

The School Plan for Student Achievement

School: Monta Loma Elementary School

CDS Code: 43695916049480

District: Mountain View Whisman

Principal: Trisha Lee

Revision Date: December 7, 2023

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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District Mission and Vision

Mission: We inspire, prepare and empower every student

Vision: Every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership

District Values and Beliefs

We believe:

- Students and learning are at the center of all we do.
- Students thrive when presented with well-balanced, joyful learning experiences that challenge their academic, social, and emotional needs.
- Our diversity is a strength that builds students' capacities to be globally competent and culturally responsive citizens.
- Strong partnerships with students, families, educators, and the community are the foundation for creating an excellent education for each individual student.
- Learning experiences should engage students in academic excellence while building a collaborative community.
- Every student has a dynamic learner profile that must be considered when creating personalized learning experiences.
- Clear policies, procedures and responsible resource management support an effective school system.
- High expectations and continuous learning combined with a respectful and safe community create a positive educational environment.
- Modeling innovation and curiosity supports creativity and adaptability for learners.
- Students desire experiences that inspire, challenge, and build creativity and curiosity.
- Our backgrounds, life experiences, and aspirations are a strength of our community.

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.

Monta Loma Elementary School is a TK-5 school with an enrollment of 275 students. Our community of learners consists of 9% Asian, 6% Black/African American, 46% Hispanic/Latino, 25% White, 9% Multi-racial. Additionally, 27% of our students are considered English learners, 13% receive Special Education services and 31% are considered socio-economically disadvantaged.

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.

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.

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. 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.

This year, our annual school focus includes the following:

- Phonics in TK-2nd grades through small group instruction

- Comprehension of informational text through close reading strategies in 3rd-5th grades
- SIOP Strategy: Comprehensible input throughout the school day in written and oral language form

2023-2024 SPSA Goals and Strategy Overview:

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.

By June 2024, there will be:

- a 4-percentage point increase from (60% to 64%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5).
- a 8-percentage point increase (16% to 24%) for students with disabilities (SWD)
- a 7-percentage point increase (31% to 38%) for socio-economically disadvantaged (SED) students
- a 3-percentage point increase (68% to 71%) for English only (EO) students
- a 2-percentage point increase (80% to 82%) for Asian students
- a 7-percentage point increase (33% to 40%) for Hispanic/Latino students
- a 1-percentage point increase (87% to 88%) for White students
- 100% of Monta Loma Elementary School will meet or exceed the their Annual Typical Growth in reading on iReady diagnostic assessments (K-5).

Key Strategies:

- SIOP, Differentiation and Guided and Close Reading strategies
- Data-driven decision-making and instructional adjustments based on Results-Oriented Cycles of Inquiry through PLC time
- Designated and integrated ELD
- Aligned Tier 1, Tier 2, and Tier 3 interventions (early reading intervention, extended day intervention, etc.)

GOAL 2 - ACADEMIC ACHIEVEMENT: MATHEMATICS - All students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards in Mathematics.

By June 2024, there will be:

- a 5-percentage point increase from (53% to 58%) in the number of students meeting or exceeding standards in mathematics as measured by CAASPP (Gr 3-5).
- a 8-percentage point increase (16% to 24%) for students with disabilities (SWD)
- a 7-percentage point increase (26% to 33%) for socio-economically disadvantaged (SED) students
- a 9-percentage point increase (13% to 22%) for English learner (EL) students
- a 4-percentage point increase (65% to 69%) for English only (EO) students
- a 1-percentage point increase (90% to 91%) for Asian students
- a 7-percentage point increase (28% to 35%) for Hispanic/Latino students
- a 2-percentage point increase (78% to 80%) for White students
- 100% of Monta Loma Elementary School will meet or exceed the their Annual Typical Growth on math iReady diagnostic assessments (K-5).

Key Strategies:

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

GOAL 3 - ACADEMIC ACHIEVEMENT: ENGLISH LANGUAGE LEARNERS

By June 2024, there will be:

- the number of students who are At-Risk of becoming LTEL or LTEL will decrease by a 20% from 11 to 9.
- there will be a 3-percentage point increase (69% to 72%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English language arts as measured by CAASPP (3-5).
- 100% of all English Learners that score a Level 4 on the ELPAC will reclassify. Currently, there are 11 students that scored

a Level 4.

- the percentage of English Learners scoring at least one overall level higher (or maintaining a 4), as compared to the previous year, will increase from 42% to 48%.

Key Strategies:

- Adjusting Response to Instruction groupings
- SIOP and Differentiation Strategies
- Designated ELD time
- WIN Time focus
- Imagine Learning for all English Learners
- Latino Family Literacy Project
- Writable
- Extended Day learning for all English learners
- Data review meetings and Universal Data Cycles

GOAL 4: SOCIAL-EMOTIONAL HEALTH AND WELLNESS

By June 2024:

- Sown to Grow student check-in rate will improve greater than 10% or 5-percentage points (54% to 59%).
- Sown to Grow student teacher feedback rate will improve greater than 10% or 6-percentage points (42% to 48%).
- there will be a 3-percentage point increase (74% to 77%) 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.
- there will be a 3-percentage point increase (67% to 70%) in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.
- Behavior Goal 1:
- a 8-percentage point decrease from 75% to 67% for Hispanic student group as measured by the school suspension disproportionality data.
- a 5-percentage point decrease from 50% to 45% for SED student group as measured by the school suspension disproportionality data.
- a 5-percentage point decrease from 50% to 45% for RFEP student group as measured by the school suspension disproportionality data.
- Behavior Goal 2:
- there will be a 3- percentage point increase from 66% to 69% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Key Strategies:

- The Leopard Way - Positive Behavioral Supports
- Morning Meeting and Closing Circle
- Leopard Launch
- Sown to Grow
- Mindfulness Room and Calming Corner Kits
- Student Council
- Student Leadership

GOAL 5 - INCLUSIVE AND WELCOMING CULTURE

As one of 781 schools across the country recognized as one of America's Healthiest Schools in 2023, 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.

By June 2024:

- the average student attendance rate for the school will be at least 97%.
- the average chronic absenteeism rate for subgroups will decrease by 2-percentage points (24% to 22%) based on District Chronic Absenteeism data.
- there will be a 1% increase, from 88% to 89%, 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:

- The Leopard Way - Core Values assemblies and celebrations, birthday pencils, popsicle parties, positive principal referrals
- Leopard Launch
- Student Council
- Student Leaders 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.

The Monta Loma staff and community regularly analyze annual CAASPP data along with iReady benchmark data and targeted annual growth rates to develop site academic goals for the 2023-2024 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 and integrated literacy and science with support from the Science Is Elementary program. Teachers' 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 school and district's Multi-Tiered System of Support (MTSS) system considers the unique needs of the whole child with a universal design for learning approach. Student academic progress, behavioral supports, and social-emotional needs are monitored through MTSS.

