's success.
- Computer Lab Technician and Assessment Assistant will assist classroom teachers with DORA, Imagine Learning, Renaissance, and other technology Programs and Data Reports like Ellevation.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Extra duty and Substitute expenses for extended grade level collaborative sessions, planning, and data reflection (see Goal 1)

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, but principally directed to English Language Learner students

**Strategy/Activity**

To actively promote Family Engagement and Transitions we support student success through:

- At minimum 1 parent training 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 /Writing 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 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.
- To support after-school participation when students are able to return to in-person instruction, the Think Together After School Program will be provided for students in K-8. Approximately 165-185 students will be served during the 2020-2021 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 ELD level information for the 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 check out reading materials during extended Library Hours, once we return to in-person instruction and it is safe to do so.
- 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.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100.00

Source(s)

Title I Part A: Parent Involvement

Parent PAT, SSC, ELAC meeting supplies and materials.

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Through the SSC (School Site Council) and School Leadership Team implementation of content standard instruction, instructional programs, and resource utilization will be monitored.

- 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 and provide recommendations of the strategies/activities for the SPSA's goal on ELD.

Additionally, to assure the integrity of our process, we will ensure the following:

- Grade levels will meet weekly, and incorporate in their discussion on 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.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

# Annual Review

## SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

After the review of our 2018-2019 SPSA, we have determined that district and school initiatives like Journalism and Biliteracy after school interventions and ELPAC Bootcamp and Newcommer In-school bootcamps continue to contribute to the increase in the number of students making English language acquisition progress. Both academic frameworks, SEAL and AVID align to the support of English language learners through high academic vocabulary and organizational skills. One challenge that we continue to face is related to not having all 4th-8th grade teachers fully trained in AVID.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All budgeted expenditures are closely aligned to the activities and strategies set for this goal focused on reading comprehension. There are no significant differences between the intended implementation and/or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the disruption in the implementation of our SPSA due to the COVID-19 Pandemic, there will be only minor changes to our existing activities/strategies, especially since we do not have Spring 2020 CAASPP state assessment data and there are concerns regarding the validity of our DORA diagnostic assessment recently administered from home. The main changes related to activities/strategies relates to Imagine Learning being agreed upon to be used and monitored with fidelity for all English Learner students at minimum, as part of our No changes will be made to our existing outcomes and metrics at this time.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal Subject

Non-Academic: Behavior/ Social Emotional Learning

## LEA/LCAP Goal

LCAP Goal III: Supports for Learning

Each student will be provided a safe, well maintained, and social-emotionally supportive learning environment through a multi-tiered system of supports.

## Goal 5

During In-Person Instruction phase, reduce student-to-student inappropriate, negative behaviors at school by teaching students to recognize conflict and be able to self-advocate conflict resolution in a positive manner, as measured by a 25% reduction in suspensions. During Distance Learning phase, our goal will be modified by teaching students digital citizenship with great emphasis in good manners and respect.

## Identified Need

A proportion of the Monte Vista student population continues to struggle with lacking conflict-resolution skills (physical aggression in lower grades and overt defiance in upper grades) partially related to their inability to build positive relationships with peers and due to a fragmented and inconsistent plan to support students needing Tier 2 intervention.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard SWIS PBIS Data AERIES Suspension Data	According to our 2018-2019 California Dashboard, 2.9% of our student population received at least one suspension. Based on our AERIES suspension data, we had 19 students receiving one suspension and one student receiving 2 suspensions (a total of 20 suspensions for the whole year).	For the 2020-2021 school year no more than 2.18% of the student population will receive at least one suspension.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, but principally directed to PBIS Tier 2 (at-risk students)



## Strategy/Activity

Monte Vista has focused in the last five years on implementing our Positive Behavior Interventions and Supports (PBIS) framework. During the 2020-2021 school year, we plan to continue our focus on Social Emotional Learning (SEL) by teaching students conflict-resolution skills, with emphasis on respect and manners while in the distance learning phase.

Professional Development in the area of SEL for our staff will be mainly focused on the following, but not limited to:

- 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

To assure integrity of our process, we will ensure the following:

- Teachers in each grade level and Administrators will collaboratively discuss strategies to teach appropriate behavioral expectations.
- At least 1 professional development meeting will be devoted to the area of SEL/PBIS/creation of a schoolwide SEL campaign.
- Campus Monitors will be provided training in PBIS strategies and processes.
- Incorporate PBIS/SEL PD into monthly classified staff meetings.
- Continue fostering the development and execution of procedures/lessons for teaching behavioral expectations in the classroom.

## Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCAP  
  
In-house Training and Planning - certificated extra duty

LCAP  
  
In-house Training and Planning - classified extra duty

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

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. Most of these activities will resume once we return to in-person instruction.

To assure the integrity of our process, we will ensure the following:

- PBIS Team Tier 1 will meet at least quarterly to discuss ways to address the behavioral gaps of students, discuss student SWIS data, and collaborate on effective PBIS/SEL strategies, such as proximity control, redirection cues, choices offered, Praise 3, 5:1 Pos.:Neg, Positive Narration, PBS (Pause-Breathe-Smile/Start Again).
- PBIS Team will create and execute a targeted plan for Staff Bulletin messages that provides Tier 1 intervention suggestions.
- 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, our existing PBIS rewards system will be revised and fully 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 needs.
- Incorporate a Tier 1 schoolwide PBIS student challenge related to our PBIS Matrix of Expectations.
- Update positive school-wide behavioral expectations to target students at-risk
- With input from staff and the Culture and Climate Committee, we will refine our existent Office Data Referral system (ODR) that includes minor and major student offenses.
- Creation of a Manners Matter at Monte Vista Campaign while on Distance Learning and Hybrid instruction models.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCAP

PBIS/SEL materials and supplies (PBIS rewards)

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

PBIS Tier 2 students

#### Strategy/Activity

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.

To assure integrity of our process, we will ensure the following:

- PBIS Tier 2 team to properly match targeted behavior to the conflict resolution strategies needed.
- Incorporate a Tier 2 system of support for staff faced with students needing Tier 2-3 levels of behavior intervention support by providing additional PD opportunities (i.e. Classroom/Behavior Management Trainings, Resource books, Book Club).
- PBIS Team Tier 2 will meet at least quarterly to discuss ways to address the behavioral gaps of students, discuss student SWIS data, and collaborate on effective PBIS/SEL strategies such as CICO, PATHS, Second Step, Restorative Circles, Peer Mentoring, Sensory Room activities.
- PBIS Team Tier 2 will develop and review at least annually 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.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

412.00

Source(s)

Title I

PBIS Tier 2 Materials and supplies (including for the creation of a Sensory Room)

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, but principally directed to At-risk of suspension students

Strategy/Activity

Instructional Supports for students at risk in the area of conflict resolution skills will take place inside and outside of the regular instructional time.

To assure the integrity of our process, we will ensure the following:

- Teachers will regularly teach expected behavior with the help of the PBIS Videos created by the Culture and Climate Committee.
- A mentoring/academic intervention program for Junior High students will be created with the support of a certificated teacher and a counseling intern.
- Provide all students with high-interest opportunities to learn about solving the conflict between peers in positive ways, build positive relationships, and actively support good manners (i.e. Ned Show, Ned Midset Show, etc.).
- 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 individual and 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, audiotape/book sets, and other materials to improve conflict resolution.
- Teachers and administrators will collaboratively determine the most effective use of additional materials and research-based programs that will benefit all sub-groups to learn the expected behavior and conflict resolution. These include but are not limited to the following: Second Step Curriculum and PATHS Curriculum.
- Library Tech assists students in research, choosing literature related to positive behavior skills and traits.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)


Source(s)

LCAP  Academically and behaviorally linked Materials and supplies for behavior interventions
LCAP

	Certificated extra duty for After School Intervention programs for at-risk student
	LCAP Classified extra duty for During and After School small-group Intervention programs for at-risk students
	LCAP Counseling Intern Short-term Position to support the Junior High Mentoring/Academic Intervention Program

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, but principally directed to At-risk students

### Strategy/Activity

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.

