

# The School Plan for Student Achievement

**School:** Monta Loma Elementary School  
**CDS Code:** 43695916049480  
**District:** Mountain View Whisman  
**Principal:** Trisha Lee  
**Revision Date:** November 17, 2022

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

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

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**The District Governing Board approved this revision of the SPSA on November 17, 2022.**

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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.

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

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

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

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

Annual Focus and Goal: A focus on refining our Tiered System of Supports to ensure equitable opportunities to be successful has contributed to the success of our students. Weekly professional learning communities (PLC) meetings enable our teachers to meet on a regular basis and engage in results-oriented cycles of inquiry through goal setting, planning, assessing, reflecting on the resulting data, refine instructional practices and repeat the process. Additionally, we offer a variety of interventions beyond the work being done by individual teachers in their classrooms. The practice of results-oriented cycles of inquiry will continue to be

refined and target instructional practices to strengthen Tier 1 Instruction in PLC meetings with Instructional Leadership Team members and site administration. In reflecting on the needs of our students, staff and community, we will continue to build our Tiered System of Supports at Monta Loma Elementary School.

#### 2022-2023 SPSA Goals and Strategy Overview:

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

School Goal 1.a - CAASPP Goal: By June 2023, 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).

Subgroup goals: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 6-percentage point increase from 41% to 47% in the number of students with disabilities who meet their annual typical growth.
- Socio-Economically Disadvantaged (SED): There will be a 6-percentage point increase from 37% to 43% in the number of socio-economically disadvantaged students who meet their annual typical growth.
- English Only (EO): There will be a 3-percentage point increase from 70% to 73% in the number of English Only students who meet their annual typical growth.
- Asian : There will be a 2-percentage point increase from 82% to 84% in the number of Asian students who meet their annual typical growth.
- Hispanic/ Latino: There will be a 6-percentage point increase from 40% to 46% in the number of Hispanic/Latino students who meet their annual typical growth.
- White: There will be a 2-percentage point increase from 78% to 80% in the number of White students who meet their annual typical growth.

School Goal 1.b - iReady One-Year's Growth Goal: By June 2023, there will be a 4-percent point increase from 63% to 67% in the number of students meeting or exceeding their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5). By June 2023, Monta Loma Elementary School will meet or exceed the District's 2021-22 Annual Growth average of 62%.

Subgroup goals: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 7-percentage point increase from 30% to 37% D3 in the number of students with disabilities who meet their annual typical growth.
- Socio-Economically Disadvantaged (SED): There will be a 5-percentage point increase from 46% to 51% D3 in the number of Socio-Economically Disadvantaged students who meet their annual typical growth.
- English Only (EO): There will be a 3-percentage point increase from 70% to 73% D3 in the number of English Only students who meet their annual typical growth.
- Asian : There will be a 3-percentage point increase from 68% to 71% D3 in the number of Asian students who meet their annual typical growth.
- Hispanic/ Latino: There will be a 5-percentage point increase from 55% to 60% D3 in the number of Hispanic/Latino students who meet their annual typical growth.
- White: There will be a 3-percentage point increase from 70% to 73% D3 in the number of White students who meet their annual typical growth.

Key Strategies:

- SIOP, Differentiation and Guided Reading strategies
- Results-Oriented Cycles of Inquiry through PLC time
- Writable Program
- T2 and T3 Intervention Support

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

School Goal 2.a - CAASPP Goal: By June 2023, there will be a 4-percent point increase from 62% to 68% in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-8).

Subgroup goals: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 6-percentage point increase from 41% to 47% in the number of students with disabilities who meet their annual typical growth.
- Socio-Economically Disadvantaged (SED): There will be a 7-percentage point increase from 29% to 36% in the number of students with disabilities who meet their annual typical growth.
- English Only (EO): There will be a 3-percentage point increase from 71% to 74% in the number of students with disabilities who meet their annual typical growth.
- Asian : There will be a 1-percentage point increase from 88% to 89% in the number of students with disabilities who meet their annual typical growth.
- Hispanic/ Latino: There will be a 6-percentage point increase from 36% to 42% in the number of students with disabilities who meet their annual typical growth.
- White: There will be a 2-percentage point increase from 81% to 83% in the number of students with disabilities who meet their annual typical growth.

School Goal 2.b - iReady One-Year's Growth Goal: By June 2023, there will be a 3-percentage point increase from 66% to 69% in the number of students meeting or exceeding their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5). By June 2023, Monta Loma Elementary School will meet or exceed the District's 2021-22 Annual Growth average of 61%.

Subgroup goals: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 7-percentage point increase from 35% from 42% D3 in the number of students with disabilities who meet their annual typical growth.
- Socio-Economically Disadvantaged (SED): There will be a 4-percentage point increase from 57% to 61% D3 in the number of students with disabilities who meet their annual typical growth.
- English Only (EO): There will be a 3-percentage point increase from 67% to 70% in the number of students with disabilities who meet their annual typical growth.

Ethnicity Subgroups:

- Asian : There will be a 3-percentage point increase from 71% to 74% D3 in the number of students with disabilities who meet their annual typical growth.
- Hispanic/ Latino: There will be a 3-percentage point increase from 66% to 69% D3 in the number of students with disabilities who meet their annual typical growth.
- White: There will be a 3-percentage point increase from 66% to 69% D3 in the number of students with disabilities who meet their annual typical growth.

Key Strategies:

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

School Goal 3 - Academic Achievement - English Language Learners

School Goal 3.a - By June 2023, there will be a reduction in the number of students meeting state criteria for At-Risk of LTEL status from 12 to 11 as measured by state and district criteria (ELPAC, CAASPP, iReady, Literably score).

School Goal 3.b - RFEP - By June 2023, there will be a 9-percentage point increase from 9% to 18% in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by District RFEP criteria. Additionally, 100% of all RFEP students will be meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading.

School Goal 3.c - By June 2023, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the annual ELPAC.

School Goal 3.d - By June 2023, there will be a 6-percentage point increase from 44% to 53% in the percentage of English learners who gain a minimum of one proficiency level, overall, on the annual ELPAC.

#### Key Strategies:

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

#### School Goal 4: Social-Emotional Health and Wellness

School Goal 4.a - Parent Goal - By June 2023, there will be a 2-percentage point increase from 80% to 82% in the number of parents who agree or strongly agree that their students' social emotional needs were met as measured by the LCAP/Climate Survey.

School Goal 4.b - Student Goal - By June 2022, there will be a 2-percentage point increase from 78% to 80% in the number of students who agreed or strongly agreed that 'my school focuses on a student's character' as measured by the LCAP/Climate Survey.

#### Key Strategies:

- The Leopard Way - Positive Behavioral Supports
- Sown to Grow
- Professional Development - Adverse Childhood Experiences (ACEs) and Trauma-Informed Classrooms and Practices
- Mindfulness Room and Calming Corner Kits
- Student Council
- Student Leadership

#### School Goal 5 - Inclusive and Welcoming Culture

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

School Goal 5.a - Attendance Goal: By June 2023, the average student attendance rate for the school will be at or above 97%.

