The Single Plan for Student Achievement

Monte Vista School
School Name

19-65037-6102966
CDS Code

Date of this revision: May 1, 2018

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

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

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South Whittier School District
School District

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The District Governing Board approved this revision of the School Plan on 05/15/18.

II. School Vision and Mission

Vision:

The vision of Monte Vista School is to create a safe learning environment where all students meet common core grade level standards and show value added growth. We believe that all students can learn, that success breeds success, and that we control the conditions of success.

Mission:

Monte Vista School believes the home, school, and community working collaboratively will ensure that all students increase by 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as the English Language Learner subgroup.

At Monte Vista we will focus on the needs of our students as a whole by addressing the need for all students to read at grade level through supplemental support from AR implementation, Latino Literacy Project, and ELA productive lessons; using district and site initiatives to help make progress towards demonstrating value added growth on assessments via the use of DII strategies, Thinking Maps, GLAD AVID, and Arts for all; as well as addressing and maintaining a positive school culture through the implementation of PBIS, Olweus, and a progressive discipline plan.

Monte Vista:Instructional Focus Statements

Focus #1
During instruction, teachers provide students with multiple and frequent opportunities to discuss and collaborate ensuring the use of complete sentences and academic language by all students. Students will utilize sentence frames and cite textual evidence when they respond verbally and in written form.

Focus #2
Using AVID's Costa's Levels of Questioning; teachers will utilize predetermined text-dependent questions to foster inquiry and critical thinking in students, focusing on questioning levels 1, 2, and 3.

Focus #3
During instruction, teachers provide frequent and ample opportunities for teachers and students to demonstrate the standards for mathematical practice as they relate to CCSS and lesson objectives.

III. School Profile

Monte Vista is one of six elementary schools in the South Whittier Elementary School District. We are located in South Whittier, a dynamic community of economic and social diversity. Monte Vista opened in 1969 and continues to serve students in fourth through sixth grade. The main ethnic group in the community is Hispanic/Latino. Specially funded programs include schoolwide Title One, School Improvement funds, the Resource Specialist Program, Speech and Language Specialist, Adaptive PE, and Full Inclusion. Supplemental services are provided through an Any Time School Model. Intervention and enrichment programs that meet the needs of all students are available during, before, and after school. Monte Vista School envisions the home, school, and community working together to ensure that all students master grade level standards. It is our mission to provide all students with a learning environment that will help all students increase by 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as the English Language Learner subgroup. To create an environment that promotes powerful learning, we will provide a common core standards based curriculum via Direct Interactive Instruction. Following the ancient adage, "It takes a village to educate a child," we believe parents and community play an integral part in the success of our students. Therefore, we encourage the participation of parents, community members, and business partners. Parent education classes are offered throughout the school year to help parents support the academic success of their children.

To our students and their families, we pledge to provide an enriching education which includes the following:
* A common core standards-based academic program with frequent assessments to guide instruction
* Implementation of the 6Cs "Super Skills" necessary to be successful in the 21st Century (Collaboration, Communication, Critical Thinking, Creativity, Citizenship, and Character Education)
* A healthy and nutritious meal program
* Engaging activities that promote parent participation
* A safe, nurturing, caring, and orderly environment for all students and staff
* An academic program that is enriched through the fine arts: music and art
* An academic program that includes regular physical fitness instruction and assessment of student growth
* An academic program that provides safety nets and anytime behavioral and academic intensive, strategic, and supportive interventions for all students
* An anytime, in and out of school, and enrichment program
* A school program that is closely aligned to an anytime enrichment intervention program that will provide additional student support as funding becomes available.
* Participation in the School Based Coordinating Program
* The use of technology to maximize instruction and student learning
* The teaching of metacognitive skills to increase student learning
* Student groupings to augment and differentiate instruction
* Staff Professional Development to ensure students are provided with Highly Qualified Staff

IV. Comprehensive Needs Assessment Components

A. Data Analysis (See Appendix A)

Common formative and summative assessments are used, by teachers, during staff, grade level meetings, and data conferences when planning instructional next steps, when grouping students, and/or when differentiating instruction. This data is also used to refer students to the Student Success Team, to select appropriate Professional Staff Development, to determine program / practices effectiveness, and to select future conditions of success.

B. Surveys

Every year, all stakeholders (PTA, SSC, ELAC, staff, and the general population) at Monte Vista are surveyed in order to evaluate the efficacy of school practices, programs, and interventions. The results from the analyzed data are used to select future conditions of success. Surveys include staff and student morale, Healthy Kids Survey, as well as survey analysis of documentation such as the SPSA and School Safety Plan.

C. Classroom Observations

Formal and informal classroom observations are part of the Teacher Evaluation Process. Adhering to the SWTA contract, teachers are formally observed minimally 1-2 times a year. Each formal observation consists of a pre-observation conference, an observation of a formal lesson, and a post observation conference. Teachers are informally observed on a regular basis. Classroom informal observations and feedback is given to teachers at least 3-4 times a year. The principal performs regular classroom informal observations to ensure that all district and site initiatives are being implemented appropriately to make sure that all teachers are maximizing instructional time appropriately. The observation process is also used as a way of identifying and sharing best practices, curricular areas of growth, and professional development needs which informs teacher feedback and support for instructional next steps.

D. Student Work and School Documents

Project Based Learning activities are used as a way of providing students the opportunity to show case their work, to provide parents the opportunity to converse with their student/s about school, and to provide our community stake holders an opportunity to take an active role in the learning process of our students.

E. Analysis of Current Instructional Program (See Appendix B)

During the 2016-2017 school year, data revealed that Monte Vista School made small gains in all subgroups for English Langue Arts and Math. In an effort to increase the academic achievement of our students, all teachers at Monte Vista will continue appropriately implementing Direct Interactive Instruction as a strategy that can help increase the academic achievement of all students. Teachers are also augmenting the academic gains of all students by holding regular Grade Level Meetings. A Grade Level Meeting is a professional exchange of ideas that fosters reflective conversations with the intent of raising every student's achievement level by examining: Academic achievement data, demographic data, and past and current instructional practices. Grade Level and Data Meetings provide a time to develop an instructional action plan that establishes targets for students, classes, and grade levels identifying needs, responsibilities, resources, and instructional next steps.

V. Description of Barriers and Related School Goals

Goal 1:
Students at Monte Vista will increase increase by 5% per year to meet recommended continuous improvement in English Language Arts.

Goal 2:
Students at Monte Vista will increase increase by 5% per year to meet recommended continuous improvement in Math.

Goal 3:
Students at Monte Vista will increase increase by 5% per year to meet recommended continuous improvement in the English Language Learner subgroup..

During the 2016-2017 school year, data revealed that Monte Vista School made small gains in all subgroups for English Langue Arts and Math.   With this in mind, the barrier impacting our school goals, is the lack of growth in student achievement. Therefore, Monte Vista is committed to creating a learning environment where all students master common core grade level standards by ensuring that all students increase by 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup. It is our core belief that all students can learn, that success breeds success, and that our staff controls the conditions of success for every student at Monte Vista.

VI. Planned Improvements in Student Performance

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

LCAP Goal #1:

Create a learning environment where students feel safe and flourish as they develop skills needed to be competitive in the 21st Century global market through full implementation of Common Core State Standards and effective use of technology.

SCHOOL GOAL # 1
(Based on conclusions from Analysis of Program Components and Student Data pages)
Monte Vista will facilitate personal student success by providing a safe and secure environment where mutual respect is demonstrated by students and staff.

