

Cotati-Rohnert Park USD

SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT Monte Vista Elementary School

49-73882-6109169
CDS Code

Schoolsite Council (SSC) Approval Date

Local Board Approval Date

10/21/2021

12-14-2021

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

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Section 1 School Mission Statement and Description

School Mission Statement:

Our mission is to graduate college and career ready citizens with adept 21st century critical thinking and academic skills along with strong moral character. We do this by providing a rigorous, dynamic and comprehensive curriculum delivered in partnership with the community, family and competent, qualified staff in a safe and caring environment.

School Description:

Monte Vista students are on track to become confident and responsible individuals who possess the skills and knowledge to become successful individuals and life long learners. Our program encourages student engagement, use of technology, connecting to each other and the community. Our continued goal is for students to reach levels of proficiency on both state and local assessments. We provide a safe, nurturing and respectful school community enabling our students reach their highest potential. Our current enrollment is 465 students. We currently have 5 Special Day Classes on campus serving students with mild to moderate learning disabilities, with a Tk-5th grade autism track as well.

We are located in on a beautiful campus in the M section of Rohnert Park. We have a school garden, annual talent show and performing arts opportunities for our students. We have an active PTA that provides funding for field trips, assemblies and additional programs for our students to thrive.

COVID-19 Impact:

During the 2019-2020 school year, the Coronavirus caused schools to close from March 19, 2020 - May 31, 2020. In response to the closure, instruction was provided through Distance Learning using District provided laptops. Professional development was nearly completed, internal end of year measures were not given in the areas of English Language Arts, Mathematics, and Science. State and National Assessments, such as CAASPP, were not administered. Due to the COVID-19 impact, the 2020-2021 school year began with students on distance learning. During this transition, all teachers received full training on a variety of programs necessary to engage students in distance learning. All students received a 1-1 student device and mobile internet hot spots were provided to those students who did not have access to internet at home. Additionally, textbooks and other necessary instructional materials were distributed to all students so that they can access the grade-level curriculum at home. An array of supports have been put in place to track and monitor attendance and academic achievements during distance learning. During school closure due to COVID-19, schools plan to hold all parent meetings and student assemblies virtually. Our goal is to provide the same experiences to students and families by using technology until the school closure is lifted. Re-opening took place in April of 2021 using a hybrid learning model, where students returned to school two days a week while participating in distance learning three days a week. The hybrid instructional model was used for the last six weeks of the 2020-2021 school year.

For the 2021-2022 school year we have returned to in person learning. We are following county guidelines in regards to COVID 19 precautions, reporting positive cases, testing, contact tracing and quarantining.

Section 2 CSI & ATSI: Purpose and Description

Purpose and Description

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

The goals in this plan are aligned to the CRPUSD LCAP. The LCAP goals have been developed with input from staff, students, and the community. Progress towards meeting our LCAP goals is measured through the metrics in each goal. We use both the CDE dashboard and local measures to monitor progress towards our goals.

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

Monte Vista has not been identified as a CSI or ATSI school

Resource Inequities

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

Section 3 Educational Partners Involvement

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

Involvement Process for the 2020-21 SPSA Annual Review and Update

this is our initial year developing a SPSA

Involvement Process for the 2021-22 SPSA and Update

Our School Site Council met throughout the 2020-2021 school year, looking at data to evaluate our plan for this year. We have continued to meet this Fall. A parent survey was also sent out to families. Input has been gathered from our ELAC and school Leadership team. The plan has been discussed at staff meetings and input solicited.

Section 4 ELA Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 1

Subject: English Language Arts

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

This is the initial year for Monte Vista.

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

This is the initial year for Monte Vista.

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

This is the initial year for Monte Vista.

IDENTIFIED NEED (Data Analysis)

| Data Analyzed | Data Conclusion | Assessed Needs |
|---|--|---|
| 2021-2019 SBAC and current easyCBM data | Students are not at grade level in ELA | There is a need for a new ELA curriculum, training in the curriculum when adopted and PLC work to review data in order to inform instruction. |

Subject: English Language Arts

LEA/LCAP: LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

Goal #1 All students will meet grade level reading, as measured by easy CBM.