MTSS is a system-level structure that provides academic, behavioral, social-emotional, and attendance support for all students. Data is used to address the needs of the whole child. MTSS has a tiered approach that helps teachers and other school staff support students' needs. Tier 1 core instructional practices are the foundation of supporting students across all settings. Tier 1 instruction is universal, evidence based, and of high quality. Tier 1 practices include differentiation, reteaching, prevention, extension, proactive interventions, and regular collaboration. Tiers 2 & 3 supports and interventions are more targeted and increasingly intensify based on demonstrated need (data).

We utilize our District's Universal Data Cycle Protocol on a regular cadence based on our District Data Cycle Calendar. 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.

Our school teams regularly gather, review, and analyze student data to make informed decisions about instruction, differentiation, and intervention for all students. The UDC data protocol is designed to support teachers and school staff in analyzing data through a collaborative and structured process to best support data-informed action plans and instruction. Our teams use the Universal Data Cycle Protocol to make informed instructional decisions by doing the following: 1) Reflection on effectiveness of previous action plan, 2) Selection of relevant data sets, 3) Analysis of data at multiple levels and hypotheses, 4) Action Planning.

The purpose of COST is to support students' academic, social-emotional, & behavioral needs when they have not responded to differentiated classroom instruction, reteaching or other interventions through multiple Universal Data Cycle cycles. The COST convenes to discuss the target concern, review previous interventions, discuss observational data, and review academic/behavioral/attendance data. COST determines learning targets or expected outcomes and action items (interventions/supports) to be implemented. COST is cyclical so teams will meet regularly to revisit student progress.

Monitoring:

Tier 1 - Universal Data Cycles

Tier 2 - Coordination of Services Team (COST)

Tier 3 - Student Study Team (SST)

At MVWSD, Response to Instruction (RTI) is data-driven instruction and teachers regularly monitor progress to help tailor instruction to what students need. RTI is not an extension of core curriculum; rather exposure to different formats to increase or enhance student understanding.

At our school, RTI and STEAM go hand-in-hand. The STEAM (Science, Technology, Engineering, Art, Math) teacher focuses on hands-on K-5 science during RTI time, while your classroom or grade level teacher provides small-group support and enrichment.

Support:

Tier 1 - Get it the first time (GIFT)

Tier 2 - Response to Instruction (RtI) - During the school day small group intervention/support

Tier 3 - Increased intensity and/or frequency of intervention with support on a 1-1 basis or a decreased group size

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. Misassigned (teaching without the appropriate credential)
2. Out of Field (teaching with a limited permit)
3. Ineffective (has taught less than 3 years)

Monta Loma Elementary school has no misassigned teachers and no out of field teachers. There are 4 teachers in their first two years of teaching. All other teachers are considered "highly qualified".

Additionally, we have one full time STEAM teacher supporting Kinder to 5th grade students with hands on science. Full-time and part-time special education professionals support students with special needs in both general education setting and our specialized academic instruction class setting. Instructional assistants are assigned to support designated students with disabilities.

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

Teachers at Monta Loma Elementary participate in many professional development opportunities to improve their instructional practices. We provide training through staff professional development days, training during staff meetings, and teachers are invited to participate in additional trainings offered by our district and school site. Newer teachers (in their first or second year) participate in new teacher induction through the Santa Cruz Silicon Valley New Teacher Program (NTP). Teachers working with NTP are 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. For the 2023-24 school year, the emphasis for professional development and coaching will be on:

- *Data-driven decision-making: at the classroom instructional level and school-wide programming level (Universal Data Cycles, RtI, WIN Time, Designated ELD)
- *Academic focus on reading: Small group instruction phonics and reading instruction (TK-2), close reading of informational text (3-5) and comprehensible input
- *School culture of belonging

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, math and ELD standards, NGSS, and SIOP among other topics. Teachers also engaged in school climate professional development approaches such as our Sown to Grow SEL program to support 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 Elementary School parents are an essential part of our school community. Parents serve as leaders as members of our School Site Council, English Language Advisory Committee, and in running our 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.

Monta Loma has a part-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. Our 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)

School does not receive Federal/ConApp Funding

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 and the Monta Loma Elementary School School Site Council evaluates the progress of our students and funding allocations to help underperforming students meet standards. We use this funding source to provide intervention services and most academic supports for students.

Monta Loma Elementary School does not receive Title I funding but does receive donations through our Parent Teacher Association to support classroom supply accounts and ensure that field trips are funded for every classroom, to bring assemblies to our students that align with our Single Plan for Student Achievement goals.

Description of Barriers and Related School Goals

Every school is unique to their individual community. What makes Monta Loma Elementary School unique is our ability to constantly adjust and adapt to constant changes.

Each school year, we see a significant turnover rate for student enrollment. As the school within our district designated to serve our local military base, many student join our school mid year and often moving after 1, 2, or 3 years of enrollment. 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. However, the diversity of our students and families as well as our staff, are also a strength at Monta Loma. Our inclusive climate goal addresses this challenge through our focus on social-emotional intelligence and multi-tiered system of supports and tapping into community wealth that our diversity brings. Students are welcomed into classrooms communities and behavior expectation are modeled for them.

Another barrier is the high cost of housing, contributing to staff turnover. We address this challenge by investing in and building human capital to foster collaborative teams and to support new teachers.

Monta Loma Elementary School's previous focus on Tiered System of Supports to ensure equitable opportunities to be successful has contributed to the success of our students is now refined through the MVWSD Multi-Tiered System of Support (MTSS) initiative. Weekly professional learning communities (PLC) meetings enable our teachers to meet on a regular basis and engage in Universal Data Cycles 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 Universal Data Cycles 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 increase effectiveness and outcomes through the MTSS model 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46	50	37	0	48	36	0	48	36	0.0	96.0	97.3
Grade 4	44	43	40	0	43	40	0	43	40	0.0	100.0	100.0
Grade 5	44	38	39	0	38	39	0	38	39	0.0	100.0	100.0
All Grades	134	131	116	0	129	115	0	129	115	0.0	98.5	99.1

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2441.4	2436.7		39.58	27.78		18.75	27.78		18.75	19.44		22.92	25.00
Grade 4		2502.1	2463.3		41.86	35.00		20.93	12.50		16.28	15.00		20.93	37.50
Grade 5		2509.3	2551.5		31.58	43.59		28.95	23.08		13.16	17.95		26.32	15.38
All Grades	N/A	N/A	N/A		37.98	35.65		22.48	20.87		16.28	17.39		23.26	26.09