To assure integrity of our process, we will ensure the following:

- Collect student behavior data from various sources to identify students who will need Tier 2 behavior intervention supports.
- 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 with strategies and interventions of identified students. SST will recommend testing for students who do not respond to further formalized interventions.
- School Counselor and PBIS Tier 2 Interventionist /Mental Health Intern will assist teachers in implementation of PBIS strategies to increase identified student's success.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

## **Strategy/Activity 6**

### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students, but principally directed to At-risk students

### Strategy/Activity

To actively promote Family Engagement and Transitions we support student success through:

- To support parent understanding of the value of addressing behavior with positive, proactive interventions rather than punitive reactive ones, we provide an annual PBIS Launch Event.
- At the PBIS Launch, present monthly school-wide behavior challenges based on our school-wide PBIS matrix of expectations.
- Parents will learn about the school's PBIS Matrix of Expectations and will receive a School PBIS Pamphlet at Back to School Night.
- Through a variety of SEL district parent training opportunities, parents will learn how to support and teach children at home on strategies to build positive relationships to support conflict resolution peacefully.
- Monthly Library Read Aloud Time on the topics of SEL and PBS strategy (Pause-Breathe-Smile/Start Again) will be implemented once we return to in-person instruction.
- Students and parents will celebrate accomplishments in the area of behavior and social/emotional development and they will learn practical ways to demonstrate kindness towards themselves and those around them, with a school-wide culminating "Kindness Comes in all Colors" Kindness Festival (week). This will include high-interest activities by grade spans like: Colorathon (Jogathon), Big Brothers/Big Sisters for Tk-2 and 8th graders, Jr. High PBIS Room, etc.
- 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 information for transition to the following grade in order to coordinate class make-up, areas of focus, and enhancement of the non-educational program.

- 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.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
150.00	Title I Part A: Parent Involvement  Materials for parent meetings, events, and trainings as they related to PBIS and SEL

**Annual Review**

**SPSA Year Reviewed: 2018-19**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

When reviewing our 2018-2019 California Dashboard Suspension Rate data we noticed that one of the biggest improvements are related to staff awareness training related to the function of behavior. However, a big challenge has been changing staff perceptions about the PBIS framework and suspensions. Another challenge observed is the fragmented Tier 2 level of behavior interventions in part due to lack of sufficient human resources since our school’s counselor was also in charge of our AVID Academic Counseling for junior high students.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

All budgeted expenditures are closely aligned to the activities and strategies set for this goal focused on reading comprehension, given that we have the funding support from LCAP. There are no significant differences between the intended implementation and/or budgeted expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the disruption in the implementation of our SPSA due to the COVID-19 Pandemic, no California Dashboard data on Suspensions is formally available. Therefore, we have decided on only two main changes for this non-academic goal related to activities/strategies. The first one will

be to add the support of a short-term temporarily counseling intern position to support with Tier 2 behavior interventions and to support with a counseling component to our At-Risk Junior High academic interventions. The second one relates to the changes to the actual goal while we are on Distance Learning phase of Instructions since no suspension data will be applicable at that time. During Distance Learning phase, our goal will be modified by teaching students digital citizenship with great emphasis in good manners and respect. No changes will be made to our existing outcomes and metrics at this time.



# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$148,110.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$117,376.00
Title I Part A: Parent Involvement	\$2,775.00
Title I Part A: Professional Development (PI Schools)	\$27,959.00

Subtotal of additional federal funds included for this school: \$148,110.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
-------------------------	-----------------

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$148,110.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
Title I	117,376.00
Title I Part A: Parent Involvement	2,775.00
Title I Part A: Professional Development (PI Schools)	27,959.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I	117,376.00
	Title I Part A: Parent Involvement	2,775.00
	Title I Part A: Professional Development (PI Schools)	27,959.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	120,160.00
Goal 2	18,835.00
Goal 3	2,824.00
Goal 4	5,729.00
Goal 5	562.00

# 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:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Glenda Giron	Principal
Steve Macias	Parent or Community Member
Daniel Medina	Parent or Community Member
Eduvina Cortez	Parent or Community Member
Isamar Cordero	Parent or Community Member
Patricia Fierros	Parent or Community Member
Isabel Santiago	Other School Staff
Carmen Cortez	Classroom Teacher
Cindy Loveless	Classroom Teacher
Connie Ruvalcaba	Classroom Teacher

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 expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Other: School Leadership Team

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.

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.

This SPSA was adopted by the SSC at a public meeting on 12/16/2020.

Attested:

Principal, Glenda Giron on
SSC Chairperson, Steve Macias on

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

### **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

### **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.



## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



# Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**



	State Compensatory Education Advisory Committee
	English Learner Advisory Committee
	Other: School Leadership Team

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.

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.

This SPSA was adopted by the SSC at a public meeting on 12/16/2020.

Attested:

Principal, Glenda Giron on	12/16/20
SSC Chairperson, Steve Macias on	12/16/20