

The School Plan for Student Achievement

School: Monta Loma Elementary School
CDS Code: 43695916049480
District: Mountain View Whisman
Principal: Trisha Lee
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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

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School Vision and Mission

Monta Loma Elementary School's Vision and Mission Statements

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

Mission: Inspire, prepare, and empower lifelong learners.

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

School Profile

A 2020 California Distinguished School, Monta Loma Elementary is committed to challenging students to reach their academic and social potential to prepare them for success in the world ahead. We provide opportunities for children to develop a positive attitude toward school and learning. Teachers challenge students to think critically, solve problems, communicate effectively, and collaborate with peers. Our teachers participate in professional development and collaborate with each other to continually improve instructional practice, plan engaging lessons, and provide differentiation for all learners.

At Monta Loma, our staff, students, and families work together in order to provide a safe and caring environment for all students based on our core values of Respect, Responsibility, Courage, Compassion, and Hard Work. Our core values are the heart of our school climate and are what guides our behavior and actions in each and every classroom. Students are recognized for demonstrating our core values throughout the year with weekly Leopard Spot Winners and monthly Leopard Leader Awards.

Families are a critical component of successful students and we warmly welcome them to participate in their child's educational experience. We emphasize parent engagement through a variety of community building events, parent education, and opportunities for parents to contribute to the greater school community. Participation may include volunteering at events or in the classroom, attending PTA, ELAC, Site Council, or other school meetings, and much more.

Within MVWSD, there is a culture of dedication and commitment to serving the students at all levels. The community is open and embraces the students, staff, and District. All stakeholders are willing to do what is required to improve students' learning experiences and outcomes.

Community partnerships provide a wide range of support and enrichment for student learning including opportunities for after-school activities and field trips. A large percentage of parents are also engaged in supporting schools as volunteers, committee members, decision makers, and advocates for their children.

2021-2022 SPSA Goals and Strategy Overview:

School Goal 1 - Academic Achievement- English Language Arts All students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards in English Language Arts.

School Goal 1.a - CAASPP Goal: By June 2022, there will be a 4-percentage point increase (from 57% to 61%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-8).

Subgroup goals: By June 2022 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 7-percentage point increase from 32% to 39% in the number of students with disabilities who meet their annual typical growth.
- Socio-Economically Disadvantaged (SED): There will be a 6-percentage point increase from 38% to 42% in the number of students with disabilities who meet their annual typical growth.
- English Only (EO): There will be a 3-percentage point increase from 68% to 71% in the number of students with disabilities who meet their annual typical growth.

Ethnicity Subgroups:

- Asian : There will be a 3-percentage point increase from 67% to 70% in the number of students with disabilities who meet their annual typical growth.

- Hispanic/ Latino: There will be a 6-percentage point increase from 45% to 51% in the number of students with disabilities who meet their annual typical growth.
- White: There will be a 2-percentage point increase from 81% to 83% in the number of students with disabilities who meet their annual typical growth.

School Goal 1.b - iReady One-Year's Growth Goal: By June 2022, there will be a 6-percent point increase (from 51% to 57%) in the number of students meeting or exceeding their yearly growth targets in Reading as measured by the iReady diagnostic assessments. By June 2022, Monta Loma Elementary School will meet or exceed the District's 2021 Annual Growth average of 56%.

Subgroup goals: By June 2022 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 5-percentage point increase from 50% to 55% in the number of students with disabilities who meet their annual typical growth. Socio-Economically
- Disadvantaged (SED): There will be a 7-percentage point increase from 42% to 49% in the number of students with disabilities who meet their annual typical growth.
- English Only (EO): There will be a 5-percentage point increase from 55% to 60% in the number of students with disabilities who meet their annual typical growth.

Ethnicity Subgroups:

- Asian : There will be a 4-percentage point increase from 62% to 66% in the number of students with disabilities who meet their annual typical growth.
- Hispanic/ Latino: There will be a 7-percentage point increase from 34% to 41% in the number of students with disabilities who meet their annual typical growth.
- White: There will be a 4-percentage point increase from 63% to 67% in the number of students with disabilities who meet their annual typical growth.

Key Strategies:

- SIOP, Differentiation and Guided Reading strategies
- Results-Oriented Cycles of Inquiry through PLC time
- Writable Program
- Fountas & Pinnell Leveled Literacy Intervention

School Goal 2 - Academic Achievement- Mathematics All students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards in Mathematics.

School Goal 2.a - CAASPP Goal: By June 2022, there will be a 5-percent point increase (from 47% to 52%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-8).

Subgroup goals: By June 2022 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 9-percentage point increase from 11% to 20% in the number of students with disabilities who meet their annual typical growth.
- Socio-Economically Disadvantaged (SED): There will be a 8-percentage point increase from 24% to 32% in the number of students with disabilities who meet their annual typical growth.
- English Only (EO): There will be a 4-percentage point increase from 56% to 60% in the number of students with disabilities who meet their annual typical growth.

Ethnicity Subgroups:

- Asian: There will be a 2-percentage point increase from 83% to 85% in the number of students with disabilities who meet their annual typical growth.
- Hispanic/ Latino: There will be a 7-percentage point increase from 26% to 33% in the number of students with disabilities who meet their annual typical growth.
- White: There will be a 2-percentage point increase from 81% to 83% in the number of students with disabilities who meet their annual typical growth.

School Goal 2.b - iReady One-Year's Growth Goal: By June 2022, there will be a 6-percentage point increase (from 42% to 48%) in the number of students meeting or exceeding their yearly growth targets in Reading as measured by the iReady diagnostic assessments. By June 2022, Monta Loma Elementary School will meet or exceed the District's 2021 Annual Growth average of 47%

Subgroup goals: By June 2022 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 7-percentage point increase from 32% to 39% in the number of students with disabilities who meet their annual typical growth.
- Socio-Economically Disadvantaged (SED): There will be a 7-percentage point increase from 34% to 41% in the number of students with disabilities who meet their annual typical growth.
- English Only (EO): There will be a 6-percentage point increase from 41% to 47% in the number of students with disabilities who meet their annual typical growth.

Ethnicity Subgroups:

- Asian : There will be a 5-percentage point increase from 54% to 59% in the number of students with disabilities who meet their annual typical growth.
- Hispanic/ Latino: There will be a 6-percentage point increase from 38% to 44% in the number of students with disabilities who meet their annual typical growth.
- White: There will be a 6-percentage point increase from 44% to 50% in the number of students with disabilities who meet their annual typical growth.

Key Strategies:

- SIOP and Differentiation Strategies
- Reflex Math - Math fluency practice
- Math Club - Extended day small group
- STEAM Challenges
- Monta Loma Engineers - Tech Challenge Team

School Goal 3 - Academic Achievement - English Language Learners

School Goal 3.a - At-Risk of LTEL status: By June 2022, there will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 8 to 7 as measured by state and district criteria (ELPAC, CAASPP, iReady, Literably score).

School Goal 3.b - RFEP - By June 2022, there will be a 4-percentage point increase (from 14% to 18%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by District RFEP criteria. Additionally, 100% of all RFEP students will be meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading.

School Goal 3.c - By June 2022, at least 7 of 9 (80%) of all English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC. Implement new or revised strategies based on revision of plan.

Key Strategies:

- SIOP and Differentiation Strategies
- Designated ELD time
- WIN Time focusing on Writing through the ELD Standards lens
- Imagine Learning for all English Learners
- Latino Family Literacy Project

School Goal 4: Social-Emotional Health and Wellness

School Goal 4.a - Parent Goal - By June 2022, there will be a 2-percentage point increase from 76% to 78% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey.

School Goal 4.b - Student Goal - By June 2022, there will be a 2-percentage point increase from 80% to 82% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.

Key Strategies:

- The Leopard Way
- The Yale Institute of Emotional Intelligence - RULER
- Professional Development - Adverse Childhood Experiences (ACEs) and Trauma-Informed Classrooms and Practices

- Mindfulness Room and Calming Corner Kits

School Goal 5 - Inclusive and Welcoming Culture

Monta Loma Elementary has an active and engaged parent community and we will continue to encourage parents to partner with the school in all aspects of student learning and growing. Through our partnership, we will see an increase in student attendance and parents will report feeling that Monta Loma creates a welcoming environment for all families as measured by annual parent surveys. In alignment with our district vision statement, every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership.

School Goal 5.a - Attendance Goal - By June 2022, the average student attendance rate for the school will be at or above 97%.