School Goal 5.b - Chronic Absenteeism Goal: By June 2023, the average chronic absenteeism rate for subgroups will decrease by 7% from 26% to 19% based on District Chronic Absenteeism data.

School Goal 5.c - Welcoming Environment Goal: By June 2023, there will be a 3% increase, from 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.

#### Key Strategies:

- The Leopard Way - Core Values assemblies and celebrations, birthday pencils, popsicle parties, positive principal referrals
- 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 2022-2023 school year. In addition, the English Language Proficiency Assessment for California (ELPAC) was used to monitor our English Learner population and to target language development instruction. Student progress is monitored each trimester, and adjustments are made in grouping students for literacy and language groups. District benchmarks are given each trimester to assess student progress toward meeting standards in language arts, writing, and math. Grades K through 5 use a variety of assessments to support in progress monitoring, including curriculum embedded and district assessments. All grades levels use Eureka Math assessments. Fifth graders also take the California Science Test (CAST) in the spring.

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

#### Language Arts and Literacy Instruction:

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

#### Language Development:

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

#### Mathematics:

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

#### Science and Social Studies:

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

#### Music, Art, Physical Education, and Technology:

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



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

Teachers are responsible for administering district assessments each trimester. Staff has been trained in data analysis techniques and engages in a Professional Learning Community structure to use meeting and collaboration time to review student work and conduct data analysis of district benchmark and common formative assessment results. 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.

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, no out of field teachers, a teacher intern and 2 teachers in their first two years of teaching. All other teachers are considered "highly qualified".

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

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

This year, we have three teachers participating 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.

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

Teachers at Monta Loma engage in weekly Professional Learning Community meetings as well as specific training in adopted curriculum, standards and frameworks, and technology tools to supplement our instructional materials, such as blended learning, math and ELD standards, NGSS, and SIOP among other topics. Teachers also engaged in school climate professional development approaches such as 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 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. An English Language Proficiency Assessments for California (ELPAC) test coordinator works to assess and monitor the progress of our language learners. We also employ noon duty supervisors who engage students in positive climate activities at recess and lunch. Our school clerk and community engagement facilitator monitors attendance and discipline to support students whose learning is impacted by truancy, chronic absence or behavior. A district coordinator supports our students experiencing homelessness.

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

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

## Funding

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

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

Each site has been allocated \$100 per student to use this year to support student social emotional needs. Program 201 and 214 funds are used to support areas identified in site's needs assessment including social emotional learning and extended school learning support. Program 201 and 214 funds do not rollover and must be spent on this year's students.

## **Description of Barriers and Related School Goals**

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

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

## School and Student Performance Data

### CAASPP Results (All Students)

#### English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46	46	50	0	0	48	0	0	48	0.0	0.0	96.0
Grade 4	44	44	43	0	0	43	0	0	43	0.0	0.0	100.0
Grade 5	44	44	38	0	0	38	0	0	38	0.0	0.0	100.0
All Grades	134	134	131	0	0	129	0	0	129	0.0	0.0	98.5

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

#### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2441.4			39.58			18.75			18.75			22.92
Grade 4			2502.1			41.86			20.93			16.28			20.93
Grade 5			2509.3			31.58			28.95			13.16			26.32
All Grades	N/A	N/A	N/A			37.98			22.48			16.28			23.26

#### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			31.25			50.00			18.75
Grade 4			37.21			48.84			13.95
Grade 5			28.95			52.63			18.42
All Grades			32.56			50.39			17.05

#### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			18.75			60.42			20.83
Grade 4			23.26			53.49			23.26
Grade 5			26.32			55.26			18.42
All Grades			22.48			56.59			20.93

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			14.58			66.67			18.75
Grade 4			13.95			74.42			11.63
Grade 5			21.05			60.53			18.42
All Grades			16.28			67.44			16.28

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			35.42			50.00			14.58
Grade 4			25.58			60.47			13.95
Grade 5			13.16			71.05			15.79
All Grades			25.58			59.69			14.73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. When comparing Spring 2019 to Spring 2022 English Language Arts CAASPP overall results, there was a 3.53-percentage point increase 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 2022, 26.32% of Monta Loma's 5th grader students, scored in the Standard Not Met level, compared to 20.93% of 4th graders and 22.92% of 3rd graders.

## School and Student Performance Data

### CAASPP Results (All Students)

#### Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	46	46	50	0	0	48	0	0	48	0.0	0.0	96.0
Grade 4	44	44	43	0	0	43	0	0	43	0.0	0.0	100.0
Grade 5	44	44	38	0	0	38	0	0	38	0.0	0.0	100.0
All Grades	134	134	131	0	0	129	0	0	129	0.0	0.0	98.5

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

#### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			2474.3			43.75			22.92			16.67			16.67
Grade 4			2497.4			32.56			30.23			20.93			16.28
Grade 5			2535.3			44.74			10.53			18.42			26.32
All Grades	N/A	N/A	N/A			40.31			21.71			18.60			19.38

#### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			56.25			31.25			12.50
Grade 4			34.88			44.19			20.93
Grade 5			44.74			31.58			23.68
All Grades			45.74			35.66			18.60

#### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			41.67			39.58			18.75
Grade 4			27.91			51.16			20.93
Grade 5			34.21			42.11			23.68
All Grades			34.88			44.19			20.93

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3			39.58			52.08			8.33
Grade 4			30.23			58.14			11.63
Grade 5			34.21			47.37			18.42
All Grades			34.88			52.71			12.40

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

1. When comparing Spring 2019 to Spring 2022 Math CAASPP overall results, there was a 15.13-percentage point increase 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 2022, 35.8% of Monta Loma's 3rd grade students, scored in the Standard Not Met level, compared to 9.84% of 4th graders and 29.85% of 5th graders.