Monte Vista will implement state standards, course access, pupil achievement, and other pupil outcomes.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
All Monte Vista students in grades 4-6 will participate in this goal. Target Student Groups: Students with Disabilities, Hispanic, Foster Youth, English Language Learners, Socio-economic disadvantaged students, Homeless, and children of military families.	All students will participate in the CAASPP assessment, at the rate of 95% or higher, in ELA and Math to increase by 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup.
Means of evaluating progress toward this goal: 1A: Progress made by students will be measured by longitudinal growth on district units assessments, district benchmarks, and teacher records. 1B: Progress made by students will be measured by continuous growth on the: *SchoolCity Assessments *District benchmarks (ELA/Math) *Weekly/Unit Tests, Formative Assessments *Principal observations *Teacher Evaluations	**Group data to be collected to measure academic gains:** School City Data resulting from multiples measures: Teacher-generated assessments, CELDT/ELPAC Tests, District Benchmark Assessments, ELA Assessments, all Core Program Assessments. As well as: attendance rates, the Physical Fitness gram evaluation of 5th and 7th grade students, Olweus implementation, Healthy Kids Survey, PBIS Intervention Support Checklist, referrals to community agencies (Whole Child, Spiritt Family Services, and Pacific Clinics) as evidence from Parent Conferences, SST meetings, IEP meetings, and 504 meetings. *CAASPP State Assessment *CELDT/ELPAC

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date** **Completion Date**	**Proposed** **Expenditures**	**Estimated** **Cost**	**Funding** **Source**

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.0 The school leadership employs a wide range of strategies to encourage parental and community involvement, especially with the teaching and learning process.				
1.1 All core and supplemental materials used in classrooms are aligned to current common core grade level content standards and are implemented appropriately.	2018 - ongoing			LCFF
1.2. Various forms of formative and summative CCSS based assessments are used to monitor progress towards mastery of CCSS.	2018 - ongoing			LCFF
1.3 Data will be analyzed during grade level meetings, data conferences, and trimester reviews. This information will be used to differentiate instruction and provide enrichment/intervention in a timely manner.	2018 - ongoing			LCFF
1.4 Monte Vista teachers and administrator will appropriately implement the District's Common Core Standards-Based Reportcards.	2018 - ongoing			LCFF
1.5 Data Analysis, Progress Monitoring, Regular grade level data conferences, and/or professional development days (including release time for teachers) will be conducted by the Principal using Key Data Systems, School City and Think Central data to track student progress and inform instructional practices as well as CCSS training information (as funding becomes available).	2018 - ongoing			LCFF
1.6 DII Instructional refresher training for all teachers including the use of district coaches and mentor/model teachers at other school sites will be implemented as needed.	2018 - ongoing			LCFF
1.7 Teachers will receive training in the Common Core State Standards as well as the Sync Solutions tool for curriculum/standards alignment and implementation.	2018 - ongoing			LCFF
1.8 All teachers will attend Thinking Maps "Write from the Beginning" training and align instruction to school-wide and district-wide writing initiatives and prompts.	2018 - ongoing			LCFF
1.9 All K-6 teacher will continue to receive Ipads for academic in-class intervention and enrichment to be used by advanced students, struggling learners, and ELs (as funding becomes available).	2018 - ongoing			LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.10 Teachers will focus their instructional efforts on high leverage strategies / initiatives to increase the intended rigor of the common core standards. These strategies/initiatives include: • Using local–adopted, standards-aligned instructional materials, curriculum, & assessments • Participating in the CAASP and train students in the skills needed to take the CAASP • Implementing the four components of Direct Interactive Instruction appropriately -- Standards and Measurable Objectives, Lesson Strucure and Sequence,Student Engagement (interaction, feedback, and directives), and Proactive Classroom Management. • Teaching students how to use academic language at all times • Integrating anytime, Intensive, Strategic and Supportive Academic and Behavioral Response to Intervention strategies that focus on a positive reward system • Grouping students, as needed, to maximize instruction and learning • Integrating "The Arts" into the curriculum • Providing additional time for structured ELD student support • Consistently using Leveled Sentence Frames and SDAIE strategies as needed throughout the instructional day and across all subject areas, through gradually released scaffolding strategies. • Implementing the 6cs "Super Skills" for the 21st Century • Utilizing technology to maximize instruction and learning • Using and instructing students on the use of metacognitive practices to teach students how they learn in efforts of increased learning strategies. • Implementing the Olweus Anti-bullying Program, PBIS, and CPI • Developing rigorous and relevant instruction that motivates students to achieve at higher levels: Hess' Cognitive Rigor Matrix / Webb's Depth of Knowledge Levels / Costa's Levels of Questioning • Creating a positive school climate that includes a bully and suicide prevention component • Implement GLAD • Continue to attend AVID training	2018 - ongoing			LCFF

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.11 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2018 - ongoing			LCFF
1.12 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Monte Vista will organize activities to stimulate family participation based on information gained from parent surveys in the areas of parenting, communicating, learning at home and decision-making, collaborating with the community and volunteering as evidenced by scheduled activities and parent sign-in sheets. A parent incentive component will be added to these activities to increase parent support and participation.	2018 - ongoing			LCFF/Title 1
1.13 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Monte Vista will annually ensure a correctly composed and elected School Site Council and ELAC.	2018 - ongoing			Title 1
1.14 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Monte Vista will hold Title-I Parent meetings and School Advisory Committee Meetings using the multiple sessions model. At each meeting, parents will receive information about the school's ELL progress, state standards for reading, supplemental support available for Title-I students, and ways that they can support reading at home as evidenced by agendas and minutes.	2018 - ongoing			Title 1
1.15 The site administrator will ensure that teachers regularly inform parents of their child's academic and personal progress by monitoring communication through Trimester Progress reports, parent/teacher conferences, promotion and retention conferences, Student Study Team (SST) conferences, 504s, Teleparent, and Blackboard: Oct./Feb./April/June/As needed	2018 - ongoing			LCFF/Title 1
1.16 The site administrator will communicate with parents in a language they can understand, in a timely manner, about academic proficiency levels, grade-level standards, local assessments as well as available student assistance and support. All notices, reports, statements, or records that district staff sends parents or guardians will be provided in written form and in the primary language to the extent possible. Individual parent conferences will be held at least twice each year, and on-going as needed, to interpret student district reading assessments results and reading program as evidenced by conference schedules.	2018 - ongoing			LCFF/Title 1
1.17 Monte Vista will continue to increase the use of new technologies in order to more effectively communicate with parents and to increase parent involvement and engagement.	2018 - ongoing			LCFF/Title 1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.18 Auxiliary services for students and parents (including transition from preschool, elementary, and middle school) * Transition IEP's will be scheduled and held for students with disabilities who are transitioning into and out of Monte Vista as needed. Parents, school staff and receiving teacher will attend meetings to review IEP goals as evidenced by IEP. * A Sixth Grade Forum and middle school orientation program for students and parents will be held each year in order to familiarize the parents and students with programs offered at the middle school and to review the * ELA standards and expectations as evidenced by agendas and sign-in sheets. * Site administrator, 5th-grade, 6th-grade teachers, and other selected staff members will collaborate with the middle school to create orientation programs for incoming students.	2018 - ongoing			LCFF
2. An environment where students feel safe and secure, and mutual respect is demonstrated by students and staff.				
2.1 All students, faculty, and staff have been trained to employ the Olweus Bullying Prevention Program via a kick off assembly, weekly class meetings, and the school site discipline plan.	2018 - ongoing			LCFF Centralized Funds
2.2 Positive Behavior Interventions and Supports (PBIS) is implemented school wide. Information sharing the progress of PBIS is presented to school site stakeholders during site and district meetings.	2018 - ongoing			LCFF Centralized Funds
2.3 All certificated and classified staff will participate in training aligned to their specific job classifications, safety, discipline, and on the contents and goals of the SPSA, in order to better support the school sites. High quality friendly customer service and cross training will be the focus areas of the training. Attendance at training will be verified by sign-in sheets.	2018 - ongoing			LCFF
2.4 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2018 - ongoing			LCFF
2.5 District Approved Interventions / Enrichment programs will be implemented by district staff, peer tutors, peer mediators, content experts, consultants, and/or community volunteers to meet and enrich the academic needs of all students. These interventions / enrichment programs will be provided following an Any-Time Support Model and could take place in and/or out of the school campus (i.e. fieldtrips, assemblies, Consultants, etc.)	2018 - ongoing			LCFF/Title 1 District Centralized Funds
2.6 Coaching and Professional Development opportunities will be used to build leadership capacity in the teaching staff and the principal.	2018 - ongoing			LCFF/Title 1 District Centralized Funds
2.7 A more safe and secure learning environment will be provided as funding becomes available including staff training on CPI, bullying, and suicide prevention.	2018 - ongoing			District Centralized Funds
3. A culture where positive behavior is the norm and there is no tolerance for bullying.				
3.1 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2018 - ongoing			LCFF/Title 1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
3.2 Students will be provided opportunities to practice and develop their leadership skills. A student incentive / reward system will be implemented to increase student motivation and student achievement. ie. Student Council	2018 - ongoing			LCFF
3.3 Coaching will be used to build leadership capacity in the teaching staff and the principal.	2018 - ongoing			LCFF/Title 1 District Centralized Funds
3.5 District partners, such as Whole Child/ Spiritt Family Services/ Pacific Clinics, will continue to receive school site and district referrals on an as needed basis for students who require additional support services.	2018 - ongoing			Centralized Support
4. Full implementation of the district Wellness Policy				
4.1 School requisition forms, for professional development are to be linked to a specific goal in the school's Single Plan for Student Achievement as evidenced by review of requisition forms by a district administrator.	2018 - ongoing			LCFF District Centralized Funds
4.2 Coaching and Professional Development opportunities will be used to build leadership capacity in the teaching staff and the principal.	2018 - ongoing			LCFF/Title 1 District Centralized Funds
5. All students, including low income students, have access to basic health services.				
5.1 Monte Vista will continue to increase the use of new technologies in order to more effectively communicate with parents and to increase parent involvement and engagement.	2018 - ongoing			LCFF/Title 1
6. Maintain a culture characterized by trust, professionalism, and high expectations for all students, having access to a system of personal support services, activities, and opportunities at the school and within the community.				
6.1 The staff will support district efforts that cater to the unique academic and social/emotional needs of adolescents, including metacognitive strategies and university and career awareness. Staff will develop programs that prepare students for success in middle school, high school, university level, and workforce/professional career.	2018 - ongoing			LCFF
6.2 Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents): Monte Vista will annually ensure a correctly composed and elected School Site Council and English Learner Advisory Committee.	2018 - ongoing			LCFF/Title 1
6.3 The site administrator will ensure that teachers regularly inform parents of their child's academic and personal progress by monitoring communication through Trimester Progress reports, parent/teacher conferences, promotion and retention conferences, Student Study Team (SST) conferences, Teleparent, and Blackboard: Nov./Feb./April/June/As needed	2018 - ongoing			LCFF/Title 1
6.4 Monte Vista will hold a Back to School Night event in the fall to review grade level standards and expectations as evidenced by agendas and sign-in sheets. In the spring of each year, Open House events will be held to showcase student work reflecting grade level standards	2018 - ongoing			LCFF/Title 1
6.5 Monte Vista will continue providing Parent Education Trainings that target parents of English language learners.	2018 - ongoing			LCFF/Title 1