School Goal 5.b - Chronic Absenteeism Goal: By June 2022, the average chronic absenteeism rate for subgroups will decrease by 0.5% from 6% to 5.5% based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard.

School Goal 5.c - Welcoming Environment Goal: By June 2022, there will be a 1% increase, from 91% to 92%, in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey.

Key Strategies:

- Orientation Week
- The Leopard Way
- Student Leadership
- Community Service Program

Comprehensive Needs Assessment Components

Data Analysis

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

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Teachers and staff at Monta Loma are committed to challenging all students to reach high levels of academic and social success. Teachers at Monta Loma ground their instructional focus based on the Common Core State Standards (CCSS), as well as informal and formal formative as well as summative assessments to guide their instruction and monitor student progress. Standards based content and language objectives are designed, displayed, and reviewed with students daily.

Spring 2019 was the last year in which students and districts in California received state test results from the California Assessment of Student Performance and Progress (CAASPP). The Monta Loma staff and community analyzed this data, along with iReady benchmark data and targeted annual growth rates to develop site academic goals for the 2021-2022 school year. In addition, the English Language Proficiency Assessment for California (ELPAC) was used to monitor our English Learner population and to target language development instruction. Student progress is monitored each trimester, and adjustments are made in grouping students for literacy and language groups. District benchmarks are given each trimester to assess student progress toward meeting standards in language arts, writing, and math. Grades K through 5 use a variety of assessments to support in progress monitoring, including curriculum embedded and district assessments. All grades levels use Eureka Math assessments. Fifth graders also take the California Science Test (CAST) in the spring.

Every student receives both STEAM (Science, Technology, Engineering, Art, Math) instruction and RTI (Response to Instruction) twice weekly. When students are not engaged in STEAM lessons, they are working with their teachers in small groups. Additionally, students receive differentiated and targeted instruction during their WIN (What I Need) instructional block. Grade level teams capitalize on the experience and knowledge of teachers to offer differentiated instruction opportunities for students in the areas of English language arts and math. Grade level teams use common formative assessments and district benchmark data to determine essential standards that will be the focus of the RTI cycle. Students move in flexible groups based on their assessed needs every three to six weeks. Based on the data, some students will receive instruction to overcome learning gaps. Others will receive re-teaching to solidify their understanding. Still, others will receive instruction to go deeper into content and enrich their learning.

Language Arts and Literacy Instruction:

We offer a multi-disciplinary approach to teaching literacy. Lessons include direct whole group and differentiated small group instruction in reading, writing, speaking and listening. Students are taught strategies for reading, comprehending, analyzing, and writing academic text. Benchmark Advance is our main language arts curriculum. Literacy instruction is supplemented with vertically aligned writing practices and protocols and utilize a variety of computer-based programs to provide targeted, personalized instruction such as Writable, Leveled Literacy Intervention, i-Ready, and Learning A-Z.

Language Development:

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

Mathematics:

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

Science and Social Studies:

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

Music, Art, Physical Education, and Technology:

Students receive art, music, physical education, and technology instruction on a weekly basis. Art and music instruction is provided by the Community School of Music and Art and Physical Education instruction is provided once a week for kindergarten by classroom teachers and twice a week for grades 1 through 5 by Rhythm and Moves.

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

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

Staffing and Professional Development

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

Every Student Succeeds Act and California's State accountability system requires that Districts must identify the number of teachers that are in the following categories: 1. Misaligned (teaching without the appropriate credential) 2. Out of Field (teaching with a limited permit) 3. Ineffective (has taught less than 3 years). Monta Loma Elementary school has no misaligned teachers, no out of field teachers, a teacher intern and 2 teachers in their first two years of teaching. All other teachers are considered "highly qualified".

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

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

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

All teachers at our school engage in coaching with an on site instructional coach who supports teaching and learning in all classrooms.

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

Teachers at Monta Loma engage in weekly Professional Learning Community meetings as well as specific training in adopted curriculum, standards and frameworks, and technology tools to supplement our instructional materials, such as blended learning, math and ELD standards, NGSS, and SIOP among other topics. Teachers also engaged in school climate professional development approaches such as The Yale Institute of Emotional Intelligence's RULER system of supporting students' social-emotional development, anti-racist teaching, and Implicit Bias. Grade levels have weekly collaboration meetings during which they discuss teaching and learning and are provided at least two full planning days a year to develop long-range plans for the trimester. Teachers also choose to collaborate further during common preparation times and staff meetings.

Opportunity and Equal Educational Access

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

Teachers and staff differentiate lessons to support students performing at all levels. A What I Need (WIN) block and a Response to Instruction block are built into the school's schedule. All students participate in STEAM lessons twice a week. In all of our classes, teachers use research-based educational practices to ensure students attain academic success. Teachers regularly monitor students' progress to identify students who are struggling to attain grade level standards. In order to assist these students, teachers collaborate with our instructional coach, community engagement facilitator, and special education teachers to provide classroom accommodations based on individual student needs. Students who consistently perform below grade level in reading receive instruction on phonemic awareness, decoding strategies, reading fluency, and reading comprehension. Students have opportunity to engage in extension lessons during the school day and through after school clubs. Field trips, P.E. Living Classrooms, Art, and Music are provided for all students.

Parental Involvement

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

Monta Loma has a full-time School Community Engagement Facilitator who works with teachers and families to support students with specific needs including students whose families face economic or social challenges, who are new to the country, or who are considered long-term English learners. Our At Risk Intervention Supervisor supports students during the school day implementing restorative practices, fostering healthy dialog between conflicted students and help with social skills development. An English Language Proficiency Assessments for California (ELPAC) test coordinator works to assess and monitor the progress of our language learners. We also employ noon duty supervisors who engage students in positive climate activities at recess and lunch. Our school clerk and community engagement facilitator monitors attendance and discipline to support students whose learning is impacted by truancy, chronic absence or behavior. A district coordinator supports our students experiencing homelessness.

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

Monta Loma is not a Title 1 school. Monta Loma is supported by several parent groups. School Site Council, English Learner Advisory Committee and Parent Teacher Association, each play important roles in developing and reviewing the school site plan. They monitor the school's progress toward its goals. School Site Council is made up of three parents and three staff members, including the principal. The English Learner Advisory Committee is made up of parents of language learners and school staff. Monta Loma Parent Teacher Association hosts a variety of family and community events throughout the year, including ice cream socials, family dine out fundraiser nights, Love of Reading Week, and Walkathon. Parents reported feeling welcome on campus and appreciate the communication efforts the school provides, such as electronic and hard copy communication, and translation for Spanish-speaking families. Principal Coffees are a regular part of our communication process and are well attended by our families. Additionally, Monta Loma is the beneficiary of volunteerism from many community members and organizations like our local neighborhood association, and Community Emergency Response Team.

Funding

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

The primary source of funding for Monta Loma is through the Local Control Funding Formula. The District provides each school with an allocation to support students through the Targeted Student Support Program. We use this funding source to provide our intervention services and most academic supports for students. We have smaller amounts of funding in our site discretionary funds and lottery funds. These are used to purchase professional development items and site materials, such as technology and access to online learning programs. Additionally, schools received Learning Recovery funding to offset the affects of COVID on or students learning progress. We also receive funding through donations from our Parent Teacher Association or grants from local companies. Instructional support for long term English learners and newcomers is funded through our district's federal programs budget and through site funds. An ELPAC test coordinator monitors the progress of our language learners.

Each site has been allocated \$120 per student to use this year to support student needs that have resulted from the pandemic and distance learning. Program 201 and Program 202 funds do not rollover and must be spent on this year's students. Program 201 and 202 funds are used to support areas identified in site's needs assessment including after school learning support and social emotional learning.

Description of Barriers and Related School Goals

A barrier for Monta Loma students that continues to impact learning is the aftermath of a year of distance and hybrid learning on our students social-emotional, and academic growth. Additionally, there is significant turnover rate for students each year. As the school designated to serve our local military base, many student join our school mid year. We also experience turnover in students whose families struggle economically. This turnover presents both academic and cultural challenges as students join us with different experiences in schooling and exposure to different standards. Our inclusive climate goal addresses this challenge through our focus on social-emotional intelligence and a positive tiered system of supports. Students are welcomed into classrooms communities and behavior expectation are modeled for them. Another barrier is the high cost of housing in our community. This contributes to a turnover in staffing. We address this challenge by investing in and building human capital to foster collaborative teams and to support new teachers.