## School and Student Performance Data

### ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students				
Grade Level	Overall	Oral Language	Written Language	Number of Students Tested
	20-21	20-21	20-21	20-21
Grade K	1413.0	1425.1	1384.3	12
Grade 1	1365.5	1381.8	1348.7	11
Grade 2	1476.5	1482.3	1470.1	13
Grade 3	*	*	*	8
Grade 4	*	*	*	7
Grade 5	*	*	*	7
All Grades				58

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

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



<b>Written Language</b>					
<b>Percentage of Students at Each Performance Level for All Students</b>					
<b>Grade Level</b>	<b>Level 4</b>	<b>Level 3</b>	<b>Level 2</b>	<b>Level 1</b>	<b>Total Number of Students</b>
	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>
<b>K</b>	33.33	25.00	16.67	25.00	12
<b>1</b>	90.91	0.00	9.09	0.00	11
<b>2</b>	15.38	46.15	38.46	0.00	13
<b>All Grades</b>	43.10	27.59	24.14	5.17	58

<b>Listening Domain</b>				
<b>Percentage of Students by Domain Performance Level for All Students</b>				
<b>Grade Level</b>	<b>Well Developed</b>	<b>Somewhat/Moderately</b>	<b>Beginning</b>	<b>Total Number of Students</b>
	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>
<b>K</b>	41.67	41.67	16.67	12
<b>1</b>	18.18	45.45	36.36	11
<b>2</b>	15.38	76.92	7.69	13
<b>All Grades</b>	22.41	56.90	20.69	58

<b>Speaking Domain</b>				
<b>Percentage of Students by Domain Performance Level for All Students</b>				
<b>Grade Level</b>	<b>Well Developed</b>	<b>Somewhat/Moderately</b>	<b>Beginning</b>	<b>Total Number of Students</b>
	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>
<b>K</b>	33.33	41.67	25.00	12
<b>1</b>	27.27	27.27	45.45	11
<b>2</b>	30.77	61.54	7.69	13
<b>All Grades</b>	41.38	34.48	24.14	58

<b>Reading Domain</b>				
<b>Percentage of Students by Domain Performance Level for All Students</b>				
<b>Grade Level</b>	<b>Well Developed</b>	<b>Somewhat/Moderately</b>	<b>Beginning</b>	<b>Total Number of Students</b>
	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>	<b>20-21</b>
<b>K</b>	16.67	66.67	16.67	12
<b>1</b>	9.09	0.00	90.91	11
<b>2</b>	7.69	84.62	7.69	13
<b>All Grades</b>	8.62	46.55	44.83	58

Writing Domain				
Percentage of Students by Domain Performance Level for All Students				
Grade Level	Well Developed	Somewhat/Moderately	Beginning	Total Number of Students
	20-21	20-21	20-21	20-21
K	25.00	33.33	41.67	12
1	0.00	18.18	81.82	11
2	0.00	76.92	23.08	13
All Grades	5.17	50.00	44.83	58

**Conclusions based on this data:**

1. 2021-2022 ELPAC scores showed that our English learner students are more successful in testing performance in Oral Language with 33.9% of our English learner students at level 4 and 37.29% at level 3 compared to Written Language with 3.33% of our English learner students at level 4 and 25.42% at level 3.
2. According to 2021-2022 ELPAC score analysis, our current English learners are relatively evenly distributed in the 1 (20.34%), 2 (29.91%), and 3 (37.29%) placement levels with fewer students in the 4 placement level (13.56%).
3. English learner students made the most positive gains in the category of oral language with 47.37% of English learners and 35.09% of students maintaining their level.

## School and Student Performance Data

### iReady Diagnostic 3 Results

#### District Results

Reading - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
<b>MVWSD Overall</b>	69%	16%	15%
Asian	91%	6%	3%
Hispanic/Latino	39%	30%	31%
White	84%	9%	7%
SWD	35%	22%	43%
Not SWD	73%	15%	12%
SED	34%	31%	35%
Not SED	84%	10%	6%
EL	27%	32%	41%
EO	83%	11%	6%
IFEP	88%	10%	2%
RFEP	64%	18%	18%
0	86%	14%	0%
1	71%	28%	1%
2	68%	18%	14%
3	78%	8%	14%
4	67%	20%	13%
5	62%	16%	22%
6	60%	15%	25%
7	66%	9%	25%
8	61%	15%	24%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
<b>MVWSD Overall</b>	62%	38%
Asian	68%	32%
Hispanic/Latino	54%	46%
White	66%	34%

Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets	Met	Not Met
SWD	53%	47%
Not SWD	63%	37%
SED	51%	49%
Not SED	67%	33%
EL	51%	49%
EO	66%	34%
IFEP	67%	33%
RFEP	59%	41%
0	66%	34%
1	64%	36%
2	60%	40%
3	68%	32%
4	62%	38%
5	62%	38%
6	56%	44%
7	61%	39%
8	56%	44%

Math - Diagnostic 3 2021-2022			
	Tier 1	Tier 2	Tier 3
<b>MVWSD Overall</b>	66%	21%	13%
Asian	92%	7%	2%
Hispanic/Latino	33%	37%	29%
White	82%	13%	5%
SWD	31%	27%	43%
Not SWD	70%	20%	10%
SED	29%	38%	33%
Not SED	81%	13%	5%
EL	25%	41%	33%
EO	78%	14%	7%
IFEP	86%	11%	3%

**Math - Diagnostic 3 2021-2022**

RFEP	63%	21%	16%
0	74%	26%	0%
1	69%	28%	3%
2	63%	26%	11%
3	72%	18%	9%
4	68%	17%	14%
5	65%	18%	18%
6	62%	18%	20%
7	61%	17%	22%
8	56%	17%	27%

<b>Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
<b>MVWSD Overall</b>	61%	39%
Asian	71%	29%
Hispanic/Latino	49%	51%
White	67%	33%
SWD	47%	53%
Not SWD	63%	37%
SED	49%	51%
Not SED	66%	34%
EL	51%	49%
EO	64%	36%
IFEP	66%	34%
RFEP	62%	38%
0	58%	42%
1	59%	41%
2	53%	47%
3	70%	30%
4	63%	37%
5	70%	30%
6	56%	44%
7	62%	38%

<b>Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
8	59%	41%

**Monta Loma Elementary School**

<b>Reading - Diagnostic 3 2021-2022</b>			
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Monta Loma Elementary School Overall</b>	69%	17%	14%
Asian	87%	8%	5%
Hispanic/Latino	53%	29%	18%
White	81%	8%	12%
SWD	30%	19%	52%
Not SWD	73%	17%	10%
SED	46%	30%	25%
Not SED	79%	11%	10%
EL	25%	38%	38%
EO	79%	10%	10%
IFEP	86%	14%	0%
RFEP	86%	14%	0%
0	83%	17%	0%
1	74%	26%	0%
2	70%	15%	15%
3	66%	10%	24%
4	60%	22%	18%
5	61%	13%	26%

<b>Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
<b>Monta Loma Elementary School Overall</b>	63%	37%
Asian	68%	32%
Hispanic/Latino	55%	45%
White	70%	30%
SWD	30%	70%
Not SWD	67%	33%
SED	46%	54%

<b>Reading Annual Typical Growth 2021-2022 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
Not SED	71%	29%
EL	40%	60%
EO	70%	30%
IFEP	71%	29%
RFEP	62%	38%
0	67%	33%
1	81%	19%
2	71%	29%
3	57%	43%
4	40%	60%
5	66%	34%