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		31.25	19.44		50.00	63.89		18.75	16.67		
Grade 4		37.21	17.50		48.84	52.50		13.95	30.00		
Grade 5		28.95	28.21		52.63	64.10		18.42	7.69		
All Grades		32.56	21.74		50.39	60.00		17.05	18.26		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.75	25.00		60.42	47.22		20.83	27.78
Grade 4		23.26	27.50		53.49	40.00		23.26	32.50
Grade 5		26.32	35.90		55.26	53.85		18.42	10.26
All Grades		22.48	29.57		56.59	46.96		20.93	23.48

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.58	13.89		66.67	77.78		18.75	8.33
Grade 4		13.95	12.50		74.42	70.00		11.63	17.50
Grade 5		21.05	17.95		60.53	74.36		18.42	7.69
All Grades		16.28	14.78		67.44	73.91		16.28	11.30

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		35.42	27.78		50.00	52.78		14.58	19.44
Grade 4		25.58	22.50		60.47	60.00		13.95	17.50
Grade 5		13.16	41.03		71.05	43.59		15.79	15.38
All Grades		25.58	30.43		59.69	52.17		14.73	17.39

Conclusions based on this data:

1. When comparing Spring 2022 to Spring 2023 English Language Arts CAASPP overall results, there was a 3-percentage point decrease in students meeting and exceeding standards.
2. When comparing Monta Loma students' Spring 2022 English Language Arts CAASPP overall results to students performance across the district, Monta Loma students scored in the meeting and exceeding standards level at a rate of 5.66-percentage points lower than the district average.
3. In Spring 2023, 69% of English only students students scored in the Met or Exceeded Standard levels compared to 79% of RFEP students and 17% of English learner students.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	46	50	37	0	48	37	0	48	37	0.0	96.0	100.0
Grade 4	44	43	40	0	43	40	0	43	40	0.0	100.0	100.0
Grade 5	44	38	39	0	38	39	0	38	39	0.0	100.0	100.0
All Grades	134	131	116	0	129	116	0	129	116	0.0	98.5	100.0

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2474.3	2444.6		43.75	29.73		22.92	27.03		16.67	13.51		16.67	29.73
Grade 4		2497.4	2484.0		32.56	35.00		30.23	15.00		20.93	20.00		16.28	30.00
Grade 5		2535.3	2546.5		44.74	35.90		10.53	15.38		18.42	30.77		26.32	17.95
All Grades	N/A	N/A	N/A		40.31	33.62		21.71	18.97		18.60	21.55		19.38	25.86

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		56.25	27.03		31.25	45.95		12.50	27.03
Grade 4		34.88	40.00		44.19	25.00		20.93	35.00
Grade 5		44.74	41.03		31.58	46.15		23.68	12.82
All Grades		45.74	36.21		35.66	38.79		18.60	25.00

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		41.67	24.32		39.58	45.95		18.75	29.73
Grade 4		27.91	22.50		51.16	40.00		20.93	37.50
Grade 5		34.21	33.33		42.11	51.28		23.68	15.38
All Grades		34.88	26.72		44.19	45.69		20.93	27.59

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		39.58	32.43		52.08	51.35		8.33	16.22
Grade 4		30.23	37.50		58.14	47.50		11.63	15.00
Grade 5		34.21	28.21		47.37	66.67		18.42	5.13
All Grades		34.88	32.76		52.71	55.17		12.40	12.07

Conclusions based on this data:

1. When comparing Spring 2022 to Spring 2023 Math CAASPP overall results, there was an 8-percentage point decrease in students meeting and exceeding standards.
2. When comparing Monta Loma students' Spring 2022 Math CAASPP overall results to students performance across the district, Monta Loma students scored in the meeting and exceeding standards level at a rate of 2.61-percentage points higher than the district average.
3. In spring 2023, Monta Loma saw a decline in students meeting and exceeding standards across all grades (-5-percentage points in 3rd, -10-percentage points in 4th, and -6-percentage points in 5th grades).

School and Student Performance Data

ELPAC Results

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals									
Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
	*	24	15	*	*	43	41.9%	30.2%	27.91%

ELPAC OVERALL LEVEL Growth between Summative 2022 and Summative 2023 - totals										
Grade	Decreased by 2 levels	Decreased by 1 level	Maintained a 1, 2, or 3	Increased by 1 level or maintained an overall 4	Increased by 2 levels	Increased by 3 levels	Grand Total	% who maintained a 4 or increase at least one level	% who maintained a 4 or increased at least one level AND whose home language is Spanish	% who increased or maintained a 4 and are SED
TK/K				*		*	*	100.0%	50.00%	50.00%
1		*	*	*			*	40.0%	0.00%	0.00%
2			*	*			11	18.2%	18.18%	18.18%
3			*	*	*		*	60.0%	30.00%	50.00%
4			*	*	*		12	41.7%	41.67%	33.33%
5			*	*			*	33.3%	33.33%	33.33%

2023 ELPAC Summative Overall Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*	*	*
Grade 1	*	*	*	*	15
Grade 2	*	*	*	*	*
Grade 3	*	*	*	*	12
Grade 4			*	*	*
Grade 5	*	*	*	*	14
Grand Total	13	17	19	14	63

2023 ELPAC Summative Oral Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*	*	*

2023 ELPAC Summative Oral Language Level					
Grade 1	*	*	*	*	15
Grade 2	*		*	*	*
Grade 3	*		*	*	12
Grade 4			*	*	*
Grade 5		*	*	*	14
Grand Total	*	*	20	25	63

2023 ELPAC Summative WritLangten Language Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*	*	*
Grade 1	*	*	*	*	15
Grade 2	*	*	*		*
Grade 3	*	*	*		12
Grade 4		*		*	*
Grade 5	*	*	*	*	14
Grand Total	25	25	*	*	63

2023 ELPAC Summative Listening Level					
Grade Level	1	2	3	4	Grand Total
Grade K		*	*		*
Grade 1	*	*	*		15
Grade 2	*	*	*		*
Grade 3	*	*	*		12
Grade 4		*	*		*
Grade 5	*	*	*		14
Grand Total	*	35	18		63

2023 ELPAC Summative Speaking Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		*
Grade 1	*	*	*		15
Grade 2	*	*	*		*
Grade 3		*	*		12
Grade 4			*		*
Grade 5		*	*		14
Grand Total	*	26	28		63

2022 ELPAC Summative Reading Level					
Grade Level	1	2	3	4	Grand Total

2022 ELPAC Summative Reading Level					
Grade K	*	*	*		*
Grade 1	*	*			15
Grade 2	*	*			*
Grade 3	*	*			12
Grade 4		*	*		*
Grade 5	*	12	*		14
Grand Total	28	31	*		63

2023 ELPAC Summative Writing Level					
Grade Level	1	2	3	4	Grand Total
Grade K	*	*	*		*
Grade 1	*	*	*		15
Grade 2	*	*			*
Grade 3	*	*	*		12
Grade 4		*	*		*
Grade 5	*	*	*		14
Grand Total	17	34	12		63

Conclusions based on this data:

1. According to 2022-2023 ELPAC scores, 42% of English learner students maintained a 4 or increased at least one level.
2. According to 2022-2023 ELPAC score, our current English learners are relatively evenly distributed in the 1 (21%), 2 (27%), 3 (30%), and 4 (22%) in the placement levels.
3. 100% of students scoring a level 4 were reclassified during the 2022-2023 school year.