A focus on refining our Tiered System of Supports to ensure equitable opportunities to be successful has contributed to the success of our students. Weekly professional learning communities (PLC) meetings enable our teachers to meet on a regular basis and engage in results-oriented cycles of inquiry through goal setting, planning, assessing, reflecting on the resulting data, refine instructional practices and repeat the process. Additionally, we offer a variety of interventions beyond the work being done by individual teachers in their classrooms. The practice of results-oriented cycles of inquiry will continue to be refined and target instructional practices to strengthen Tier 1 Instruction in PLC meetings with Instructional Leadership Team members and site administration. In reflecting on the needs of our students, staff and community, we will continue to build our Tiered System of Supports at Monta Loma Elementary School.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	71	81	71	70	81	71	70	81	95.9	98.6	100
Grade 4	81	75	62	79	71	61	79	71	61	97.5	94.7	98.4
Grade 5	73	87	69	73	86	67	73	86	67	100	98.9	97.1
All Grades	228	233	212	223	227	209	223	227	209	97.8	97.4	98.6

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2432.5	2460.2	2422.5	28.17	38.57	24.69	19.72	25.71	23.46	29.58	18.57	20.99	22.54	17.14	30.86
Grade 4	2465.6	2482.8	2496.3	21.52	30.99	44.26	29.11	23.94	18.03	17.72	22.54	13.11	31.65	22.54	24.59
Grade 5	2510.2	2526.3	2538.1	21.92	29.07	34.33	30.14	36.05	28.36	23.29	15.12	19.40	24.66	19.77	17.91
All Grades	N/A	N/A	N/A	23.77	32.60	33.49	26.46	29.07	23.44	23.32	18.50	18.18	26.46	19.82	24.88

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	25.35	31.43	27.16	49.30	52.86	45.68	25.35	15.71	27.16	
Grade 4	30.38	29.58	40.98	44.30	47.89	39.34	25.32	22.54	19.67	
Grade 5	21.92	40.00	38.81	54.79	40.00	41.79	23.29	20.00	19.40	
All Grades	26.01	34.07	34.93	49.33	46.46	42.58	24.66	19.47	22.49	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	23.94	35.71	16.05	43.66	44.29	45.68	32.39	20.00	38.27
Grade 4	24.05	29.58	29.51	49.37	40.85	54.10	26.58	29.58	16.39
Grade 5	36.99	36.47	37.31	39.73	44.71	44.78	23.29	18.82	17.91
All Grades	28.25	34.07	26.79	44.39	43.36	47.85	27.35	22.57	25.36

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	32.39	30.00	29.63	54.93	62.86	54.32	12.68	7.14	16.05
Grade 4	18.99	30.99	34.43	67.09	59.15	52.46	13.92	9.86	13.11
Grade 5	17.81	28.24	22.39	68.49	51.76	67.16	13.70	20.00	10.45
All Grades	22.87	29.65	28.71	63.68	57.52	57.89	13.45	12.83	13.40

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.54	45.71	20.99	59.15	37.14	46.91	18.31	17.14	32.10
Grade 4	21.52	33.80	27.87	55.70	46.48	49.18	22.78	19.72	22.95
Grade 5	26.03	37.65	38.81	46.58	45.88	40.30	27.40	16.47	20.90
All Grades	23.32	38.94	28.71	53.81	43.36	45.45	22.87	17.70	25.84

Conclusions based on this data:

1. When comparing Spring 2018 to Spring 2019 English Language Arts CAASPP overall results, there was a nearly 5-percentage point decrease in students meeting and exceeding standards.
2. When comparing Spring 2019 English Language Arts CAASPP overall results, Monta Loma scored in the students meeting and exceeding standards at a rate of 7.4-percentage points lower than the district average.
3. In spring 2019, 48.15% of Monta Loma's 3rd graders, current 6th graders, scored in the Met or Exceeded Standards category, over 14-percentage points less than 4th and 5th graders.

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	74	71	81	71	70	81	71	70	81	95.9	98.6	100
Grade 4	81	75	62	79	72	61	79	72	61	97.5	96	98.4
Grade 5	73	87	69	73	87	67	73	87	67	100	100	97.1
All Grades	228	233	212	223	229	209	223	229	209	97.8	98.3	98.6

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2437.7	2464.9	2419.1	21.13	25.71	18.52	26.76	42.86	20.99	22.54	15.71	24.69	29.58	15.71	35.80
Grade 4	2480.2	2470.4	2506.6	22.78	16.67	27.87	20.25	25.00	32.79	36.71	34.72	29.51	20.25	23.61	9.84
Grade 5	2501.0	2509.6	2515.7	23.29	28.74	28.36	17.81	16.09	14.93	26.03	24.14	26.87	32.88	31.03	29.85
All Grades	N/A	N/A	N/A	22.42	24.02	24.40	21.52	27.07	22.49	28.70	24.89	26.79	27.35	24.02	26.32

Concepts & Procedures Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19			
Grade 3	30.99	51.43	30.86	33.80	32.86	32.10	35.21	15.71	37.04			
Grade 4	31.65	23.61	40.98	35.44	27.78	37.70	32.91	48.61	21.31			
Grade 5	30.14	31.03	32.84	27.40	31.03	32.84	42.47	37.93	34.33			
All Grades	30.94	34.93	34.45	32.29	30.57	33.97	36.77	34.50	31.58			

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	22.54	40.00	27.16	50.70	44.29	41.98	26.76	15.71	30.86
Grade 4	29.11	26.39	32.79	44.30	37.50	49.18	26.58	36.11	18.03
Grade 5	21.92	26.44	23.88	36.99	40.23	44.78	41.10	33.33	31.34
All Grades	24.66	30.57	27.75	43.95	40.61	44.98	31.39	28.82	27.27

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	25.35	42.86	23.46	54.93	40.00	41.98	19.72	17.14	34.57
Grade 4	29.11	25.00	27.87	41.77	44.44	54.10	29.11	30.56	18.03
Grade 5	28.77	27.59	23.88	35.62	41.38	44.78	35.62	31.03	31.34
All Grades	27.80	31.44	24.88	43.95	41.92	46.41	28.25	26.64	28.71

Conclusions based on this data:

1. When comparing Spring 2018 to Spring 2019 Math CAASPP overall results, there was a 4.2-percentage point decrease in students meeting and exceeding standards.
2. When comparing Spring 2019 Math CAASPP overall results, Monta Loma scored in the students meeting and exceeding standards at a rate of 16.77-percentage points lower than the district average.
3. In spring 2019, 39.51% of Monta Loma's 3rd graders, current 6th graders, scored in the Met or Exceeded Standards category, over 21percentage points less than 4th graders and almost 4-percentage points less than 5th graders.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
	20-21	20-21	20-21	20-21

Overall Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	41.67	25.00	16.67	16.67	12
1	0.00	27.27	9.09	63.64	11
2	7.69	53.85	38.46	0.00	13
3	25.00	12.50	37.50	25.00	8
4	0.00	57.14	14.29	28.57	7
5	14.29	28.57	42.86	14.29	7
All Grades	15.52	34.48	25.86	24.14	58

Oral Language Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	50.00	25.00	8.33	16.67	12
1	27.27	9.09	18.18	45.45	11
2	23.08	38.46	30.77	7.69	13
3	25.00	37.50	12.50	25.00	8
4	28.57	42.86	0.00	28.57	7
5	42.86	42.86	0.00	14.29	7
All Grades	32.76	31.03	13.79	22.41	58

Written Language					
Percentage of Students at Each Performance Level for All Students					
Grade Level	Level 4	Level 3	Level 2	Level 1	Total Number of Students
	20-21	20-21	20-21	20-21	20-21
K	25.00	16.67	25.00	33.33	12
1	0.00	9.09	0.00	90.91	11
2	0.00	38.46	46.15	15.38	13
3	0.00	37.50	37.50	25.00	8
4	0.00	14.29	28.57	57.14	7
5	0.00	28.57	28.57	42.86	7
All Grades	5.17	24.14	27.59	43.10	58

Listening Domain				
Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	16.67	41.67	41.67	12
1	36.36	45.45	18.18	11
2	7.69	76.92	15.38	13
3	25.00	50.00	25.00	8
4	28.57	57.14	14.29	7
5	14.29	71.43	14.29	7
All Grades	20.69	56.90	22.41	58

Speaking Domain				
Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	25.00	41.67	33.33	12
1	45.45	27.27	27.27	11
2	7.69	61.54	30.77	13
3	25.00	37.50	37.50	8
4	28.57	0.00	71.43	7
5	14.29	14.29	71.43	7
All Grades	24.14	34.48	41.38	58