<b>Math - Diagnostic 3 2021-2022</b>			
	<b>Tier 1</b>	<b>Tier 2</b>	<b>Tier 3</b>
<b>Monta Loma Elementary School Overall</b>	67%	25%	8%
Asian	89%	5%	5%
Hispanic/Latino	48%	42%	10%
White	77%	16%	7%
SWD	26%	33%	41%
Not SWD	72%	24%	4%
SED	46%	41%	14%
Not SED	77%	18%	5%
EL	34%	52%	14%
EO	73%	19%	8%
IFEP	89%	11%	0%
RFEP	81%	19%	0%
0	78%	22%	0%
1	68%	32%	0%
2	61%	33%	7%
3	66%	22%	12%
4	62%	29%	9%

**Math - Diagnostic 3 2021-2022**

5	68%	13%	18%
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<b>Math Annual Typical Growth 2021-2022 Students meeting their yearly growth targets</b>	<b>Met</b>	<b>Not Met</b>
<b>Monta Loma Elementary School Overall</b>	66%	34%
Asian	71%	29%
Hispanic/Latino	66%	34%
White	66%	34%
SWD	35%	65%
Not SWD	70%	30%
SED	57%	43%
Not SED	71%	29%
EL	62%	38%
EO	67%	33%
IFEP	68%	32%
RFEP	71%	29%
0	60%	40%
1	84%	16%
2	62%	38%
3	76%	24%
4	45%	55%
5	74%	26%

**Conclusions based on this data:**

1. According to 2021-22 iReady Math Typical Growth results, Hispanic/Latino and White student groups met their growth goal at the same rate as the school average of 66%. According to this data, our practices and student performance have led to zero performance gap between White and Hispanic/Latino students.
2. According to 2021-2022 iReady Reading Typical Growth results, Hispanic/Latino met their growth goal at a rate of 55% while White students at a rate of 70% and the school average of 63%. According to this data, a performance gap remains between White and Hispanic/Latino students by a difference of percentage points.
3. According to 2021-2022 iReady Typical Growth results, Students with Disabilities consistently scored lower than any other subgroup with 30% meeting their reading growth goal and 35% meeting their math growth goal.



## 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:

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

**Strategic Plan Goal Area #1:**

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

**School Goal 1: Academic Achievement - English Language Arts**

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

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

School Goal 1.a - CAASPP Goal: By June 2023, 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 3-8).

Subgroup goals: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 6-percentage point increase from 41% to 47% in the number of students with disabilities who meet their annual typical growth.
- Socio-Economically Disadvantaged (SED): There will be a 6-percentage point increase from 37% to 43% in the number of socio-economically disadvantaged students who meet their annual typical growth.
- English Only (EO): There will be a 3-percentage point increase from 70% to 73% in the number of English Only students who meet their annual typical growth.
- Asian : There will be a 2-percentage point increase from 82% to 84% in the number of Asian students who meet their annual typical growth.
- Hispanic/ Latino: There will be a 6-percentage point increase from 40% to 46% in the number of Hispanic/Latino students who meet their annual typical growth.
- White: There will be a 2-percentage point increase from 78% to 80% in the number of White students who meet their annual typical growth.

School Goal 1.b - iReady One-Year's Growth Goal: By June 2023, there will be a 4-percent point increase from 63% to 67% in the number of students meeting or exceeding their yearly growth targets in Reading as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5). By June 2023, Monta Loma Elementary School will meet or exceed the District's 2021-22 Annual Growth average of 62%.

Subgroup goals: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 7-percentage point increase from 30% to 37% D3 in the number of students with disabilities who meet their annual typical growth.
- Socio-Economically Disadvantaged (SED): There will be a 5-percentage point increase from 46% to 51% D3 in the number of Socio-Economically Disadvantaged students who meet their annual typical growth.
- English Only (EO): There will be a 3-percentage point increase from 70% to 73% D3 in the number of English Only students who meet their annual typical growth.
- Asian : There will be a 3-percentage point increase from 68% to 71% D3 in the number of Asian students who meet their annual typical growth.
- Hispanic/ Latino: There will be a 5-percentage point increase from 55% to 60% D3 in the number of Hispanic/Latino students who meet their annual typical growth.
- White: There will be a 3-percentage point increase from 70% to 73% D3 in the number of White students who meet their annual typical growth.

Implement new or revised strategies based on revision of plan.

**Data Used to Form this Goal:**

2022 Spring CAASPP Scores

2022 Diagnostic #3 Spring iReady District Assessment results

**Findings from the Analysis of this Data:**

As demonstrated by analysis of student work, growth measures and standardized test results, there are pronounced performance gaps affecting Hispanic/Latino student performance on the CAASPP at a greater rate than iReady Diagnostic. Students with disabilities performed at a significantly lower rate than any other subgroup. The need is to close the gap while raising the achievement level for all students through a focus on exceptional instructional practices in the classroom, targeted interventions during the school day and during extended learning time and ensuring that all students are academically challenged. All students are afforded equitable opportunities for academic success.

#### 2021-22 CAASPP ELA Goals:

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

- Overall, did not meet this goal with 60% of students meeting or exceeding standards.

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

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

- This goal was met with 41% of students with disabilities meeting their annual typical growth.

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

- This goal was not met with only 37% of socio-economically disadvantaged students meeting their annual typical growth.

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

- This goal was not met with only 70% of English only students meeting their annual typical growth.

#### Ethnicity Subgroups:

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

- This goal was met with 82% of students meeting their annual typical growth.

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

- This goal was not met with 40% of Hispanic/latino students meeting their annual typical growth.

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

- This goal was not met with 78% of White students meeting their annual typical growth.

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

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

- This goal was met with 63% of students meeting or exceeding their annual typical growth.

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

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

- This goal was not met with 30% of SWD students meeting or exceeding their annual typical growth.

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

- This goal was not met with 46% of SED students meeting or exceeding their annual typical growth.

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

- This goal was met with 70% of English only students meeting or exceeding their annual typical growth.

**How the School will Evaluate the Progress of this Goal:**

Results Oriented Cycle of Inquiry utilizing our District Universal Data Protocol in alignment with our District Universal Data Calendar.

Data points:

CAASPP English Language Arts Results

iReady Standards Mastery Assessment Results

iReady Diagnostic Assessment Results

Writing-focused Grade-level Professional Learning Community Data Chats

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tiered System of Supports <ul style="list-style-type: none"> <li>Differentiation - Tiers 1-3</li> <li>Prioritize Standards Mastery Skills</li> <li>SIOP Strategies</li> <li>Guided Reading</li> <li>Targeted Academic Vocabulary Focus during What I Need (WIN) Time</li> <li>Learning A-Z Differentiated reading support</li> </ul>	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			
Tiered System of Supports <ul style="list-style-type: none"> <li>Writable licenses for 3-5th grade</li> </ul>	Fall 2022	Principal, Teachers, Instructional Coach	Online writing resource with reading passages and prompts for students. Including ELPAC and CAASPP practice prompts  Targeted ELPAC writing practice targeted at our English learners and students at-risk of becoming LTELs	5000-5999: Services And Other Operating Expenditures  5000-5999: Services And Other Operating Expenditures	School Allocation  TSSP	1000  1000
Supplemental Student Printed Literature	Fall 2022	Principal, Teachers, Instructional Coach	Print and online monthly subscription (such as Nat Geo Kids, Scholastic News, Story Works)	4000-4999: Books And Supplies	School Allocation	800