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
6.6 Monte Vista will provide child care, meals, and attendance incentives to encourage attendance and participation at parent meetings, trianings, workshops. These activities will be scheduled at a variety of convenient times to enable parents to participate in school-related meetings and training sessions as evidenced by meeting schedules.	2018 - ongoing			LCFF/Title 1
6.7 Monte Vista will continue to increase the use of new technologies in order to more effectively communicate with parents and to increase parent engagement.	2018 - ongoing			LCFF/Title 1
6.8 The "Arts for All" model will be incorporated in to the curriculum to create a more enriching learning environment for all students, as is allowed by the curriculum.	2018 - ongoing			LCFF
6.9 Coaching and Professional Development opportunities will be used to build leadership capacity in the teaching staff and the principal.	2018 - ongoing			LCFF/Title 1 District Centralized Funds

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #2:
Provide opportunities and support for all students as they develop and expand their knowledge across a broad course of study which will prepare them for college and the workforce. Increased and improved services will be provided for all sub groups.

SCHOOL GOAL #2
(Based on conclusions from Analysis of Program Components and Student Data pages)
SCHOOL GOAL
Goal 1:
Based on 2016- 2017 scores, Monte Vista will increase by 5% per year to meet recommended continuous improvement in English Language Arts and Mathematics as determined by multiple measures.
Goal 2:
Based on 2016-2017 performance scores, Monte Vista will increase the English Language proficiency levels of English Learners by 5% per year to meet recommended continuous improvement as well as the percentage of students attaining English proficiency as determined by multiple measures.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
All Monte Vista students in will participate in this goal. Student target groups include: * Hispanic * English learner * Socio-economically disadvantaged * Homeless * Foster Youth * Students with Disabilities * Children of Military families	Hispanic. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments. Socio-economic Disadvantaged. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments. English Language Learners. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments. The percent of students meeting English Proficiency will increase by 5% per year to meet recommended continuous improvement. Foster Youth. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments.

Means of evaluating progress toward this goal:	Group data to be collected to measure academic gains:
* School City * End of the Unit Assessments (ELA/Math) * School Diagnostic Assessments * Principal Observations * Teacher Evaluations	*CAASP *CELDT/ELPAC *CAA

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.0 COMMON CORE STATE STANDARDS. All students will receive instruction based on Common Core State Standards (that will prepare them for college and the workforce).				
1.1 MATERIALS & TECHNOLOGY. All students will have access to district adopted core and supplemental materials. These materials will be aligned to grade level CCSS in all content areas. Intervention/Enrichment materials will be used to meet the individual needs of students. School will be equipped with a functioning permanent labs and or other technology such as ipads, document cameras, Alpha Smarts, Apple TVs , chromebooks, laptops, and projectors.	2018- ongoing	Core materials-purchased by district Intervention Materials Intervention Aides Technology Hardware Software Maintenance		LCFF/Title 1 District Centralized Funds
1.2 ASSESSMENTS. The CAASPP, CELDT/ELPAC, and various forms of district and program formative and summative assessments are used to monitor progress towards mastery of CCSS. English Language Learner results are also used to set goals and monitor school site progress. Staff will implement a district and school site assessment schedule which includes district, program, and state assessments as well as timelines for the administration of assessments.	2018- ongoing			District Centralized Funds

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.3 COLLABORATION/PROGRESS MONITORING. 1.3a Ongoing data will be collected and analyzed during grade level meetings, data conferences, and trimester reviews. This information will be used to differentiate instruction and provide enrichment/intervention in a timely manner. 1.3b Meetings will include all teachers including specialists and special education teachers. The Professional Learning Community (PLC) model will be utilized as a way to continue to improve and enhance grade level and staff meetings. 1.3c PDAR through Talking Teaching will be utilized to collaborate, assessment student achievement, as well as determine instructional strengths and needs to promote student achievement.	2018- ongoing	Grade level meetings Data conferences Trimester Reviews		LCFF/Title 1 District Centralized Funds
1.4 REPORT CARD. Create rubric and weighting criteria to create greater consistency with report card grading agreed upon by Monte Vista teachers.	2018- ongoing	Release time for teachers (subs)	$28.08 per hour	LCFF/Title 1 District Centralized Funds
1.5 TEACHING STRATEGIES. Teachers will use research based instructional strategies such as DII, Thinking Maps/Write From the Beginning, SDAIE strategies, AVID, and GLAD to deliver instruction.	2018- ongoing	Professional Development Substitutes Conferences Travel Professional Materials		LCFF/Title 1 District Centralized Funds
1.6 STAFFING. District will hire highly qualified staff that meet or exceed state guidelines.	2018- ongoing			Centralized services
1.7 INSTRUCTIONAL MINUTES. All students including Students with Disabilities and English Learners, Foster Youth, and Homeless have access to the core curriculum by ensuring daily schedules meet the required instructional time for all curricular areas as well as the required extra curricular areas (Physical Education).	2018- ongoing			District Centralized Funds
2.0 INCREASE INSTRUCTIONAL DAY. A need exists to increase the instructional day and year to ensure maximum opportunities for Title 1 and English learner students to achieve grade level standards at the same level as their peers inside and outside of the district.				