Reading Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	16.67	66.67	16.67	12
1	90.91	0.00	9.09	11
2	7.69	84.62	7.69	13
3	62.50	37.50	0.00	8
4	71.43	28.57	0.00	7
5	42.86	42.86	14.29	7
All Grades	44.83	46.55	8.62	58

Writing Domain Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21

Conclusions based on this data:

1. 2020-2021 ELPAC scores showed that our English learner students are more successful in testing performance in Speaking domain and less successful in the Writing, Listening and Reading domains.
2. According to 2020-2021 ELPAC score analysis, our current English learners are relatively evenly distributed in the 1, 2, and 3 placement levels with fewer students in the 4 placement level.
3. Each year, Monta Loma LTELs move on to the middle school one or more students without reclassifying. Reclassified students perform at higher rates than English learners on District benchmark and State assessments.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Math - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Math Diagnostic 3 Overall	67%	20%	14%	
Ethnicity Subgroups				
Asian	91%	7%	2%	100%
Hispanic/Latino	34%	36%	30%	100%
White	80%	13%	6%	100%
Grand Total	67%	20%	14%	100%
Students with Disability (SWD)				
SWD	29%	25%	46%	100%
Not SWD	70%	20%	10%	100%
Grand Total	66%	21%	14%	100%
Socio-Economically Disadvantaged (SED)				
SED	30%	38%	32%	100%
Not SED	81%	13%	6%	100%
Grand Total	66%	21%	14%	100%
EL Status Subgroup Data				
EL	23%	40%	37%	100%
EO	79%	15%	6%	100%
IFEP	84%	14%	2%	100%
RFEP	61%	21%	18%	100%
Grand Total	66%	21%	14%	100%

Reading - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	71%	16%	13%	
Ethnicity Subgroups				
Asian	90%	7%	2%	100%
Hispanic/Latino	41%	29%	30%	100%

Reading - Diagnostic 3 (May 2021)				
White	84%	10%	6%	100%
Grand Total	71%	16%	13%	100%
Students with Disability (SWD)				
SWD	31%	25%	44%	100%
Not SWD	74%	16%	10%	100%
Grand Total	70%	17%	13%	100%
Socio-Economically Disadvantaged (SED)				
SED	37%	31%	32%	100%
Not SED	84%	11%	5%	100%
Grand Total	70%	17%	13%	100%
EL Status Subgroup Data				
EL	26%	34%	40%	100%
EO	83%	12%	5%	100%
IFEP	88%	10%	2%	100%
RFEP	65%	18%	17%	100%
Grand Total	70%	17%	13%	100%

iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	38%	62%
1	44%	56%
2	46%	54%
3	50%	50%
4	44%	56%
5	61%	39%
6	46%	54%
7	52%	48%
8	44%	56%
Grand Total	47%	53%
Students with Disability (SWD)		
SWD	36%	64%
Socio-Economically Disadvantaged (SED)		
	Met	Not Met

SED	36%	64%
EL Status Subgroup Data	Met	Not Met
EL	31%	69%
EO	50%	50%
IFEP	50%	50%
RFEP	51%	49%
Grand Total	47%	53%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	59%	41%
Hispanic/Latino	36%	64%
White	49%	51%
Grand Total	48%	52%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	33%	67%
1	47%	53%
2	56%	44%
3	60%	40%
4	57%	43%
5	63%	37%
6	63%	37%
7	66%	34%
8	60%	40%
Grand Total	56%	44%
Students with Disability (SWD)	Met	Not Met
SWD	44%	56%
Socio-Economically Disadvantaged (SED)	Met	Not Met
SED	44%	56%
EL Status Subgroup Data	Met	Not Met
EL	38%	62%
EO	60%	40%
IFEP	55%	45%

RFEP	63%	37%
Grand Total	56%	44%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	65%	35%
Hispanic/Latino	45%	55%
White	62%	38%
Grand Total	57%	43%

Monta Loma Elementary School

Math - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Math Diagnostic 3 Overall	67%	25%	7%	
Ethnicity Subgroups				
Asian	90%	7%	2%	
Hispanic/Latino	40%	45%	15%	
White	79%	17%	4%	
Grand Total	67%	25%	7%	
Students with Disability (SWD)				
SWD	45%	28%	28%	
Not SWD	67%	27%	6%	
Grand Total	65%	27%	8%	
Socio-Economically Disadvantaged (SED)				
SED	37%	47%	16%	
Not SED	78%	17%	5%	
Grand Total	65%	27%	8%	
EL Status Subgroup Data				
EL	29%	51%	20%	
EO	75%	19%	6%	
IFEP	72%	28%	0%	
RFEP	71%	26%	3%	
Grand Total	65%	27%	8%	

Reading - Diagnostic 3 (May 2021)

Reading - Diagnostic 3 (May 2021)				
	Tier 1	Tier 2	Tier 3	Grand Total
Reading Diagnostic 3 Overall	74%	20%	6%	
Ethnicity Subgroups				
Asian	88%	7%	5%	
Hispanic/Latino	57%	34%	9%	
White	82%	14%	4%	
Grand Total	74%	20%	6%	
Students with Disability (SWD)				
SWD	47%	37%	17%	
Not SWD	74%	21%	5%	
Grand Total	71%	23%	6%	
Socio-Economically Disadvantaged (SED)				
SED	49%	39%	12%	
Not SED	82%	15%	3%	
Grand Total	71%	23%	6%	
EL Status Subgroup Data				
EL	29%	53%	18%	
EO	80%	16%	4%	
IFEP	80%	20%	0%	
RFEP	87%	10%	3%	
Grand Total	71%	23%	6%	
iReady Diagnostic 3 Math 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)			
Grade Level	Met		Not Met	
0	17%		83%	
1	42%		58%	
2	47%		53%	
3	38%		63%	
4	49%		51%	
5	60%		40%	
6				
7				
8				

Reading - Diagnostic 3 (May 2021)		
Grand Total	42%	58%
Students with Disability (SWD)	Met	Not Met
SWD	34%	66%
Socio-Economically Disadvantaged (SED)	Met	Not Met
SED	32%	68%
EL Status Subgroup Data	Met	Not Met
EL	30%	70%
EO	41%	59%
IFEP	46%	54%
RFEP	68%	32%
Grand Total	42%	58%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	54%	46%
Hispanic/Latino	38%	62%
White	44%	56%
Grand Total	44%	56%

iReady Diagnostic 3 Reading 2020-21	Annual Typical Growth (Students meeting their yearly growth targets)	
Grade Level	Met	Not Met
0	21%	79%
1	36%	64%
2	58%	42%
3	67%	33%
4	50%	50%
5	73%	27%
6		
7		
8		
Grand Total	51%	49%
Students with Disability (SWD)	Met	Not Met
SWD	42%	58%
Socio-Economically Disadvantaged (SED)	Met	Not Met

SED	50%	50%
EL Status Subgroup Data	Met	Not Met
EL	38%	62%
EO	55%	45%
IFEP	44%	56%
RFEP	58%	42%
Grand Total	51%	49%
Ethnicity Subgroup Annual Typical Growth Data	Met	Not Met
Asian	62%	38%
Hispanic/Latino	34%	66%
White	63%	37%
Grand Total	52%	48%

Conclusions based on this data:

1. According to 2020-2021 Typical Growth iReady results, SED (36%) and SWD (36%) scored lower than the school average of 47%.
2. According to 2020-2021 Typical Growth iReady results, English learners (38%) scored significantly lower than RFEP (63%) , IFEP (55%) and EO (60%) students.
3. According to 2020-2021 Typical Growth iReady results, our Asian (65%) and White (62%) subgroups score significantly higher than Hispanic/Latino students (45%).

Planned Improvements in Student Performance

School Goal #1

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

School Goal 1: Academic Achievement - English Language Arts
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Strategic Plan Goal Area #1:

Effective and consistent instructional practices that meet the needs of all students

School Goal 1: Academic Achievement - English Language Arts

- **School Goal 1.a - CAASPP Goal**
- **School Goal 1.b - One Year's Growth Goal**

School Goal 1 - Academic Achievement- English Language Arts

All students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards in English Language Arts.

School Goal 1.a - CAASPP Goal:

By June 2022, there will be a 4-percentage point increase (from 57% to 61%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-8).

Subgroup goals: By June 2022 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 7-percentage point increase from 32% to 39% in the number of students with disabilities who meet their annual typical growth.