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tiered System of Supports <ul style="list-style-type: none"> <li>Extended Day Reading Intervention utilizing existing materials</li> </ul>	Fall 2022	Principal, Teachers, Instructional Coach	Extended Day Fountas & Pinnell's Leveled Literacy Intervention - Small group reading intervention	1000-1999: Certificated Personnel Salaries	TSSP	4000
Pages 'n PJ's VIP Reading Night	February/March 2023	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.	4000-4999: Books And Supplies	After School Enrichment - Elementary Schools	340
Professional Learning Community <ul style="list-style-type: none"> <li>Results-Oriented Cycles of Inquiry</li> <li>Weekly professional development during staff meetings</li> <li>Vertical alignment</li> <li>Grade-Level Data Chats - Writing, reading</li> <li>Targeted Writing Focus Utilizing the ELD Standards for all students</li> <li>iReady Reading Diagnostics, lessons and progress monitoring intervention for our below grade level reading students.</li> </ul>	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"> <li>iReady Benchmark data analysis utilizing our District Universal Data Protocol in alignment with our District Universal Data Calendar</li> <li>Monthly Writing formative assessments</li> <li>Coordination of Services Team (COST) Meetings</li> <li>Student Success Team</li> </ul>	<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>Systems and Processes</p> <ul style="list-style-type: none"> <li>School Leadership Team Meetings</li> </ul>	<p>Monthly</p>	<p>Principal, Teachers</p>	<p>School leadership team meets monthly to gather feedback, build consensus and make decisions on behalf of the entire school</p>	<p>1000-1999: Certificated Personnel Salaries</p>	<p>School Allocation</p>	<p>1500</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"> <li>Basic school supplies</li> </ul>	On-going	Principal, Teachers, School Secretary (75%)	Basic school supplies can include items such as markers, paper, and crayons.	4000-4999: Books And Supplies	School Allocation	5000
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.			
Data analysis			Analyze data from benchmarks, observations, and feedback and revise plan as needed			

## 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:

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

**Strategic Plan Goal Area #1:**

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

**School Goal 2: Academic Achievement - Math**

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

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

School Goal 2.a - CAASPP Goal: By June 2023, there will be a 4-percent point increase from 62% to 68% in the number of students meeting or exceeding standards in Mathematics as measured by CAASPP (Gr 3-8).

Subgroup goals: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 6-percentage point increase from 41% to 47% in the number of students with disabilities who meet their annual typical growth.
- Socio-Economically Disadvantaged (SED): There will be a 7-percentage point increase from 29% to 36% in the number of students with disabilities who meet their annual typical growth.
- English Only (EO): There will be a 3-percentage point increase from 71% to 74% in the number of students with disabilities who meet their annual typical growth.
- Asian : There will be a 1-percentage point increase from 88% to 89% in the number of students with disabilities who meet their annual typical growth.
- Hispanic/ Latino: There will be a 6-percentage point increase from 36% to 42% in the number of students with disabilities who meet their annual typical growth.
- White: There will be a 2-percentage point increase from 81% to 83% in the number of students with disabilities who meet their annual typical growth.

School Goal 2.b - iReady One-Year's Growth Goal: By June 2023, there will be a 3-percentage point increase from 66% to 69% in the number of students meeting or exceeding their yearly growth targets in Math as measured by the Annual Typical Growth on i-Ready diagnostic assessments (K-5). By June 2023, Monta Loma Elementary School will meet or exceed the District's 2021-22 Annual Growth average of 61%.

Subgroup goals: By June 2023 all subgroups will make the following gains:

- Students with Disabilities (SWD): There will be a 7-percentage point increase from 35% from 42% D3 in the number of students with disabilities who meet their annual typical growth.
- Socio-Economically Disadvantaged (SED): There will be a 4-percentage point increase from 57% to 61% D3 in the number of students with disabilities who meet their annual typical growth.
- English Only (EO): There will be a 3-percentage point increase from 67% to 70% in the number of students with disabilities who meet their annual typical growth.
- Asian : There will be a 3-percentage point increase from 71% to 74% D3 in the number of students with disabilities who meet their annual typical growth.
- Hispanic/ Latino: There will be a 3-percentage point increase from 66% to 69% D3 in the number of students with disabilities who meet their annual typical growth.
- White: There will be a 3-percentage point increase from 66% to 69% D3 in the number of students with disabilities who meet their annual typical growth.

Implement new or revised strategies based on revision of plan.

**Data Used to Form this Goal:**

2022 Spring CAASPP Scores

2022 Diagnostic #3 Spring iReady District Assessment results

**Findings from the Analysis of this Data:**

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

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

- This goal was met with 62% of students meeting or exceeding standards.

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

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

- This goal was met with 41% of SWD students meeting their annual typical growth.

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

- This goal was not met with 29% of SED students meeting their annual typical growth.

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

- This goal was met with 71% of English only students meeting their annual typical growth.

Ethnicity Subgroups:

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

- This goal was met with 88% of Asian students meeting their annual typical growth.

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

- This goal was met with 36% of Hispanic/Latino students meeting their annual typical growth.

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

- This goal was met with 81% of White students meeting their annual typical growth.

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

By June 2022, there will be a 6-percentage point increase (from 42% to 48%) in the number of students meeting or exceeding their yearly growth targets in Reading as measure by the iReady diagnostic assessments.

- This goal was met with 66% of students meeting their yearly growth targets.

By June 2022, Monta Loma Elementary School will meet or exceed the District's 2021 Annual Growth average of 47%

- This goal was met with 61% of students meeting or exceeding the District's 2021 Annual Growth average.

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

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

- This goal was not met with 35% of SWD students meeting their annual typical growth.

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

- This goal was not met with 57% of SED meeting their annual typical growth.

**How the School will Evaluate the Progress of this Goal:**

Results Oriented Cycle of Inquiry utilizing our District Universal Data Protocol in alignment with our District Universal Data Calendar.