| | 2018-19 Final Data | 2021-22 Data Goal |
|--|-------------------------------|--------------------------|
| Schoolwide (SW) | Actual 51.10% met or exceeded | Goal 60% |
| English Learners (EL) | Actual 58.49% met or exceeded | Goal 65% |
| Students with Disabilities (SWD) | Actual 16.35% met or exceeded | Goal 30% |
| Other Student Groups Socioeconomically Disadvantaged | Actual 39.10% met or exceeded | Goal 45% |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------------|---|---|-----------------------|----------------|----------------|
| Schoolwide (SW) | Teaching and Learning 1. Reading instruction will include a balance of skills/concepts and comprehension. Higher level thinking will be an integral part of comprehension across all grade levels (using the cognitive taxonomy). Houghton Mifflin Reading will be used as the core resource for reading instruction. | Analyzing data from easyCBM benchmark assessments | Extra Duty | ESSER | 2,000 |
| | | | PLC Time | | |
| | | | Books | ESSER | 4,000 |
| | | | Materials & Supplies | ESSER | 2,000 |
| | | | Materials & Supplies | ESSER | 5,850 |
| | | | Playground equipment | ESSER | 1,000 |
| | 2. School wide and in grade level teams, intervention strategies will be identified and used to support student achievement. | PLC Meeting notes | | | |
| | 3. Identify students who are not yet proficient and develop a plan for meeting their needs. Principal and teacher will work together to provide support. | PLC Meeting notes | | | |
| | 4. Develop year-long common core standards-based curricular plans, aligning Common Core curriculum and benchmark assessments. | Grade level curriculum maps | | | |
| | | | | | |
| English Learners (EL) | Opportunity and Equal Educational Access 1. Flexible groupings of students for targeted instruction: Tier 1 and Walk to Read (When | easyCBM assessment results | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|---|---|-----------------------|----------------|----------------|
| | COVID protocols allow), Tier II, and Tier III intervention | | | | |
| | Teachers will provide designated EL time a minimum of 30 minutes per day. | ELPAC assessment results | | | |
| | 2. ELD student support in the classroom; classroom teachers will utilize SDAIE strategies to help ELD learners access the curriculum. | ELPAC assessment results | | | |
| | 3. EL assistant will work with principal to coordinate ELPAC testing and management of program requirements. EL assistant will work with identified EL students in the classroom providing additional instructional support under the direction of the teacher. | EL Assistant daily schedule | | | |
| | | | | | |
| Students with Disabilities (SWD) | Staffing and Professional Development: 1. Grade level PLC meetings will be held throughout the year to plan instruction and evaluate student progress | PLC calendar | | | |
| | 2. PLC meetings will be structured for year long professional development of effective instructional practice using an | easyCBM assessment results | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------|--|---|-----------------------|----------------|----------------|
| | <p>inquiry based model. This framework will guide teachers instruction as they review common assessment data. Teachers will practice strategies, observe each other, gather data on student performance.</p> | | | | |
| | <p>3. Staff will participate in district committees and professional development designed to improve instruction and student achievement.</p> | <p>Committee and training attendance lists</p> | | | |
| | | | | | |
| | | | | | |
| Other Student Groups | <p>Involvement of staff, parents and community: 1. At Fall conferences, parents and teachers will develop goals and discuss student progress.</p> | <p>Conference notes</p> | | | |
| | <p>2. Spring conferences will be student led in May. Students share their progress in reaching their goals and other academic achievements.</p> | <p>Conference schedule</p> | | | |
| | <p>3. District Report Cards based on achieving grade level standards are used to communicate student progress</p> | <p>Student report cards in PowerSchools</p> | | | |
| | <p>4. Homework expectations are shared</p> | <p>easyCBM assessment results</p> | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|---|---|-----------------------|----------------|----------------|
| | <p>and reviewed with parents at BTSN and during the year. Homework is intended to provide students with extra practice and parents with information and examples of what students are learning.</p> | | | | |
| | <p>5. CAASPP assessment data is mailed to families in August. School wide data is shared at SSC and PTA presentations. Individual conferences are available at anytime to discuss test results.</p> | <p>Meeting agendas and minutes</p> | | | |

Section 4 Math Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 2

Subject: Math

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Initial year for Monte Vista

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

Initial year for Monte Vista

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

Initial year for Monte Vista

IDENTIFIED NEED (Data Analysis)

| Data Analyzed | Data Conclusion | Assessed Needs |
|---------------------------------|---|--------------------------------|
| SBAC from 2018-2019 and easyCBM | Students are not at grade level in Math | PLC work to inform instruction |
| | | |

Subject: Math

LEA/LCAP:

LCAP Goal 1: Provide and support a relevant and rigorous curriculum based on the California Common Core State Standards to maximize student achievement.
LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.
LCAP Goal 5: Focus Goal to provide English Learner and RFEP students with equitable services.