School and Student Performance Data

iReady Diagnostic 3 Results

District Results

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	66%	17%	17%
Asian	89%	8%	3%
Hispanic/Latino	35%	30%	35%
White	83%	10%	7%
SWD	34%	21%	45%
Not SWD	70%	17%	14%
SED	32%	30%	38%
Not SED	82%	11%	7%
EL	23%	32%	45%
EO	81%	12%	7%
IFEP	89%	9%	2%
RFEP	65%	17%	17%
0	78%	22%	0%
1	65%	28%	7%
2	67%	19%	14%
3	71%	9%	20%
4	66%	20%	14%
5	64%	17%	18%
6	56%	13%	31%
7	63%	11%	26%
8	61%	13%	26%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	61%	39%
Asian	71%	29%
Hispanic/Latino	50%	50%
White	67%	33%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
SWD	52%	48%
Not SWD	62%	38%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	70%	30%
RFEP	56%	44%
0	63%	37%
1	60%	40%
2	65%	35%
3	65%	35%
4	63%	37%
5	65%	35%
6	54%	46%
7	57%	43%
8	53%	47%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
MVWSD Overall	64%	21%	15%
Asian	91%	7%	2%
Hispanic/Latino	31%	37%	32%
White	84%	11%	5%
SWD	30%	28%	42%
Not SWD	68%	20%	12%
SED	28%	39%	33%
Not SED	82%	12%	6%
EL	23%	40%	37%
EO	79%	14%	7%
IFEP	86%	12%	2%

Math - Diagnostic 3 2022-2023

RFEP	63%	19%	18%
0	71%	29%	0%
1	65%	31%	4%
2	63%	28%	9%
3	67%	20%	13%
4	69%	15%	16%
5	69%	14%	17%
6	59%	17%	24%
7	57%	16%	27%
8	57%	14%	29%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
MVWSD Overall	59%	41%
Asian	69%	31%
Hispanic/Latino	47%	53%
White	66%	34%
SWD	47%	53%
Not SWD	61%	39%
SED	47%	53%
Not SED	65%	35%
EL	49%	51%
EO	63%	37%
IFEP	68%	32%
RFEP	54%	46%
0	59%	41%
1	59%	41%
2	62%	38%
3	64%	36%
4	59%	41%
5	69%	31%
6	55%	45%
7	56%	44%

Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
8	48%	52%

Monta Loma Elementary School

Reading - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
Monta Loma Elementary School Overall	59%	25%	15%
Asian	85%	5%	10%
Hispanic/Latino	36%	38%	26%
White	79%	16%	5%
SWD	22%	34%	44%
Not SWD	65%	24%	11%
SED	43%	34%	23%
Not SED	69%	20%	11%
EL	25%	32%	43%
EO	68%	26%	6%
IFEP	85%	15%	0%
RFEP	85%	15%	0%
0	69%	31%	0%
1	52%	38%	10%
2	51%	26%	23%
3	68%	8%	24%
4	50%	26%	24%
5	67%	23%	10%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Monta Loma Elementary School Overall	56%	44%
Asian	80%	20%
Hispanic/Latino	45%	55%
White	65%	35%
SWD	39%	61%
Not SWD	59%	41%
SED	49%	51%

Reading Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Not SED	61%	39%
EL	44%	56%
EO	58%	42%
IFEP	78%	22%
RFEP	55%	45%
0	46%	54%
1	50%	50%
2	55%	45%
3	55%	45%
4	59%	41%
5	74%	26%

Math - Diagnostic 3 2022-2023			
	Tier 1	Tier 2	Tier 3
Monta Loma Elementary School Overall	58%	29%	13%
Asian	80%	10%	10%
Hispanic/Latino	37%	42%	21%
White	77%	16%	7%
SWD	22%	25%	53%
Not SWD	64%	29%	7%
SED	39%	44%	17%
Not SED	69%	20%	11%
EL	28%	43%	29%
EO	66%	24%	10%
IFEP	85%	15%	0%
RFEP	70%	30%	0%
0	67%	33%	0%
1	55%	33%	12%
2	44%	41%	15%
3	66%	18%	16%
4	52%	24%	24%

Math - Diagnostic 3 2022-2023

5	67%	23%	10%
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Math Annual Typical Growth 2022-2023 Students meeting their yearly growth targets	Met	Not Met
Monta Loma Elementary School Overall	56%	44%
Asian	75%	25%
Hispanic/Latino	49%	51%
White	58%	42%
SWD	52%	48%
Not SWD	57%	43%
SED	55%	45%
Not SED	57%	43%
EL	41%	59%
EO	60%	40%
IFEP	74%	26%
RFEP	60%	40%
0	49%	51%
1	64%	36%
2	44%	56%
3	63%	37%
4	49%	51%
5	68%	32%

Conclusions based on this data:

1. According to 2022-2023 iReady Math Annual Typical Growth results, White, Students with Disabilities, and Socio-Economically Disadvantaged students performed within 5-percentage points of the school average of students meeting yearly growth goals while English learners and Hispanic/Latino students performed significantly lower identifying a performance gap.
2. According to 2022-2023 iReady Reading Annual Typical Growth results, Hispanic/Latino students (11-percentage points), Students with Disabilities (17-percentage points), Socio-Economically Disadvantaged students (7-percentage points), and English learners (12-percentage points) performed significantly lower than the school average of students meeting yearly growth targets.

3. According to 2022-2023 iReady Diagnostic 3 performance results, Monta Loma students performed similarly in math and reading.

Mathematics

Tier 1: 58%

Tier 2: 29%

Tier 3: 13%

Reading

Tier 1: 59%

Tier 2: 25%

Tier 3: 15%

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 <ul style="list-style-type: none">● School Goal 1.a - CAASPP Goal● School Goal 1.b - One Year's Growth Goal
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. By June 2024, there will be: <ul style="list-style-type: none">● a 4-percentage point increase from (60% to 64%) in the number of students meeting or exceeding standards in English Language Arts as measured by CAASPP (Gr 3-5).● a 8-percentage point increase (16% to 24%) for students with disabilities (SWD)● a 7-percentage point increase (31% to 38%) for socio-economically disadvantaged (SED) students● a 3-percentage point increase (68% to 71%) for English only (EO) students● a 2-percentage point increase (80% to 82%) for Asian students● a 7-percentage point increase (33% to 40%) for Hispanic/Latino students● a 1-percentage point increase (87% to 88%) for White students ● 100% of Monta Loma Elementary School will meet or exceed the their Annual Typical Growth on iReady diagnostic assessments (K-5). Key Strategies: <ul style="list-style-type: none">● SIOP, Differentiation and Guided/Close Reading strategies● Data-driven decision-making and instructional adjustments based on Results-Oriented Cycles of Inquiry through PLC time● Designated and integrated ELD● Aligned Tier 1, Tier 2, and Tier 3 interventions (early reading intervention, extended day intervention, etc.)