Socio-Economically Disadvantaged (SED): There will be a 6-percentage point increase from 38% to 42% in the number of students with disabilities who meet their annual typical growth.

English Only (EO): There will be a 3-percentage point increase from 68% to 71% in the number of students with disabilities who meet their annual typical growth.

Ethnicity Subgroups:

Asian : There will be a 3-percentage point increase from 67% to 70% in the number of students with disabilities who meet their annual typical growth.

Hispanic/ Latino: There will be a 6-percentage point increase from 45% to 51% in the number of students with disabilities who meet their annual typical growth.

White: There will be a 2-percentage point increase from 81% to 83% in the number of students with disabilities who meet their annual typical growth.

School Goal 1.b - iReady One-Year's Growth Goal:

By June 2022, there will be a 6-percent point increase (from 51% to 57%) in the number of students meeting or exceeding their yearly growth targets in Reading as measured by the iReady diagnostic assessments. By June 2022, Monta Loma Elementary School will meet or exceed the District's 2021 Annual Growth average of 56%.

Subgroup goals: By June 2022 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 5-percentage point increase from 50% to 55% in the number of students with disabilities who meet their annual typical growth.

Socio-Economically Disadvantaged (SED): There will be a 7-percentage point increase from 42% to 49% in the number of students with disabilities who meet their annual typical growth.

English Only (EO): There will be a 5-percentage point increase from 55% to 60% in the number of students with disabilities who meet their annual typical growth.

Ethnicity Subgroups:

Asian : There will be a 4-percentage point increase from 62% to 66% in the number of students with disabilities who meet their annual typical growth.

Hispanic/ Latino: There will be a 7-percentage point increase from 34% to 41% in the number of students with disabilities who meet their annual typical growth.

White: There will be a 4-percentage point increase from 63% to 67% in the number of students with disabilities who meet their annual typical growth.

Implement new or revised strategies based on revision of plan.

Data Used to Form this Goal:
2019 Spring CAASPP Scores 2021 #3 Spring iReady Diagnostic District Assessment
Findings from the Analysis of this Data:
As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting Hispanic/Latino students and those with low socioeconomic supports, low parent education levels and low English language mastery. The need is to close the gap while raising the achievement level for all students through a focus on exceptional instructional practices in the classroom, targeted interventions during the school day and during extended learning time and ensuring that all students are academically challenged. All students are afforded equitable opportunities for academic success.
How the School will Evaluate the Progress of this Goal:
CAASPP English Language Arts Results iReady Standards Mastery Assessment Results iReady Diagnostic Assessment Results Writing-focused Grade-level Professional Learning Community Data Chats - Results-oriented Cycles of Inquiry

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tiered System of Supports <ul style="list-style-type: none"> Differentiation - Tiers 1-3 Prioritize Standards Mastery Skills SLOP Strategies Guided Reading Targeted Writing Focus What I Need (WIN) Time 	On-going	Principal, Teachers, Instructional Coach	Instructional strategies that provide students with differentiated and personalized instruction and support based on need.	4000-4999: Books And Supplies	After School Enrichment - Elementary Schools	650
Tiered System of Supports <ul style="list-style-type: none"> Classroom Levelled Library Growth 	Fall 2021	Principal, Teachers, Instructional Coach, Library Technician	Teachers will identify reading needs of students based on benchmark and class performance data and increase accessible reading materials in classroom levelled libraries.	4000-4999: Books And Supplies	Program 201	4000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tiered System of Supports <ul style="list-style-type: none"> Writable licenses for 3-5th grade 	Fall 2021	Principal, Teachers, Instructional Coach	Online writing resource with reading passages and prompts for students. Including ELPAC and CAASPP practice prompts	5000-5999: Services And Other Operating Expenditures	Program 201	2000
Tiered System of Supports <ul style="list-style-type: none"> Extended Day Reading Intervention utilizing existing materials 	Fall 2021	Principal, Teachers, Instructional Coach	Extended Day Fountas & Pinnell's Leveled Literacy Intervention - Small group reading intervention	1000-1999: Certificated Personnel Salaries	TSSP	5000
Tiered System of Supports <ul style="list-style-type: none"> After School Tutoring through the District Learning Recovery Plan 	Fall 2021	Principal, Teachers, Instructional Coach, District Administration	District Funded on-line and in-person tutoring			
Tiered System of Supports <ul style="list-style-type: none"> Learning A-Z 	On-going	Principal, Instructional Coach, Teachers	District Funded online literacy instruction			
Professional Learning Community <ul style="list-style-type: none"> Results-Oriented Cycles of Inquiry Weekly professional development during staff meetings Vertical alignment Grade-Level Data Chats - Writing, reading Targeted Writing Focus Utilizing the ELD Standards for all students iReady Reading Diagnostics, lessons and progress monitoring intervention for our below grade level reading students. 	Weekly PLC Meetings On-going Data Chats iReady Diagnostic Assessments on a Trimester basis	Principal, Instructional Coach, Teachers	All listed practices and structures produce the conditions for our grade-level PLCs to take multiple student performance data points, analyze the data, develop goals, plan for instruction, and assess learning for the next cycle of inquiry			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning Community <ul style="list-style-type: none"> On-demand Fountas & Pinnell's Leveled Literacy Intervention Training and Intervention Program for all Monta Loma classroom teachers 	Training will take place before the end of the 2021 calendar year. Extended Day interventions will take place Winter through May	Principal, Teachers, Instructional Coach	Contract with Heinemann to provide four hours of on-demand Fountas & Pinnell's Leveled Literacy Intervention training. Two hours will take place during staff meetings and teachers will be paid for the remaining two hours of training.	1000-1999: Certificated Personnel Salaries	TSSP	1600
			Before school small group reading intervention	1000-1999: Certificated Personnel Salaries	TSSP	3400

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Systems and Processes <ul style="list-style-type: none"> iReady Benchmark Data Cycles occur three times per year Monthly Writing formative assessments Coordination of Services Team (COST) Meetings Student Success Team 	District Benchmarks on a trimester basis Monthly writing assessments Bi-monthly COST Meetings	Principal, Instructional Coach, Teachers, SCEF, ARIS	<p>These systems and processes contribute not only to the PLC process but also provide pathways for escalated need in the areas of academics, behavior, social-emotional wellbeing and attendance.</p> <p>The Coordination of Services Team (COST) is made up of the Principal, Instructional Coach, At Risk Intervention Supervisor, School Community Engagement Facilitator, Counselor and at times, School Psychologist. The team meets to discuss teacher/staff referrals with concerns in the following areas: Attendance, social-emotional needs, academic needs, behavioral support needs. This team may make referrals for counseling services and SST.</p>			
Systems and Processes <ul style="list-style-type: none"> School Leadership Team Meetings 	Monthly	Principal, Teachers	School leadership team meets monthly to gather feedback, build consensus and make decisions on behalf of the entire school	1000-1999: Certificated Personnel Salaries	School Allocation	2000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Systems and Processes <ul style="list-style-type: none"> Basic school supplies 	On-going	Principal, Teachers, School Secretary	Basic school supplies can include items such as markers, paper, and crayons.	4000-4999: Books And Supplies	School Allocation	4500
Review Single Plan for Student Achievement and revise as necessary	Twice per year. Analyze data from benchmarks, observations, formative assessments, and revise plan as needed. Implement new or revised strategies based on revision of the plan.	Principal, Staff, School Site Council	No expenditure. Part of regular staff responsibility.			

Planned Improvements in Student Performance

School Goal #2

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

School Goal 2: Academic Achievement - Math
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.

Strategic Plan Goal Area #1:

Effective and consistent instructional practices that meet the needs of all students

School Goal 2: Academic Achievement - Math

- **School Goal 2.a - CAASPP Goal**
- **School Goal 2.b - One Year's Growth Goal**

School Goal 2 - Academic Achievement- Mathematics

All students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards in Mathematics.

School Goal 2.a - CAASPP Goal: By June 2022, there will be a 5-percent point increase (from 47% to 52%) in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-8).

Subgroup goals: By June 2022 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 9-percentage point increase from 11% to 20% in the number of students with disabilities who meet their annual typical growth.

Socio-Economically Disadvantaged (SED): There will be a 8-percentage point increase from 24% to 32% in the number of students with disabilities who meet their annual typical growth.

English Only (EO): There will be a 4-percentage point increase from 56% to 60% in the number of students with disabilities who meet their annual typical growth.