SITE: The percentage English Language Learners, foster youth, and low-income students enrolled in AP and honors courses is equal to that of the general population. Students with disabilities access AP and honors courses as their IEPs allow

Goal #2 All students will meet grade level math, as evidenced by easyCBM

| | 2018-19 Final Data | 2021-22 Data Goal |
|--|-------------------------------|--------------------------|
| Schoolwide (SW) | Actual 39.73%met or exceeded | Goal 50% |
| English Learners (EL) | Actual 45.12% met or exceeded | Goal 55% |
| Students with Disabilities (SWD) | Actual 12.61% met or exceeded | Goal 20% |
| Other Student Groups Socioeconomically disadvantaged | Actual 27.48% met or exceeded | Goal 35% |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------------|--|---|-----------------------|----------------|----------------|
| Schoolwide (SW) | 1. Develop a year long, standards-based curricular plan, aligning curriculum with Common Core essential standards and benchmark assessments | easyCBM benchmark assessments | Extra Duty | ESSER | 2,000.00 |
| | 2. Use assessments to inform instruction and provide summary data. Teachers review student work and assessment results and plan goals for improvement. | PLC notes and assessment results | | | |
| | 3. Updated technology and software is available for lab and classroom use to support instruction across the curriculum including math problem solving. | Computer Lab schedule | | | |
| | 4. School wide and grade level teams, intervention strategies will be identified and used to support student achievement | PLC meeting notes | | | |
| | 5. Identify students who are not yet proficient and develop a plan for meeting their needs. | PLC meeting notes | | | |
| | | | | | |
| English Learners (EL) | Opportunity and Equal Educational Access 1. Flexible groupings of students for targeted instruction | Teacher small group rosters | | | |
| | 2. ELD student support in the classroom; classroom teachers will | ELPAC results | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|---|---|-----------------------|----------------|----------------|
| | utilize SDAIE strategies to help ELD learners access the curriculum. | | | | |
| | 3. EL Assistant will support identified students in accessing the core curriculum and learning strategies to be independently successful. | ELPAC results | | | |
| | 4. Each classroom has weekly access to the computer lab and programs to support standards | Computer Lab schedule | | | |
| | | | | | |
| Students with Disabilities (SWD) | Staffing and Professional Development: 1. Grade level PLC meetings will be held throughout the year to plan instruction and evaluate student progress | PLC calendar | | | |
| | 2. PLC meetings will be structured for year long professional development of effective instructional practice using an inquiry based model. This framework will guide teachers instruction using common assessment data to inform instruction. Teachers will practice strategies, observe each other, gather data on effect on student performance. | PLC notes | | | |
| | 3. Staff will participate in district committees | Committee and PD attendance rosters | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------|--|---|-----------------------|----------------|----------------|
| | and professional development designed to improve instruction and student achievement. | | | | |
| | | | | | |
| | | | | | |
| Other Student Groups | Involvement of staff, parents and community: 1. Conferences are held in the fall. Parents and teachers will develop goals and review student progress | Conference calendar and notes | | | |
| | 2. Spring student led conferences are held in May. Students share their progress in reaching their goals and other academic achievements. | Spring Conference schedule | | | |
| | 3. District Report Cards based on achieving grade level standards are used to communicate student progress | Report cards in Power Schools | | | |
| | 4. Homework expectations are shared and reviewed with parents at BTSN and during the year. Homework is intended to provide students with extra practice and parents with information and examples of what students are learning, | easyCBM assessment results. | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|---|---|-----------------------|----------------|----------------|
| | | | <hr/> | | |

Section 4 College & Career Readiness / Equity Goal

Goals, Strategies, Expenditures, & Annual Review

Goal 3

Subject: College & Career Readiness / Equity

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Initial Year for Monte Vista

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

Initial Year for Monte Vista

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

Initial Year for Monte Vista

IDENTIFIED NEED (Data Analysis)

| Data Analyzed | Data Conclusion | Assessed Needs |
|---------------|--|--|
| | | |
| easyCBM data | Students have demonstrated progress but not all are at grade level | Adoption of new ELA curriculum, PLC work to inform instruction |
| | | |

Subject: College & Career Readiness / Equity

LEA/LCAP: LCAP Goal 2: Implement a broad course of study that meets all students' needs and interests and prepares them for college and career.