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
2.1 INTERVENTION AND SSTs. Disaggregated student assessment data will be used to identify students, including English learners for placement into the site's intervention program. Intervention will be designed to support English Language Arts and/or mathematics as evidenced by data. Intervention classes will be offered to students within their regular school day as well as before and after school. School Study Team (SST) will meet regularly to identify and monitor proposed interventions for at-risk students.	2018- ongoing	Data conferences (see 1.3) Intervention Program (see 1.1) Intervention Aides Intervention Materials SST Substitutes		Title 1
2.2 EXTENDED YEAR. Students with Disabilities will be invited to attend an extended school year program focusing on skills identified in students' IEPs.	2018- ongoing	Anytime intervention programs as funding becomes available		Centralized support
2.3 THINK TOGETHER. Think Together will continue to provide extended day programs for students. Program Coordinator will meet with site staff on a regular basis to align program components to state standards and site practices. The THINK program will provide a safe environment that focuses on homework support, technology, enrichment activities, and physical fitness through organized indoor and outdoor activities. THINK Together staff will submit attendance reports monthly and expense reports quarterly to the Educational Services and Business Department	2018- ongoing			Centralized support
2.4 ASSESSMENT. Students taking the CAASPP who score in the" did not meet standard" or "Nearly Met" in English Language Arts and/or math will be scheduled into an ELA /Math intervention class. Benchmark/Unit assessments will be used to identify children who struggle in ELA and or Math. Student progress will be monitored by reviewing program assessment data during data conferences.	2018- ongoing	Intervention Materials Intervention Staff (extra pay) (see 1.1)		Allocated under goal 1 Centralized support
2.5 SUMMER SCHOOL. Opportunities to increase academic proficiency will be offered to English learners, Homeless, Foster Youth, children of Military families, and students scoring below basic on district/state assessments, as funding becomes available.	2018- ongoing			Centralized support
2.6 STAFFING. Staff and or consultants will deliver intervention and or enrichment classes based on data and identified school needs.	2018- ongoing	Staff (see 1.1) Consultants		
2.7 MATERIALS. Staff will use the site's identified intervention programs and additional support materials including technology to provide access to CCSS and prepare students for the CAASPP.	2018- ongoing	Technology (see 1.1) CCSS support materials CAASPP prep materials		LCFF/Title 1 District Centralized Funds
3.0 STUDENTS WITH DISABILITIES. Students with disabilities meet all goals outlined in their Individualized Educational Plans (IEPs) in the least restrictive environment.				

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
3.1 TRANSITIONAL IEPs. Transition IEPs will be scheduled and held for students with disabilities in the spring prior to entering a new grade level setting (TK to Kinder, 6 to 7, and 8 to high school). This articulation will ensure a smooth transition to the new school site and provide the family an offer of a Free an Appropriate Public Education in the new setting.	2018- ongoing	Substitutes		Microsoft Voucher EETT Title 1
3.2 PROGRAM. Students with identified special instructional needs will receive a program as determined by the IEP team decision based upon a review of individual data, ensuring appropriate accommodations and supports as defined in the IEP. This data will include, but not be limited to state test data; district benchmark data; IEP assessments; standardized assessments, teacher-made assessments; family history and parent observation; medical and psychological information and assessments; and student work products. Principal and or designee will monitor IEP implementation through regular classroom visits and the Trimester Review process.	2018- ongoing	Substitutes	Salary	
3.3 REGULAR EDUCATION. General education students will receive interventions through small group instruction with the support of an educational specialist in the area of special education. General education program will use the district adopted core curriculum and other CSS aligned support materials. RSP teacher and RSP Instructional Aide provide students with instructional support to access the general education curriculum.	2018- ongoing			Centralized support
3.4 RSP. Push-in or Pull-out RSP teacher or aide will provide instruction and or support to meet the students' IEP goals and offer of FAPE. RSP will use a variety of materials such as Read Naturally, Phonics (Curriculum Associates), Common Core Standards Plus or other approved programs to supplement learning for students.	2018- ongoing	Intervention materials		Centralized support
3.5 SDC. Students will receive specially designed instruction in a Special Day Class (SDC). SDC will use the ULS program and other support materials to supplement learning of special education students.	2018- ongoing	Technology manager Teacher Training as funding becomes available		Centralized support
3.6 STAFFING. Highly qualified staff, with the appropriate support will meet the goals outlined in students's IEP. Sufficient staff that supports the mandated requirements for individual student needs and also maintain caseloads as outlined in education code will ensure student growth towards meeting IEP goals.	2018- ongoing	Website		Centralized support
4.0 All students including low income (Title 1), English learners, Foster Youth, Homeless, and children of Military families are engaged in challenging learning experiences in the classroom that effectively help them learn the curriculum standards assessed on the CAASPP.				
4.1 ASSESSMENTS. In addition to 1.2 Assessments, data will be disaggregated and used to monitor strategies used for each of the identified subgroups (Title 1, EI, Foster Youth, Homeless, children of Military families, and other state identified subgroups.)	2018- ongoing			Allocated above

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
4.2 TEACHING AND LEARNING. In addition to 1.5 TEACHING STRATEGIES, identified subgroups will have programs such as Imagine Learning, Accelerated Reader, and tutoring.	2018- ongoing	Support materials Support programs		LCFF/Title 1 District Centralized Funds
4.3 TECHNOLOGY. Subgroups will be provided with a comprehensive technology program which includes resources such as ipads, laptops, Apple Tvs, as well as apps and educational websites that promote 21st Century Learning and Project Based Learning (PBL) projects. Staff will receive training in aligning CCSS, programs, strategies, and the CAASPP to build a cohesive program which prepares students for the CAASPP.	2018- ongoing	Technology (see 1.1) Hardware Software Website registration (ex. Brain Pop, Haiku Learning, etc.)		LCFF/Title 1
4.4 STAFFING. Staff will be trained in meeting the legal mandates and procedures for working with subgroups specifically Foster Youth, Homeless, and children of Military families.	2018- ongoing	Professional Development Substitutes		Title 1
5.0 ENGLISH LEARNERS. English learners make progress towards attaining proficiency or better in English annually (which will improve their abilities to meet the demands of college and the workforce).				
5.1 PROGRAM. Staff will use English Language Development Standards to design a focused program based on the English proficiency level of the students. Students will be grouped according to their ELD proficiency level during daily designated ELD time. The district adopted ELD program and or expository resources will be used to deliver instruction. GLAD and Imagine Learning are utilized as a academic literacy support.	2018- ongoing	ELD Materials Professional Development		Title 1 District Centralized Funds
5.2 ASSESSMENT. CELDT/ELPAC will be used annually to measure growth towards English Proficiency. District data will be disaggregated to monitor the English and academic proficiency of English learners.	2018- ongoing	Data conferences (see 1.3)		District Centralized Funds Title 1
5.3 STAFFING. All staff will be BCLAD/CLAD certified and receive current training on research based effective teaching strategies for Els such as Marzano, SDAIE, etc.	2018- ongoing	Professional Development (see 5.1)		District Centralized Funds Title 1
5.4 ANNUAL GROWTH. English learners who have not made annual growth in their English acquisition skills based on review of annual CELDT/ELPAC scores, may be identified for ELD intervention and or summer school.	2018- ongoing	Intervention (see 1.1) Summer School Staff		District Centralized Funds Title 1

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #3:

Provide professional development opportunities for all staff to develop professional efficacy, to ensure that high-quality instruction is provided to all students.

SCHOOL GOAL #3
(Based on conclusions from Analysis of Program Components and Student Data pages)
Certificated and classified staff will have access to professional development training opportunities at the district and site level.

Student groups and grade levels to participate in this goal:	**Anticipated annual performance growth for each group:**
Certificated and classified staff will participate will participate in professional development opportunities; in turn all students will benefit from the implementation of the learned practices.	Hispanic. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments. Socio-economic Disadvantaged. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments. English Language Learners. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments. The percent of students meeting English Proficiency will increase by 5% per year to meet recommended continuous improvement. Foster Youth. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments.
Means of evaluating progress toward this goal: Student progress will be monitored through the analysis of various district and site assessments.	**Group data to be collected to measure academic gains:** Teacher observations; Data from grade level assessments; Test results from CAASPP and CELDT/ELPAC

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	**Start Date Completion Date**	**Proposed Expenditures**	**Estimated Cost**	**Funding Source**
1. Certificated and classified stafs will have access to professional development				