Data points:

CAASPP English Language Arts Results

iReady Standards Mastery Assessment Results

iReady Diagnostic Assessment Results

Writing-focused Grade-level Professional Learning Community Data Chats

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tiered System of Supports <ul style="list-style-type: none"> <li>• Prioritize Standards Mastery Skills</li> <li>• Differentiation - Tiers 1-3</li> <li>• SIOP Strategies</li> <li>• Tier 3 Math Intervention</li> <li>• During the day Tier 2 Math tutoring with FEV in 4th and 5th grades</li> </ul>	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	3000
Tiered System of Supports <ul style="list-style-type: none"> <li>• School Site License for all students - Reflex Math</li> </ul>	On-going	Principal, Teachers, Instructional Coach	Focused support to strengthen our student's math fluency in 1st-3rd grade	5000-5999: Services And Other Operating Expenditures	School Allocation	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Intervention for 4th & 5th grade	5000-5999: Services And Other Operating Expenditures	TSSP	1500
Tiered System of Supports <ul style="list-style-type: none"> <li>School-wide Problem-Based Learning STEAM Challenges utilizing the Discovery Education Platform</li> </ul>	Annual	Principal, STEAM Teacher, Instructional Coach	Supplies and materials to support our School-wide Problem-Based STEAM Challenges	4000-4999: Books And Supplies	Program 201	4000
				4000-4999: Books And Supplies	School Allocation	1200
Tiered System of Supports <ul style="list-style-type: none"> <li>Before or After School Monta Loma Engineers - Tech Challenge Team</li> </ul>	On-going	Principal, Tech Challenge Teachers	Staff hourly pay	1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary Schools	1500
			Materials to support our Monta Loma Engineers as they prepare for the Tech Challenge Event	4000-4999: Books And Supplies	After School Enrichment - Elementary Schools	750
Professional Learning Community <ul style="list-style-type: none"> <li>Weekly professional development during staff meetings</li> <li>Grade-Level Data Chats - Math</li> <li>iReady Math Diagnostics, lessons and progress monitoring intervention for our below grade level math students</li> </ul>	Weekly PLC Meetings	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			
	On-going Data Chats					
	iReady Diagnostic Assessments on a Trimester basis					



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"> <li>iReady Benchmark data analysis utilizing our District Universal Data Protocol in alignment with our District Universal Data Calendar</li> </ul> Bi-monthly Coordination of Services Team (COST) Meetings Student Success Team School Leadership Team	District Benchmarks on a trimester basis  Bi-monthly COST Meetings	Principal, Instructional Coach, Teachers, 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	5000	
Analyze data from benchmarks, observations, and feedback and revise plan as needed	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.				
Review Single Plan for Student Achievement and revise as necessary							

## 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:

<b>School Goal 3 - Academic Achievement - English Language Learners</b>
<b>LCAP Goal 1:</b>
Develop and Implement effective and consistent instructional practices that meet the needs of all students.
<b>Strategic Plan Goal Area #1:</b>
Effective and consistent instructional practices that meet the needs of all students
<b>School Goal 3: Academic Achievement - English Language Learners</b> <ul style="list-style-type: none"><li>● School Goal 3.a - LTEL/At-Risk Goal</li><li>● School Goal 3.b - RFEP Goal</li><li>● School Goal 3.c - ELPAC Goal</li></ul>
School Goal 3 - Academic Achievement - English Language Learners  School Goal 3.a - By June 2023, the number of students who are At-Risk of becoming LTEL or LTEL will decrease by 20%, from 12 to 9 as measured by state and district criteria (ELPAC, CAASPP, iReady, Literably score).  School Goal 3.b - RFEP - By June 2023, there will be a 4-percentage point increase (from 59% to 63%) in the number of RFEP (reclassified fluent English proficient) students meeting or exceeding standards in English Language Arts as measured by iReady Diagnostic data. Additionally, 100% of all RFEP students will be meeting or exceeding standards in English Language Arts as measured by the Diagnostic 3 i-Ready Reading.  School Goal 3.c - By June 2023, 100% of all English Learners that score a Level 4 on the ELPAC will reclassify or maintain at a Level 4 on the annual ELPAC.  School Goal 3.d - By June 2023, there will be a 6-percentage point increase from 44% to 50% in the percentage of English learners who gain a minimum of one proficiency level, overall, on the annual ELPAC.  Implement new or revised strategies based on revision of plan.
<b>Data Used to Form this Goal:</b>
2022 Spring CAASPP Scores 2021-22 ELPAC Scores 2022 Spring iReady Diagnostic #3 Assessment Results

**Findings from the Analysis of this Data:**

2021-2022 ELPAC scores showed that our English learner students are more successful in testing performance in Oral Language with 33.9% of our English learner students at level 4 and 37.29% at level 3 compared to Written Language with 3.33% of our English learner students at level 4 and 25.42% at level 3.

According to 2021-2022 ELPAC score analysis, our current English learners are relatively evenly distributed in the 1 (20.34%), 2 (29.91%), and 3 (37.29%) placement levels with fewer students in the 4 placement level (13.56%). English learner students made the most positive gains in the category of oral language with 47.37% of English learners and 35.09% of students maintaining their level.

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

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

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

**How the School will Evaluate the Progress of this Goal:**

6-8 week Data Cycles using our District Universal Data Protocol in alignment with our District Universal Data Calendar.

Data points:

ELPAC Assessment Results

CAASPP English Language Arts Results

iReady Standards Mastery Assessment Results

iReady Diagnostic Assessment Results

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tiered System of Supports <ul style="list-style-type: none"> <li>Integrated English Language Development instruction</li> <li>Targeted Writing and Academic Vocabulary Focus utilizing the ELD Standards for all students, 150 minutes/week focused on</li> </ul>	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>writing</p> <ul style="list-style-type: none"> <li>Differentiation - Tiers 1-3</li> <li>Prioritize Standards Mastery Skills</li> <li>SIOP Strategies</li> </ul> <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> <ul style="list-style-type: none"> <li>Guided Reading</li> <li>Learning A-Z - District Funded</li> </ul>			RFEP student support in the form of SIOP strategies throughout the school day, expanded leveled library accessibility, monitor of iReady Reading performance			
<p>Tiered System of Supports</p> <ul style="list-style-type: none"> <li>Writable licenses for 3-5th grade English Learners</li> </ul>	Fall 2022	Principal, Teachers, Instructional Coach	Online writing resource with reading passages and prompts for students. Including ELPAC and CAASPP practice prompts	5000-5999: Services And Other Operating Expenditures	Program 201	800
<p>Tiered System of Supports</p> <ul style="list-style-type: none"> <li>Extended Day F&amp;P Leveled Literacy Intervention</li> </ul>	Fall 2022 through end of year	Principal, Instructional Coach, LLI Teacher	Before school small group reading intervention			
<p>Tiered System of Supports</p> <ul style="list-style-type: none"> <li>Imagine Learning Licenses for all English learners</li> </ul>	Fall 2022 through end of year	Principal, Instructional Coach, Imagine Learning Teacher	Before School Intervention - Online adaptive English language development program implemented through a blended learning model	1000-1999: Certificated Personnel Salaries	TSSP	2500