Goal #3 Implement a broad course study making sure every student has the resources and support they need to be successful

| | 2018-19 Final Data | 2021-22 Data Goal |
|--|-------------------------------|--------------------------|
| Schoolwide (SW) | Actual 51.10% met or exceeded | Goal 60% |
| English Learners (EL) | Actual 58.9% met or exceeded | Goal 65% |
| Students with Disabilities (SWD) | Actual 16.35% met or exceeded | Goal 30% |
| Other Student Groups Socioeconomically disadvantaged | Actual 39.10% met or exceeded | Goal 40% |
| Graduation Rate (GR) | Actual | Goal |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|---|---|---|--------------------------|----------------|----------------|
| Schoolwide (SW) | PLC work-Teachers will meet regularly to collaborate and review data to inform their instruction. | easyCBM test results | | | |
| | | | PLC time | | 0 |
| | | | SST Meetings | | 0 |
| | | | Professional Development | | 0 |
| | Tier 1 Intervention- Teachers will be provided with additional adult support from our SOS staff so they can provide strategic, small group instruction for struggling students. | easyCBM assessment results | | | |
| SST Meetings | SST calendar and easyCBM assessment results | | | | |
| PD will be provided to teachers this year on unconscious bias | PD exit ticket | | | | |
| | | | | | |
| English Learners (EL) | Teacher provided designated instruction a minimum of 30 minutes each day | ELPAC scores | | | |
| | Additional classroom support provided by our EL Assistant | ELPAC scores | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| Students with | SDC teachers will | PLC notes | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------|--|---|-----------------------|----------------|----------------|
| Disabilities (SWD) | participate in PLC with grade alike general education colleagues. | | | | |
| | SDC students will be mainstreamed as appropriate | Teacher mainstreaming schedules | | | |
| | Education Specialist will push in to classrooms as much as possible so students are able to participate in the best, first instruction | Ed Specialist daily schedule | | | |
| | | | | | |
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| Other Student Groups | | | | | |
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| | | | | | |
| Graduation Rate (GR) | Not applicable in elementary school | | | | |
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| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|--|---|---|-----------------------|----------------|----------------|
| | | | | | |
| | | | | | |

Section 4 Climate & Culture

Goals, Strategies, Expenditures, & Annual Review

Goal 4

Subject: Climate & Culture

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Initial Year for Monte Vista

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

Initial Year for Monte Vista

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

Initial Year for Monte Vista

IDENTIFIED NEED (Data Analysis)

| Data Analyzed | Data Conclusion | Assessed Needs |
|--------------------------------|--|---|
| Attendance and Suspension Data | Our student attendance is high and not a significant need. Our suspension rate is not significant. | Continue to encourage good attendance and reinforce our behavior expectations |

Subject: Attendance/PBIS

LEA/LCAP: LCAP Goal 3: Create and maintain optimum learning and working environments for students and staff.

Goal #4 Staff and students will engage in school wide PBIS program in order to optimize learning

| | Increase student attendance rate by 0.5% or to 98%. | | Decrease chronic absenteeism rate by 1% or maintain green/blue status (K-8) Fall 2021 CA Dashboard | |
|--|---|-------------------|--|-------------------|
| | 2018-19 Final Data | 2021-22 Data Goal | 2018-19 Final Data / District Preliminary Data | 2021-22 Data Goal |
| Schoolwide (SW) | Actual 96.2% | Goal 96.5% | Actual 6.9% | Goal 100% |
| English Learners (EL) | Actual N/A% | Goal 96.5% | Actual 8% | Goal 100% |
| Students with Disabilities (SWD) | Actual N/A% | Goal 96.5% | Actual 16.1% | Goal 100% |
| Other Student Groups Socioeconomically disadvantaged | Actual N/A% | Goal 96.5% | Actual 8.2% | Goal 100% |