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.1 CCSS: All certificated staff will be trained on Common Core State Standards and 21st Century learning strategies. *Critical Thinking Skills/ Problem Solving Skills * Project Based Learning *Integrated Content Based Learning Across Curriculum *Accountable talk	2018- ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies		Centralized Service Title 1/LCFF
1.2 MATH - All certificated staff will receive training in the adopted Go Math program and Math CCSS. * Two staff members will attend Trainer of Trainers for Think Central component of Go Math. * Staff members will receive training on various mathematical concepts: 5 E's of lesson design, CCSS Mathematical Practices and strategies. *Certificated staff will be provided with coaching support and professional development by Leverage Learning. *CGI	2018- ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies		Centralized Service Title I, LCFF
1.3 LANGUAGE ARTS - All teachers will receive ongoing support/training for CCSS based units. * Teachers will receive support in the implementation of CCSS lesson design and content. * Teachers will participate in vertical/horizontal collaboration at the site level to gain a better understanding of the structure of CCSS. *Teachers will be trained on providing multiple types text structure: informational text, literature, poetry, etc. * 4-6 teachers will be trained in Write From the Beginning program * Teachers will receive ongoing support/training in Thinking Maps	2018- ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies		Centralized Service Title 1 / LCFF
1.4 COLLABORATION: Teachers will meet monthly to collaborate on core curricular needs and to discuss Best Practices. *Monthly grade level meeting at district and site levels to discuss and analyze program effectiveness, then determine improvements based on collaboration *Committee meetings: Curriculum, Technology, Evaluation *PDAR through Talking Teaching will be utilized to collaborate, assessment student achievement, as well as determine instructional strengths and needs to promote student achievement.	2018- ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter fees Materials and supplies		Centralized Service
1.5 COACHING: Teachers will be provided with ongoing access to coaching support including, but not limited to: * Co-plan/Co-teach * Demo Lessons * Lesson Study * Reading Strategies	2018- ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter Fees Materials and supplies		Centralized Service

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.6 TECHNOLOGY: Teachers will have access to professional development on 21st Century computer based topics: using technology in the classroom, effective strategies, issues pertaining to laws and policies etc.	2018- ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter Fees Materials and supplies		Title 1, LCFF
1.7 AVID: Certificated staff will be provided with coaching support and professional development by AVID.	2018- ongoing	Substitute pay Extra pay assignment Registration fees Mileage Presenter Fees Materials and supplies		Title 1, LCFF

VI. Planned Improvements in Student Performance (continued)

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LCAP Goal #4:

Strengthen communication with parents and community members by providing resources and opportunities for parents' active engagement in their student's education.
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SCHOOL GOAL #4
(Based on conclusions from Analysis of Program Components and Student Data pages)
SCHOOL GOAL # 4
Strengthen communication with parents and community members to provide resources and opportunities for parents to give meaningful input into their students' education.
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Student groups and grade levels to participate in this goal:
All students will benefit from the support of community stakeholders.
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Anticipated annual performance growth for each group:
Hispanic. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments.

Socio-economic Disadvantaged. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments.

English Language Learners. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments. The percent of students meeting English Proficiency will increase by 5% per year to meet recommended continuous improvement.

Foster Youth. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments.
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Means of evaluating progress toward this goal:
Analysis of the effectiveness of the means of communication with parents and community members in their home language. Various means of communication include, written communication, Blackboard messages, school website and social media, parent surveys, and community partnerships.
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Group data to be collected to measure academic gains:
Written Communications
Blackboard Messages
School website and social media
Parent Surveys
Parent Sign-in sheets
Agendas
Community Partnerships
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
Strengthen communication with parents and community members to provide resources and opportunities for parents to provide meaningful input into their students' education.				
1.1 Various means of communication include, written communication, Blackboard messages, Aeries.net, school website and social media, parent surveys, and community partnerships.	2018- ongoing	Blackboard license, school website license, duplicating costs		Centralized services District LCFF
1.2 Hold regular parent advisory meetings, trainings, and give parents/community members the opportunity to attend within district and out of district conferences.	2018- ongoing	Within district and out of district conferences		Title I
1. 3 Provide child care, translation, incentives, prizes, and rewards to encourage parent/community member participation in ongiong events.	2018- ongoing	Child care, translation services, incentives, prizes, and rewards		Title I
1.4 Provide opportunities for parents and community members to participate in family nights, family education opportunities, Back-to-School Night, Open House, Parent/Teacher conferences, Annual Title I meeting, etc.	2018- ongoing	Child care costs, materials and supplies, translation services, prizes, and rewards		Title
1.5 Appropriately constituted parent advisory committees (School Site Council, and/or ELAC, PTSA, Parent Advisory Committee, etc.) which serve to develop and approve the Single Plan for Student Achievement (SPSA)/Local Control Accountability Plan (LCAP) and review program effectiveness.	2018- ongoing	Duplicating costs		General fund
1.6 Parents will be informed throughout the school year about students' academic and behavioral progress utilizing the Blackboard program, Back-to-School Night, Open House, Parent Conferences, and parent meetings, etc. This includes all special populations, such as low Socio-Economic Status, Special Education, Foster youth, Homeless, and children of Military families.	2018- ongoing	Blackboard program		Centralized services District LCFF
1.7 Current School Accountability Report Cards (SARC) containing all required information will be posted annually on the school website.	2018- ongoing	School website		Centralized services District LCFF
1.8 Parents of English Learners will be informed on an annual basis of their children's progress in the area of language development.	2018- ongoing	Duplicating costs		General fund

VI. Planned Improvements in Student Performance (continued)

LCAP Goal #5:
Provide a comprehensive system of support services to facilitate student success, both academically and personally.

SCHOOL GOAL #5
(Based on conclusions from Analysis of Program Components and Student Data pages)
Create a learning environment where students feel safe and can grow and flourish as they develop skills needed in order to be competitive in the 21st Century global market.

Student groups and grade levels to participate in this goal:	Anticipated annual performance growth for each group:
All Monte Vista students will participate in this goal. Student target groups include: * Hispanic * English learner * Socio-economically disadvantaged * Foster Youth * Students with Disabilities * Homeless * Children of Military families	Hispanic. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments. Socio-economic Disadvantaged. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments. English Language Learners. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments. The percent of students meeting English Proficiency will increase by 5% per year to meet recommended continuous improvement. Foster Youth. There will be an increase of 5% per year to meet recommended continuous improvement in the following areas: in English Language Arts, Math, as well as English Language Learner subgroup levels on district and or school site assessments.
Means of evaluating progress toward this goal: Olweus Surveys Parent/Student/Staff Surveys District/School Surveys Emergency Drills Data Safe School Plan PBIS Aries Data (Discipline/Guidance)	**Group data to be collected to measure academic gains:** Written Communications Blackboard Messages School website and social media Parent Surveys Parent Sign-in sheets Agendas Community Partnerships

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source
1.1 All students wil learn from a highly qualified staff member within the school environment.	2018- ongoing	Salaries for staff and for staff development	Cost for salaries and professional development	Centralized district budgets and school site budgets
1.2 All students, including Foster Youth, Children of Military families, special needs, English Learners, socio-economically dis-advantaged, Homeless, and other students will have equal access to the school's entire educational program.	2018- ongoing	Salaries for staff costs and for funds and resources for various educational programs	Cost for salaries and for resources and various educational programs	Centralized district budgets and school site budgets
1.3 All students, including Foster Youth, Children of Military families, special needs, English Learners, socio-economically dis-advantaged, Homeless, and other students will have full access to standards-aligned instructional materials at school and at home.	2018- ongoing	Cost and for instructional materials and supplies	Cost for materials and supplies	Centralized district budgets and school site budgets
1.4 Students will have full access to the library during the school day as well as before and after school so they can utilize technology and receive support for their school work.	2018- ongoing	Salary for library clerk and teacher extra-pay for tutoring	• $40,000 for library clerk salary and benefits • $15,000 for staff extra pay and benefits for before and after school tutoring	Centralized district budgets and school site budgets
1.5 The school provides a safe, clean, well-maintained, and orderly learning environment that nurtures learning and provides a focus on continuous school improvement. The Olweus program, the PBIS program, the Family Life Program, and partnerships with Spiritt Family Services, the Whole Child, and Pacific Clinics, among other organizations, support the social and emotional health and development of our students so they feel safe and engaged in their learning.	2018- ongoing	Costs of materials, supplies, and training for our various programs.	$3,000	Centralized district budgets and school site budgets
1.6 The school complies with Williams requirements for school cleanliness and orderliness.	2018- ongoing	Salary for school and district custodians and maintenance personnel	Costs of school and district custodians and maintenance personnel salaries	Centralized district budgets
1.7 The school works with THINK Together to provide an after school program that assists students with a safe environment to do their homework and participate in physical activity and enrichment.	2018- ongoing	The cost the THINK Together program	$900,000	ACES Grant
1.8 Provide oppotunities for volunteers, content experts, and consultants to enhance students' 21st Century Skills.	2018- ongoing	The cost of content experts, and consultst	$2, 000	Volunteers, content experts, and consultants