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
				5000-5999: Services And Other Operating Expenditures	TSSP	7000
Professional Learning Community - 6-8 week Data Cycles using our District Universal Data Protocol in alignment with our District Universal Data Calendar <ul style="list-style-type: none"> <li>Weekly professional development during staff meetings</li> <li>Grade-Level Data Chats - Writing, reading</li> <li>Targeted Writing Focus Utilizing the ELD Standards for all students</li> <li>iReady Reading Diagnostics, lessons and progress monitoring intervention for below grade level reader.</li> </ul>	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"> <li>Monta Loma Pathway to Reclassification for ALL English learners</li> <li>Parent Night, Student Data Meetings, Goal-setting</li> </ul>	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			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Parent and Student Engagement <ul style="list-style-type: none"> <li>Latino Family Literacy Project</li> </ul>	Winter 2022	Principal, SCEF, EL Coordinator, Instructional Coach, LFLP Teacher	Teaches parents the importance of establishing a family reading routine with their children, how to share the book and it helps both parents and school age children learn English vocabulary, together as a family.	1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	850
			Training and program literature.	5000-5999: Services And Other Operating Expenditures	Parent Engagement (PIQE/FEI/PU)	2150
			Snacks and materials.	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	600
Systems and Processes <ul style="list-style-type: none"> <li>i-Ready assessment administration occurs 3 times per year but there are 5 Data Cycles in our Universal Data Calendar</li> <li>Monthly Writing formative assessments via Writable and teacher developed writing prompts which teachers will score, analyze and determine next instructional focuses</li> <li>Bi-Monthly Coordination of Services Team (COST) Meetings</li> <li>Student Success Team</li> <li>School Leadership Team</li> </ul>	On-going	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.			
Review Single Plan for Student Achievement and revise as necessary	Twice per year. Analyze data from benchmarks, observations,	Principal, Staff, School Site Council	No expenditure. Part of regular staff responsibility.			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	formative assessments, and revise plan as needed. Implement new or revised strategies based on revision of the plan.					
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:

<b>School Goal 4 - Social-Emotional Health and Wellness</b>
<b>LCAP Goal 2:</b>
Develop and implement programs and processes to equitably and effectively support students' social-emotional health and behavior.
<b>Strategic Plan Goal Area #2:</b>
Student Social Emotional Health
<b>School Goal 4: Social-Emotional Health and Wellness</b> <ul style="list-style-type: none"><li>● School Goal 4.a - Parent Goal</li><li>● School Goal 4.b - Student Goal</li></ul>
School Goal 4: Social-Emotional Health and Wellness  School Goal 4.a - Parent Goal - By June 2023, there will be a 2-percentage point increase from 80% to 82% 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.
<b>Data Used to Form this Goal:</b>
LCAP/Climate Survey ELAC Parent Survey School Needs Assessment



**Findings from the Analysis of this Data:**

While a majority of our parents feel that Monta Loma is a welcoming and inclusive school, we have room to grow. As demonstrated by parent participation, attendance, participation in parent education programs, monitoring of student work metrics and student disciplinary issues as reported to the school administration, there is a need to improve student and parent engagement through efforts made by individual teachers, grade-level teams, school leadership, and the school as a whole. There is a need for every child and every parent to feel welcomed, engaged and a part of our school.

Implement new or revised strategies based on revision of plan.

**2021-22 Goals:**

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

- This goal was met with 80% of parents agreeing or strongly agreeing that their students' social emotional needs were met as measured by the LCAP/Climate Survey.

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

- This goal was not met with 69% of parents agreeing or strongly agreeing that the school focuses on a student's character as measured by the LCAP/Climate Survey.

**How the School will Evaluate the Progress of this Goal:**

LCAP Survey  
 ELAC Parent Survey  
 Parent Coffee Attendance tracking

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tiered System of Supports <ul style="list-style-type: none"> <li>• School-wide referral protocol and restorative practices</li> <li>• Differentiation - Tiers 1-3</li> <li>• At Risk Intervention Supervisor</li> <li>• CHAC and Pacific Clinic Services</li> <li>• At Risk Intervention Supervisor</li> <li>• CHAC and Uplift Services</li> </ul>	On-going	Principal, Instructional Coach, Teachers	Providing students varying levels of support based on need			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Tiered System of Supports <ul style="list-style-type: none"> <li>The Leopard Way - Student Store, End of Year Awards</li> </ul>	On-going	Principal	Student Store supplies, award certificates, reinforcers and prizes (75%)	4000-4999: Books And Supplies	Program 201	4000
Tiered System of Supports <ul style="list-style-type: none"> <li>Social-emotional wellness</li> <li>Calming Corner Kits</li> <li>Mindfulness Room</li> </ul>	On-going	Principal, Teachers, ARIS	Implementation of Sown to Grow across the school setting  Calming Corner Kit supplies for each classroom (75%)  Mindfulness Room Sensory and Calming supplies, materials, equipment (75%)	4000-4999: Books And Supplies  4000-4999: Books And Supplies  4000-4999: Books And Supplies	Program 201  Program 201  Program 201	500  3000  3000
Tiered System of Supports <ul style="list-style-type: none"> <li>Monitoring of Student Attendance</li> </ul>	Daily monitoring of attendance.  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.	Principal, School and Community Engagement Facilitator, Secretary/Clerk,	Certificates and reinforcers			

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
	SST team meetings after 6 unexcused absences					
Professional Development <ul style="list-style-type: none"> <li>Sown to Grow</li> </ul> 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			
Systems and Processes <ul style="list-style-type: none"> <li>Coordination of Services Team (COST) Meetings</li> <li>Student Success Team</li>   <li>School Leadership Team - Meets monthly to gather feedback, build consensus and make decisions on behalf of the entire school</li> </ul>	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 (75%)	5000-5999: Services And Other Operating Expenditures	Program 201	3100

Actions to be Taken to Reach This Goal	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
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. (75%)	4000-4999: Books And Supplies	Program 201	3000
Analyze data from benchmarks, observations, and feedback and revise plan as needed						
Review Single Plan for Student Achievement and revise as necessary						

## 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:

<b>School Goal 5 - Inclusive and Welcoming Culture</b>
<b>LCAP Goal 3:</b>
Cultivate and maintain an inclusive and welcoming culture that acknowledges, embraces, and empowers all stakeholders.
<b>Strategic Plan Goal Area # 3:</b>
Inclusive and welcoming culture
<b>School Goal 5: Inclusive and Welcoming Culture</b> <ul style="list-style-type: none"><li>● <b>School Goal 5.a - Attendance Goal</b></li><li>● <b>School Goal 5.b - Chronic Absenteeism Goal</b></li><li>● <b>School Goal 5.c - Welcoming Environment Goal</b></li></ul>
<p>School Goal 5 - Inclusive and Welcoming Culture</p> <p>Monta Loma Elementary has an active and engaged parent community and we will continue to encourage parents to partner with the school in all aspects of student learning and growing. Through our partnership, we will see an increase in student attendance and parents will report feeling that Monta Loma creates a welcoming environment for all families as measured by annual parent surveys. In alignment with our district vision statement, every student, family, staff and community member is engaged and committed to learning in a collaborative, diverse and innovative partnership.</p> <p>School Goal 5.a - Attendance Goal: By June 2023, the average student attendance rate for the school will be at or above 97%.</p> <p>School Goal 5.b - Chronic Absenteeism Goal: By June 2023, the average chronic absenteeism rate for subgroups will decrease by 7% from 26% to 19% based on District Chronic Absenteeism data.</p> <p>School Goal 5.c - Welcoming Environment Goal: By June 2023, there will be a 3% increase, from 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.</p>
<b>Data Used to Form this Goal:</b>
2022 LCAP Survey 2022 Winter English Learner Parent Survey Attendance and absenteeism data

**Findings from the Analysis of this Data:**

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

## 2021-22 Goal Update:

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

- This goal was not met with an average student attendance rate of 92%.