| | Implement Positive Behavior Intervention and Support (PBIS) to decrease suspension rate by 0.3% | maintain green/blue status Fall 2020 CA Dashboard |
|--|---|---|
| | 2018-19 Final Data / District Preliminary Data | 2021-22 Data Goal |
| Schoolwide (SW) | Actual 3.5% | Goal 100% |
| English Learners (EL) | Actual 0% | Goal 100% |
| Students with Disabilities (SWD) | Actual 6.3% | Goal 100% |
| Other Student Groups Socioeconomically disadvantaged | Actual 4.7% | Goal 100% |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------------|---|--|--------------------------------------|----------------|----------------|
| Schoolwide (SW) | Standards, Assessment, & Accountability 1. School wide Behavior expectations, Be Safe, Be Kind, Be Responsible and Be Respectful will be reviewed at the beginning of each school year. | Completion of each classroom's Expectations Passport | Contract for Restorative Practice PD | ESSER | 7,159 |
| | 2. Paw Awards will be given to students exemplifying our 4 expectations, Be safe, kind, respectful and responsible | Number of referrals | | | |
| | 3. Behavior Guidelines for lunch, games at recess will be developed and explicitly taught and reinforced. | Number of referrals during lunch and recess | | | |
| | 4. Students, Teachers, and Staff will use PBIS Strategies focusing on being safe, being kind, being respectful and responsible | Number of referrals | | | |
| | 5. Professional development in the area of Restorative Practices | PD attendance roster | | | |
| English Learners (EL) | Teaching and Learning 1. To ensure a safe and respectful environment all staff will: support the school wide discipline plan, model respectful communication, use Toolbox program to develop social skills | Number of referrals | | | |
| | 2. All staff including classified and certificated will problem solve with students using lifeskills, | Number of referrals | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|--|---|-----------------------|----------------|----------------|
| | toolbox, and PBIS strategies as expected behaviors. | | | | |
| | 3. Weekly Paw Award drawing celebrating a student from each class and bimonthly assemblies recognizing teacher chosen Student Builders who exemplify the 4 expectations | Number of referrals | | | |
| | 4. Classroom rules and behaviors will be communicated to students and parents throughout the year. They will be taught, modeled, and reinforced | Parent newsletters | | | |
| | | | | | |
| Students with Disabilities (SWD) | Opportunity & Equal Educational Access 1. Counseling will be offered to referred students to support learning responsibility, good decision making, peer relationships and support for loss, when personnel becomes available | Counseling caseload when we have a Counselor on site. | | | |
| | 2. ERHMS counseling available on limited basis for student with identified behavior needs as indicated in a student's IEP. | Psychologist caseload list | | | |
| | 3. Attendance and Discipline will be monitored. Students with frequent and excessive absences/tardies will work with the Assistant | SART /SARB meetings and number of referrals | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------|--|--|-----------------------|----------------|----------------|
| | Principal to develop a plan for improvement. | | | | |
| | | | | | |
| | | | | | |
| Other Student Groups | <p>Staffing and Professional Development</p> <p>1. Training for SOS and Paraprofessionals will be offered during the year so that everyone has shared understanding of rules and procedures.</p> | SOS staff meeting agendas | | | |
| | <p>2. Professional development for teachers and support staff to assist students with behavioral needs; learning disabilities, and emotional needs.</p> | PD offered during Staff Meetings/staff meeting agendas | | | |
| | | | | | |
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Section 4 Parent Involvement

Goals, Strategies, Expenditures, & Annual Review

Goal 5

Subject: Parent Involvement

SPSA Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Initial Year for Monte Vista

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

Initial Year for Monte Vista

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

Initial Year for Monte Vista

IDENTIFIED NEED (Data Analysis)

| Data Analyzed | Data Conclusion | Assessed Needs |
|---|--|--|
| Parent attendance at ELAC, SSC, Parent Meetings | For both the 2020-2021 and 2021-2022 school year we have 5 parent members on our SSC who attended meetings regularly as opposed to 1 parent member in 2019-2020. During the 2020-2021 school year we had 0 parent attendance at our ELAC meetings. This year we are holding meetings in the evening and attendance has increased to 4 parents in attendance. Attendance at parent meetings held virtually in the 2020-2021 school year, ranged from 2 at our first meeting to 70 at our final meeting in the Spring of 2021. | We need to actively reach out to our parents to encourage participation. |



Subject: Parent Engagement

LEA/LCAP:

LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

SITE: Parents will attend School Site council meetings, ELAC meetings, PTA meetings, PTA sponsored events, parent technology nights, and other school-sponsored events to increase student achievement and engagement in school.

Goal #5

LCAP Goal 4: Build and maintain highly effective and relevant family and community partnerships to increase student achievement and engagement in school.

SITE: Parents will attend School Site council meetings, ELAC meetings, PTA meetings, PTA sponsored events, parent technology nights, and other school-sponsored events to increase student achievement and engagement in school.