Appendix A - School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	107	76		102	75		102	75		95.3	98.7	
Grade 5	102	101		95	101		95	101		93.1	100	
Grade 6	106	97		104	94		104	94		98.1	96.9	
All Grades	315	274		301	270		301	270		95.6	98.5	

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

Overall Achievement for All Students													
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	2421.3	2418.9		13	8.00		12	20.00		26	20.00		49	52.00	
Grade 5	2426.8	2468.9		4	9.90		14	27.72		25	15.84		57	46.53	
Grade 6	2494.2	2469.4		6	3.19		33	23.40		29	30.85		33	42.55	
All Grades	N/A	N/A	N/A	8	7.04		20	24.07		27	22.22		46	46.67	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	10	9.33		42	54.67		48	36.00	
Grade 5	4	13.86		39	42.57		57	43.56	
Grade 6	12	5.32		47	41.49		41	53.19	
All Grades	9	9.63		43	45.56		49	44.81	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	11	8.00		44	48.00		45	44.00	
Grade 5	7	21.78		35	44.55		58	33.66	
Grade 6	17	11.70		42	42.55		40	45.74	
All Grades	12	14.44		41	44.81		48	40.74	

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	11	5.33		64	53.33		25	41.33	
Grade 5	4	13.86		61	58.42		35	27.72	
Grade 6	13	4.26		68	62.77		19	32.98	
All Grades	9	8.15		64	58.52		26	33.33	

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	12	17.33		45	44.00		43	38.67	
Grade 5	11	19.80		61	46.53		28	33.66	
Grade 6	18	10.64		54	38.30		28	51.06	
All Grades	14	15.93		53	42.96		33	41.11	

Conclusions based on this data:

1. Monte Vista had 3.11% growth with students meeting and exceeding the standards in English Language Arts between 2015-16 and 2016-17 overall.

2. Monte Vista had 3% growth in 4th grade and 19.62% growth in 5th grade with students meeting and exceeding the standards in English Language Arts between 2015-16 and 2016-17 overall.

3. Monte Vista had a 15% decline in 5th with students meeting and exceeding the standards in English Language Arts between 2014-15 and 2015-16 overall and a 12% decline with 6th grade students meeting and exceeding the standards in English Language Arts between 2015-16 and 2016-17 overall. It was determined that part of the rationale is the number of students in this grade level with IEPs receiving RSP services contributed, which is a consistent finding between that grade's cohort grouping.

Appendix A - School and Student Performance Data (continued)

CAASPP Results (All Students)
Mathematics

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	107	76		102	75		102	75		95.3	98.7	
Grade 5	102	101		95	101		95	101		93.1	100	
Grade 6	106	97		104	94		104	94		98.1	96.9	
All Grades	315	274		301	270		301	270		95.6	98.5	

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	2435.3	2447.0		6	6.67		19	22.67		40	44.00		35	26.67	
Grade 5	2429.2	2464.6		0	7.92		8	12.87		27	31.68		64	47.52	
Grade 6	2477.3	2456.2		8	3.19		16	9.57		26	34.04		50	53.19	
All Grades	N/A	N/A	N/A	5	5.93		15	14.44		31	35.93		50	43.70	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	15	13.33		33	37.33		52	49.33	
Grade 5	2	10.89		26	32.67		72	56.44	
Grade 6	12	6.38		32	20.21		57	73.40	
All Grades	10	10.00		31	29.63		60	60.37	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	9	6.67		37	50.67		54	42.67	
Grade 5	2	7.92		28	37.62		69	54.46	
Grade 6	10	4.26		41	46.81		49	48.94	
All Grades	7	6.30		36	44.44		57	49.26	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 4	12	9.33		40	49.33		48	41.33	
Grade 5	3	8.91		31	46.53		66	44.55	
Grade 6	9	4.26		52	41.49		39	54.26	
All Grades	8	7.41		41	45.56		51	47.04	

Conclusions based on this data:

1. Monte Vista had .37% growth with students meeting and exceeding the standards in Math between 2015-16 and 2016-17 overall.

2. Monte Vista had 4.34% growth in 4th grade and 12.79% growth in 5th grade with students meeting and exceeding the standards in Math between 2015-16 and 2016-17 overall.

3. Monte Vista had a 9% decline in 5th with students meeting and exceeding the standards in Math between 2014-15 and 2015-16 overall and a 14.24% decline with 6th grade students meeting and exceeding the standards in Math between 2015-16 and 2016-17 overall. It was determined that part of the rationale is the number of students in this grade level with IEPs receiving RSP services contributed, which is a consistent finding between that grade's cohort grouping.

Appendix A - School and Student Performance Data (continued)

Table 5: California English Language Development (CELDT) Data

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
4		9		21	36		50	41		16	9		14	5	
5	6	18		36	42		28	32		18	4		12	5	
6	14	23		37	27		31	25		12	13		6	13	
Total	6	17		31	36		37	32		15	8		11	7	

School and Student Performance Data

Equity Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator.

Fall 2017 Equity Report			
State Indicators	**All Students Performance**	**Total Student Groups**	**Student Groups in Red/Orange**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	🟢	4	1
English Learner Progress (1-12)	🔵	1	0
College/Career (9-12)	N/A	N/A	N/A
English Language Arts (3-8)	🟠	4	1
Mathematics (3-8)	🟡	4	0

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. English Language Learners have shown continuous growth and have increased significantly.

2. Students have maintained status in English Language Arts.

3. Students increased status in Math.

School and Student Performance Data

Status and Change Report

Chronic Absenteeism

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Chronic Absenteeism Status and Change Report				
State Indicators	**Student**	**Number of Students**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A	N/A

2016-17 Chronic Absenteeism by Subgroup			
Student Subgroup	**Cumulative Enrollment**	**Chronic Absenteeism**	**Chronic Absenteeism**
American Indian or Alaskan Native	1	1	*
Filipino	1	1	*
Hispanic or Latino	287	22	7.7
White	1	1	*
Male	166	13	7.8
Female	133	10	7.5
English Learners	157	8	5.1
Students with Disabilities	57	3	5.3
Socioeconomically Disadvantaged	274	20	7.3
Foster	1	1	*
Homeless	25	5	20.0
Grades 4-6	299	23	7.7
Grades K-8	299	23	7.7
Total	299	23	7.7

Conclusions based on this data:

1. Although our Homeless student subgroup consists of only 5 students, it has the largest chronic absenteeism rate.

2. The site has an overall count of 23 students with chronic absenteeism and a 7.7 rate, with an overall total of 299 students.

3. Of the 274 socio-economically disadvantaged students 20 have chronic absenteeism with a rate of 7.3.

School and Student Performance Data

Status and Change Report

Suspension Rate

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Status and Change Report				
State Indicators	Student	Number of Students	Status	Change
Suspension Rate		299	Medium 1.7%	Declined Significantly -3%

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Suspension Rate Report				
Student Group	Student	Number of Students	Status	Change
All Students		299	Medium 1.7%	Declined Significantly -3%
English Learners		157	Medium 1.3%	Declined Significantly -2.2%
Foster Youth		4	*	*
Homeless		25	Very Low 0%	Declined Significantly -4.4%
Socioeconomically Disadvantaged		274	Medium 1.8%	Declined Significantly -3.3%
Students with Disabilities		57	Very High 7%	Increased +2%
American Indian		1	*	*
Filipino		4	*	*
Hispanic		287	Medium 1.7%	Declined Significantly -2.9%
White		7	*	*

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: Red (Lowest Performance) Orange Yellow Green Blue (Highest Performance)

Conclusions based on this data:

1. Decline significantly in all but one subgroup: students with disabilities.

School and Student Performance Data

Status and Change Report

English Learner Progress

This report shows the performance levels for a single state indicator, English Learner Progress Indicator, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Learner		157	Very High 85.4%	Increased Significantly +24.7%

This report shows the performance levels for English Learners on all state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Learner Progress Report			
State Indicators	**Students Performance**	**Status**	**Change**
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Medium 1.3%	Declined Significantly -2.2%
English Learner Progress (1-12)		Very High 85.4%	Increased Significantly +24.7%
English Language Arts (3-8)		Low 50.7 points below level 3	Increased +6.9 points
Mathematics (3-8)		Low 64.9 points below level 3	Increased +9.7 points

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. English Learner Progress increased significantly by 24.7% to a status of very high 85.4%, over all.