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

- This goal was not met with an average chronic absenteeism rate of 26%.

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

- This goal was not met with 74% of parents agreeing or strongly agreeing with the statement "My school creates a welcoming environment for all families" as measured by the annual LCAP/ Climate Survey.

**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

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"> <li>The Leopard Way Implementation</li> <li>Monthly Monta Loma Core -Values Assemblies</li> <li>Student Goal Celebrations</li> <li>Student Inclusion Celebrations</li> <li>Positive Principal Referrals</li> <li>Student and Family Engagement Events</li> </ul>	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"> <li>Love of Reading Week, Family Learning Nights and Parent/Family Nights</li> </ul>	4000-4999: Books And Supplies	Donations - General	1000
			Staff Spirit Wear	5000-5999: Services And Other Operating Expenditures	Donations - General	1500
			T3 Student Engagement Incentives	4000-4999: Books And Supplies	TSSP	200
Student Leaders <ul style="list-style-type: none"> <li>Community Services Program</li> </ul>	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	Program 201	1500

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"> <li>Campus maintenance supplies</li> </ul>	On-going	Principal, Secretary, Custodial Team	School pride and school culture begins with our schools looking and feeling safe and well cared for	4000-4999: Books And Supplies	School Allocation	5015
Student-Focused <ul style="list-style-type: none"> <li>Student Council</li> </ul>	On-going	Principal, Secretary, Leadership Teachers	Our student leadership supports our student body with school-wide activities and events	1000-1999: Certificated Personnel Salaries	Program 201	2000
			Monta Loma swag/prizes in the form of mindfulness supports	4000-4999: Books And Supplies	Program 201	1000
Parent-Focused <ul style="list-style-type: none"> <li>Spring parent survey to gather input on satisfaction with instructional program, enrichment offerings, welcoming environment.</li> <li>Latino Family Literacy Project</li> <li>District Parent University Events</li> <li>Regular communication to parents via multiple pathways - Newsletters, SchoolMessenger-calls, text messaging, social media, email, electronic marquee, mail, home visits</li> </ul>	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"> <li>Parent Nights - Monthly Site Council, ELAC, Back to School Night, Open House, and Principal's Coffee meetings</li> </ul>	On-going	Principal, Secretary, SCEF	Interpretation and translation of content for parent nights	2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	500
			Parent Engagement Event Incentives	4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	403



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

## Summary of Expenditures in this Plan

### Total Allocations and Expenditures by Funding Source

#### Total Allocations by Funding Source

Funding Source	Allocation 75%	Allocation 100%	Balance (Allocations-
School Allocation	16,511	22,015	0.00
Donations - General		2500	0.00
Program 201	19,425	25,900	0.00
TSSP	14,400	19,200	0.00
After School Enrichment -	1,943	2,590	0.00
Parent Engagement	3,377	4,503	0.00

#### Total Expenditures by Funding Source

Funding Source	Total Expenditures
After School Enrichment - Elementary Schools	2,590.00
Donations - General	2,500.00
Parent Engagement (PIQE/FEI/PU)	4,503.00
Program 201	25,900.00
School Allocation	22,015.00
TSSP	19,200.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type

<b>Object Type</b>	<b>Total Expenditures</b>
1000-1999: Certificated Personnel Salaries	15,350.00
2000-2999: Classified Personnel Salaries	500.00
4000-4999: Books And Supplies	40,308.00
5000-5999: Services And Other Operating Expenditures	20,550.00

## Summary of Expenditures in this Plan

### Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
1000-1999: Certificated Personnel Salaries	After School Enrichment - Elementary	1,500.00
4000-4999: Books And Supplies	After School Enrichment - Elementary	1,090.00
4000-4999: Books And Supplies	Donations - General	1,000.00
5000-5999: Services And Other Operating	Donations - General	1,500.00
1000-1999: Certificated Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	850.00
2000-2999: Classified Personnel Salaries	Parent Engagement (PIQE/FEI/PU)	500.00
4000-4999: Books And Supplies	Parent Engagement (PIQE/FEI/PU)	1,003.00
5000-5999: Services And Other Operating	Parent Engagement (PIQE/FEI/PU)	2,150.00
1000-1999: Certificated Personnel Salaries	Program 201	2,000.00
4000-4999: Books And Supplies	Program 201	20,000.00
5000-5999: Services And Other Operating	Program 201	3,900.00
1000-1999: Certificated Personnel Salaries	School Allocation	1,500.00
4000-4999: Books And Supplies	School Allocation	17,015.00
5000-5999: Services And Other Operating	School Allocation	3,500.00
1000-1999: Certificated Personnel Salaries	TSSP	9,500.00
4000-4999: Books And Supplies	TSSP	200.00
5000-5999: Services And Other Operating	TSSP	9,500.00

**Summary of Expenditures in this Plan**

**Total Expenditures by Goal**

<b>Goal Number</b>	<b>Total Expenditures</b>
<b>Goal 1</b>	13,640.00
<b>Goal 2</b>	19,450.00
<b>Goal 3</b>	13,900.00
<b>Goal 4</b>	16,600.00
<b>Goal 5</b>	13,118.00

## School Site Council Membership

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

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Trisha Lee	X				
Mindy Ju, Co-Chairperson				X	
Vanessa Bernegger, Co-Chairperson				X	
Clint Liddick, Secretary				X	
Sara Stacey		X			
Moira Turner			X		
<b>Numbers of members of each category:</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.


## ELAC Membership

Name of ELAC Member	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Trisha Lee	X				
Kenia Ruiz				X	
Consuelo Noriego				X	
Micaela Lopez				X	
Mayra Garcia-Mendoza			X		
<b>Numbers of ELAC Members of each category:</b>	<b>1</b>		<b>1</b>	<b>3</b>	

**Recommendations and Assurances**

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

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

  
Signature

Attested:

Trisha Lee  
\_\_\_\_\_  
Typed Name of School Principal

  
\_\_\_\_\_  
Signature of School Principal

11/10/22  
\_\_\_\_\_  
Date

Vanessa Bernegger  
\_\_\_\_\_  
Typed Name of SSC Chairperson

*Vanessa Bernegger*  
\_\_\_\_\_  
Signature of SSC Chairperson

11/10/22  
\_\_\_\_\_  
Date