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|-----------------------|---|---|-----------------------|----------------|----------------|
| Schoolwide (SW) | Provide parents, staff and students with electronic access to communication. | Parent attendance, response to parent surveys. | | | |
| | Parent Surveys | | | | |
| | Parent Information Meetings | | | | |
| | | | | | |
| | | | | | |
| English Learners (EL) | Interpretation for families and students to support communication and outreach. | | | | |
| | ELAC Meetings held at a time convenient for our families. | | | | |
| | | | | | |
| | | | | | |

| | Description of Specific Actions (strategies) to Improve Student Achievement | How will progress be monitored during the year? | Proposed Expenditures | Funding Source | Estimated Cost |
|----------------------------------|--|---|-----------------------|----------------|----------------|
| | | | | | |
| Students with Disabilities (SWD) | Educate parents on good school attendance, automated phone calls and emails. | | | | |
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| | | | | | |
| Other Student Groups | Hold meetings (PTA, ELAC, Site Council) in the afternoon/evening to support working parents/guardians. | | | | |
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Section 5 Staffing

Subject: Staffing

| Description of Specific Actions (strategies) to Improve Student Achievement | Position | Funding Source | Estimated Cost (Salary and benefits) | Alignment to SPSA Goal and monitoring |
|---|----------|----------------|--------------------------------------|---------------------------------------|
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Section 6 Budget Summary

Site Categorical Budget

| Total Allocations | | |
|-------------------|------------|------------------------------------|
| Funding Source | Allocation | Balance (Allocations-Expenditures) |
| ESSER | 24,009 | 0.00 |

Section 7 Funding Allocations

Budget Summary

The Budget Summary is required for schools funded through the Con App, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|--|-------------|
| Total Current Funds Provided to the School Through the Consolidated Application Current Year | \$0 |
| Total Carryover Funds Provided to the School Through the Consolidated Application Carryover | \$0 |
| Total Funds Provided to the School Through the Consolidated Application | \$0 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0 |
| Total Current allocation budgeted for strategies to meet the goals in the SPSA | \$24,009.00 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program.

Subtotal of additional federal funds included for this school: \$24,009.00

Total of State and local programs that the school is including in the schoolwide program: \$0

Section 8 School Site Council Membership

2021 - 2022
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Jr High and High School
SCHOOL: Monte Vista Elementary School

Committee Composition Requirements: In secondary schools, half of the members are the principal (1), classroom teachers (4), and other school staff (1); half are parents or other community members (3) and students (3).

| <u>Parents/Community Members</u> | <u>Staff</u> |
|--|--|
| 1. Name: Laurel Angeli Term: 1 year left of 2 year term XParent Community Member | 1. Name: Kathy Olmsted Principal |
| 2. Name: Tracy Farrell Term: 1 year left of 2 year term XParent Community Member | 2. Name: Wendy Taylor Term: 1 year left of 2 year term Teacher |
| 3. Name: Deena Morgan Term: 1 year left of 2 year term XParent Community Member | 3. Name: Joan Newcomb Term: 1 year left of 2 year term Teacher |
| 4. Name: Kim Olson Term: 1 year left of 2 year term Student | 4. Name: Cassandra Wilcox Term: 1 year left of 2 year term Teacher |
| 5. Name: Ryan Henne Term: 1 year left of 2 year term Student | 5. Name: Term: Teacher |
| 6. Name: Term: Student | 6. Name: Jean Maybury Term: 1 year left of 2 year term Other School Staff |

Section 8 School Site Council Membership

2021 - 2022
SCHOOL SITE COUNCIL (SSC) MEMBERSHIP
Elementary (TK-5th)
SCHOOL: Monte Vista Elementary School

Committee Composition Requirements: In elementary schools, half of the members are the principal (1), classroom teachers (3), and other school staff (1); half are parents or other community members (5).

| <u>Parents/Community Members</u> | <u>Staff</u> |
|--|--|
| 1. Name: Laurel Angeli Term: 1 year left of 2 year term XParent Community Member | 1. Name: Kathy Olmsted Principal |
| 2. Name: Tracy Farrell Term: 1 year left of 2 year term XParent Community Member | 2. Name: Wendy Taylor Term: 1 year left of 2 year term Teacher |
| 3. Name: Deena Morgan Term: 1 year left of 2 year term XParent Community Member | 3. Name: Joan Newcomb Term: 1 year left of 2 year term Teacher |
| 4. Name: Kim Olson Term: 1 year left of 2 year term XParent Community Member | 4. Name: Cassandra Wilcox Term: 1 year left of 2 year term Teacher |
| 5. Name: Ryan Henne Term: 1 year left of 2 year term XParent Community Member | 5. Name: Term: Teacher |
| 6. Name: Term: Parent Community Member | 6. Name: Jean Maybury Term: 1 year left of 2 year term Other School Staff |