2. English Learner Progress increased by 6.9 points to a status of low in English Language Arts.

3. English Learner Progress increased by 9.7 points to a status of low in Math.

School and Student Performance Data

Status and Change Report

English Language Arts (ELA)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
English Language Arts (3-8)		257	Low 48.6 points below level 3	Maintained +2.9 points

This report shows the performance levels for a single state indicator, English Language Arts Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 English Language Arts Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		257	Low 48.6 points below level 3	Maintained +2.9 points
English Learners		155	Low 50.7 points below level 3	Increased +6.9 points
Foster Youth		2	*	*
Homeless		22	Low 64.1 points below level 3	Declined -7.4 points
Socioeconomically Disadvantaged		238	Low 49.1 points below level 3	Increased +5.8 points
Students with Disabilities		44	Very Low 109.2 points below level 3	Increased Significantly +17.2 points
American Indian		1	*	*
Filipino		4	*	*
Hispanic		247	Low 48.9 points below level 3	Increased +4.4 points
White		5	*	*

Additional ELA Assessment Data for English Learners (EL)

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 EL Additional Assessment Data			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	24	Very High 50.7 points above level 3	Increased Significantly +15.4 points
EL - English Learner Only	131	Low 69.2 points below level 3	Increased +5.7 points
English Only	91	Low 53.3 points below level 3	Declined -3.6 points

ELA California Alternate Assessment (CAA) Data

The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 ELA California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. All subgroups except one, Homeless, either increased or increased significantly.

2. English Language Arts increased by 2.9 points, with a categorization of "maintained."

3. English Learners Only increased by 5.7 points and Reclassified English Learners increased significantly by 15.4 points.

School and Student Performance Data

Status and Change Report

Mathematics (Math)

The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Status and Change Report				
State Indicators	**Student Performance**	**Number of Students**	**Status**	**Change**
Mathematics (3-8)		257	Low 66 points below level 3	Increased +5.2 points

This report shows the performance levels for a single state indicator, Math Assessment, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator.

Fall 2017 Mathematics Report				
Student Group	**Student Performance**	**Number of Students**	**Status**	**Change**
All Students		257	Low 66 points below level 3	Increased +5.2 points
English Learners		155	Low 64.9 points below level 3	Increased +9.7 points
Foster Youth		2	*	*
Homeless		22	Low 71.5 points below level 3	Increased Significantly +24.3 points
Socioeconomically Disadvantaged		238	Low 68 points below level 3	Increased +6.6 points
Students with Disabilities		44	Low 74.5 points below level 3	Increased Significantly +55.6 points
American Indian		1	*	*
Filipino		4	*	*
Hispanic		247	Low 67.3 points below level 3	Increased +5.4 points
White		5	*	*

Additional Math Assessment Data for English Learners
The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

Fall 2017 Math Additional Assessment Data for English Learners			
State Indicators	Number of Students	Status	Change
EL - Reclassified Only	24	High 14.5 points above level 3	Increased +12.6 points
EL - English Learner Only	131	Low 79.5 points below level 3	Increased +9.4 points
English Only	91	Low 75.1 points below level 3	Maintained -2.8 points

Math California Alternate Assessment (CAA) Data
The California Alternate Assessments (CAAs) are administered to eligible students with the most significant cognitive disabilities. The 2017 CAA results for English language arts (ELA) [OR mathematics] are displayed below for informational purposes only. These results will be included in future calculations for the Academic Indicator. The graphs below display the percent of students who achieved Levels 1, 2, and 3.

Fall 2017 Math California Alternate Assessment (CAA) Assessment Data				
State Indicators	Number of Students	Level 1	Level 2	Level 3

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. All subgroups either increases or increased significantly.

2. Mathematics increased by 5.2 points, with a categorization of increased.

3. English Learners Only increased by 9.4 points and Reclassified English Learners increased by 12.6 points.

School and Student Performance Data

Detailed Report

Academic Performance

English Learner Progress Indicator (Grades K-12)		
Student Group	**2016**	**2017**
English Learners	60.7%	85.4%

The percent of English Learners who made progress towards English proficiency.

College/Career Indicator		
Student Group	**Prepared**	**Approaching Prepared**	**Not Prepared**

For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at http://www.cde.ca.gov/ta/ac/cm/.

Academic Indicators (Grades 3-8)		
Indicator	**2016**	**2017**
English Language Arts	51.5 points below level 3	48.6 points below level 3
Mathematics	71.2 points below level 3	66 points below level 3

Assessment Performance Results for Grade 11		
Indicator	**2016**	**2017**
English Language Arts		
Mathematics		

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. English Language Learners have continually made gains towards proficiency with an increase of approximately 25% as a progress indicator.
2. Overall students have made gains towards moving up in levels with a decrease in points towards the next level in English Language Arts.
3. Overall students have made gains towards moving up in levels with a decrease in points towards the next level in Math.

School and Student Performance Data

Detailed Report

School Conditions and Climate

Suspension		
Indicator	**2016**	**2017**
Suspension	4.7% (16)	1.7% (5)

Conclusions based on this data:

1. School climate and culture have proven to become more positive with less suspensions and an increase in interventions to meet student needs.

School and Student Performance Data

Student Group Report

This report shows the performance levels for all students and for each student group on the state indicators.

Student Group	Chronic Absenteeism	Suspension Rate	English Learner Progress	Graduation Rate	English Language	Mathematics	College/Career
All Students		🟢 Green	🔵 Blue		🟠 Orange	🟡 Yellow	
English Learners		🟢 Green			🟡 Yellow	🟡 Yellow	
Foster Youth							
Homeless							
Socioeconomically Disadvantaged		🟢 Green			🟡 Yellow	🟡 Yellow	
Students with Disabilities		🔴 Red			🟠 Orange	🟡 Yellow	
African American							
American Indian							
Asian							
Filipino							
Hispanic		🟢 Green			🟡 Yellow	🟡 Yellow	
Pacific Islander							
Two or More Races							
White							

An asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are fewer than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Performance Levels: 🔴 Red (Lowest Performance) 🟠 Orange 🟡 Yellow 🟢 Green 🔵 Blue (Highest Performance)

Conclusions based on this data:

1. English Language Learners have shown continuous growth and have increased significantly.

2. Students have maintained status in English Language Arts.

3. Students increased status in Math.

Appendix B - Analysis of Current Instructional Program

This section lists statements about the instructional program adapted from NCLB, Title I, Part A and the related California Essential Program Components (EPC). To analyze these statements, the school site council will need information from a variety of sources (e.g., Survey Results, Library Plan, Master Plan, SARC).

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 was given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

   State and local assessment data is used to place all students in core and supplemental programs.

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

   Teacher generated assessments, end of unit assessments, and benchmark assessments are used to monintor, adjust, and modify the instructional program for all students.

Staffing and Professional Development

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

   All sttaff is highly qualified.

4. Principals' Assembly Bill (AB) 75 training on State Board of Education (SBE) adopted instructional materials (EPC)

   On going, on a weekly basis.

5. Sufficiency of credentialed teachers and teacher professional development (e.g., access to AB 466 training on SBE-adopted instructional materials) (EPC)

   At Monte Vista, all teachers are fully credentialed, highly-qualified, and appropriately placed according to their credential. Professional development is in accord with the school and district plan.

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

   The Staff's Professional Development is aliged to the content standards, the academic needs of the students, and the professional needs of the Monte Vista staff.

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

   The teaching staff is supported through the principal, outside consultants, and our District coaches.

8. Teacher collaboration by grade level (EPC)

   Teachers plan, collaborate, and analize data on a weekly basis through site grade level meetings.

Teaching and Learning

9. Alignment of curriculum, instruction, and materials to content and performance standards (NCLB)

   This is done through faculty meetings and staff training throughout the year.

10. Adherence to recommended instructional minutes for reading/language arts and mathematics (EPC)

    All grade levels are allocated appropriate instructional minutes daily.

11. Lesson pacing schedule (EPC)

    All teachers follow the District assigned pacing schedules for English Language Arts and Math.