Ethnicity Subgroups:

Asian : There will be a 2-percentage point increase from 83% to 85% in the number of students with disabilities who meet their annual typical growth.

Hispanic/ Latino: There will be a 7-percentage point increase from 26% to 33% in the number of students with disabilities who meet their annual typical growth.

White: There will be a 2-percentage point increase from 81% to 83% in the number of students with disabilities who meet their annual typical growth.

School Goal 2.b - iReady One-Year's Growth Goal:

By June 2022, there will be a 6-percentage point increase (from 42% to 48%) in the number of students meeting or exceeding their yearly growth targets in Reading as measured by the iReady diagnostic assessments. By June 2022, Monta Loma Elementary School will meet or exceed the District's 2021 Annual Growth average of 47%

Subgroup goals: By June 2022 all subgroups will make the following gains:

Students with Disabilities (SWD): There will be a 7-percentage point increase from 32% to 39% in the number of students with disabilities who meet their annual typical growth.

Socio-Economically Disadvantaged (SED): There will be a 7-percentage point increase from 34% to 41% in the number of students with disabilities who meet their annual typical growth.

English Only (EO): There will be a 6-percentage point increase from 41% to 47% in the number of students with disabilities who meet their annual typical growth.

Ethnicity Subgroups:

Asian : There will be a 5-percentage point increase from 54% to 59% in the number of students with disabilities who meet their annual typical growth.

Hispanic/ Latino: There will be a 6-percentage point increase from 38% to 44% in the number of students with disabilities who meet their annual typical growth.

White: There will be a 6-percentage point increase from 44% to 50% in the number of students with disabilities who meet their annual typical growth.

Implement new or revised strategies based on revision of plan.

Data Used to Form this Goal:

2019 Spring CAASPP Scores

2021 #3 Spring iReady Diagnostic District Assessment

Findings from the Analysis of this Data:

As demonstrated by analysis of student work, growth measures and standardized test results, there is a clear disparity in the percentage of Monta Loma students performing at or above grade level as measured by the CAASPP scores from 2019 between Asian and White students when compared to Hispanic/Latino. The need is to close the gap while raising the achievement level for all students through a focus on exceptional instructional practices in the classroom, targeted interventions during the school day and during extended learning time and ensuring that all students are academically challenged. All students are afforded equitable opportunities for academic success.

How the School will Evaluate the Progress of this Goal:

iReady Standards Mastery Assessment Results
 iReady Diagnostic Assessment Results
 CAASPP Math Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tiered System of Supports <ul style="list-style-type: none"> • Prioritize Standards Mastery Skills • Differentiation - Tiers 1-3 • SIOP Strategies <ul style="list-style-type: none"> • Math Club - Tier 3 Math Intervention 	On-going	Principal, Teachers, Instructional Coach	Instructional strategies that provide students with differentiated and personalized instruction and support based on need.			
			Math Club will focus on foundational math skill gaps as identified by iReady Diagnostic Data and Teacher recommendation. This Tier 3 intervention will meet in small groups before school where Monta Loma teachers will provide additional targeted instruction to fill gaps in foundational math skills needed for continued growth and learning in their grade-level math instruction	1000-1999: Certificated Personnel Salaries	Program 201	6900
				4000-4999: Books And Supplies	TSSP	670

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tiered System of Supports <ul style="list-style-type: none"> School Site License for all students - Reflex Math 	On-going	Principal, Teachers, Instructional Coach	Focused support to strengthen our student's math fluency	5000-5999: Services And Other Operating Expenditures	Program 201	3300
Tiered System of Supports <ul style="list-style-type: none"> School-wide Problem-Based Learning STEAM Challenges utilizing the Discovery Education Platform 	Expand to two Problems/Year	Principal, STEAM Teacher, Instructional Coach	Supplies and materials to support our School-wide Problem-Based STEAM Challenges	4000-4999: Books And Supplies	Program 201	4000
Tiered System of Supports <ul style="list-style-type: none"> Before or After School Monta Loma Engineers - Tech Challenge Team 	On-going	Principal, Tech Challenge Teachers	Staff hourly pay Materials to support our Monta Loma Engineers as they prepare for the Tech Challenge Event	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	After School Enrichment - Elementary Schools After School Enrichment - Elementary Schools	1500 500
Professional Learning Community - Results-Oriented Cycles of Inquiry <ul style="list-style-type: none"> Weekly professional development during staff meetings Grade-Level Data Chats - Math iReady Math Diagnostics, lessons and progress monitoring intervention for our below grade level math students 	Weekly PLC Meetings On-going Data Chats iReady Diagnostic Assessments on a Trimester basis	Principal, Teachers, Instructional Coach	All listed practices and structures produce the conditions for our grade-level PLCs to take multiple student performance data points, analyze the data, develop goals, plan for instruction, and assess learning for the next cycle of inquiry			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Systems and Processes <ul style="list-style-type: none"> iReady Benchmark Data Cycles occur three times per year Bi-monthly Coordination of Services Team (COST) Meetings Student Success Team School Leadership Team	District Benchmarks on a trimester basis Bi-monthly COST Meetings	Principal, Instructional Coach, Teachers, SCEP, ARIS	These systems and processes contribute not only to the PLC process but also provide pathways for escalated need in the areas of academics, behavior, social-emotional wellbeing and attendance. School leadership team meets monthly to gather feedback, build consensus and make decisions on behalf of the entire school			
Systems and Processes Basic school supplies	On-going	Principal, Teachers, School Secretary	Basic school supplies can include items such as markers, paper, and crayons.	4000-4999: Books And Supplies	School Allocation	4500
Review Single Plan for Student Achievement and revise as necessary	Twice per year. Analyze data from benchmarks, observations, formative assessments, and revise plan as needed. Implement new or revised strategies based on revision of the plan.	Principal, Staff, School Site Council	No expenditure. Part of regular staff responsibility.			

Planned Improvements in Student Performance

School Goal #3

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

School Goal 3 - Academic Achievement - English Language Learners
LCAP Goal 1:
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
Strategic Plan Goal Area #1:
Effective and consistent instructional practices that meet the needs of all students
School Goal 3: Academic Achievement - English Language Learners <ul style="list-style-type: none">● School Goal 3.a - LTEL/At-Risk Goal● School Goal 3.b - RFEP Goal● School Goal 3.c - ELPAC Goal
School Goal 3 - Academic Achievement - English Language Learners School Goal 3.a - At-Risk of LTEL status: By June 2022, there will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 8 to 7 as measured by state and district criteria (ELPAC, CAASPP, iReady, Literably score). School Goal 3.b - RFEP - By June 2022, there will be a 4-percentage point increase (from 14% to 18%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by District RFEP criteria. Additionally, 100% of all RFEP students will be meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading. School Goal 3.c - By June 2022, at least 7 of 9 (80%) of all English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the ELPAC. Implement new or revised strategies based on revision of plan.
Data Used to Form this Goal:
2019 Spring CAASPP Scores 2020-21 ELPAC Scores 2021 #3 Spring iReady Diagnostic Assessment Results

Findings from the Analysis of this Data:

2020-2021 ELPAC scores showed that our English learner students are more successful in testing performance in Speaking domain and less successful in the Writing, Listening and Reading domains. According to 2020-2021 ELPAC score analysis, our current English learners are relatively evenly distributed in the 1, 2, and 3 placement levels with fewer students in the 4 placement level. Each year, Monta Loma LTELs move on to the middle school one or more students without reclassifying. Reclassified students perform at higher rates than English learners on District benchmark and State assessments.