Data Used to Form this Goal:

2023 Spring CAASPP Scores

2023 Diagnostic #3 Spring iReady District Assessment results

Findings from the Analysis of this Data:

2022-23 CAASPP ELA Goals

Overall: 60%-64%

Goal not met: maintained at 60%

SWD: 41%-47%

Goal not met: decreased to 16%

SED: 37%-43%

Goal not met: decreased to 31%

EO: 70%-73%

Goal not met: decreased to 68%

Asian: 82%-84%

Goal not met: decreased to 80%

Hispanic/Latino: 40%-46%

Goal not met: decreased to 33%

White: 78%-80%

Goal met: increased to 87%

2022-23 i-Ready Reading Annual Typical Growth Goals

Overall: 63%-67%

Goal not met: decreased to 56%

SWD: 30%-37%

Goal met: increased to 39%

SED: 46%-51%

Goal not met: increased to 49%

EO: 70%-73%

Goal not met: decreased to 58%

Asian: 68%-71%

Goal met: increased to 80%

Hispanic/Latino: 55%-60%

Goal not met: decreased to 45%

White: 70%-73%

Goal not met: decreased to 65%

How the School will Evaluate the Progress of this Goal:

We will use common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), Universal Data Cycle documents, iReady and CAASPP data, observations and feedback on the use of RtI and WIN time.

What short-term outcomes will you expect?

Teachers will regroup for RtI and WIN time within the first 2 weeks of school based on iReady Diagnostic and ELPAC data. Teachers will conduct data review meetings (following Universal Data Cycle protocol and UDC calendar) to identify student needs and set goals.

What early evidence of change will demonstrate the school is on track?

Students will be regrouped during RtI time and WIN time based on data. Students will show improvement on post-assessments assigned by the teacher.

Data points:

Students will meet at least 40% of their Annual typical Growth by November 2023 on the iReady assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Multi-Tiered System of Supports <ul style="list-style-type: none"> • Differentiation - Tiers 1-3 • Prioritize Standards Mastery Skills • SIOP Strategies • Guided Reading • Targeted Focus on Comprehensible Input • Learning A-Z Differentiated reading support • Extended Day Reading Intervention 	On-going	Principal, Teachers, Instructional Coach	Instructional strategies that provide students with differentiated and personalized instruction and support based on need. District Funded online literacy instruction Small group reading intervention	1000-1999: Certificated Personnel Salaries	TSSP	2000
District Early Literacy Intervention - K-2. This will help students make progress towards their Annual Typical Growth goal.	On-going	Early Literacy Staff	Small group pull-out reading intervention K-2			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Supplemental Student Printed Literature 3rd-5th. This will help students make progress towards their Annual Typical Growth goal.	Fall 2023	Principal, Teachers, Instructional Coach	Print and online monthly subscription (such as Nat Geo Kids, Scholastic News, Story Works) are high interest materials that can be annotated and used to teach text features that focuses on informational text.	4000-4999: Books And Supplies	School Allocation	1500
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	2500
			Classroom Teacher Budgets	4000-4999: Books And Supplies	School Allocation	4000
Pages 'n PJ's VIP Reading Night	February/March 2024	Principal, Teachers, Instructional Coach	Evening event as part of our Love of Reading Week; Students attend in-person story time in their PJs and listen to a variety of VIP readers; Building our culture of literacy	4000-4999: Books And Supplies	Donations - PTA	200
Family Literacy Night	Late Winter 2024	Principal, SCEF, Teachers	Evening event providing parents with a 20 minute literacy workshop following by an hour of literacy family game playing; Focus on literacy at home and with the family	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	850

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
SPIRE Intensive Reading Intervention (100%) This will help students make progress towards their Annual Typical Growth goal.	Winter 2023	Principal, Teachers, Instructional Coach	Small group reading intervention; During small group reading time, by teachers, during the school day, based on grade-level needs to fill phonics and phonological awareness gaps	4000-4999: Books And Supplies	TSSP	7250
Professional Learning Community <ul style="list-style-type: none"> Weekly professional development during staff meetings Vertical alignment Grade-Level Data Chats 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
<p>Systems and Processes</p> <ul style="list-style-type: none"> Data analysis utilizing our District Universal Data Protocol in alignment with our District Universal Data Calendar (iReady, teacher collected data, Sown to Grow data, referral/suspension data, attendance data, etc.) Coordination of Services Team (COST) Meetings Student Success Team 	<p>District Benchmarks on a trimester basis</p> <p>Monthly writing assessments</p> <p>Bi-monthly COST Meetings</p>	<p>Principal, Instructional Coach, Teachers, SCEF, ARIS</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>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>			
<p>Goal-setting across all grades (K-5) with benchmark goals. This will help monitor students progress towards their Annual Typical Growth goal.</p>						

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"> School Leadership Team Meetings to discuss needs of the school site, discuss best practices, prepare for upcoming Staff meetings and PD time 	Monthly	Principal, Teachers	School leadership team meets monthly to gather feedback, build consensus and make decisions on behalf of the entire school			
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.			
Principal will conduct classroom walkthroughs and provide feedback to teachers.	Weekly	Principal				
Analyze data from benchmarks, observations, and feedback and revise plan as needed						
Implement new or revised strategies based on revision of plan						

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 <ul style="list-style-type: none">● School Goal 2.a - CAASPP Goal● School Goal 2.b - One Year's Growth Goal
GOAL 2 - ACADEMIC ACHIEVEMENT: MATHEMATICS - All students will demonstrate continuous improvement toward meeting or exceeding grade level Common Core State Standards in Mathematics. By June 2024, there will be: <ul style="list-style-type: none">● a 5-percentage point increase from (53% to 58%) in the number of students meeting or exceeding standards in mathematics as measured by CAASPP (Gr 3-5).● a 8-percentage point increase (16% to 24%) for students with disabilities (SWD)● a 7-percentage point increase (26% to 33%) for socio-economically disadvantaged (SED) students● a 9-percentage point increase (13% to 22%) for English learner (EL) students● a 4-percentage point increase (65% to 69%) for English only (EO) students● a 1-percentage point increase (90% to 91%) for Asian students● a 7-percentage point increase (28% to 35%) for Hispanic/Latino students● a 2-percentage point increase (78% to 80%) for White students ● 100% of Monta Loma Elementary School will meet or exceed the their Annual Typical Growth on math iReady diagnostic assessments (K-5). Key Strategies: <ul style="list-style-type: none">● SIOP and Differentiation Strategies● Reflex Math - Math fluency practice● Math Club - Extended day small group● Monta Loma Engineers - Tech Challenge Team