12. Availability of standards-based instructional materials appropriate to all student groups (NCLB)

    All District's adopted instrucitonal materials include appropraite standards-based materials that meet the needs of all student groups.

13. Use of SBE-adopted and standards-aligned instructional materials, including intervention materials (EPC)

    All District's adopted instructional materials are standards aligned and incude intervention materials that meet the need of all student groups.

Opportunity and Equal Educational Access

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

    Anytime interventions and supplemental enrichment services enable our underpeforming students to meet the standards.

15. Research-based educational practices to raise student achievement at this school (NCLB)

    All teachers use research-based educational practices that aim at raising the achievement of all our students: Direct Interactive Instruction, checking for understanding, posting of learning objectives, total physical response (TPR); SDAIE, GLAD, Thinking Maps, and Accelerated Reader.

16. Opportunities for increased learning time (Title I SWP and PI requirement)

    Additional learning time is provided through our after school and summer programs, as funding becomes available.

17. Transition from preschool to kindergarten (Title I SWP)

    Transitional parent and student meeting are held on a yearly basis to provide a smooth transition into Monte Vista.

Involvement

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

    School, District, and community services are made available to to support all students -- specially our under-achieving student groups.

19. Strategies to increase parental involvement (Title I SWP)

    Parent retreats, parent trainings, and family activities are provided regularly in an effort to incrase parental engagement.

20. Involvement of parents, community representatives, classroom teachers, and other school personnel in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932)

    School staff, parents, and community stakeholders particiapte in the planning, implementation, and evaluation of Monte Vista's consolidated application programs.

Funding

21. Services provided by categorical funds that enable underperforming students to meet standards (NCLB)

Any time categorical services support the needs of all under-performing students, as funding becomes available.

22. Fiscal support (EPC)

General and Categorical funding is used to support the needs of all students

Appendix C - School Budget

SOUTH WHITTIER SCHOOL DISTRICT
2018-19 SCHOOL SITE BUDGET

Location	Location_Description	Resource	Resource_Description	Object	Object_Description	2017-18 as of 04/10/18 Budget Amount	Exp/Encumb	2018-19 Budget Allocation	Budget Proof
0130001	Monte Vista - Discretionary	00000.0	Unrestricted Resources	4310	Materials and Supplies	6,298	3,000	4,458	
				4325	Health Supplies	-	-		
				4370	Custodial/Operation Supplies	3,000	6,002	5,000	
								9,458	
			Unrestricted Resources Total			**9,298**	**9,002**	**9,458**	-
		07210.0	G2 School site S/C Allocation	1160	Teachers' Salaries-Substitute	3,000	1,050	3,000	
				1170	Teachers' Salaries-Extra Duty	10,000	1,540	4,000	
				2270	Classif Support Sal-Ex-Duty	700	80		
				2970	Other Classifed Sal-Ex-Duty	110	97		
				3111	STRS, Certificated Positions	2,093	332		
				3211	PERS, Certificated Positions	30	22		
				3212	PERS, Classified Positions	-	-		
				3311	OASDI, Certificated Positions	10	9		
				3312	OASDI, Classified Positions	40	11		
				3331	Medicare, Cert Positions	60	38		
				3332	Medicare, Class Positions	-	3		
				3511	State Unemploy Insur, Cert Pos	-	1		
				3512	State Unemploy Insur, Clas Pos	-	0		
				3611	Worker Comp Insur, Cert Pos	250	130		
				3612	Worker Comp Insur, Class Pos	40	9		
				4210	Books & Oth Reference Material	-	3,640	2,000	
				4310	Materials and Supplies	15,917	8,776	10,000	
				4325	Health Supplies	-	-		
				4340	Computer Software & Relat Exp	-	8,400	9,000	
				4390	Other Supplies	-	-	1,547	
				4400	NoncCapitalized Equipment	-	-		
				5220	Travel and Conferences	-	-	3,000	
								32,547	
			G2 School site S/C Allocation Total			**32,260**	**24,138**	**32,547**	-
		30100.0	IASA:Title I Part A	1160	Teachers' Salaries-Substitute	-	-		
				1170	Teachers' Salaries-Extra Duty	3,000	468	1,000	
				2170	Instruct Aide Sal-Extra Duty	400	317	1,000	
				2270	Classif Support Sal-Ex-Duty	2,770	1,516	2,000	
				2970	Other Classifed Sal-Ex-Duty	700	646	1,000	
				3111	STRS, Certificated Positions	628	67		
				3212	PERS, Classified Positions	400	202		
				3311	OASDI, Certificated Positions	-	-		
				3312	OASDI, Classified Positions	332	154		
				3331	Medicare, Cert Positions	10	7		
				3332	Medicare, Class Positions	100	36		
				3412	Hlth & Wlf Benefits, Class	-	-		
				3511	State Unemploy Insur, Cert Pos	-	0		
				3512	State Unemploy Insur, Clas Pos	10	1		
				3611	Worker Comp Insur, Cert Pos	20	23		
				3612	Worker Comp Insur, Class Pos	200	124		
				4210	Books & Oth Reference Material	-	3,296	1,500	
				4310	Materials and Supplies	15,139	-	2,274	
				4340	Computer Software & Relat Exp	-	8,400	10,000	
				4400	NoncCapitalized Equipment	-	-		
				5220	Travel and Conferences	200	200	500	
				5810	Contracted Services	-	-		
								19,274	
			IASA:Title I Part A Total			**23,909**	**15,468**	**19,274**	-

Appendix D - Title I Allocations

Appendix E - Recommendations and Assurances (Monte Vista School)

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:

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

2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

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

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

6. This SPSA was adopted by the SSC at a public meeting on: May 1, 2018

Attested:

Andrea Larios		May 1, 2018
Typed Name of School Principal	Signature of School Principal	Date

Soledad Villanueva		May 1, 2018

_____   _____   _____

Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Appendix F - Home/School Compact

It is important that families and schools work together to help students achieve high academic standards. Through a process that included teachers, families, and students, the following are agreed upon roles and responsibilities that we, as partners, will carry out to support student success in school and life.

Student Pledge:
The student will
1. Attend school regularly
2. Meet high standards of personal academic performance
3. Be an active participant in their own learning
4. Participate in school activities
5. Communicate with parents and teachers
6. Participate in before, after, and during school programs
7. Develop responsibility for achievement and attendance
8. Learn the skills necessary for independent learning

Parents Pledge:
The parent will
1. Participate in school activities including parent meetings, parent/teacher conferences, student performances, Back-to-School Night, Open House and other related events
2. Monitor the progress and achievement of their child/children, the completion of homework assignments, school attendance, and citizenship
3. Encourage students to participate in extra-curricular activities
4. Work closely with teachers to ensure that their students achieve
5. Encourage their children to participate in support programs and activities
6. Participate in parent meetings and parent classes
7. Work closely with the support staff to ensure that students are successful in the regular school programs

Staff Pledge:
The school staff will
1. Provide students with a safe and supportive environment as they build an academic foundation for the upper grades
2. Provide an integrated, balanced instructional program using the California Standards and addressing the assessed needs of all students
3. Participate in the development and implementation of the School Plan
4. Prepare students for independent and life-long learning
5. Provide students with opportunities for leadership, recognition, participation in social activities, and the development of a sense of belonging
6. Communicate regularly with parents through newsletters, progress reports, parent meetings, and individual parent contacts
7. Provide coordinated intervention programs which address the specific needs of students identified in school programs of support
8. Use the Program Assessment Team to consider individual student needs and to recommend appropriate programs
9. Provide programs which maximize and extend learning during, after, and /or before school pending funding availability
10. Provide supplementary programs which target specific needs
11. Provide guidance and counseling programs for targeted students
12. Monitor the attendance of all students
13. Provide parent meetings, workshops, and retreats to assist parents in understanding school programs and in supporting their students

Appendix G - School Site Council Membership: Monte Vista School

Education Code Section 64001 requires that the SPSA be reviewed and updated at least annually, including proposed expenditures of funds allocated to the through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Andrea Larios	X				
Olegario Acosta		X			
Susana Seeget		X			
Jeselle Mata		X			
Yvette Contreras			X		
Soledad Villanueva				X	
Esmeralda Quevedo				X	
Yesennia Prillwitz				X	
Numbers of members of each category	**1**	**3**	**1**	**3**	

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.

Budget By Expenditures