How the School will Evaluate the Progress of this Goal:

ELPAC Assessment Results
 iReady Standards Mastery Assessment Results
 iReady Diagnostic Assessment Results
 Writing-focused Grade-level Professional Learning Community Data Chats - Results-oriented Cycles of Inquiry

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tiered System of Supports <ul style="list-style-type: none"> • Integrated English Language Development instruction • Designated ELD time T(What I Need – WIN), Targeted Writing Focus utilizing the ELD Standards for all students 150 minutes/week focused on writing • Differentiation - Tiers 1-3 • Prioritize Standards Mastery Skills • SIOP Strategies - Annual Focus • Lesson preparation and Language Objectives posted and reviewed • Explicitly taught vocabulary, scaffolding, rich academic language interactions • Guided Reading • Classroom Leveled Library Growth - Teachers will 	On-going	Principal, Teachers, Instructional Coach	Instructional strategies that provide students with differentiated and personalized instruction and support based on need. Leveled Library expenses noted in Goal #1 RFEP student support in the form of SIOP strategies throughout the school day, expanded leveled library accessibility, monitor of iReady Reading performance			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>purchase leveled books to boost their classroom library, specific to needs of current students.</p> <ul style="list-style-type: none"> Learning A-Z - District Funded 						
<p>Tiered System of Supports</p> <ul style="list-style-type: none"> Writable licenses for 3-5th grade English Learners 	Fall 2021	Principal, Teachers, Instructional Coach	Online writing resource with reading passages and prompts for students. Including ELPAC and CAASPP practice prompts	5000-5999: Services And Other Operating Expenditures	Program 201	500
<p>Tiered System of Supports</p> <ul style="list-style-type: none"> Learning Recovery (Extended Day Learning) - After School Tutoring - District Learning Recovery Plan 	Fall 2021	Principal, Teachers, Instructional Coach, District Administration	District Funded on-line and in-person tutoring - Monta Loma teachers will supervise in-person students not in an after school program			
<p>Tiered System of Supports</p> <ul style="list-style-type: none"> Extended Day F&P Leveled Literacy Intervention 	Fall 2021 through end of year	Principal, Instructional Coach, LLI Teacher	Before school small group reading intervention			
<p>Tiered System of Supports</p> <ul style="list-style-type: none"> Imagine Learning Licenses for all English learners 	Fall 2021 through end of year	Principal, Instructional Coach, Imagine Learning Teacher	Before School Intervention - Online adaptive English language development program implemented through a blended learning model	1000-1999: Certificated Personnel Salaries	TSSP	3000
				5000-5999: Services And Other Operating Expenditures	TSSP	6000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning Community - Results-Oriented Cycles of Inquiry <ul style="list-style-type: none"> Weekly professional development during staff meetings Grade-Level Data Chats - Writing, reading Targeted Writing Focus Utilizing the ELD Standards for all students iReady Reading Diagnostics, lessons and progress monitoring intervention for below grade level reader. 	Weekly PLC Meetings On-going Data Chats - Bi-monthly during PLC Meetings iReady Diagnostic Assessments on a Trimester basis	Principal, Instructional Coach, Teachers	All listed practices and structures produce the conditions for our grade-level PLCs to take multiple student performance data points, analyze the data, develop goals, plan for instruction, and assess learning for the next cycle of inquiry			
Parent and Student Engagement <ul style="list-style-type: none"> Monta Loma Pathway to Reclassification for ALL English learners Parent Night, Student Data Meetings, Goal-setting 	Winter 2022	Principal, SCEF, EL Coordinator	EL Parent Night to review requirements for Reclassification and follow-up with individual student and parent meetings to discuss the student's pathway to reclassification			
Parent and Student Engagement <ul style="list-style-type: none"> Latino Family Literacy Project 	Winter 2022	Principal, SCEF, EL Coordinator, Instructional Coach, LFLP Teacher	Teaches parents the importance of establishing a family reading routine with their children, how to share the book and it helps both parents and school age children learn English vocabulary, together as a family.	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	850
				5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	2150

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Systems and Processes</p> <ul style="list-style-type: none"> • iReady Benchmark Data Cycles occur three times per year • Monthly Writing formative assessments via Writable and teacher developed writing prompts which teachers will score, analyze and determine next instructional focuses • Bi-Monthly Coordination of Services Team (COST) Meetings • Student Success Team • School Leadership Team 	On-going	Principal, Instructional Coach, Teachers, SCEF, ARIS	<p>These systems and processes contribute not only to the PLC process but also provide pathways for escalated need in the areas of academics, behavior, social-emotional wellbeing and attendance.</p> <p>School leadership team meets monthly to gather feedback, build consensus and make decisions on behalf of the entire school</p>			
Review Single Plan for Student Achievement and revise as necessary	Twice per year. Analyze data from benchmarks, observations, formative assessments, and revise plan as needed. Implement new or revised strategies based on revision of the plan.	Principal, Staff, School Site Council	No expenditure. Part of regular staff responsibility.			

Planned Improvements in Student Performance

School Goal #4

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

School Goal 4 - Social-Emotional Health and Wellness
LCAP Goal 2:
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
Strategic Plan Goal Area #2:
Student Social Emotional Health
School Goal 4: Social-Emotional Health and Wellness <ul style="list-style-type: none">● School Goal 4.a - Parent Goal● School Goal 4.b - Student Goal
School Goal 4.a - Parent Goal - By June 2022, there will be a 2-percentage point increase from 76% to 78% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey.
School Goal 4.b - Student Goal - By June 2022, there will be a 2-percentage point increase from 80% to 82% in the number of students who agreed or strongly agreed that my school focuses on a student's character as measured by the LCAP/Climate Survey.
Data Used to Form this Goal:
LCAP/Climate Survey ELAC Parent Survey Learning Recovery Needs Assessment
Findings from the Analysis of this Data:
While a majority of our parents feel that Monta Loma is a welcoming and inclusive school, we have room to grow. As demonstrated by parent participation, attendance, participation in parent education programs, monitoring of student work metrics and student disciplinary issues as reported to the school administration, there is a need to improve student and parent engagement through efforts made by individual teachers, grade-level teams, school leadership, and the school as a whole. There is a need for every child and every parent to feel welcomed, engaged and a part of our school.
Implement new or revised strategies based on revision of plan.

How the School will Evaluate the Progress of this Goal:

LCAP Survey
 ELAC Parent Survey
 Parent Coffee Attendance tracking

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tiered System of Supports <ul style="list-style-type: none"> School-wide referral protocol and restorative practices Differentiation - Tiers 1-3 At Risk Intervention Supervisor CHAC and Uplift Services At Risk Intervention Supervisor CHAC and Uplift Services 	On-going	Principal, Instructional Coach, Teachers	Providing students varying levels of support based on need			
Tiered System of Supports <ul style="list-style-type: none"> The Leopard Way - Student Store, End of Year Awards 	On-going	Principal	Student Store supplies, award certificates, reinforcers and prizes	4000-4999: Books And Supplies	Program 201	2000
Tiered System of Supports <ul style="list-style-type: none"> Social-emotional wellness Calming Corner Kits Mindfulness Room 	On-going	Principal, Teachers, ARIS	Implementation of RULER across the school setting Calming Corner Kit supplies for each classroom Mindfulness Room Sensory and Calming supplies, materials, equipment	4000-4999: Books And Supplies 4000-4999: Books And Supplies 4000-4999: Books And Supplies	Program 201 TSSP Program 201	1000 1000 2800
Tiered System of Supports <ul style="list-style-type: none"> Monitoring of Student Attendance 	Daily monitoring of attendance.	Principal, School and Community Engagement	Certificates and reinforcers	4000-4999: Books And Supplies	School Allocation	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	<p>Bi-monthly COST Monitoring</p> <p>Attendance communication to parents when students have 3 unexcused absences and any unexcused absence thereafter or when students are absent 10% of the year regardless of excusal.</p> <p>SST team meetings after 6 unexcused absences</p>	Facilitator, Secretary/Clerk,				
<p>Professional Development</p> <ul style="list-style-type: none"> Yale Institute of Emotional Intelligence - RULER <p>Differentiation</p> <p>Adverse Childhood Experiences (ACES) by Principal</p> <p>Trauma-Informed Classrooms and Practices by Principal</p>	<p>On-going</p> <p>January 2022</p> <p>February 2022</p>	<p>Principal</p> <p>Instructional Coach</p> <p>Principal</p> <p>Principal</p>	<p>Focused Professional Development of teachers addressing all tiered levels of need from Tier 1</p> <p>implementation of RULER to Tier 2</p> <p>Implementation of Trauma-Informed practices and understanding of Tier 3 ACES needs</p>			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Systems and Processes</p> <ul style="list-style-type: none"> • Coordination of Services Team (COST) Meetings • Student Success Team • School Leadership Team - Meets monthly to gather feedback, build consensus and make decisions on behalf of the entire school 	<p>Bi-monthly</p> <p>Meets as needed and on a 6-8 week cycle once initiated</p> <p>Monthly</p>	<p>Principal, Instructional Coach, ARIS, SCEF, Counselor, School Psychologist</p> <p>Grade-level teacher representatives</p>	<p>These systems and processes contribute not only to the PLC process but also provide pathways for escalated need in the areas of academics, behavior, social-emotional wellbeing and attendance.</p> <p>School leadership team</p>			
<p>Project Cornerstone</p>	<p>September 2021, Recruit Project Cornerstone leads and volunteers. Monthly Project Cornerstone reading with activity in classrooms.</p>	<p>Principal, Parent Volunteers</p>	<p>YMCA Project Cornerstone is a community initiative with the mission to create an environment where adults support and value all youth so they grow up feeling valued, respected, and known.</p>			
<p>Review Single Plan for Student Achievement and revise as necessary</p>	<p>Twice per year. Analyze data from benchmarks, observations, formative assessments, and revise plan as needed. Implement new or revised strategies based on revision of the plan.</p>	<p>Principal, Staff, School Site Council</p>	<p>No expenditure. Part of regular staff responsibility.</p>			