Data Used to Form this Goal:

2023 Spring CAASPP Scores

2023 Diagnostic #3 Spring iReady District Assessment results

Findings from the Analysis of this Data:

2022-23 CAASPP Math Goals

Overall: 62%-65%

Goal not met: decreased to 53%

SWD: 41%-47%

Goal not met: decreased to 16%

SED: 29%-36%

Goal not met: decreased to 26%

EO: 71%-74%

Goal not met: decreased to 65%

Asian: 88%-89%

Goal met: increased to 90%

Hispanic/Latino: 36%-42%

Goal not met: decreased to 28%

White: 81%-83%

Goal not met: decreased to 78%

2022-23 i-Ready Math Annual Typical Growth Goals

Overall: 66%-69%

Goal not met: decreased to 56%

SWD: 35%-42%

Goal met: increased to 52%

SED: 57%-61%

Goal not met: decreased to 55%

EO: 67%-70%

Goal not met: decreased to 60%

Asian: 71%-74%

Goal met: increased to 75%

Hispanic/Latino: 66%-69%

Goal not met: decreased to 49%

White: 66%-69%

Goal not met: decreased to 58%

How the School will Evaluate the Progress of this Goal:

We will use common formative assessment data, grade level collaboration logs (evidence of CFA data analysis and student grouping), Universal Data Cycle documents, iReady and CAASPP data, observations and feedback on the use of RtI and WIN time.

What short-term outcomes will you expect?

Teachers will regroup for RtI and WIN time within the first 2 weeks of school based on iReady Diagnostic and ELPAC data. Teachers will conduct data review meetings (following Universal Data Cycle protocol and UDC calendar) to identify student needs and set goals.

What early evidence of change will demonstrate the school is on track?

Students will be regrouped during RtI time and WIN time based on data. Students will show improvement on post-assessments assigned by the teacher.

Data points:

Students will meet at least 40% of their Annual typical Growth by November 2023 on the iReady assessment.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Multi-Tiered System of Supports <ul style="list-style-type: none"> • Prioritize Standards Mastery Skills • Differentiation - Tiers 1-3 • SIOP Strategies 	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	TSSP	2550

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Multi-Tiered System of Supports <ul style="list-style-type: none"> School Site License for all students - Reflex Math, monitoring use and progress by school leadership and shared with teachers during PLC meetings to serve as additional data to inform decision-making. This will help students make progress towards their Annual Typical Growth goal. 	On-going	Principal, Teachers, Instructional Coach	Focused support to strengthen our student's math fluency in 1st-3rd grade Intervention for 4th & 5th grade	5000-5999: Services And Other Operating Expenditures 5000-5999: Services And Other Operating Expenditures	School Allocation TSSP	2000 1500
Goal-setting across all grades (K-5) with benchmark goals. This will help monitor students progress towards their Annual Typical Growth goal.						
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	School Allocation School Allocation	750 300
Professional Learning Community <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"> Data analysis utilizing our District Universal Data Protocol in alignment with our District Universal Data Calendar Bi-monthly Coordination of Services Team (COST) Meetings Student Success Team <ul style="list-style-type: none"> School Leadership Team Meetings to discuss needs of the school site, discuss best practices, prepare for upcoming Staff meetings and PD time 	District Benchmarks on a trimester basis Bi-monthly COST Meetings	Principal, Instructional Coach, Teachers, SCEF, 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	2500	
Principal will conduct classroom walkthroughs and provide feedback to teachers	Weekly	Principal					
Review Single Plan for Student Achievement and revise as necessary							
Family Math Game Night	Spring 2024	Principal, SCEF, Teachers	Evening event providing parents with a 20 minute workshop focusing on developing mathematical thinking at home, following by an hour of math family game playing	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	850	

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Analyze data from benchmarks, observations, and feedback and revise plan as needed						
Implement new or revised strategies based on revision of plan						

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

- **School Goal 3.a - LTEL/At-Risk Goal**
- **School Goal 3.b - RFEP Goal**
- **School Goal 3.c - ELPAC Goal**

GOAL 3 - ACADEMIC ACHIEVEMENT - ENGLISH LANGUAGE LEARNERS

By June 2024:

- the number of students who are At-Risk of becoming LTEL or LTEL will decrease by a 20% from 11 to 9.
- there will be a 3-percentage point increase (69% to 72%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English language arts as measured by CAASPP (3-5).
- 100% of all English Learners that score a Level 4 on the ELPAC will reclassify. Currently, there are 11 students that scored a Level 4.
- the percentage of English Learners scoring at least one overall level higher (or maintaining a 4), as compared to the previous year, will increase from 42% to 48%.

Key Strategies:

- Adjusting Response to Instruction groupings
- SIOP Comprehensible Input techniques
- Differentiation Strategies
- Integrated ELD
- Designated ELD time
- WIN Time focus
- Newcomer field trips
- Imagine Learning for all 1st-5th Grade English Learners
- Latino Family Literacy Project
- Extended Day learning for all English learners
- Monitoring and data review meetings and Universal Data Cycles

Data Used to Form this Goal:

2023-23 Initial ELPAC
2022-23 Summative Spring ELPAC
2023 Spring CAASPP ELA
Reclassification Data

Findings from the Analysis of this Data:

2022-23 ELPAC Goal

All English Learners will increase an ELPAC level or reclassify

Goal not met: 42% of English Learners maintained an overall 4 or increased by 1 level; 100% qualifying English Learners reclassified.

2022-23 At-Risk of becoming LTEL or LTEL Goal

ELPAC/CAASPP/iReady/Literably: Decrease by 20% from 12 to 11

Goal not met: 13 (Consideration for mid-year student movement)

2022-23 RFEP Goal

ELPAC/CAASPP/iReady: Increase 9-percentage points from 70 to 73% of students of students meeting or exceeding standards in English Language Arts.

Goal not met: 69%

How the School will Evaluate the Progress of this Goal:

Common formative assessment data, grade level collaboration log CAASPP data observations and feedback on the use of SIOP strategies in all content lessons and designated ELD instruction, iReady and Literably data, 9-week Universal Data Cycles using our District Universal Data Protocol in alignment with our District Universal Data Calendar disaggregated for EL and RFEP, resulting instructional adjustments and data collection (designated and integrated ELD strategies, designated ELD student grouping, grade level collaboration logs, small group instructional targets, student goal-setting).

What short-term outcomes will you expect?

Students will show improvement on CFAs in ELA and math, students will meet daily language objectives.

What early evidence of change will demonstrate the school is on track?

Teams plan lessons using SIOP framework. Students are interacting with each other through structured oral language practice and hands-on activities. Student post-assessment scores for designated ELD cycles will increase.