Planned Improvements in Student Performance

School Goal #5

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

School Goal 5 - Inclusive and Welcoming Culture
LCAP Goal 3:
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
Strategic Plan Goal Area # 3:
Inclusive and welcoming culture
School Goal 5: Inclusive and Welcoming Culture <ul style="list-style-type: none">● School Goal 5.a - Attendance Goal● School Goal 5.b - Chronic Absenteeism Goal● School Goal 5.c - Welcoming Environment Goal
<p>School Goal 5 - Inclusive and Welcoming Culture Monta Loma Elementary has an active and engaged parent community and we will continue to encourage parents to partner with the school in all aspects of student learning and growing. Through our partnership, we will see an increase in student attendance and parents will report feeling that Monta Loma creates a welcoming environment for all families as measured by annual parent surveys. In alignment with our district vision statement, every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership.</p> <p>School Goal 5.a - Attendance Goal - By June 2022, the average student attendance rate for the school will be at or above 97%.</p> <p>School Goal 5.b - Chronic Absenteeism Goal: By June 2022, the average chronic absenteeism rate for subgroups will decrease by 0.5% from 6% to 5.5% based on 5x5 Chronic Absenteeism Indicator Placement on the California School Dashboard.</p> <p>School Goal 5.c - Welcoming Environment Goal: By June 2022, there will be a 1% increase, from 91% to 92%, in the number of parents who agree or strongly agree with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey.</p> <p>Implement new or revised strategies based on revision of plan.</p>
Data Used to Form this Goal:
2021 LCAP Survey 2021 Spring Parent Survey and 2021 Fall English Learner Parent Survey Attendance and absenteeism data

Findings from the Analysis of this Data:

Parent engagement is high amongst our parents, overall, but there is a gap between the levels of Asian and White parent engagement when compared to our Hispanic/Latino parent community.

How the School will Evaluate the Progress of this Goal:

COST Attendance and behavior referrals
 Referral and Leopard Spots Data review
 Climate survey

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student-Focused <ul style="list-style-type: none"> • The Leopard Way Implementation • Monthly Monta Loma Core -Values Assemblies and • Student Goal Celebrations • Student Inclusion Celebrations • Positive Principal Referrals • Student and Family Engagement Events 	On-going	Principal, Teachers, Instructional Coach, ARIS	These Monta Loma traditions continue to develop our school community through intrinsic and extrinsic rewards <ul style="list-style-type: none"> • Love of Reading Week, Family Learning Nights and Parent/Family Nights, if permitted 	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1288

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student-Focused <ul style="list-style-type: none"> Orientation Week Activities - \$4000 - #202 	August 2021	Principal	During the first few weeks of school, Monta Loma focused on re-orientation and school culture building activities. All students received a Monta Loma cinch bag, painted mindfulness rocks, learned 10 different types of breathing that can be used to calm and center ourselves, attended the virtual assembly, The NED Show, where our whole school learned about NED's message to Never give up, Encourage others, and Do your best. Each student received a NED Show yo-yo to practice the message.	4000-4999: Books And Supplies	Program 202	4000
Student-Focused <ul style="list-style-type: none"> Student Community Services Program 	On-going	Principal, ARIS	Introducing a student community service component to build school pride, leadership and student agency Continued Tiered Focus of social-emotional and behavioral support focusing on inclusive practices and reconnecting with our school focus and theme, Better Together	4000-4999: Books And Supplies	School Allocation	900
				4000-4999: Books And Supplies	Program 202	1300

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student-Focused <ul style="list-style-type: none"> Campus maintenance supplies 	On-going	Principal, Secretary, Custodial Team	School pride and school culture begins with our schools looking and feeling safe and well cared for	4000-4999: Books And Supplies	School Allocation	5625
Student-Focused <ul style="list-style-type: none"> Student Leadership 	On-going	Principal, Secretary, Leadership Teachers	Our student leadership supports our student body with school-wide activities and events	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	School Allocation School Allocation	1000 2000
Parent-Focused <ul style="list-style-type: none"> Spring parent survey to gather input on satisfaction with instructional program, enrichment offerings, welcoming environment. Latino Family Literacy Project District Parent University Events Regular communication to parents via multiple pathways - Newsletters, SchoolMessenger-calls, text messaging, social media, email, electronic marquee, mail, home visits 	Spring 2022 Winter 2022 On-going On-going	Principal, Teachers, SCEF	Offering of various opportunities to engage with our parent community			
Parent-Focused <ul style="list-style-type: none"> Parent Nights - Monthly Site Council, ELAC, Back to School Night, Open House, and Principal's Coffee meetings 	On-going	Principal, Secretary, SCEF	Interpretation and translation of content for parent nights	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>Family-Focused</p> <ul style="list-style-type: none"> • Monthly home visits by Principal and School Community Engagement Facilitator • Modify our drop-off and pick-up procedure so that student leaders help facilitate a smooth transition to and from campus as part of our community service program. 	On-going	Principal, SCEF, ARIS	Efforts focus on bridging school and home, safety, supplies	4000-4999: Books And Supplies	School Allocation	1000
Review Single Plan for Student Achievement and revise as necessary	Twice per year. Analyze data from benchmarks, observations, formative assessments, and revise plan as needed. Implement new or revised strategies based on revision of the plan.	Principal, Staff, School Site Council	No expenditure. Part of regular staff responsibility.			

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source

Funding Source	Allocation 75%	Allocation 100%	Balance (Allocations-
School Allocation	16,894	22,525	0.00
Program 201	19,875	26,500	0.00
Program 202	3,975	5,300	0.00
TSSP	15,503	20,670	0.00
After School Enrichment -	1,988	2,650	0.00
Parent Engagement	3,591	4,788	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Enrichment - Elementary Schools	2,650.00
Parent Engagement (PIQE/FEI/PU)	4,788.00
Program 201	26,500.00
Program 202	5,300.00
School Allocation	22,525.00
TSSP	20,670.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	25,250.00
4000-4999: Books And Supplies	42,733.00
5000-5999: Services And Other Operating Expenditures	14,450.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary	1,500.00
4000-4999: Books And Supplies	After School Enrichment - Elementary	1,150.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	850.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1,288.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	2,650.00
1000-1999: Certificated Personnel Salaries	Program 201	6,900.00
4000-4999: Books And Supplies	Program 201	13,800.00
5000-5999: Services And Other Operating	Program 201	5,800.00
4000-4999: Books And Supplies	Program 202	5,300.00
1000-1999: Certificated Personnel Salaries	School Allocation	3,000.00
4000-4999: Books And Supplies	School Allocation	19,525.00
1000-1999: Certificated Personnel Salaries	TSSP	13,000.00
4000-4999: Books And Supplies	TSSP	1,670.00
5000-5999: Services And Other Operating	TSSP	6,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	23,150.00
Goal 2	21,370.00
Goal 3	12,500.00
Goal 4	7,800.00
Goal 5	17,613.00

School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Trisha Lee	X				
Mindy Ju, Co-Chairperson				X	
Vanessa Bernegger, Co-Chairperson				X	
Clint Liddick, Secretary				X	
Sara Stacey		X			
Moira Turner			X		
Numbers of members of each category:	1	1	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.

ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Trisha Lee	X				
Micaela Francisco				X	
Consuelo Barras Noriega				X	
Juana Torres				X	
Becky Le		X			
Mayra Garcia-Mendoza			X		
Numbers of ELAC Members of each category:	1	1	1	3	

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
 2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
 3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (**Check those that apply**):
 English Learner Advisory Committee
- Ponselo Noriega
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 October 25, 2021.

Attested:

Trisha Lee

Typed Name of School Principal

Trisha Lee

Signature of School Principal

October 25, 2021

Date

Mindy Ju

Typed Name of SSC Chairperson

Mindy Ju

Signature of SSC Chairperson

October 26, 2021

Date