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Multi-Tiered System of Supports <ul style="list-style-type: none"> Integrated English Language Development instruction Targeting focus on comprehensible input utilizing the ELD Standards for all students, 120 minutes/week Kindergarten and 150 minutes/week 1st-5th at 	On-going	Principal, Teachers, Instructional Coach	Instructional strategies that provide students with differentiated and personalized instruction and support based on need.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
<p>a minimum</p> <ul style="list-style-type: none"> • Differentiation - Tiers 1-3 • Prioritize Standards Mastery Skills • SIOP Strategies <p>Focus 1) Lesson preparation and Language Objectives posted and reviewed</p> <p>Focus 2) Explicitly taught vocabulary, scaffolding, rich academic language interactions</p> <p>Focus 3) Small group instruction and regrouping by need -Designated ELD time (What I Need – WIN)</p> <p>Focus 4) Comprehensible Input</p> <ul style="list-style-type: none"> • Guided Reading • Learning A-Z - District Funded 			<p>RFEP student support in the form of SIOP strategies throughout the school day, expanded leveled library accessibility, monitor of iReady Reading performance</p>			
<p>Multi-Tiered System of Supports</p> <ul style="list-style-type: none"> • Imagine Learning Licenses for all English learners 	Fall 2022 through end of year	Principal, Instructional Coach, Imagine Learning Teacher	<p>Before School Intervention - Online adaptive English language development program implemented through a blended learning model</p> <p>Reduction of licenses to focus on our older students when current licenses expire in February 2024</p>	<p>1000-1999: Certificated Personnel Salaries</p> <p>5000-5999: Services And Other Operating Expenditures</p>	<p>TSSP</p> <p>TSSP</p>	<p>2500</p> <p>5000</p>

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Professional Learning Community - 9-week Data Cycles using our District Universal Data Protocol in alignment with our District Universal Data Calendar <ul style="list-style-type: none"> Weekly professional development during staff meetings 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. Training and program literature. Snacks and materials.	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	850

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"> • i-Ready assessment administration occurs 3 times per year but there are 4 Data Cycles in our Universal Data Calendar • 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.			
Analyze data from benchmarks, observations, and feedback and revise plan as needed						

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

- **School Goal 4.a - Parent Goal**
- **School Goal 4.b - Student Goal**

By June 2024:

- Sown to Grow student check-in rate will improve greater than 10% or 5-percentage points (54% to 59%).
- Sown to Grow teacher response and feedback rate will improve greater than 10% or 6-percentage points (42% to 48%).
- there will be a 3-percentage point increase (74% to 77%) 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.
- there will be a 3-percentage point increase (67% to 70%) in the number of students who agreed or strongly agreed that students at my school are treated with respect as measured by the LCAP/Climate Survey.
- Behavior Goal 1:
 - a 8-percentage point decrease from 75% to 67% for Hispanic student group as measured by the school suspension disproportionality data.
 - a 5-percentage point decrease from 50% to 45% for SED student group as measured by the school suspension disproportionality data.
 - a 5-percentage point decrease from 50% to 45% for RFEP student group as measured by the school suspension disproportionality data.
- Behavior Goal 2:
 - there will be a 3- percentage point increase from 66% to 69% in the number of students who agreed or strongly agreed that there are clear and fair consequences for breaking rules at my school as measured by the LCAP/Climate Survey.

Key Strategies:

Weekly Leopard Launch

Alignment of monthly Core Value focus with district #BetterTogether theme

Daily morning meetings

Sown to Grow feedback and check-ins

Sown to Grow Teacher Resource page

Structured recess games and activities

Student leadership

Classroom-home communication

School-wide Leopard Spot and Leopard Leader reward and recognition

School community services opportunities for 3-5 graders

Data Used to Form this Goal:

Sown to Grow Check-in and Feedback Data

LCAP/Climate Survey

Findings from the Analysis of this Data:

Monta Loma Elementary School began use of the Sown to Grow platform during the 2022-23 school year. During year one implementation, the baseline Student Check-in Rate was 54% as measured by the Sown to Grow report. The baseline Teacher Feedback rate was 42% as measured by the Sown to Grow report. Monta Loma Elementary School is a welcoming and inclusive school, however, we have room to grow.

2022-23 Parent Goal

LCAP/Climate Survey: Increase from 80% to 82% in the number of parents who agree or strongly agree that their students' social emotional needs were met
Goal not met: 67%

How the School will Evaluate the Progress of this Goal:

Monthly Sown to Grow usage/engagement reports, LCAP/Climate Survey data, monthly meeting data incorporation of Sown to Grow into Coordination of Services Team (COST) and Universal Data Cycle (UDC) meetings.

What short term outcomes will you expect?

School rules and expectations are posted around the school, staff issue Leopard Spots for evidence of students exhibiting the Monta Loma Core Values (Courage, Responsibility, Respect, Compassion, and Hard Work), and monthly Leopard Leader celebrations, SEL lessons in the classroom and SEL connections to our Core Values.

What early evidence of change will demonstrate the school is on track?

Increase in students receiving Leopard Spots, reduced office referrals

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Multi-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 Pacific Clinic Services At Risk Intervention Supervisor CHAC and Uplift Services 	On-going	Principal, Instructional Coach, Teachers	Providing students varying levels of support based on need			
Multi-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	School Allocation	2175

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Multi-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 Sown to Grow across the school setting Calming Corner Kit supplies for each classroom Mindfulness Room Sensory and Calming supplies, materials, equipment	4000-4999: Books And Supplies	School Allocation	500
Through the District Behavior Response Standards, regular monitoring of student behavior, COST for behavior, referral, and suspension data	On-going	Principal, ARIS				
Professional Development <ul style="list-style-type: none"> • Sown to Grow Differentiation Adverse Childhood Experiences (ACES) Trauma-Informed Classrooms and Practices	On-going January 2023 February 2023	Principal Instructional Coach Principal Principal	Focused Professional Development of teachers addressing all tiered levels of need from Tier 1 implementation of Sown to Grow to Tier 2 Implementation of Trauma-Informed practices and understanding of Tier 3 ACES needs			

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"> • 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 	Bi-monthly Meets as needed and on a 6-8 week cycle once initiated Monthly	Principal, Instructional Coach, ARIS, SCEF, Counselor, School Psychologist Grade-level teacher representatives	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			
Social Emotional Learning/Inclusiveness Assembly	Annual	Principal, Instructional Coach, Staff	Focus on mindfulness practices			
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.			
Recess Games and Equipment	On-going	Principal, ARIS, Secretary	Provide updated and varied supply of recess equipment and games to foster healthy play at recess.	4000-4999: Books And Supplies	School Allocation	1000
				4000-4999: Books And Supplies	Donations - General	500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Family Health and Wellness Night	Winter 2023	Principal, SCEF	Partner with community, agencies to provide an overall wellness night focusing on physical health, mental health, and healthy eating habits	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	625
Character Strong Program	Winter 2023	Principal, SCEF, ARIS, Teachers	Purchase of Character Strong SEL Curriculum	4000-4999: Books And Supplies	School Allocation	6000
			Staff training and implementation	1000-1999: Certificated Personnel Salaries	School Allocation	375
Analyze data from benchmarks, observations, and feedback and revise plan as needed	On-going					
Implement new or revised strategies based on revision of plan	On-going					

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>As one of 781 schools across the country recognized as one of America's Healthiest Schools in 2023, 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>Attendance Goal: By June 2024 the average student attendance rate for the school will be at least 97%.</p> <p>Chronic Absenteeism Goals: By June 2024, the overall chronic absenteeism rate for subgroups will decrease by 2-percentage points (24% to 22%) based on District Chronic Absenteeism data. By June 2024, we will have decreased the chronically absent rate of our students with disabilities by 3-percentage points (30% to 27%) based on District Chronic Absenteeism data.</p> <p>Welcoming Environment Goals: By June 2024, there will be a 1% increase, from 88% to 89%, 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>

Data Used to Form this Goal:
2023 LCAP Survey 2023 Winter English Learner Parent Survey Attendance and absenteeism data
Findings from the Analysis of this Data:
2022-23 Attendance Goal The average student attendance rate for the school will be at or above 97% Goal not met: 92.64%
Chronic Absenteeism Goal The average chronic absenteeism rate for subgroups will decrease by 7-percentage points (26% to 19%) based on District Chronic Absenteeism data Goal not met: 24%
Welcoming Environment Goal There will be a 3-percentage point increase (74% to 77%), 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. Goal met: 88%
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 Student Goal Celebrations Student Inclusion Celebrations Leopard Leader Awards 	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 	4000-4999: Books And Supplies	Donations - General	1000

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Rewards for student community building efforts	4000-4999: Books And Supplies	School Allocation	500
			T3 Student Engagement Incentives	4000-4999: Books And Supplies	TSSP	200
Student Leaders <ul style="list-style-type: none"> 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	500
Character Strong (100%)	Winter	Principal, SCEF, ARIS	Hold a parent night and on-going training to incorporate Character Strong practices outside of school	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	School Allocation Parent Engagement (PIQE/FEI/PU)	200 1525

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Attendance Communication and Support Planning: <ul style="list-style-type: none"> Families will receive a call to find out causes for absenteeism and conduct home visits as needed- Daily Develop an effective communication system that will track and follow up with students who were chronically absent and their supporting adults; Escalation to Principal as needed Create new or review a plan of action for individual families - Bimonthly COST Referral and meeting series to discuss, document, and identify next steps to support student/family Parent education series including parent workshops and weekly tips and reminders focusing on absenteeism, social-emotional support, community building and bridging 	Daily monitoring of attendance.	Principal, School and Community Engagement Facilitator, Secretary/Clerk	Bi-monthly COST Monitoring 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. SST team meetings after 6 unexcused absences Certificates and reinforcers			
Student-Focused <ul style="list-style-type: none"> Student Council 	On-going	Principal, Secretary, Leadership Teachers	Our student leadership supports our student body with school-wide activities and events Monta Loma swag/prizes in the form of mindfulness supports	1000-1999: Certificated Personnel Salaries 4000-4999: Books And Supplies	School Allocation School Allocation	1000 500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent-Focused <ul style="list-style-type: none"> Spring parent survey to gather input on satisfaction with instructional program, enrichment offerings, welcoming environment. District Parent University Events Regular communication to parents via multiple pathways - Newsletters, SchoolMessenger-calls, text messaging, social media, email, electronic marquee, mail, home visits Parent meetings to discuss needed support 	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 Latino Family Literacy Project 	On-going	Principal, Secretary, SCEF	Interpretation and translation of content for parent nights Parent Engagement Event Incentives	2000-2999: Classified Personnel Salaries 4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU) Parent Engagement (PIQE/FEI/PU)	350 497
Parent-Focused <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 	On-going	Principal, SCEF, ARIS	Efforts focus on bridging school and home, safety, supplies; Expense covers Seminaros Programming	5800: Professional/Consulting Services And Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	553

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
campus as part of our community service program <ul style="list-style-type: none"> • Parent U Extension and Engagement Nights • Parent U Seminario 						
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				
Analyze data from benchmarks, observations, and feedback and revise plan as needed						
Implement new or revised strategies based on revision of plan						

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	19,725	26,300	0.00
TSSP	15,750	21,000	0.00
Parent Engagement	4,575	6,100	0.00

Total Expenditures by Funding Source

Funding Source	Total Expenditures
Donations - General	1,500.00
Donations - PTA	200.00
Parent Engagement (PIQE/FEI/PU)	6,100.00
School Allocation	26,300.00
TSSP	21,000.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	10,225.00
2000-2999: Classified Personnel Salaries	350.00
4000-4999: Books And Supplies	35,472.00
5000-5999: Services And Other Operating Expenditures	8,500.00
5800: Professional/Consulting Services And Operating	553.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	Donations - General	1,500.00
4000-4999: Books And Supplies	Donations - PTA	200.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	850.00
2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	350.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	4,347.00
5800: Professional/Consulting Services And	Parent Engagement (PIQE/FEI/PU)	553.00
1000-1999: Certificated Personnel Salaries	School Allocation	2,325.00
4000-4999: Books And Supplies	School Allocation	21,975.00
5000-5999: Services And Other Operating	School Allocation	2,000.00
1000-1999: Certificated Personnel Salaries	TSSP	7,050.00
4000-4999: Books And Supplies	TSSP	7,450.00
5000-5999: Services And Other Operating	TSSP	6,500.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	18,300.00
Goal 2	10,450.00
Goal 3	8,350.00
Goal 4	11,175.00
Goal 5	6,825.00

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
Clint Liddick, Chairperson				X	
Katie Chen				X	
Brian Wong				X	
Bich-Tien (Becky) Le		X			
Christopher Montoya			X		
Trisha Lee	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
Kenia Ruiz				X	
Micaela Lopez				X	
Yanci Paiz				X	
Mayra Garcia-Mendoza			X		
Trisha Lee	X				
Numbers of ELAC Members of each category:	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)**:

X English Learner Advisory Committee

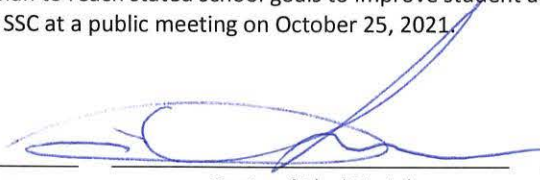

Signature

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



Signature of School Principal

10/23/23
Date

Clint Liddick

Typed Name of SSC Chairperson



Signature of SSC Chairperson

10/24/2023
Date